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**FACTORS INFLUENCING EMPLOYEE ENGAGEMENT IN
THE FEDERAL UNIVERSITY OF TECHNOLOGY MINNA,
NIGERIA**

ABDULRASHEED USMAN MAKERA



UUM
Universiti Utara Malaysia

**MASTER OF SCIENCE MANAGEMENT
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**FACTORS INFLUENCING EMPLOYEE ENGAGEMENT IN THE FEDERAL
UNIVERSITY OF TECHNOLOGY MINNA, NIGERIA**

By

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Thesis submitted to
School of Business Management,
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In Partial Fulfillment of the Requirement for the Degree of Master of Science Management



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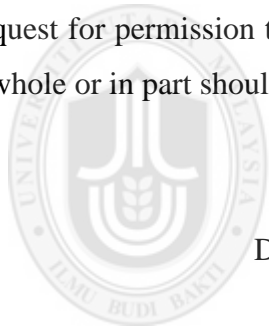
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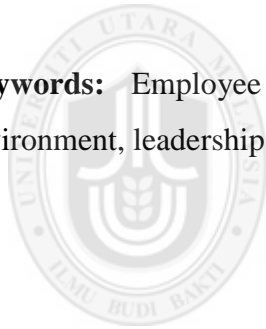
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Abstract

The objective of this study was to examine the relationship between team and co-worker relationship, work environment, leadership and training and career development and employee engagement in Federal University of Technology Minna, Nigeria. Social exchange theory (SET) was utilized in developing the research framework. A total of 150 non-academics staff from Federal University of Technology (FUT), Minna, representing a response rate of 63.3% participated in this study. Data were collected through self-administered questionnaire. Four hypothesis were tested using SPSS 2.0. The findings indicated that leadership, and training and career development were significantly related to employee engagement. Theoretical and practical implications of the study as well as suggestions for future research were discussed.

Keywords: Employee engagement, team and co-worker relationship, work environment, leadership and training and career development.

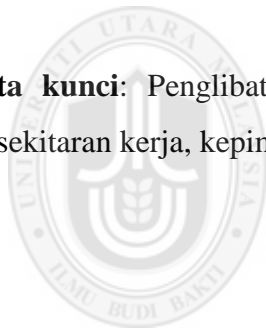


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Abstrak

Objektif kajian ini adalah untuk menyelidik hubungan antara pasukan kerja dan rakan sekerja, persekitaran kerja, kepimpinan dan latihan serta pembangunan kerjaya dengan penglibatan pekerja di *Federal University of Technology* (FUT) Minna, Nigeria. Teori pertukaran sosial (SET) telah digunakan dalam membangunkan rangka kerja penyelidikan. Sejumlah 150 orang kakitangan bukan akademik dari *Federal University of Technology*, Minna yang mewakili kadar maklum balas 63.3% menyertai kajian. Data dikumpulkan melalui soal selidik tadbir sendiri. Empat hipotesis telah diuji menggunakan SPSS 2.0. Penemuan menunjukkan bahawa kepimpinan, dan latihan dan pembangunan kerjaya berkait secara signifikan dengan penglibatan pekerja. Implikasi teori dan praktikal kajian serta cadangan untuk penyelidikan pada masa hadapan turut dibincangkan.

Kata kunci: Penglibatan pekerja, hubungan pasukan kerja dan rakan sekerja, persekitaran kerja, kepimpinan dan latihan serta pembangunan kerjaya.



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List of Abbreviations

NUC	Nigeria University Commission
ASU	Academic Staff Union
SET	Social Exchange Theory
SPSS	Statistic package for Social Science
FUT	Federal University of Technology
VIF	Variance Inflation Factor
GOF	Goodness of Fit
R^2	R Square Values
PhD	Doctor of Philosophy
SET	Social Exchange Theory



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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study focuses on the assessment of factors influencing employee engagement in the Federal University of Technology Minna, Nigeria. In this section the background of the study was explored, historical background, problem statement, research questions and objectives, scope of study and significance of the study were discussed.

1.2 Background of the Study

Over the past years, there has been an eruption of research activity and elevated enthusiasm in employee engagement among consultants, associations and management scholars. According to Crawford et al., (2014) employee engagement has turned out to be one of the most significant concepts in the management field as most organizations find it difficult to engage employees. Many scholars claimed that employee engagement is an important aspect intended for organization's accomplishment along with competitive advantage (Macey & Schneider 2008; Rich et al., 2010). The importance and impact of employee engagement on productivity is vital especially in the area of organizational management. Employee engagement has grown into a key business priority for top leaders in that highly engaged workers in a competitive market can intensify innovation, productivity as well as performance while minimizing costs related to recruitment and retention (Sibanda & Ncube, 2014).

Employee engagement is typically utilized to depict the alignment of institution's mission with those of employees in relation to the former (Mathis & Jackson, 2011), as shown as a result of attitude to work (Robinson et al., 2004), management environment (Poisat, 2006), and extending to the degree of workers emotional, cognitive and personal assurance to go further mile at work (Lockwood, 2007). Over the past years, the interest of numerous researchers (e.g, Hallberg & Schaufeli, 2006; Demerouti et al., 2001; Saks & Gruman, 2011) has been directed towards the concept of employee engagement. Studies have been carried out and the findings differ significantly, most of the studies are of the view that engaged workers are a significant source of organizational competitiveness (Salanova & Schaufeli, 2008; Teng et al., 2007). Engaged employees are individuals that offer full discretionary effort while working, and are tremendously enthusiastic and committed to their work, whereas not engaged employees are those who are motivationally detached from work, as well lacks the vigor to labor hard as well not thrilled at work (Perrin 2009; Bakker et al., 2008).

According to Melcrum (2005) employee engagement can be considered in three perspectives. Firstly, “Think” (cognitive commitment): described as employee’s intellectual link with the organization, as well as their belief and support in the organization’s objectives. Secondly, “Feel” (affective commitment): described as a strong emotional connection to the organization. Feeling of loyalty, devotion, having a sense of belonging as well as proud to work for the organization. Thirdly, “Act” (behavioral commitment) workers acting in a way of supporting the accomplishment of the association. Preparedness to continue with the organization

regardless of other openings and repeatedly goes beyond normal expectations to support the success of the organization. It has been found that motivation is the key to success in whatever capacity employee is engaged. More often than not, it is acknowledged that for motivation to be successful it could mainly be influenced by beliefs, values and likely results as well the environment (Gratton, 2000). Furthermore, there could also exist an excess of further linked factors, together with underlying rational, all which should be further investigated in this study.

A study by Gallup (2003) found that actively disengaged workers are 10 times more likely to say they will leave their organizations within a year 48 % than engaged staff 4%. The result further revealed that from 1000 workers in United States and Canada, only one third are actively “engaged” in their work with a huge group of between 56% and 60% not engaged and 17% actively disengaged. Furthermore, actively disengaged (uncommitted) workers cost United States businesses between \$270 to \$343 billion a year due to low productivity.

Although employee engagement has turned into an intriguing issue lately among the consulting firms and in the well-known business press, however it has not been frequently studied in university settings (Karatepe & Demir, 2014). In the Federal University of Technology Minna, expected outcomes are quite specific, since organizations compete to stay profitable with a specific end goal to survive and grow (Bendell, 2005). There is a measure of success stories in this regard, particularly where people and productivity issues occupy the centre stage, morale commitment and engagement are positively affected. Nonetheless, some organizations have year after year made an intensive stride to tackle employee engagement issues and as

always, successes have varied from organization to organization (Wellins et al., 2005). This study attempts to examine factors that influence employee engagement in the Federal University of Technology Minna, Nigeria.

1.3 Brief History of Federal University of Technology (FUT) Minna

The Federal University of Technology (FUT) Minna is a federal government owned university. The university came into existence on the 1st February 1983. The goal of its establishment is to provide the effect to the nation's drive towards self-reliance in science, engineering and mainly technology. It is a specialized university of technology. The institution mainly consist of School of Agriculture and Agricultural Technology (SAAT), School of Environmental Technology (SET), School of Engineering and Engineering Technology (SEET), School of Science and Science Education (SSSE), School of Physical Science (SPS), School of Life Sciences (SLS) etc.

In 1990, there was a notable growth rate from 22 graduates to 662 in 1998 and the total number of students enrolled are well over 13,000 with academic staff strength of 698 as at 1st January 2009. In August 2003, University Council formalized the Centre for Climate Change and Freshwater Resources (CCCFR) as one of three newly established centers. The others are, Center for Human Settlements and Urban Development (CHSUD) and the Centre for Remedial and Extra-mural Studies (CRES). In August 2006, the Center for Research and Development in Information Technology (CREDIT) came into existence. The most recent Centre is not only to make Federal University of Technology, Minna, ICT acquiescent, but also to initiate

the university into the worldwide market of a proficient software development. In the region of domestic and foreign linkages and cooperation, the administration of the university created the directorates to cater for this important function of networking. The Directorate for Collaboration, Affiliation and Linkages (DCAL) In acknowledgment of greatness in the field of science and technology, the Institution has been attracting high calibre and famous researchers to its fold. Furthermore, the greater part of its academic programmes has full accreditation and the rest interim accreditation by the current exercises led by pertinent professional bodies and the Nigeria University Commission (NUC).

1.4 Problem Statement

The focal issue of this research is employee engagement of non-academic staffs of the Federal University of Technology Minna, Nigeria. According to Saks (2006), highly engaged workers make a substantive contribution to their agency and may envisage success of the organization. Whilst an employee engagement has turned out to be popular when it comes to practitioner research as a result of its positive connection with numerous benefits, it is still an emerging concept in academic organizational behavior research (Karatepe & Demir, 2014).

The problem of the employee engagement has become a major concern and a national issue for the Nigerian universities major stakeholders. This unwanted development has led to organizing of workshops and seminars to address the problem of employee engagement in Nigeria universities (ASU Bulletin, 2013). The dwindling rate of performance in the Federal University of Technology Minna,

Nigeria demands some attention to the curious minded individuals. Some of the issues that are of concern are poor performance, declining productivity, low rate of employee engagement and the behavioral attitude of the bureaucratic system. In spite of various government intervention and efforts, the Nigerian universities score-card is still a subject of discussion among the management as well as the curious minded citizens as a result of poor performance and inefficiency. There is massive purge or dismissal of university employees that were alleged inefficient, declining productivity, and doubtful probity (Adebayo, 2004; Okoye et al., 2013). The Nigeria university workplace context had for decades been embattled in the demands for increased wage and earnings, good infrastructures, awards, health packages, and others, which form part of the components of motivation that lead towards enhancing engagement (Akinwale, 2011).

Several studies have been conducted to examine the problem of disengaged employees. For instance, study by Ayers (2006) contrast disengagement to cancer that can gradually wear down organization, and as such consumer satisfaction, employee retention, and productivity are all under threat except burnout and disengagement can be restricted. Frauenhiem (2006) find that satisfaction scores with all major categories of work in the United States have dropped, and a little over half of the responded employees in the study rated themselves as engaged or highly engaged. This issue of disengagement has an effect on big and small organizations globally, causing them to incur excess costs, to not perform on essential tasks, and to bring about widespread customer dissatisfaction (Rampersad, 2006). Similarly, Nathan (2004) observed that for decade's poor levels of engagement and employees'

dissatisfaction with their jobs weighed down most organizations wherewith performance has been beneath the desired expectation and actual worker's capability.

Team and co-worker relationship affect the withdrawal or resignation of the employee from the place of work. This is attributed to the rules and formal policies that lead to lack of communication in the Federal University of Technology Minna. Withdrawal or resignation can arise because of structural situations. When the relationship among co-workers is high, the workers benefit from the relationship (Baumeister & Leary, 1995). Similarly Sharing goals and knowledge probably makes workplace more satisfying and therefore, more enjoyable. These types of interactions keep employees engaged by facilitating communication and networking opportunities (Alarcon et al., 2010).

