Analysing the impact of employees' perceived customer value on employee engagement

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ABSTRACT

Title: Analysing the impact of employees' perceived customer value on employee engagement.

If South African organisations want to enhance employee engagement, they need to focus on the creation of an organisational culture that places emphasis on creating customer value, thus creating meaningful work.

The aim of this study was to determine the influence of employees' perceived customer value on employee engagement in a South African manufacturing organisation.

Integrating employee engagement and customer value would have significant implications for organisational performance and profitability. A literature study indicated that customer value is influenced by employee perceptions driven by a customer-centric organisational culture. Through creating customer value, employees had an impact on society and therefore created meaningfulness, subsequently influencing employee engagement and organisational performance. The research also investigated the impact of employee perceived customer value on meaningfulness at work as well as flourishing at work.

In this study, a cross-sectional survey design was used. It drew a convenience sample of employees working in South Africa's largest water technology company in the sanitaryware and brassware sector (N=152). The scales administered were a Perceived Value Indicator Scale, Utrecht Work Engagement Scale, Meaningfulness at-Work Scale and Flourishing-at-Work Scale.

The results indicated a positive relationship between employees perceived customer value and employee engagement, meaningfulness at work and flourishing at work. It was confirmed that employee perceived customer value did have an impact on employee engagement.

Organisational leadership should create a customer-centric organisational culture that focuses on customer value, thereby creating meaningfulness and subsequently influencing employee engagement.

This study contributes to the literature by analysing how organisational customer centricity has an impact on employee engagement, improves meaningfulness and flourishing at work of employees.

Keywords:

Employee perceived customer value, employee engagement, meaningfulness at work, flourishing at work, internal marketing and organisational culture.

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ANOVA	Analysis of variance
i.e.	*id est* (Latin for "that is")
UWES	Utrecht Work Engagement Scale
FAWS	Flourishing at Work Scale
HRD	Human Resources Development

CHAPTER 1: INTRODUCTION AND RESEARCH CONTEXT

1.1. INTRODUCTION

This research studied the impact of employee perceived customer value on employee engagement in a South African-based multinational manufacturing and distributional organisation.

This chapter outlines the background of the study, the problem statement, the objectives and the scope of the study. The chapter pursues to give an overview of the research methodology that was followed to fulfil the objectives of the study. Lastly, the value-adding and limitations of this study are considered. An overview of the structure of the study is given by describing the contents of each chapter.

1.2 BACKGROUND

According to AON Hewitt (2015:1), leadership and employee engagement are essential for success. CEO's of leading companies understand that employees' engagement is crucial to achieving business results and is built on a sustainable culture of engagement driven by the leadership team. Engagement is described by Schaufeli (2013) in Truss *et al.* as the relationship employees have with their work and organisation. AON Hewitt (2015:1) notes that the significance of the financial implications of engagement has been quantified to the extent that a 5% increase in engagement has a 3% increase in revenue growth. AON Hewitt further found that one of the top three drivers of employee engagement is organisational reputation. Towers Watson's (2012:8) research has also shown this interconnectedness between high levels of engagement and higher operational and financial results.

Because of the above, one should recognise that the employment context is changing. Traditional management functions are increasingly becoming blurry lined; sales are no longer the sole responsibility of the sales function and the impact of human resources on organisational performance has far greater scope to be the catalyst of competitive advantage than ever before (Tahernejad *et al.*, 2013:15).

Employees who are physical, cognitively and emotionally engaged in their work ensure that companies are more productive and profitable (AON Hewitt, 2015:16). A

significant portion of employee engagement research focuses on psychological factors related to interpersonal working relationships between employee, management and colleagues, as set out in Chapter 2. However, very little research focuses on the impact of employee perceptions on the value the organisation creates for its customers. It has been found that engagement contributes to operating income, however, limited to no research exists that links the psychological relationship between the products and services of an organisation, the value it creates for their customers and what impact it has on employee engagement levels.

In this study, the perceptions of employees on perceived customer value creation and the correlation thereof with employee engagement are investigated.

1.3   PROBLEM STATEMENT

Employee engagement is gaining momentum as a preferred topic amongst change and human resource practitioners as a source of competitive advantage (Joshi & Sodhi, 2011:162). Despite employee engagement still being in its early stages there have been developments into scholarly and practitioner engagement branches (Paul, 2012:149). Academic scholars focus on a more "narrow" definition and practitioners have adopted a "wider" definition that includes well-being.

Schaufeli et al. (2001:73) traditionally define the "narrow" definition of employee engagement as follows:

"Engagement is a positive, fulfilling, work-related state of mind that is characterised by vigour, dedication and absorption. Rather than a momentary and specific state, engagement refers to a more persistent and pervasive affective-cognitive state that is not focused on any object, event, individual or behaviour. Vigour is characterised by high levels of energy and mental resilience while working, the willingness to invest effort in one's work and persistence, even in the face of difficulties. Dedication refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride and challenge. Absorption is characterised by being fully concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work."

The logic for moving towards a "wider" definition is that employee engagement has become sustainably challenging given the constant changes in today's business environment created by global competitiveness, challenging economic environments, organisational restructuring, higher demands and limited resources and around the clock availability created by continuous technological improvements (Lewis *et al.*, 2012:4). This, however, comes at a price of reduced employee wellbeing and is suggested that employee engagement and employee well-being interact with each other (Fairhurst & O'Connor, 2010:1).

In the work of Towers Watson (2012:5) sustainable engagement in the "wider" sense is defined as the strength of the relationship that employees have with their organisation based on three elements, namely:

- The length to which employees exert voluntary effort to attain organisational objectives (being engaged);
- the organisational conditions that enable productivity in numerous methods (being enabled); and
- organisational participation that enhances well-being (feeling energised).

Using the wider definition of engagement that encompasses well-being in its conceptualisation (Watson, 2012:5) as a point of departure, this study specifically aimed to expose the link between employee engagement and employee perceptions on organisational value generation for their customers.

Employee engagement as a scholarly subject has gained traction in recent years and various antecedents of employee engagement have been identified. However, there remains a shortage of academic research investigating the drivers of employee engagement (Paul, 2012:137), namely employee perceptions of customer service. Currently identified antecedents are inclusive of, but not limited to, the following (Lewis *et al.*, 2011:4; Joshi & Sodhi, 2011:167):

- Leadership, communication and vision;
- management and their ability to create a line of sight from vision;
- the ability to provide contributions towards decision making and autonomy;
- HR practices and development opportunities;

- organisational ethics and integrity;
- recognition of the importance of employee well-being; and
- supervisor and co-worker relationships.

In recognition of the above, employee engagement is very central to leadership and management practices. However, it tends to omit the golden thread of every organisation that is profit driven, the cause of their existence; the ability to sell a product or service to generate sustainable profits.

In creating customer value employees play a critical role in enhancing customer loyalty and should no longer be perceived as a means to an end in selling their labour to create shareholder wealth. Hardaker and Fill (2005:366) noted that recognising employees as part of your corporate brand is growing as they are part of your corporate identity that is aimed at your external customers. This view is supported by Freeman and Liedtka (1997:287) who confirm that the role of employees has been extended to become brand ambassadors.

Employee's ability to connect with customers on a personal level and being sincere when providing unexpected attention add significant customer value that contributes to a positive customer experience and in return creates organisational value (Peiro *et al.*, 2005:774). Gould-Williams (1999:98) noted that when employees interact with customers, maximum employee performance could be obtained by utilising the correct talent management techniques to enable maximum quality of service to customers. Profitability is not generated solely through products and services; it is generated by employees and their satisfaction, commitment and loyalty and they have the ability to increase profits.

Employees interact with customers and provide solutions to customer requirements, and through this interaction, additional value and revenue can be generated (Tahernejad *et al.*, 2013:14). Tahernejad *et al.* (2013:15) further confirm that employees with high job satisfaction become loyal to organisations and are more innovative and go the extra mile in providing customer service, which in turn, enhances customer satisfaction. Taking the above into consideration how much more customer value would be created when employee engagement is elevated by having a perception that their organisations create customer value? It is evident that engaged

employees are more satisfied with their work and more productive creating a causal link that they provide higher customer satisfaction and subsequent improved organisational performance. It remains to be determined whether organisational culture has an influence on employee perceived customer value and the relationship with employee engagement.

The missing causal link as an antecedent to employee engagement is whether employees believe in an organisation's products or services; the value it creates for its customer's impacts employee engagement.

At the time of conducting a literature review, there were no sources that link employee engagement and employee perceptions of the company value proposition to customers. The opportunity that has been identified with this topic is the number of employment transactions inclusive of hiring practices that take place around the world on a daily basis. However, this science may have additional scope for improvement as employees take up employment with organisations. However, how many of those employees do not believe in the product or service from a perceived customer value point of view in the company's product or service offering? Also, how can internal marketing and customer orientation influence employee perceived customer value to impact employee engagement? This may distort employee engagement right from the onset as employment is taken up merely for the sake of earning a living and optimal organisational and employee performance are only achieved through transactional engagement, which is unsustainable. Lewis *et al.* (2012:5) define transactional engagement as engagement driven by extrinsic motivation through monetary rewards or the fear of losing your income. It is also associated with burnout and interpersonal conflict. Transactional engagement forces unsustainable behaviour and is contrary to the purpose of sustainable engagement.

In the literature, as set out in Chapter 2, there appear to be pockets of empirical evidence that the variables identified may have a positive relationship with employee engagement, however at the time of writing this proposal there did not appear to be any literature or research available that supports employee perceptions of perceived customer value on employee engagement. Given the implications this research has for recruitment, talent management, performance management practices,

organisational culture and overall organisational performance, there is significant scope for further research as existing research on this topic is scant to non-existent. Summarise your problem statement in one sentence.

1.3.1 Research Questions

The findings obtained at the end of this research will address the following questions:

- Does employees' perception of an organisation's customer value proposition have an impact on employee engagement?
- Is there a relationship between employee perceived customer value and meaningfulness?
- Is there a relationship between flourishing at work, employee well-being and employee perceived customer value?
- What recommendations can be made to increase sustainable employee engagement in perceived customer value through employee recruitment, induction, culture orientation, talent management and development practices?

A research objective, as well as hypothesis, will be defined to which the findings can be analysed against.

1.4   AIM OF THE STUDY

This research analysed the influence of employee perceived customer value on employee engagement in a South African multinational manufacturing organisation.

The purpose of the research is to establish whether a nexus exists between the value that organisations offer to their customers as perceived by their employees, constructed by customer focus, quality of products and services and innovation on employee engagement levels. It is an analysis to determine employees' perceptions of the value of an organisation's products and services and whether a positive perception of the products and services has a positive correlation to employee engagement. Based on the findings recommendations will be made on future employment practices to enhance employee engagement further.

1.5   OBJECTIVES OF THE STUDY

The primary objectives of this research include:

•   Whether there is a positive correlation between employee perceived customer value and employee engagement within the sample group.

Secondly to establish whether there are relationships between:

•   Employee perceived customer value and flourishing at work within the sample group.
•   Employee perceived customer value and meaningfulness at work within the sample group.

