

European Journal of Human Resource (EJH)



Quality of Messages on Employee Engagement in Technical Training Institutions in Kenya

Margaret Ngugi, Hellen Mberia, and Kyalo Wa Ngula



Quality of Messages on Employee Engagement in Technical Training Institutions in Kenya

Margaret Ngugi^{1*}, Prof. Hellen Mberia¹, and Dr. Kyalo Wa Ngula²

¹Jomo Kenyatta university of Agriculture and Technology Kenya.

²Chuka University Kenya.

*Corresponding Author's Email: mnjokius@yahoo.com

Abstract

Purpose: The purpose of this research was to establish the effect of quality of messages on employee engagement in technical training institutions in Kenya.

Methodology: The study was conducted using survey research design. Study population was all the 3780 trainers in the 102 technical institutions in Kenya out of which a sample of 360 respondents was used. Stratified random sampling, random sampling and stratified proportionate random sampling technique design were employed. Data was collected using a questionnaire which had both closed-ended (Likert type scale 1-5) questions and open ended questions. Questionnaires were distributed to 360 respondents out of which 322 completed the questionnaires giving a response rate of 89.4%. Cronbach's alpha was used to test for internal reliability of each variable used in the study. Data analysis was done by use of descriptive and inferential statistics.

Findings: The findings of the study supported that quality of messages has a significant effect on employee engagement and hence, it is a predictor of employee engagement among the trainers of technical institutions in Kenya.

Recommendation: This study recommends that there is need to improve the quality of messages as it significantly affects employee engagement in technical training institutions in Kenya. This can be done by ensuring that the messages are timely, accurate, adequate and complete.

Keywords: *Accuracy, adequacy, completeness, employee engagement, message quality technical training institutions*

1.0 INTRODUCTION

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

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

Technical expertise forms the basis for the actualization of industrial transformation and a meaningful pursuit for Kenya's Vision 2030. In spite of this, technical education has been given "casual" treatment since independence to date (Oroni, 2012). Research in these institutions has mainly concentrated on students' issues like choice of courses, enrolment, gender disparity, training, physical facilities, learning facilities and students discipline among others (Njoroge, 2015). Simiyu (2009) in a study of Kaiboi Technical Institute noted that the managers of technical institutions ought to apply contemporary approaches in personnel management such as open house discussions and feedback mechanism so as motivate their staff and in turn affect the quality of teaching. Communication from management should be believable, reliable, clear and timely. This makes the employee to be able to focus on their jobs and improve their performance (Welch & Jackson, 2007).

Management and communication within these institutions which are charged with a great responsibility of transforming the country have not been given due attention. Based on this backdrop then, the main task of this study was to focus on the effect of the quality of messages on employee engagement in technical institutions in Kenya.

2.0 THEORETICAL REVIEW

The study was informed by social exchange theory (SET), media richness theory (MRT)

2.1.1 Social Exchange Theory (SET)

Social exchange theory was used to help us elucidate workplace relationships and employee attitudes (Cropanzano & Mitchell, 2005). An employee's wish to return favours toward their organization and their direct supervisor are the result of these relationships (Cropanzano & Mitchell, 2005). If such relationships exist between trainers in technical training institutions, the government and also trainers' immediate supervisors, the former will reciprocate through engagement. SET gives a theoretical basis to explain why employees choose to become more or less engaged in their work and organization. The social exchange theory is deemed relevant in this study as it postulates that when organizations and supervisors provide assets such as quality

messages, which is an independent variable in this study, in a way that is perceived to be beneficial, employees will consider the relationship favorably and reciprocate with positive emotions, and behaviors, like engagement.

