

**INTERNAL COMMUNICATION AND EMPLOYEE  
ENGAGEMENT IN TECHNICAL TRAINING  
INSTITUTIONS IN KENYA**

**MARGARET NJOKI NGUGI**

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**Internal Communication and Employee Engagement in Technical  
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**Margaret Njoki Ngugi**

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the Degree of Doctor of Philosophy in Mass Communication of the  
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## DECLARATION

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

Signature ..... Date .....

**Margaret Njoki Ngugi**

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

Signature ..... Date .....

**Prof. Hellen Mberia, PhD**

**JKUAT, Kenya**

Signature ..... Date .....

**Dr. Kyalo Wa Ngula, PhD**

**Chuka University, Kenya**

## **DEDICATION**

This thesis is dedicated to my dad, Ezekiel Ngugi, mum, Ruth Mwihaki, husband, Dr. David Njoroge and children, Prince and Pearl for their love and patience.

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## LIST OF ACRONYMS AND ABBREVIATIONS

<b>AB</b>	Absorption
<b>ACIT</b>	Advanced Communication and Information Technologies
<b>CEO</b>	Chief Executive Officer
<b>DE</b>	Dedication
<b>EE</b>	Employee Engagement
<b>GOK</b>	Government of Kenya
<b>HOD</b>	Head of Department
<b>IC</b>	Internal Communication
<b>ICT</b>	Information communication technology
<b>LMX</b>	Leader Member Theory
<b>MoHEST</b>	Ministry of Higher Education Science and Technology
<b>MRT</b>	Media Richness theory
<b>NACOSTI</b>	National Council for Science Technology and Innovation
<b>OCQ</b>	Organizational Commitment Questionnaire
<b>SDG</b>	Strategic Development Goals
<b>SET</b>	Social Exchange Theory
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TIVET</b>	Technical, Industrial, Vocational and Entrepreneurship Training

<b>TTI</b>	Technical Training Institution
<b>UWES</b>	Utrecht Work Engagement Scale
<b>VI</b>	Vigour

## DEFINITION OF TERMS

<b>Absorption</b>	A sense of disengagement from one's surroundings, extreme concentration in one's job, and a general lack of conscious awareness of the amount of time spent on the job (Rayton & Yalabik, 2014).
<b>Communication climate</b>	How the employees perceive of the quality of relationships and communication in the organization, and the degree of involvement and influence (Goldhaber, 1993).
<b>Communication mode</b>	The medium used to convey a message from the sender to the receiver (Stohl & Redding, 1987).
<b>Communication</b>	The process of relaying information and common understanding from one person to another (Keyton, 2011).
<b>Dedication</b>	Being inspired, enthusiastic and highly involved in your job (Rayton & Yalabik, 2014).
<b>Discretionary effort</b>	Willingness to go above minimal job responsibilities (Shuck & Reio, Jr., T. (2011).
<b>Disengagement</b>	A sense of detachment, where people withdraw and defend themselves physically, cognitively, or emotionally while performing their work roles (Kahn, 1990).
<b>Downward communication</b>	Information and messages flow from a higher level inside an organization to a lower one (MacLeod & Clarke, 2014).

<b>Effective communication</b>	The imparting of ideas and making oneself understood by others (Heinemann, 2011)
<b>Employee engagement</b>	A positive gratifying work related state of mind that is characterized by vigor, dedication, and absorption (Schaufeli & Bakker, 2010).
<b>Internal Communication</b>	The joint effort of the organization's group members to gather information to achieve employee engagement for the organization and to create an understanding of the business. It includes all forms of communication within an organization. (Welch, 2013)
<b>Social exchange theory</b>	Suggests an implicit obligation to reciprocate a favor after receiving a favor or benefit from another person (Blau, 1964).
<b>Upward communication</b>	Information and message flowing from the lower levels to the upper levels (Mumby, 2013).
<b>Vigor</b>	Having energy, mental resilience, determination and investing consistent effort in job (Rayton & Yalabik, 2014).

## ABSTRACT

The purpose of this research was to establish the effect of internal communication on employee engagement. Studies on this subject have been done elsewhere but there is a dearth of researches that have concentrated solely on the mentioned subjects in the Kenyan context. The general objective of the study was to establish the effect of internal communication on employee engagement in technical training institutions in Kenya. The specific objectives were: to find out the effect of the communication mode on employee engagement in technical training institutions in Kenya, to establish the effect of communication quality on employee engagement in technical training institutions Kenya, to determine the effect of the communication direction in technical training institutions Kenya, and to investigate the moderating effect of management style on the relationship between internal communication and employee engagement in technical training institutions in Kenya. The study used social exchange theory, media richness theory and leader member exchange theory. The study was conducted using descriptive survey research design. Study population was all the 3780 trainers in the 102 technical training institutions in Kenya out of which a sample of 360 respondents was used. Stratified random sampling, random sampling and stratified proportionate random sampling technique design were employed. A pilot test was conducted so as to correct weaknesses in design and instrumentation. Data was collected using a questionnaire which had both closed-ended (Likert type scale 1-5) questions and open ended questions. Questionnaires were distributed to 360 respondents out of which 322 completed the questionnaires giving a response rate of 89.4%. Cronbach's alpha was used to test for internal reliability of each variable used in the study. Data analysis was done by use of descriptive and inferential statistics. The indicators of internal communication were communication mode, communication quality and communication direction. The findings of the study supported that internal communication has a significant effect on employee engagement and hence, it is a predictor of employee engagement among the trainers of technical training institutions in Kenya. Communication mode independently did not have a significant effect on employee engagement. However, communication quality and communication direction independently had a significant effect on employee engagement in technical training institutions in Kenya. Further, the study established that management style had a moderating effect on the relationship between internal communication and employee engagement. Hence, the current study recommends that there is need to improve internal communication as it significantly affects employee engagement in technical training institutions. This can be done by embracing modern methods of communications. Again, technical training institutions should enhance their horizontal communication practices to enable them play their rightful role in improving employee engagement. Furthermore, the study recommends that the leadership in these institutions should embrace favourable leadership practices such as training those in positions of leadership on best practices in communication. The current study concentrated on internal communication. There is need to do further research on the effect of external communication and its components on employee engagement. Future research should also focus on other educational institutions as well as other sectors outside the education sector in order to establish whether there is an effect of internal communication on their employee engagement..

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Recently, there has been a growing interest in internal communication in corporate communication research (Vercic, Vercic & Sriramesh, 2012). Internal communication can be described as any communication with employees within the organization (Cornelissen, 2011). Internal communication not only enables companies to have information and knowledge sharing between employees (Tourish & Hargie, 2009 ) but also satisfies, commits them and gives them a voice to speak up (Morrison & Milliken, 2000). Effective internal communication can help create a healthy atmosphere of motivation, trust, engagement, and sharing of thoughts and ideas freely (Moyer, 2011). Iyer and Israel (2012) considered internal communication as a principal factor of employee engagement. In this light, understanding the processes by which effective internal communication influences employee engagement has emerged as a main question in the corporate communication and public relations literature (Welch, 2011).

Beyerlein et al. (2003) assert that, it is the management duty to give support systems in the strategic design so that employees can communicate their needs and frustrations, as this will keep an organization functioning smoothly and successfully. Effective communication begins with the acknowledgment of the critical role internal communication plays as an important method for advancing information sharing across all directions of an organization: upward, downward and horizontal. Academics and practitioners within the public relations field affirm that effective internal communication is a prerequisite of employee engagement (Mazzei, 2010; Tkalac Vercic, Vercic & Sriramesh, 2012; Welch, 2011).

According to Austin and Pinkleton (2006), employees play significant roles in an organization because not only are they personnel providing services for the company but are also shareholders, customers and marketers of the organization. Moorcroft (2003) posits that clarifying to the employees the strategy and business development

plans, make them more engaged as they understand that their unique roles play an essential part in the organization's success. On the whole, employees are the face of an organization and have a powerful influence on organizational success.

No matter how splendid a business strategy is, it must reach and win employees to achieve favourable outcomes. Employees are interested in knowing where their organization is headed and how they contribute to achieving the vision (Moorcroft, 2003). Human resource lies at the heart of every organization because unlike other resources, employee management demands skillful handling of thoughts, feelings and emotions to secure optimum productivity. Alfes et al. (2010) maintained that engaged employees perform better, are more innovative than others, and are more likely to want to stay with their employers, enjoy greater levels of their personal well-being and perceive their workload to be more sustainable than others.

Therefore, the maintenance of a workplace with a higher caliber of employees is the key to success and the way to set a competitive edge worldwide (Schwartz, 2011). However, as Cheney (1999) pointed out amid the bustle to increase efficiency and competitiveness is a sense that most organizations don't care a great deal about their employees. Many organizations perceive the importance of employee engagement; however, the issue of how to increase the level of employee engagement is unwarranted (Wang & Chia-Chun, 2013). Apparently, employee engagement is one of the greatest challenges in today's workplace. With complexness and strict regulations in many organizations, employee engagement will continue to challenge organizations in the future (Mishra, Boynton, & Mishra, 2014). Engagement remains a challenge to the management since it is an indispensable element in maintaining the organization's vitality, survival, and profitability (Farndale & Murrer, 2015).

Pandita and Bedarkar (2014) opine that one of the most demanding challenges facing managers of many organizations is to ensure that when their employees report to work every day, they do not only do it physically but also mentally and emotionally. This means that organization must ensure that their employees are engaged so that they are able to contribute positively towards achieving the organizational outcomes. Engaged employees are more likely to stay with their



current organization and stay committed to their organization (Bakker et al., 2012). Internal communication process immensely contributes to motivating and retaining employees as the employees, regardless of the field of activity, are deemed to be valuable and indispensable in every society (Ashfaq et al., 2012).

Leaders influence the employees to realize their full potential in achieving organizational goals with passion and integrity. Management style has been considered to inversely and significantly influence turnover (Ng'ethe, Namusonge & Iravo, 2012). It is generally acknowledged that managers in any organization set the tone for internal communication (Tourish & Robson, 2003). Hence, providing more avenues for participation in decision making, regular communication and providing effective channels of communication will enable the staff to contribute towards organizational goal. Every organization rises and falls on its leadership. Leadership is imperative in an organization since it is the leader's behavior that destroys or builds an organization. The direction of the organization relies on the style of the leaders. Since leadership helps to chart the future direction of the organization; the behaviour of the leaders is a catalyst in directing the followers to achieve the common goals (Thrush, 2012).

Leaders in the technical training institutes in Kenya comprise of principals who are the chief executives of these institutions. Their leadership forms a critical component for the effective and efficient management of the institutions. Below these are the deputy principals, and the head of operational units are deans and head of departments who act as line managers and immediate supervisors to the academic staff under them. All these play a key leadership role. However, there is little or no formal leadership training for these academic leaders because many rise through the ranks to the various positions from the academic staff cadre and from diverse disciplines (Thrush, 2012).

Globally, the environment of technical education is facing relentless and rapid change. These circumstances underscore the pertinent role of leadership and management in maintaining morale, enhancing productivity, and helping staff at all institutional levels to cope with momentous and rapid change. Hence, leaders in

technical training institutes must possess an array of leadership skills to be effective. Organizations that communicate effectively provide training and coaching to managers so as to help build their communication skills, have adequate and efficient communication tools for use by managers and employees, as well as measure the effectiveness of the entire communication process (Papa et al., 2008). Hargie, Tourish, and Wilson, (2000) suggest that managers need to assess whether their communication channels are currently functioning in support of the organizational success.

Simiyu (2009) in a study of Kaiboi Technical Institute indicated that the principals of technical institutions play a key role towards ensuring the general acceptance of technical education by observing that the trainers have tangible achievements. Technical and vocational education and training is a key element in the development equation since it allows individuals and societies to unleash their potentials, expand their horizons and adapt to the changes in the developing world (Nsiah-Gyabaah, 2009). Essentially, the purpose of technical and vocational education is to equip young people with the technical and professional skills needed for socio-economic development of the country. Besides, organization's reputation is made not only by its brand and product, but also from its employees (Bronn, 2015). Hence, technical training institutions trainers play a pertinent role in the success of the institutions.

In sessional paper No.2 of 1996 on industrial transformation by the year 2020, the government of Kenya considers industrialization as a means to speed up the country's economic development. The paper points out that, technical training institutions have a critical role to play in training technicians, craftsmen and artisans who are the actual workmen for the industrialization process. In this light, Technical and Vocational and Education and Training (TVET) must play significant roles in implementing and promoting sustainable development. It is worth noting that in Kenya, the TVET sector is critical in attainment of the Sustainable Development Goals (SDGs) to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It is focusing on the 4th SDG, on quality education, and the 8th, on good jobs and economic growth. In Kenya, the sector is

responsible for the production of adequate manpower necessary for attainment of the vision 2030 and the Big 4 agenda (Langat, 2018).

Therefore, there is still a lot of expectation from technical training institutions since they are considered as the hope and the axle of the industrial take-off the nation plans to achieve by the year 2030 ( Republic of Kenya,1999). These important institutions ought to be given the necessary attention if industrial transformation is to be realized by the year 2030. An important approach to realize the Kenya Vision 2030 and the Big Four Agenda is through TVET based on close collaboration between industry and training institutions. This can only be achieved through provision of quality education and training. Vision 2030 acknowledges the need for a literate citizenry, thus it places great emphasis on the link between education and the labor market (Ministry of Education, Science and Technology, 2005). Technical training institutions in Kenya play a pivotal role in the realization of Vision 2030 which is Kenya's development blueprint plan covering period 2008-2030. Geographically, TVET institutions in Kenya are located in eight regions: Western, Nyanza, Rift valley, Central, Nairobi, Eastern, North Eastern and Coast (MOHEST, 2004). The organization of TVET institutions in any of the eight regions is anchored in the Technical and Vocational Education and Training Bill (2012).

There has been major education reviews in Kenya. The reviews are aimed at training the youth as well as catering for the wider interests of national development. The development of technical and vocational education and training in Kenya (TIVET) can be traced to four major education reviews. These are: The Kenya Education Commission of 1964/65; The National Committee for Educational Objectives and Policies (NCEOP) of 1996; The Presidential working party on a second University in Kenya of 1981 and the Presidential working Party on Education and Manpower training for the next decade and beyond of 1988 (Ringeera, 2012).

The performance of these institutions will either speed up or slow down the realization of Vision 2030 in that they are predicted to play a pertinent role in creating a human resource base that will help meet the requirements of a fast industrializing economy. According to the Ministry of Education (2012), human

capital is one of the key resources needed for social-economic development of an organization. Successful nations and individual organizations invest heavily on human resource capacity development. Although trainers at TVET have now joined public service in a new scheme that seeks to boost their performance, it is important that other factors that influence their engagement be considered.

In order to breed and maintain a competent and motivated team of workers there has to be effective communication. Since managers have the greatest impact on employee engagement; they must be encouraged to develop meaningful relationships with the workforce and recognize good performance. The purpose of this study is therefore, to explore the effect of internal communication on employee engagement in technical training institutions in Kenya.

## **1.2 Statement of the problem**

Communication process assumes a critical role in the progress of any organization. Every organization and in particular educational institutions at the tertiary level needs effective internal communication to succeed. However, management of many organizations appears not to reckon with the significance of communication in their systems. Bua (2014) opined that the success or failure of the teaching and learning process depends largely on the way and manner in which the communication process is initiated, developed and maintained in educational institutions.

In Kenya engaging and enthusing the trainers has been a challenge. According to Koome (2014), there has been high academic staff turnover in technical training institutions in Kenya. High turnover is generally associated with poor or lack of effective internal communication (Ashfaq et al., 2012). Again, Antony et al. (2016) noted that many technical training institutions have little financial power to buy modern management information systems to use in the daily operation and management of activities. They acknowledged that the problem has led to slow advancement of both structural, human resource and technological developments that these institutions experience. According to Ayo (2012), some of the traditional methods like notice boards, sign boards, messengers, magazines and others used to disseminate information in the current era of technological advancement make

information access a challenge to students and trainers in technical training institutions in Kenya.

Technical expertise forms the basis for the actualization of industrial transformation and a meaningful pursuit for Kenya's Vision 2030. In spite of this, technical education has been given "an offhand" treatment since independence to date (Oroni, 2012). Research in these institutions has mainly concentrated on students' issues like choice of courses, enrolment, gender disparity, training, physical facilities, learning facilities and students discipline among others (Njoroge, 2015). Simiyu (2009) in a study of Kaiboi Technical Institute noted that the managers of technical training institutions ought to apply contemporary approaches in personnel management such as open house discussions and feedback mechanism so as motivate their trainers and in turn affect the quality of teaching. Management and communication within these institutions which are charged with a great responsibility of transforming the country have not been given due attention.

In spite of the importance accorded to internal communication and employee engagement within the practitioner literature, there is paucity of empirical academic research testing and supporting an association between the constructs. Moreover, although a relationship seems to exist between internal communication, employee engagement and management style, it has not received much scholarly attention in a single study especially in Kenya. The understanding of these three variables namely; internal communication, management style and employee engagement would be helpful in advancement of technical training institutions in realization of the Vision 2030 and more specifically in the achievement of the SDGS. Based on this backdrop then, the main task of this study was to focus on the effect of internal communication on employee engagement as moderated by management style in technical training institutions in Kenya.

### **1.3 Objectives**

The objectives of the study were:

#### **1.3.1 General objective**

To establish the effect of internal communication on employee engagement in technical training institutions in Kenya.

#### **1.3.2 Specific objectives**

1. To find out the effect of communication mode on employee engagement in technical training institutions in Kenya.
2. To determine the effect of communication quality on employee engagement in technical training institutions in Kenya.
3. To establish the effect of communication direction on employee engagement in technical training institutions in Kenya.
4. To investigate the moderating effect of management style on the relationship between internal communication and employee engagement in technical training institutions in Kenya.

### **1.4 Study Hypothesis**

The study was guided by the following null hypotheses:

**H<sub>01</sub>:** There is no significant effect of communication mode on employee engagement in technical training institutions in Kenya

**H<sub>02</sub>:** There is no significant effect of communication quality on employee engagement in technical training institutions in Kenya

**H<sub>03</sub>:** There is no significant effect of communication direction on employee engagement in technical training institutions in Kenya

**H04:** There is no significant moderating effect of management style on the relationship between internal communication and employee engagement in technical training institutions in Kenya

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

This study was justified by the fact that in Kenya there is a dearth of empirical knowledge on internal communication and employee engagement in education training institutions. The results of this study are expected to benefit the following stakeholders. First, it will help the managers of technical training institutions to understand what can be done to make internal communication effective to positively influence trainers' engagement. Second, the results will be helpful to administrators and management of other organizations and institutions. The findings are also expected to add value to the theoretical and empirical literature regarding the effect of internal communication on employee engagement in institutions of learning. The limitations and suggestions for further research will assist researchers with additional areas to conduct research in the field of internal communication and employee engagement.

Additionally, practitioners who function in supervisory positions may benefit by understanding among other things that personnel usually adopt the characteristics and attitudes of their leaders, making it difficult for staff to be engaged unless the managers are (Kerfoot, 2008). Specifically, this research will help managers to better manage their employees to improve individual and organizational engagement.

This study will also benefit policy makers in the government. They will get to understand the effect of internal communication on employee engagement in learning institutions and the moderating effect of the management style between the two variables. With such information, the policy makers will formulate policies that are informed and inclined towards improving employee engagement in institutions of learning.

## **1.6 Scope of the Study**

This study was narrowed to investigate the effect of internal communication on employee engagement in technical training institutions in Kenya. The study was conducted in TVET institutions in Kenya which are located in eight administrative regions: Western, Nyanza, Rift valley, Central, Nairobi, Eastern, North Eastern and Coast (MOHEST, 2004). This study was conducted among the trainers of public technical training institutions in Kenya. The population targeted included 3780 trainers in 102 technical training institutions in Kenya out of which a sample of 360 respondents was used. In terms of the methodological scope, the study was conducted using descriptive survey research design. Stratified random sampling, random sampling and stratified proportionate random sampling technique designs were employed. The study collected data through a questionnaire survey. Private institutions were precluded from the research since they do not enjoy direct government support.

The survey focused on internal communication dimensions such as communication mode, communication quality and communication direction independent variables. The constructs used were first developed by Johlke and Dunhan (2001) and Maltz (2000). However, they were moderated so as to fit the current study. The dependent variable was employee engagement dimensions namely: vigor, absorption and dedication. The moderating variable was management style which included: autocratic, democratic and laissez-faire style. However, the scope of the study was delimited by the type of information it sought to investigate. In this regard, the study focused on internal communication. Issues to do with external communication which could also be a driver of employee engagement and which is another broad area in communication were not focused on. This was due to time constraints. Theoretically, the study was limited to the tenets of three theories: Social exchange theory, media richness theory and leader member exchange theory.

## **1.7 Limitations of the study**

The study had a few limitations. First, there was a dearth of literature on internal communication and employee engagement in Kenya. Hence, the study borrowed



heavily from other countries so as to add scholarly thoughts to the few local studies. Second, there are other drivers of employee engagement but the study focused only on internal communication. Moreover, the response of the respondents limited the study results particularly the freedom which respondents felt in disclosing their beliefs about management style unlike the free expression noted on items on internal communication. However, there were adequate questions on the same section that gave a clue on the type of management style and these led to valid conclusions. Finally, it was not possible to cover the opinions of other stakeholders apart from the trainers because of the limited time, resources and other logistics.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides theoretical and empirical analytical literature on internal communication, employee engagement and management style. It identifies and explains the theoretical review on theories that informed the study, that is; social exchange theory, media richness theory and leader member exchange theory explaining the area of study and attributing variables. It also illustrates the conceptual framework and the relationship between independent variables, moderating variable and the dependent variable established in the conceptual framework. Moreover, the section elaborates related literature on internal communication, employee engagement and management style. Lastly, it presents a review of relevant empirical studies, critique of related literature and the research gaps it seeks to close.

#### **2.2 Theoretical review**

The study was informed by social exchange theory (SET), media richness theory (MRT) and leader member exchange theory (LMX).

##### **2.2.1 Social Exchange Theory (SET)**

The evolution of social exchange theory goes back to 1958, when American sociologist George Homans published an article entitled “Social Behavior as Exchange.” Homans devised a framework built on a combination of behaviorism and basic economics (Cook, K.S. (2018). Social exchange theory is used to help elucidate workplace relationships and employee attitudes (Cropanzano & Mitchell, 2005). SET specifies that obligations are generated through a series of interactions between parties who are in a state of reciprocal interdependence (Kular, Gatenby, Rees, Soane, & Truss, 2008).

Molm and Cook (1995) point out the key assumptions of SET which include: (a) behavior is motivated by the desire to seek rewards and to avoid punishment; (b)

exchange relations develop in structures of mutual dependence (both parties have some reason to engage in exchange to obtain resources of value); (c) the theory assumes that people know that this “payoff” will vary from person to person, as well as with the same person over time .and (d) valued outcomes obey the economic law of diminishing marginal utility that is, a benefit becomes less valuable depending on how often a person has received it recently.

A basic tenet of SET is that relationships evolve overtime into trusting, loyal and mutual commitments as long as the parties abide by certain ‘rules’ of exchange (Crospranzano & Mitchel, 2005). Such rules tend to involve repayment rules, so that the action of one party leads to a response by the other party (Saks, 2006). Crospranzano and Mitchel (2005) further note that Social exchange theory suggests that individuals who perceive the presence of reciprocity in their social relationships are more likely to feel satisfied with them and maintain such relationships. Robinson, Perryman and Hayday (2004) affirm that employee engagement is a two-way nature of relationship, whereby the organization works on engaging the employees who reciprocate by choosing the level of engagement to offer back. Saks (2006) stipulated that a strong theoretical rationale for engagement was provided by social exchange theory. Therefore, employee engagement has its explanation in SET since it represents a two-way relationship. Saks (2006) suggests that one way for individuals to repay the organization is through engagement. That is employees’ engagement levels will depend on the resources they receive from the organization. This may include having healthy relationships with their supervisors.

The two social exchange relationships which influence an employee’s professional life are the relationships with their organization and with their direct supervisor (Sluss et al., 2008). An employee’s wishing to return favours toward their organization and their direct supervisor are the result of these relationships (Cropanzano & Mitchell, 2005). If such relationships exist between trainers in TVETS, the government and also trainers’ immediate supervisors, the former will reciprocate through engagement. SET gives a theoretical basis to explain why employees choose to become more or less engaged in their work and organization. However the opponents of the social exchange theory argues that behavior is not

motivated by the return but by the sense of duty or by some other internalized value, the actions of the man who believes in the rightness of his cause and is not affected by the praise or blame of others cannot be included in the category of exchange. (Health & Health, 1976).

The social exchange theory was deemed relevant in this study as it postulates that when organizations and supervisors provide assets such as internal communication, which is an independent variable in this study, in a way that is perceived to be beneficial, employees will consider the relationship favorably and reciprocate with positive emotions, and behaviors, like engagement. Therefore, internal communication in technical training institutions may facilitate healthy relations between supervisors and trainers in an institution which create workplace relationships based on meaning and worth. The theory informed the first, second and third objectives of the study, since they considered how each of the communication dimension namely: communication mode, communication quality and communication direction affect employee engagement.

### **2.2.2 Media Richness Theory**

The second theory that this study used was media richness theory. Media richness theory is born out of a combination of organizational communication and the cues-filtered-out tradition of computer-mediated communication (Walther, 2010). Media Richness Theory was derived from contingency theory. The theory ranks media on a continuum of richness, or the ability of information to change understanding within a time interval (Daft & Lengel, 1986). This ability is determined by the medium's abilities to transmit nonverbal cues, express content in natural language, enable immediate feedback, and enable personalization (Daft & Lengel, 1986).

The capacity to transmit nonverbal cues, occasionally referred to as bandwidth, is the medium's ability to convey any method of communication other than word choice. This may include body or facial movements, vocal inflection, or even display of a communicator's environment (Walther & Parks, 2002). The more cues such as sight, sound and touch the richer the media. Immediate feedback refers to the medium's capacity for multi-directional communication with little or no time delay. This

capability allows a message receiver to have his or her interpretation of a message immediately checked by the message source (Daft & Lengel, 1986). A synchronous medium (one which allows message transmission in more than one direction simultaneously) would rank higher on this characteristic than an asynchronous one. In fact, manipulating synchronicity of a medium has been used as a manipulation of media richness in empirical studies (Dennis & Kinney, 1998). Synchronous interactional media is richer than asynchronous non-interactional media.

Personalization refers to the medium's capacity for allowing a message source to tailor a message to suit an individual recipient. This is connected both to immediate feedback and to the size of the audience; a medium that lacks bidirectionality may leave a message source guessing as to whom his or her audience will be, and larger audiences reduce the message source's ability to personalize the message to any individual audience member (Walther & Parks, 2002). The greater the humanization through warmth, sensitivity and personalization through differentiation for the receiver, the richer the media.

Media richness theory argues that "richer" media allow communicators to complete equivocal message tasks faster. Daft and Lengel (1986) initially defined equivocality as the existence of multiple and conflicting interpretations about an organizational situation. In a managerial context, equivocality means that managers have no clear answers to their questions and will frequently have to draw their own conclusions based on judgment (Daft & Lengel, 1986). This definition conceptually separates equivocality from uncertainty; whereas uncertainty focuses on a lack of sufficient information that can be remedied by collecting additional data, equivocality is resolved through communication and compromise to agree on a shared meaning where no objectively correct answer exists (Daft, Lengel, & Trevino, 1987; Walther & Parks, 2002).

Daft and Lengel (1986) considered that "rich" media could make users communicate more quickly and understand ambiguous messages so that it is more appropriate for resolving equivocal situation while "lean" media could avoid users providing too

much information and unnecessary messages so that it is more appropriate for reducing uncertainty.

One framework used for choosing communication channels is Media Richness Theory (MRT). MRT categorizes the richness of communication mediums or channels in an effort to determine the most effective channel for the message (Lengel & Daft, 1988). A medium can enhance or distort the intended message. Rich media communication situations offer the opportunity for immediate feedback, which has many positive organizational effects. For instance, Kassing (2000) found that in workplaces where feedback was encouraged employees showed high organizational identification and openly verbalize their views even when they are dissenting, knowing that these would be welcome. In contrast, where feedback was not encouraged then employees exhibited less identification and more resentment and desire for revenge. For equivocal problems, rich media are preferable because they add context to a situation (Dennis & Robert, 2005). This helps at arriving at a deeper knowledge or understanding of a problem, which can then lead to nuanced and well-informed decision making. Shepherd & Martz (2006) found that rich media have been found to support increased communication in online forums and enhanced understanding of equivocal tasks. Lean media have been found to support less equivocal fact-based learning (Lan & Sie, 2010).

According to Balaji and Chakrabarti, (2010), MRT is very beneficial for understanding which media are best for which tasks. You don't always want a rich media text, especially if you want to communicate something without any debate or discussion. The four criteria for analyzing the richness of media discussed earlier stated make it a very practical theory. Anyone can classify and rank media based on the four criteria provided. The theory acknowledges communication can be uni-directional. According to Balaji and Chakrabarti, (2010) MRT has weaknesses in that it was developed prior to Web 2.0 technologies, and therefore may not be as useful for modern technology studies. The theory would not give anyone a definitive answer about which media to use in which circumstance. Rather, it provides a framework for making that decision for you.

However, the media richness theory informed this study as it asserts that a medium can enhance or distort the intended message. Also, the explosion in electronic technology is making medium selection a more critical issue (Compton (2014). Face-to-face communication is considered to be the richest medium because it provides immediate feedback and multiple cues while utilizing natural languages (Daft & Lengel, 1986). You receive facial expressions, clarifications and deep discussion.

Unfortunately, this may not be the most commonly used mode of communication in technical training institutions in Kenya. This theory informed the first and the third objectives in the study as the researcher aimed at establishing whether communication mode and communication quality had an effect on the trainers' engagement in technical training institutions in Kenya.