•   Employee perceived customer value and employee age within the sample group.
•   Employee perceived customer value and employee length of service in current role and company within the sample group.

This study also had the objective to determine the relationship between:

•   Whether there is a difference between the perceptions of males and females of employee perceived customer value within the sub-groups.
•   The impact of managerial versus non-managerial roles on employee perceived customer value, employee engagement, flourishing at work and meaningfulness at work within the sub-groups.
•   The impact of occupational levels on employee perceived customer value, employee engagement, flourishing at work and meaningfulness at work within the sub-groups.

1.6   SCOPE OF THE STUDY

The scope of this study is in the manufacturing industry and in the academic field of organisational behaviour within South Africa. This study was conducted at a prominent plumbing and sanitaryware manufacturer in South Africa, which is part of a multinational organisation. The focus is mainly on the impact of employee perceptions of how the organisation treats its customers and the effects thereof on employee engagement.

1.7   RESEARCH METHODOLOGY

1.7.1 Research approach

Research is the method in which empirical scientific knowledge is gained and research methodology is the process that was applied to gain the empirical scientific knowledge (Welman *et al.*, 2005:2).

Data can be obtained in either a quantitative or a qualitative research approach (Tustin *et al.*, 2005:90; Welman *et al.*, 2005:6). A quantitative research approach refers to the reliance on numbers and figures through statistical or mathematical analysis of data. (Blumberg *et al.*, 2005:191; Welman *et al.*, 2005:8). The intent of this method is to project the findings to a much wider audience and generalising about the population being researched in order to make representations of the total population to make predictions on prospective events under unique events (Tustin *et al.*, 2005:89).

A qualitative research approach focuses on words and is constructed on the social analysis and personal value judgements between the researcher and the object or phenomena being studied (Tustin *et al.*, 2005:90; Welman *et al.*, 2005:8). Qualitative research brings about unquantifiable data and requires the research methods to have flexibility and less structured like in-depth discussions and interviews (Tustin *et al.*, 2005:90).

In this study, a quantitative research method was chosen. This enabled the administration of questionnaires to gather numerical data to determine whether correlations existed between employee perceived customer value and employee engagement.

1.7.2 Phases of research methodology

There were 2 phases used in the research methodology, namely a literature review (Phase 1) and an empirical study (Phase 2). The main research constructs and variables of the constructs are discussed in Phase 1. The focuses in Phase 2 are on the research design, participants' measuring instruments and the statistical analysis.

1.7.2.1 Phase 1: Literature review

In the literature review academic books, published articles in scientific journals, presentations, the internet and other research data sources were utilised, namely:

- EbscoHost: International journals on Academic Search Premier, Business Source.
- Emerald: International journals.
- Internet: Google Scholar.
- Scopus: Database for international journals.
- Nexus: Database of current and completed research in South Africa.

The literature review provides insight into the problem statement and the various constructs and their interrelatedness with each other and focuses on:

- The perceptions of employee perceived customer value creation and

- The effect this has on employee engagement, namely:
- Vigour;
- Absorption;
- Dedication;
- Meaningfulness and
- Employee well-being and flourishing.

1.7.2.2 Phase 2: Empirical study

1.7.2.2.1 Participants

The target population constituted of staff employed by South Africa's largest water technology manufacturing company in South Africa.

The sampling technique that was used was non-probability, convenience and self-selection sampling. This sampling technique involved selecting respondents who were the easiest / most convenient to obtain. Potential respondents were made aware that I was doing the research and people wanting to participate were motivated to do so as well. The sampling process continued until a sufficient amount of responses was received (Tustin *et al.*, 2005:346).

Based on the findings from Tustin *et al.* (2005:359), The Research Advisors (2015) and Listen Data (2015) it is recommended that the sample size should be 152 respondents based on a population of 1,500 employees on a 95% significance level.

The participants and sample size are discussed in Chapter 3 in more detail.

1.7.2.2.2 Measuring instrument

The measuring instrument was compiled from seven structured questionnaires that were previously tested for their reliability, namely:

• The Perceived Value Indicator Scale of Dodds *et al.* (1991:318);
• Utrecht Work Engagement Scale (UWES) as proposed by Schaufeli *et al.* (2006:714);
• Meaningfulness at work was measured by the instrument devised by May *et al.* (2004:20);

• The Flourishing-at-Work Scale – Short Form (FAWS-SF), was developed by Rautenbach & Rothmann (in press);

Structured questions were utilised to obtain the demographic information of the respondents (Annexure B: Part 1). A 5-point, 7-point and a 9-point Likert were used for the balance of the questionnaire to measure the constructs of interest for this study.

A combination of electronic and hard copy questionnaires was distributed due to not all respondents having access to computer facilities.

1.7.2.2.3 Research Procedure

The above sample was collected over a period of 6 weeks. To facilitate participation a cover letter (Annexure A) and the questionnaire (Annexure B) were forwarded to the respondents via e-mail or were hand-delivered. In the cover letter, it was clearly explained what the purpose and importance of the study were. It was guaranteed that the anonymity and confidentiality of respondents would be kept. In the cover letter the instructions, completion time frame and the process that had to be followed were set out and that the questionnaire had to be sent back to the researcher and receipt had

to be confirmed. To manage the risk of process replication a list of all the respondents to which the questionnaires were sent was kept.

1.7.2.2.4 Statistical analysis

The Statistical Consultation Service of the North-West University assisted with the statistical analysis of the collected data. Utilising the Statistical Consultation Services was SPSS (Statistical Package for Social Sciences) (2016, version 23) programme as set out in Chapter 3 of this study.

1.7.2.2.5 Ethical issues to be considered

Ethical behaviour is concerned with doing right and good things; it is a public agenda phenomenon riddled by corporate scandals. It is imperative that the researcher maintains high and unquestionable ethical behaviour driven by sound values and good character, thereby protecting the respondents and ensuring just results (Tustin *et al.*, 2005:44). Throughout the entire research process, the researcher needs to maintain ethical conduct by treating respondents fairly, in good faith, maintain the integrity and safeguarding confidentiality (Tustin *et al.*, 2005:45).

This research was also approved by the Research Ethics Committee of the Faculty of Management Sciences of the North-West University with ethics number EMSPBS16/02/16-01/04.

1.8   VALUE-ADDING AND LIMITATIONS OF THE STUDY

This empirical research contribution will be an increase of knowledge on the topic of employee engagement.

This study advanced insights into possible additional antecedents of employee engagement, which will contribute to organisations' internal and external marketing perceptions influencing recruitment, talent management and ultimately individual and company performance. It further enhances insight into the marketing fraternity that has the effect of not influencing organisational revenue streams, but also employee efficiency and overall organisational performance. Previously, researchers have concerned themselves studying employee engagement within a psychological human

resource driven context. Marketing campaigns predominantly aimed their organisational value proposition towards external clients and management. This research aims at closing a gap in bringing the management functions of human resources and marketing closer together, which will shed light on a possible new antecedent of employee engagement.

Throughout the enquiry of the chosen topic, the implications of employee perceived customer value would provide new insights into the way we perceive employee engagement and the implications of traditional human resource practices. This will enable recommendations that can facilitate overall organisational performance which may be country specific or with multinational applicability. In addition, the results of the research may affect future human resources, marketing and organisational strategy with potentially improved performance outcomes.

The results of the research may produce information that will advocate additional probing and investigations into the research field of sustainable employee engagement.

The limitations are that a narrow scope of industries was researched and that employee perceived customer value on employee engagement does not take into account that employees' choice of employment, given the scarcity of the work, could have an impact on employee engagement. It does not distinguish between the various roles and extended or closer customer contact that certain employees may have in market-facing positions and might have an impact on the engagement of employees.

1.9   CHAPTER DIVISION

This study is divided into 5 chapters:

Chapter 1: Introduction to the study

Chapter 1 introduces the reader to the contents of the study and the reasons why this study was conducted. The chapter also sets out the problem statement, research objectives, research methods, limitations and value-adding of the study.

Chapter 2: Literature review

The concepts of employee perceived customer value, employee engagement, meaningfulness at work and flourishing at work are discussed via a comprehensive literature review.

Chapter 3: Empirical research

The research method that is used in this study is discussed as well as the research design, data-gathering method, data analysis techniques as well as the ethical issues that need to be considered by the researcher. *Chapter 4: Results and discussion of empirical research.* The results of the empirical research are discussed.

Chapter 5: Conclusion and recommendations

Chapter 5 consists of the conclusions reached from this study, recommendations for management as well as recommendations for future studies.

1.10 CHAPTER SUMMARY

In Chapter 1, the context of the research has been provided incorporating a problem statement and the aim of the study. The objectives of the research have been provided inclusive of research questions. The desired outcomes and significance of the study has been discussed followed by the intended chapter format of the research.

In the following chapter, Chapter 2, the literature review will be addressed and will be inclusive of literature that evaluates the dominant themes of the research questions where the opinions of expert authors will be analysed.

CHAPTER 2: LITERATURE REVIEW

2.1   INTRODUCTION

The intent of the literature review is to overview, provide an analysis and simplify existing literature on employee perceived customer value and employee engagement. The results of employee perceived customer value on employee engagement are considered inclusive of the impact that management should be aware of in order to take corrective actions. The impact of employee perceived customer value on flourishing at work and on meaningfulness at work is also reviewed. An analysis of the empirical results and literature of academics and scholars are conducted with a specific focus on the interrelatedness of employee perceived customer value on employee engagement, flourishing at work and meaningfulness.

2.2.   EMPLOYEE PERCEIVED CUSTOMER VALUE

There are significant scholarly articles contributing towards internal customer orientation and internal branding. However, research on the notion of employee perceived customer value is non-existent at the time of conducting this study. Section 2.2 below will create a nexus between existing literature on the constructs affecting employee perceived customer value.

2.2.1 Customer value

Customer value is significant in the business context. However, there are substantial differences in the way we conceptualise and quantify it as a construct (Leroi-Werelds *et al.*, 2014:430). Customer value can be defined as the overall concession between the utility of the offering and benefits received as assessed by the customer, which is a distinguishing factor for organisational performance (Zeithaml, 1988:14; Woodruff, 1997:141).

In the context of this study, customer value is appropriately contextualised by Butz and Goodstein (1996:63), supported by Leroi-Werelds *et al.* (2014:431) noting that customer value can be perceived as the emotional bond that is entrenched between the consumer and the producer. The value is perceived after the consumer has utilised the product of the producer and found that it had added value.

Woodruff (1997:141) further notes that customer value is a perception driven construct and not objectively confirmed, where consumers' primary concern lies with product performance during the intended application and whether the performance exceeds expectations (Butz & Goodstein, 1996:141). This value creation process is facilitated and enhanced by the organisation that produces the product which creates potential value for the consumer, namely perceived value (Leroi-Werelds *et al.*, 2014:431). Price is related to perceived value if the price is unrelated to the perceived value it has no perceived value (Dodds *et al.*, 1991:308).