According to Chandrasekar (2011) work environment in most of the industry is risky and not healthy, these consist of badly designed workstations, inappropriate furniture, shortage of ventilation, unsuitable lighting, unnecessary noise, inadequate measure of security, in fire emergencies and short of personal defensive equipment. Individuals operating in such surroundings are exposed to occupational disease and it has an influence on the employee's engagement. It has been perceived that employees that operates in a helpful and supportive place of work are inspired to be productive and efficient in discharging their duties (Clements, 1997). Furthermore, Akinyele (2010) reported that 86 % of output problems stem directly from the institution's work environment, and as such among the problems that call for this study is lack of enough offices, unsupportive working environment for employees to

do their work effectively. Based on the above, it comes to reason that negative behavior at work in the Federal University of Technology Minna could be associated with the work environment.

Leaders must be seen to create the right atmosphere for engagement through displaying an interest and showing confidence in employees, acting with integrity, demonstrating and acting as a trusted coach and managing the performance of employees' (Mone et al, 2011,). Furthermore, Munzali and Obaje (2008) reported that almost about 65% of employees of different universities in Nigeria quit and went for western countries where there is good salary package as well as supportive place of work. All this owing to the declining level of good leadership, employee engagement as well as productivity in Nigerian universities (Oshilim & Akpesiri 2015).

On the issue of training and career development, Alnaqbi (2011) stated that training is not plainly a way of arming employees with the skills they need to carry out their jobs, it is frequently deemed to be representative of an employer's dedication to their workforce. In spite of this provision, there is still manifest disaffection between employers and employees on one strand and between management and employees on the other. Employee disengagement is still a common problem in the Federal University of Technology Minna, and it significantly affects the bottom-line performance level.

Previous studies that investigated some of the factors predicting employee engagement include: reward and recognition, job characteristics, supervisor support

and organizational justice (Hackman & Oldham, 1980; Hakanen et al., 2006; Saks, 2006); pay and benefits (Buckingham & Coffman 2005); align efforts with strategy (Development Dimensions International DDI, 2005); and feeling valued and involved (Robinson et al., 2014). All this literatures are limited and shows the need to investigate the influence of team and co-worker relationship, work environment, leadership, training and career development and employee engagement.

Furthermore, previous studies have been conducted as regards to engagement in several organizations in Nigeria. For example, Karatepe (2011) examined the issue on procedural justice, work engagement, and job outcomes in hotels in Abuja. Meanwhile, a study by Oshilim and Akpesiri (2015), investigate the issues of governance, employee engagement and improve productivity in the public sector in Nigeria. However the studies are limited, no comprehensive system of single framework on the influence of work environment, team and co-worker relationship, leadership, training and career development and employee engagement of non-academic staffs in the Nigerian context (Adebayo, 2004; Akinwale 2011). Hence, the need to examine the effects of team and co-worker relationship, work environment, leadership, training and career development on employee engagement among non-academic staffs in Federal University of Technology Minna, Nigeria.

1.5 Research Questions

The study attempts to answer the following research questions:

1. Does team and co-worker relationship has significant relationship with employee engagement?

2. Does work environment has a significant relationship with employee engagement?
3. Does leadership has a significant relationship with employee engagement?
4. Does training and career development has a significant relationship with employee engagement?

1.6 Research Objectives

The objectives of this study are:

1. To examine the relationship between team and co-worker relationship and employee engagement.
2. To investigate the relationship between work environment and employee engagement.
3. To examine the relationship between leadership and employee engagement.
4. To investigate the relationship between training and career development and employee engagement.

1.7 Significance of the Study

The main objective of this research is to examine the factors influencing employee engagement. Hence, this study will investigate the relationship between team and co-worker relationship, work environment, leadership, and training and career

development on employee engagement among the non-academic staffs of the Federal University of Technology Minna, Niger State, Nigeria.

1.8 Theoretical Perspective

There are various theories used by previous researchers to examine the employee engagement. In this study, Social Exchange Theory (SET) following suggestion by Saks (2006) was utilized to examine independent variables (team and co-worker relationship, work environment, leadership and training and career development) and dependent variable (employee engagement). Therefore, the findings from this study will strengthen the theory used in this study.

Various studies have been conducted to investigate quite a number of predictors of the employee engagement for example (Kahn 1990; Maslach et al., 2001; Melcrum 2005; Alfes et al., 2010; Welch 2011; Rasheed et al., 2013; Robinson et al., 2004; Wiley 2014; Bedarkar & Pandita 2014; Byrne 2014). While the above studies have investigated several factors influencing employee engagement, yet, most of these studies were centered on leadership style, job stress, organizational culture, psychological contract breach, perceived organizational support and organizational justice. This indicates that team and co-worker relationship, work environment, leadership and training and career development were given lesser attention. Therefore, this study will fill in this gap, thereby examining team and co-worker relationship, work environment, leadership and training and career development on employee engagement.

Moreover, as it was noted earlier that a comprehensive literature review on the employee engagement shows that despite several studies on factors influencing employee engagement, most of these research was conducted on industries (Karatepe & Demir, 2014). Therefore, this research contributes to the literature on employee engagement by investigating the factors influencing employee engagement in Federal University of Technology Minna, Nigeria and as such will provide new evidence in the existing literature that can be generalized in the universities in Nigerian context.

1.9 Practical Perspective

The present study will provide direction to both the management and the university staff for them to proactively focus on providing a healthy and comfortable working environment that will boost engagement, which lead towards enhancing the performance of university staff, and also the university administrators in various ways. Furthermore, clear understanding of the relationship between factors influencing employee engagement which are: Team and co-worker relationship, work environment, leadership and training and career development will assist university management in minimizing the frequent transfer of staffs in search of better engagement opportunities elsewhere and it will enhance performance, better productivity and service accuracy.

1.10 Scope of the Study

The scope of this study is to examine the factors (team and co-worker relationship, work environment, leadership and training and career development) influencing

employee engagement in Federal University of Technology Minna. The respondents of this study are non-academic staffs of Federal University of Technology, Minna.

1.11 Definitions of Key Terms

Below are the definitions of the key terms in this study.

1.11.1 Employee Engagement

Employee engagement is defined as “the harnessing of organization members selves to their work roles in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances” (Kahn, 1990).

1.11.2 Team and Co-worker Relationship

Team and co-worker relationship is referred to as the relatedness need individuals possess and having rewarding interpersonal interactions with their co-workers, (Locke & Taylor, 1990).

1.11.3 Work Environment

Working environment is considered as a different characteristics of work like the way job is done and completed, involving the tasks like task activities, training, control on one’s own job related activities, a sense of achievement from work, variety of tasks and the intrinsic value for a task (Sousa-Poza & Sousa-Poza, 2000).

1.11.4 Leadership

Leadership has been considered as those individuals who articulate, create and craft a shared vision that ultimately guides their organizations towards new direction and also achieving organizational success through individuals, not strategic vision (Nathan, 2004).

1.11.5 Training and Career Development

Training and career development is regarded as a continuous process which individuals or staffs of an organization undergo a series of stages, where each is reflected by a relative uniqueness, task and issues (Greenhaus et al., 2000).

1.12 Organization of the Chapters

The study comprises of three (3) main sections which are: Section One (1) preliminary section, Section Two (2) the main contents and Section (3) The closing matters which comprises of references, appendix. The preliminary section includes; title page, permission to use, abstracts, acknowledgment, dedication, table of contents, list of tables and list of figures. The main contents are divided into five (5) chapters as discussed below.

1.12.1 Chapter One: Introduction

Chapter one is the brief about the entire overview of the research study. The overview will describe the background of the study, a brief history of the Federal University of Technology Minna, problem statement, research questions, research

objective, significance as well as the scope of the study, definitions of key terms, and outline of the thesis.

1.12.2 Chapter Two: Literature review

Chapter two will describe literature review of the study. This chapter will review about literature and previous research related to the study. The basic discussion of the literature review is related to dependent and independent variables: employee engagement, as dependent variable and independent variables are: (team and co-worker relationship, work environment, leadership and training and career development). Finally, research framework and hypothesis development will be looked into. The literature review will be extracted from different sources that include: publications of journal, books, articles, and other internet sources also will be used as a reference for this study in general.

1.12.3 Chapter Three: Methodology

This chapter encompasses on the methodology and the techniques of data analysis that will be presented to include the research design, data collection process, sampling technique and technique of data analysis will be discussed in this chapter.

1.12.4 Chapter Four: Result of the Analysis

The statistical analysis method and the findings of the collected data is presented in chapter four using SPSS version 2.0.

1.12.5 Chapter Five: Discussion

This chapter commences with the discussion of the findings on the relationship between influencing factors of employee engagement (team and co-worker relationship, work environment, leadership and training and career development) and employee engagement in the Federal University of Technology Minna, Nigeria. This chapter moved forward to the discussion of theoretical and practical implications and finally the conclusion as well as the limitation of future study.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section begins with the review of related literature for this study. Firstly, the chapter discusses the concept of employee engagement as the dependent variable. Next, discussions were presented in relation to the concept of team and co-worker relationship, work environment, leadership and training and career development as the independent variables, then underpinning theory, research framework, followed by explanation of past studies. Lastly, hypotheses development were presented.

2.2 Conceptualization of Variables

2.2.1 Concept of Employee Engagement

Employee engagement is a high-quality tool that helps every organization towards making every effort to achieve competitive advantage over their rivals. Individuals are one aspect that can't be replicated by the rivals and is measured as the main valuable asset if controlled and occupied in a proper manner. This position has been highlighted by Baumruk (2004) in that engaging employees are measured to be the main dominant factor when it comes to determining company's vigor. Katz and Kahn, (1966) refer to the notion of employee engagement in their job related to organizational efficiency. Kahn (1990) introduces the notion of employees engagement, giving his accepted definition stated in the introduction, namely, "the binding of organization members' to their job roles in engagement, individuals use

and convey themselves physically, cognitively, and sensitively during role performances”. Kahn (1990), in addition stated that three psychological engagement situations are indispensable for a worker to be truly occupied: meaningfulness (work elements), security (social elements, together with management style, process and institutional norms) and accessibility (individual distractions). Buckingham and Coffman (1999) comment on engagement that “the right individuals in the right role with the right leaders impel employee engagement” (p. 248).

According to Hewitt Associates LLC (2004) described employee engagement as the position whereby individuals are emotionally and intellectually dedicated to the association or group, as considered by three key behaviours. Schaufeli and Bakker (2010) defined job engagement as “the psychological position that comes with the behavioral investment of personal energy”. The determinants of employee engagement above description of the concept shows that engaged employee is intellectually and psychologically attached to the organization, feels enthusiastically concerning the organizational objectives as well dedicated to stand by its values. Fleming and Asplund (2007) further explain employee engagement as “the capability to arrest the heads, hearts, and souls of your employees to infuse an intrinsic desire and enthusiasm for excellence”, hence adding a spiritual element to Gallup’s reputable cognitive and emotional aspect of an engagement.

As indicated by Gallup (2002), there are three types of individuals: engaged workers, disengaged workers and actively disengaged workers. Engaged workers are builders who time after time endeavor to offer quality when it comes to discharging their responsibilities. While disengaged workers focused on the responsibilities spelled

out to them instead of the objectives of the organization. The employees perform what they are advised to do. Actively disengaged workers are workers that do not perform well and are unhealthy to the organization,

Employee engagement was a renowned idea in industry amid the period 1999-2005 when it was broadly thrashed out between leaders, policymakers and consultants. Later academicians got involved by the idea to a large degree from 2006 Welch (2011), when different research broadened the idea of employee engagement to work engagement and organization engagement. Saks (2006) utilized Khan, (1990) definition and developed the construct together with job and organization engagement.