### **2.2.3 Leader-Member Exchange Theory**

The Leader-Member Exchange (LMX) theory first emerged in the 1970s. Leader-member exchange theory evolves as an exchange process whereby subordinates may have high-quality exchanges or low-quality exchanges (Graen & Uhl-Bien, 1995). To date, the theory has undergone several stages of development; a first stage where the idea of vertical dyadic linkages was elaborated, a second stage that concentrated on the effects of linkages regarding different exchange qualities, a third stage that deals with the development of dyadic leader-member exchange relationships (the life cycle of leadership making), and a fourth and so far final stage that expands the ideas of the concept to groups and networks (Graen & Uhl-Bien 1995).

Leader member exchange theory provides insightful guidance in building the framework of this study. The discussion assists in finding out the moderating role of the management style of the supervisors in technical training institutions on the relationship between internal communication and employee engagement. The leader-member exchange theory (LMX) is a relationship approach theory focused on the development of relationships between managers and members in the same team. In this study there were supervisors in technical training institutions and trainers.

According to Seejeen, (2017) LMX is the relationship between a leader and a subordinate and how they influence each other in the organization. This relationship can either be in-group or out-group. In-group relationships exist where the members are well-trusted and receive better treatment whereas in out-group relationships; the members are deprived of certain privileges, excluded and feel isolated (Riaz & Zaman, 2018). An employee who is categorized as a member of a leader's in-group has a high quality exchange relationship which is, characterized by trust, while the one who is an out-group member has a low-quality exchange relationship characterized by distance.

Furthermore, Karabey and Aliogullari (2018) discussed four dimensions of LMX namely: contribution (which involves the members' perception of the amount, direction and work quality exerted in the relationship), loyalty (the extent to which the leader and member are loyal and support each other), affect (mutual affection exhibited by the leader and member which is not based on professional values), and professional respect (the extent to which the involved parties in the relationship have built a reputation both inside and outside the organization).

An important implication of the leader-member exchange theory is that the quality of the relationship between the leader and each group member has important work consequences. Leaders invest more resources in those they expect to perform well (i.e., those they have designated as in-group members); and they treat them differently than they do out-group members. Therefore, it is suggested that leaders should develop high-quality relationships with as many subordinates as possible. This is because a high quality relationship between the supervisor and the subordinate enhances the exchange of information.

Teaching has been considered as a profession that is emotionally tasking and potentially frustrating. In her famous book, *Keeping Good Teachers'*, Daring-Hammonds (2000) suggests that teacher attrition reduction has to do a lot with how principals lead their schools and how they deal with teachers.

The development of supervisor-subordinate exchange has been found to increase a subordinate's performance, organizational citizenship behavior, and commitment



(Dulebohn et al, 2012); thus, having a sense of empowerment influences work engagement. At the same time, information seeking is associated with higher job satisfaction, satisfaction with supervisors, empowerment, role ambiguity, and role conflict, while behavioral intentions that avoid seeking information are significantly linked to intention to leave and increased turnover (Dulebohn et al., 2012). These scholars identified three main groups of antecedents: leader characteristics, follower characteristics, and interpersonal relationships. The leaders' characteristics include their expectations from followers, their perception of the followers' skills, conditional reward behaviour, extent of leadership traits, extraversion, and level of friendliness. On the other hand, the followers are appraised by their capability, amicability, diligence, locus of control, neuroticism, and level of openness. Dulebohn, et al. (2012) further noted that in as much as the leader plays a leading role in establishing a cordial LMX relationship, the follower in turn must occupy a vital part in building such connection. Moreover, the interpersonal relationship variables that may influence the leader-follower relationship include trust, perceived comparison, fondness, liking, confidence, mutual respect and self-aggrandizement. This kind of relationship may have implications for job related well-being and effectiveness of employees.

Hence, from this discussion the significance of appropriate LMX culture in an organization is notable. Indeed, leaders who automatically develop a bond with each of their subordinates would reap its fruits through responsible decision-making processes, access to resources and enhanced subordinates' performances. Rabenu, Shkoler, Lebron and Tabak (2019) while commenting on the bright sides of LMX added that it enhances the work engagement of employees through features like vigor, dedication, and absorption. They posited that when employees perceive that the nature of the dyadic relationship existing between them and their supervisors is healthy, there is better work design, organizational culture, and improved resource distribution. LMX informed the fourth objective of the study since it suggests interaction between supervisor and subordinate.

### **2.3 Conceptual Framework**

The independent variable in this study was internal communication. Internal communication was measured using three main dimensions. Each dimension has various items. These are: communication mode (method of communication, frequency of channel use, media effectiveness, and existing channels of communication), communication quality (timeliness, accuracy, adequacy, and completeness) and communication direction (bidirectional and unidirectional, horizontal, upward and downward flow of communication). The independent variable was expected to have an effect on the dependent variable which is the employee engagement. The employee engagement depends greatly on the effectiveness of internal communication. The employees rely on the information that the supervisors give in order to form their opinions, attitudes and perceptions about their work and this is reflected in their engagement. An organization that does not manage its communication through the variables mentioned is likely to have disengaged employees.

The moderating variable which is the management style was selected by the researcher so as to discover whether or not it modifies the relationship between internal communication and employee engagement. The management style was expected to influence the effect of internal communication on employee engagement. Figure 2.1 shows the conceptual model which encompasses the major variables and their possible patterns of influence on each other.

## Internal Communication

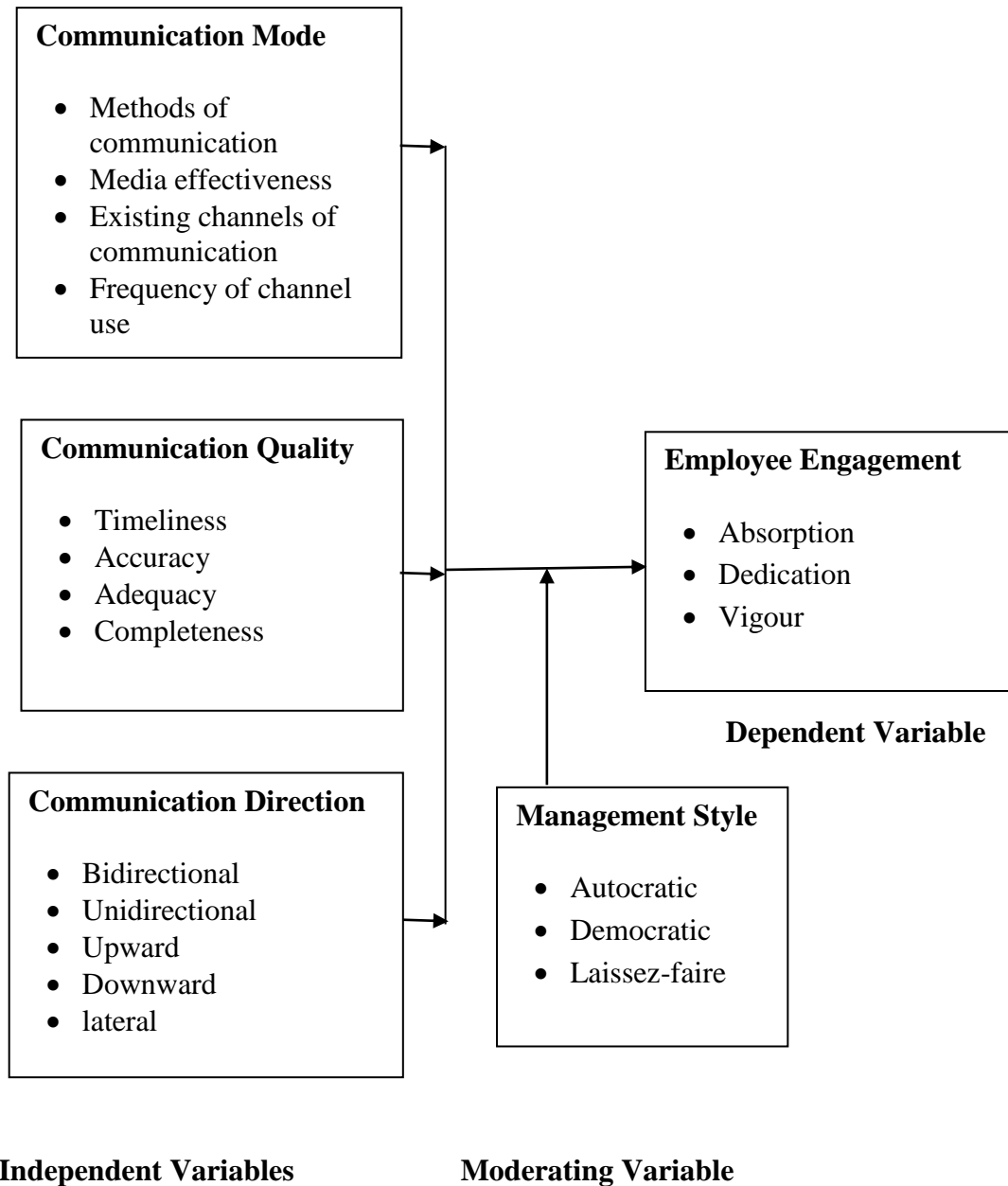


Figure 2.1: Conceptual Framework

## **2.4 Review of Study Variables**

The variables under study namely: internal communication, management style, and employee engagement and their constructs are discussed below.

### **2.4.1 Communication Mode**

Communication mode refers to the medium used to transmit a message from the sender to the receiver (Stohl & Redding, 1987). Today there are more channels of communication to choose from than at any other time in history. Technology has changed the face of how humans communicate with one another. It is faster and sometimes hard to keep up with. Employees want a more democratic information exchange (D'Aprix, 2009). According to Maltz (2000), electronic, written, face-to-face, and phone are the common modes of communication.

The most effective internal communication channel used in most organizations including institutions of higher learning is face-to-face communication (Frandsen, 2011). Modes of communication can be described as being formal or informal (Johlke & Duhan, 2000). Formal modes of communication follow an organization's chain of command and are official. Compton (2014) opines that internal communication has been caught up with technology, thus, has been forced to be effective. According to Zhang and Venkatesh (2013), organizations need to ensure that they use effective communication channels which would ensure that employees receive, respond, adjust and improve information flow within an organization. Communication channels are important and an organization ought to ensure that they have strong communication channels in order to ensure communication structure, employee feedback, adjustments to change openness and hence contribute positively to employee performance.

It is imperative for companies to choose the right communication medium that fits the business strategy and business goal (Kataria, Kataria, & Garg, 2013). Greenberg (2011) points out that the use of multiple channels, make communication most effective. Nevertheless, he at the same time presents media richness theory, which shows how the success of a good message also involves choosing the best way to

deliver it. The communication channels should help achieve organizational objectives and they include emails, newsletters, reports, scheduled meetings, memos, and conference calls (Johlke & Duhan, 2000; Maltz, 2000).

On the other hand, informal modes of communication do not follow the organization's chain of command and are personalized and often impromptu. They are intended to help achieve individual objectives and include hand written notes, hall talk, text messages, the grapevine, impromptu and one-on-one meetings (Johlke & Duhan, 2000; Maltz, 2000). Formal and informal channels of communication can influence an employee's perception of their organization and their direct supervisor (Johlke & Duhan, 2000). Effective communication channels ensure employees receive, respond, adjust and improve information flow within an organization (Zhang & Venkatesh, 2013).

According to Kitchen and Daly (2002), today internal communication ought to be considered as in a high priority matter compared to the past. Orsini (2001) affirmed that the art of internal communication lies in the choice of medium to be used in a certain circumstance. The communication channels available to subordinates can cripple upward communicating (Marques, 2015). This is because it is usual for managers and directors of the organization to use multiple communication channels including memos, telephones, meetings, letters and emails. However, the staff may not have such a multiplicity of media at their disposal and hence have limited ways to reach their managers. This can force employees to apply ineffective media in delivering messages to their management (Orpen, 2012). A study conducted by Sarbaugh-Thompson and Feldman found employees felt less connected to their colleagues with an increase in email usage (Byron, 2008). According to MRT's creators, Daft and Lengel, each channel of communication has characteristics that make it more appropriate in certain situations than in others. If the message is equivocal, with more opportunities for misunderstanding, then a richer channel should be used.

Communication is an all-time process. Employees ought to receive and transmit information as at and when it's needed. The extent to which staffs get

communication on organization performance and various topics is very crucial for effective communication and smooth running of the organization. It is generally assumed that a greater amount of communication is useful within the work environment (Keller, 1994). Regular communication from senior leaders and managers is considered as a key driver of greater levels of job performance and satisfaction (Keller, 1994). Nevertheless, an excess of communication can often become flawed. Ganster and Schaubroeck (1991) assert that when organizations and supervisors communicate excessively, employees can become overwhelmed and experience communication overload. Furthermore, Maltz (2000) asserts that organizations can either communicate with employees too frequently or not frequently enough. It may be difficult to measure the right amount of information; however, the information received must be accurate (Stafford, Vanc, & White, 2010). Therefore, this study supports the assumption that organizations and supervisors communicate with their employees within the functional zone i.e. the point at which frequency and effect intersect. Stafford et al. (2010) explains that organizations with efficient internal communication are viewed as higher performing businesses for external stakeholders, and are more preferred when investing. Frandsen and Johansen (2011) pointed that it is necessary to increase the internal communication frequency since employees usually have a high demand for updated information as well as the desire to provide continuous feedback; whenever possible internal communication should precede external communication.

An organization that does not communicate can experience the worst outcomes as it forces employees to speculate, listen to rumours and turn to the media for information about their company (Hoover, 2005). In times of change and challenge, communication can be the key to sustaining the business. As Hoover explains, even in a time of crisis, effective communication keeps employees engaged and the organization moving forward. On the contrary, the lack of communication can create a disparity between what employees hear from their manager and what they see in the media, it leads to distracted, de-motivated and disengaged employees who feel a lack of trust caused by lack of transparency whether what they hear is real or perceived.

## **2.4.2 Communication quality**

Quality communication is the extent to which communication is perceived to be timely accurate, adequate and complete (Maltz, 2000). Simply stated, the communication should be current and received when needed, be reliable and correct, sufficient to accomplish tasks and (comprehensive and not lacking any significant information. An individual's perception of the value of the information they receive can be understood through the quality of messages ((Maltz, 2000). There are varying opinions regarding the dimensions of communication quality. This study aligns with Johlke and Duhan's (2001) conceptualization. Employees ought to receive and transmit information as at and when it is needed. The extent to which staffs get communication on organization performance and various topics are imperative for the smooth running of the organization.

Quality communication is important in achieving organizational effectiveness, employee performance and motivation (Maltz, 2000). The information transmitted within the organization needs to be detailed and accurate in order to avoid misunderstanding. If the information is not accurate, it may lead to confusion by the staff which is latter passed on to the customers maiming the image of the organization. Communicators in an organization need to warrant that the message communicated is dependable and consistent. Upward communication should be complete, understandable and unambiguous, efficient, reliable, timely and accessible, since effective internal communication can also form the reputation of the organization. Organization's image is made of its brand, the product, but also from its employees (Bronn, 2015). Communication from management should be believable, reliable, clear and timely. This makes the employee to be able to focus on their jobs and improve their performance (Welch & Jackson, 2007).

This study investigated whether the four aspects of communication quality namely: timeliness, accuracy, adequacy, and completeness have an effect on employee engagement. Information is only important when it is received the time it is needed. Delay of information is failure in communication. It is the duty of the organization to

ensure that shared information is delivered in time. The employees need to trust the information transmitted to them for them to execute their duties with confidence.

### **2.4.3 Communication Direction**

Smith and Mounter (2005) describe internal communication as an organization's two-way communication, needed to ensure day-today smooth running of operations. Collective goals have to be shared, as well as information delivered to the workforce regarding what is expected from them (Smith & Mounter 2005). A strong link needs to exist between the leaders and the workforce and that link could be provided by communication. Goals, values, mission and vision are often expressed carefully to the outside stakeholders as well as to the employees, who are internal stakeholders.

Effective information flow helps in building a sense of corporate identity, productivity, teamwork, participation, job performance and improves retention (Neves & Eisenberger 2012). How information flows within an organization and to its publics also shows its openness and ability to adjust to sudden changes in the environment (Kyse, 2006). Communication ought to flow successfully in all levels of the organization. This will make the employees to comprehend their roles, appreciate their duties and responsibilities and serve customers appropriately. All stakeholders in organization require information in order to promote mutual understanding and proper coordination. The manager should ensure that important information is shared to and by employees and departments so as to make them understand the organization's operations and deliver their duties appropriately.

According to Johlke and Duhan (2000), communication can flow two-way (bidirectional) or one-way (unidirectional). Unidirectional communication occurs when organizations and supervisors provide employees with information and do not encourage them to respond with feedback and ideas (Johlke & Duhan, 2000). In bidirectional communication employees given information and then are encouraged to respond with feedback (Johlke & Duhan, 2000). Therefore, managers who use this method provide employees with information and then solicit the employees' input (Cornelissen, 2011).



According to Marques (2015), communication takes place in three levels: lateral, upward, and downward. In lateral communication information flows horizontally from colleagues at the same level in the organization to other colleagues at the same level (Wilcox & Cameron, 2011). Lateral communication creates links among divisions, job units and related tasks within the organization. It takes place between equals (one level) personnel and organizations subdivisions (Wilcox & Cameron, 2011). One of the ways to motivate employees through peer to peer communication is through creation of a good work environment. This type of communication flow frequently creates and sustains staff fulfillment and employee morale. The staffs habitually talk freely and openly about their feelings relating to the system and deliberate their problems with those who are able to relate together. Additionally, socialization inside the official organization usually takes place over horizontal communication. Again, this communication flow facilitates teamwork and thus increasing the efficiency with which tasks in the organization are performed (Dolphin, 2015).

Downward communication is where the leadership of the organization shares information, directives or orders with employees at the lower levels (Kalla, 2015). Downward communication is usually one way and it rarely elicits responses. However, there are instances when downward communication will invite responses from lower level employees. This pattern of communication is used by managers to provide job guidelines, assign objectives, point difficulties that require attention, explain policy directions and methods and provide feedback about performance. Downward communication is also used to provide directives and regulations (Zaremba, 2011).

Through this pattern communication the management is able to explain the policies and procedures of the organization to employees. This is important since employees may fail to understand the directives provided to them. Downward communication hence provides the leaders with an avenue to clarify and explain the deeper meaning of strategies, directives, policies and procedures so that employees can internalize them (Orpen, 2012). It also enables management to establish discipline, law and order in the organization.

Upward communication involves information flowing from the lower levels of a hierarchy to the upper levels (Mumby, 2013). It serves as a control system for the organization and it assists the top management to receive feedback from their juniors for decision making. It is also used to inform them about progress towards goals and also keeps the managers aware of how employees feel about their jobs. Upward communication is important in ensuring that staffs pass information to management about their job, their understanding of the roles, their likes and dislikes (Herbst, 2012). Furthermore, upward communication system acts as a motivator to employees (Drafke, 2013). This is because it allows workforce to express their outlook or attitude to management.

Similarly, upward communication enables easy access of superiors by employees which enables them to pass on suggestions, innovations or misgivings. This facilitates corporate decision making (Ledingham, 2011). Assigning great attention directly to company's upward communication, can lead to increase in employees' dedication and improve overall work performance and engagement (Mumby, 2013).

#### **2.4.4 Management Style**

Management style describes the set of values and beliefs guiding the leaders in an organization in controlling operations and decision making. On the other hand, leadership style refers to a particular behaviour applied by a leader to motivate those under him or her to achieve objectives of the organization (Northouse, 2010). It may include important aspects such as ability to involve others in decision making, showing concern for personal issues, fair treatment to all staff, ability to communicate and have open door policy, and also prompt response to staff issues. A Leader encourages and helps others to do something of their own volition, neither because it is required nor because of the fear of the consequences of non-compliance. Management and leadership are used interchangeably. Leadership is imperative in an organization since it is the leader's behavior that destroys or builds an organization. The direction of the organization relies on the style of the leaders. Since leadership helps to chart the future direction of the organization the behaviour of the leaders is

the catalyst in directing the followers to achieve the common goals hence, followers follow the leader's behaviour when carrying out their duties (Thrush, 2012).

A study conducted by Lewin, Lippit și White (1939) established three major management styles namely: autocratic, democratic and laissez-faire. The theories were formulated depending on the management's attitude towards employee participation in decision making. Over the years, different management styles rise and fall in popularity, but Lewin, Lippit și White's theory continues to remain relevant. Management approaches to communication manifest themselves in different forms and permeate the internal communication system of an organization in many ways (Tourish & Robson, 2006; Arklan, 2011).

Autocratic leaders (low employee participation) create an environment where information is mainly top-down, with delays and problems in feedbacks (Tourish & Robson, 2006; Arklan, 2011; Jensen, 2014). Autocratic leadership, also known as dictatorship, creates an environment where the leader is the central point of power and regards own decisions and judgments as supreme (Burke, Stagl, Klein, Goodwin, Salas & Halpin, 2006; Vigoda-Gadot, 2007). The style is founded on the transactional theory, which emphasizes on the relationships that exist between leaders and their followers. In this case, members simply take orders and there is no participation because they are not consulted and their input is not needed (Vigoda-Gadot, 2007; Vesterinen, Isola & Paasivaara, 2009). Members are motivated to submit to leadership or perform because of the reward systems and punishment for non-compliance (Burke et al., 2006).

Autocratic leaders believe that their employees are indolent, low motivated and untrustworthy and they have to completely guide and direct their employees to achieve goals (Goodnight, 2004). In short, the autocratic leader has full control of those around him and believes to have the complete authority to treat them as he wants. This is useful when immediate and quick decision and performance is required. In autocratic leadership the manager is the most powerful entity and is the primary decision maker (Gordon, 2013). These leaders like to force, manipulate and threat their employees to achieve organization objectives. Although they lead to high

efficiency in completing tasks most of the employees are unsatisfied. Due to lack of consultation and low participation in decision making process, there is high absenteeism, poor morale and high turnover (Goethals, Sorenson & Buns, 2004). Grunig et al. (2000) asserts that in authoritarian cultures, decision making is centralized and communication is structured, formalized, and largely unidirectional.

The democratic leadership style, also known as participative leadership style, derives its roots from the transformational theory (Burke et al., 2006; Vigoda-Gadot, 2007). Leaders with democratic tendency (high employee participation) encourage open communication where information flow in all directions and feedbacks from employees are duly considered, leading to important improvements in the quality of communication (Tourish & Robson, 2006; Arklan, 2011; Jensen, 2014). In participative cultures employees are encouraged to be part of decision making and share in achievements with communication that emphasizes both dialogue and feedback. In this case, leadership focuses on change, visionary leadership and enhancing individual and organizational outcomes. Members are encouraged to build up their leadership skills, participate in leadership and contribute to decision-making (Vigoda-Gadot, 2007). The leaders normally update employees about relevant issues, progress, target and relations with other competitors (Gonos & Gallo, 2013) and work harder together to achieve organizational goals. It is reasonably, more efficient than autocratic leadership (MacBeath, 2005).

The responsibility of those in leadership is to ensure that there is a structure that nurtures leaders and followers' constant interaction, which has the capacity to raise an atmosphere conducive for mutual shared understanding and respect. It is in such an atmosphere that followers can rise and take responsibilities. When close relationship among employees and management is achieved, attitudes change and employees begin to demonstrate a higher sense of commitment, hard work and productivity (Northouse, 2013).

Laissez-faire leadership style is where the leader does not directly supervise the members, and does not rely on regular communication or feedback. The leader gives the members independence to make decisions that relate to the completion of the task

(Macbeth, 2005). They believe that the employees like freedom rather than close monitoring (Goodnight, 2004). Nevertheless, the leader is available to offer guidance should the members request it (Eagly, Johannesen-Schmidt & Van Engen, 2003). Laissez-faire leadership is a hands-off approach to leadership (Northouse, 2010). The laissez-faire leader is one who believes in freedom of choice for the employees, giving them autonomy to do as they want. There is no relationship exchange between the leader and the followers. It is a non-transactional kind of leadership style in which important decisions are not made, actions are delayed, leadership responsibilities ignored and authority unused.

Laissez-faire leadership is characterized by leaders who avoid decision-making, the provision of rewards and the provision of positive or negative feedback to their followers, with the leader clearly abdicating responsibility to others (Bass & Avolio, 1997). A leader displaying this form of non-leadership is perceived as not caring at all about others' issues. Such a leader provides basic but minimal information and resources and there is virtually no participation, involvement or communication within the workforce. Laissez-faire leadership is considered the most passive component and the least effective form of leader behavior (Khan, Ramzan, Ahmed & Nawaz, 2011).

Globally, the environment of technical education is facing relentless and rapid change. These circumstances underscore the pertinent role of leadership and management in maintaining morale, enhancing productivity, and helping staff at all institutional levels to cope with momentous and rapid change. Hence, leaders in technical training institutes must possess an array of leadership skills to be effective. Rosser (2003) opines that there are many components of effective leadership in the education sector which includes the ability to lead a heterogeneous faculty, possess critical thinking skills and have the ability to lead by example.

#### **2.4.5 Employee Engagement**

Employee engagement is a popular term both in industry as well as in academia (Schaufeli & Bakker, 2010). Literature indicates that work engagement denotes a positive, fulfilling, work related state of mind that is characterized by vigour,

absorption and dedication (Taris, Schaufelli & Shimazu, 2010). In academia, Kahn (1990) conceptualized engagement as the harnessing of organization members' selves to their work roles: in engagement, people employ and express themselves physically, cognitively, emotionally and mentally during role performance. Employee engagement is multidimensional; engaged employees are emotionally, physically, and cognitively engaged in their daily work (Eldor & Harpaz, 2015).

Firstly, the cognitive aspects of work engagement focus on what an employee thinks about the organization and the employee's experience of absorption and involvement. This implies that employees work employ and express themselves physically, cognitively and emotionally during their role performance (Kahn, 1990). Secondly, the physical or behavioral component of work engagement focuses on the employee's involvement in the task and how employees conduct themselves in relation to the organization. Lastly, work engagement's emotional or affective component involves employees' feelings about their organization by showing commitment and dedication as well as being connected to their job (Schaufelli et al., 2002). Based on these three aspects; it is argued that work engagement enables employees to positively associate with their jobs or roles on multiple levels (Christian, Garza & Slaughter, 2011).

In this study, engagement is used to describe the extent to which employees are involved with, committed to, enthusiastic, and passionate about their work (Macey & Schneider, 2008). Vigor component of engagement is seen by Bakker and Xanthopoulou (2009) as the most influential component of engagement compared to absorption and dedication and that it is also strongly associated with engagement outcomes. In fact, the vigor component has been reported as most crucial for job engagement (Demerouti & Cropanzano, 2010). Vigor is the energy and enthusiasm that the employee brings to the work place; that is characterized by high levels of energy, effort, resilience, persistence, and motivation to invest in their work (Schaufeli & Bakker, 2004; Kravina, Falco, De Carlo & Andreassen, 2014).

The second dimension, dedication is being devoted, inspired and believing work is purposeful or meaningful; it is characterized by involvement in the work,

enthusiasm, a sense of pride and inspiration (Taris, Schaufelli, & Shimanzu, 2010). The third dimension, absorption is being immersed in the work to the extent that it is difficult for an employee to leave and time becomes less relevant to the employee; this dimension is characterized by immersion in one's work and the sense of time passing quickly (Bakker et al, 2011). According to Bakker, Salanova and Schaufeli (2006) engaged workers have a sense of energetic and effective connection with their work activities and they know that they can handle their work. Work engagement is essential for well-functioning organization and it should be developed continually. Employee engagement decreases withdrawals, saves costs of separation, replacement and training, improves loyalty towards the organization, and increases organizations success and competitiveness (Kataria et al., 2013).

Engaged employees can be seen as a valuable and important asset for an organization. Generally, as Meyer states, an organization benefits from high engagement because of engaged employees perform better and are more likely not to change jobs. Moreover, in a competitive situation or in a change process, engaged employees may be willing to do a bit more than just the required (Meyer, 2014). Hakanen and Schaufeli (2012) indicates that one critical outcome of work engagement is employee performance because those employees who are engaged perform better. Marelli (2011) argued that employee engagement is associated with a high level of motivation to perform well at work, which is combined with passion for the work and a feeling of personal connection to the team and the organization. This implies that engaged employees will put a lot effort in their work because they identify with it (Hakanen & Schaufeli, 2012).

The benefits of work engagement in organizations are also high productivity and profitability; the customers become more satisfied and loyal, the employees are inclined to experience positive emotions such as, happiness, joy, and enthusiasm (Kravina et al., 2014). Engaged employees are noted to having lower turnover rates and higher retention (Ahmetoglu et al., 2015).

According to Asplund and Brim (2009), employees need a feeling of belongingness to something bigger, which creates positive emotions, such as compassion and joy.

That might explain the fact, that engaged employees suffer less of stress and they have low levels of depression (Aakanksha, et al., 2013). Engaged employees have also said to perform better and stay longer in the organization because of their investing and dedication to work. Engaged employees often do personal initiatives more and their learning motivation is high (Aakanksha et al., 2013). In addition they feel empowered, involved, emotionally attached and dedicated to the organization, and excited and proud about being a part of it (Mishra, Boynton & Mishra, 2014).

Employees who are not engaged do not perform at their best. The level of engagement determines the degree of contribution an employee has towards the organization. The engaged employee will invest discretionary effort in the work to do the best job possible, while the disengaged employee will do the minimum (Marrelli, 2011).

According to Gallup (2013), there are two types of disengaged employees: “not engaged” and “actively disengaged. Not engaged employees are essentially ‘checked out’. They’re sleepwalking through their workday, putting time but not energy or passion into their work. Actively disengaged employees are not just unhappy at work; they are busy acting out their unhappiness. Every day, these workers undermine what their engaged co-workers accomplish (Gallup, 2013). Unengaged employees and actively disengaged employees are emotionally disconnected from their work and are less likely to be productive (Ford, 2013).

## **2.5 Empirical review of studies**

This section looked into studies by various researchers on the effect of internal communication on employee engagement, so as to give the researcher ground for the current study in order to later get to criticism of reviewed studies and hence build on the research gaps identified in order to carry on the hypothesized study. Empirical studies available in the research are shown below.