2.1.2 Media Richness Theory

The second theory that this study uses is media richness theory. The theory ranks media on a continuum of richness, or the ability of information to change understanding within a time interval (Daft & Lengel, 1986). This ability is determined by the medium's abilities to transmit nonverbal cues, express content in natural language, enable immediate feedback, and enable personalization (Daft & Lengel, 1986). Immediate feedback refers to the medium's capacity for multi-directional communication with little or no time delay. This capability allows a message receiver to have his or her interpretation of a message immediately checked by the message source (Daft & Lengel, 1986). The media richness theory informed this study as it asserts that a medium can enhance or distort the intended message.

2.2 Related Literature

2.2.1 Communication/Message Quality

Communication quality is the extent to which communication is perceived to be timely accurate, adequate and complete. An individual's perception of the value of the information they receive can be understood through the quality of the message ((Maltz, 2000). There are varying opinions regarding the dimensions of communication quality. This study aligns with Johlke and Duhan's (2001) conceptualization. Employees ought to receive and transmit information as at and when it is needed. The extent to which staffs get communication on organization performance and various topics are imperative for the smooth running of the organization.

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

This study investigated whether the four aspects of communication quality namely: timeliness, accuracy, adequacy, and completeness have an effect on employee engagement. Information is only important when it is received the time it is needed. Delay of information is failure in communication. It is the duty of the organization to ensure that shared information is delivered in time. The employees need to trust the information transmitted to them for them to execute their duties with confidence.

2.2.2 Employee Engagement

Employee engagement is a popular term both in industry as well as in academia (Schaufeli & Bakker, 2010). In academia, Kahn (1990) conceptualized engagement as the harnessing of organization members' selves to their work roles: in engagement, people employ and express

themselves physically, cognitively, emotionally and mentally during role performance. Employee engagement is multidimensional; engaged employees are emotionally, physically, and cognitively engaged in their daily work (Eldor & Harpaz, 2015).

Firstly, the cognitive aspects of work engagement focus on what an employee thinks about the organization and the employee's experience of absorption and involvement. This implies that employees work employ and express themselves physically, cognitively and emotionally during their role performance (Kahn, 1990). Secondly, the physical or behavioral component of work engagement focuses on the employee's involvement in the task and how employees conduct themselves in relation to the organization. Lastly, work engagement's emotional or affective component involves employees' feelings about their organization by showing commitment and dedication as well as being connected to their job (Schaufelli, et al, 2002). Based on these three aspects; it is argued that work engagement enables employees to positively associate with their jobs or roles on multiple levels (Christian, Garza & Slaughter, 2011). Vigor component has been reported as most crucial for job engagement (Demerouti & Cropanzano, 2010). Vigor is the energy and enthusiasm that the employee brings to the work place; that is characterized by high levels of energy, effort, resilience, persistence, and motivation to invest in their work (Kravina, Falco, De Carlo & Andreassen, 2014).

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

In a competitive situation or in a change process, engaged employees may be willing to do a bit more than just the required (Meyer 2014). Hakanen and Schaufeli (2012) indicates that one critical outcome of work engagement is employee performance because those employees who are engaged perform better. Marelli (2011) argued that employee engagement is associated with a high level of motivation to perform well at work, which is combined with passion for the work and a feeling of personal connection to the team and the organization. This implies that engaged employees will put a lot effort in their work because they identify with it (Hakanen & Schaufeli, 2012).

The benefits of work engagement in organizations are also high productivity and profitability; the customers become more satisfied and loyal, the employees are inclined to experience positive emotions such as, happiness, joy, and enthusiasm (Kravina et al., 2014). Engaged employees are noted to having lower turnover rates and higher retention (Ahmetoglu et al., 2015). Engaged employees have also said to perform better and stay longer in the organization because of their investing and dedication to work. Engaged employees often do personal initiatives more and their learning motivation is high (Aakanksha et al., 2013). In addition they feel empowered, involved,

emotionally attached and dedicated to the organization, and excited and proud about being a part of it (Mishra, Boynton & Mishra 2014).