Existing literature encapsulates perceived customer value as the bond between producer and consumer justified by the product's performance related to the price paid (Butz & Goodstein, 1996; Dodds *et al.*, 1991; Leroi-Werelds *et al.*, 2014; Woodruff, 1997). Slater (1997:164-165) notes that superior customer value drives superior organisational performance. However, this is not an end in itself. This can be attributable to the development of internal capabilities that understand customer needs that drive overall organisational superior performance. Slater (1997:165) argues that firms with a value-based organisational culture obtain superior performance through being skilled at learning and knowing what customers perceive as value.

Slater's (1997:165) perspective provides insight into the employee perceptions of customer value, which confirms the formation of a bond between the producer, represented by employees and the value created justified by the price-performance relationship. In the absence of existing literature on employee perceived customer value, it is defined as the employee's perception of organisational customer value created through the formation of a societal bond between the goods and services produced by an organisation and customers. Customer value is created by a superior organisational performance which is driven by the collective efforts of employees supported by organisational systems and processes with an impact on society as a whole.

2.2.2 Internal branding

Perceived customer value can be influenced and considered as an outcome of internal branding. Einwiller and Will (2002:101) define corporate branding as a planned, methodical approach to the management of employee behaviour, communication and

analogies utilised by an organisation to develop and indoctrinate a positive organisational reputation for employees within the organisation.

Internal branding assists employees to comprehend organisational objectives and assists with the delivery of the organisational value proposition towards its customers by encouraging employees to behave in such a way to optimise brand and organisational promise (Matanda & Ndubisi, 2013:1033).

Therefore, the internal branding process enables organisations to engrain desired organisational values that enhance customer expectations and create value onto its employees to behave in a desired manner (Matanda & Ndubisi, 2013:1034).

2.2.2 Customer orientation

Internal branding and customer orientation are two interrelated concepts, whereby customer orientation uses an internal marketing approach towards its employees to adopt an internal customer approach which enhance outward customer focus (Papasolomou-Doukakis, 2003:215; Matanda & Ndubisi, 2013:1034).

The implementation of an internal customer orientation is an approach that requires an organisational culture change, whereby employees become internal customers and suppliers to enable employees to understand external customer requirements and the need to create additional customer value (Conduit & Mavondo, 2001:11; MohrJackson, 1993:460). Conduit and Mavondo (2001:12) further note that customer orientation has to become part of the organisational culture to influence employee attitudes and behaviour in order to create internal and external customer value.

2.2.3 Organisational culture

Organisational culture can be defined as the shared common values of employees and assumptions adopted within the organisation (McShane & Von Glinow, 2010:416). It directs organisational employees into certain behaviours and shapes the events of the organisation (McShane & Von Glinow, 2010:416; Ulrich & Brockbank, 2005:163). It is described as the way things are done at the organisation (McShane & Von Glinow, 2010:416) and portrays an image that is perceived by the observer and inherent in what is observed (Ulrich & Brockbank, 2005:163).

Internal marketing has an impact on organisational culture and is defined as a process of employee orientation towards service-mindedness supportive of behaviours that enhance customer service, places emphasis on communicating the brand promise and drives the attitudes and behaviours that enhance the brand promise (Mosley, 2007:128). Mosley (2007:129) further argues that sustainable competitive advantage is driven by organisational culture, which is supported by internal marketing activities driving brand promise.

Organisational culture is linked to the brand that the organisation attempts to drive (Mosley, 2007:129). Organisational culture affects employee understanding and has an impact on external customer requirements and creates customer value (MohrJackson, 1993:460). From Mohr-Jackson (1993:460) it can be argued that organisational culture is an antecedent for employee perceived customer value whereby organisational culture is the source of employee value creation and has an impact on employee behaviour. This is supported by Shuck *et al.* (2011:316) who note that the environmental elements, consisting out of people, process and resources, create disengaging or engaging employee behaviour affecting organisational culture. Shuck *et al.* (2011:317) further confirm that organisational culture drives engagement, however, culture is driven by management.

2.2.4 The link between customer value, organisational culture and employee perceived customer value.

Organisational capabilities, supported by its resources, processes and employees, generate customer value by producing products and services better than its competitors (Yaslioglu *et al.*, 2013:629). From the work of Conduit and Mavondo (2001:11), Einwiller and Will (2002:101), Matanda and Ndubisi (2013:1034), MohrJackson (1993:460) and Papasolomou-Doukakis (2003:215), internal branding and customer orientation are precedents to employee perceived customer value that influences the customer value approach. The customer value approach is the common denominator that transverses across the organisation into a multitude of functionalities, inclusive of marketing, supply chain, sales, finances and production, which should be the reason for the firm's existence (Slater, 1997:165-166). This superior performance is underpinned by the firm's value-based organisational culture (Slater, 1997:165).

In the research of Matanda and Ndubisi (2013:1047) it was found that organisational management should treat employees with the same respect and involvement as customers are treated, which improves employee involvement in organisational goals, which, from 2.2.1 above, customer value plays a significant role. Matanda and Ndubisi (2013:1047) further found that organisational goal congruence is the moderating link between employees' attitudes and behaviour, which has an impact on enhancing organisational perceived value. This suggests that organisational goals, inclusive of customer value, are affected by employees' perception of the organisational value created, which is a product driven by employee behaviour undertoned by organisational culture.

In the literature provided, there are close correlations between internal branding, customer orientation, customer value, perceived customer value and organisational culture as the mediating factor. Mosley (2007:126) goes further to argue that engaged employees are more probable to deliver positive customer experiences and create customer value as their behaviour creates meaningfulness and adds value towards society (Fairlie, 2011:518).

2.3. EMPLOYEE ENGAGEMENT

2.3.1 Definition of employee engagement

As the first engagement scholar to use the employee or work engagement construct noted that people use altering levels of themselves; emotionally, physically and cognitively (Kahn, 1990: 692). This has an impact on the boundary integrity of the various inter-characteristic roles performed at the workplace where a person draws upon himself (Kahn, 1990:692).

Kahn (1990:694) further goes to state that engagement is a state whereby employees cognitively engross themselves physically and emotionally during task performance that the personal self is altered during the task performance. The individual process of work engagement involves physical involvement, a cognitive state of vigilance and a feeling of empathy to co-workers in a manner that the employee has shared values, beliefs and personal connections to the co-workers (Kahn, 1990:700).

Schaufeli (2013:1) notes that work engagement and employee engagement are used interchangeably. However, work engagement refers to the relationship between the employee and their work and employee engagement refers to the relationship between the employee and the organisation. In the context of this study, reference is made to employee engagement.

The Utrecht Work Engagement Scale, as developed by Schaufeli & Bakker (2003:56), was used as the measuring instrument to measure the employee engagement construct. Based on this premise the definition of Schaufeli *et al.*, (2006:702) is relevant and describes work engagement as "*a positive, fulfilling work-related state of mind that is characterised by vigour, dedication and absorption*" whereas:

- Vigour is defined as high energy levels, tenacity in challenging assignments and the desire to endeavour in tasks;
- Dedication is the feeling of inspiration accompanied by satisfaction and that work is of importance and challenges the individual;
- Absorption is the engrossment into one's work, accompanied with happiness and deep levels of attentiveness.

Employees that experience a state of engagement has an effectual association and vitality towards their work and has a feeling that they can manage the requirements of their role (Schaufeli *et al.*, 2006:702).

2.3.2 Antecedents to employee engagement

According to Sowath *et al.* (2014:253), there are significant scholarly contributions towards engagement, however, from an antecedent view, the work of Kahn (1990) and Schaufeli and Bakker (2004) are the most influential. In Sowath *et al.*'s (2014:253) research it is noted that the most prominent antecedents to engagement are job design and characteristics, supervisor and co-worker relationships, workplace environment and human resource development. An overview of the antecedents identified by Sowath *et al.* (2014:253) will be discussed below.

2.3.2.1 Job design and characteristics

In the work of Kahn (1990:703) and Kahn and Heaphy (2014:83) there were three antecedents of work engagement identified in which case employees question themselves through work situations to determine engagement or disengagement, namely:

- "How meaningful is it for me to bring myself into this performance?" (psychological meaningfulness)
- "How safe is it to do so?" (psychological safety)
- "How available am I to do so?" (psychological availability)

Kahn (1990:703) notes that the employee's answers to the above questions impact engagement levels influenced by the perceived guarantees through safety, the benefits through meaningfulness or the available resources in work situations.

All three antecedents as identified by Kahn (1990:703) have strong correlations to engagement. However, meaningfulness has the strongest positive relation to engagement (May *et al.*, 2004:30). May *et al.* (2004:30) further confirmed that meaningfulness plays a major role in engagement and should be supported by job design. Fairlie's (2011:518) contribution to the job design and meaningfulness literature closely correlates with the purpose of this study. It was found that meaningful work is closely correlated with a higher purpose, strong positive contributions towards society and offers employee life and work goal achievement opportunities (May *et al.*, 2004:30; Fairlie, 2011:518).

The engagement constructs of vigour, dedication and absorption as identified by Schaufeli *et al.*, (2006:702) is closely related to job design and human resource development (HRD) practices as vigour can be influenced by meaningfulness in the context provided by Fairlie (2011:518).

2.3.2.2 Supervisor and co-worker relationships

Organisational relationships, inclusive of supervisor and co-worker relationships, are closely related to Kahn's (1990:703) psychological safety with reference to the

employee's ability to behave in a manner without fearing loss of status, reputation or career (Sowath *et al.*, 2014:254).

Psychological safety can be defined as the "feeling of being able to show and employ oneself without fear of negative consequences to self-image, status or career." Kahn, 1990:708). Employee safety is perceived when they can express themselves at work without fear of suffering (May *et al.*, 2004:15). Work environments that are predictable, unambiguous or non-threatening will enhance employee safety (May *et al.*, 2004:15). Employee organisational status has an impact on employee safety where lower job status employees will withdraw more quickly from potential conflict than a higher employee job status (Kahn, 1990:709).

2.3.2.3 Workplace environment

The workplace environments consist out of co-workers and managers, organisational processes and regulations, resources and any other incorporeal components that affect the working atmosphere and employee perceptions of work safety that have an impact on employee engagement (Shuck *et al.*, 2011:308).

Shuck *et al.* (2011:319) further notes that in order to enhance workplace environments there are two focus areas that need to be addressed, namely the creation of an organisational culture that is supportive of engagement and, secondly, management that supports the provision of resources and creation of an empowering, safe and positive climate.

Sowath *et al.* (2014:255) note that there are multiple overlapping elements between the antecedents of job design and characteristics, supervisor/co-worker relationships and workplace environment. The emphasis needs to be placed on the synergies between employees and the organisational environments driven by employee behaviour affected by organisational culture.

2.3.2.3 Human resource development

This is the activity of organisational performance improvement through employee development activities inclusive of knowledge, skills, efficiency and satisfaction (McLean & McLean, 2001:316). Human resource development (HRD) covers a host

of activities that are inclusive, but not limited to change management, talent management, skill and competency management and quality improvement initiations. (Sowath *et al.*, 2014:257). Employee engagement and human resource development share a strong positive relationship thus acting as an antecedent to employee engagement (Shuck *et al.*, 2011:318).

HRD is closely related to Kahn's (1990:714) psychological availability and is defined as the employees' understanding that they have the physical, emotional or cognitive resources to engage themselves at work. HRD practices are the tools to the development of creating the environment as well as the resources for the employee to physically, emotionally and cognitively engage at work.