According to Saks (2006) the precursor of worker's engagement are "employment qualities, perceived organizational support, perceived supervisor support, rewards and recognition, procedural justice and distributive justice". On the other hand, work satisfaction, intention to quit, organizational commitment and organizational citizenship behavior are all outcome of engagement. Various research proposes that existence of high level of employee engagement considerably decreases turnover intention (Maslach et al., 2001; Saks, 2006). According to Joshi and Sodhi (2011) six administrative functions facade in order of significance as vital determinants of executive engagement, namely: job content (autonomy, challenging opportunities for learning), compensation/monetary benefits (attractive salary vice versa qualifications and accountability, sufficient reparation for the work and intra-organization parity), work-life balance (appreciative of personal needs, able to spend time with family), top-management employee relations (approachability of top management, their

values and ethical conduct, equality in treatment, respecting the views of subordinates, providing an environment of working together), scope for advancement and career development (well-made policy, sufficient opportunities for career development and advancement, evidently laid down career development paths; implementation of the promotion policy in a fair and transparent manner, help to the workers in accomplishing development) and team orientation/team work (significance, cooperation in inter- and intra-department teams).

2.2.2 Concept of Team and Co-worker Relationship

Team and co-worker relationship is referred to as the relatedness need individuals possess and having rewarding interpersonal interactions with their co-workers, (Locke & Taylor, 1990). Team and co-worker is a different phase which highlight plainly the interpersonal synchronization aspect of employee engagement. Kahn (1990) found that helpful and trusting interpersonal relationship, as well a supportive group, encourages employee engagement. An open and helpful surrounding is vital for workers to feel secured in the place of work and engage fully with their duty. Helpful surrounding allows individuals to try and attempt new things and even fail without the apprehension of the consequences (Kahn, 1990). Furthermore, May et al., (2004) found that the relationship in the place of work had a considerable impact on meaningfulness, one of the mechanisms of engagement.

2.2.3 Concept of Work Environment

Kohun (1992) describe work environment as an entity which involves the entirety of powers, activities and other compelling elements that are currently and or possibly

contending with the worker's activities and performance. The working environment is the sum of the interrelationship. According to Sousa-Poza and Sousa-Poza (2000) described working environment as a different characteristics of work like the way job is done and completed, involving the tasks like task activities, training, control on one's own job related activities, a sense of achievement from work, variety of tasks and the intrinsic value for a task.

Work environment can be termed as an environment that attracts individuals into organization, encourages them to remain in the organization workforce and enables them to perform effectively. Work environments provide conditions for workers high and effective performance, making the best use of their skills, competence, knowledge and the available resources for the provision of high-quality services (Leshabari et al.,2008).

Place of work was observed to be one of the important factors that decide the level of engagement of a worker. Several studies by Miles, (2001); Harter et al., (2002) Holbeche and Springett, (2003) May et al., (2004) and Rich et al., (2010) exhibit that employee engagement is the outcome of different features of the work environment. Deci and Ryan (1987) states that management which develops an encouraging work environment normally exhibits concern towards workers needs and thoughts, offers constructive feedback and urges employees to voice their worries, to build up new skills and to tackle issues that are work-related. As a result, workplace that helps employees for a focused job and interpersonal agreement is measured to be a key determinant of employee engagement.

Furthermore previous study by Islam and Shazali, (2011) demonstrate that physical workplace prompts to healthier service to clients and accomplish higher production. In addition, the study states that work surroundings include good culture, working with a good team, good boss, physical surrounding, job safety, sustainable compensation package, availability of food and drink in the place of work.

2.2.4 Concept of Leadership

Adair, (2002) defined leadership as the process where an executive guide, influence and direct the work and behavior of others towards accomplishment of precise objectives in a given situation. He further emphasized that the aptitude of the manager to persuade the subordinates to work with confidence and zeal is regarded as leadership. Furthermore, Daniel (2002) defined leadership as the ability to persuade a group towards realizing of goals. Leaders are required to build up future vision, and to inspire members of the organization to want to accomplish the vision and to enhance performance.

Leadership was found to be one of the main fundamental factors that improves employee engagement. Walumbwa et, al. (2008) said that effectual leadership is a multi-dimensional higher-order construct, encompassing balanced processing of information, self-awareness, internalized moral standards and relational transparency. Therefore, based on the previous studies stated in this study, it shows that when leaders are inspiring, engagement occurs naturally. The responsibility of communicating that the employee's effort plays a key role in the overall success of an organization solemnly lies on the leadership (Wallace & Trinkka, 2009). When

employees work is considered important and meaningful, it leads evidently to their interest and engagement. Supportive and authentic leadership is theorized to impact engagement of employees in the sense of increasing their involvement, satisfaction, and enthusiasm for work (Schneider et al., 2009).

2.2.5 Concept of Training and Career Development

Training and career development is defined as an arranged learning experience intended to achieve lasting change in individuals' knowledge, attitude and skills (Campbell et al., 1970).

Training and career development is another significant factor which is to be considered when it comes to the issue of employee engagement, since it helps the employees to be focused. Service precision is improved through training and hence, influences service performance and employee engagement (Paradise, 2008). Employees are more engaged in their job as a result of built up confidence due to training and learning development programmes, which further motivates them. As suggested by Alderfer (1972) career development is equivalent to rewarding people, if an employee is offered a chance to grow. In addition, he emphasized that “satisfaction of growth need to depends on a person finding the opportunity to be what he or she is most fully and become what he or she can”. The management needs to give more significance to career path ladder through training and career growth which will lead to a timely opportunity for improvement. This automatically enhances the height of engagement.

Moreover, training and opportunities for career development is nevertheless another way of making workers engaged in order to accomplish and maintain high-performance level. Training enhances service delivery, precision, and efficiency in the place of work. When workers are well trained, the level of competence, ability to cope with job demand, and enthusiasm to do better improves tremendously. This position is in conjunction with Kahn (1990) and Murphy and DeNisi (2008) theories of psychological condition where training is considered as essential for providing employees with innate resources such as skills and knowledge to enable them to be fully engaged in their roles to increase performance.

2.3 Underpinning Theory

In defining team and co-worker relationship, work environment, leadership and training and career development association with employee engagement, the current study will rely heavily on social exchange theory (SET) (Blau, 1964). In the current study, social exchange theory provides opportunity in explaining the relationship between team and co-worker relationship, work environment, leadership and training and career development and employee engagement of the non-academic staff of the Federal University of Technology Minna.

2.3.1 Social Exchange Theory (SET)

Blau (1964) suggest, that social exchange theory (SET) is assembled on the foundation that the theory tend to engender the feelings of teaming workforce as regard to their personal obligations, trust and gratitude, as such on the contrast, purely economic exchange does not. The social exchange theory suppositions offer

an academic underpinning to explain why workers choose to become more or less engaged in their job. The social exchange theory rule recommends that if the organization invest time, effort and money in training and development, employees should reciprocate by applying Kahn's (1990) theory by not just coming to work, but fairly investing a greater amount of cognitive, emotional and physical energies for the realization of the organizational goals.

As indicated by Saks (2006) better theoretical reasons for clarifying employee engagement can be found in social exchange theory (SET). Social exchange theory argues that obligations are generated through a progression of interactions between parties who are in a position of reciprocal interdependence. A basic principle of social exchange theory is that relationships evolve over time into trusting, loyal, and mutual commitments as long as the parties abide by certain 'rules' of exchange (Cropanzano & Mitchell 2005). Such rules tend to involve reciprocity or repayment rules, which makes the actions of one party to a response or actions by the other party. For example, when individuals receive economic and socio-emotional resources from their organization, they feel obliged to respond in kind and repay the organization (ibid). This is consistent with Robinson et al., (2004) description of engagement as a two-way relationship between the employer and employee.

Furthermore, high level of helpful and trusting interpersonal relations, as well a helpful team, encourage employee engagement Khan (1990), while an increase in the degree of work environment provide conditions for workers high and effective performance, making best use of their skills, competence, knowledge and the available resources for the provision of high-quality services (Leshabari et al., 2008).

From a social exchange perspective, employees seem to express more appreciation on the organization's investments and support by exhibiting in return positive behaviors toward the organization. Scholars have argued that employees aim to reciprocate in kind (e.g., Morrison, 1996; Snape & Redman, 2010). Similarly, Morrison (1996, p. 503) argues that to the extent that the development of a long-term relationship with employees will be more engaged in their contextual behaviors.

Consistently, employee engagement with a developmental focus (e.g., training and career development, employee involvement) were found to be related to employee engagement, whereas non-developmental, more short-term focused (e.g., rewards) were not (Redman et al., 2009). Furthermore, regarding social exchange theory (SET), a balanced correlation between employer and employee exists, leading to mutually rewarding benefits for both parties (Howard & Hollander, 1997).

2.4 Research Framework

In this study, the research framework is underpinned by social exchange theory (Blau, 1964). Consequently, the research framework of the study is summarized in Fig. 2.1 which shows the relationship between independent variables (team and co-worker relationship, work environment, leadership and training and career development) and the dependent variable (employee engagement).

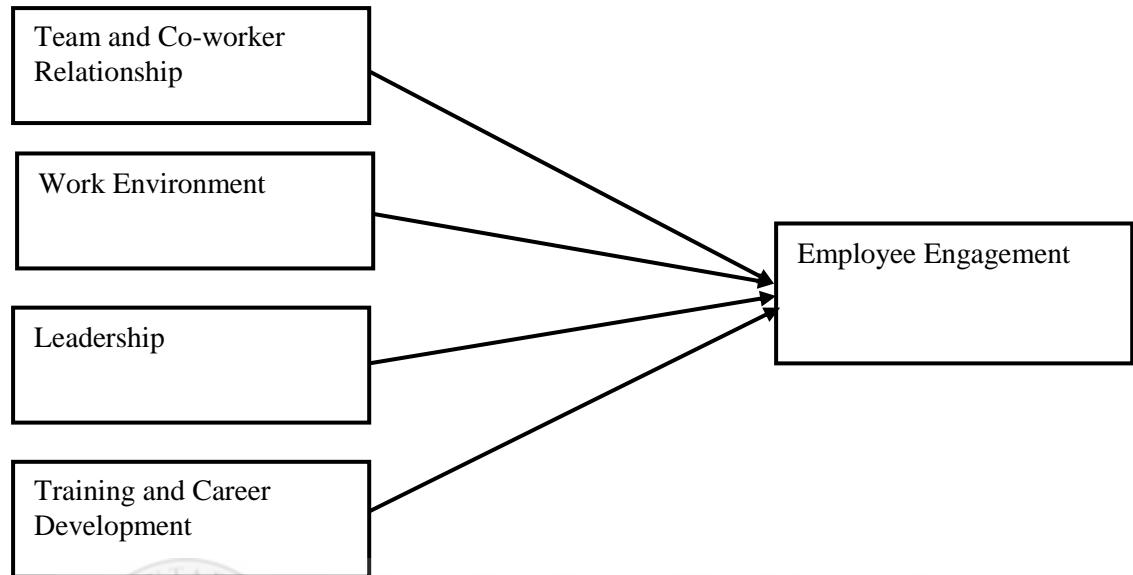


Figure 2.1

Research Framework



2.5 Hypotheses Development

Depiction upon the social exchange theory (Blau, 1964) and preceding empirical studies (Joarder & Sharif 2011; Huang et al., 2003) hypotheses will be developed for empirical testing and validation as regards to this study. The study contained five variables which are: employee engagement (dependent variable), conceptualized as one-dimensional, while (team and co-worker relationship, work environment, leadership and training and career development) as independent variables. Thus, in this research, four hypotheses were developed, tested and validated.

2.5.1 Team and Co-worker Relationship and Employee Engagement

According to Fiedler et al., (1977), co-worker's relation is like friendship, acceptance, and loyalty developed among the members of a group, which also refer to the stage of confidence of the employees, trust, and respect in their leaders. Furthermore, if the leaders can succeed in getting the support and trust from the subsidiaries and the co-worker, the leader's capability to persuade will be greatly improved than the unsupported leaders (Fiedler et al., 1977).