### **2.5.1 Communication mode and employee engagement**

One example where the communication channel had impact on interpretation of messages was in a study conducted within a private United Kingdom Organization. Researcher Barnes concluded that while ICTs were an efficient way for employees to communicate within the organization, the technology did have serious implications on organizational and individual interpretations of messages (Barnes, 2012).

In another case study, the Rainbow Trust Children's Charity, a *Sunday Times* Top 100 Employer, was analyzed in an effort to reveal how it obtained award-winning employee engagement. After an employee survey in 2008, Rainbow Trust Children's Charity hosted supplemental focus groups that were in charge of planning activities to boost engagement. The number one action item to come out of the survey and focus groups was continuous communication through a variety of channels, including newsletters, employee stories, and formalized performance conversations between managers and employees (Powis, 2012). The Rainbow Trust Children's Charity's goal was to build in an environment where, "open and honest communication was promoted" (Powis, 2012). According to the case study, the communication activities that were implemented from 2008 to 2012 helped make the Rainbow Trust Children's Charity award winning in employee engagement.

Robert (2013) conducted a study to investigate the relationships among employee engagement, communication climate, and employees' communication channel preferences. The sample for this study consisted of 42 organizational members from the 24 hour helpdesk department of a large retail, petroleum business located in the Midwestern U.S. The employees surveyed included processors and specialists. The survey responses were used to investigate the stated hypotheses. The researcher did not identify any relationships between the ordinal engagement ratings and channel preferences. The results made him to fail to reject the null hypothesis that there is no relationship between communication channel preferences and employee engagement. However, on the channel preferences, respondents generally ranked email, face-to-face and posters/brochures/flyers as their top three communication channel choices.

Day, Paquet, Scott, and Hambley, (2012) conducted a study on perceived information and communication technology (ICT) demands on employee outcomes: The moderating effect of organizational ICT Support. The study was conducted across five countries and found out that 74% of managers experienced stress from information overload. The constant baggage of information also increases the number of interruptions, which can contribute to an increase in stress levels, and lack of productivity (O'Driscoll, Brough, Timms, & Sawang, 2010). For example, in one study employees felt obligated to respond to email messages within six seconds of receiving the message, causing interruption to their focus and work (Jackson, Dawson & Wilson 2003).

Waldeck, Seibold and Flanagin (2004) conducted a study on the relationship between three channels for information seeking and perceived socialization effectiveness. Moreover, they looked at predictors for employee selection and use of Advanced Communication and Information Technologies (ACITs). The three channels included in the study were ACITs, traditional media, and face-to-face communication. ACITs included email, Internet, Intranet, online chats, voicemail, cellular telephones, online databases, instant messaging, videoconferencing, pagers, and fax. Traditional media included: memos, newsletters, and employee handbooks. Responses were collected through questionnaires at four organizations which comprised hotels, finance and real estate. This study supported the notion that communication channels can work in conjunction with one another as supplemental information and that employees prefer specific channels depending on the related task or desired outcome. On communication effectiveness and employee choice, the study indicated that written communication was a popular communication tool in many organizations.

### **2.5.2 Communication quality and employee engagement**

Carriere and Bourque (2009) surveyed Canadian Paramedics to determine if there was a link between their organization's internal communication systems and job satisfaction. Their data revealed that there was indeed a significant link. They stated, "Internal communication systems that fail to generate communication satisfaction amongst employees will not and foster job satisfaction or affective organizational

commitment regardless of the quantity of the information that is transmitted. Thus, managers must provide employees with timely and highly valued information” (Carriere & Bourque, 2009).

In a study conducted in the UK an App Builder managed to develop a custom mobile app for Heathrow Airport employees that could deliver up-to-date daily content to all operational staff, as well as facilitate real-time feedback. Such a development aimed at building a bridge between top management and employees, by signaling them that the top management was serious about their comments and feedback (Dunne, 2014). Within three months from rolling out the mobile app, 75% of potential users had downloaded the app, and 85% were using it on a daily basis.

Bambacas and Patrickson (2013) conducted an academic research to assess the effect of internal communication channels on employee performance at Help Leads to Hope in Somalia; through in-depth interviews with 32 senior human resource managers they found out that the skill of maintaining clarity and consistency of messages was rated as having the utmost importance. Communication from management should be believable, reliable, clear and timely. This makes the employee to be able to focus on their jobs and improve their performance (Welch & Jackson, 2007).

Johlke and Dunhan (2001) conducted a study where the perception of communication quality was used as an intervening variable between sales manager and salesperson communication and individual-level job outcomes. Their study found a positive relationship between communication practices and perceptions of communication quality which, in turn, were significantly associated with communication satisfaction and organizational commitment. Moreover, Maltz (2000) conducted an empirical study based on a survey of 504 marketing managers and found perceived information quality to be an outcome of communication frequency and communication mode.

In another study, 598 fulltime employees were surveyed on their perceptions of organizational communication. The results revealed that rich media (face-to-face) was more related to satisfaction in perceived quality of information from their direct

leader. Also, trust in top management was positively related to perceived quality of information (Bryne & LeMay 2006). Hence, as Weick (2001) has suggested, a manager plays a critical role in sense giving and reducing equivocality for employees.

### **2.5.3 Communication Direction and employee engagement**

In his study of Chinese corporations, on Internal/employee communication and organizational effectiveness: Chen (2008) found out that two-way channel of communication, although not typical of Chinese organizations, help organizations reach a higher level of employee trust. A qualitative study by Dolphin (2005) found similar results that two-way communication develops trust and further commitment during times of stress or change. Both studies support the concept that future communication strategies need to focus less on disseminating information and more on developing relationships with employees.

Taylor, and Elsey, (2005) conducted a research on move from one way to two way communication channels effects on engagement, communication satisfaction and performance and found out that increased two way communications had improved engagement from 75%-81%, improved communication satisfaction from 52% to 81%, had new business acquisitions and new search products improving organizational performance.

In an effort to study the effects of communication on engagement, researchers Reissner and Pagan conducted a case study with a United Kingdom company in 2013. In their qualitative study, 24 individuals and three group interviews were conducted with both frontline managers. The company had recently implemented new communication activities to help enhance employee engagement, including organization-wide events to increase shared understanding, a newsletter, and team meetings. Managers were also encouraged to communicate more strategic messages that included business outcomes, and communicate through their actions. To determine if the new communication activities were improving engagement, employees were asked questions about their engagement relationship with their managers and the executed engagement activities. The data revealed that employees

appreciated the increased opportunities for interaction that the company and managers had implemented. In addition, the increase in discussion and discursive communication seemed to help employees better understand the organization (Reissner & Pagan, 2013). The increase in two-way communication also allowed employees to feel more involved and engaged in the organization (Reissner & Pagan, 2013). Reissner and Pagan confirmed that the study further emphasized the importance of organizational communication activities and its link to engagement.

A research by Robbins, Judge and Campbell (2010) disclosed that, downward communication can be crucial to the success of an organization. They went on to explain that it would be advantageous to clarify the rationale behind a manager communicating downward to the subordinate. In most cases, management within an organization ignores these aspects of when communicating. It could be that they are either preoccupied to make information known to the employees or might have seen them as “machines” following orders (Robbins et al., 2010).

#### **2.5.4 Management style and employee engagement**

In their empirical study, Ghadi, Fernando, and Caputi (2013), examined the relationship between leadership and engagement through the mediating role of meaning at work. At the results of their work, the essayists reported the direct effect. They further suggest that human resource managers aiming to increase the employee engagement on the long term, offer training programs and workshops in order to improve leadership behaviors. Such programs can explicit employee’s needs and interests in return and by that help to reduce the financial losses due to lack of engagement.

Tarsik, Kassim and Nasharudin (2014) conducted a study and found out that laissez-faire leadership style hardly provides direction and provide employees as much freedom as possible. These kinds of leaders assume that their employees know everything and can handle any problem. Van Eeden ,Cilliers and Van Deventer , 2008 showed leaders who failed to coordinate their employees, hence they become apathetic, low motivated and resentful towards the organization and the leader which causes lower morale and low productivity. Although they have a large

freedom in their work, they are not motivated to invest additional effort (Tims, Bakker & Xanthopoulou, 2011).

An employee-opinion research study carried out by MacLeod and Clarke (2009) shows that the most important thing of organizational engagement was, that employees felt their senior management had a sincere interest in their wellbeing. Manager's attitude towards employees is researched to affect greatly on their level of engagement. Asplund and Brim (2009) based on the survey made by Gallup in U.S. (2009), stated that employees that were "ignored" by their managers were actively disengaged to their organization. In fact, employees whose managers concentrated on their weaknesses were less (22%) actively disengaged than those, who were completely ignored (40 % actively disengaged). As a comparison, employees whose managers concentrated to their strengths and positive characteristics, the active disengaged percentage was 1 %. The results are explained by the fact that employees want to matter. Employees want to be seen and heard and they want the feel of social cohesion. Those employees who were ignored, felt that they didn't matter, as if they were just machines. When employees feel that they don't play a great role, they suffer which, by the time, starts to show in organizations success. As the Gallup's research proves, "customers suffer when they are served by disengaged employees" (Asplund & Brim 2009).

## **2.6 Critique of existing literature relevant to the study**

There is a concern as to whether the term engagement is just a new name for existing constructs, such as organizational commitment and job involvement. Zigarmi, Nimon, Houson, Witt and Diehl (2009) assert that engagement overlaps onto existing constructs and therefore isn't worth consideration. Nevertheless, many scholars (Albrecht, 2010; Macey & Schneider, 2008; Welch, 2011) affirm that engagement is a complete and distinct construct which requires similar practical and theoretical consideration as other more advanced constructs. Indeed, Reilly and Brown (2008) noted that the terms job satisfaction; motivation and commitment are generally being replaced now in business by engagement because it appears to have more descriptive and logical validity. Emmott (2006) postulates that employee

engagement has become a new business mantra and it is not difficult to see why engaged employees; those who feel positive about their jobs, perform better for their employers and can promote their organization as an employer choice.

According to Schaufeli and Bakker (2004) currently in the business arena engagement is used as a new, catchy label that covers traditional concepts and has become very popular. In fact, the relevance and importance of employee engagement for industry signifies there is something worth investigating. Researchers have identified internal communication as a key underlying influence of employee engagement (MacLeod & Clarke, 2009; Truss, Soane, Edwards, Wisdom, Croll & Burnett, 2006). Employee engagement associated with higher productivity, lower attrition, increased financial returns, and improved organizational reputation (Welch, 2011). Although there has been an increased priority, focus, and resourcing by managers worldwide to foster an engaged workforce (Shuck & Wollard, 2011), recent studies suggest that these efforts may not be working (Goodman & Hirsch, 2010).

Communication within an organization has been hypothesized as a key factor in establishing and maintaining employee engagement (Welch, 2011). However, the public relations literature has largely overlooked this suggested association due to concerns about overlaps with employee engagement and other developed constructs such as organizational commitment, motivation, satisfaction, and job involvement (Saks, 2006; Welch, 2011). As such it is important to find out the relationships that exist between internal communication and employee engagement as moderated by management style.

## **2.7 Research gaps**

Despite the importance of internal communication, there are gaps in corporate communication literature and theory. These gaps have encouraged academics to call for empirical research on the structure, scope, and consequences of internal communication (Ruck & Welch, 2012; Tkalac Vercic et al., 2012). Iyer and Israel (2012) identified internal communication as a key driver of employee engagement. This association, however, has not been empirically confirmed. More specifically,

understanding the mechanisms by which effective internal communication influences employee engagement has emerged as a key question in the corporate communication and public relations literature (Welch, 2011). This study sought to fill this gap by particularly evaluating the effect of internal communication on employee engagement in technical training institutions in Kenya.

Researchers consider internal communication as an overlooked management function. Owing to its link with a favourable individual-level and organization-level outcomes, internal communication ought to be given greater attention and evaluation (Iyer & Israel, 2012, Welch, 2011). Invitations for research to address internal communication as an independent discipline, which influences employee engagement, have been made (Ruck & Welch, 2012; Tkalac Vercic et al., 2012). This research aims to respond to these calls.

Literature reviewed in this work vividly shows that existing literature is mainly based on western countries and the East. Comparatively fewer studies have been undertaken in developing countries like Kenya. Therefore, it would be important to establish how internal communication dimensions are related to each of the dimensions of employee engagement to the Kenyan context. Again, existing literature, in technical training institutions has mainly concentrated on students' issues like choice of courses, gender disparity, training, physical facilities, learning facilities and students discipline among others. The management of these institutions which is charged with a great responsibility of transforming the country has not been given the best share they deserve. Consequently, the concern of this study was to investigate the effect of internal communication on employee engagement as moderated by management style in technical institutions in Kenya.

## **2.8 Summary**

This chapter has discussed theoretical and empirical analytical literature on internal communication, employee engagement and management style. Communication and engagement theory to which the study was hinged are discussed. These theories included, Social Exchange Theory (SET), Media Richness Theory and Leader Member Exchange Theory. This is followed by a review of literature on each of the



variables under study namely: internal communication, employee engagement and management style.

The dimensions of internal communication used in the study namely: communication mode, communication quality and communication direction are discussed. Similarly, the components of employee engagement (vigor, dedication and absorption) and the three management style namely: autocratic, democratic and laissez-faire are also discussed. A section is devoted to empirical studies on the three variables. Literature reviewed has shown that internal communication has an effect on employee engagement. The three variables are seen to be interrelated. Literature reviewed in this work vividly showed that existing literature is mainly based on western countries and the East. Comparatively, fewer studies have been undertaken in developing countries like Kenya and particularly in educational institutions. Therefore, it would be important to establish how internal communication dimensions are related the dimensions of employee engagement to the Kenyan context. Again, little has been done showing the relationship between internal communication and employee engagement with management style as the moderator hence making this study necessary.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the various methods adopted in collecting and interpreting data related to the study. This helped to address the research questions presented in chapter one. It discusses choices related to the research design, the methods of data collection, target population, sample and sampling techniques, sample size, pilot testing, data collection procedure, instrumentation and data analysis procedure.

#### **3.2 Research design**

In terms of methodology and data collection techniques and procedures, the study used descriptive survey research design. The survey research design adopted in this study provided a quantitative description of trends, attitudes or opinions of a population by studying a sample of that population. The descriptive survey research design was found to be appropriate in the study since the researcher was studying a sample in order to make generalizations about the target population. Moreover, the design was suitable because it enabled the researcher to make quantitative descriptions of the opinions of the population. Thomas (2011) observes that descriptive design in social and business studies is important as it provides a detailed analysis of what is happening which can provide important information for decision making.

The research was also a cross-sectional study. This method was ideal for the study as data was collected at a single point in time in connection to the variables in the study to assess patterns of association ((Bryman, 2008; Fowler, 2009). In this study, internal communication was the independent variable, while the dependent variable was employee engagement and the moderating variable was supervisors' management style. The study was conducted in public technical training institutions in Kenya. The selection criterion for the study was because all government institutions share the same organizational structure. In addition, the government

employs trainers which clearly show harmony in all the public technical training institutions.

### **3.3 Research philosophy**

The philosophical underpinning of this study was the positivist paradigm. The overall aim of the positivist research process is to construct a set of theoretical statements that are generalizable and service the development of universal knowledge. The approach assumes that answers can be found by carefully measuring and analyzing data, particularly numerical one. Positivists claim there is a single, objective reality that can be observed and measured without bias using standardized instruments.

The approach manifests methodologies that make use of quantitative data. It therefore, tends towards the use of questionnaires for data collection and analytical statistical analysis such as hypotheses testing, random sampling, aggregation, precision and measurement (Serinyel, 2008). In this study, there was independence and objectivity of the observer and the focus was on facts. Hypotheses that were formulated were tested in order to show the relationship between variables (Easterby-Smith et al., 2008).

### **3.4 Target population**

The target population is the group of people in which the researcher aims to investigate (Cavana et al., 2001). The study population was all the 3780 trainers in 102 public technical institutions in Kenya. This list includes both the permanent trainers and those engaged through the board of directors (Teachers Service Commission, 2018). The respondents were both male and female trainers. Trainers were chosen for the study since they are the main employees expected to provide information out of experience and understanding. They are also a suitable population of study due to their accessibility in different counties. Participants holding senior management (principal) positions in the institutions were excluded from the target population as they are generally the source of the information. This was important to the research as participants need to receive communication from the supervisors who

are the agents of the government. However, deputy principals, heads of departments were included. Technical training institutions were chosen in this research because of the key role they are expected to play in the realization of vision 2030.

### **3.5 Sampling frame**

Cooper and Schindler, (2014) described a sampling frame as the whole list of the entire case in the population of the study from which the probability sample is drawn. There are 102 public technical training institutions in Kenya and this formed the sampling frame (Ministry of education, 2018). The sampling frame for the trainers was all the 3780 trainers in public technical training institutions in Kenya. (.Ministry of Education, 2018). The sampling frame utilized for this study included trainers between 20 – 60 years employed on full-time by the public service. See Appendix IV.

### **3.6 Sample size and sampling technique**

A sample is a set of respondents selected from a larger population for the purpose of selecting a number of individuals from a population such that the selected group contains elements representative of the characteristic found in the entire group (Orodho & Kombo, 2002). In this study, the sample population was derived from the 102 public technical institutions in Kenya. Gay (1992) recommends a minimum sample of 20% in this study the researcher used 30%. The researcher increased to 30% because the larger the sample the more representative it is and the lesser the sampling error. The size of sample should neither be excessively large, nor too small. It should be optimum. An optimum sample is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility (Kothari, 2004). As such, the researcher used a sample size of 30 institutions out of the 102 public technical institutions in Kenya.

A sample size of 360 respondents (trainers) was obtained using Slovin's formula of an infinite population which in this case is 3780 the total population of trainers in public technical training institutions in Kenya.

$$n = \frac{N}{1 + Ne^2}$$

$$e=0.05$$

Letter N being the population size and the margin of error e denotes the allowed probability of committing an error in selecting a small respective of the population

$$n = \frac{N}{1 + Ne^2}$$

$$= \frac{3780}{1 + (3780)(0.05)^2}$$

$$= 361.722$$

Approximate 360 trainers.

To arrive at 360, 12 respondents in each of the 30 institutions were included in the sample.

Stratified random sampling is a variation of random sampling in which the population is divided into significant strata with similar characteristics (Robson, 2014). This study adopted stratified random sampling technique where the researcher used the eight administrative regions (strata) in Kenya. Simple random technique was then used so as to draw samples from each stratum. Simple random technique ensured that all the 102 TVET institutions had an equal and independent chance of being selected. Stratified proportionate random sampling technique was then used so as to ensure there is proportional allocation where each stratum( region) contributed to the sample of a number of TVETS institutions that is proportional to the number of the institutions in that region.

**Table 3.1: A list of the sampled institutions in Kenya**

<b>S/N</b>	<b>Institution</b>	<b>Permanent</b>	<b>B.O.D</b>
1	Baringo Technical Training Institute	8	4
2	Chuka Technical Training Institute	2	10
3	Coast Institute of Technology	9	4
5	Jereniah Nyaga Technical Training Institute	9	3
6	Kaiboi Technical Training Institute	8	4
7	Kajiado Technical Training Institute	4	9
8	Karen T.T. I for the Deaf	8	4
9	Kenya Technical Trainers college	9	3
10	Keroka Technical Training Institute	10	2
11	Kiambu Insitute of Technology	9	3
12	Laikipia North Technical Training Institute	2	10
13	Machakos T.T.I for the Blind	8	4
14	Mandera Technical Training Institute	1	11
15	Masai Mara Technical Training Institute	5	7
16	Mathenge Technical Training Institute	9	3
17	Michuki Technical Training Institute	7	5
18	Nairobi Technical Training Institute	9	3
19	Naivasha Technical Training Institute	3	9
20	Nkabune Technical Training Institute	9	3
21	Nyandarua Inst. Of Science and Technology	5	8
22	PC Kinyanjui Technical Training Institute	8	5
23	Ramogi Institute of Advanced Technology	9	3
24	Rift Valley Technical Training Institute	8	4
25	The Eldoret National Polytechnic	10	2
26	The Kabete National Polytechnic	9	3
27	The Kenya Coast National Polytechnic	8	4
28	The Nyeri National Polytechnic	7	5
29	The Kisii National Polytechnic	9	3
30	The Kisumu National Polytechnic	8	4
		211	149

To ensure proportionate gender representation in the sample, the trainers' population in each institution was stratified by gender and then simple random sampling was employed to select the trainers in each gender stratum. Simple random sampling technique is mainly used to select a random (representative) sample. In the current

study it was preferred because ensured that all the trainers in the sampled institution had an equal and independent chance of being members of the sample. The research data could also be generalized to a larger population.

### **3.7 Research instruments**

A self-administered structured questionnaire was used, to ensure the researcher maximizes on response rate. Gillham (2013) noted that the use of questionnaires is advantageous in a number of ways including efficiency, standardized responses and ease of analysis of the data there in. A 5-point Likert scale questionnaire was the major instrument of data collection for the study. Likert-scales are prevalent in social science research as they gain more statistically significant results (Cooper & Schindler, 2008). The questionnaire had been formulated after a critical review of literature in relation to internal communication, employee engagement and leaders' management style. The questionnaire had four sections.

Section (i) solicited demographic information on: name of institution, gender, marital status, age, education, job title, job group and number of years of service in the institution and under current supervisor. The information was intended to collect data describing the sample characteristics in order to include them in the analysis because they can influence the perception of the respondents.

Section (ii) focused on communication mode (channel choice, methods of communication, media effectiveness and existing channels of communication). Section (iii) Communication quality (timeliness, accuracy, adequacy, and completeness). Section (iv) Communication direction (bidirectional and unidirectional, upward, downward and lateral). Part of the items were originally developed by Johlke and Dunhan (2000, 2001) and Maltz (2000).The wording of some of the items was adapted to better suit the context in which they are applied.

A Communication Channel Instrument originally created for another dissertation by Hayase (2009) was adapted for the study. This present study's instrument assessed the frequency that the participants' institutions use the listed modes of communication. Hayase's Communication Channel Instrument updated to reflect

technological advancements since it was created in 2009. In addition, it was also altered to include the commonly used communication channels in technical training institutions. Section (v) focused on the Management Style. This section had questions related to the three management style used in this study which was autocratic leadership style, democratic leadership style and laissez faire.

Section (VI) focused on trainer's' work engagement. In this study trainers' engagement was measured using the short form of the Utrecht Work Engagement Scale (UWES) developed by Schaufeli et al (Scaufeli et al., 2002). This measure is a three-factor scale consisting of nine items aiming at measuring the three dimensions of work engagement: vigor, dedication and absorption. Three items were used to measure each of the dimensions. Participants vigor dimension of the job of teaching was measured using statements like (VI) At my work, I feel bursting with Energy, (VI) At my job, I feel strong and vigorous, and (VI) When I get up in the morning, I feel like going to work. Participants' dedication to the job of teaching will be measured using items such as, (DE) I am enthusiastic about my job, (DE) My job inspires me, and (DE) I am proud of the work that I do. Absorption aspect of the teachers will also be measured using a three items consisting of statements like: (AB) I feel happy when I am working intensely, (AB) I am immersed in my work, (AB) I get carried away when I am working. All the nine items will be anchored in a seven-point Likert-type scale ranging from 1 (strongly agree) to 5 (strongly disagree).

### **3.8 Data collection procedures**

Permission was obtained from the University and the National Council for Science, Technology and Innovation before proceeding to the field. The researcher then sampled the institutions to participate in the study. This was followed by sourcing of a research assistant. Data was collected within a period of three weeks. It was done from February 21<sup>st</sup> to 15<sup>th</sup> March. The researcher and the research assistants used drop and pick method in the data collection. The researcher and the assistant travelled to the respective institutions in the regions to collect data. In the institutions permission was sought from the deputy principals of the institutions and requested for assistance. To enable issuance and collection of the questionnaires, the



researchers in liaison with the deputy principal, identified and created rapport with the person in charge of research in the institutions who assisted in administering and collecting questionnaires in each department. In most of the institutions the deputy principals came in handy.

The date and time of collection of the filled questionnaire was agreed upon with the respondents during the time of administration. However, the principal researcher gave the respondents a maximum of three days. However, the period was extended since the respondents were not available at the time they were needed. Where possible the questionnaires were self-administered and collected by the researcher on the same date they were administered. Before administering the questionnaires, the researcher explained the aim of the study to the trainers and then invited them to fill the questionnaires. The venues were mostly staffrooms or offices for HODS. Follow-up was done through telephone (sending polite reminders via SMS) and personal visits as it was deemed necessary to ensure that the respondents who were left with the questionnaires filled them in time. This ensured high response rate. The researchers contact details were given in case any further explanation or information was needed regarding participation in the study.

### **3.9 Pilot testing**

Pilot testing was conducted at Thika Technical Training Institute, which was not included in the final study. The procedures used in pre-testing the instrument were identical to those used during the actual data collection. Piloting was done to establish the content validity of the instrument and to improve questions, format and the scales (Creswell, 2003). Thirty six questionnaires were administered. The pilot sample represented 10% of the sample size of the main study of which this was sufficient for piloting. According to Connelly (2008) a pilot study sample should be 10% of the sample projected for the larger parent study. Respondents were randomly picked using random numbers to ensure that there were equal chances for each of the respondents to be included in the study. It has been observed that random numbers ensure that the sample is randomly selected with all individuals in the population having an equal chance of being picked (Kothari, 2008).

All the respondents returned the questionnaires duly filled representing a 100% response rate. After the pilot study, the questionnaire was refined on the basis of the responses and the items which required revision were done to make them more meaningful before the actual collection of data. The pilot study ensured the validity and reliability of the instrument and it was meant to reduce the measurement error. Minimizing the measurement error ensures that the results are a true representation of the observed event (Hair et al., 2010). The pilot testing yielded the results shown in Table 3.2

**Table 3.1: Pilot study results**

<b>Variable</b>	<b>Cronbach's Alpha Coefficient</b>	<b>Decision</b>
Communication mode	0.831	Accept
Communication quality	0.845	Accept
Communication direction	0.761	Accept
Management style	0.734	Accept
Employee Engagement	0.932	Accept

The results indicated that communication mode had a reliability coefficient of 0.831, communication quality had 0.845 and communication direction had 0.761, management style had 0.734, and employee engagement had a coefficient of 0.932. Saunders, Lewis and Thornhill (2009) stated that scales of 0.7 and above indicate satisfactory reliability. Therefore, constructs of the variables under study were found to be reliable.

### **3.9.1 Validity of the research instrument**

The validity of an instrument refers to the extent to which a research instrument measures what it claims to measure. Validity is a key aspect of research as it justifies the accuracy of a study's constructs (Malhotra et al., 2006). External validity is the degree to which results would be replicated to other settings, people, or events

(Cavana et al., 2001). It is the degree of confidence the researcher has when assessing the degree to which the research design allows the independent variable to cause a change in the dependent variable (Cavana et al., 2001).

All the three types of internal validity namely: content validity, criterion-related validity, and construct validity were considered within this research (Hair et al., 2010). Content validity (appropriateness of the instruments) was ensured by taking representative questions from each section and evaluating them against the desired outcome. Study tools were pretested with a sample of 36 respondents for accuracy and correctness with a pilot sample of similar characteristics to ensure the intended measurement of the research was achieved. Comments by supervisors who are themselves experts were incorporated and changes made accordingly into the final questionnaire version so as to ensure high level of content validity. Correlation analysis was used to measure criterion related validity.

Construct validity was measured using exploratory factor analysis. Prior to it, two aspects to determine the appropriateness of the data for factor analysis factorability of the correlation matrix and the sampling adequacy were examined. Tabachnick and Fidell (2007) rule thumb was used where he suggested that if the Kaiser-Meyer-Olkin (KMO) is greater than 0.6 and the Bartlett's Test of Sphericity (BTS) must be significant at  $\alpha < .05$  then factorability of the correlation matrix is assumed and that factor analysis maybe performed on the data. Factors analysis of internal communication, management style, and employee engagement were all found to have factor loadings above 0.5. Therefore, all the items were accepted based on the general rule of thumb for acceptable factor loading of 0.50 and above. No item was removed or dropped.

### **3.9.2 Reliability of the research instrument**

Reliability is defined as the degree to which an assessment tool is consistent in what it is intended to measure (Hair et al., 2010). Reliability considers the strength of a measurement tool and its ability to yield consistent results under various circumstances (Malhotra et al., 2006). The internal consistency approach was used within this study to assess reliability of the survey. Cronbach's alpha was used to test

for internal reliability of each variable used in the study. The coefficient ranges between 0 and 1 with 1 indicating high reliability level. Saunders, Lewis and Thornhill (2009) stated that scales of 0.7 and above indicate satisfactory reliability. Cronbach's alpha for communication mode was 0.831, communication quality, 0.845, communication direction 0.761, management style, 0.734 and employee engagement, 0.932.

### **3.9.3 Factor Analysis**

A factor analysis was performed whereby several key variables related to internal communication, management style, and employee engagement were examined. The data was subjected to principal axis factoring and orthogonal varimax rotation to cluster similar variables and reduce the dimensions, providing insights into the relationships among these interconnected factors.

For Communication Mode, a total of four distinct factors were identified, including Verbal Communication, Written Communication, Electronic Communication, and Informal Communication. Each of these factors contributed to explaining a cumulative variance of 63.256%. The analysis of Communication Quality revealed a single factor, suggesting that all related items shared common characteristics, with a cumulative variance of 70.688%. This factor was appropriately categorized as Communication Quality, representing a unified variable in internal communication. Similarly, in the case of Communication Direction, a single factor emerged, explaining a cumulative variance of 58.63%. This factor was denoted as Communication Direction, reflecting the nature of communication within the study. Management Style, as the moderating variable, exhibited three distinct factors: Democratic Leadership Style (24.087% of variance explained), Engagement Leadership (18.244%), and Autonomous Leadership Style (15.669%). These factors captured the diverse approaches to management within the study's context. Lastly, Employee Engagement, the dependent variable, displayed two key factors: Absorption, Vigor, and Dedication (48.897% of variance explained), and Job Satisfaction (12.765%). These factors shed light on different aspects of employee engagement, providing a deeper understanding of this critical dimension.