2.3.3 Organisational culture and engagement

Organisational culture was defined in 2.2.2 above. Organisational culture imposes employees into certain behaviours and shapes the events of the organisation (McShane & Von Glinow, 2010:416; Ulrich & Brockbank, 2005:163). Rahaman (2015:53) notes that performance is driven by culture and organisations that want a certain level of performance outcome must create a culture that facilitates the delivery of the required performance. Two critical components are employee engagement and values.

Organisational values play a significant and important role by guiding employee behaviour, creating corporate identity and enhancing the employee belief system, which has an impact on the formation of a reciprocal relationship between employees and the organisation (Rahaman, 2015:55). Organisational culture creation requires value alignment to orientate employees towards a common direction; this involves addressing employee engagement to create the desired culture (Rahaman, 2015:56).

Shuck *et al.* (2011:301) confirm that to drive business goals and objectives, organisational culture should be aligned to drive employee engagement by creating an engagement-encouragement culture facilitated by leadership behaviour.

2.3.4 Linking employee perceived customer value and employee engagement

If employees are not engaged, they do not focus on customer needs (Kumar & Pansari, 2016:498). There is potential that employees interact with customers at every touch point, which has an impact on the customer's perception of the organisation and brand image; if employees are disengaged, it will have a negative impact on organisational performance (Kumar & Pansari, 2016:498).

Employees have frequent interaction with customers, through products or services, and their interpretation of what the employer represents and subsequent behaviours have a considerable impact on the customers' perception of the organisation. Therefore, it is crucial that internal branding takes place to ensure a specific organisational image is portrayed to external customers (Yong-Ki *et al.*, 2014:1360).

Internal branding is the organisational efforts to embrace employees as internal customers and focuses on the adoption of organisational values (Foster, 2010:401; Matanda & Ndubisi, 2013:1033). The process of internal branding assists employees to navigate organisational objectives and to deliver the organisational commitment towards customers (Matanda & Ndubisi, 2013:1033); from section 2.2.1 above it enhances organisational performance and subsequent customer value.

Organisational culture should facilitate organisational branding and its customer promise, which is led by organisational values engrained into employees to ensure employees deliver the organisational brand promise to facilitate value creation to the end customers (Matanda & Ndubisi, 2013:1033). Organisational culture, driven by organisational values, are essential for instilling employee customer orientation (Matanda & Ndubisi, 2013:1034). Mohr-Jackson (1993:460) confirms that employee customer orientation is driven by organisational culture whereby employees understand customer requirements, affecting and understanding customer needs, thereby enhancing customer value through the improvement of product and service benefits to the customer.

Yong-Ki *et al.* (2014:1375) found that internal branding and customer orientation do indeed affect employee engagement by providing supportive human resource development practices. Yong-Ki *et al.* (2014:1376) further found that internal branding

is a precedent to employee engagement. As confirmed by Matanda and Ndubisi (2013) internal branding affects employee customer orientation mediated by organisational culture affecting employee engagement.

From the above research (Mosley, 2007:129; Mohr-Jackson, 1993:460; Shuck *et al*, 2011:308) it is evident that organisational culture drives employee customer orientation behaviour as well as employee engagement. The research of Matanda and Ndubisi (2013:1033) confirmed that employees who adopt a customer orientated attitude and behaviour, driven by organisational culture, have an impact on enhancing organisational perceived value. Mosley's (2007:129) and Fairlie's (2011:518) findings were supportive of the above by noting that engaged employees are more likely to create customer value as they do their work with a more meaningful nature which has a value adding impact on society.

Employee perceptions of customer value are closely related to the work of Mosley (2007:129) and Fairlie (2011:518), as the tasks employees do have a societal impact, supported by the meaningfulness construct of Kahn (1990:703) and subsequently positively relates to employee engagement.

In the view of the literature reviews above with the correlations between organisational culture, customer value and employee perceived customer value, the following hypothesis is formulated:

H1: There is a positive correlation between employee perceived customer value and employee engagement.

2.4. MEANINGFULNESS AT WORK

Meaningful work has the strongest positive correlation to engagement (May *et al*., 2004:30). This may be attributed to employees' drive towards self-actualisation, which closely correlates to a higher purpose, the sense of work and life accomplishment and to make a positive contribution towards society (Fairlie, 2011:518).

2.4.1 Psychological meaningfulness

May *et al.* (2004:14) defines psychological meaningfulness (meaningfulness) as the value assigned towards a work goal or objective, which is evaluated against a person's own values and morals. The work that employees experience as meaningful contribute towards the personal growth and motivation (May *et al.*, 2004:14). In the work of Fairlie (2011:510), it is noted that it is important for employees to be assigned meaningful work and that they will experience higher levels of personal engagement if they view the work as personally meaningful. Employees desire work that is interesting and socially useful to others (Fairlie, 2011:510).

Shuck *et al.* (2011:318) confirm that HRD practices and employee engagement share a strong positive relationship and are an antecedent to employee engagement. HRD practices have a strong influence on meaningfulness as result of its confirmed positive relationship (May *et al.*, 2004:30; Shuck *et al.*, 2011:318). This relationship is signified in the context of human resource practitioners continuously having to facilitate the creation of meaningful work, which is inclusive of self-actualising work with specific reference to providing opportunities for individuals to realise their full potential, life purpose and positive impact on society (Fairlie, 2011:510).

Meaningfulness is influenced by job enrichment, work role fit and co-worker relations (May *et al.*, 2004:14-15). Job enrichment has an impact i on the degree of meaningfulness experienced at work and meaningfulness has a larger impact when they have sound working relationships with co-workers (May *et al.*, 2004:14-15). Meaningfulness also increases when the work role is a closer fit to the individual's self-concept and personal perceptions (May *et al.*, 2004:15).

2.4.2 Psychological safety

Kahn (1990:708) defines psychological safety as "feeling able to show and employ oneself without fear of negative consequences to self-image, status or career." May *et al.* (2004:15) describes this as the employee's feeling of safety and without fear or suffering that they experience when they express themselves at work. Therefore, the environment should be predictable, unambiguous and non-threatening. Cultures that support employees and granted them the autonomy to experiment without the fear of

failing as well as the consequences assisted in building psychological safety (Kahn, 1990:711).

2.4.3 Psychological availability

Kahn (1990:714) defines psychological availability as the employees' belief that they can personally engage themselves at work when they have the emotional, cognitive and physical resources. It is an assessment of the individual's readiness or confidence to engage in the role they have been employed in, despite the individual being involved in other life experiences (May *et al.*, 2004:18).

2.4.4 Meaningfulness and employee perceived customer value

D'Enbeau and Buzzanell (2013:56) expressed that meaningful work is work that contributes or provides benefit towards others in society as a whole. This is supportive of the work of Fairlie (2011:510), which notes that they will experience increased engagement levels where work is meaningful, interesting and contributes towards societal causes.

It has been confirmed by Mosley (2007:126) and Fairlie (2011:518) that employees who experience higher levels of engagement are more probable to deliver positive customer experiences, creating customer value, thereby contributing towards something meaningful and adds societal value.

Organisational culture has a mediating effect on psychological safety as it determines socially acceptable behaviour and a subsequent effect on employee engagement (Mosley, 2007:126; Mohr-Jackson, 1993:460; Shuck *et al.*, 2011:318). From the above literature of Mosley (2007:126) and Fairlie (2011:518), engaged employees are more likely to create customer value, given it is work of a meaningful nature and adds value to society.

Therefore, employee perceptions of customer value positively relate to the value adding work employees do, creating employee meaningfulness by fulfilling a higher purpose to the organisation and society.

To ascertain the meaningfulness at work and perceived customer value of the respondents in the sample group, the following hypothesis is formulated:

H2: There is a positive correlation between employee perceived customer value and meaningfulness at work.

2.5. FLOURISHING AT WORK

Rautenbach and Rothmann (in press) define flourishing at work as an employee's state of well-being or a desirable condition; this is attained through constructive occurrences and effective management of factors affecting an employee's work. It is further expressed that flourishing in an organisational and work circumstances context has reference to the experiences of an individual at work, the individual is thriving and the person is functioning well (Rautenbach & Rothmann, in press).

The flourishing component is made up of three dimensions, namely psychological well-being (autonomy, competence, relatedness, meaning and purpose, work engagement and learning), emotional well-being (job satisfaction and positive effect) and social well-being (Rautenbach, 2015:57). The three dimensions are discussed below.

2.5.1 Emotional well-being

Individuals who experience emotional well-being and flourish at work have a feeling of job satisfaction and positively affects balance (Rautenbach & Rothmann, in press). Rautenbach (2015:59) explains that emotional well-being has reference to how a person is feeling, comprising out of job satisfaction, which is an assessment of an individual's feeling about their job and positive-negative effect balance.

Cognitive theories describe the concept of satisfaction, which notes that human thinking affects happiness and has a subsequent effect on satisfaction (Rojas & Veenhoven, 2013:416). Individuals assess their work life and satisfaction is determined by how well there is congruence with personal standards set and desires (Rautenbach, 2015:60).

Schwarz and Strack (1991:36) claim that, in effect, according to theory, individuals feel well. Effective experiences have a notable effect on the individual's evaluation of work

life and subsequent positive-negative effect balance reflects on a person's interactive experiences at work (Rautenbach, 2015:60). Rautenbach (2015:60) further explains that joy, pride, amusement and gratitude are favourable responses and have reference to positive effect whereas unfavourable emotions such as sadness, anxiety, frustration, anger, guilt and boredom have reference to negative effect. Subsequently, positive and negative effect are associated with need gratification (Rautenbach & Rothmann, in press).

2.5.2 Psychological well-being

Individuals who experience psychological well-being and flourishing at work experience the motivational factors of the self-determination theory, comprising out of autonomy, competence, relatedness and satisfaction (Deci & Ryan, 2008:183). Psychological well-being and flourishing are also linked to purpose, meaningfulness at work, engagement and learning (Rautenbach, 2015:60).

Self-determination theory dimensions of autonomy, competence and relatedness have a positive relationship with the subjective experience of flourishing (Rautenbach, 2015:60). In the work of Deci and Ryan (2011:19), it is expressed that all people, regardless of background, race or creed, have to satisfy the need to function properly regarding competence, autonomy and relatedness. Deci and Ryan (2011:19) define the autonomy need as the individual's experience of being able to choose and act within a range of freedom when tasks are carried out. The competence need escalates a person's awareness to feel effective in the way they interact with the environment. The need for relatedness awakens a person's sense of belonging, the ability to connect with others, experience care and love which are satisfied when the individual experiences closeness and intimate relationships with other people, thereby creating meaning.

Meaningful work is defined (meaningfulness) as the value assigned towards a work goal or objective which is evaluated against a person's values and morals (May *et al.*, 2004:14). Meaningful work is conceptualised into three dimensions, namely psychological meaningfulness (i.e. the experience of the value an individual's work creates compared to their benchmark), work that creates meaning (i.e. the conceptualisation that work is providing a basis for a person's life) and greater good

motivations (i.e. the desire to make an impact on society as a whole) (Rautenbach, 2015:60).