Several studies (e.g. Tsao 1990; Ducharme & Martin, 2000; Hackett & Guion 1985; Bass 1990; Robbins 2003) revealed that team and co-worker relationship influence employee engagement. For example a study by Tsao (1990) showed that the quality of the co-workers' relationship disclose the efficiency of communication between the two parties, as well are presentation of how well the two parties synchronize with each other. Colleagues conduct also influence the rapport among co- workers. The study additionally highlighted on how well organize co-workers' are with one another; that is, the better the co-coordinative relationship between the managers and workers, the better the employee engagement. Ducharme and Martin (2000) found that the elements of team exchanges and co-worker's relationship has a momentary positive connection with employee engagement.

Similarly, Driscoll (1978) and Liou (1995) pointed out that employees trust and co-workers influences the rate of engagement of workers. In similar vein, Weng et al.,(2010) argued that belief in the managers and co-workers improves the rate of employee engagement, while the confidence, respect and trust from the employees to the managers clearly comes from the relationship between the leaders and the

subordinates. From the above discussion, this research infers that team and coworkers relationship influence employee engagement. Thus, in line with prior empirical studies, the following hypothesis was postulated:

H1: There is significant relationship between team and co-worker relationship and employee engagement.

2.5.2 Work Environment and Employee Engagement

Working environment needs to take into account variety of issues. Creating improved and higher performing work environment requires a consciousness of how work place affects behavior and how behavior itself drives workplace performance. Barry (2007) argued that in a relationship involving job, working surroundings and apparatus of work, work environment turns into essential part of work itself. Therefore, increasing understanding of work environment is based on recognition that space has diverse characteristics, it executes various functions and there are distinctive ways individuals work.

According to Lockwood (2005) discovered that most of the employees in an organization trusted healthier working environment result into an improved general employee engagement. Furthermore, a study by Anitha (2014) found a significant relationship between work environment and employee engagement. Earlier studies have shown work environment as a significant factor that determine the level of employee engagement. Studies by Miles (2001) and Harter et al., (2002) found that different aspects of place of work can amount to different levels of employee engagement. Furthermore, this view was supported by scholars (e.g., Holbeche &

Springett 2003; May et al., 2004; Rich et al., 2010). According to Deci and Ryan (1987) organizations that take part in their roles and demonstrate their concern about worker's needs and feelings, provide positive feedback and allow employees to make known their concerns, develop new skills and solve work-related problems are considered as management that fosters a supportive working environment.

Kahn (1990) found that helpful and trusting interpersonal relationships as well helpful administration promotes psychological safety. Employee feel secured in a work environment that was characterized by honesty and supportiveness. Supportive place of work permit members to test and try out new things and even fail without fear of the consequences (Kahn, 1990). In similar vein, studies by Popli and Rizvi, (2016) and Anitha (2014) also showed that meaningful working environment is considered as important determinant of employee engagement.

In another study by American Society of Interior Designers (ASID,1996) workers and their leaders were asked about the significance of working surroundings. Workers recognized the viable use of having a working environment permits them to work resourcefully. Leaders concentrate on issues of privacy and adaptable workspaces, but integrated personal comfort and visual appeal as important in the design of their working surroundings. Furthermore, working surroundings plays an essential part in inspiring workers to carry out the work assigned to them, since money is not an adequate motivator in empowering the workplace performance needed in today's aggressive business environment. Leaders should be contented with working with an entire array of workplace factors that persuade employee engagement. Skills required comprises the capacity to engage workers in common

objective setting, make clear role expectations and present normal performance feedback. Similarly, Spector (1997) noted that workplace consist of well-being of workers, job security, excellent relationship with co-workers, acknowledgment for a fine performance as well involvement in the decision making process of the organization. Chandrasekar (2011) argued that time and vigor will also be needed to provide pertinent performance incentives, managing processes, providing adequate resources and work surroundings coaching.

However, Spector (1997) observed that, majority of businesses disregards the workplace inside their organization bringing about the unpleasant outcome on the performance of their workers. Hence, from the above discussion, the following hypothesis was postulated:

H2: There is a significant relationship between work environment and employee engagement

2.5.3 Leadership and Employee Engagement

Swathi (2013) stated that a good leader is necessary for the organization in order for workers to be engaged in their jobs. Employees in the organization look towards leaders and peers support, but it is more imperative to have a good leader who can generate a good healthy, friendly, supportive and developing environment.

According to Raja (2012), leadership leads to higher employee engagement. On the contrary, leadership does not suit changing employee engagement needs (Shuck & Herd, 2012). Hardage (2006) found that selecting workers for the right culture fit

goes a long way maintaining an engaged workforce. Meanwhile, Rathinam (2012) emphasized on a two-way relationship between employer and employee. He asserted that having good leadership in organization influence employee engagement other than monetary benefits. A study by Padma et al., (2012) confirmed that there is a positive relationship between employee engagement and leadership.

Furthermore, leaders with influential inspiration, challenge workers with elevated expectations and give significance to their task. This may be accomplished through motivational speech and deliberations and other public display of hopefulness and enthusiasm, highlighting positive results, and fortifying cooperation (Simic, 1998). A study by Swathi (2013) showed that most of the times employees leave managers not the organizations as result of having problem with the leaders. This situation shows the importance of leader's role when it comes to the issue of engaging employees. Barbuto (2005) stated that leaders query supposition and beliefs of subordinates and urge them to be creative and imaginative, accordingly dealing with old problems in new ways. Through intellectual stimulation, the leader challenges suppositions and takes risks to solicit for ideas of the subordinates (Gregory et al., 2004). Leaders with this style may empower and support inventiveness in their subordinates prompting high level of engagement.

In addition, leaders engages subordinates by convincing them to suggest new and contentious ideas without any apprehension of punishment or disparagement, as such they enforce their own thoughts prudently and certainly not at any cost (Gregory et al., 2004). This motivates subordinates initiative and freedom in dealing with issues. The ability of a leader to challenge the employees to view problems from a different

standpoint, make such employees dynamic thinkers within the organization and as a result employees turn out to be more engaged in their organization. Hence, in line with the aforementioned studies, this study postulate:

H3: There is a significant relationship between leadership and employee engagement

2.5.4 Training and Career Development and Employee Engagement

According to Sarkar (2011), training and career development is among the factors that has a strong impact on employee engagement. Anitha (2014) argued that training and career development have a positive influence on employee engagement and recommend that training and meaningful work should be part of the organizational policy.

Meanwhile Sardar et al., (2011) stated that lack of training and career development can lead to employee disengagement at certain levels. Furthermore, Sadar et al., (2011) opined that the organization with a high level of commitment and encourages numerous training and career development opportunities at work influenced significantly the organizational outcome. For instance, job satisfaction, turnover, organizational commitment and employee engagement (Huselid, 1995). Kahn (1990) affirmed that employees provided with training and career development opportunities and learning improve their experience as such gives them the feeling that their work is valued and meaningful in the context of their environment. Therefore, in line with aforementioned studies, this study postulate:

H4: There is a significant relationship between training and career development and employee engagement.

2.6 Summary of the Chapter

This chapter presents the review of literature and the development of the hypotheses. The proposed research framework is also presented in this chapter. The framework depicts the relationship between the understudied variables. The following chapter discusses the methodological approach and design employed in this study.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this section, different methods adopted in the data collection and interpretations linked to this study will be presented, research design, population, sampling techniques, method of data collection procedures, measurement of variables, data analysis procedure.

3.2 Research Design

A research survey design was used as a guide in this study because of various characteristics of the different employees of the Federal University of Technology Minna. A survey research design was adopted by this study. Hair et. al., (2011) stated that a research design is regarded as the directions for conducting a research project.

According to Amin (2005) a survey research was important in the University, this is because the researcher will be guided to achieve systematic data at a different time on different sample respondents. In this study, simple random sampling is applied. The design is quantitative in nature because it helped in making sure the data collected was critical for analysis.

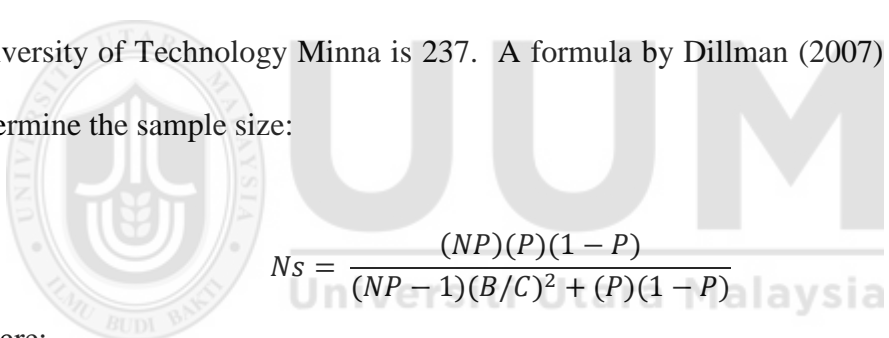
3.3 Study Population

In this study, the number of population is 620 non-academic staff working in the Federal University of Technology Minna, Nigeria. From the above population of

respondents, the sample frame was obtained from the university human resource department.

3.4 Sample Size

In research investigation, it will be impossible to collect data from every element of the total population. It will be impractical because of the time, cost and other human resource factors (Sekaran & Bougie, 2013) with this regard, the call for the researcher to critically analyze the sample size determination and issues of non-response as necessary conditions to deliberate in any quantitative survey design were emphasized. The sample size of the population 620 nonacademic staffs of the University of Technology Minna is 237. A formula by Dillman (2007) was used to determine the sample size:


$$N_s = \frac{(NP)(P)(1 - P)}{(NP - 1)(B/C)^2 + (P)(1 - P)}$$

Where:

Ns= the actual sample size

Np= size of population, which is 620

P= the population proportion expected to be chosen among the two response categories is 0.5

B= sample error at 0.05 (5%)

C= confidence level at 0.05 is 1.96.

Therefore, the sample size of this study is calculated as follows:

$$N_s = \frac{(620)(0.5)(1 - 0.5)}{(620 - 1)(0.05/1.96)^2 + (0.5)(1 - 0.5)}$$
$$N_s = \frac{155}{619 \times 0.00065 + 0.25}$$
$$= \frac{155}{0.65235}$$

n= 237

To avoid un-guided generalization, the researcher chooses to sample as proposed by Amin (2005) who imply that sampling is significant in choosing components from a population in such a way that the sample elements chosen represent the population. For the purpose of this study a sample of 237 respondents were drawn from the population of 620 working in Federal University of Technology, Minna.

3.5 Sampling Techniques

The research process for selecting appropriate members of the population for the study is considered as sampling (Sekaran & Bougie, 2013). The present research prefers to adopt the probability sampling design. Furthermore, the probability sampling is preferred rather than the non-probability sampling for each of the elements in the population. A conclusion can be drawn from the population based on the characteristics of the sample chosen which can be generalized.

It is believed that if the sample is carefully obtained, it is then possible to generalize the outcome to the entire population in quantitative research as proposed by (Amin,

2005). The researcher employs simple random sampling where for each of the university non-academic staffs were randomly selected.

3.6 Units of Analysis

The unit of analysis of this study is individual non-academic staffs of the Federal University of Technology Minna, Nigeria. Past studies demonstrate proof of the utilization of the individual unit of investigation (Krallis & Souto, 2014; Shahzad, 2014; Ahmad et al., 2015).

3.7 Research instruments

3.7.1 Measurement of Variables

For the purpose of this study four independent variables (team and co-worker relationship, work environment, leadership, and training and career development) and a dependent variable (employee engagement) were examined. A five-point Likert scale ranging from 1. = “strongly disagree,” 2. = “disagree,” 3. = “neutral,” 4. = “agree,” and 5. = “strongly agree was employed in this study to measure all the variables. Table 3.1 presents the summary of study variables.

Table 3.1

Summary of Variables and Measurement of Instruments

Variable	No. of items	Source
Employee engagement	12	Gallup Organization (2008)
Team and coworker relationship	11	Hain & Francis (2004)
Work environment	8	Chandrasekar (2011)
Leadership	12	Bass & Avolio (1990)
Training and Career Development	7	ORC Internatinal purse (1990)
Total number of items	50	

3.7.2 Employee Engagement

Employee engagement construct was operationalized as one-dimensional. A scale developed by Gallup Organization (2008) consisting of 12 items was used to measure employee engagement. The details of the items is shown in Table 3.2.