Overall, the factor analysis allowed for a comprehensive exploration of the variables and their underlying factors, offering valuable insights into the intricate relationships among communication, management, and employee engagement within the study's framework. See the results in Appendix V.

### **3.10 Data analysis and presentation**

Data analysis involves sorting, inspecting, cleaning and coding of the data ready for analysis through software (Babbie, 2011). After collection of questionnaires, they were sorted to establish that they were correctly filled. All questionnaires were complete and hence were considered for analysis. The Data analysis was undertaken using Statistical Package for the Social Sciences (SPSS) version 25.0. Descriptive statistics was used to examine the responses. This was done through descriptive analysis of the mean, frequencies, percentages, variance and standard deviation. These assisted in getting the spread and variation of the scores.

Correlation analysis was carried out to get the relationship between the variables. Binary logistic regression was applied in order to analyze the effect internal communication on employee engagement as moderated by management style. The following model was applied:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Y= employee engagement

X<sub>1</sub>= communication mode

X<sub>2</sub>=communication direction

X<sub>3</sub>= message quality

Z= management style

$\beta_0$  is a constant which denotes employee engagement that is independent of internal communication and management style.

$\beta_1 - \beta_3$  -Intercepts for the independent variables

$\varepsilon$  is a random variable introduced to accommodate the effect of other factors that affect employee engagement and management style that are not included in the model.

To establish whether the variables are jointly significant, the model was first subjected to F-test. F values were used to determine their significance in the model. In order to enable ease in the understanding, interpretation and presentation of the output from analysis was done through tables, charts and graphs to represent data.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents the major findings and discussions of the study that sought to establish the effect of internal communication on employee engagement in technical training institutions in Kenya. The collected data was coded and entered in SPSS software version 25.0. Data analysis was performed and the reports were produced and presented in tables and graphs. A brief interpretation and a discussion of the findings and results was made according to the research objectives which were: 1). To find out the effect of the communication mode on employee engagement in technical training institutions in Kenya, 2). To establish the effect of communication quality on employee engagement in technical training institutions in Kenya, 3). To determine the effect of the communication direction on employee engagement in technical training institutions in Kenya and 4). To investigate the moderating effect of management style on the relationship between internal communication and employee engagement in technical training institutions in Kenya.

The outcomes with regard to the response rate and demographic characteristics of respondents are presented first. This is followed by descriptive statistics of variables and then analysis of study variables based on demographic data. This is followed by inferential analysis which included: Test of Assumptions of analytical model, hypothesis tests, correlation analysis, confidence intervals and regression analysis.

#### 4.2 Response rate

This research targeted 360 trainers of public technical training institutions across the eight regions in Kenya. The respondents were given questionnaires to fill through the guidance of the researcher out of which 322 were filled and returned to the researcher for analysis. This represented 89.4% rate of response which was sufficient for analysis. The rate was judged as adequate for data analysis and recommendations based on Creswell, (2012) who postulated that a response of more than 50% of the

sample size is sufficient for analysis. The researcher took time to instruct the research assistant and was available to oversee the whole data collection exercise leading to a good response rate.

**Table 4.1: Response Rate**

<b>Response</b>	<b>N</b>	<b>%</b>
No. of sampled respondents	360	100.0%
No. of met respondents	322	89.4%
No. of unmet respondents	38	10.6%

### **4.3 Demographic Characteristics of Respondents**

The researcher collected demographic information of the respondents' gender, marital status, and age group, education level, job title, job group, working period and the period worked under the immediate supervisor. The sample characteristics of 322 respondents from 30 technical training institutions were analyzed. The results are as presented in Table 4.2.



**Table 4.2: Demographic information**

Sample characteristic	Category	Frequency	Percent	Cumulative Percent
Gender	Male	199	61.8	61.8
	Female	123	38.2	100.0
	Total	322	100.0	
Marital Status	Married	219	68.0	68.0
	Single	97	30.1	98.1
	Widowed	5	1.6	99.7
	Divorced	1	.3	100.0
	Total	322	100.0	
Age group	20-24	15	4.7	4.7
	25-29	100	31.1	35.7
	30-34	90	28.0	63.7
	34-39	32	9.9	73.6
	40-44	32	9.9	83.5
	45-49	28	8.7	92.2
	above 50 years	25	7.8	100.0
Highest level of education	Total	321	100.0	
	Diploma	96	29.9	29.9
	Higher National Diploma	36	11.2	41.1
	Bachelor's degree	151	47.0	88.2
	Masters	34	10.6	98.8
	Doctorate	4	1.2	100.0
	Total	321	100.0	
	Total	321	100.0	
Job title	Trainer	281	87.3	87.3
	Head of department	38	11.8	99.1
	Deputy Principal	3	.9	100.0
	Total	322	100.0	
Immediate Supervisor	Head of department	253	78.8	78.8
	Deputy Principal	64	19.9	98.8
	Principal	4	1.2	100.0
	Total	322	100.0	
Terms of Employment	Board of directors	193	59.9	59.9
	Permanent	129	40.1	100.0
	Total	322	100.0	
Period worked in this institution	1-5 years	246	76.6	76.6
	6-10 years	28	8.7	85.4
	11-15 years	28	8.7	94.1
	16-20 years	7	2.2	96.3
	21-25 years	7	2.2	98.4
	26-30 years	7	1.6	100.0
	Total	321	100.0	
Period worked with Immediate supervisor	1-5 years	274	85.4	85.4
	5-10 years	25	7.8	93.1
	11-15 years	15	4.7	97.8
	16-20 years	2	.6	98.4
	21-25 years	5	1.6	100.0
	Total	321	100.0	

The results showed that majority (61.8%) of the respondents were male while 38.2% were female. This may be attributed to the fact that in some technical institutes there are departments that have hardly any females. This was prevalent in the engineering departments. Additionally, most of the participants were married (68.0%), 30.1% were single, 1.6% were widowed while 0.3% were divorced. It can therefore be said that majority of the respondents had established their families. Hence, the study was free from bias by marital status of the respondents.

The highest number of participants had a bachelor's degree (47.0%) as their highest level of education followed by 29.9% with a diploma, 11.2% with a higher national diploma, 10.6% with a master's degree and lastly 1.2% with a doctorate degree. Trainers with masters and doctorate degrees constituted 11.8% meaning that the staff developed themselves academically. The findings indicate that respondents were knowledgeable based on their education levels and thus, perceived to have clear understanding of the study variables.

Most respondents were aged between 25-29 years (31.1%) followed by those aged 30-34 years (28.0%). The respondents in the other age categories seemed to be equally distributed across board, 20-24 years (4.7%), 34-39 years (9.9%), 40-44 years (9.9%), and 45-49 years (8.7%) while above 50 years (7.8%). 87.3% of the participants were trainers, 11.8% were head of departments while 0.9% were deputy principals. In addition, it was observed that 78.8% of the participants had head of departments as their immediate supervisors followed by 19.9% who had deputy principals as their immediate supervisors and the least 1.2% had principals as their immediate supervisors. The results show that most of the supervision is done by the heads of departments.

From the results in Table 4.1, most respondents were employed by board of directors (59%) with only 41% being permanently employed. This shows that the young people are being absorbed in the labour market. Most of the participants indicated to have worked in their current institution for only 1-5 years (76.6%) followed by 8.7% who had worked for 6-10 years, 8.7% who had worked for 11-15 years, 2.2% who had worked for 16-20 years, 2.2% who had worked for 21-25 years and the least,

1.6% indicated to have worked for 26 years and above. Notable from the respondent's period of work at the institution, it can be said that 76.6 percent have worked in the institution for less than 5 years which could be attributed to the consistent recruitment of trainers every year. This would call for more response in enhancing communication within the institutions. A laxity in communication could perhaps lead to hindrance in achieving communication objectives.

Most of the participants (85.4%) indicated to have worked with their immediate supervisor for only 1-5 years followed by 7.8% who had worked with him/her for 5-10 years, 4.7% who had worked for 11-15 years, 0.6% who had worked for 16-20 years and 1.6% who had worked for 21-25 years. These results validated the notion that technical institutes are constantly changing and evolving, and that managers tend to move to different positions and other institutions fairly frequently. This is in line with Koome (2014) who asserted that there has been high academic staff turnover in technical training institutions in Kenya.

#### **4.4 Statistical analysis of the study variables**

In this section, descriptive and inferential statistics were used to present and analyze quantitative data collected in regard to study variables namely: Internal communication, management style and employee engagement. To start with, the study presents the findings of descriptive statistics of each of the study variables beginning with internal communication and its constructs which are the independent variable. This is followed by management style which is the moderating variable and finally employee engagement which is the dependent variable. This was done using descriptive statistics of frequencies, means and standard deviations. The indicators of internal communication were three namely communication mode, message quality and communication direction. Each has been discussed in the sub sections that follow.

##### **4.4.1 Descriptive analysis on indicators of communication mode**

The first study variable sought to investigate the effect of communication mode on employee engagement. In this study, communication mode was conceptualized into

four components namely: method of communication, frequency of use, media effectiveness, and existing tools of communication. Communication mode refers to the medium used to transmit a message from the sender to the receiver (Stohl & Redding, 1987).

### Methods of communication

The study sought to establish the methods of communication available at the institution and the frequency which the trainers used them. According to Maltz (2000), electronic, written, face-to-face, and phone are the common modes of communication. Hence, the respondents in the current study were asked to indicate how frequently they received communication in their institutions using the following methods. The responses to methods of communication are shown in Table 4.3

**Table 4.3: Descriptive statistics of the methods of communication**

Items	Very					Mean	SD
	Always %	often %	Sometimes %	Seldom %	Never %		
Written – Emails, memos, letters etc	42.2	32.6	18.0	3.1	4.0	1.94	1.044
Verbal-face to face, meetings	31.1	36.3	26.4	4.7	1.6	2.09	.946
Electronic- websites, intranets etc	19.3	19.9	32.6	16.8	11.5	2.81	1.252

The results revealed that Written (M=1.94, SD=1.044) and verbal methods of communication (M=2.09, SD=0.946) respectively were the most common and often used methods of communication in the institutions as opposed to electronic methods such as websites and intranets which were found to be used on some occasions as indicated by a mean value of 2.81 and a standard deviation of 1.252. The study findings indicate that written communication is more common than any other form of communication in technical training institutions. This agrees with Waldeck et al.

(2004) who conducted a study to establish communication effectiveness and employee choice, indicating that written communication was a popular communication tool in many organizations.

Further, the study sought the opinion of respondents regarding the process of getting feedback from the method of communication used in their institution as well as the effect of the communication method on the respondent's engagement. The results were presented in Table 4.4.

**Table 4.4: Responses on the process of getting feedback**

Items	Frequency	Percent	Cumulative Percent
Feedback from the communication method applied	Feedback immediate	232	72.3
	Feedback is late	69	21.5
	Feedback is too late	20	6.2
	Total	321	100.0
Effect of the communication method on the respondent's engagement	Yes	180	55.9
	No	142	44.1
	Total	322	100.0

The results showed that majority, 72%, of the respondents indicated that the feedback from the method of communication used was immediate, 21.5% said it was late while the least indicated that the feedback was too late. On the effect of the communication method on the respondents' engagement in the institution, 56% of the participants said that the method of communication used in their institutions had an effect on their engagement in the institution. This finding is in line with Kassing (2000) who found out that in workplaces where feedback was encouraged employees showed high organizational identification and openly verbalized their dissenting views knowing that these would be welcome.

#### **Existing channels and the frequency of use in the institutions**

The participants were asked to indicate how frequently their institutions used a given list of communication channels and the results were presented in Table 4.5.

**Table 4.5: Frequency of communication channels used in the institutions**

	Always %	Very often %	Sometimes %	Seldom %	Never %	Mean	SD
Face to face	40.1	34.2	18.0	6.8	.9	1.94	.968
Phone calls	19.3	37.6	34.5	7.1	1.6	2.34	.921
SMS	16.8	34.2	38.8	5.3	5.0	2.48	.996
Meetings/briefing	22.7	37.6	33.2	5.6	.9	2.25	.899
Notice boards	40.4	35.7	20.5	2.5	.9	1.88	.883
Memos	34.2	33.2	22.4	6.2	4.0	2.13	1.079
Grapevine	8.4	10.2	21.4	31.1	28.9	3.62	1.236
Email	14.3	16.2	29.3	22.1	18.1	3.13	1.291
Whatsapp	37.0	31.1	22.0	7.5	2.5	2.07	1.053

The most frequent channels of communication used were Memos (M=2.13, SD=1.079), Whatsapp (M=2.07, SD=1.053), notice boards (M=1.88, SD=0.883), Meetings/briefings (M=2.25, SD=0.899), SMS (M=2.48, SD=0.996), phone calls (M=2.34, SD=0.921) and face to face (M=1.94, SD=0.968). The respondents indicated that they used the communication channels very often. Additionally, emails were used though not as often as they were used occasionally. Grapevine was not a popular communication channel in the institutions as the participants indicated that they seldom used the method as indicated by a mean value of 3.62 and a standard deviation of 1.236. This implies that in technical institutions formal channels were effective. In an organization where official channels are not efficient and trusted, employees turn to speculations, rumors and media for information about their company (Hoover, 2005).

The respondents were provided with an alternative to specify other channels of communication used in their institutions. This enabled the researcher to determine all the possible channels used for internal communication needs in technical training institutions. Other channels used in the institutions to share information are: social media platforms such as Facebook, letters, suggestion boxes and messengers,

circulars from the government, magazines, signboards, sign languages and brochures as indicated in Table 4.6.

**Table 4.6: Additional channels used to share information in the institution**

	Frequency	Percent
Brochures	1	2.3
Circulars from the government	1	2.3
Other social media such as Facebook	12	27.9
Official letters	15	34.9
Suggestion boxes	5	11.6
Magazines	1	2.3
Messengers	3	7.0
Sign boards	3	7.0
Sign language	2	4.7
Total	43	100.0

The results show that technical training institutions use a variety of channels. This is quite commendable as Greenberg (2011) points out that the use of multiple channels makes communication most effective. Similarly, media richness theory posits that the success of a good message also involves choosing the best way to deliver it. It is definite from Table 4:4 and 4:5 that most of the communication tools used in these institutions are traditional. According to Ayo, 2012 some of the traditional methods like notice boards, sign boards, messengers, magazines, face to face and others used in the current era of technological advancement make information access a challenge to students and trainers in technical training institutions in Kenya. Further, the respondents were asked to rate the current dissemination tools used in their institutions. The responses are shown in Table 4.7

**Table 4.7: Overall rate for the current information dissemination tools**

	<b>Excellent</b> %	<b>Good</b> %	<b>Fair</b> %	<b>Poor</b> %	<b>Mean</b>	<b>SD</b>
How would you rate the current information dissemination tools	18.5	59.2	17.9	4.4	2.08	.731

Overall, the information dissemination tools were good (M=2.08, SD=0.7131) where majority 59.2% rated it good and 18.5% of the participants rated it as excellent.

#### **Effectiveness of communication channels in the institutions**

The participants were asked to rate the effectiveness of the following communication channels as seen in Table 4.8 below.

**Table 4.8: Effectiveness of the communication channels in the institution**

	<b>Very effective</b> %	<b>Somewhat effective</b> %	<b>Neither ineffective nor effective</b> %	<b>Somewhat ineffective</b> %	<b>Very ineffective</b> %	<b>Mean</b>	<b>SD</b>
Face to face	45.7	32.0	19.3	2.5	.6	1.80	.877
Phone	28.9	51.2	14.6	4.3	.9	1.97	.833
Meetings/Briefings	36.0	47.2	14.6	1.6	.6	1.84	.774
Noticeboards	28.0	42.9	23.3	5.3	.6	2.08	.881
Memos	30.7	41.0	19.3	7.5	1.6	2.08	.967
Grapevine	7.5	14.6	24.9	32.7	20.2	3.44	1.182
Email	12.1	32.3	29.8	16.8	9.0	2.78	1.137
Whatsapp	37.9	34.5	22.4	2.5	2.8	1.98	.978

Face to face (M=1.80, SD=0.877), phone calls (M=1.97, SD=0.833), meetings and briefings (M=1.84, SD=0.774), Noticeboards (M=2.08, SD=0.881), Memos (M=2.08, SD=0.967) and Whatsapp (M=1.98, SD = 0.978) were rated to be



somewhat effective channels of communication in the institutions with face to face and meetings/briefings being seen as the most effective channels. This implies that the respondents preferred to have personal experience in communication. According to the media richness theory, face-to-face communication is considered to be the richest medium because it provides immediate feedback and multiple cues while utilizing natural languages (Daft & Lengel, 1986). Again, as media richness theory articulates, rich media communication situations offer the opportunity for immediate feedback, which has many positive organizational outcomes. It is noteworthy that though face to face, meetings and briefing are seen as the most effective channels in this study they are not the most frequently used tools of communication as seen earlier in the analysis. This observation by respondents agrees with (Frandsen & Johansen, 2011) who indicated that the most effective internal communication channel used in most organizations including institutions of higher learning is face-to-face communication.

Emails (M=2.78, SD=1.137) and grapevine (M=3.44, SD=1.182) were rated lowly on their effectiveness which could be attributed to the fact that the two methods are not common or popularly used in the technical training institutions in Kenya. This was in line with a study conducted by Sarbaugh-Thompson and Feldman who found out that employees felt less connected to their colleagues with an increase in email usage (Byron, 2008).

**Table 4.9: Responses on channel satisfaction**

<b>Item</b>	<b>True %</b>	<b>False %</b>	<b>Total %</b>
The current communication channels make it easy to converse with my immediate supervisor when there is a problem	93.5	6.5	100.0
The communication channels make me aware of what my colleagues in the departments are working on	89.8	10.2	100.0
I am satisfied with the current communication channels used by the institution	85.1	14.9	100.0

To add to the findings, from the results in Table 4.9, the researcher established that the communication channels discussed earlier made it easy for the respondents to converse with their immediate supervisor when a problem arose (93.5%) and that the channels made them aware of what their colleagues in the departments were working on (89.8%). Lastly, the participants indicated that they were satisfied with their current communication channels that were being used by their Institutions (85.1%). This implies that most of the channels of communication used in technical training institutions in Kenya are working properly.

#### **4.4.2 Descriptive analysis of communication quality**

This subsection sought to investigate the effect of communication quality on employee engagement. It sought to find out whether the quality of Messages received from the immediate supervisors affected the engagement of trainers in technical institutions in Kenya. Message quality was conceptualized into four components: timeliness, accuracy, adequacy, completeness. Responses on the communication quality are shown in Table 4.10.

**Table 4.10: Items of communication quality**

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>SD</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>		
Staffs in this institute get more committed because the leaders listen and address their issues promptly	12.7	12.4	17.4	37.6	19.9	3.39	1.286
Accurate information from my immediate supervisor helps me get dedicated in meeting my goals	5.0	7.8	14.0	46.6	26.7	3.82	1.066
Communication at my work place keeps me up to date with what I need to know	5.9	8.4	8.1	47.2	30.4	3.88	1.114
Having access to all information I need about my expectations make me feel energetic in my work	4.0	7.1	15.5	47.2	26.1	3.84	1.021
Clear and consistent messages within the department make me committed to my work	4.0	6.8	13.4	45.7	30.1	3.91	1.033

The results established that accurate information from immediate supervisors helped the employees to get dedicated in meeting their goals and those of the institutions (M=3.82, SD=1.066). Secondly, communication at the institutions keeps the employees up to date with what they needed to know (M=3.88, SD=1.114), having access to all information by the employees about their expectations made them feel energetic at their work (M=3.84, SD=1.021). Trainers in the technical training institutes were neither sure whether they were more committed or not because their leaders listened and addressed their issues promptly (M=3.39, SD=1.286). Overall, the results show that the institutions made an effort to improve on the quality of

messages that is, the messages were timely, adequate, complete and clear. The quality of messages also affected their engagement.

**Table 4.11: Overall satisfaction with the level of communication quality received**

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied	Mean	SD
	%	%	%	%	%		
How satisfied are you with the quality of messages you receive from your supervisor	23.6	59.0	12.4	3.1	1.9	2.01	0.809

Overall, the participants were satisfied with the level of quality of messages received from supervisors (M=2.01, SD=0.809). 23.6% were very satisfied, 59.0% were satisfied 5% were dissatisfied while 12.4% were neutral. These findings were interpreted to mean that supervisors made efforts to ensure that employees received quality communication. Quality communication is the extent to which communication is perceived to be timely accurate, adequate and complete (Maltz, 2000).

#### **Suggestions to improve communication level in the institutions**

The respondents were asked to suggest ways in which the institutions would improve the level of communication and the results were presented in Table 4.12.

**Table 4.12: Suggestions to improve communication level in the institutions**

<b>Item</b>	<b>Frequency</b>	<b>Percent</b>
More accessible notice boards	3	1.76
All consumer of information should be encouraged to embrace social media	5	2.94
Am satisfied with the current method	2	1.18
Adoption of a variety of communication methods	32	18.82
Clarity of message being passed	12	7.06
Frequent and timely communication among employees and their supervisors	29	17.06
Supervisors and the management should take Feedback more seriously	18	10.59
A communication secretary to be hired	9	5.29
Avail sufficient resources such as WI-FI to ease communication on online platforms	21	12.35
Face to face and written communications be adopted for official communication	12	7.06
For official communication face to face should be avoided	15	8.82
Immediate communication and feedback as soon as the need arises	12	7.06
Total	170	100.0

Majority stated that the institutions should adopt and utilize a variety of communication methods for official communications (18.82%) and that; they should make more frequent and timely communication among employees and their supervisors (17.06%). Other reasons stated were provision of more accessible notice boards (1.76%), all consumer of information should be encouraged to embrace social media (2.94%), clarity of message being passed (7.06%), supervisors and the management should take feedback more seriously (10.59), hiring a communication secretary and other employees in the communication and ICT departments (5.29%),

avail sufficient resources such as Wi-fi to ease communication on online platforms (12.35%), face to face and written communications be adopted for official communication (7.06), adoption of face to face method for official communication (8.82%) and lastly, immediate communication and feedback as soon as the need arises (7.06%). 1.18% of the respondents indicated that they were satisfied with the current method. These results show internal communication is a pertinent issue in technical institutions and it requires attention. These results concur with those of Hargie, Tourish, and Wilson, (2000) who suggested that managers need to assess whether their communication channels are currently functioning in support of the organizational success. Managers must start to believe the importance of internal communication.

The respondents were also asked to indicate whether they were aware of recent academic activities in their institutions and the results are as presented in Table 4.13.

**Table 4.13: Respondents’ awareness of recent academic activities in their institutions**

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Yes	291	90.7	90.7
No	30	9.3	100.0
Total	321	100.0	

According to study results in Table 4.13, 90.7% of the study participants indicated that they were aware of recent academic activities in their institutions and only 9.3% indicated that they were not aware. This implies that an effort is made to communicate in these institutions. These results concur with those of Vercic, Vercic and Sriramesh, (2012) who opined that recently, there has been a growing interest in internal communication in corporate communication research.

#### 4.4.3 Descriptive analysis of communication direction

According to Marques (2010), communication takes place in three levels: lateral, upward, and downward. In this study communication direction was conceptualized into three components: lateral, upward, and downward. The study participants were first asked to indicate the communication patterns used in their institutions. The responses are shown in Table 4:14.

**Table 4.14: Types of communication patterns common in technical institutions**

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Vertical	225	70.8	70.8
Horizontal	51	16.0	86.8
Lateral	25	7.9	94.7
Grapevine	17	5.3	100.0
Total	318	100.0	

Vertical communication (71%) pattern was the most common pattern used to communicate in the technical training institutions in Kenya. Vertical communication means upward and downward communication. This implies that the management is aware of what is happening throughout the institution and the trainers also receive directives from their superiors. Other communication patterns outlined were horizontal (16%), lateral communication (8%) and grapevine communication pattern (5%). Horizontal and lateral communications patterns are related as they refer to an interdepartmental flow of communication whereby employees of the same status communicate. These two patterns ought to be the most frequent patterns of communication as workers exchange information often whether work related or personal. This encourages team or group work. However, in the current study horizontal / lateral takes 21%. It seems that only a few of the trainers from different departments communicate by using these patterns. The results indicate that horizontal and lateral communication was poor. Through horizontal communication the staffs talk freely and openly about their feelings relating to the system and

personal concerns. Hence, crippling horizontal communication would imply lack of efficiency and team spirit. Dolphin, (2015) stipulated that horizontal communication flow facilitates teamwork and thus increasing the efficiency with which tasks in the organization are performed.

### **Descriptive statistic on the effect of communication patterns on engagement**

Respondents were asked to indicate how the patterns of communication affected their engagements. The responses are shown in Table 4:15.

**Table 4.15: Effect of communication patterns on employee engagement in the Kenyan technical institutions**

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>SD</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>		
The staff in my institution are dedicated because they are involved in decision making	10.9	15.6	18.4	44.2	10.9	3.29	1.180
At work, the staffs are engaged in their work because they can freely communicate with their immediate supervisor	5.3	8.7	13.4	55.5	17.1	3.70	1.023
The staff are attached to their work because the leaders share information with them	7.2	8.4	13.7	54.8	15.9	3.64	1.072
I feel encouraged to come up with new innovations and better ways of doing things when am listened to	7.8	5.6	8.1	46.4	32.1	3.89	1.149
When I receive feedback about the way I perform my work I get more committed	6.2	3.4	7.8	48.9	33.6	4.00	1.056
I receive most of the information from my colleagues	5.9	15.9	13.7	48.6	15.9	3.53	1.115
My commitment greatly comes from the constructive teamwork in our institution	7.8	8.1	11.5	47.7	24.9	3.74	1.151
Trainers in my institution always share information with each other	5.6	7.8	11.2	51.1	24.3	3.81	1.067



The study respondents agreed moderately to the claim that staff in their institutions were dedicated because they are involved in decision making (M=3.29, SD=1.80). Their responses were moderately dispersed meaning the employees responded fairly different. However, participants agreed that at their work places, the staffs were engaged in their work because they could freely communicate with their immediate supervisors (M=3.70, SD=1.023). Additionally, the participants agreed that the staff were attached to their work because the leaders shared information with them (M=3.64, SD=1.072). They also felt encouraged to come up with new innovations and better ways of doing things when they were listened to (M=3.89, SD=1.149) and said that they got more committed at work when they received a feedback about their work performance (M=4.00, SD=1.056). In addition, the employees indicated that they received most of the information from their colleagues (M=3.53, SD=1.115) and that their commitment greatly came from the constructive teamwork in their institution (M=3.74, SD=1.151). Lastly, the respondents agreed that trainers in their institution always shared information with each other (M=3.81, SD=1.067). These results indicate that various patterns of communication are evident in technical training institutions and that they affected their engagement. These results aligns with the findings of Reissner and Pagan, (2013) who found out that an increase in bidirectional communication allowed employees to feel more involved and engaged in the organization

**Table 4.16: Flow of communication in the institution**

	Not well %	Somewhat not well %	Neutral %	Somewhat well %	Well %	Mean	SD
How well do you feel information flows from your employer to your work area	11.2	45.8	38.9	3.4	.6	2.36	.751
How well do you feel information flows among the coworkers and leaders within your work area	7.5	49.8	39.3	2.5	.9	2.40	.704

From the results in Table 4.16, most respondents felt that information did not flow well from their employer to their work area ( $M=2.36$ ,  $SD=0.751$ ) with most of the respondents (57%) indicating not well and 38.9% not being quite sure. They also felt the same on how information flowed among the co-workers and leaders within their work area ( $M=2.4$ ,  $SD=0.704$ ). The results indicate that there was poor communication flow in technical training institutions in Kenya. Frandsen and Johansen (2011) pointed that it is necessary to increase the internal communication frequency since employees usually have a high demand for updated information as well as the desire to provide continuous feedback.

#### **4.4.4 Descriptive analysis of the management Style**

Management style was the moderating variable in the study. It was conceptualized into three components: authoritative/dictatorship, democratic/participative, and laissez-faire/free reign. First the respondents were asked to indicate how the management style of their supervisors affected their engagement. The responses are indicated in Table 4:17.

**Table 4.17: Descriptive statistics of the management style as the moderating variable**

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std. Dev</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>		
The leadership style of my immediate supervisor affects my commitment to work	10.9	16.5	13.4	41.0	18.3	3.39	1.262
The leadership style in this institute contributes to the overall effectiveness of the institution	5.6	4.0	7.5	55.0	28.0	3.96	1.010
Clear explanation of the orders/instructions on my expectations make me more dedicated to my work	4.0	5.6	12.1	52.2	26.1	3.91	.981
Regular and supportive communication given to me by my immediate supervisor makes me proud of my institution	5.6	5.6	14.3	46.6	28.0	3.86	1.064
My supervisor assist individual trainers in their personal problems	7.1	12.1	21.1	42.5	17.1	3.50	1.125
I get detached from my work because my immediate supervisor does not trust me since there is lack of transparency	27.3	23.6	15.5	24.2	9.3	2.65	1.351
My immediate supervisor represents my needs, ideas and suggestions to the principal of the school	5.9	9.6	19.3	45.0	20.2	3.64	1.088
I have an opportunity to interact with management above my immediate supervisor e.g. principal	7.8	9.6	14.3	45.7	22.7	3.66	1.158
I get engrossed in my work when my supervisors allow me to be part of the decision making	2.2	5.6	13.7	55.6	23.0	3.92	.884
I get strongly involved in my work when my supervisors inform me regularly and promptly about everything that affects my work	5.0	4.0	15.2	52.5	23.3	3.85	.987
Am happy with my job because my supervisors encourage me to grow on the job and be promoted	6.8	9.6	20.5	40.4	22.7	3.62	1.138
I go an extra mile in my work because my supervisors recognize and encourage achievement and allow me to establish goals.	4.7	10.3	19.0	39.6	26.5	3.73	1.103
Am satisfied with the leadership styles of the supervisors of this institute	8.4	8.1	19.9	42.9	20.8	3.60	1.151
At times I get disengaged in my work because my supervisor hardly provides direction to me	21.7	23.9	22.0	21.7	10.6	2.75	1.301
I feel detached from my job since i receive minimal guidance and supervision	24.2	30.1	17.4	17.4	10.9	2.61	1.315

The participants of the study were requested to respond to fifteen aspects of management styles used in their institutions. From the results, it was observed that most of the respondents agreed moderately as to whether the management style of their immediate supervisor affected their commitment to work ( $M= 3.39$ ,  $SD = 1.262$ ) and as to whether they got detached from their work because their immediate supervisor did not trust them because there was lack of transparency ( $M=2.65$ ,  $SD=1.351$ ). The participants of the study agreed that the management style used in their institute contributed to the overall effectiveness of the institution ( $M=3.96$ ,  $SD=1.010$ ), that a clear explanation of the orders/instructions on their expectations made them to be more dedicated to their work ( $M=3.91$ ,  $SD=0.981$ ) and that regular and supportive communication given to them by their immediate supervisor made them proud of their institution ( $M=3.86$ ,  $SD=1.064$ ).