Engagement as another construct of psychological well-being is defined in section 2.3.1 by Kahn (1990:694) as a state whereby employees cognitively engross themselves physically and emotionally during task performance that the personal selves are altered during the task performance. This view is supported by Rothbard and Patil (2012:59) as the psychological presence of an employee in the position they occupy. It involves the components of vigour, dedication and absorption (Schaufeli *et al.*, 2006:702). Employees that are engaged direct their energy into role behaviour and live themselves into the position they occupy (Rautenbach, 2015:71).

Spreitzer *et al.* (2010:139) define learning as the feeling person experiences when he or she is gaining knowledge that can be applied to the working environment. In the work of Hanaysha (2016:292) learning is described as a process of behaviour change, which is supported by a learning-focused organisation influenced by organisational culture. Spreitzer *et al.* (2010) noted that when combining learning with vitality, as a component of engagement, thriving of people is achieved.

2.5.3 Social well-being

Keyes (1998:122) defines organisational social well-being as the assessment of personal circumstances and performance in an organisational environment. It is composed out of the following characteristics (Keyes, 1998:122-123):

- Social acceptance concerns an optimistic outlook and acceptance towards diversity in the organisation;
- Social growth refers to whether individuals are convinced of the developmental potential of the organisation, groups and employees;
- Social contribution concerns individuals' opinions that their daily activities add value to the organisation as a whole;
- Social coherence is indicative of employees' social perceptions of organisational meaningfulness and comprehension;
- Social integration refers to employees' emotional experiences with regard to relatedness, comfort and support provided by the organisation.

2.5.4 Flourishing at work and employee perceived customer value

Workplace flourishing can only be achieved if there is a positive organisational climate determined by the organisational culture (Cameron, 2008:18). The implementation of positive organisational processes and systems supported by organisational culture allows employees to experience positive feelings, which has a shaping effect on employee identity enhancing employee flourishing (Cameron *et al.*, 2011:275; Dutton *et al.*, 2010:272). Organisational performance is affected by both employee well-being and positive organisational practices, which includes organisational culture (Gittell *et al.*, 2006:304).

High levels of employee flourishing are experienced in organisational environments where the organisation is supportive, cheerful and provide inspiration, which is brought on by organisational practices that have an impact on employee well-being and subsequent organisational performance (Rautenbach, 2015:100). Rautenbach (2015:129) found that positive organisational practices have a contributing effect towards employees' feeling and how well they function. The basis for positive organisational practices is the organisational culture and climate. It was confirmed that flourishing at work will improve if organisational practices satisfy employee needs (Rautenbach, 2015:129).

Organisational culture is supportive of employee customer orientational behaviour, employee engagement, employee well-being and flourishing at work (Mosley, 2007:126; Mohr-Jackson, 1993:460; Shuck *et al.*, 2011:318, Rautenbach, 2015:100). Employees who adopt a customer orientated attitude and behaviour, driven by organisational culture, have an impact on enhancing organisational perceived value.

Employee perceptions of customer value are related to the tasks employees do which have a societal impact. The meaningfulness construct of Kahn (1990:703), in engagement and flourishing at work, supports that employees want to do work that is meaningful (Rautenbach, 2015:129) and which contributes towards society. Social well-being also focuses on the social contribution of employees, both within and outside the organisation (Keyes, 1998:122), which is in line with Fairlie's (2011:510) contribution that employees want to contribute towards society by adding customer

value. It is on this premise that employee perceived customer value positively relates to flourishing at work.

In the view of the literature reviews above with the correlations between flourishing at work and employee perceived customer value, the following hypothesis is formulated:

H3: There is a positive correlation between employee perceived customer value and flourishing at work.

2.5. MANAGEMENT ACTIONS TO ENHANCE EMPLOYEE PERCEIVED CUSTOMER VALUE

The above literature can confirm that there is a positive correlation between employee perceived customer value and employee engagement. However, there are ways management can improve employee perceived customer value to enhance employee engagement.

Management should focus on internal customer orientation programmes supported by internal branding activities to assist with internal organisational alignment, which builds organisational and employee values, subsequently influenc organisational culture (Matanda & Nubisi, 2013:1047).

Organisational leadership can form culture when employees are influenced by management to change their attitudes towards their work as their unconscious and personality traits may prevent employees to experience increased levels of meaningful work (Fairlie, 2011:518). Management can develop programmes, i.e. internal marketing and customer orientated programmes, which enable employees to engage with their customers on a deeper social level. The primary driver behind these programmes would be to instil a sense of self-actualisation into employees whereby the higher need is to create customer value by focusing on programmes which focus on employee development that drives organisational culture, which in turn focuses on customer centricity (Fairlie, 2011:518). This will improve psychological meaningfulness, which has been confirmed by Kahn (1990:703) to have the strongest positive relationship with employee engagement.

Meaningful work can be supported by management, driving organisational values with a focus on both the customer and the employee. Aligning organisational values with employees requires extensive internal communication supporting customer orientated programmes which enable employees to experience and deliver customer value (Matanda & Nubisi, 2013:1047). A culture that supports customer value facilitates innovation, which in turn drives customer service and again creates value (Yaslioglu *et al.*, 2013:633).

Mosley (2007:132) notes that management can implement internal marketing activities that focus on interventions shaping employees' perceptions towards the brand, organisational and customer value thereby embedding an organisational culture that improves employee organisational experiences and subsequently customer experience.

The human resources and marketing functions should focus on internal marketing and customer orientation to facilitate organisational learning through the creation of a learning culture that is customer focused. An organisational learning culture is treated as a predicting factor of employee commitment towards an organisation (Hanaysha, 2016:295). Learning activities assist organisations to facilitate desired employee behaviour, improves employee commitment and thereby improving performance and competitiveness (Hanaysha, 2016:295).

Organisational leadership should shift their focus from the tangible assets towards the human capital element to ensure employee engagement, which has become a strategic imperative (Shuck *et al.*, 2011:320). Employee engagement drives commitment, which is not driven by remuneration, however, it is driven by organisational and leadership practices that engage employees to choose to be committed, thus creating a competitive advantage (Shuck *et al.*, 2011:320). Yong-Ki *et al.* (2014:1376) are supportive that management needs to focus on internal marketing and customer orientation to improve employee perceived customer value as this creates job satisfaction through employee engagement.

2.6 CHAPTER SUMMARY

In this chapter, the definitions of customer value, employee perceived customer value, employee engagement, meaningfulness at work and flourishing at work were set out. The results of previous studies were discussed as well as the correlations between customer value, organisational culture, employee engagement, meaningfulness at work and flourishing at work.

Management actions to improve employee perceived customer value in organisations were also set out.

Chapter 3 will present empirical research as well as the research methodology and the results thereof.

CHAPTER 3: EMPIRICAL RESEARCH

3.1 INTRODUCTION

In this chapter, the focus is on the research method, research design and participants to attain the intent of this study. The sample size and method to collect the information are discussed, and it is inclusive of the ethical factors underlying the research. In conclusion, the statistical analysis methods and data interpretations are illustrated.

3.2 RESEARCH APPROACH

According to Blumberg *et al.* (2005:15), research is described as a process which drives investigation and is directed at the gathering of information to solve challenges. It is directed towards problem-solving through a systematic scientific approach that would lead to effective decision making (Blumberg *et al.*, 2005:15). Research methodology expands on the narrow definition of research by rationalising and conceptualising the reasoning behind techniques and methods used in research (Welman *et al.*, 2005:2).

The research problem establishes the information needed to define the research objectives and subsequent research design which drive data collection (Tustin *et al.*, 2005:75). Data collection can either be through a qualitative or quantitative approach. Qualitative approaches are more focused on primary data collection methods where the research problem is difficult to quantify and is directed towards observations in human behaviour. Quantitative research focuses on measurables and is driven by the analysis of large numbers of data that is scientifically and statistically measured (Tustin *et al.*, 2005:89).

The differences between quantitative and qualitative research are reflected in Table 3.1 below (Tustin *et al.*, 2005:90).

Table 3.1: Quantitative and qualitative research

Comparison dimension	Qualitative research	Quantitative research
Types of questions	Probing	Limited probing
Sample size	Small	Large
Information per respondent	Plenty	Varies
Administration	Requires interviewer with special skills	Fewer special skills required
Type of analysis	Subjective, interpretive	Statistical, summarisation
Hardware	Tape recorders, projection devices, video, pictures, discussion guides	Questionnaires, computers, printouts
Ability to replicate	Low	High
Researcher training	Psychology, sociology, social psychology	Statistics, decision models, decision support systems, computer programming
Types of research	Exploratory	Descriptive or causal

The aforementioned discussion provides insight into the methods for primary data collection; in this study, a quantitative approach was used. Questionnaires were administered to determine whether correlations existed between employee perceived customer value and employee engagement.

3.3   RESEARCH DESIGN

The research design is defined as the master plan for realising the research intent and providing insight into the problems (Blumberg *et al*., 2005:69). It is the blueprint that defines the methods and procedures for gathering and examining the required information (Tustin *et al*., 2005:82).

In this study a cross-sectional design was used, implying that data was collected from various criterion groups over a specified period of time (Welman *et al*., 2005:95).

Primary data was collected by the researcher over a period of 7 weeks to specifically address the research problem (Tustin *et al.*, 2005:89).

3.4 RESEARCH PARTICIPANTS AND SAMPLE SIZE

Employees working in a manufacturing environment within a large South African organisation were included into the target population and had not been known prior to the study commencing.

The population is defined as the total collective unit of focus for the purposes of the study in which the researcher wishes to draw conclusions (Welman *et al.*, 2005:52). Individuals formed the population from a sample that was extracted for the purposes of the research. The sample comprised of a subset of individuals from the entire population (Tustin *et al.*, 2005:337).

The target population for this study was 300 (*N=300*) active employees working in a manufacturing company in South Africa. The sample size representation was 152 (S=152) responses. This was determined by using the National Education Association formula [(s=X²NP (1-P)/d² (n-10=X2p (1-P)] where N represents the population size and S represents the sample size (Krejcie & Morgan, 1970:607). Employees who were included into the population were literate and had access to email.

For the purposes of gathering information a convenience sampling method was used, namely non-probability sampling. In non-probability sampling, respondents are selected where data gathering is focused on employees who are easily accessible and responses are gathered until the required number of responses for the sample have been completed (Welman *et al.*, 2005:69). It must be noted that convenience sampling is a self-selection sampling method and is prone to prejudice, which is often outside of our control (Welman *et al.*, 2005:70).

The sample frame was obtained from the organisation's email database and employees wanting to participate were free to self-selection and response at their own will.

3.5   MEASURING INSTRUMENT

3.5.1 Validity and reliability of measuring instruments

Measurement involves the practical implementation of variable components, which requires the construction and development of instruments to test and quantify the variables (Kimberlin & Winterstein, 2008). The quality of the measurement instrument is defined by the key indicators of validity and reliability (Kimberlin & Winterstein, 2008).