2.2.3 Message Quality and Employee Engagement

Carriere and Bourque (2009) surveyed Canadian Paramedics to determine if there was a link between their organization's internal communication systems and job satisfactions. Their data revealed that there was indeed a significant link. They stated, "Internal communication systems that fail to generate communication satisfaction amongst employees will not and foster job satisfaction or affective organizational commitment regardless of the quantity of the information that is transmitted. Thus, managers must provide employees with timely and highly valued information" (Carriere & Bourque, 2009).

According to an academic research conducted through in-depth interviews with 32 senior human resources managers, the skill of maintaining clarity and consistency of messages was rated as having the utmost importance (Bambacas & Patrickson, 2013). Communication from management should be believable, reliable, clear and timely. This makes the employee to be able to focus on their jobs and improve their performance (Welch & Jackson, 2007).

Johlke and Dunhan (2001) conducted a study where the perception of communication quality was used as an intervening variable between sales manager and salesperson communication and individual-level job outcomes. Their study found a positive relationship between communication practices and perceptions of communication quality which, in turn, were significantly associated with communication satisfaction and organizational commitment. Moreover, Maltz (2000) conducted an empirical study based on a survey of 504 marketing managers and found perceived information quality to be an outcome of communication frequency and communication mode. In another study, 598 fulltime employees were surveyed on their perceptions of organizational communication. The results revealed that rich media (face-to-face) was more related to satisfaction in perceived quality of information from their direct leader. Also, trust in top management was positively related to perceived quality of information (Bryne & LeMay 2006).

3.0 METHODOLOGY

3.1.1 Research Design

Survey research design adopted in this study provides a quantitative description of trends, attitudes or opinions of a population by studying a sample of that population. The design entails the collection of data on more than one case and at a single point in time in order to collect a body of quantitative data in connection with two or more variables which are examined to detect patterns of association (Fowler, 2009). The survey research design was found to be appropriate in the study since the researcher was studying a sample in order to make generalizations about the target population. Moreover, the design was suitable because it enabled the researcher to make quantitative descriptions of the opinions of the population. The independent variable was message quality while the dependent variable was employee engagement. The study was conducted in public technical training institutions in Kenya. The selection criterion for the study was because all Government Institutions share the same organization structure. In addition, the Government employs trainers which clearly show harmony in all the Government institutions.

3.1.2 The Study Population

The study population was all the 3780 trainers in 102 public technical institutions in Kenya (Teachers Service Commission, 2018). The respondents were both male and female trainers. Trainers were chosen for the study since they are the main employees expected to provide information out of experience and understanding. They are also a suitable population of study due to their accessibility in different counties. Technical training institutions were chosen in this research because of the key role they are expected to play in the realization of vision 2030. In this study, the sample population was derived from the 102 public technical institutions in Kenya. (Gay, 1992) recommends a minimum sample of 20% in this study the researcher used 30%, and as such, the researcher used 30 institutions.

3.1.3. Sampling Technique

This study adopted stratified random sampling technique where the researcher used the eight administrative regions (strata) in Kenya. Simple random technique was then used so as to draw samples from each stratum. Simple random technique ensured that all the institutions had an equal and independent chance of being selected. Stratified proportionate random sampling technique was then used so as to ensure there is proportional allocation where each stratum(region) contributes to the sample a number of TVETS institutions that is proportional to the number of the institutions in that region.

3.1.4 Sample Size

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

3.1.5 Research Instrument

A self-administered structured questionnaire was used, to ensure the researcher maximizes on response rate. Gillham (2013) noted that the use of questionnaires is advantageous in a number of ways including efficiency, standardized responses and ease of analysis of the data there in. A 5-point Likert scale questionnaire was the major instrument of data collection for the study. Likert-scales are prevalent in social science research as they gain more statistically significant results (Cooper & Schindler, 2008).