The results went ahead to imply that supervisors assisted individual trainers in their personal problems ( $M = 3.50$ ,  $SD = 1.125$ ), immediate supervisors represented employees' needs, ideas and suggestions to the principal of the school ( $M=3.64$ ,  $SD=1.088$ ), employees had an opportunity to interact with management above their immediate supervisor e.g. principal ( $M=3.66$ ,  $SD=1.158$ ), the employees got engrossed in their work when their supervisors allowed them to be part of the decision making ( $M=3.92$ ,  $SD=0.884$ ) and that the employees got strongly involved in their work when their supervisors informed them regularly and promptly about everything that affects their work ( $M=3.85$ ,  $SD=0.987$ ). The respondents indicated that they were happy with their job because their supervisors encouraged them to grow on the job and be promoted ( $M=3.62$ ,  $SD=1.138$ ) and that they went an extra mile in their work because their supervisors recognized and encouraged achievement and allowed them to establish goals ( $M=3.73$ ,  $SD=1.103$ ). From the results, it was established that in technical institutions in Kenya, the employees were satisfied with the management style of the supervisors ( $M = 3.60$ ,  $SD = 1.151$ ). Most of the participants (42.9%) agreed on the questions posed to them while, (20.8%) agreed strongly.

However, the participants agreed moderately as to whether at times they got disengaged in their work because their supervisor hardly provided direction to them (M=2.75, SD= 1.301) and whether they felt detached from their job since they received minimal guidance and supervision (M=2.61, SD=1.315).

**Table 4.18: Effect of management style on engagement**

Item		Frequency	Percent
My engagement comes mostly from our relationship with the supervisor and because	Yes	249	77.3
	No	73	22.7
	Total	322	100.0
I share his/her vision			
Are you satisfied with the leadership style of the supervisors in this institute	Yes	255	79.2
	No	67	20.8
	Total	322	100.0
Which among the following is the leadership style commonly practiced by the management in this institute	Authoritative/dictatorship	107	33.2
	Democratic/participative	187	58.1
	Laissez-faire/free reign	28	8.7
	Total	322	100.0

Based on the study results in Table 4.18, most of the respondents indicated that their engagement came mostly from their relationship with the supervisor and because they shared in his/her vision (77.3%) while only 22.7% disagreed. 79.5% indicated that they were satisfied with the management style of the supervisors in their institutions and that democratic/participative (58.1%) was the most common management style that was practiced in the institutions. This was followed by authoritative/dictatorship (33.2%) and lastly laissez-faire/free reign (8.7%). This explains why majority were satisfied with the management style of their supervisors. Leaders with democratic tendency (high employee participation) promote open communication where information flow in all directions and feedbacks from employees are duly considered, leading to important improvements in the quality of communication (Arklan, 2011; Jensen, 2014).

#### 4.4.5 Descriptive statistics on employee Engagement

In this section, the responses on employee engagement which was the dependent variable are presented on Table 4.18 where the respondents presented their agreement level on nine aspects of employee engagement. A 5-point Likert measurement of work and well-being Survey (UWES) scale was used with the lowest being 1 and the highest being 5. The scores of each item were then aggregated and a mean and standard deviation obtained.

**Table 4.19: Descriptive statistics on employee engagement**

	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %	Mean	SD
At my work, I feel bursting with energy	7.5	20.2	26.7	39.1	6.5	3.17	1.06
when I get up in the morning	3.7	5.3	16.8	55.6	18.6	3.80	.929
At my job, I feel strong	4.3	4.0	18.6	56.5	16.5	3.77	.923
I am enthusiastic about my job	2.8	3.7	15.2	51.9	26.4	3.95	.904
My job inspires me	3.1	4.7	10.2	55.3	26.7	3.98	.915
I feel happy when working intensely	3.4	4.7	13.7	55.3	23.0	3.90	.923
I am proud of the work that I do	2.5	3.1	5.3	53.7	35.4	4.16	.854
I am willing to invest my effort and to go an extra mile in my work	2.5	2.5	7.5	46.3	41.3	4.21	.876
I fully concentrate and am happily engrossed in my work	2.5	2.8	8.7	57.1	28.9	4.07	.842

In the efforts of understanding employee engagements in technical training institutions in Kenya, the first item enquired if at the institutions the employees felt bursting with energy. The respondents neither agreed nor disagree but rather remained neutral (M = 3.17, SD = 1.06) but there was a wide variation in the

responses of this item as the deviation was high ( $SD > 1$ ). In fact, majority agreed (39.1%) followed by those who remained neutral (26.7%). In relation to how the employees felt when going to work, the second item asked if the employees felt like going to work when they got up in the morning. From the results the respondents agreed ( $M=3.80$ ,  $SD=0.929$ ). Another question posed was the third item which sought to find out if the respondents felt strong and vigorous at their job/work place. The results presented a mean value ( $M=3.77$ ), ( $SD= 0.923$ ) denoting that ( $SD < 1$ ) thus it was found that the respondents agreed with the posed statement. The employees again agreed that they were enthusiastic about their job ( $M=3.95$ ,  $SD=0.904$ ), that their job inspired them ( $M=3.98$ ,  $0.915$ ), that they felt happy when working intensely ( $M=3.90$ ,  $SD=0.923$ ) and that they were proud about the work they did ( $M=4.16$ ,  $SD=0.854$ ). Further, the respondents agreed that they were willing to invest their effort and to go an extra mile in their work ( $M=4.21$ ,  $SD=0.876$ ) and that they fully concentrate and are happily engrossed in their work ( $M=4.07$ ,  $SD=0.842$ ).

**Table 4.20: Overall employee engagement**

Item	Excellent	Good	Not sure	Weak	Very weak	Mean	SD
	%	%	%	%	%		
How would you rate your engagement in the institution	23.3	70.2	3.4	1.9	1.2	1.88	0.663

In finding out how the respondents would rate their engagement in the institution, the results presented a mean of ( $M=1.88$ ), and a standard deviation ( $SD= 0.663$ ). The results point out that the highest number of respondents was in the categories of excellent and good registering a total of 93.5% of the respondents. 3.4% were undecided while the rest disagreed. This showed that overall the respondents would rate their engagement in the institution as good.

## 4.5 Analysis of study variables based on demographic data

This research study went ahead and analyzed communication mode, message quality, communication direction, management style and employee engagement based on the demographic data of gender, marital status, and age group, education level, job title, working period, terms of employment and the period worked under the immediate supervisor. Each has been discussed in the subsequent subsections.

### 4.5.1 Comparing responses across gender of respondents

Data was analyzed across gender to determine the extent of agreement of communication mode, message quality, communication direction, and management style and employee engagement by male and female participants. The researcher sought to compare how female respondents and male respondents responded to communication mode, message quality, communication direction, and management style and employee engagement. The researcher performed an unpaired t-test which was used to compare mean values between male respondents and female respondents. From the test, the mean difference is said to be significant whenever the probability value is less than the significance level taken to be ( $p < 0.05$ ) and again if the calculated test statistic is greater than tabulated value at a given confidence level taken to be 95% in this study. The results were expressed as mean  $\pm$  standard deviation (SD). Table 4.21 shows these results.

**Table 4.21: Comparison of responses in various variable items across gender of the respondents**

Variable	Male	Female	t-statistic	P-value
Communication Mode	2.03 $\pm$ 0.457	2.99 $\pm$ 0.423	0.751	0.453
Communication quality	3.47 $\pm$ 0.745	3.49 $\pm$ 0.761	-0.304	0.761
Communication direction	3.75 $\pm$ 0.781	3.62 $\pm$ 0.923	1.372	0.171
Management style	3.53 $\pm$ 0.674	3.503 $\pm$ 0.670	0.380	0.704
Employment engagement	3.78 $\pm$ 0.716	3.62 $\pm$ 0.695	1.998	0.047

\* mean  $\pm$  standard deviation (SD)



The results in Table 4.21 show independent t-test performed on communication mode, communication quality, communication direction, and management style and employee engagement across gender. The results revealed that the responses of communication mode in male ( $M = 2.03$ ,  $SD = 0.457$ ) was not statistically significantly different from that of female participants ( $M = 2.99$ ,  $SD = 0.423$ );  $t = 0.751$ ,  $p = 0.453$ . This means that although male respondents seemed to agree more than their female colleagues that different communication modes were used more often and that they were effective, the results revealed that their responses were not significantly different.

Results indicated insignificant difference in the response of communication quality, communication direction and management style between males and female respondents. Therefore, the male and female respondents were found to respond in a similar manner that is, they seemed to rate the items in a similar way. This was indicated by insignificant p-values and t-statistic value less than 1.96 at 5% level of significance.

However, on the last variable, employee engagement, male ( $M=3.78$ ,  $SD=0.716$ ) respondents agreed more than their female colleagues ( $M=3.62$ ,  $SD=0.695$ ),  $t=1.998$ ,  $p=0.047$ . These results imply that male employees felt that they were more engaged at their work place as compared to the female employees.

#### **4.5.2 Significance of differences across age categories**

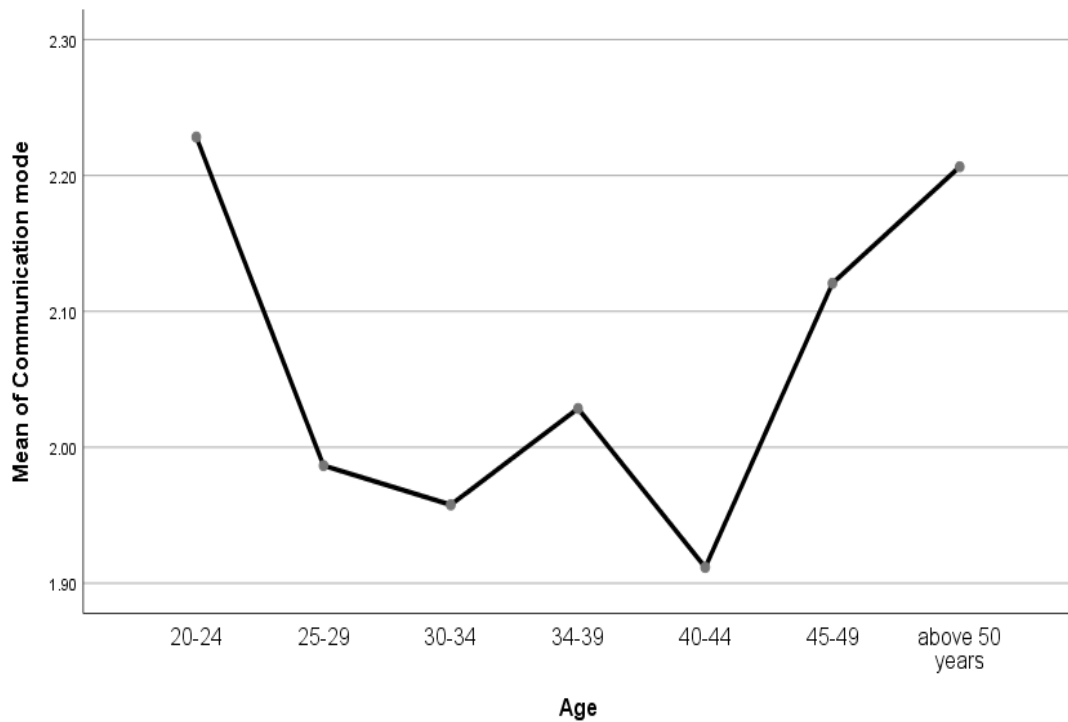
This study also sought to examine significance of differences in communication mode, communication quality, communication direction, and management style and employee engagement across age groups. The researcher sought to find out how the trainers in TTI's across different ages responded or agreed to communication mode, message quality, communication direction, management style and employee engagement. To determine the significance, one -way analysis of variance with Tukey post hoc test was used and 5% significance level ( $\alpha = 0.05$ ) was assumed. The results are considered to be significant whenever the probability value is less than 0.05 ( $p<0.05$ ). Table 4.22 shows the results.

**Table 4.22: Comparison of communication mode, message quality and communication direction, management styles and employee engagement across different age groups**

Variable	20-24	25-29	30-34	35-39	40-44	45-49	Above 50	F(6,315)	P- value
Communication mode	2.23± 0.486a	1.99±0. 0.387b	1.96±0. 55b	2.03±0. 413ab	1.91±0. 414b	2.12±0. 372ab	2.21±0. 573ab	2.281	0.036
Communication Quality	3.19± 0.953a	3.56±0. 704a	3.43±0. 710a	3.47±0. 791a	3.56±0. 777a	3.65±0. 659a	3.17±0. 883a	1.663	0.130
Communication direction	3.64± 0.939a	3.79±0. 844a	3.74±0. 792a	3.57±1. 00a	3.60±0. 904a	3.88±0. 512a	3.36±0. 868a	1.331	0.243
Management styles	3.55± 0.554a	3.63±0. 768a	3.54±0. 643a	3.29±0. 801a	3.45±0. 481a	3.52±0. 443a	3.40±0. 623a	1.323	0.246
Employee engagement	3.83± 0.387a	3.83±0. 711	3.73±0. 844bc	3.48±0. 813c	3.68±0. 539	3.68±0. 539	3.62±0. 413b	1.223	0.294

*Notes: The means, followed by the same letter in a row are not statistically different at ( $P < 0.05$ ) using one way ANOVA. with Tukey test on post-hoc t-tests. \* indicates significance ( $p < 0.05$ ).*

On communication mode, respondents disagreed more according to age. The youngest age- set of 20-24 ( $M = 2.23$ ,  $SD = 0.486$ ) in comparison to other older ones;  $F(6, 315) = 2.281$ ,  $p = 0.036$ . However, the response of communication quality, communication direction, and management style and employee engagement across age groups was found to be similar.



**Figure 4.1: Trend in mean values of communication mode across different age groups**

From the Figure, it is clear that the youngest respondents (20-24) and oldest (above 45 years) rated the communication mode as more effective and that the different modes were more often used in comparison to their colleagues in their middle ages (between 25-44 years).

#### **4.5.3 Comparing responses across immediate supervisor category**

Data was analyzed across gender to determine the extent of agreement of communication mode, message quality, communication direction, management style and employee engagement across the immediate supervisor category. The researcher sought to compare how those who had head of department as their immediate supervisor, those with the deputy principal and principal as their supervisor responded to communication mode, communication quality, communication direction, management style and employee engagement. To determine the significance, one-way analysis of variance with Tukey post hoc test was used and 5% significance level ( $\alpha = 0.05$ ) was assumed. The results are considered to be

significant whenever the probability value is less than 0.05 ( $p < 0.05$ ). Table 4.23 shows the results.

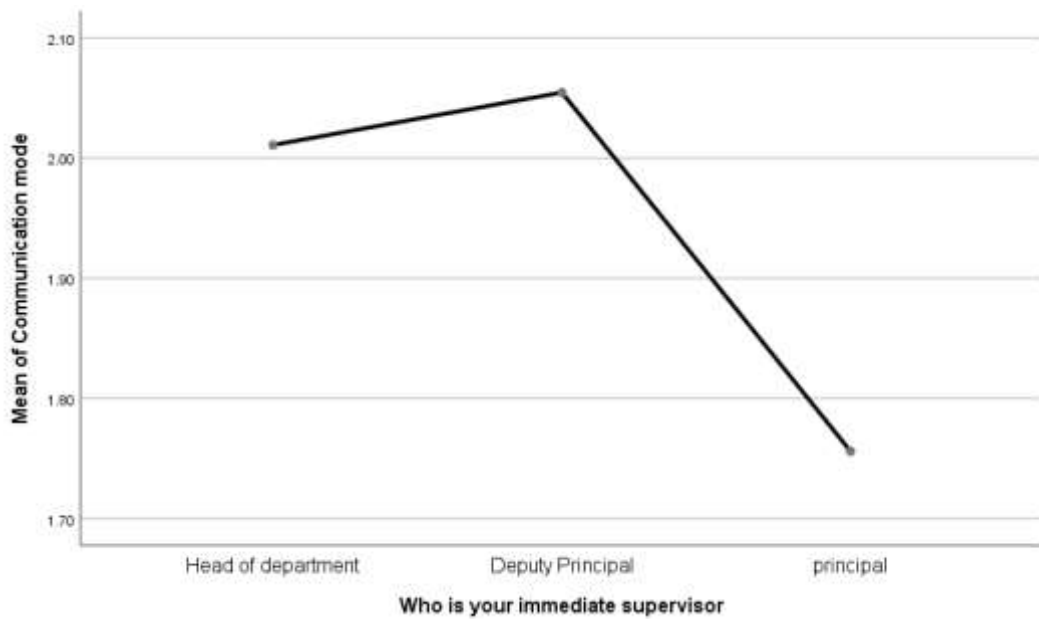
**Table 4.23: Comparison of responses in various independent variable items across immediate supervisor category**

Variable	Head of department	Deputy principal	Principal	F(2,318)	P-value
Communication mode	2.01±0.419a	2.05±0.536a	1.76±0.389a	0.939	0.392
communication Quality	3.47±0.752a	3.49±0.768a	3.71±0.534	0.214	0.808
Communication direction	3.71±0.838b	3.64±0.864a	4.00±0.445	0.399	0.672
Management styles	3.55±0.672a	3.36±0.658a	3.63±0.367	2.118	0.122
Employee engagement	3.74±0.720a	3.60±0.682a	4.18±0.377	1.834	0.161

*Notes: The means, followed by the same letter in a row are not statistically different at ( $P < 0.05$ ) using one way ANOVA. with Tukey test on post-hoc t-tests. \* indicates significance ( $p < 0.05$ ).*

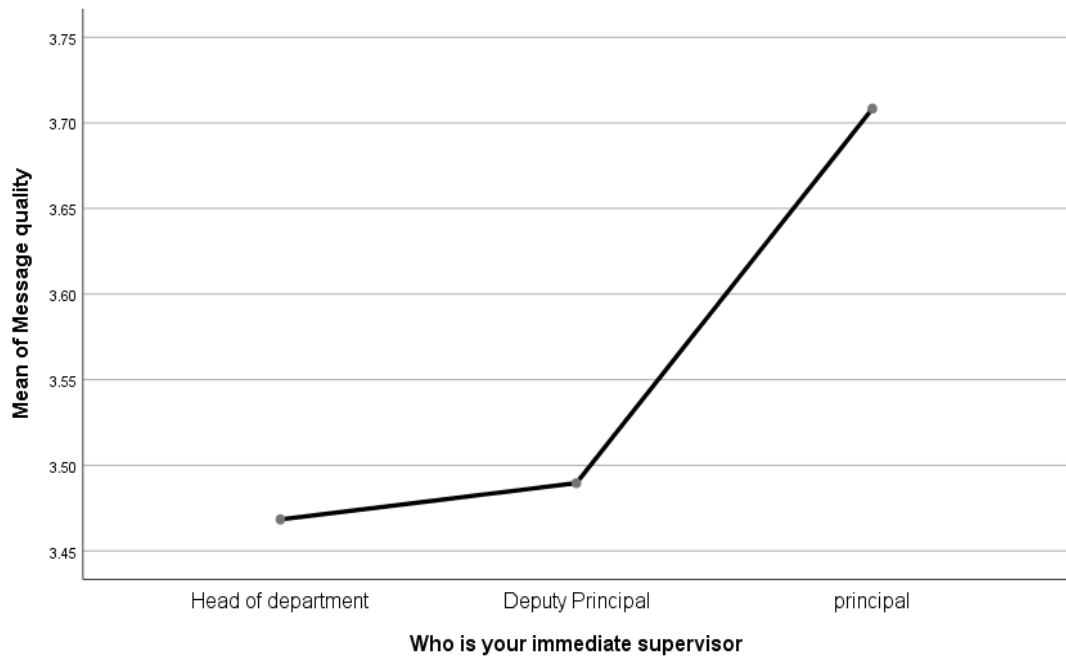
The results in Table 4.23 shows ANOVA results for the communication mode, communication quality, communication direction, management style and employee engagement across the immediate supervisor category. The results revealed that the study participants responded closely or in a similar manner. The mean differences for communication mode, message quality, communication direction, and management style and employee engagement for those supervised directly by heads of departments, deputy principals and principals had their responses nearly the same and therefore they were found to respond in a similar way. This was indicated by insignificant p-values and F-statistic values less than the critical F value or p-value greater than 0.05 alpha level at 5% level of significance.

Further, the results were illustrated in the figures below.



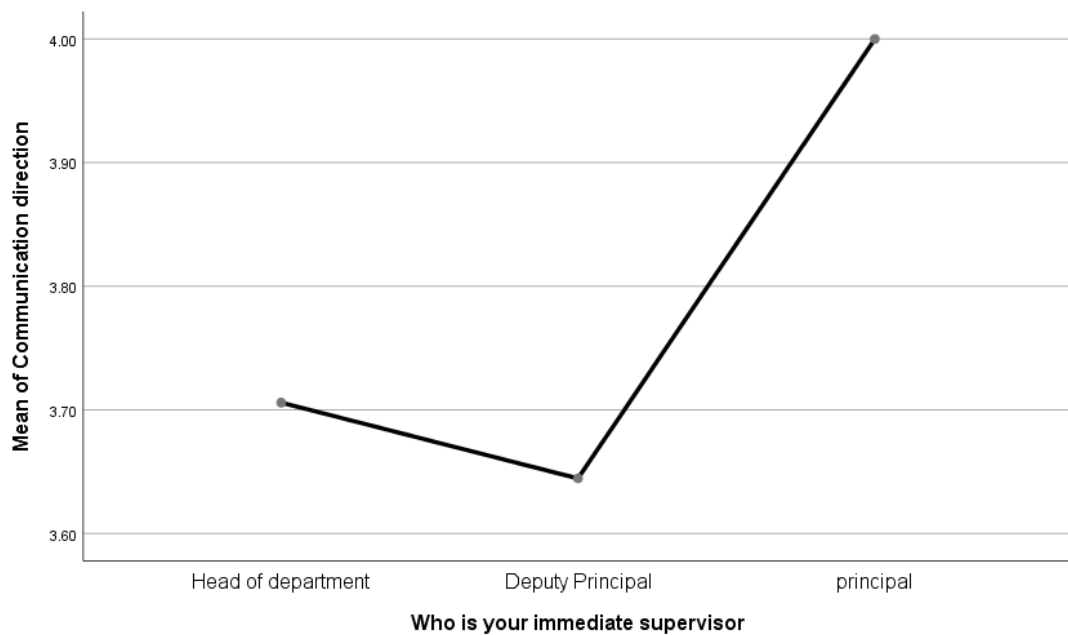
**Figure 4.2: Trend in mean values of communication mode across immediate supervisor category, Source (author, 2023)**

The results show that those with heads of departments and deputy principals as their immediate supervisors, had higher mean values of communication mode than those who were supervised by the principals. This indicated that they believed that the communication mode used was less often and less effective unlike in those supervised by the principals. However, this difference was not significant meaning despite the difference, there was no sufficient evidence that it was different significantly.



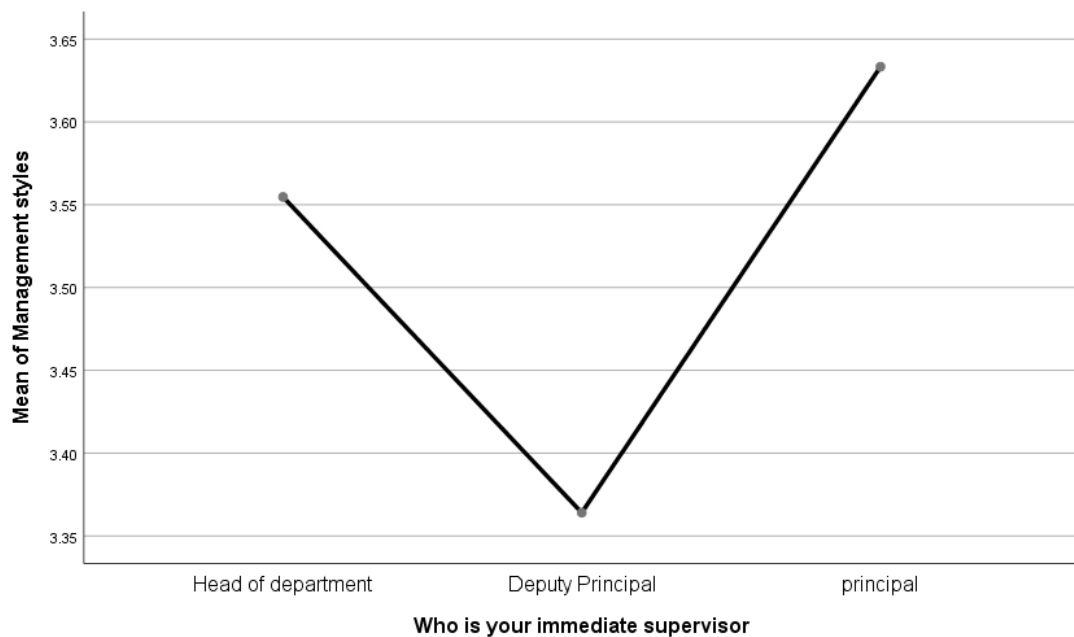
**Figure 4.3: Trend in mean values of communication quality across immediate supervisor category, Source (author, 2023)**

The results show that those with heads of departments and deputy principals as their immediate supervisors, had lower mean values of message quality than those who were supervised by the principals. This indicated that respondents believed that the quality of the messages received was higher for those supervised by the principals unlike in those supervised by the heads of departments and deputy principals. However, this difference was not significant meaning despite the difference; there was no sufficient evidence that it was different significantly.



**Figure 4.4: Trend in mean values of communication direction across immediate supervisor category, Source (author, 2023)**

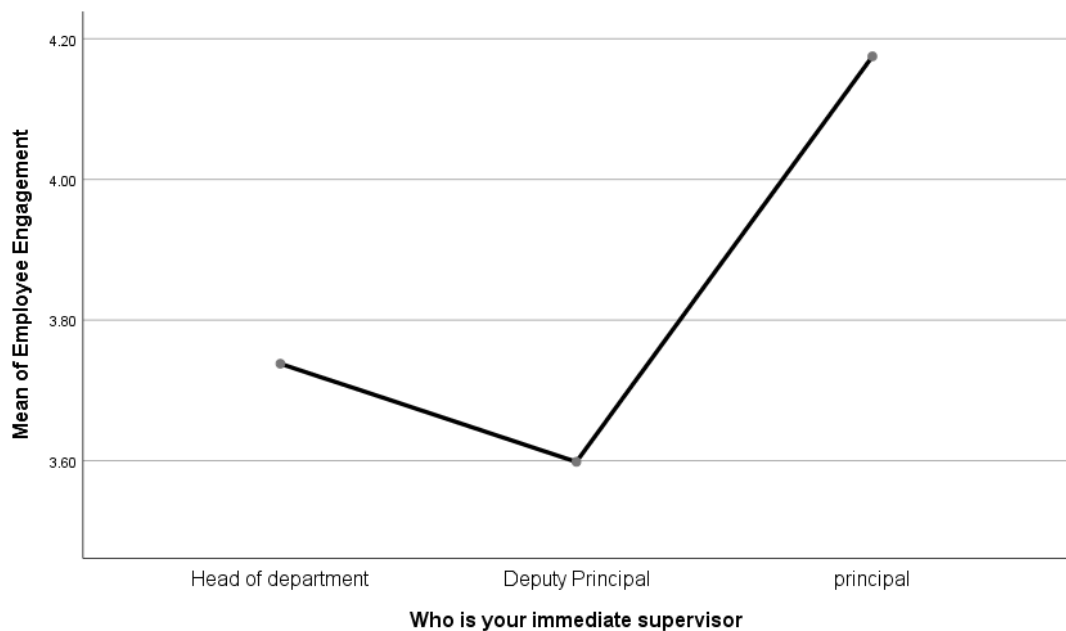
Study findings show that those with heads of departments and deputy principals as their immediate supervisors, had lower mean values of communication direction compared to those who were supervised by the principals. This implied that they stated or agreed to the effectiveness of communication patterns used which was higher for those supervised by the principals unlike in those supervised by the heads of departments and deputy principals. However, this difference was not significant meaning despite the difference; there was no sufficient evidence that it was different significantly.



**Figure 4.5: Trend in mean values of management style across immediate supervisor category**

The results show that those with deputy principals as their immediate supervisors, had lower mean values of management style compared to those who were supervised by heads of departments and the principals. This indicates that they agreed to the effectiveness of management style used which was higher for those supervised by the principals and department heads unlike in those supervised by deputy principals. However, this difference was not significant meaning despite the difference; there was no sufficient evidence that it was different significantly.





**Figure 4.6: Trend in mean values of employee engagement across immediate supervisor category**

The results show that those with deputy principals as their immediate supervisors, had lower mean values of employee engagement compared to those who were supervised by heads of departments and the principals. This indicated that they stated or agreed to have been engaged more for those supervised by the principals and department heads unlike in those supervised by deputy principals. However, this difference was not significant meaning despite the difference; there was no sufficient evidence that it was different significantly.