3.5.1.1 Validity of the measuring instrument

Measuring instruments with validity actually represent research findings and confirm that the findings represent what it is intended to research (Welman *et al.*, 2005:142). Validity can be broken up into two main types of validity, namely internal validity and external validity. Internal validity confirms that consequences we draw from a cause and effect relationship are demonstrated in the experiment whereas external validity confirms replicability of cause and effect relationships across time, settings and people (Blumberg *et al.*, 2005:403).

There are several types of validity that relate, however, included in the two main validity types are construct and criterion validity (Welman *et al.*, 2005:142). Construct validity is a figment based on the consistent results of numerous studies using the same specified measuring instrument whereas criterion validity is a measurement of the congruence between scores relating to the constructs of the measuring instrument or similar latent constructs (Kimberlin & Winterstein, 2008). In this study, it was decided that construct validity would be used with factor analysis being considered depending on sufficient response rates.

3.5.1.2 Reliability

Reliability is related to the results generated by the measuring instrument and is concerned with the credibility of the results (Welman *et al.*, 2005:145). It can be further explained as the extent to which similar results would be obtained if the measuring instrument had been implemented under different circumstances, thereby verifying and reducing the measurement error (Kimberlin & Winterstein, 2008). Reliability and

internal consistency are measured by using Cronbach's coefficient alpha which tests the measuring instrument's degree of attribute correlation (Welman *et al.*, 2005:147). In section 3.8 reliability is discussed more comprehensively.

3.5.2 Measuring instrument

In this study, an electronic and printed questionnaire version was devised. It was constructed to obtain demographic data in the first section inclusive of the sourcing year of birth, a period of employment in current role, a period of employment with the company, gender, people management and occupational level. Individuals participating in the study were able to devise their own coding by providing initials of their mother, surname and that of their father, combined with the last two digits of their birth year.

In the second part, seven questionnaires had been used to gather data regarding opinions on employee perceived customer value, employee engagement, flourishing at work, meaningfulness at work, perceived organisational support, burnout and turnover intention. The questionnaire is contained in Annexure B which is reflected further on in the document.

A combination of 5-, 7- and 9-point Likert scales were utilised to reflect the outcome of the constructs under study. The logic for utilising multiple Likert scales was to keep the authenticity of the original measuring instruments. This enabled easy analysis and interpretation of the results.

3.5.2.1 Perceived customer value

In the article of Dodds *et al.* (1991:307), effects of price, brand and store information on buyers' product evaluations, a measuring instrument, noting the effects of one-dimensional perceived customer value on a product, was developed. In an article of Leroi-Werelds *et al.* (2014:431) various perceived customer value measuring instruments were compared, and it was noted that the Dodd's instrument is a simplistic measuring instrument that facilitates ease of implementation. The Perceived Value Indicator Scale of Dodds *et al.* (1991:318) was used in this study. This 5-item scale

has been used by various researchers (Leroi-Werelds *et al.*, 2014:432) in empirical studies.

The scale is one-dimensional and measures customer value by questioning participants with five questions relating to the overall value of the product or service through a focus on the exchange of money and the price-quality relationship (LeroiWerelds *et al.*, 2014:432).

As there is limited to no information available on employee perceived customer value, the questionnaire was slightly adjusted by substituting or supporting the word "product" with "company" to internalise products produced by the company the employee works at. The new questions reflected the same quality-price relationship, however, from an employee perspective.

The Perceived Value Indicator Scale has good reliability as confirmed by Dodds *et al.* (1991:318) with a Cronbach alpha of 0.81. In the study of Leroi-Werelds *et al.* (2014:445) a Cronbach alpha of 0.81 was confirmed as well. Confirming reliability with the adoptions made above, an acceptable Cronbach alpha of 0.76 was confirmed through statistical analysis, which will be further discussed in Chapter 4 below.

3.5.2.2 Employee Engagement

Employee engagement was measured through the Utrecht Work Engagement Scale (UWES) as proposed by Schaufeli *et al.* (2006:714). The UWES items are grouped into three subscales that measure the seventeen latent dimensions of engagement.

The three subscales that measure employee engagement in the instrument are as follows:

• Vigour dimension (6 items) (for example: "at my job, I feel strong and vigorous");
• Dedication dimension (5 items) (for example: "to me, my job is challenging");
• Absorption dimension (6 items) (for example: "I am immersed in my work");

Reliability generally ranges with a Cronbach's coefficient alpha of 0.80 – 0.90 depending on the region for the three dimensions (Schaufeli *et al.*, 2006:703).

3.5.2.3 Flourishing at work

The Flourishing-at-Work Scale – Short Form (FAWS-SF), was developed by Rautenbach & Rothmann (in press) to measure seventeen items of flourishing.

The three dimensions that measure flourishing at work in the instrument are as follows:

- Emotional dimension (3 items) (for example: "During the past month at work, how often did you feel happy?")
- Psychological dimension (9 items) (for example: "During the past month at work, how often did you feel confident to think or express your own ideas and opinions?")
- Social well-being dimension (5 items) (for example: "During the past month at work, how often did you feel you had something important to contribute to your organisation?")

Reliability was established using a formula based on the sum of squares of standardised loadings and the sum of standardised variance of error terms and results ranged from 0.77 to 0.95 (Rautenbach & Rothmann, in press).

Reliability was confirmed through a Cronbach alpha of 0.84 statistical analysis, which will be further discussed in Chapter 4 below.

3.5.2.4 Meaningfulness at work

Meaningfulness at work was measured by the instrument devised by May *et al*. (2004:20) as an antecedent to their work engagement measurements.

The measuring instrument measures the following dimensions:

- Psychological meaningfulness (6 items) (for example: "I feel that the work I do at my job is valuable");
- Psychological safety (3 items) (for example: "I'm not afraid to be on my own at work");

- Psychological availability (5 items) (for example: "I am confident in my ability to handle competing demands at work").

May *et al.* (2004:21) confirmed reliability with a Cronbach's coefficient alpha of 0.77, 0.71 and 0.85 respectively for psychological meaningfulness, psychological safety and psychological availability.

3.6   PROCEDURE

A company operating in the manufacturing of household plumbing materials was contacted and requested to participate in the research. One holding company with 6 operating subsidiary companies were requested to participate in the research via their executive management structures and human resource departments. An introductory meeting was held with the various human resource departments to explain the rationale and focus of the study.

The covering letter and questionnaire (Annexure B) were distributed to employees via email in the sample who had access to email via the human resource departments. A hard copy covering letter and questionnaire were also made available to employees who did not have access to email. Permission was granted by the CEO of the South African based organisation by signing the permission letter (Annexure A).

The introductory section of the questionnaire explained the purpose of the study, guaranteed security of information and explained the unique coding system. Each section of the questionnaire explained what is measured and the relevance of the data. At the end of the questionnaire, participants were thanked for their efforts and participation. The human resource departments were requested to send the data straight to me via email or scan hard copy documents. In order to increase participation, continuous follow-up over a period of 6 weeks was done with the relevant HR managers via telephone and email communications.

Out of the sample employees, only 152 responses were received. The reasons for the low response rate were as follows: 1) The overseas holding company had another survey the previous month and 2) the company was undergoing financial instability and retrenchment consultations in certain parts of the business.

The researcher managed to receive a 9.11% response rate out of the total sample given that non-probability convenience sampling was administered. The results obtained are admissible to the sample group and not in a position to be generalised for the population.

Various telephonic and email queries were raised and the researcher personally assisted with these queries.

3.6.1 Data capturing

The completed questionnaires were captured in a Microsoft Excel document in preparation for statistical analysis.

3.6.2 Feedback

The management of the organisation requested feedback on the study in which a commitment was made that the organisation would receive a copy of the researcher's findings.

3.7   ETHICAL CONSIDERATIONS

In the covering section of the questionnaire, ethical considerations are addressed whereby participants are assured of confidentiality and that there will not be prejudice in any way. No personal details will be verifiable and therefore anonymity is guaranteed. All the participants were free to participate out of their own will and not coerced into participation in any way. The Research Ethics Committee of the Faculty of Economic and Management Sciences of the North-West University approved the research as well.

3.8   STATISTICAL ANALYSIS

The statistical analysis was done with the assistance of the Statistical Consultation Services of the North-West University to confirm the high-quality statistical analysis of the data generated by the research. The package used by the Statistical Consultation Services was the SPSS (Statistical Package for Social Sciences) (2016, version 23)

programme. SPSS is programmed to focus on a more advanced statistical analysis which is beyond the scope of Microsoft Excel's capabilities (Wagner, 2007:12).

In describing the mean, standard deviation, percentage and cumulative percentage of the respondents' demographic data we used descriptive statistics. Descriptive statistics enable the coverage of data into a few summarised measures (Wagner, 2007:177).

Mathematically the mean scores are set out in Table 3.2. below:

Table 3.2: Mathematical interpretation of mean scores

Mean score of:	Likert scale item:
Employee perceived customer value:	
1.00 – 1.99	Extremely unimportant
2.00 – 2.99	Not important at all
3.00 – 3.99	Not important
4.00 – 4.99	Somewhat unimportant
5.00 – 5.99	Neutral
6.00 – 6.99	Somewhat important
7.00 – 7.99	Important
8.00 – 8.99	Very important
9.00	Extremely important
Engagement and flourishing at work:	
0.00 – 0.99	Never
1.00 – 1.99	Almost Never
2.00 – 2.99	Rarely
3.00 – 3.99	Sometimes
4.00 – 4.99	Often
5.00 – 5.99	Very Often
6.00	Always
Meaningfulness at work	
1.00 – 1.49	Disagree
1.50 – 2.49	Slightly disagree

2.50 – 3.49	Neither agree nor disagree
3.50 – 4.49	Slightly agree
4.50 – 5.00	Agree

Koustalos (2013) noted that a minimum of 5 scales is required. However, 7 scales are recommended, for the higher the scales, the higher the risk of respondent fatigue.

Cronbach's coefficient alpha was used to calculate internal consistency, the reliability of the constructs and sub-constructs. It is generally accepted that when a Cronbach coefficient alpha falls within the range of 0.70 and upwards it can be used in research that is potentially related (Nunnally & Bernstein, 1994:10). Mahmood *et al.* (2014:74), as well as Gaderman et al. (2012), noted that Cronbach's alpha coefficient of 0.5 in social sciences are acceptable. However, interpretation should be made with caution.