4.1 ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1.2 Descriptive analysis of message quality

This subsection sought to investigate the effect of message quality on employee engagement. It sought to find out whether the quality of Messages received from the immediate supervisors affected the engagement of trainers in technical training institutions in Kenya. Message quality was conceptualized into four components: timeliness, accuracy, adequacy, completeness. Responses on the message quality are shown in table 1.

Table 1: Descriptive statistics for items of message quality

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

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

Table 2: Overall satisfaction with the level of quality of messages received

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

Overall, the participants were satisfied with the level of quality of messages received from supervisors (M=2.01, SD=0.809). 23.6% were very satisfied, 59.0% were satisfied 5% were dissatisfied while 12.4% were neutral. These findings were interpreted to mean that supervisors made efforts to ensure that employees received quality communication.

4.1.3 Descriptive statistics on the suggestions to improve communication level in the institutions

The respondents were asked to suggest ways in which the institutions would improve the level of communication and the results were presented in table 3.

Table 3: Suggestions to improve communication level in the institutions

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

Majority stated that the institutions should adopt and utilize a variety of communication methods for official communications (18.82%) and that; they should make more frequent and timely communication among employees and their supervisors (17.06%). Other reasons stated were provision of more accessible notice boards (1.76%), all consumer of information should be encouraged to embrace social media (2.94%), clarity of message being passed (7.06%), supervisors and the management should take feedback more seriously (10.59), hiring a communication secretary and other employees in the communication and ICT departments (5.29%), avail sufficient resources such as Wi-fi to ease communication on online platforms (12.35%), face to face and written communications be adopted for official communication (7.06), adoption of face to face method for official communication (8.82%) and lastly, immediate communication and feedback as soon as the need arises (7.06%). 1.18% of the respondents indicated that they were satisfied with the current method. These results show internal communication is a pertinent issue in technical institutions and it requires attention. These results concur with those of Hargie, Tourish, and Wilson, (2000) who suggested that managers need to assess whether their communication channels are currently functioning in support of the organizational success. Managers must start to believe the importance of internal communication.

The respondents were also asked to indicate whether they were aware of recent academic activities in their institutions and the results are as presented in table 4.

Table 4: Respondents' awareness of recent academic activities in their institutions

	Frequency	Percent	Cumulative Percent
Yes	291	90.7	90.7
No	30	9.3	100.0
Total	321	100.0	

According to study results in Table 4.4, 90.7% of the study participants indicated that they were aware of recent academic activities in their institutions and only 9.3% indicated that they were not aware. This implies that an effort is made to communicate in these institutions.

Correlation analysis

Table 5: Correlation analysis

		Employee Engagement		Message quality
Employee Engagement	Pearson Correlation	1		.388**
	Sig. (2-tailed)			.000
	N	322		322
Message quality	Pearson Correlation	.388**	-.303**	1
	Sig. (2-tailed)	.000	.000	
	N	322	321	322

From the results, it was observed that there was a positive significant moderate linear relationship between Message quality and employee engagement, $r = 0.388$, $p = <0.001$; This was signposted

by significant probability value found to be less than 0.05 at 95% confidence level. Therefore, from the result of the independent variable of message quality was a significant factor to be considered for employee engagement.

4.1.4 Effect of Message quality on employee engagement

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

H₀₂: There is no significant effect of message quality on employee engagement in technical institutions in Kenya

Logistic Regression Analysis was used to find out if there is a relationship between message quality and the dependent variable (employee engagement) by evaluating the contribution of the independent variable in explaining the dependent variable, when the other variables are controlled.

Table 6: Logistic regression model of message quality and employee engagement

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

The logistic model equation is as follows: $LN \left(\frac{p}{1-p} \right) = -1.506 + 1.173 X_2$

Where: $LN \left(\frac{p}{1-p} \right)$ is the natural log of the odds of employee engagement (the dependent variable) and X_2 is the message quality (independent variable)

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

Further, the logistic regression coefficients shows that message quality influenced employee engagement and in a significant and a positive way ($\beta = 1.173$, $p = < 0.01$). This implies that message quality is a significant predictor of employee engagement. In addition, the results from the

regression model imply that an additional unit of message quality increases the log of odds of employment engagement by 1.173 points holding other factors constant. Further, a scatter diagram was plotted to show how communication quality and employee engagement related.