Table 3.2

Items of employee engagement

Code	Items	Sources
EPE 1	I know what is expected of me at work	Gallup Organization (2008)
EPE 2	Materials and equipment needed to do my work are provided	
EPE 3	At work i have the opportunity to do what is best everyday	
EPE 4	In the last seven days i did receive recognition or praise for doing good work	
EPE 5	My supervisor or someone at work seem to care about me as a person	
EPE 6	There is someone at work that encourages my development	
EPE 7	At work my opinion seems to count	
EPE 8	The mission or purpose of our organization make me feel my job is important	
EPE 9	My co-workers are committed to do quality work	
EPE 10	I have a best friend at work	
EPE 11	In the last six months someone at work talked to me about my progress	
EPE 12	In last year i had opportunities at work to learn and grow	

3.7.3 Team and Co-worker Relationship

The team and co-worker relationship construct is conceptualized as one-dimensional, and is measured using 11 items adapted from Hain and Francis (2004). Table 3.3 presents the detail of the items.

Table 3.3
Items of team and co-worker relationship

Code	Items	Sources
TCWR 1	I have good relationship with my co-workers	Hain and Francis (2004)
TCWR 2	I like spending work hours with my co-workers	
TCWR 3	I look forward to working so i can see my co-workers	
TCWR 4	My co-workers and i cooperate well with each other	
TCWR 5	Co-workers positively affect my job experience	
TCWR 6	The more i interact with co-workers the better i enjoy my job	
TCWR 7	My co-workers positively affect my mood	
TCWR 8	My co-workers and i interact positively on the job	
TCWR 9	I enjoy the time i spend on the job with my co-workers	
TCWR 10	I feel lucky to be working with the people that i do	
TCWR 11	I feel fortunate that i have good co-worker relationship	

3.7.4 Work Environment

An instrument developed by Chandrasekar (2011) with 8 items was utilized. The items are shown in Table 3.4.

Table 3.4
Items of work environment

Code	Items	Sources
WOE 1	Our office building space influence me to stay in the office	Chandrasekar (2011)
WOE 2	My relationship with fellow workers is cordial	
WOE 3	My relationship with my supervisor is cordial	
WOE 4	There is equality of treatment at our work place	
WOE 5	Our work environment allows me to complete my daily tasks easily	
WOE 6	In our office employees are recognized as individuals	
WOE 7	In our work place procedures are followed strictly to identify and control workplace hazards	
WOE 8	In our office employees feel they are given the right to control their work environment	

3.7.5 Leadership

The leadership construct is conceptualized as one-dimensional. Leadership was measured using a scale by Bass and Avolio (1990), which consist of 12 items. Table 3.5 shows the detail of the items.

Table 3.5
Items of leadership

Code	Items	Sources
LED 1	Leaders treats subordinate as an individual with different needs, abilities and aspirations	Bass and Avolio (1990)
LED 2	Our leaders talks about importance of mutual trust among members	
LED 3	Our leaders behave in a way that is consistent with the ideals and values he or she espouses	
LED 4	Our leaders talks with conviction about his/her values and ideals	
LED 5	Our leaders make personal sacrifices and goes beyond self-interest for benefit of the organization	
LED 6	Our leaders questions traditional assumptions and belief about the best way to do things	
LED 7	Our leaders provides me with assistance in exchange for my effort	
LED 8	Our leader expresses satisfaction when i meet expectation	
LED 9	Our leaders spend time teaching and coaching	
LED 10	Our leaders express confidence that goals will be achieved	
LED 11	Our leaders heightens my desire to succeed	
LED 12	Our leaders increase my willingness to try harder	

3.7.6 Training and Career Development

A scale by ORC International purse (1990) was utilized to measure training and career development. This instrument consist of 7 items, as shown in Table 3.6.

Table 3.6
Items for training and career development

Code	Items	Sources
TCD 1	My performance has improved as a result of the skills i have developed over the past years	Orc International purse (1990)
TCD 2	There are opportunities for me to develop my career	
TCD 3	Training and development i have received is helping me to develop my career	
TCD 4	My work gives me a sense of personal accomplishment	
TCD 5	I have regular reviews on my development with my manager	
TCD 6	I have training and development plan agreed with my manager	

3.8 Method of Data Analysis

The collected data in this study will be statistically analyzed by using the statistical package for social sciences (SPSS) to decide whether the developed hypotheses are supported or not. Prior to the main data analysis, data preparation and screening such as coding, data editing, omission, reliability and transformation will be done to ensure that the collected data are qualified to be used for the main data analysis. The specific statistical techniques that will be employed in this study are discussed below.

3.8.1 Pearson Product-Moment Correlation

Pearson product-moment correlation was used to examine the linear correlation between two variables (the independent and dependent variable). This study employed correlation analysis to determine the bivariate relationship between the team and coworker relationship, work environment, leadership and training and career development and employee engagement. According to Pallant (2011), the relationship between the variables will be revealed by using person product-moment correlation.

3.8.2 Multiple Regression

Multiple regression was used in analyzing the relationship of the variables. It is used when more than one variable jointly regressed to provide explanations about the variance in the dependent variable. In multiple regressions, R^2 indicates the amount

of variance explained in the dependent variable. The result of the multiple regression can be interpreted when the F-statistics and its significance level is known.

3.9 Summary of the Chapter

The methodological approach of this research was presented in this section. Specifically, quantitative research approach was employed in this study. Primary data will be collected from the non-academic staffs of the Federal University of Technology Minna, Nigeria. Also, the sampling procedure and techniques, data collection method and analysis employed in this study were also presented in this chapter.



CHAPTER FOUR

RESULTS OF ANALYSIS

4.1 Introduction

In this chapter, the analyses of results were presented using SPSS. The initial data screening and the preliminary analysis are then discussed. The descriptive statistics result for respondent information and the constructs, and the results of the tested hypotheses in the study are presented.

4.2 Response Rate

A total of 237 questionnaires was administered to non-academic staffs of the Federal University of Technology, Minna Nigeria in this study. Several phone calls, reminders were made in an attempt to achieve high response rates, and also SMS was sent to respondents who were yet to complete their questionnaires after four weeks via telephone calls (Dillman, 2000; Porter, 2004). Hence, these attempts yielded 178 returned questionnaires, out of 237 questionnaires that were distributed to the target respondents. Twenty eight (28) questionnaires out of 178 returned questionnaires were unusable. From these 28 unused questionnaires, 5 were not used because the participants did not complete a significant part of the questionnaires, while the other remaining 23 were deleted as a result of univariate and multivariate, which will be discussed under the outliers. Hence, remaining 150 questionnaires were used for further analysis. This accounted for 63.3% valid response rate. Therefore in this study, the response rate of 63.3% is adequately considered for the

analysis as shown below in Table 4.1. As suggested by Sekaran and Bougie (2013) for a sufficient response rate for surveys, 30 % would be deemed enough.

Table 4.1

Response Rate of the Questionnaires

Response	Frequency/Rate
No. Of distributed questionnaires	237
Returned questionnaires	178
Returned and excluded questionnaires	28
Returned and usable questionnaires	150
Unreturned Questionnaire	59
Valid response rate	63.3%

4.3 Data Screening and Preliminary Analysis

Initial data screening is essential in any multivariate analysis because it assists the researcher to identify any possible violations of the key assumptions, concerning the application of multivariate techniques of data analysis. In addition, preliminary data screening assists the researcher to better understand the data collected for further analysis (Hair *et al.*, (2007). The entire 178 returned questionnaires were coded and entered into the SPSS before conducting the initial data screening. After data coding and entry, preliminary data analyses were performed such as (1) missing value analysis, (2) assessment of outliers, (3) normality test, and (4) multicollinearity test (Hair *et al.*, 2010; Tabachnick & Fidell, 2007).

4.4 Data Screening and Editing

In conducting any multivariate analysis, data cleaning and screening are vital. Because of the fact that the quality and the meaningful outcome of the analysis

mostly depend more or less on the initial data cleaning, the missing data and outliers were checked and treated accordingly.

4.4.1 Missing Data

The data composed were entered in Statistical Package of Social Science (SPSS) software to check whether there are missing data the first descriptive statistics were run and nine (9) were randomly missed. Team and co-worker relationship had one missing value, work environment had one missing values, employee engagement had four missing values. Age and gender with two and one missing value respectively. Even though in the data set there was no acceptable percentage of missing values for making a compelling statistical inference, it was generally agreed by researchers that the missing rate of 5 % or less than that is not significant (Schafer, 1999; Tabachnick & Fidell 2007).

As suggested in the literature, the easiest way to replace the missing values is by using the mean substitution, where the total percentage of missing data is 5% or less (Raymond, 1986; Tabachnick & Fidell, 2007). Thus, missing values were replaced using mean substitution in this study (Tabachnick & Fidell, 2007). Table 4.2 shows the total and percentage of random missing values in the present study.

Table 4.2

Missing values

Items	Number of missing values
-------	--------------------------

Team and co-worker Relationship	1
Work environment	1
Employee engagement	4
Age	2
Gender	1

4.4.2 Outliers

Byrne (2010) described that the outliers in a giving set of data are those whose scores are significantly unrelated from all the others. Tabachnick and Fidell (2007) recommended that in identifying of the univariate outlier, it should be through the observation of z score. Each of the items has to be within the range of 13.29 (0.001 significance level) of the z score. Any value exceeding 13.29 in this investigation will be deleted. Therefore, two questionnaires were deleted as a result of univariate. Additionally, multivariate outliers were identified using the Mahalanobis distance. In this study, a multivariate outlier was checked and removed going by figure with 71 at 0.05 degree of freedom.

Therefore, cases of eight (21) questionnaires were deleted based on the fact that they were above the recommended threshold of chi-square which is 93.17 ($p = 0.001$). Mahalanobis values that surpass this threshold were deleted. Following this criterion, furthermore, no more outliers had been found in the data set after the Mahalanobis distance was re-conducted. For further multivariate analysis, the remaining 150 cases were considered.

4.4.3 Normality Test

One of the difficulties face as regards to inferential statistics is the normality of how the data collected was distributed. In order to examine the normality of the data collected, the study will employed the assessment of the skewness and kurtosis. As suggested by Hair et al., (2010) the acceptable threshold for skewness and kurtosis is below ± 3 for skewness and below ± 8 for kurtosis. The result presented in Table 4.3 reveal that, the values of skewness and kurtosis for the variables are below the threshold. As such, this result shows the data collected for this study is normally distributed. Furthermore, the histogram with normality plot presented in Figure 4.1 depicts that the data collected in this study is neither negatively nor positively skewed. Rather, the data converged at the centre which explained why the normality plot is bell-shaped.