A correlation coefficient is used to measure ordinal rank orders of variable correlation, also known as Spearman's rho (Welman *et al.*, 2005:229). A correlation coefficient analyses the significance of the linear association between two variables. A low correlation does not imply that there is any relationship between the measured variables; it confirms that the relationship is not perfectly linear and an observed statistical relationship (Wagner, 2007:418). The indicators reflecting practicality and statistical significance are reflected in Table 3.3 below:

Figure 3.1: Graphical display of interpretation of a correlation coefficient:
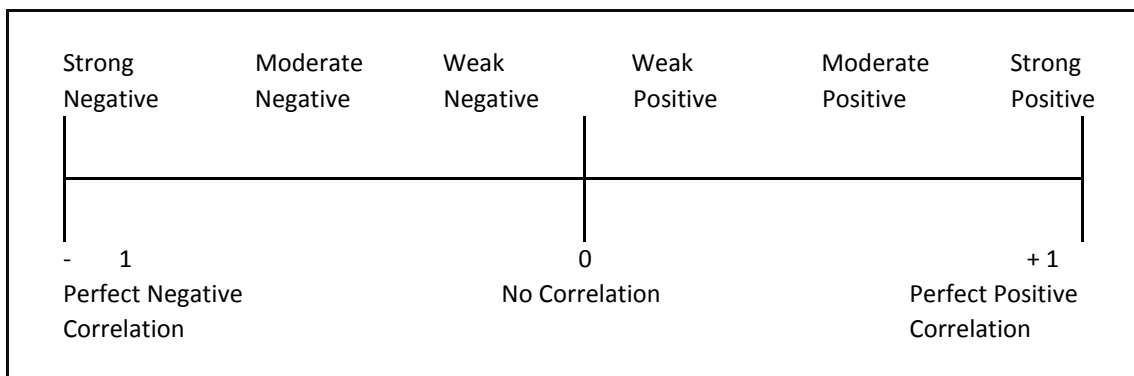
(Source: Wagner, 2007:418)

In the analysis t-tests are used; this provides an indication of the number of standard errors. It is symptomatic of the differentiation of the sample mean from the population mean (Albright *et al.*, 2009:435). When the mean groups are compared, reflective in the effect size, Cohen's d-values are used as measurement (Field, 2009:57).

In this study, t-tests were used to measure the difference in respondents constructed responses based on gender and managerial versus non-managerial employees. Descriptive statistics and ANOVA were used to measure responses based on respondents' age, a period in role and years of service with the company.

Table 3.3: Interpretation guidelines

Effect size: d-value indicates significant practical differences between the mean and the effect size		p-value: indicates statistical significance and whether there is a difference between the means	
~0.2	Small, practically no significant difference	p-value < 0.05	Indicates a practical significant difference between the means
~0.5	Medium, practically visible difference		
~0.8	Large, practically significant difference		

Source: Field (2009:58)

In this study, convenient sampling was done and not random sampling. Therefore p-values are reported for comprehensiveness and not for interpretational reasons.

3.9 RESEARCH HYPOTHESES

The research hypotheses have been condensed as follows:

H1: There is a positive correlation between employee perceived customer value and employee engagement.

H2: There is a positive correlation between employee perceived customer value and meaningfulness at work.

H3: There is a positive correlation between employee perceived customer value and flourishing at work.

The hypotheses for the sub-groups are as follows:

HG1: There is a positive relationship between employee perceived customer value, employee engagement and employee occupational level.

HG2: There is no relationship between employee perceived customer value, employee engagement and gender.

HG3: There is a positive relationship between employee perceived customer value, employee engagement and period of employment with the company.

3.10   CHAPTER SUMMARY

In this Chapter, the researcher sets out the methods used to conduct the research. The research design, methods, participants and the methods of statistical analysis of the data collected were discussed.

In conclusion, the research hypotheses were stated.

The results and discussion of the empirical research are set out in Chapter 4.

CHAPTER 4: RESULTS AND DISCUSSION OF EMPIRICAL RESEARCH

4.1   INTRODUCTION

In this Chapter, the results of the empirical research are reported, analysed and discussed. In the first section, the respondents' demographics are reviewed, which is followed by a discussion on construct validity, reliability and correlations. In this section ANOVA and t-tests were done followed by a discussion on the results and concluded by a chapter overview.

4.2   RESPONDENT DEMOGRAPHIC INFORMATION

This section takes an overview of the respondent's demographic information inclusive of age, period in current position, a period of employment with the organisation, gender, management or non-management and occupational level in the organisation.

In the administrative processing of questionnaires, it had been ensured that all questions had been completed by the human resource personnel who assisted in the questionnaire administration.

4.2.1. Respondents' age

Respondents' ages ranged from 21 to 74 years of age. In Table 4.1 the minimum, maximum, mean and standard deviation of respondents are illustrated.

Table 4.1: Age distribution of the respondents

	N	Minimum Age	Maximum Age	Mean	Standard Deviation
Age	152	21	74	40.67	10.90

4.2.2. Respondents' gender distribution

In Figure 4.1, a gender distribution pie chart, it is noted that 90 (52.21%) of the respondents were male and 62 (40.79%) of the respondents were female.

Figure 4.1: Respondents' gender distribution
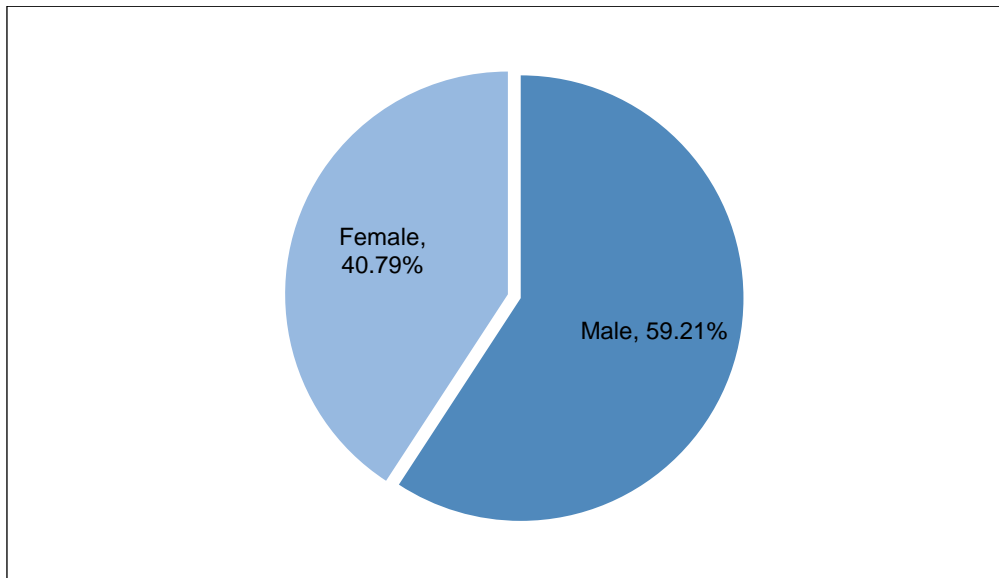
4.2.3. Respondents' period in current role

In addition, it is noted that 54.61% (83) respondents have less than 5 years' service in their current role and 45.39% (69) respondents have more than 5 years' service in their current role.

Figure 4.2: Period of employment in current role
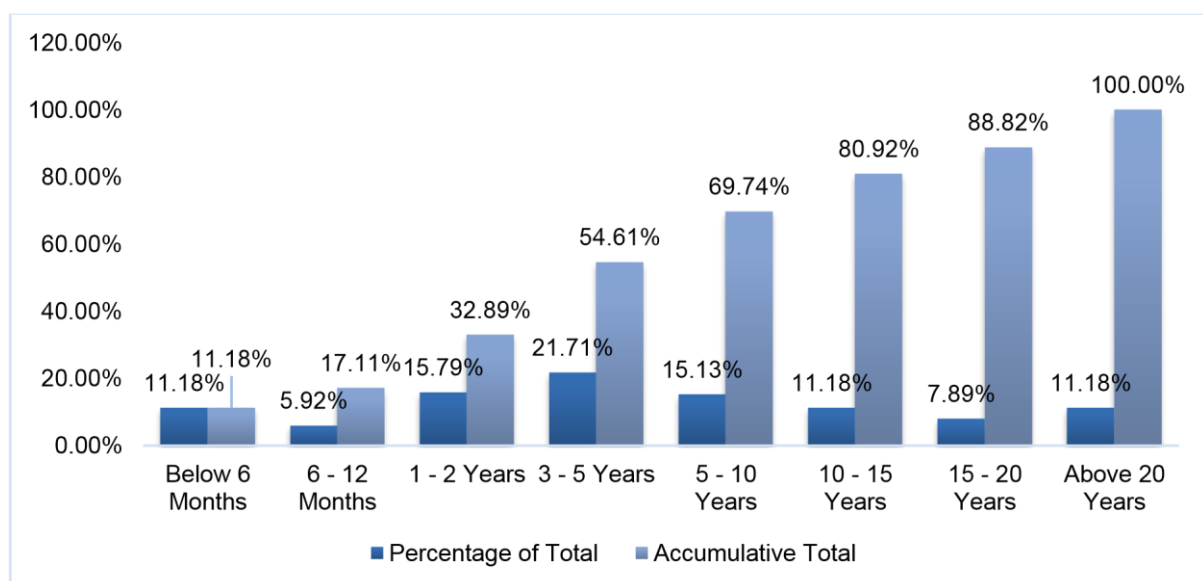
4.2.4. Respondents' period of employment with organisation

Figure 4.3 shows that 48.03% (73) respondents have less than 5 years' service in the organisation and 51.97% (79) respondents have more than 5 years' service with the organisation.

Figure 4.3: Period of employment at company
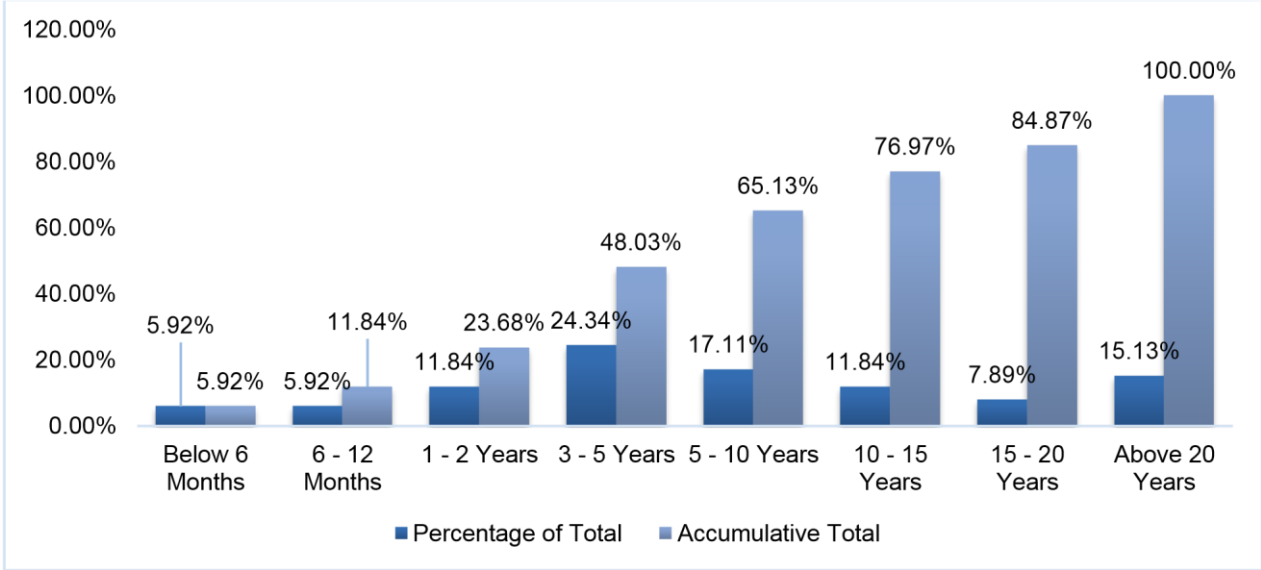
4.2.5. Respondents' management and non-management representation

From Figure 4.4, a management versus non-management distribution pie chart, we can see that 76 (50.00%) of respondents were part of management and 76 (50.00%) of the respondents were part of non-management.