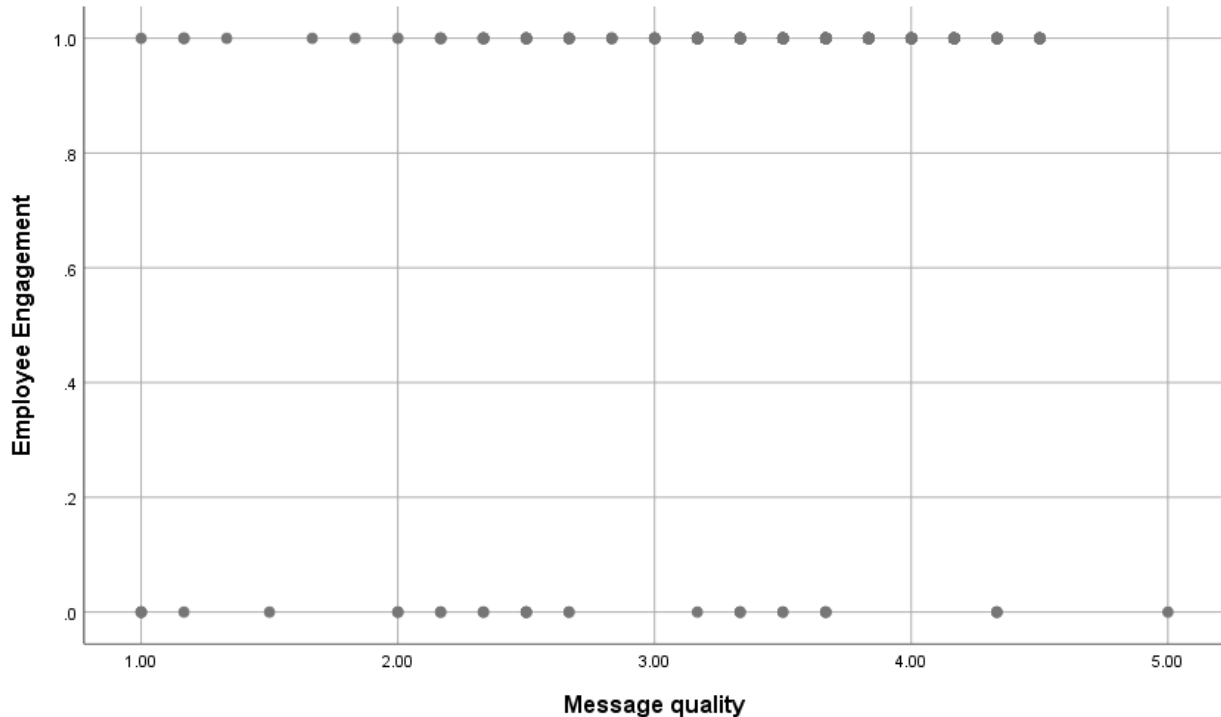


Figure 1: A scatter diagram for the relationship between message quality and employee engagement

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

5.0 CONCLUSIONS

Message quality had a Nagelkerke R^2 value of 0.182. This means that message quality was found to explain 18.2% of the variation or change in employee engagement in the technical institutions. The analysis of the variance (ANOVA) results is showed by Wald Chi (1) statistic, which indicated a test statistic value of 27.575 and a probability value of 0.000 ($p < 0.01$). The reported p value ($p < 0.01$) was found to be less than the probability that $2P(Z > z^*) = \alpha$ (level of significance) which was 0.05 ($\alpha = 0.05$). Therefore, there was sufficient evidence to reject the claim that the overall model was not statistically significant. Message quality as the independent variable was found to be statistically significant in predicting employee engagement. Further, the logistic regression coefficients shows that message quality influenced employee engagement and in a significant and