Table 4.3

Results of Normality

Variables	Mean	Std.	Skewness		Kurtosis	
	Statistic	Deviation	Statistic	Std. Error	Statistic	Std. Error
TCWR	2.98	.393	-.247	.198	-.109	.394
WOE	3.09	.487	-.103	.198	-.403	.394
LED	3.45	.481	-.424	.198	-.831	.394
TCD	3.15	.464	-.070	.198	-.144	.394
EPE	2.96	.580	-.473	.198	-.076	.394

N = 150

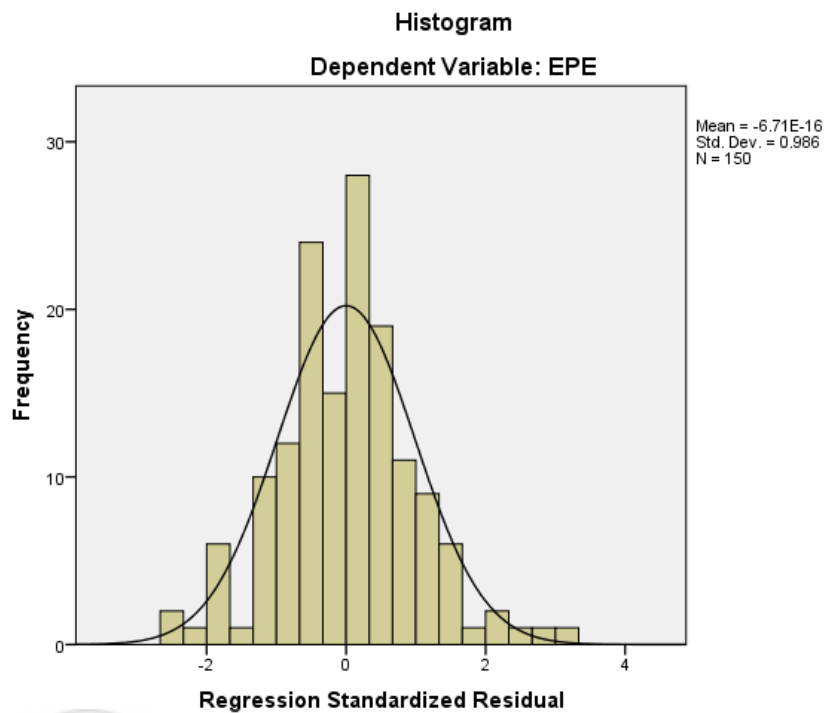
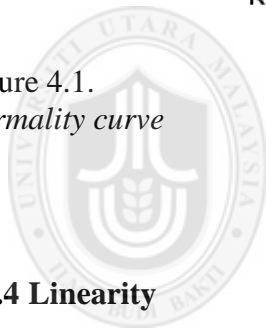


Figure 4.1.
Normality curve



4.4.4 Linearity

The linearity assumption is confirmed on normal probability plot of the regression-standardized residual, according to the suggestion of previous studies. The result of linearity for both dependent variable; employee engagement and independent variable; Team and coworker relationship, work environment, leadership and training career development show that all the points' line in a reasonably straight diagonal way. Therefore, it indicate that, the assumptions of linearity are met and there are no major deviations in the dataset as shown in Figure 4.2.

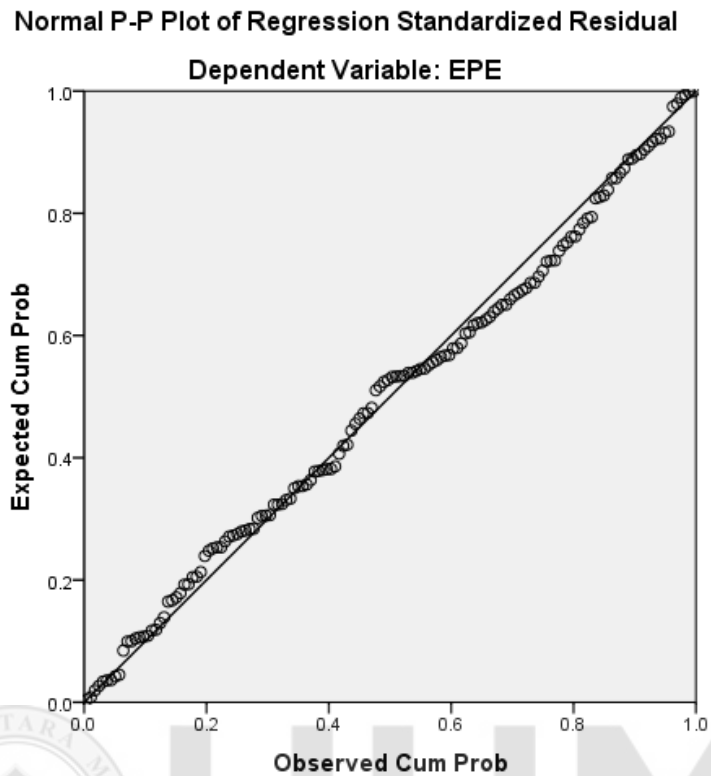
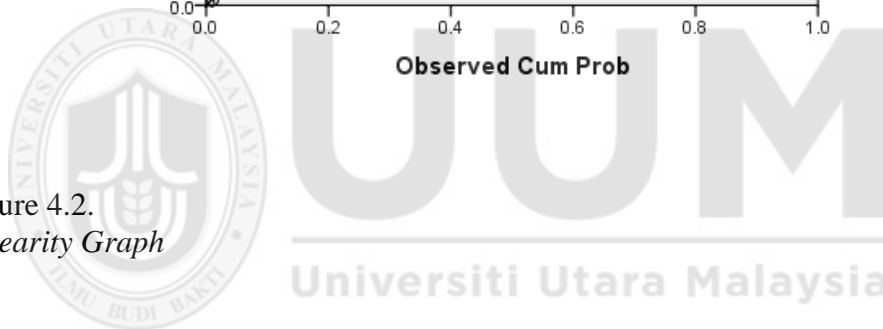


Figure 4.2.
Linearity Graph



4.4.5 Homoscedasticity

Homoscedasticity test is conducted by using scatter plot (Hair *et al.*, 2010; Pallant, 2013). Scatter plot diagrams of standardised residuals is used to test the homoscedasticity for both independent variable and dependent variable. In this study the assumption of homoscedasticity is therefore met as shown below in figure 4.3.

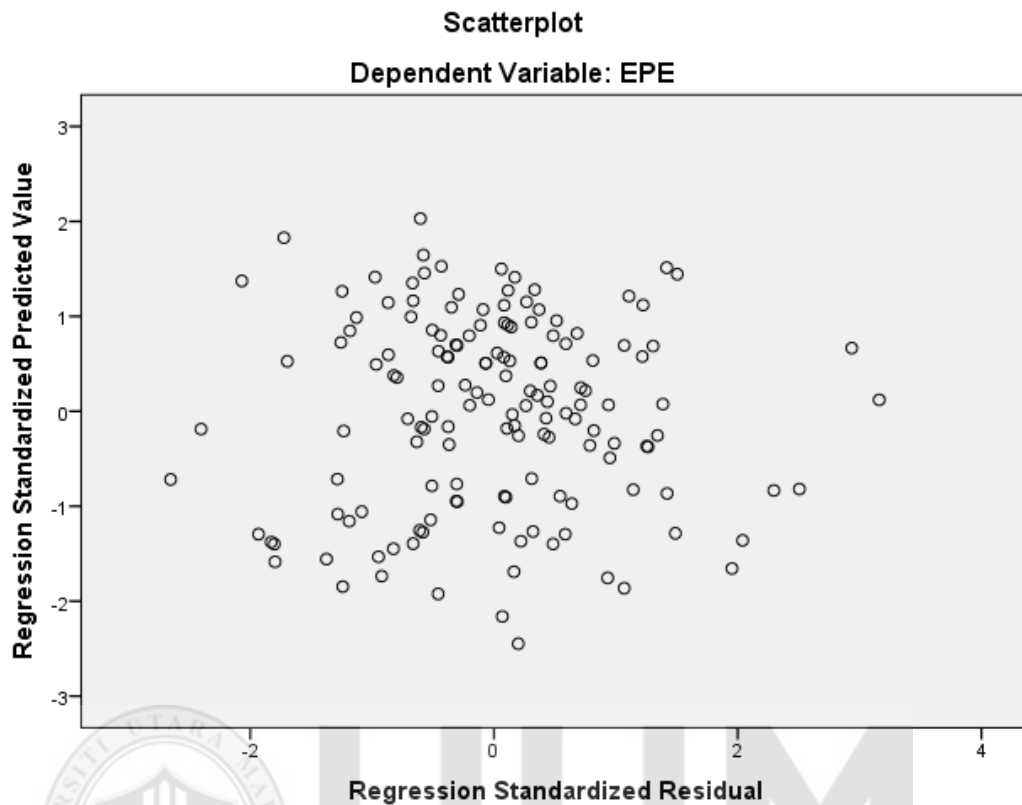


Figure 4.3
Homoscedasticity graph

4.4.6 Multicollinearity Test

Multicollinearity is said to occur when the independent variables are extremely interrelated (Tabachnick & Fidell, 2007). The presence of multicollinearity among the exogenous latent constructs will distort the estimates of regression coefficients and their statistical significance test substantially (Chatterjee & Yilmaz, 1992; Hair *et. al.*, 2006). As soon as two or more constructs are excessively interrelated, they enclose unnecessary information, and for that reason, not all of them are required in the same analysis since they enhance or increase the size of error terms, and weaken the analysis. In screening the multicollinearity in this study, the regression result

from SPSS was used to examine the Variance Inflation Factor (VIF) and tolerance level. Therefore, according to Hair et al., (2010) the rule for the cut-off points is that the VIF should not exceed 10 while tolerance values should not be less than 0.10. See Table 4.4 below.

Table 4.4

Multicollinearity Test based on Tolerance Values and VIF

Exogenous Variable	Collinearity Statistics	
	Tolerance	VIF
TCWR	.698	1.432
WOE	.452	2.212
LED	.775	1.291
TCD	.497	2.014

a. Dependent Variable: EPE= Employee Engagement
 NOTE: TCWR= Team and Coworker Relationship, WOE=Work environment, LED= Leadership, TCD= Training and Career Development

It can be clearly seen from Table 4.4 that tolerance ranges between 0.452 - 0.775, and significantly > 0.10. Similarly, VIF ranges from 1.291 – 2.212, and hence is < 10 (Tabachnick & Fidell, 2007). Thus, it was concluded that the multicollinearity problem among the exogenous variables is not an issue.

4.4.7 Reliability Analysis

The table 4.5 below indicated that the Cronbach alpha were calculated which served as the instrument used in an attempt to find out internal reliability. The Cronbach alpha for the dependent and independent variables (employee engagement, team and co-worker relationship, work environment, leadership and training and career

development) scale were .806, .672, .652, .724, .604, respectively. The table below shows the result which indicated the range of Cronbach alpha which are between .604 and .806. According to Robinson et al.,(1991) he recommend 0.60 to be the minimum accepted value, hence the Cronbach alpha of the variables in this study are reliable. Furthermore, according to Hair et al., (2014) he suggested that items that are below the loading of .40 should be deleted. For this reason, one item each for Employee Engagement and Team and Co-worker Relationship are deleted as they are below the recommended threshold of .40.

Table 4.5

Reliability coefficients for the study variables

Variable	Number of items	Item Deleted	Cronbach Alpha
Employee Engagement	11	1	0.806
Team and Co-worker	10	1	0.672
Work Environment	8	-	0.652
Leadership	12	-	0.724
Training and Career Dev.	7	-	0.604

4.5 Respondents Profile

Table 4.6 presents respondent's demographic profile. The respondents were requested to provide several personal information; which include the age, gender, marital status, qualification, and years of working experience. On the issue of age,

this study shows 21 respondents out of the total responses representing (14.0 %) are less than 30 years, then between 30-40 years with 45 responses representing (30.0 %), 51 out of the total responses representing (34.0%) are between the age of 41-50 years, respondents between the age group of 51- 60 years with 22 responses which stand as (14.7 %) and those that are 61 years and above had 9 representing (6.0 %). In terms of the marital status of the respondents, married dominated with 108 responses representing (72.0 %), and singles gave 42 responses equivalent to (28.0 %). As regards to gender, Most of the responses in this study were given by male with 99 responses, representing (66.0 %), and female 51 responses, representing 34 %. Regarding the educational qualification, majority of the employees were master/Ph.D holders with (52.0 %) of the total responses, followed by Degree/ Professionals holders with (25.3 %), those with certificate/ Diploma with (15.3 %), and finally those with secondary school and below certificates amounting to 11 responses representing (7.3%) of the total responses. In terms of working experience, 54 respondents had between 11-15 years of working experience which is (36.0 %), 39 respondents with 6-10 years (26.0 %), 25 respondents with 16-20 years of experience (16.7%), those with less than 5 years had 25 representing (16.7%), whereas 20 and above years had 7 equivalent to (4.7%).