#### **4.5.4 Comparing responses across employment terms of respondents**

Data was analyzed across the terms of employment to determine the extent of agreement of communication mode, message quality, communication direction, management style and employee engagement by those permanently employed and those participants employed by the board of directors. The researcher sought to compare how the respondents permanently employed and those employed by the board of directors responded to communication mode, communication quality,

communication direction, management style and employee engagement. The researcher performed an unpaired t-test which was used to compare mean values between the two categories. From the test, the mean difference is said to be significant whenever the probability value is less than the significance level taken to be 0.05 in this study ( $p < 0.05$ ) and again if the calculated test statistic is greater than tabulated value at a given confidence level taken to be 95% in this study. The results were expressed as mean  $\pm$  standard deviation (SD). Table 4.24 shows these results.

**Table 4.24: Comparison of responses in various variable items across employment terms of the respondents**

Variable	Board of directors	Permanent	t-statistic	P-value
Communication Mode	1.97 $\pm$ 0.417	2.08 $\pm$ 0.456	-2.219	0.027
Message quality	3.54 $\pm$ 0.731	3.40 $\pm$ 0.757	1.585	0.114
Communication direction	3.73 $\pm$ 0.876	3.68 $\pm$ 0.747	0.521	0.603
Management styles	3.50 $\pm$ 0.642	3.74 $\pm$ 0.709	0.583	0.561
Employment engagement	3.74 $\pm$ 0.709	3.69 $\pm$ 0.703	0.601	0.548

\* mean  $\pm$  standard deviation (SD)

The results in Table 4.24 shows independent t-test performed on communication mode, message quality, communication direction, management style and employee engagement across gender. The results revealed that the responses of communication mode in those employed by the board of directors (M = 1.97, SD = 0.417) was statistically and significantly different from that of permanently employed participants (M = 2.08, SD = 0.456);  $t = -2.219$ ,  $p = 0.027$ . Additionally, the results indicated insignificant difference in the response of communication quality, communication direction and management style between the two categories of

employment terms. Therefore they were found to respond in a similar manner that is they seemed to rate the items in a similar way. This was indicated by insignificant p-values and t-statistic value less than 1.96 at 5% level of significance.

#### **4.6 Inferential statistics analysis**

Inferential analysis is based on inferential statistics which enables a researcher to make an insinuation and prediction of a given populace based on data obtained from a subset representing the population in question (Cohen et al., 2014). In this study, inferential statistics analyzed was utilized in testing the study hypotheses. Hypotheses could be tested using three methods parametric, semi-parametric and non-parametric methods. Parametric methods are based on the normal distribution and make the assumptions of normality of the study variables, homogeneity of variance, independence of data, continuous data measured on a ratio/interval level of measurement especially for the dependent variable and the no-multicollinearity assumption of the independent variables.

Non parametric methods have been defined to be types of statistics that do not necessitate that the population under analysis meets certain assumptions, or parameters (Larson-Hall, 2015). In fact, they are referred to as distribution free tests. However, they are said to be less powerful as compared to the parametric methods and hence less preferred. Larson-Hall (2015) defines parametric tests as those tests that assume a sample data is obtained from a populace that can be sufficiently modeled using a probability distribution with a fixed number or group of parameters. It has been found that more often parametric models, while being easy to understand and easy to work with; fail to give a fair representation of what is happening in the real world. Non-parametric models may be better representations but do not lend themselves well to analysis. A semi-parametric model allows for the best of both worlds: a model that is understandable and can be manipulated while still offering a fair representation of the messiness that is involved in real life. An example of these include a logistic regression method.

A logistic regression method assumes that the dependent variable is binary ( $Y=0$ , or  $Y= 1$ ) and that the independent variables are not highly correlated (No multicollinearity). Further, a logistic regression assumes that the data used is large and random. This study embraced both parametric tests which comprised of Pearson's product correlation as well as semi-parametric tests such as logistic regression. The logistic regression was conducted as simple and as multiple and was used to meet the study objectives.

#### **4.6.1 Test of Assumptions of analytical model**

In order to infer statistically from the results, certain assumptions should be fulfilled. The test assumptions considered in this study were testing for outliers and testing for multicollinearity diagnostics. Additionally, the study examined the distribution of the study variables (normality test was examined), however it should be noted that it is not a requirement for the logistic regression model to be normally distributed.

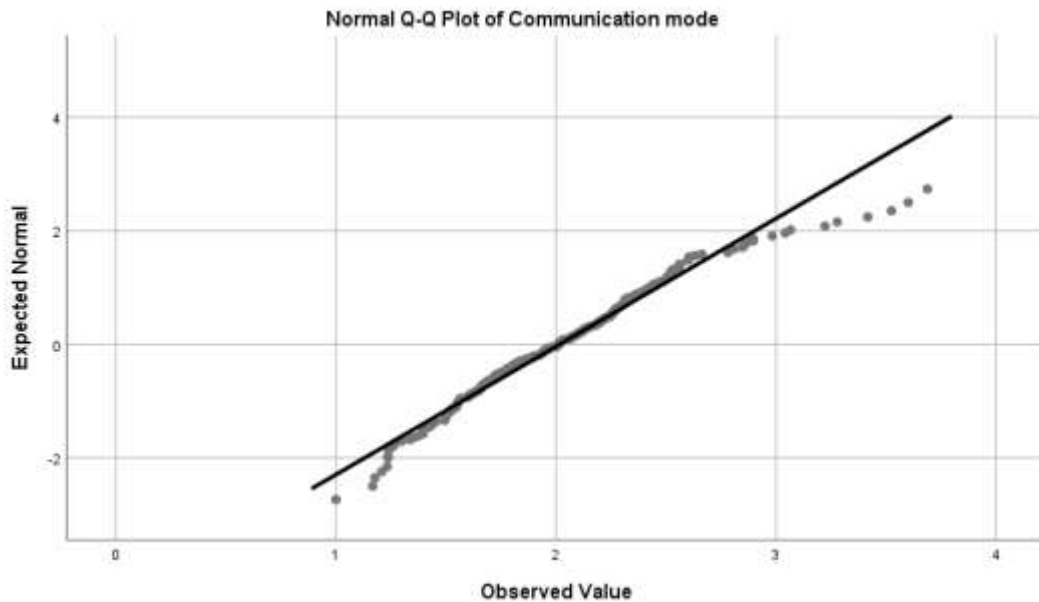
#### **Distribution of the independent variables**

To determine the distribution of the independent variables of communication mode, communication quality and communication direction, and also the moderating variable of management style, the study examined the normality of the variables. There are various methods to test for normality these include: Skewness and Kurtosis, other tests such as Kolmogorov-Smirnov and Shapiro-Wilk etc. Other methods that can be used to test normality of variables include graphical methods. These graphical methods are normal Q-Q plots, histograms and normal P-P plots. In this study, Shapiro wilk normality test as well as normal Q-Q plots were used to test for the distribution of the data.

**Table 4.25: Normality tests**

Item	Shapiro-Wilk		
	Statistic	df	Sig.
Communication mode	.974	319	.000
Communication quality	.901	319	.000
Communication direction	.870	319	.000
Management styles	.916	319	.000

The results for Shapiro wilk test of normality implied that the data of communication mode ( $p < 0.01$ ), communication quality ( $p < 0.01$ ), communication direction ( $p < 0.01$ ) and management style ( $p < 0.01$ ) did not follow a normal distribution. These findings were further confirmed by normal Q-Q plots as seen below. (see Figures 4.7,4.8,4.9,4.10).



**Figure 4.7: Normal Q-Q plot of communication mode**

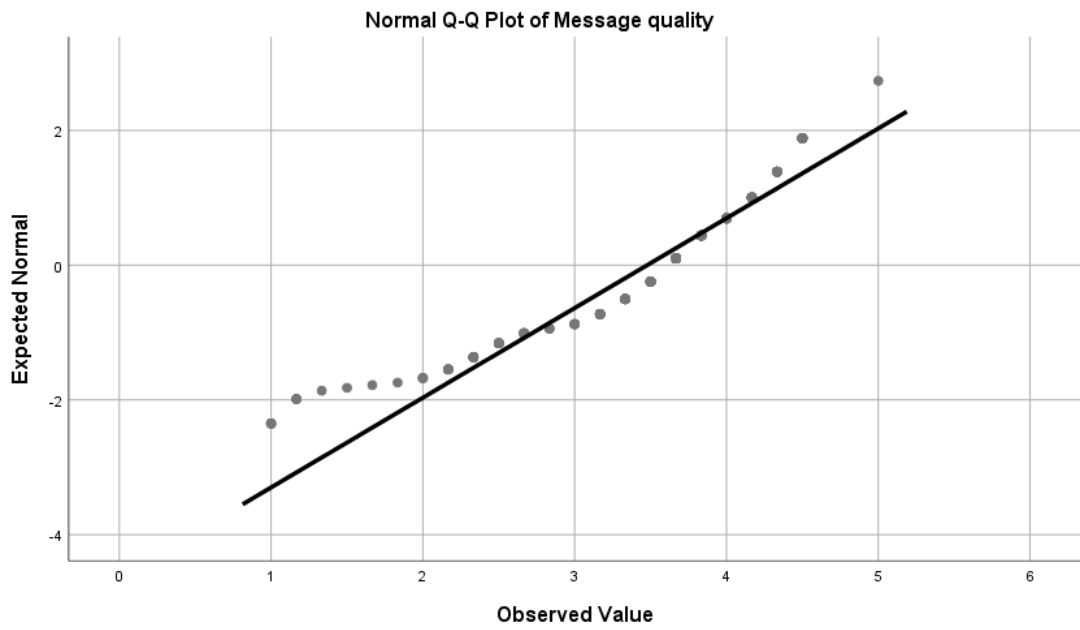


Figure 4.8: Normal Q-Q plot of communication quality

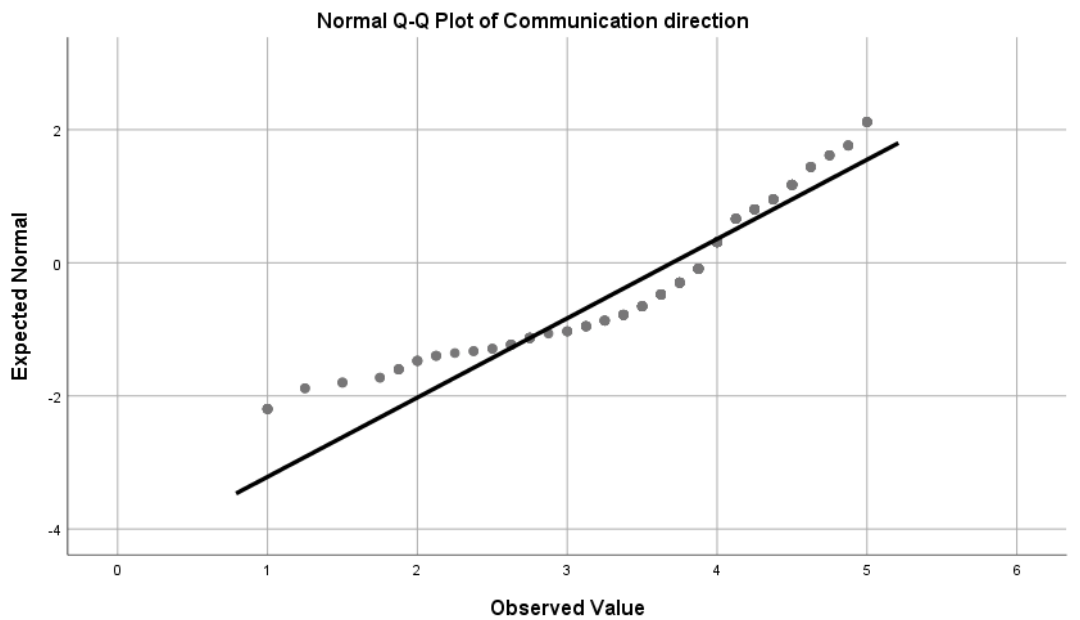
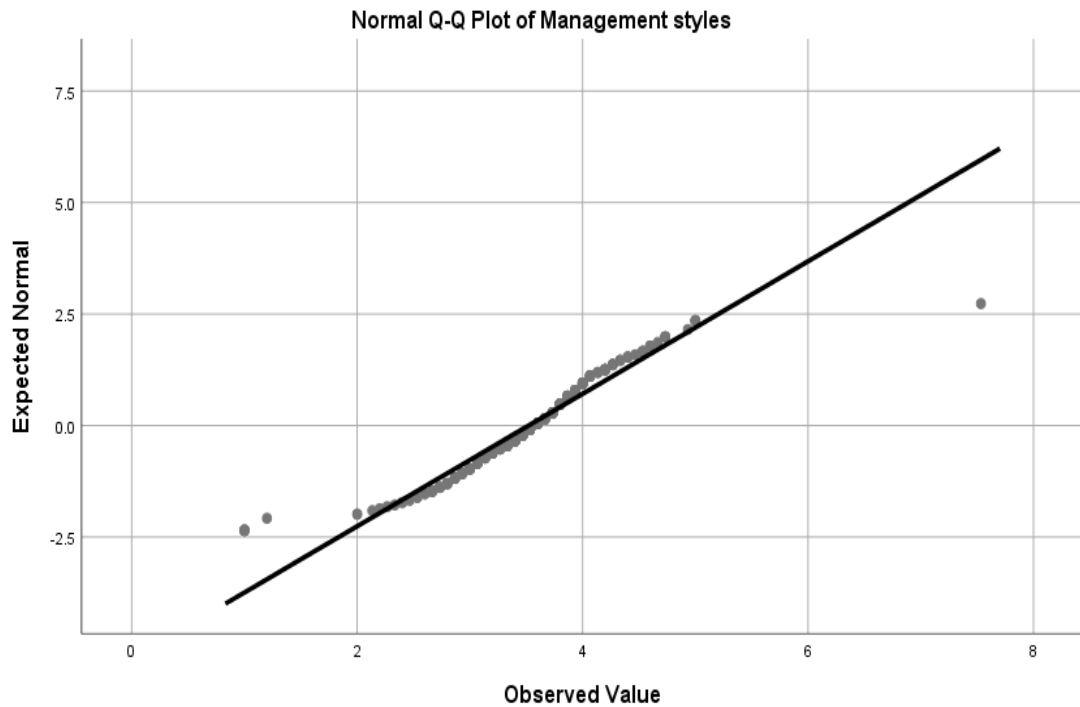


Figure 4.9: Normal Q-Q plot of communication direction



**Figure 4.10: Normal Q-Q plot on management style**

### **Assumptions of a logistic regression model**

Although a logistic regression does not make many of the key assumptions as in the case of general linear models and linear regression, such as linearity, normality, homoscedasticity, and ratio/interval level of measurement, a logistic regression makes few assumptions. They were examined as explained below:

First, logistic regression assumes that the dependent variable should be binary that is it contains two levels. The dependent variable in this case was employee engagement which first was measured in a 5-point Likert scale with 1 as strongly disagree and 5 as agree strongly. The variable was measured using 9 items which were aggregated and an average score was obtained. The data was later collapsed into two categories, those with a score above 3 ( $y=0$ ) and that with a score of 3 and below ( $y=1$ ). This was interpreted to be 1 for those who agreed that the employees in the institutions were engaged and 0 for those who disagreed that the employees were engaged in their institutions. Therefore, the variable namely employee engagement was collapsed into a binary variable with 1 as engaged and 0 as not engaged. Thus, met

the first assumption of a logistic regression. Second, logistic regression requires the observations to be independent of each other. In this study the observations did not come from repeated measurements and the respondents were independent. Hence the second assumption was met

Third, logistic regression requires there to be little or no multicollinearity among the independent variables. This means that the independent variables should not be too highly correlated with each other. In this study, variance inflation factor test (VIF) and tolerance were utilized while testing for multicollinearity. These tests were performed for the independent variables of communication mode, communication quality and communication direction.

**Table 4.26: Multicollinearity test**

Variable	Tolerance	VIF
Communication mode	0.886	1.129
Communication quality	0.543	1.842
Communication direction	0.544	1.837

From the results, it was observed that there was no high correlation among the explanatory variables of communication mode, communication quality and communication direction. This was because the VIF values were below 5 (Gujarati, 2007) while the tolerance value was more than 0.2 (Belsley, *et al.*, 2004). Therefore, this affirms that the assumption was met meaning that the explanatory variables of communication mode, communication quality and communication direction were not highly related.

Finally, logistic regression typically requires a large sample size. The study comprised of 322 observations which was large enough for a logistic regression to be performed. In conclusion, all the assumptions were met and so the results were considered valid.



#### **4.6.2 Correlation Analysis results for the study variables**

Correlation analysis was performed as the study wanted to find out the direction, how significant and how strong the association was between employee engagement, which is the dependent variable, and communication mode, communication quality, and communication direction which were the explanatory factors and management style which was the moderator variable. This was realized through the performance correlation analysis by Pearson's. The coefficient values are between negative one and positive one where negative one shows that an association is negative and perfect, 0 shows that there is no association at all among the variables while positive one shows a positive relationship that is perfect. Again, an absolute coefficient of 0.5 and above shows strong association between variables under study while one below 0.5 shows a weak association. The sign value signposts direction taken by a relationship with a positive sign denoting a positive association and a negative denoting a negative association. Finally, the resultant probability (p) less than a significance level taken to be 0.05 in this study indicates that the linear relationship between two factors under study is significant in statistical terms.

**Table 4.27: Correlation analysis**

		<b>Employee Engagement</b>	<b>Communication mode</b>	<b>Message quality</b>	<b>Communication direction</b>	<b>Management style</b>
Employee Engagement	Pearson	1	-.106	.388**	.438**	.494**
	Correlation Sig. (2- tailed)		.057	.000	.000	.000
	N	322	321	322	321	321
Communication mode	Pearson	-.106	1	-.303**	-.306**	-.276**
	Correlation Sig. (2- tailed)	.057		.000	.000	.000
	N	321	321	321	320	320
Communication quality	Pearson	.388**	-.303**	1	.668**	.436**
	Correlation Sig. (2- tailed)	.000	.000	.000	.000	.000
	N	322	321	322	321	321
Communication direction	Pearson	.438**	-.306**	.668**	1	.557**
	Correlation Sig. (2- tailed)	.000	.000	.000	.000	.000
	N	321	320	321	321	320
Management style	Pearson	.494**	-.276**	.436**	.557**	1
	Correlation Sig. (2- tailed)	.000	.000	.000	.000	.000
	N	321	320	321	320	321

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

From the results, it was observed that there was a positive significant moderate linear relationship between communication quality and employee engagement,  $r = 0.388$ ,  $p = <0.001$ ; communication direction and employee engagement,  $r = 0.438$ ,  $p = <0.001$  and between management style and employee engagement,  $r = 0.494$ ,  $p = <0.001$ . These were signposted by significant probability values found to be less than 0.05 at 95% confidence level. However, there was a negative insignificant linear relationship between communication mode and employment engagement,  $r = -0.106$ ,  $p = 0.057$ .

Therefore, from the results, all the independent variables of communication quality and communication direction and management style which was the moderator variable were significant factors to be considered for employee engagement, however communication mode was not found to be a significant factor.

### **4.6.3 The effect of internal communication factors on the employee engagement**

Logistic regression modelling was used in finding out the effect of communication mode, message quality and communication direction on the employee engagement in technical training institutions in Kenya. Regression modelling involves sorting out variables with an impact on an aspect under investigation mathematically. A binary logistic regression analysis is applied whenever the dependent variable is dichotomous and all independent variables are either categorical, continuous or a mix of both but not normally distributed (Kothari, 2004). Logistic regression gives each predictor a coefficient which measures its independent contribution to variations in the dependent variable. Log (p / (1-p)) model is the model used to assess the independent contribution of several predictor variables to the prediction of the odds.

The sample size for this study was 360 with a response rate of 322 and three independent variables and one moderating variable which had a minimum of 10 cases. The dependent variable, employee engagement was binary with two levels (1=engaged, 0=not engaged). Employee being engaged was picked such that high values of strongly agree and agree were aggregated as the only two responses that contribute to a yes against the other three (1, 2, 3) for not engaged. Thus the model was the most appropriate. The null hypothesis of the model states that there is no relationship between engaged/not engaged signifying the odds that engaged their employees relative to those that did not. SPSS version 25 was used to compute various logistic regression outputs as will be seen in the next subsection.

This study utilizes both simple and multiple models in regression while assessing the effect of factors of internal communication and employee engagement. In this study, each deliverable of internal communication was regressed with total scores of employee engagement.

#### **Effect of communication Mode on employee engagement**

A simple logistic regression was performed where employee engagement was used as the response variable while communication mode was taken to be the explanatory

variable. To assess the effect of communication mode on employee engagement the following hypothesis was tested:

**H<sub>01</sub>:** There is no significant effect of communication mode on employee engagement in technical institutions in Kenya

The first objective of the study was to examine the effect of communication mode on employment engagement in technical training institutions in Kenya. Logistic regression analysis was used to find out if there is a relationship between communication mode and the dependent variable (employee engagement) by evaluating the contribution of the independent variable in explaining the dependent variable, when the other variables are controlled.

The results in Table 4.28 show a Nagelkerke R<sup>2</sup> value of 0.016. This means that communication mode was found to explain 1.6% of the variation or change in employee engagement in the technical training institutions.

**Table 4.28: Logistic regression model of communication mode and employee engagement**

	<b>B</b>	<b>S.E.</b>	<b>Wald</b>	<b>Df</b>	<b>Sig.</b>	<b>Exp(B)</b>	<b>95% C.I.for EXP(B)</b>	
							<b>Lower</b>	<b>Upper</b>
Communication mode	-.647	.403	2.577	1	.108	.524	.238	1.154
Constant	3.574	.876	16.655	1	.000	35.654		
Number of Observations		321						
Nagelkerke R <sup>2</sup>		0.016						
Chi (1) F statistic		2.50						
Prob>chi=		0.114						
-2 Log likelihood		201.33						

The logistic model equation is as follows:

$$LN \left( \frac{p}{1-p} \right) = 3.574 + -0.647 X_1$$

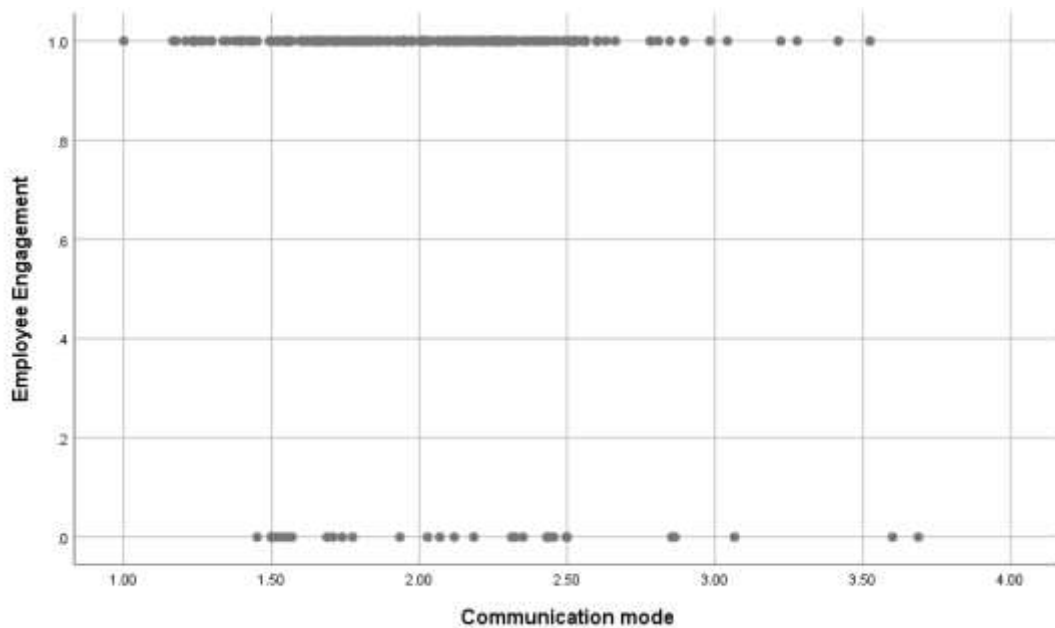
Where:

$LN \left( \frac{p}{1-p} \right)$  is the natural log of the odds of employee engagement (the dependent variable)

$X_1$  is communication mode (independent variable)

The analysis of the variance (ANOVA) results is showed by Chi (1) statistic, which indicated a test statistic value of 2.50 and a probability value of 0.114 (prob>chi = 0.114). The reported p value (0.114) was found to be greater than the probability that  $2P(Z > z^*) = \alpha$  (level of significance) which was 0.05 ( $\alpha=0.05$ ). Therefore, there was no sufficient evidence to reject the claim that the overall model was not statistically significant. Thus, the model with communication mode as the independent variable when used independently was found to be statistically insignificant in predicting employee engagement.

Further, the logistic regression coefficients shows that communication mode influenced employee engagement and in a negative way. However, their relationship or the effect was not statistically significant ( $\beta=-0.647$ ,  $p=0.114$ ). This implies that communication mode is not a significant predictor of employee engagement. Further, a scatter diagram was plotted to show how communication mode and employee engagement related.



**Figure 4.11: A scatter diagram for the relationship between communication mode and employee engagement**

From the results in Figure 4.11, it can be concluded that there was no sufficient evidence to reject the null hypothesis and conclude that there was significant effect of communication mode on employee engagement in technical training institutions in Kenya. The finding implies that the general communication problem in technical institutions is basically a failure to communicate at all. This may be attributed to the fact that it is usual for managers or supervisors to use multiple communication channels such as memos, telephones, meetings, letters and emails. On the other hand, the staff may not have such a multiplicity of media at their disposal and hence have limited ways to reach their managers. This can force employees to apply ineffective media in delivering messages to their management (Orpen, 2012). Also, the trainers may have no say on the medium used but their concern may be how and from where the information gets to them. The Media Richness Theory which informed this study asserts that a medium can enhance or distort the intended message. No matter how good the message may be, if it is sent through a wrong channel, the message will not only be ineffective but can cause serious misunderstandings. The findings of the current study allowed the researcher to fail to reject the null hypothesis which hypothesized that there was no significant relationship between communication

mode and employee engagement. This was in line with a study conducted by Roberts (2013) on the relationship among communication climate, channel preference and employee engagement. The study found out that there was no significant effect on channel preference and employee engagement.

### **Effect of communication quality on employee engagement**

A simple logistic regression was performed where employee engagement was used as the response variable while Message quality was taken to be the explanatory variable. To assess the effect of message quality on employee engagement the following hypothesis was tested:

**H<sub>02</sub>:** There is no significant effect of communication quality on employee engagement in technical institutions in Kenya

The second objective of the study was to examine the effect of message quality on employment engagement in technical institutions in Kenya. Logistic Regression Analysis was used to find out if there is a relationship between communication quality and the dependent variable (employee engagement) by evaluating the contribution of the independent variable in explaining the dependent variable, when the other variables are controlled.

The results in Table 4.29 show a Nagelkerke  $R^2$  value of 0.182. This means that communication quality was found to explain 18.2% of the variation or change in employee engagement in the technical training institutions.

**Table 4.29: Logistic regression model of communication quality and employee engagement**

	<b>B</b>	<b>S.E.</b>	<b>Wald</b>	<b>Df</b>	<b>Sig.</b>	<b>Exp(B)</b>	<b>95% C.I.for EXP(B)</b>	
							<b>Lower</b>	<b>Upper</b>
Communication quality	1.173	.223	27.575	1	.000	3.232	2.086	5.007
Constant	-1.506	.687	4.807	1	.028	.222		
Number of Observations		322						
Nagelkerke R <sup>2</sup>		0.182						
Wald Chi (1) F statistic		27.575						
Prob>chi=		0.000						
-2 Log likelihood		175.252						

The logistic model equation is as follows:

$$LN \left( \frac{p}{1-p} \right) = -1.506 + 1.173 X_2$$

Where:

$LN \left( \frac{p}{1-p} \right)$  is the natural log of the odds of employee engagement (the dependent variable)

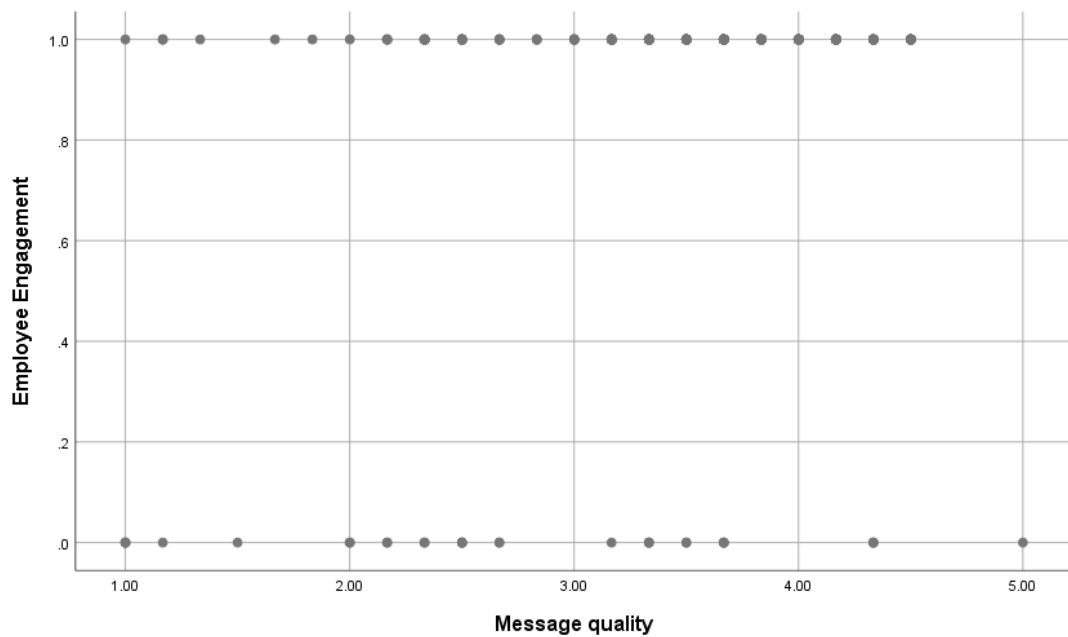
$X_2$  is the communication quality (independent variable)



The analysis of the variance (ANOVA) results is showed by Wald Chi (1) statistic, which indicated a test statistic value of 27.575 and a probability value of 0.000 ( $p < 0.01$ ). The reported p value ( $p < 0.01$ ) was found to be less than the probability that  $2P(Z > z^*) = \alpha$  (level of significance) which was 0.05 ( $\alpha = 0.05$ ). Therefore, there was sufficient evidence to reject the claim that the overall model was not statistically significant. Thus the model with communication quality as the independent variable was found to be statistically significant in predicting employee engagement.