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

Message quality as the independent variable was found to be statistically significant in predicting employee engagement. Further, the logistic regression coefficients shows that message quality influenced employee engagement and in a significant and a positive way ($\beta=1.173$, $p= <0.01$). This implies that message quality is a significant predictor of employee engagement. Therefore, from the results, it was concluded that there was a significant effect of message quality on employee engagement in technical training institutions in Kenya. This was in line with a study conducted by Johlke and Dunhan (2001) where the perception of communication quality was used as an intervening variable between sales manager and salesperson communication and individual-level job outcomes. Their study found a positive relationship between communication practices and perceptions of communication quality which, in turn, were significantly associated with communication satisfaction and organizational commitment. Therefore, the current study recommends that there is need to improve the quality of messages in technical training institutions in Kenya as it significantly affects employee engagement This can be done by ensuring that the messages are timely, accurate, adequate and complete.

REFERENCE

- Aakanksha, K., Renu, R. & Pooja, G. (2013). Organizational Effectiveness as a Function of Employee Engagement. *South Asian Journal of Management* p.56-73
- Ahmetoglu, G., Harding, X., Akhtar, R., & Chamorro-Premuzic, T. (2015). Predictors of creative achievement: Assessing the impact of entrepreneurial potential, perfectionism, and employee engagement. *Creativity Research Journal*, 27, 198–205.
- Ashfaq M., Ur Rehman K., Safwan N., Afzal Humayoun A., (2012). Role of Effective Communication in Retention and Motivation of Employees. *International Conference on Arts, Behavioral Sciences and Economics Issues (ICABSEI' 2012)*, May 26-27, 2012 Phuket, pp. 64-67.
- Bakker, A.B; Albrecht, S. L & Leiter, M.P. (2012). Key questions regarding work engagement. *European Journal of Work and Organisational Psychology*, 20, 4 – 28.
- Bakker, A. B., Salanova, M. and Schaufeli, W. B. (2006). The Measurement of Work Engagement with a Short Questionnaire: A Cross-National Study. 1st Edit. [pdf] *Educational and Psychological Measurement*. Available at: www.wilmarschaufeli.nl/publications/Schaufeli/251.pdf [Accessed 16.Apr.2016].
- Bambacas, M., & Patrickson, M. (2008). Interpersonal communication skills that enhance organisational commitment. *Journal of Communication Management*, 12(1), 51-72.
- Bronn, J. (2015). Establishing Internal Communications Channels that Work. *Journal of Higher Education Policy and Management*, 31 (2), 135-149.
- Cooper, D. R., & Schindler, P. S. (2008). *Business Research Methods*. Boston: McGraw-Hill Irwin.