Table 4.6
Respondents profile

Demographic Variables	Category	Frequency	Percentage
Age	Less than 30 years	21	14.0%
	30-40years	47	31.0%
	41-50years	51	34.0%
	51-60years	22	14.7%
	61years and above	9	6.0%
Marital status	Single	42	28.0%
	Married	108	72.0%

Gender	Male	99	66.0%
	Female	51	34.0%
Educational qualification	Secondary certificate and below	11	7.3%
	Certificate /Diploma	23	15.3%
	Degree/ Professionals	38	25.3%
	Master/Doctoral Degree	78	52.0%
Years of working experience	Less than 5years	25	16.7%
	6-10years	39	26.0%
	11-15years	54	36.0%
	16-20years	25	16.7%
	20years and above	7	4.7%

4.6 Descriptive Statistics for the Variables

The most common measure of central tendency is the mean, which is referring to the average value of the data set (Sekaran & Bougie, 2010). Standard deviation is a measure of spread or dispersion, which provides an index of variability in the data set and it is the square root of variance. Both mean and standard deviation are fundamental descriptive statistics for interval and ratio scale. This study used five point Likert scale, and the interpretation of Nik et al., (2010) level of score is adapted. They recommended that scores of less than 2.33 are low level, 2.33 to 3.67 are moderate level, and 3.67 and above regarded as high level. Table 4.7 below presents the mean and standard deviation of the variables used in this study. The table below shows the statistic of the independent and dependent variable with the mean ranging from 2.96 - 3.45, and standard deviation from .393 - .580.

Table 4.7

Mean and Standard Deviation of Study Variables

Variables	Mean	Std. Deviation
	Statistic	Statistic
TCWR	2.98	.393
WOE	3.09	.487
LED	3.45	.481
TCD	3.15	.464
EPE	2.96	.580

4.7 Correlation Analysis

Correlation analysis is a statistical technique that is used to establish the direction and weight of relationships between two or more variables (Pallant, 2013). This is established using correlation coefficients where both the positive and negative can be determined. Furthermore, the weight of relationship can be determined with the value of the Pearson Product Moment Correlation Coefficient (r). The r value often ranges between +1 and -1. An r value that is close to +1 indicates a strong positive relationship while an r value close to -1, can be interpreted as a strong negative relationship. However, there is no relationship to consider when r value is equal to zero.

According to Hair *et al.* (2010), several assumptions must be met if the researcher wants to use r in investigating the correlations between the variables of the study as follows. These assumptions including, the data must be in an interval or ratio data. This assumption is met in this study as the data collected is in interval using the Liker-type scale. Secondly, the relationship under examination should be linear. This

assumption is also met, as this study aim to examine the direct relationship of independent variables on dependent variables. The final assumption that must be met before conducting a correlation analysis is to ensure the data is normally distributed. Evidently, this assumption has also been met as the result presented in section 4.4 revealed that, the data used for the analysis in this study is normally distributed. Therefore, this study consider conducting correlation analysis using the Pearson Product Moment Correlation Coefficient. The Cohen's guideline for correlation strength is presented in Table 4.8 to interpret the weight of the relationship in this study.

Table 4.8
Cohen's Guideline of Correlation Strength

R-values	Strength of Relationship
$r = +.10$ to $.29$ or $r = -.10$ to $-.29$	Low
$r = +.30$ to $.49$ or $r = -.30$ to $-.49$	Moderate
$r = +.50$ to 1.0 or $r = -.50$ to -1.0	High

Source: Cohen (1988)

The result of the correlations among the variables including the independent variables and the dependent variable are presented in 4.8. The result is interpreted with regards to the strength of the independent and dependent variable in Table 4.9.

Table 4.9
Inter Correlation of Study Variables

	TCWR	WOE	LED	TCD	EPE
TCWR	1				
WOE	.535**	1			
LED	.211**	.425**	1		
TCD	.450**	.682**	.441**	1	
EPE	.252**	.491**	.743**	.551**	1

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

The above table 4.9 explain the correlation between the dependent variable that is employee engagement and the independents variables which includes: team and co-worker relationship, work environment, leadership and training and career development as shown above. The result presented in Table 4.9 shows that, the relationship between team and co-worker relationship is low ($r = .252$). In addition, the result depicts the relationship between work environment and employee engagement is moderate ($r = .491$). The study also found that the relationship between leadership and employee engagement is high ($r = .743$). Finally, the relationship between training and career development and employee engagement was found to be high ($r = .551$).

4.8 Regression Analysis

This section presents the analysis of testing the hypothesis formulated in this study. This is very important because the above analysis are the preceding analysis to ensure the hypothesis in this study were tested correctly. In the present study, a standard multiple regression is employed to test for the acceptance or rejection of the formulated hypothesis. The results of the multiple regression are discussed in relation to the objectives of the study. Hair et al. (2010) established three steps for

interpreting the results of multiple regressions. The first of the steps is checking F value to determine the statistical significance of the model. The second step is checking for R^2 value. Hair et al. (2010) provided the categorization of acceptable R^2 value based on the number of independent variables and sample size as presented in Table 4.10 below. Finally, the last step for interpreting the result of multiple regression is to examine the regression coefficients and their Beta coefficient (b) to determine the role of independent variables that have statistically significant coefficients.

Table 4.10
Regression Analysis of Study Variables

Model	Beta (b)	T Value	Sig
Team and Co-Worker Relationship	-.029	-.465	.643
Work Environment	.086	1.122	.264
Leadership	.608	10.407	.000***
Training and Career Development	.238	3.261	.001***
R²			.617
Adjusted R²			.607
F Change			58.444

Dependent Variable: Employee Engagement.

Table 4.10 above shows R^2 is 61.7% of the total variance in employee engagement. This means that the 4 exogenous latent variables, team and co-worker relationship, work environment, leadership, and training and career development collectively explain 61.7% of the variance of the employee engagement. Therefore, following Chin (1998), Falk and Miller (1992) criteria, the acceptable level of R^2 value of the endogenous latent variables has been achieved and this was considered as substantial. Furthermore, Chin (1998) recommended minimum threshold of 0.67,

0.33 and 0.19 as substantial, moderate and weak respectively. Hair, et al., (2014) prescribed minimum threshold for R^2 value of 0.75, 0.50 and 0.25 as strong, moderate and weak respectively.

At the outset, Hypothesis 1 predicted that the team and co-worker relationship is significantly related with the employee engagement. The result show insignificant relationship between Training and career development and Employee Engagement ($\beta = -0.29$, $t = -.465$, $p > 0.05$), thus hypothesis 1 is not supported.

Hypothesis 2 predicted that work environment is significantly related to employee engagement. Result indicated that work environment has insignificant relationship with employee engagement ($\beta = .086$, $t = 1.122$, $p > 0.05$). Hence, hypothesis 2 is not supported. Hypothesis 3 predicted that leadership is significantly related to employee engagement. The result indicated that leadership has significant relationship with employee engagement ($\beta = .608$, $t = 10.407$, $p < 0.01$), therefore hypothesis 3 is supported. Hypothesis 4 postulated that Training and Career development is significantly related to employee engagement. Findings revealed that training and career development has significant relationship with employee engagement, therefore Hypothesis 4 is supported. ($\beta = .238$, $t = 3.261$, $p < 0.01$), thus Hypothesis 4 is supported.

4.9 Summary of Findings

Table 4.11 below shows the summary of the hypothesis testing. The next chapter will focus on discussion concerning the research questions and the hypotheses tested.

A summarization of the aim of this research and the implication would be discussed.

Additionally, limitation and suggestions for future study are presented.

Table 4.11

Summary of Hypothesis Testing

Hypothesis	Statement	Finding
H1	There is a significant relationship between team and co-worker relationship and employee engagement.	Not Supported
H2	There is a significant relationship between work environment and employee engagement.	Not Supported
H3	There is a significant relationship between leadership and employee engagement.	Supported
H4	There is a significant relationship between training and career development and employee engagement.	Supported



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CHAPTER FIVE

DISCUSSIONS AND CONCLUSIONS

5.1 Introduction

This chapter provides discussion of the research findings on the relationship between factors predicting employee engagement which includes team and co-worker relationship, work environment, leadership and training and career development among the non-academic staffs of Federal University of Technology Minna, Nigeria. The section moved forward to explain the theoretical and practical implications of the study, limitations and recommendations for future research are also discussed.

5.2 Discussion

The discussion of the study basically focused on the research questions stated in chapter one of this study. Research questions were answered by research objectives. The research questions are as follows: 1) Does team and co-worker relationship has a significant relationship with employee engagement? 2) Does work environment has a significant relationship with employee engagement? 3) Does leadership has a significant relationship with employee engagement? 4) Does training and career development has a significant relationship with employee engagement?

5.2.1 Team and Co-Worker Relationship and Employee Engagement

This study proposes that team and co-worker relationship have significant relationship with employee engagement. The result of multiple regression analysis showed no significant relationship between team and co-worker relationship and

employee engagement. Therefore, it was not supported. The result is inconsistent with past studies that found significant relationship between team and co-worker relationship and employee engagement (e.g, Fiedler et al., 1977, Tsao, 1990, Ducharme & Martin, 2000, Anitha, 2014). The findings of this study indicate team and co-worker relationship is not a good factor of employee engagement in the Federal University of Technology Minna. Therefore, it can be said that the employees in the university doesn't need to be in group before they can discharge their duties effectively. In other words, they might end up been distracted as a result, which is detrimental to the organization. From the above possible reasons mentioned, it can be said that this independent variable has no relationship with employee engagement and such is not important.

5.2.2 Work Environment and Employee Engagement

In answering the second research question, one research hypothesis was formulated and tested using the SPSS. Hypothesis 2 of this study stated that work environment is significantly related to employee engagement. The result is not supported, which is inconsistent with past studies (Anitha 2014; Miles et al., 2000; Harter et al., 2002; Holbeche & Springett 2003; May et al.,2004; Rich et al.,2010;). The findings of the study indicate that work environment is not a predictor of employee engagement, as such has no relationship. The possible reason is that employees of the university in question don't get distracted by the environment setting when it comes to discharging their duties, or rather the settings of the university environment does not call for any special attention. Therefore, this independent variable has no any

significant bearing on the engagement of employees in Federal University of Technology Minna.

5.2.3 Leadership and Employee Engagement

In answering the third research question, one research hypothesis was formulated and tested. It could be recalled that Hypothesis 3 stated there is a significant relationship between leadership and employee engagement. The result of this study found leadership as positively and significantly related to employee engagement, which is consistent with the past studies (e.g. Raja, 2012; Padma et al, 2012). The studies found a significant relationship between leadership and employee engagement, and as such are consistent with the findings of this study. The findings can be interpreted as thus, employees understanding and interpretation of leadership in the university such as; ideas, influence, motivation, inspiration and stimulation have a significant effect on their engagement. Therefore, what the findings is showing is that leadership plays a significant role in employee engagement.

Hence, the management of the university should enhance leadership by looking out for individuals with exceptional qualities such as; hard working, innovative, good character and skills. For instance, leaders with great vision and at the same time care more about their subordinates as well display good behaviour in order to enhance employee engagement in universities in Nigerian context. Hence, the management of the university must look into the issue of leadership and to make sure that leaders do serve rather than be served.

5.2.4 Training and Career Development and Employee Engagement

In answering the fourth research question, one research hypothesis was formulated and tested. Hypothesis 4 of this study states that there is a significant relationship between training and career development and employee engagement. As expected, the findings indicates a positive and significant relationship between training and career development and employee engagement, which is consistent with past studies (e.g, Sarkar, 2011; Huselid, 1995; Sadar et al., 2011, Anitha, 2014). Hence, Hypothesis 4 is supported. This result shows that training and career development is a good factor of employee engagement. Furthermore, the findings indicate that the administration and management of the university should pay more attention to training and career development as it is one of the most essential independent variable that enhances engagement of employees.