Further, the logistic regression coefficients show that communication quality influenced employee engagement and in a significant and a positive way ( $\beta = 1.173$ ,  $p = < 0.01$ ). This implies that communication quality is a significant predictor of employee engagement. In addition, the results from the regression model imply that an additional unit of communication quality increases the log of odds of employment engagement by 1.173 points holding other factors constant.

Further, a scatter diagram was plotted to show how communication quality and employee engagement related.



**Figure 4.12: A scatter diagram for the relationship between communication quality and employee engagement**

Therefore, from the results, it can be concluded that there was sufficient evidence to reject the null hypothesis and conclude that there was a significant effect of communication quality on employee engagement in technical training institutions in Kenya. This was in line with studies conducted by Johlke and Dunhan (2001) where the perception of communication quality was used as an intervening variable between sales manager and salesperson communication and individual-level job outcomes. Their study found a positive relationship between communication practices and perceptions of communication quality which, in turn, were significantly associated with communication satisfaction and organizational commitment.

#### **Effect of Communication direction on employee engagement**

A simple logistic regression was performed where employee engagement was used as the response variable while communication direction was taken to be the explanatory variable. To assess the effect of communication direction on employee engagement the following hypothesis was tested:

**H03:** There is no significant effect of communication direction on employee engagement in technical institutions in Kenya

The third objective of the study was to examine the effect of communication direction on employment engagement in technical institutions in Kenya. Logistic Regression Analysis was used to find out if there is a relationship between communication direction and the dependent variable (employee engagement) by evaluating the contribution of the independent variable in explaining the dependent variable, when the other variables are controlled. The results in Table 4.30 show a Nagelkerke R<sup>2</sup> value of 0.290. This means that communication direction was found to explain 29% of the variation or change in employee engagement in the technical institutions.

**Table 4.30: Logistic regression model of communication direction and employee engagement**

	B	S.E.	Wald	Df	Sig.	Exp(B)	95% C.I.for EXP(B)	
							Lower	Upper
Communication direction	1.325	.207	40.950	1	.000	3.762	2.507	5.645
Constant	-2.142	.652	10.775	1	.001	.117		
Number of Observations		321						
Nagelkerke R <sup>2</sup>		0.290						
Wald Chi (1) F statistic		40.950						
Prob>chi=		0.000						
-2 Log likelihood		156.846						

The logistic model equation is as follows:

$$LN \left( \frac{p}{1-p} \right) = -2.142 + 1.325 X_3$$

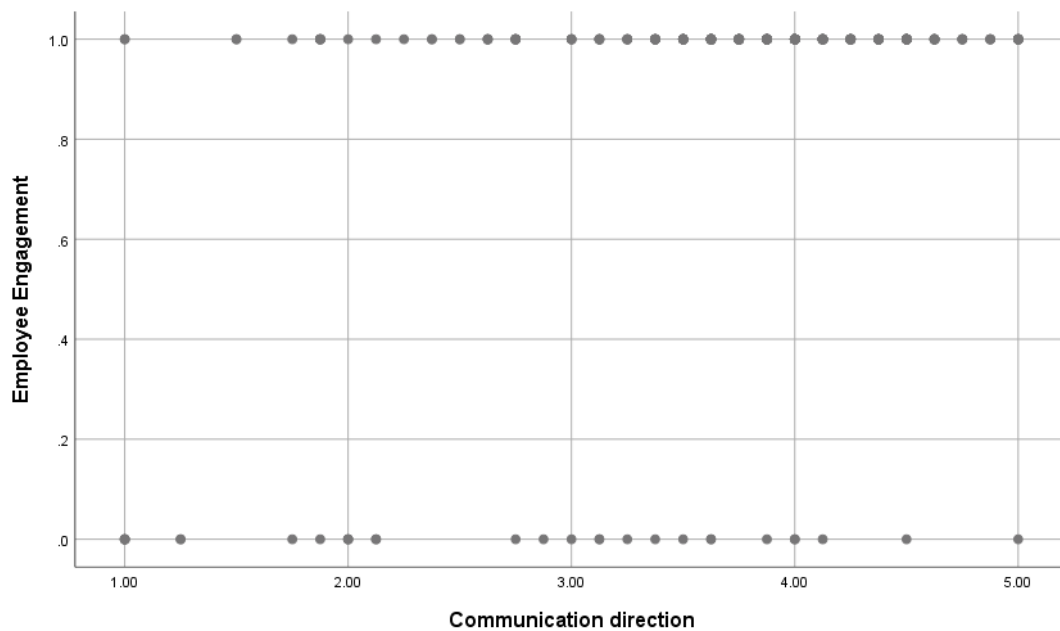
Where:

$LN \left( \frac{p}{1-p} \right)$  is the natural log of the odds of employee engagement (the dependent variable)

$X_3$  is the communication direction (independent variable)

The analysis of the variance (ANOVA) results is showed by Wald Chi (1) statistic, which indicated a test statistic value of 40.95 and a probability value of 0.000 ( $p < 0.01$ ). The reported p value ( $p < 0.01$ ) was found to be less than the significance level ( $\alpha = 0.05$ ). Therefore, there was sufficient evidence to reject the claim that the overall model was not statistically significant. Thus the model with communication direction as the independent variable was found to be statistically significant in predicting employee engagement.

Further, the logistic regression coefficients show that communication direction influenced employee engagement and in a significant and a positive way ( $\beta = 1.325$ ,  $p = < 0.01$ ). This implies that communication direction is a significant predictor of employee engagement. In addition, the results from the regression model imply that an additional unit of communication direction increases the log of odds of employment engagement by 1.325 points holding other factors constant. Further, a scatter diagram was plotted to show how communication mode and employee engagement related.



**Figure 4.13: A scatter diagram for the relationship between communication direction and employee engagement**

Therefore, from the results, it can be concluded that there was sufficient evidence to reject the null hypothesis and conclude that there was a significant effect of communication direction on employee engagement in technical training institutions in Kenya. In line with the above result, Tsai and Chuang, (2009) observed that the sum total of an individual’s satisfaction with information flow and relationship variables has correlation with key variables such as job performance, engagement and turnover rates.

**Overall logistic regression internal communication and employee engagement**

An overall logistic regression model was performed using employment engagement as the response variable and communication mode, communication quality and communication direction as the independent variables. This was performed prior to testing for the moderating effect of management styles on the relationship between the employee engagement and the independent variables of internal communication (communication mode, communication quality and communication direction).

The results presented in Table 4.31 present the overall fitness model used in the regression model in explaining the study phenomena. Independent variables were found to be satisfactory in explaining employment engagement. This is supported by coefficient of determination indicated by a Nagelkerke R<sup>2</sup> value of 0.293. This means that independent variables explain 29.3% of the variations in the dependent variable.

**Table 4.31: Overall logistic regression**

	<b>B</b>	<b>S.E.</b>	<b>Wald</b>	<b>Df</b>	<b>Sig.</b>	<b>Exp(B)</b>	<b>95% C.I.for EXP(B)</b>	
							<b>Lower</b>	<b>Upper</b>
Communication mode	-.029	.423	.005	1	.945	.971	.424	2.225
Message quality	1.026	.312	.683	1	.048	2.790	1.702	4.388
Communication direction	1.170	.275	18.100	1	.000	3.221	1.879	5.520
Constant	-2.403	1.298	3.428	1	.064	.090		
Number of Observations		321						
Nagelkerke R <sup>2</sup>		0.293						
Wald Chi (1) F statistic		37.83						
Prob>chi=		0.000						
-2 Log likelihood		156.098						

The logistic model equation is as follows:

$$LN \left( \frac{p}{1-p} \right) = -2.403 - 0.029 X_1 + 1.026 X_2 + 1.170 X_3$$

Where:

$LN \left( \frac{p}{1-p} \right)$  is the natural log of the odds of employee engagement (the dependent variable)

X<sub>1</sub> is the communication mode (independent variable)

X<sub>2</sub> is the communication quality (independent variable)

X<sub>3</sub> is the communication direction (independent variable)

The analysis of the variance (ANOVA) results is showed by an F statistic, which indicated a test statistic value of 37.83 and a probability value of 0.000 ( $p < 0.01$ ). The reported p value ( $p < 0.01$ ) was found to be less than the significance level ( $\alpha = 0.05$ ). Therefore, there was sufficient evidence to reject the claim that the overall model was not statistically significant. Thus the model with the independent variables was found to be statistically significant in predicting employee engagement.

Logistic regression of coefficients results shows that communication mode and employment engagement are negatively related but not statistically significant ( $\beta = -0.029$ ,  $p = 0.945$ ). Communication quality and employment engagement are seen to be positively and significantly related ( $\beta = 1.026$ ,  $p = 0.048$ ) which was also the case for communication direction and employment engagement ( $\beta = 1.170$ ,  $p < 0.01$ ).

The study confirmed that internal communication has a significant effect on employee engagement. This supports previous findings of Karanges *et al.* (2015). This is also in line with Ruck and Trainor, (2012) that organizations that communicated effectively with their employees are likely to have high level of employee engagement. Hence, from the results of this study internal communication should be recognized to have an underlying influence of employee engagement. This implies that when there is quality communication and proper communication flow institutions can create and sustain high levels of engagement which may lead to higher levels of performance.

### **Overall Logistic Regression after Moderation**

The fourth and the last objective was to investigate the moderating effect of management style on the relationship between internal communication and employee engagement in technical training institutions in Kenya. All the independent variables

were moderated by the moderating variable of management style to give a composite (interaction term) for each independent variable (X1\*M, X2\*M and X3\*M). The Results are presented in Table below.

The coefficient of determination value (Nagelkerke R<sup>2</sup>) of 0.293 before moderation rose to 0.328 (32.8%) after moderation. This was as a result of the additional interaction terms in the model increasing the explanatory power of any change or variation in the dependent variable. Additionally, the p-values of interaction terms associated with communication direction (p=0.001) and message quality (p=0.008) were statistically significant. This implies that management style did moderate the relationship between internal communication and employee engagement in technical training institutions in Kenya.

**Table 4.32: Overall logistic regression model after moderation using management styles**

	<b>B</b>	<b>S.E.</b>	<b>Wald</b>	<b>Df</b>	<b>Sig.</b>	<b>Exp(B)</b>	<b>95% C.I.for EXP(B)</b>	
							<b>Lower</b>	<b>Upper</b>
X1*M	.094	.127	.543	1	.461	1.098	.856	1.408
X2*M	.241	.090	10.208	1	.008	1.273	.973	1.543
X3*M	.280	.082	11.535	1	.001	1.323	1.126	1.556
Constant	-1.980	.862	5.279	1	.022	.138		
Number of Observations		321						
Nagelkerke R <sup>2</sup>		0.328						
Wald Chi (1) F statistic		32.525						
Prob>chi=		0.029						
-2 Log likelihood		159.826						

Logistic regression of coefficients results shows that communication mode and employee engagement interaction (X1\*M) was insignificant ( $\beta=0.094$ ,  $p=0.461$ ). However, the interaction between and communication quality and employee engagement (X2\*M) was positive and significant ( $\beta=0.241$ ,  $p=0.008$ ). Lastly, the interaction between communication direction and employee engagement (X3\*M) was also positive and significant ( $\beta=0.280$ ,  $p=0.001$ ).



In conclusion, since the coefficient of determination value of 0.293 (29.3%) before moderation rose to 0.328 (32.8%) after moderation and that the interaction terms of communication direction and communication quality were statistically significant, it can be concluded that there was a moderating effect of management style on the relationship between internal communication of communication quality & communication direction and employee engagement in technical training institutions in Kenya. This is in line with an empirical study conducted by, Ghadi, Fernando, and Caputi (2013), who examined the relationship between leadership and engagement through the mediating role of meaning at work. Their findings reported a direct effect. They further suggested that managers aiming to increase the employee engagement on the long term should offer training programs and workshops in order to improve leadership behaviors.

#### **4.7 Chapter summary**

H<sub>01</sub>: There is no significant effect of communication mode on employee engagement in technical training institutions in Kenya.

The logistic model equation is as follows:

$$LN \left( \frac{p}{1-p} \right) = 3.574 + -0.647 X_1$$

Where:

$LN \left( \frac{p}{1-p} \right)$  is the natural log of the odds of employee engagement (the dependent variable)

$X_1$  is communication mode( independent variable)

**Null hypothesis was not rejected and alternative hypothesis accepted.**

H<sub>02</sub>: There is no significant effect of

communication quality on employee engagement in technical training institutions in Kenya

$$LN \left( \frac{p}{1-p} \right) = -1.506 + 1.173 X_2$$

Where:

$LN \left( \frac{p}{1-p} \right)$  is the natural log of the odds of employee engagement (the dependent variable)

$X_2$  is the communication quality (independent variable)

**The null hypothesis was rejected and alternative hypothesis accepted.**

H<sub>03</sub>: There is no significant effect of communication direction on employee engagement in technical training institutions in Kenya

$$LN \left( \frac{p}{1-p} \right) = -2.142 + 1.325 X_3$$

Where:

$LN \left( \frac{p}{1-p} \right)$  is the natural log of the odds of employee engagement (the dependent variable)

$X_3$  is the communication direction (independent variable)

**Null hypothesis rejected and alternative hypothesis accepted.**

H04: There is no statistically significant moderating effect of management style on the relationship between internal communication and employee engagement in technical training institutions in Kenya.

**Null hypothesis rejected and alternative hypothesis accepted.**

**Overall model**

The logistic model equation is as follows:

$$LN \left( \frac{p}{1-p} \right) = -2.403 - 0.029 X_1 + 1.026X_2 + 1.170 X_3$$

Where:

$LN \left( \frac{p}{1-p} \right)$  is the natural log of the odds of employee engagement (the dependent variable)

$X_1$  is the communication mode (independent variable)

$X_2$  is the communication quality (independent variable)

$X_3$  is the communication direction (independent variable)

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of the study as guided by specific objectives, hypotheses and conclusions reached based on the findings of the study. The study also gives the recommendations for enhancing internal communication in technical training institutions in Kenya as well as recommendations for further research.

#### 5.2 Summary

This study was anchored on the fundamental reasoning that trainers in technical training institutions in Kenya are a critical resource and their involvement is of paramount importance because of the role these institutions are expected to play in the development of the country. Technical expertise forms the basis for the actualization of industrial transformation and a meaningful pursuit for Kenya's Vision 2030. The management of these institutions which is charged with a great responsibility of transforming the country has not been given due attention. Hence, this study sought to investigate the effect of internal communication on employee engagement in technical training institutions in Kenya. The specific objectives were 1). To find out the effect of the communication mode on employee engagement in technical training institutions in Kenya, 2). To establish the effect of communication quality on employee engagement in technical training institutions in Kenya, 3). To determine the effect of the communication direction on employee engagement in technical training institutions in Kenya and 4). To investigate the moderating effect of management style on the relationship between internal communication and employee engagement in technical training institutions in Kenya.

A total of 322 respondents was used. Stratified random sampling, random sampling and stratified proportionate random sampling technique designs were employed. Reliability and internal consistency of the measurement items were tested using Cronbach's alpha and all the variables attained value above 0.70 indicating that the

measures were reliable. The data collected yielded a commendable response rate of 89.4%. Data analysis was done by use of descriptive and inferential statistics.

The results bring to the fore key findings on the relationship between internal communication and employee engagement. These important findings are likely to have great implications for technical training institutions in Kenya.

### **5.2.1 Effect of internal communication on employee engagement in technical institutions in Kenya**

An overall logistic regression model was performed using employment engagement as the response variable and communication mode, communication quality and communication direction as the independent variables. This was performed prior to testing for the moderating effect of management style on the relationship between the employee engagement and the independent variables of internal communication (communication mode, communication quality and communication direction). The results presented in Table 4.30 present the overall fitness model used in the regression model in explaining the study phenomena. Independent variables were found to be satisfactory in explaining employment engagement. This is supported by coefficient of determination indicated by a Nagelkerke  $R^2$  value of 0.293. This means that independent variables explain 29.3% of the variations in the dependent variable. The study confirmed that internal communication has a significant effect on employee engagement. This supports previous findings of Karanges *et al*, (2015). This is also in line with Ruck and Trainor, (2012) that organizations that communicated effectively with their employees are likely to have high level of employee engagement. Hence, from the results of this study internal communication should be recognized to have an underlying influence of employee engagement.

The analysis of the variance (ANOVA) results is showed by an F statistic, which indicated a test statistic value of 37.83 and a probability value of 0.000 ( $p < 0.01$ ). The reported p value ( $p < 0.01$ ) was found to be less than the significance level ( $\alpha = 0.05$ ). Therefore, there was sufficient evidence to reject the claim that the overall model was not statistically significant. Logistic regression of coefficients results show that communication mode and employment engagement are negatively related but not

statistically significant ( $\beta=-0.029$ ,  $p=0.945$ ). communication quality and employment engagement are seen to be positively and significantly related ( $\beta=1.026$ ,  $p=0.048$ ) which was also the case for communication direction and employment engagement ( $\beta=1.170$ ,  $p<0.01$ ).

### **5.2.2 Effect of communication mode on employee engagement**

The first objective of the study was to examine the effect of communication mode on employment engagement in technical training institutions in Kenya. To assess the effect of communication mode on employee engagement the following hypothesis was tested:

**H<sub>01</sub>:** There is no significant effect of communication mode on employee engagement in technical training institutions in Kenya

The results in Table 4.29 show a Nagelkerke  $R^2$  value of 0.016. This means that communication mode was found to explain 1.6% of the variation or change in employee engagement in the technical institutions. The analysis of the variance (ANOVA) results is showed by Chi (1) statistic, which indicated a test statistic value of 2.50 and a probability value of 0.114 ( $\text{prob}>\text{chi} = 0.114$ ). The reported p value (0.114) was found to be greater than the probability that  $2P(Z > z^*) = \alpha$  (level of significance) which was 0.05 ( $\alpha=0.05$ ). Therefore, there was no sufficient evidence to reject the claim that the overall model was not statistically significant. Thus, the model with communication mode as the independent variable was found to be statistically insignificant in predicting employee engagement.

Further, the logistic regression coefficients show that communication mode influenced employee engagement and in a negative way, however, their relationship or the effect was not statistically significant ( $\beta=-0.647$ ,  $p=0.114$ ). This implies that communication mode is not a significant predictor of employee engagement. Therefore, from the results, it can be concluded that there was no sufficient evidence to reject the null hypothesis and conclude that there was a significant effect of communication mode on employee engagement in technical training institutions in Kenya. This was in line with a study conducted by Roberts (2013) on the relationship

among communication climate, channel preference and employee engagement. The study found out that there was no significant effect on channel preference and employee engagement.

### **5.2.3 Effect of communication quality on employee engagement**

To assess the effect of communication quality on employee engagement, the following hypothesis was tested:

H<sub>02</sub>: There is no significant effect of communication quality on employee engagement in technical training institutions in Kenya

The results in Table 4.29 show a Nagelkerke R<sup>2</sup> value of 0.182. This means that communication quality was found to explain 18.2% of the variation or change in employee engagement in the technical training institutions.

The analysis of the variance (ANOVA) results is showed by Wald Chi (1) statistic, which indicated a test statistic value of 27.575 and a probability value of 0.000 (p<0.01). The reported p value (p<0.01) was found to be less than the probability that  $2P(Z > z^*) = \alpha$  (level of significance) which was 0.05 ( $\alpha=0.05$ ). Therefore, there was sufficient evidence to reject the claim that the overall model was not statistically significant. Thus the model with communication quality as the independent variable was found to be statistically significant in predicting employee engagement.

Further, the logistic regression coefficients shows that communication quality influenced employee engagement and in a significant and a positive way ( $\beta=1.173$ ,  $p= <0.01$ ). This implies that communication quality is a significant predictor of employee engagement. Therefore, from the results, it can be concluded that there was sufficient evidence to reject the null hypothesis and conclude that there was a significant effect of communication quality on employee engagement in technical training institutions in Kenya. This was in line with studies conducted by Johlke and Dunhan (2001) where the perception of communication quality was used as an intervening variable between sales manager and salesperson communication and individual-level job outcomes. Their study found a positive relationship between



communication practices and perceptions of communication quality which, in turn, were significantly associated with communication satisfaction and organizational commitment.

#### **5.2.4 Effect of Communication direction on employee engagement**

To assess the effect of communication direction on employee engagement the following hypothesis was tested:

H<sub>03</sub>: There is no significant effect of communication direction on employee engagement in technical institutions in Kenya

The results in Table 4.29 show a Nagelkerke R<sup>2</sup> value of 0.290. This means that communication direction was found to explain 29% of the variation or change in employee engagement in the training institutions. The analysis of the variance (ANOVA) results is showed by Wald Chi (1) statistic, which indicated a test statistic value of 40.95 and a probability value of 0.000 ( $p < 0.01$ ). The reported p value ( $p < 0.01$ ) was found to be less than the significance level ( $\alpha = 0.05$ ). Therefore, there was sufficient evidence to reject the claim that the overall model was not statistically significant. Thus, the model with communication direction as the independent variable was found to be statistically significant in predicting employee engagement.

Further, the logistic regression coefficients show that communication direction influenced employee engagement and in a significant and a positive way ( $\beta = 1.325$ ,  $p = < 0.01$ ). This implies that communication direction is a significant predictor of employee engagement. In addition, the results from the regression model imply that an additional unit of communication direction increases the log of odds of employment engagement by 1.325 points holding other factors constant. Therefore, from the results, it can be concluded that there was sufficient evidence to reject the null hypothesis and conclude that there was a significant effect of communication direction on employee engagement in technical training institutions in Kenya. The results are in line with the findings of Neves and Eisenberger, 2012, that effective communication flow helps build sense of corporate identity, teamwork, productivity, participation, improve retention and work engagement.

### **5.2.5 The effect of management style on the relationship between internal communication and employee engagement.**

All the independent variables were moderated by the moderating variable of management style to give a composite (interaction term) for each independent variable ( $X1*M$ ,  $X2*M$  and  $X3*M$ ). The hypothesis was:

H04: There is no significant moderating effect of management style on the relationship between internal communication and employee engagement

The coefficient of determination value (Nagelkerke  $R^2$ ) of 0.293 before moderation rose to 0.328 (32.8%) after moderation. This was as a result of the additional interaction terms in the model increasing the explanatory power of any change or variation in the dependent variable. Additionally, the p-values of interaction terms associated with communication direction ( $p=0.001$ ) and message quality ( $p=0.008$ ) were statistically significant. This implies that management style did moderate the relationship between internal communication and employee engagement in technical training institutions in Kenya.

Logistic regression of coefficients results shows that communication mode and employee engagement interaction ( $X1*M$ ) was insignificant ( $\beta=0.094$ ,  $p=0.461$ ). However, the interaction between and message quality and employee engagement ( $X2*M$ ) was positive and significant ( $\beta=0.241$ ,  $p=0.008$ ). Lastly, the interaction between and communication direction and employee engagement ( $X3*M$ ) was also positive and significant ( $\beta=0.280$ ,  $p=0.001$ ).

In conclusion, since the coefficient of determination value of 0.293 (29.3%) before moderation rose to 0.328 (32.8%) after moderation and that the interaction terms of communication direction and communication quality were statistically significant, it can be concluded that there was a moderating effect of management style on the relationship between internal communication of communication quality & communication direction and employee engagement in technical training institutions in Kenya.

### 5.3 Conclusions

The study set out to establish the effect of internal communication on employee engagement in technical training institutions in Kenya. The study generally concluded that internal communication has a significant effect on employee engagement. Notable from the respondent's period of work at the institution, it can be said that 76.6 percent had worked in the institution for less than 5 years which could be attributed to the consistent recruitment of trainers every year. This would call for more response in enhancing communication within the technical training institutions. A laxity in communication could perhaps lead to hindrance in achieving institutional objectives.

From the descriptive statistics of the constructs of communication mode namely method of communication, channel choice, channel effectiveness and frequency of channel use, all had an influence in the trainers' engagement. The fact that in the institutions face to face and meetings/briefings being seen as the most effective channels leads to the conclusion that the respondents preferred to have personal experience in communication. However, a simple logistic regression analysis on communication mode showed that it did not have a significant effect on employee engagement. This brings to a conclusion that the most general communication problem in organizations is basically a failure to communicate at all.

Furthermore, the findings led to the conclusion that trainers preferred messages that were timely, accurate, adequate and complete. Again, horizontal communication which is an interdepartmental flow of communication whereby employees of the same status communicate was not prevalent in these institutions. Vertical communication (downward) was frequently used showing that the trainers were mostly receiving orders. Nevertheless, Communication direction had a significant effect on employee engagement. This led to the conclusion that communication flow is poor and need to be improved.

Finally, the findings led to the conclusion that most of supervision of the trainers was done by the heads of departments whose supervisors were the deputy principals. However, Management style has a moderating effect of on the relationship between

internal communication and employee engagement. In a nutshell, it is evident from this study that institutions are slowly realizing that the employees are the most crucial assets for them. Hence, there is need to be very focused and attentive in order to ensure that the employee communication is increased, so as to attain goals with maximum use of human resource.

#### **5.4 Theoretical contributions and practical implications**

This study has contributed to the literature by enhancing our understanding of internal communication and its effect employee engagement in technical training institutions in Kenya. These results are similar to common assertion that when supervisors provide resources (internal communication) in a way that is perceived to be beneficial, employees will consider the relationship favorably and will reciprocate with engagement (Cropanzano & Mitchell, 2005).

The study has also provided important practical implications. To begin with, this study is one of its kind, in that few studies have combined internal communication, management style and employee engagement in a single study. The study has verified the significant effect of internal communication on employee engagement. This therefore, shows the need to embrace internal communication in a bid to increase employee engagement and in turn boost organizational performance. Further, the findings show that communication quality and communication direction had a significant effect on employee engagement both independently and jointly. However, communication mode did not have a significant effect on employee engagement independently.

Previous studies have reported findings on the effect of internal communication on employee engagement. This study has added its voice. This study verifies the need for effective internal communication in technical training institutions in order to increase employee engagement. Another contribution is on the moderating role of the management style. The study has yielded very interesting findings. The management style moderates the relationship between internal communication and employee engagement. The study has brought to the limelight the importance of the

management style of supervisors in technical training institutions. Management style should therefore be considered as an important driver of employee engagement.

### **5.5 Implications for educators and management of institutions**

This research should prove invaluable for managers in technical training institutions. The management should embrace internal communication as a key driver to employee engagement. Managers of technical training institutions should improve the quality of messages sent to their employees as well as the direction of communication since they both affect employee engagement. The management should also consider other indicators of internal communication such as channels of communication, effectiveness of the channels, what channels are preferred by the employee since they enhance employee engagement. The management should also endeavor to improve on the management style of the supervisors in technical training institutions since it has an effect on engagement.

### **5.6 Recommendations**

This section summarizes recommendations for the effect of internal communication on employee engagement in technical training institutions in Kenya. These recommendations target several stakeholders who include; managers/principals of technical training institutions, supervisors in the various academic departments, and policy makers in the public service. Based on the study findings, the researcher proposes following recommendations:

- I. There is need for the management in technical training institutions to improve internal communication as it significantly affects employee engagement. The current study has established that in technical training institutions there is poor flow of information. Since, internal communication has been associated with important organizational outcomes including organizational performance, improving internal communication would by extension increase employee engagement.
- II. The study recommends that technical training institutions should enhance its horizontal communication practices to enable it play its

rightful role in improving employee engagement. When peers communicate openly amongst themselves, they are able to work effectively as a team to attain the expected organizational outcomes. They also assist each other, have positive criticism and work together in dealing with work challenges.

- III. This study brought to the fore the critical role of management style in enhancing employee engagement. The study therefore recommends that the leadership in these technical training institutions should embrace favourable leadership practices such as training those in positions of leadership on best practices in communication. In particular, the government of Kenya should organize regular conferences and workshops for heads of departments and deputy principals since they do most of the supervision as established in this study. This will go a long way in equipping the supervisors in these institutions.
- IV. The study recommends that technical training institutions should embrace modern methods of communications. In an increased switch on world, the staff and the students rely on technology as their primary means of communication. Computers, smart phones and tablet devices are ubiquitous. It is imperative for technical training institutions to stop over relying on traditional methods such as notice boards, meetings and paper based newsletters like in the years gone by. Furthermore, there are many different software systems and platforms on the market that can encourage and foster information sharing and help improve internal communications e.g. college mass communication systems such as Desk Alerts.

### **5.7 Future research areas**

This research was delimited by various factors and as such there is a lot more that needs to be researched on in the subject of internal communication and employee engagement in technical institutions in Kenya. Therefore, the following researches can be undertaken in future.

- I. The current study concentrated on internal communication. There is need to do research on the effect of external communication and its components on employee engagement.
- II. Future research should focus on other educational institutions as well as other sectors outside the education sector in order to establish whether there is an effect of internal communication on their employee engagement.
- III. Further research also should be conducted on the moderating effect of management style on the relationship between external communication and employee engagement. Other management style such as servant leadership could also be explored.
- IV. This study concentrated with trainers in public technical training institutions .Future studies, should investigate other technical training employees other than trainers so as to investigate the effect of internal communication and levels of engagement among different categories of employees.
- V. This study used quantitative survey method of research; future studies should focus on other methods such as qualitative which would put more perspective to the respondents' neutral stances.
- VI. The study also calls for more investigation on the effect of communication mode on employee engagement. In the current study it was found to have no effect on employee engagement.