- Bua, F.T (2014). Communication and interpersonal relationship in educational management. Makurdi; Me2u iMPACT Publishers
- Byrne, Z. S. & LeMay, E. (2006). Different media for organizational communication: Perceptions of quality and satisfaction. *Journal of Business and Psychology*, 21(2).
- Carriere, J., & Bourque, C. (2009). The effects of organizational communication on job satisfaction and organizational commitment in a land ambulance service and the mediating role of communication satisfaction. *Career Development International*, 14(1), 29-49.
- Christian, M. S., Garza, A.S. & Slaughter, J.E. (2011). Work engagement: A quantitative review and test of its relations with task and contextual performance. *Personnel Psychology*, 64, 89 -139
- Demerouti, E., and Cropanzano, R. (2010). From thought to action: Employee workengagement and job performance. In A. B. Bakker and M. P. Leiter (Eds.), *Work engagement: A handbook of essential theory and research*, (pp. 147–163), Hove, East Sussex: Psychology Press
- Eldor, L., & Harpaz, I. (2015). A process model of employee engagement: The learning climate and its relationship with extra-role performance behaviors. *Journal of Organizational Behavior*, 37, 213–235. doi:10.1002/job.2037
- Fowler, F. J. (2009). *Survey Research Methods*. (4th ed.) London: Sage Publications Inc.
- Gay, L. (1992). *Educational research, competencies for analysis and application*. Ohio: Charles E. Merrill Publishing Co
- Gillham, B. (2013). *Developing a questionnaire* (4nded.). London: Continuum International Publishing Group Ltd
- Hakanen, J.J. & Schaufelli, W.B. (2012). Do burnout and work engagement predict depressive symptoms and life satisfaction? A three-wave seven-year prospective study. *Journal of Affective Disorders*, 141, 415 - 424.
- Hargie, O. & Tourish, D. (Eds.). (2000). *Handbook of communication audits for organisations*. London: Routledge
- Johlke, M. C., & Duhan, D. F. (2000). Supervisor communication practices and service employee job outcomes. *Journal of Service Research*, 3(2), 154-165.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692-724
- Kataria, A., Kataria, A. & Garg, R. (2013), “Effective Internal Communication”. *Internation all Journal of Business Insight & Transformation*, 6(2).
- Kravina, L; Falco, A; De carlo, N.A & Andreassen, C.S. (2014). Workaholism and work engagement in the family: The relationship between parents and children as a risk factor. *European Journal of Work and Organisational Psychology*, 23 (6), 875 – 883.
- Koome, R.J. (2014). Institutional Factors influencing Academic staff turnover in Public Technical Institutes in Meru County, Kenya. *Unpublished Master’s Thesis, UON*.

- Maltz, E. (2000). Is all communication created equal?: An investigation into the effects of communication mode on perceived information quality. *Journal of Product Innovation Management, 17*(2), 110-127
- Marelli, A. F. (2011). Employee engagement and performance management in the federal sector. *Performance Improvement, 50* (5), 235 - 249.
- Meyer, J. 2014. Employee Commitment, Motivation, and Engagement: Exploring the Links. Article in Gagné, M. (ed.) *The Oxford handbook of work engagement, motivation, and self-determination theory*. Oxford: Oxford University Press. 33-36.
- Mishra, K., Boynton, L. and Mishra, A. (2014). Driving employee engagement: The expanded role of internal communications. *Journal of Business Communication, p 183-202*.
- Njoroge, 2015. Effect of integrative leadership style on organizational commitment in technical institutions in Kenya. Unpublished thesis. JKUAT Kenya.
- Oroni, W. G. C. (2012). A Comparison of Technical Education Teachers' Competencies: *A study Of Moi University and Kenya Technical Teachers College graduates in Technical Institutions in Kenya. Unpublished MED Thesis, University of Nairobi*
- Schaufeli, W.B., Salanova, M., Gonzales-Roma, V. & Bakker, A.B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness Studies, 3*, 7192.
- Schaufeli, W.B. & Bakker, A.B. 2010. Defining and measuring work engagement; Bringing clarity to the concept. Article in Bakker, W.B. & Leiter, M.P. (ed.) *Work Engagement: A Handbook of Essential Theory and Research*. New York: Psychology Press. 10-25
- Simiyu, J. W. (2009). Factors influencing the attractiveness of a Technical and Vocational Education and Training Institution: *A case study of a Technical Institute in Kenya. Nairobi: Moi University*
- Taris, T. W.; Schaufelli, W. B. & Shimanzu, A. (2010). The push and pull of work: the difference between workaholism and work engagement. In A. B. Bakker & M. P. Leiter (Eds). *Work engagement: A handbook of essential theory and research* (pp. 39 –53). Hove: Psychology Press
- Welch, M. and Jackson, P. R. (2007). Rethinking Internal Communication: *a stakeholder approach, 12*(2), 177-198. <http://dx.doi.org/10.1108/135632807>