The importance of training and career development cannot be measured, since the success of every organization depends on the available quality of human resources. Therefore, the ability of the employees to acquire qualities such as skills, hard working as well as learning to work without much supervision will without doubt improves the non-academic staffs, thereby enhances their engagement. Furthermore, stake holders concern and administration of the university must acknowledge that training should and must be a continuous process. Hence, in other to enhance it, a systematic well organized and training programme must be put in place which will enhance productivity, heightened morale, reduce redundancy and help employees stay longer in the organization for the betterment and realization of goals.

5.3 Implications of the Study

The research findings of this study empirically proved on the significant relationship between predictors of employee engagement in Federal Univeristy of Technology Minna. These findings shows leadership and training and career development are significantly related to employee engagement, whereas team and co-worker relationship and work environment was found to be insignificant.

The findings of this study will be vital to chief executives, managers and other stake holders to put into consideration on these influencing factors seriously, which will enhanced the efficiency and performance among the non-academic staffs of the Universities in Nigeria. Furthermore, the end result of this research will virtually help stakeholders (governmental and non-governmental) in policy making and in making suitable decisions as regards to the high level of efficiency, performance and high productivity of the employee engagement management practice.

The academic implication of this study is classified into two dimensions, factors influencing employee engagement in the context of university and research model for this study. Most previous researchers did not address employee engagement at the university context. Therefore, this study makes an effort to fill the research gap. The framework examine the factors influencing employee engagement will provide a direction for future studies. The model developed in this study will strive to determine the importance of the factors influencing employee engagement. Specifically, four factors were assembled in this study as well four hypothesis were developed. This model will offer future researchers with the framework needed to

investigate other part of employee engagement among the university staffs and also complement the existing literature.

Theoretically, the study assessed and test the model developed for team and co-worker relationship, work environment, leadership and training and career development as influencing factors with the aim of utilizing the dependent variable (employee engagement). The research study can provide policy makers and private organizations an instrument to assess how these factors such as leadership and training and career development could affect adoption of a good management system. Underpinned by the social exchange theory, this study provided empirical evidence for bridging the knowledge gap with regards to measuring employee engagement among non-academic staff of the universities in Nigeria. The study has made a number of contributions. Firstly, the framework of this study is a contribution to knowledge because it complements the literature, extending the Social Extend Theory (SET) to employee engagement at the university level. Secondly, each of the two objectives and hypothesis achieved in this study stand to be a contribution in itself and are all contributions to employee engagement practice.

5.4 Limitation of the Study and Suggestion for Future Research

A number of limitations have been identified in the course of conducting this research. They are as follows;

Firstly, based on the findings of previous studies, a cross-sectional study was employed in this study. This is as a result of the type of information deemed necessary and sufficient by using the cross-sectional data collection method. This

result is not adversely affected in any way by this method, relying on the cross-sectional method, has been found in some previous studies to be successful. However, at different points in time efficiency behaviour could have been able to be captured by the longitudinal method.

Secondly, the survey method was relied upon by the current study, due to the complex nature of employee engagement construct. Nevertheless, in this field, it might be beneficial to conduct personal interviews by future researchers to harmonize the information achieved through the survey method. The response rate of this study is 63.3 %. However, by using both the qualitative and quantitative methods of collecting data, it may have a positive effect in increasing the response rate, and it may be possible that the respondents who will participate in the interview /survey would be able to give an improved response and demonstrate a clear understanding of the research.

Thirdly, the study concentrate on one respondent only. The respondents are the non-academic staffs of the Federal University of Technology Minna, because they are also responsible for the organizations' decision-making. Although the non-academic staffs are agreed by most scholars as the most prominent in efficient adoption (Jantan *et al.*, 2003), capturing multiple respondents would be better instead of having a single respondent, as argued by scholars. Therefore, it is highly recommended to consider multiple respondents in future study, as more value will be added to the understanding of employee engagement.

5.5 Conclusion

This study investigate the influence of team and co-worker relationship, work environment, leadership, training and career development and employee engagement among the non-academic staffs of the Federal University of Technology Minna, Nigeria. In this study four hypothesis were developed. Out of the four hypothesis, only two hypothesis were supported. Result shows that leadership and training and career development were significantly related to employee engagement. Therefore, to increase employee engagement, the university administration should always call for good leadership, as well as provide more training and career development to the employees for the realization of the university goals.



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Appendix A

Questionnaire



Othman Yeop Abdullah
Graduate School of Business

Universiti Utara Malaysia

FACTORS INFLUENCING EMPLOYEE ENGAGEMENT IN THE FEDERAL UNIVERSITY OF TECHNOLOGY MINNA, NIGERIA

Dear sir/Madam,

Thank you for accepting to be one of my respondents. Your assistance will be highly appreciated in this research, which I am currently working on in partial fulfillment of the requirement for the award of my Master Degree. This research aims to assess the factors of employee engagement in the Federal University of Technology Minna, Nigeria. This survey is for the purpose of academic exercise and part of the requirement for the award of Master's Degree. Therefore, this questionnaire is aim at obtaining your valuable opinion in order to obtain information needed for the success of the study. While I promise all information provided will be treated with utmost confidentiality and used strictly for academic purpose. The questionnaire is expected to take only 10 minutes or even less than to complete. I greatly appreciate your participation in the study. Thank you for your cooperation and giving part of your time for the survey.

Best regards

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PART A RESPONDENTS INFORMATION

INSTRUCTION: please respond by ticking (√) in the box

1. Age
 Less than 30 years [] 31- 40 years [] 41-50 years [] 51- 60 [] 61 and above
2. Gender
 Male [] Female []
3. Marital status
 Single [] Married []
4. Educational Qualification
 Secondary Certificate and Below [] Certificate /Diploma [] Degree/Professionals [] Masters/PhD []
5. Work Experience
 Less than 5year [] 6-10years [] 11-15 years [] 16-20years [] 21 years and above []

PART B Answer the following questions.

		EMPLOYEE ENGAGEMENT				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
No						
1.	I know what is expected of me at work	1	2	3	4	5
2.	The materials and equipment needed to do my work are provided	1	2	3	4	5
3.	At work, i have the opportunity to do what is best every day	1	2	3	4	5
4.	In the last seven days, i did receive recognition or praise for doing good work	1	2	3	4	5
5.	My supervisor or someone at work, seems to care about me as a person	1	2	3	4	5
6.	There is someone at work that encourages my development	1	2	3	4	5
7.	At work, my opinion seems to count	1	2	3	4	5
8.	The mission or purpose of our organization makes me feel my job is important	1	2	3	4	5
9.	My co-workers are committed to do quality work	1	2	3	4	5
10.	I have a best friend at work	1	2	3	4	5
11.	In the last six months someone at work talked to me about my progress	1	2	3	4	5
12.	In last year, i had opportunities at work to learn and grow	1	2	3	4	5

TEAM AND CO-WORKER RELATIONSHIP						
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
	1	2	3	4	5	
No.						
1	I have good relationship with my co-workers	1	2	3	4	5
2	I like spending work hours with my co-workers	1	2	3	4	5
3	I look forward to working so i can see my co-workers	1	2	3	4	5
4	My co-workers and i cooperate well with each other	1	2	3	4	5
5	Co-workers positively affect my job experience.	1	2	3	4	5
6	The more i interact with my co-workers the better i enjoy my job	1	2	3	4	5
7	My co-workers positively affect my mood	1	2	3	4	5
8.	My co-workers and i interact positively on the job	1	2	3	4	5
9.	I enjoy the time i spend on the job with my co-workers	1	2	3	4	5
10.	I feel lucky to be working with the people that i do	1	2	3	4	5
11.	I feel fortunate that i have good co-worker relationship	1	2	3	4	5

WORK ENVIRONMENT						
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
	1	2	3	4	5	
No.						
1	Our office building space influence me to stay in the office and work comfortably	1	2	3	4	5
2	My relationship with fellow workers is cordial	1	2	3	4	5
3	My relationship with my supervisor is cordial	1	2	3	4	5
4	There is equality of treatment at our work place	1	2	3	4	5
5	Our work environment allows me complete my daily tasks easily	1	2	3	4	5
6	In our office employees are recognized as individuals	1	2	3	4	5
7	In our work place procedures are followed strictly to identify and control workplace hazard	1	2	3	4	5
8	In our office employees feel they are given the right to control their work environment.	1	2	3	4	5

LEADERSHIP						
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
	1	2	3	4	5	
No.						
1	Leaders treats each subordinate as an individual with different needs, abilities and aspirations	1	2	3	4	5
2	Our leaders talks about the importance of mutual trust among members	1	2	3	4	5
3	Our leaders behaves in a way that is consistent with the ideals and values he or she espouses	1	2	3	4	5
4	Our leaders talks with conviction about his/her values and ideals	1	2	3	4	5
5	Our leaders make personal sacrifices and goes beyond self-interest for the benefit of the organization	1	2	3	4	5
6	Our leaders questions traditional assumptions and belief about the best way to do things	1	2	3	4	5
7	Our leaders provides me with assistance in exchange for my effort	1	2	3	4	5
8.	Our leader expresses satisfaction when i meet expectation	1	2	3	4	5
9.	Our leaders spend time teaching and coaching	1	2	3	4	5
10.	Our leaders expresses confidence that goals will be achieved	1	2	3	4	5
11.	Our leaders heightens my desire to succeed	1	2	3	4	5
12.	Our leaders increase my willingness to try harder	1	2	3	4	5

TRAINING AND CAREER DEVELOPMENT						
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
	1	2	3	4	5	
No.						
1	My performance has improved as a result of the skills i have developed over the past year	1	2	3	4	5
2	There are opportunities for me to develop my career	1	2	3	4	5
3	The training and development i have received is helping me to develop my career	1	2	3	4	5
4	My work gives me a sense of personal accomplishment	1	2	3	4	5
5	I have regular reviews on my development with my manager	1	2	3	4	5
6	I have training and development plan agreed with my	1	2	3	4	5

manager		1	2	3	4	5
7	People i manage have the skills they need to deliver their objectives					

If you have any comment related to employee engagement, kindly write below:

Thank you



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Appendix B

SPSS OUTPUT

AGE_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 30 years	21	14.0	14.0	14.0
	30 - 40 years	45	30.0	30.0	44.0
	3	2	1.3	1.3	45.3
	41 - 50 years	51	34.0	34.0	79.3
	51 - 60 years	22	14.7	14.7	94.0
	61 and Above	9	6.0	6.0	100.0
	Total	150	100.0	100.0	

GENDA_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	99	66.0	66.0	66.0
	1	1	.7	.7	66.7
	Female	50	33.3	33.3	100.0
	Total	150	100.0	100.0	

Marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	42	28.0	28.0	28.0
	Married	108	72.0	72.0	100.0
	Total	150	100.0	100.0	

Educational qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary school & below	11	7.3	7.3	7.3
	Certificate/ Diploma	23	15.3	15.3	22.7
	Degree/ Professional	38	25.3	25.3	48.0
	Master/ Doctorate	78	52.0	52.0	100.0
	Total	150	100.0	100.0	

Years of experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 5 years	25	16.7	16.7	16.7
	6-10years	39	26.0	26.0	42.7
	11--15years	54	36.0	36.0	78.7
	16-20years	25	16.7	16.7	95.3
	20years & above	7	4.7	4.7	100.0
	Total	150	100.0	100.0	

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.704	.289		-2.434	.016
	TCWR	-.042	.091	-.029	-.465	.643
	WOE	.102	.091	.086	1.122	.264
	LED	.733	.070	.608	10.407	.000
	TCD	.297	.091	.238	3.261	.001

a. Dependent Variable: EPE

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.993	4	7.748	58.444	.000 ^b
	Residual	19.223	145	.133		
	Total	50.216	149			

a. Dependent Variable: EPE

b. Predictors: (Constant), TCD, LED, TCWR, WOE

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.786 ^a	.617	.607	.36411

a. Predictors: (Constant), TCD, LED, TCWR, WOE

b. Dependent Variable: EPE