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## APPENDICES

### Appendix I: Questionnaire for Research

#### Respected Sir/Madam

I am working on my thesis for PhD and the title of my research is: **Internal communication and employee engagement in technical Training institutions in Kenya.**

I request you to participate in this survey to provide the following information that will help me complete this research and eventually the findings would help improve the working environment of technical training institutions in Kenya. Answer the items as well as you can based on your own experience. Do not leave any blank spaces but instead choose the box (√) that is as close as possible to how you feel about the statement.

Participation in this survey is voluntary and confidentiality is assured. Information collected will be used for academic purposes by the researcher. No individual data will be reported. Please do not put your name on this questionnaire. Your contribution is highly appreciated.

#### Section i : Demographic information

1. Name of institution \_\_\_\_\_
2. What is your gender?  Male  Female
3. Marital status  Married  Single  Widowed  Divorced
4. Age  20-24  25 -29  30-34  34-39  40-44  45-49  above 50 years
6. Which is your highest level of education?  
 Diploma  Higher National Diploma  Bachelor's degree  Masters  Doctorate  others ----- (Please specify)
7. Which is your job title?  Trainer  Head of department  Deputy Principal
8. Who is your immediate supervisor?  Head of department  Deputy Principal  Principal

9. Which is your terms of employment  Board of Directors  Permanent

10 . For how long have you worked in this institution?

1-5  6-10  11-15  16-20  21-25  26-30

11. For how long have you worked under your immediate supervisor?

1-5  5-10  11-15  16-20  21-25

**Section ii: Items on mode of communication**

**Please indicate how frequently you receive communication in your institution using the following methods of communication by ticking (✓) the appropriate box.**

**1. Always 2. Very often 3. Sometimes 4. Seldom 5. Never**

S/N	ITEM	Always	very often	Sometimes	Seldom	Never
1	Written – emails, memos, letters etc					
2	Verbal – face to face, meetings					
3	Electronic-Emails, websites, intranet					

5. Kindly tell the process of getting feedback from the method of communication in the institute.

Feedback is immediate  Feedback is late  Feedback is too late

6. Does the method of communication used affect your engagement in the institution?

Yes  No

Please indicate how frequently the following channels are used in your institution using the scale below

1. Always 2. Very often 3. Sometimes 4.Seldom 5. Never

S/N	ITEM	Always	very often	Sometimes	Seldom	Never
1	Face to face					
2	Phone calls					
3	SMS					
4	Meetings/ briefings					
5	Notice boards					
6	Memos					
7	Grapevine					
8	Email					
9	whats up					
10	Others					

9. How would you rate the current information dissemination tools?

Excellent [ ] Good [ ] Fair [ ] Poor [ ]

Please indicate how effective the following channels are in your institution

1. Very effective 2. Effective 3. Fairly effective 4. In effective 5. Very ineffective

S/N	ITEM	Very effective	Effective	Fairly Effective	Ineffective	Very ineffective





**Strongly disagree    Disagree    Neutral    Agree    strongly Agree**

<b>S/N</b>	<b>ITEM</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>1</b>	The staff in my institution are dedicated because they are involved in decision making					
<b>2</b>	At work, the staffs are engaged in their work because they can freely communicate with their immediate supervisor.					
<b>3</b>	The staff are attached to their work because the leaders share information with them					
<b>4</b>	I feel encouraged to come up with new innovations and better ways of doing things when am listened to.					
<b>5</b>	When I receive feedback about the way I perform my work I get more committed					
<b>7</b>	I receive most of the information from my colleagues					
<b>8</b>	My commitment greatly comes from the constructive teamwork in our institution					
<b>9</b>	Trainers in my institution always share information with each other					

11 How well do you feel information flows from your employer to your work area?

Not well             fairly well             well

12. How well do you feel information flows among the co-workers and leaders within your work area?

Not well     fairly well     well



8. I am aware of the recent academic activities in my institution.

Yes [ ]                  No [ ]

**Section v: Items on management style**

This questionnaire is used to describe the leadership style of your immediate supervisor. Please respond to the following questions. Kindly place a tick (✓) on the space that best represents your opinion the most.

**Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree**  
**(SD)                            (D)                            (N)                            (A)                            (SA)**

SN	ITEM	SD	D	N	A	SA
1	The leadership style of my immediate supervisor affects my commitment to work					
2	The leadership style in this institute contributes to the overall effectiveness of the institution					
3	Clear explanation of the orders / instructions on my expectations make me more dedicated to my work.					
4	Regular and supportive communication given to me by my immediate the supervisor makes me proud of my institution					
5	My supervisors assist individual trainers in their personal problems.					
6	I get detached from my work because my immediate supervisor does not trust me since there is lack of transparency.					
7	My immediate supervisor represents my needs, ideas and suggestions to the principal of the school.					
8	I have an opportunity to interact with management above my immediate supervisor e.g. principal					
9	I get engrossed in my work when my supervisors allow					

	me to be part of the decision making					
10	I get strongly involved in my work when my supervisors inform me regularly and promptly about everything that affects my work.					
11	Am happy with my job because my supervisors encourage me to grow on the job and be promoted					
12	I go an extra mile in my work because my supervisors recognize and encourage achievement and allow me to establish goals					
13	Am satisfied with the leadership styles of the supervisors of this institute.					
14	Am at times I get disengaged in my work because my supervisors hardly provides direction to me.					
15	I feel detached from my job since I receive minimal guidance and supervision.					

16. My engagement comes mostly from our relationship with the supervisor and because I share his/her vision.  Yes  No

17. Are you satisfied with the leadership style of the supervisors in this institute?

Yes  No

18. Which among the following is the leadership style commonly practiced by the management in this institute? Please indicate by ticking (√) in the box.

A. Authoritative/ dictatorship  B. Democratic/ Participative  C. Laissez -faire/ Free reign

### **Section vi: Item on employee engagement**

#### **Work and Well-Being Survey (UWES)**

The following statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have had this

feeling, please indicate by ticking (√) from the scale below on what best describes how frequently you feel that way.

**Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree**

**(SD)                      (D)                      (N)                      (A)                      (SA)**

<b>S/N</b>	<b>ITEM</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>1</b>	At my work, I feel bursting with energy.					
<b>2</b>	When I get up in the morning, I feel like going to work					
<b>3</b>	At my job, I feel strong and vigorous					
<b>4</b>	I am enthusiastic about my job.					
<b>5</b>	My job inspires me.					
<b>6</b>	I feel happy when I am working intensely.					
<b>7</b>	I am proud of the work that I do.					
<b>8</b>	I am willing to invest my effort and to go an extra mile in my work.					
<b>9</b>	I fully concentrate and am happily engrossed in my work.					

Source (Scaufeli et al, 2002)

10. How would you rate your engagement in the institution?

Excellent [ ]    Good [ ]    Not sure [ ]    Weak [ ]    Very weak [ ]

**THANK YOU FOR YOUR CO-OPERATION**

## **Appendix II: Introduction Letter**

Margaret Njoki Ngugi ,

Jomo Kenyatta University of Agriculture & Techninology,

P.O BOX 62000,

NAIROBI.

28/02/2020.

To the principal,

Re. Introduction letter

Dear Sir/ Madam,

Am writing in the hope that you will permit me to conduct a survey in your institution. The research topic of the survey is **INTERNAL COMMUNICATION AND EMPLOYEE ENGAGEMENT IN TECHNICAL TRAINING INSTITUTIONS IN KENYA**. Trainers in technical training institutions will be invited to participate in the study. This study is being conducted by Margaret Njoki Ngugi, a PhD student at Jomo Kenyatta university of Agriculture and technology. This research is part of my doctoral thesis being conducted to meet the requirements for the degree of Doctor of Philosophy mass communication (PhD) under the supervision of Professor Hellen K Mberia and Dr, Kyalo Wangula. The researcher is being assisted by Timothy Njoroge ID no. 29154035. If potential respondents decide to participate, they will be asked to complete a questionnaire that takes approximately 10 minutes to finish. The questions can be answered without having to look up any information. Any information or personal details gathered in the course of the research are confidential. No individual participants will be identified in any publication of the results. Only the researcher and his supervisors will have access to the data. The respondents' comments will be analyzed together with responses from others. Participation in this study is entirely voluntary. The research has been approved by NACOSTI.

If you have any queries about the study, please do not hesitate to contact the researcher for further explanation. Email [mnjokius@yahoo.com](mailto:mnjokius@yahoo.com). Mobile number 0715515797.

Your kind permission is greatly appreciated.

Yours sincerely,

Margaret Njoki Ngugi.



### **Appendix III: Research Permit**

#### **NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

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This is to Certify that Ms. MARGARET NGUGI of Jomo Kenyatta University of Agriculture and Technology, has been licensed to conduct research in Embu, Kiambu, Kirinyaga, Kisii, Kitui, Laikipia, Machakos, Meru, Mombasa, Muranga, Nairobi, Nakuru, Nyeri, Taita-Taveta, Tharaka-Nithi, Uasin-Gishu etc. on the topic: **INTERNAL COMMUNICATION AND EMPLOYEE ENGAGEMENT IN TECHNICAL TRAINING INSTITUTIONS IN KENYA** for the period ending :

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Mobile: 0713 788 787 / 0735 404 245

E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke

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**Appendix IV: A list of all Technical Institutions in Kenya**

S/N	INSTITUTION	PERMANENT	B.O.D
1	Aldai Technical Training Institute	7	9
2	Ahmed Mwindani Technical Training Institute	2	14
3	Bondo Technical Training Institute	11	10
4	Baringo Technical Training Institute	27	4
5	Borabu Technical Training Institute	1	14
6	Bunyala Technical Training Institute	3	12
7	Bumbe Technical Training Institute	28	3
8	Bushiangala Technical Training Institute	21	6
9	Bureti Technical Training Institute	8	14
10	Butere Technical Training Institute	4	10
11	Chuka Technical Training Institute	2	16
12	Coast Institute of Technology	44	8
13	David M.Wambuli Technical Training Institute	2	15
14	Ekerubo Gietai Technical Training Institute	14	9
15	Emining Technical Training Institute	20	6
16	Emsos Technical Training Institute	4	17
17	Endebbes Technical Training Institute	4	18
18	Friends College Kaimosi	1	15
19	Gatanga Technical Training Institute	11	9
20	Gitwebe Technical Training Institute	5	14
21	Godoma Technical Training Institute	2	13
22	Jereniah Nyaga Technical Training Institute	79	4
23	Kaiboi Technical Training Institute	38	5
24	Kajiado Technical Training Institute	4	10
25	Kapcherop Technical Training Institute	3	10

26	Karen T.T. I for the Deaf	38	5
27	Karumo Technical Training Institute	15	9
28	Kasarani Technical Training Institute	13	9
29	Katine Technical Training Institute	15	6
30	Kenya Technical Trainers college	82	4
31	Ke roka Technical Training Institute	34	6
32	Kiambu Insitute of Technology	114	4
33	Kieni Technical and Vocational College	8	10
34	Kiirua Insitute of Technology	22	5
35	Kipipiri Technical Training Institute	2	18
36	Kipkabus Technical Training Institute	4	17
37	Kipsinende Technical Training Institute	8	10
38	Kisiwa Insitute of Technology	27	6
39	Konoin Technical Training Institute	6	12
40	Koshin Technical Training Institute	6	10
41	Laikipia North Technical Training Institute	2	10
42	Laikipia East Technical Training Institute	5	15
43	Laisamis Technical Training Institute	1	12
44	Machakos T.T.I for the Blind	33	5
45	Mandera Technical Training Institute	1	14
46	Masai Technical Training Institute	9	9
47	Masai Mara Technical Training Institute	9	10
48	Masinga Technical Training Institute	6	9
49	Mathenge Technical Training Institute	39	6
50	Mathioya Technical Training Institute	6	10
51	Mathira Technical Training Institute	4	16
52	Matili Technical Training Institute	29	5
53	Mawego Technical Training Institute	36	6
54	Michuki Technical Training Institute	26	6
55	Mitunguu Technical Training Institute	8	14
56	Moiben Technical Training Institute	2	16

57	Mukiria Technical Training Institute	16	7
58	Mukurweini Technical Training Institute	11	11
59	Mumias Technical Training Institute	3	14
60	Muraga Technical Training Institute	11	10
61	Musakasa Technical Training Institute	9	11
62	Nachu Technical Training Institute	3	13
63	Nairobi Technical Training Institute	99	6
64	Naivasha Technical Training Institute	3	14
65	Narok west Technical Training Institute	1	12
66	Ndia Technical Training Institute	7	9
67	Nkabune Technical Training Institute	35	6
68	Nuu Technical Training Institute	2	15
69	Nyandarua Inst. Of Science and Technology	25	8
70	Okame Technical Training Institute	4	12
71	Ol'lessos Technical Training Institute	46	4
72	PC Kinyanjui Technical Training Institute	55	6
73	Ramogi Institute of Advanced Technology	69	6
74	Rift Valley Institute of Science AND technology	119	6
75	Rift Valley Technical Training Institute	83	6
76	Runyenjes Technical Training Institute	2	12
77	Sabatia Technical Training Institute	3	11
78	Sangalo Technical Training Institute	56	6
79	Siala Technical Training Institute	14	9
80	Siaya Technical Training Institute	34	9
81	Shamberere Technical Training Institute	30	11
82	SOT Technical Training Institute	12	10
83	Sotik Technical Training Institute	3	14
84	St. Joseph T.T.I Nyangoma	17	6
85	Taveta Technical Training Institute	1	13
86	Tharaka Technical Training Institute	3	14

87	The Eldoret National Polytechnic	103	7
88	The Kabete National Polytechnic	104	6
89	The Kenya Coast National Polytechnic	64	7
90	The Nyeri National Polytechnic	75	6
91	The Kisii National Polytechnic	89	9
92	The Kisumu National Polytechnic	103	7
93	The Kitale National Polytechnic	75	9
94	The Meru National Polytechnic	101	8
95	The N.E.P National Polytechnic	25	7
96	The SIgalagala National Polytechnic	54	8
97	Thika Technical Training Institute	147	6
98	Tseikuru Technical Training Institute	6	10
99	Ugenya Technical Training Institute	2	14
100	VTC Deaf and Blind Sikri	5	13
101	Wote Technical Training Institute	39	10
102	Ziwa Technical Training Institute	7	13
		<b>2781</b>	<b>999</b>

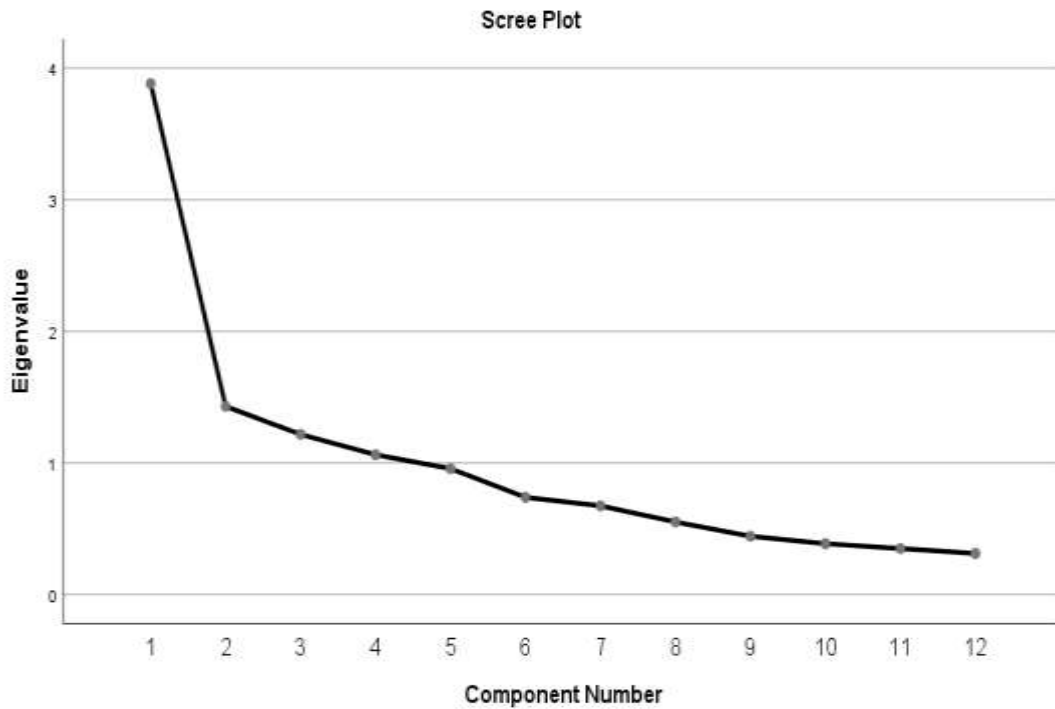
Source ( Ministry of Education ,2018)

## Appendix V: Factor Analysis

### Communication Mode

#### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Adequacy.	Measure of Sampling	.772
Bartlett's Test of Sphericity	of Approx. Chi-Square	1056.685
	Df	66
	Sig.	.000



Classification using Factor loading for communication mode

Factor and item description	Factor loading	Initial Eigen value	% variance Explained
<b>Factor 1: Verbal Communication</b>		<b>2.426</b>	<b>20.219</b>
Verbal	.603		
Face to face	.760		

Phone calls	.695		
SMS	.723		
Meetings/Briefings	.570		
<b>Factor 2: Written Communication</b>		<b>1.964</b>	<b>16.368</b>
Written	.587		
Notice boards	.859		
Memos	.827		
<b>Factor 3: Electronic Communication</b>		<b>1.889</b>	<b>15.741</b>
Electronic	.772		
Email	.687		
Whatsapp	.690		
<b>Factor 4: Informal Communication</b>		<b>1.311</b>	<b>10.928</b>
Grapevine Communication	.721		

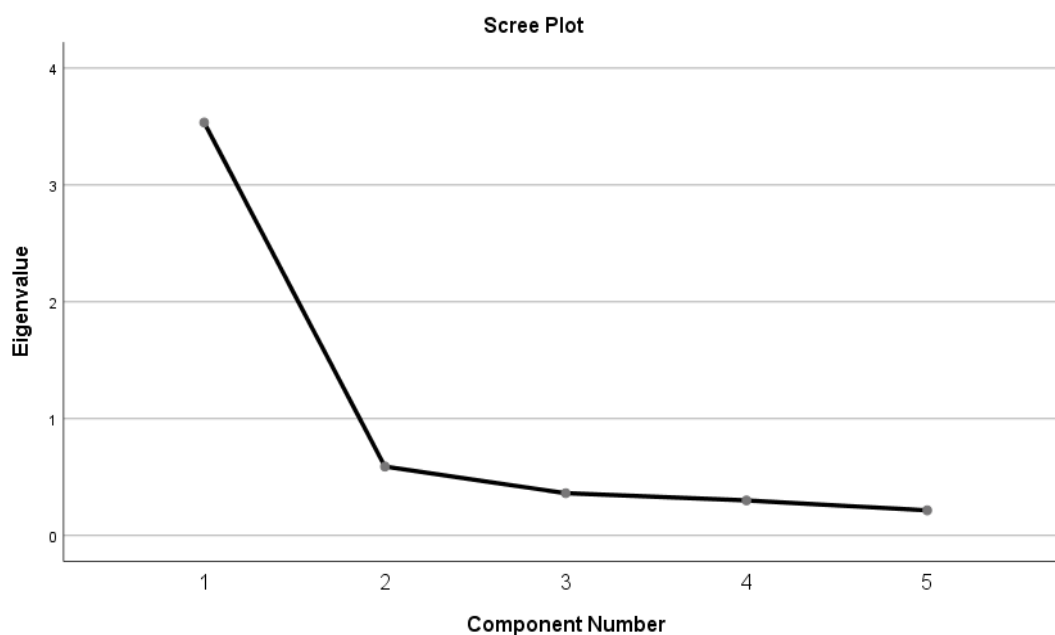
Source (author, 2023)

### Communication quality

#### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.849
Bartlett's Test of Approx. Chi-Square	964.075
Sphericity Df	10
Sphericity Sig.	.000

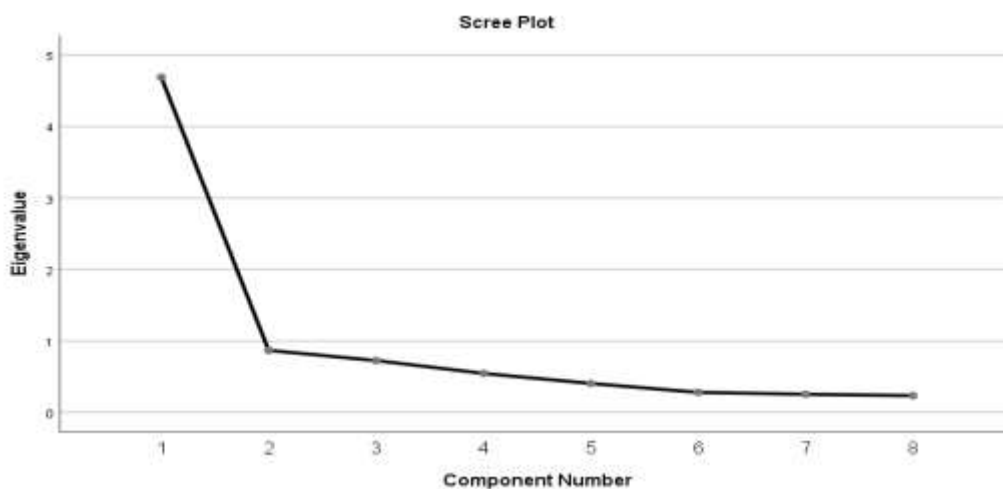




<b>Factor and item description</b>	<b>Factor loading</b>	<b>Initial Eigen value</b>	<b>% variance Explained</b>
<b>Factor 1: Communication quality</b>		<b>3.534</b>	<b>70.688</b>
Staffs in this institute get more committed because the leaders listen and address their issues promptly	.775		
Accurate information from my immediate supervisor helps me get dedicated in meeting my goals	.868		
Communication at my work place	.842		
Having access to all information	.850		
Clear and consistent messages within the	.866		

### **Communication Direction**

<b>KMO and Bartlett's Test</b>			
Kaiser-Meyer-Olkin Adequacy.	Measure of Sampling		.879
Bartlett's Test of Sphericity	of <u>Approx. Chi-Square</u>		1433.154
	df		28
	Sig.		.000



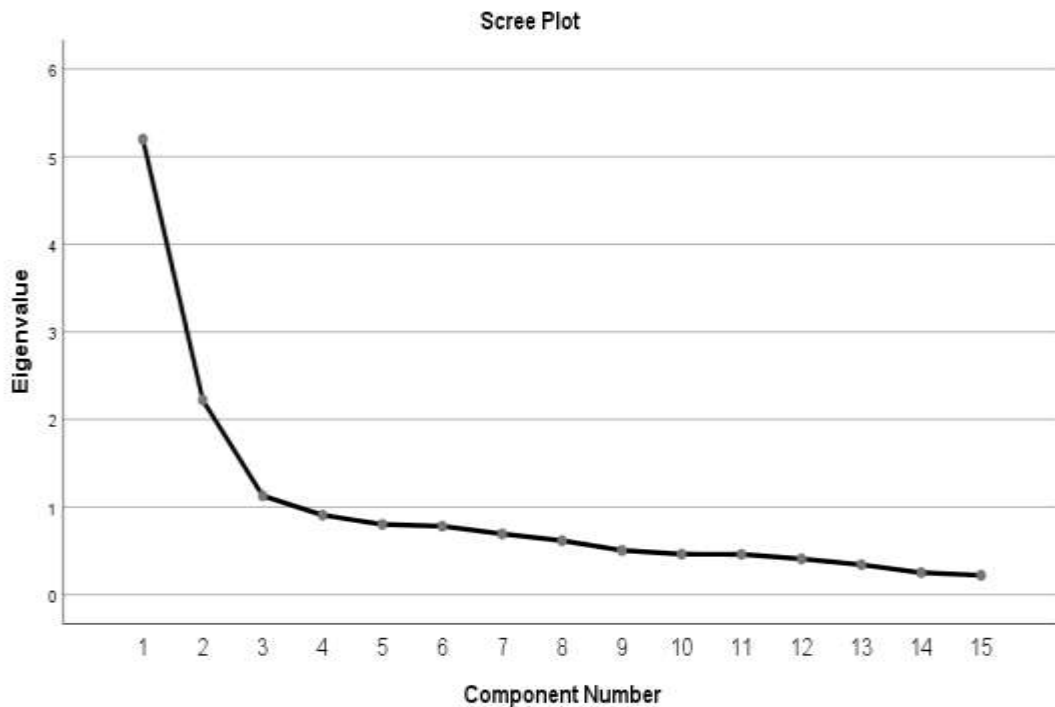
Factor and item description	Factor loading	Initial Eigen value	% variance Explained
<b>Factor 1: Communication direction</b>		<b>4.690</b>	<b>58.630</b>
The staff in my institution are dedicated because they are involved in decision making	.752		
At work, the staffs are engaged in their work because they can freely communicate with their immediate supervisor.	.801		
The staff are attached to their work because the leaders share information with them	.824		
I feel encouraged to come up with new innovations and better ways of doing things when am listened to.	.789		
When I receive feedback about the way I perform my work I get more committed	.771		
I receive most of the information from my colleagues	.550		
My commitment greatly comes from the constructive teamwork in our institution	.821		
Trainers in my institution always share information with each other	.780		

Source (author, 2023)

## Management Style

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Adequacy.	Measure of Sampling	.849
Bartlett's Test of Sphericity	Approx. Chi-Square df	1865.987 105
	Sig.	.000



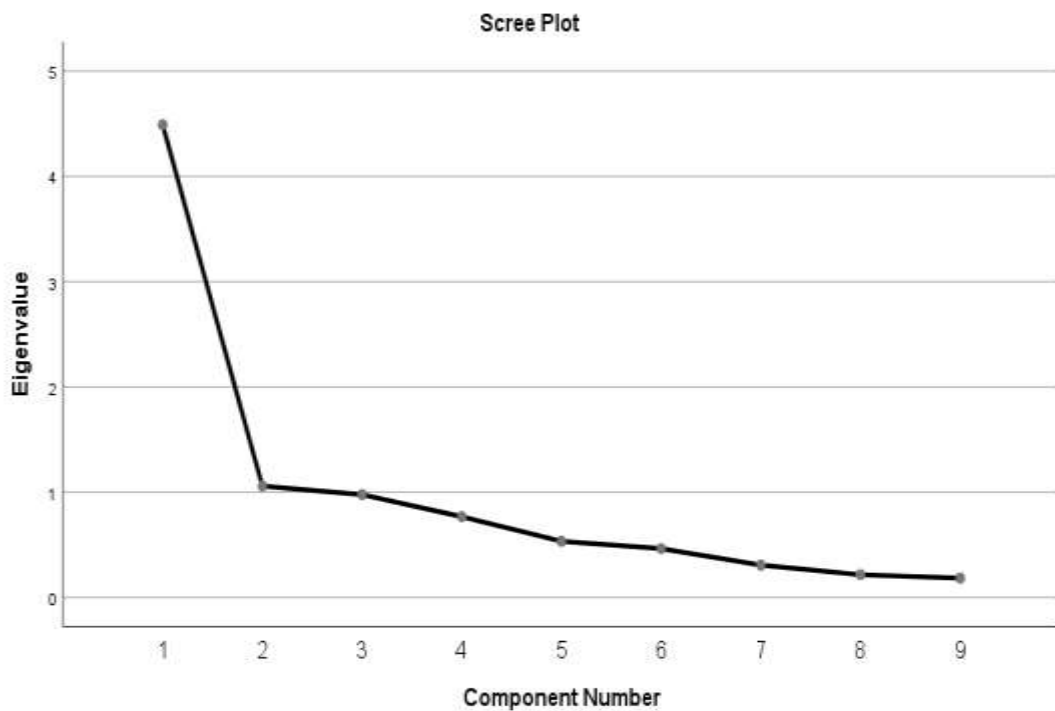
Factor and item description	Factor loading	Initial Eigen value	% variance Explained
<b>Factor 1: Democratic/Supportive leadership</b>		<b>3.613</b>	<b>24.087</b>
My supervisors assist individual trainers in their personal problems	.755		
My immediate supervisor represents my needs, ideas and suggestions to the principal of the school.	.744		
I have an opportunity to interact with	.622		

management above my immediate supervisor e.g. principal			
Am happy with my job because my supervisors encourage me to grow on the job and be promoted	.700		
I go an extra mile in my work because my supervisors recognize and encourage achievement and allow me to establish goals	.704		
Am satisfied with the leadership styles of the supervisors of this institute.	.764		
<b>Factor 2: Engagement leadership</b>		<b>2.737</b>	<b>18.244</b>
The leadership style of my immediate supervisor affects my commitment to work	.627		
The leadership style in this institute contributes to the overall effectiveness of the institution	.572		
Clear explanation of the orders / instructions on my expectations make me more dedicated to my work.	.626		
I get engrossed in my work when my supervisors allow me to be part of the decision making	.648		
I get strongly involved in my work when my supervisors inform me regularly and promptly about everything that affects my work.	.782		
<b>Factor 3: Autonomous leadership</b>		<b>2.200</b>	<b>14.669</b>
I get detached from my work because my immediate supervisor does not trust me since there is lack of transparency.	.701		
Am at times I get disengaged in my work because my supervisors hardly provides direction to me.	.853		
I feel detached from my job since I receive minimal guidance and supervision.	.882		

## Employee engagement

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.858
Bartlett's Test of Sphericity	Approx. Chi-Square	1436.142
	df	36
	Sig.	.000



Factor and item description	Factor loading	Initial Eigen value	% variance Explained
<b>Factor 1: Absorption, vigor and Dedication</b>		4.401	48.897
At my work, I feel bursting with energy.	.595		
When I get up in the morning, I feel like going to work	.813		
At my job, I feel strong and vigorous	.871		
I am enthusiastic about my job.	.859		

My job inspires me.	.833		
I feel happy when I am working intensely.	.505		
I am willing to invest my effort and to go an extra mile in my work.	.702		
I fully concentrate and am happily engrossed in my work.	.781		
<b>Factor 2: Job satisfaction</b>		1.149	12.765
I am proud of the work that I do	.962		