Figure 4.4: Management versus non-management
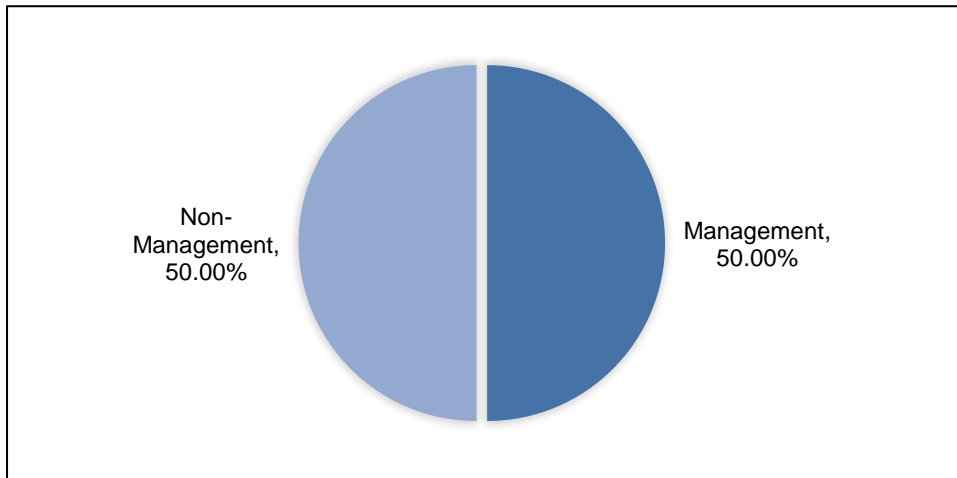
4.2.6. Respondents' occupational level representation

Figure 4.5 reflects that the largest percentage of respondents came from the skilled and academically qualified levels with 34.21% (52) respondents. Top management and unskilled respondents only reflected 2.63% (4) of respondents. This can be attributed to low levels of literacy concerning unskilled staff and to very little employees being part of the top management band.

Figure 4.5: Occupational level representation
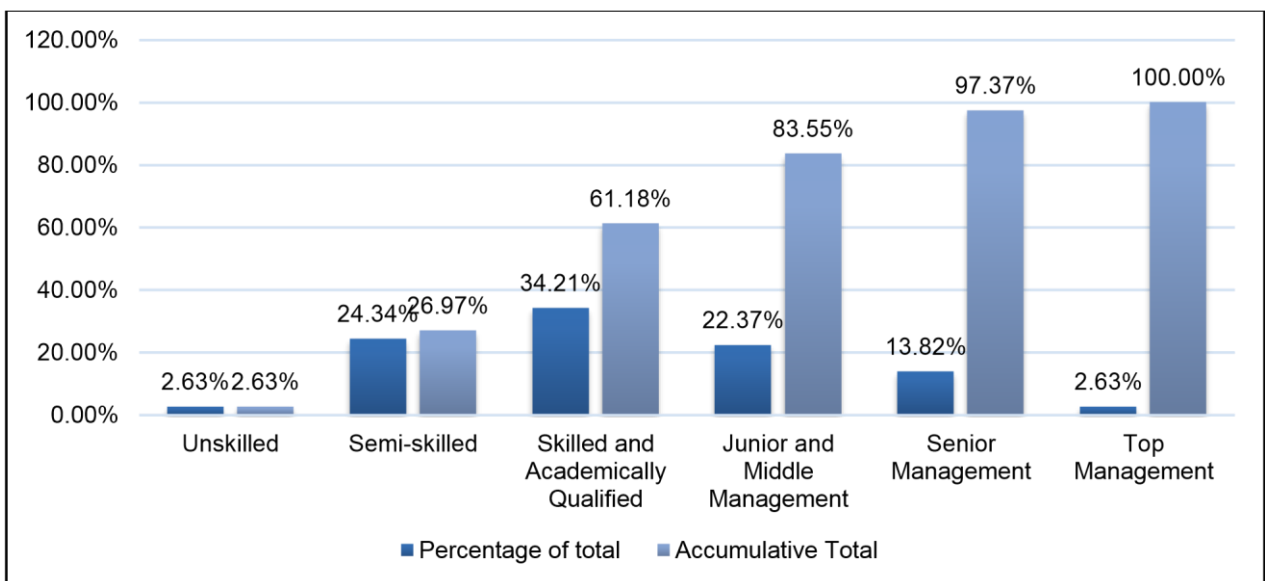
In summary, the majority of respondents were male, 59.21%, who have three to five years' employment in their current roles and with the specific organisation. There was an equal representation of management versus non-management participants whereas the majority of the respondents were from the skilled and academically qualified occupational level, reflecting 34.21%.

4.2.7 Frequency of completion of questions

Annexure C (Part 2 to Part 7 of the questionnaire) contains the frequency count of the respondents' answers to the relevant section. The following is adapted from the constructs as contained in Annexure C.

4.2.7.1 Employee perceived customer value

The percentage of respondents who felt that the company offers good value for money, citing it is important to extremely important, was 83% (126 respondents) (Question 2.1). The percentage of respondents who felt that the organisation value to customers was not acceptable was 37% (56 respondents) (Question 2.4).

4.2.7.2 Employee engagement

4.2.7.2.1   Vigour dimension

Employees that often to always feel strong and vigorous at work was 74.34% (113 respondents) (Question 3.4). It was also noted that 76.34% (116 respondents) often always to feel that their job inspires them (Question 3.7). It was interesting to note that 90.13% (137 respondents) of employees often to always confirmed that they are proud of the work they are doing (Question 3.10).

4.2.7.2.2   Absorption dimension

The percentage of respondents who confirmed that time always flies when they are at work was 51.32% (78 respondents) whereas only 7.24% (11 respondents) noted that it never to rarely flies by when they are at work (Question 3.3). Respondents further noted that they are often to always happy when they are intensely immersed in work, with an 80.92% (123 respondents) (Question 3.9).

4.2.7.2.3   Dedication dimension

Respondents confirmed that they often to always feel the work that they do has meaning and purpose with a confirmation of 86.84% (132 respondents) (Question 3.2). Respondents often to always feeling enthusiastic about their job were 88.16% (134 respondents) (Question 3.5). Only 10.53% (16 respondents) felt that they rarely to never felt like getting up and going to work (Question 3.8).

4.2.7.3 Flourishing at work

4.2.7.3.1 Emotional well-being dimension

Respondents confirmed that most the employees felt happy at work with a 73.68% (112 respondents) (Question 4.1) often selecting to every day whereas 67.11% (102 respondents) (Question 4.2) noting that they not often to never feel unhappy when they are at work.

4.2.7.3.2 Satisfaction dimension

The respondents confirmed that 81.58% (117 respondents) felt that they were often to always experiencing job satisfaction in their work (Question 4.3). Competence satisfaction was confirmed with 46.05% (70 respondents) verifying that they are always managing the responsibilities of their job, whereas only 1.32% (2 respondents) felt that they never experienced the same (Question 4.5).

4.2.7.3.3 Learning dimension

Respondents who felt that they were experiencing learning on an often or day-to-day basis was 84.21% (124 respondents) of which 42.76% (65 respondents) confirmed that they were learning every day (Question 4.7).

4.2.7.3.4 Meaningfulness at work dimension

Respondents who confirmed that their work served a greater purpose often to every day was 77.63% (118 respondents) (Question 4.9) and it was supported by 72.37% (110 respondents) (Question 4.8) who often to every day felt that their work makes a difference in the world.

4.2.7.3.5 Engagement dimension

The percentage of respondents who confirmed that they often to every day focus a great deal of their attention on their work was 96.05% (146 respondents) (Question 4.10). This was supported by 82.24% (125 respondents) (Question 4.11) confirming that they often to every day felt enthusiastic about their work. Respondents that noted they never feel energised in their work was 3.29% (5 respondents) (Question 4.12).

4.2.7.3.6 Social dimension

Respondents who felt that they often to always have an important contribution to make towards the organisation was 86.18% (131 respondents) (Question 4.13). The percentage of respondents who felt that they belong to the organisation every day was 38.16% (58 respondents) of which 42.11% (64 respondents) of the respondents confirmed that often to very often felt the same (Question 4.14). Respondents who rarely to never felt that the organisation makes sense to them was 38.16% (58 respondents) (Question 4.17).

4.2.7.4 Meaningfulness at work

4.2.7.4.1 Meaningfulness dimension

Respondents overwhelmingly confirmed that the work they do are meaningful to them with 82.89% (126 respondents) agreeing with the statement posed in Question 5.1. Furthermore, 72.39% (110 respondents) agreed that their work is valuable to them (Question 5.6).

4.2.7.4.2 Safety dimension

The percentage of respondents that confirmed that they are afraid to express their opinions at work was 48.68% (74 respondents) (Question 5.8) and this was supported by 41.45% (63 respondents) (Question 5.9) agreeing that the work environment is threatening to them.

4.2.7.4.3 Availability dimension

Respondents were confident that they could deal with competing demands at work with 93.42% (142 respondents) (Question 5.10) slightly agreeing with the statement, which was supported by 93.42% (142 respondents) (Question 5.11) of respondents slightly agreeing that they could deal with problems at work. This trend continued with 80.92% (112 respondents) (Question 5.12) agreeing that they can think clearly at work.

4.3   VALIDITY AND RELIABILITY

4.3.1 Validity

In order to test validity, a confirmatory factor analysis has to be applied to test the hypotheses. As a result of the lack of sufficient data, factor analysis was impossible to test and therefore construct validity could not be confirmed.

4.3.2 Reliability

4.3.2.1 Reliability of the constructs

Construct reliability is illustrated in Table 4.2 below. Cronbach's coefficient alphas with a score of 0.5 upwards are considered acceptable and reliable (Mahmood *et al*., 2014:74); from Table 4.2 it is evident that the constructs are reliable as they range from 0.62 to 0.91.

Table 4.2: Cronbach's coefficient alpha for constructs

	Cronbach's coefficient alpha's	Cronbach's coefficient alpha based on standardised items	Mean	Standard Deviation	Number of items
Employee perceived customer value	0.64	0.68	6.38	1.86	5
Engagement	0.91	0.91	4.53	1.40	17
Flourishing at work	0.84	0.85	4.53	1.33	17
Meaningfulness at work	0.62	0.67	4.29	0.93	14

4.3.2.2 Cronbach's coefficient alpha for sub-constructs

The sub-constructs' reliability results are shown in Table 4.3 below. Annexure D contains an indication of the reverse questions. The scores of the reverse questions were considered in the statistical calculations and the analysis thereof.

Table 4.3: Cronbach's coefficient alpha for sub-constructs

	Sub Construct	Cronbach's coefficient alpha's	Cronbach's coefficient alpha based on standardised items	Mean	Standard Deviation	No of items
Employee perceived customer value	Inclusive of 2.4	0.64	0.68	6.38	1.86	5
	Exclusive of 2.4*	0.76	0.77	6.77	1.76	4
Engagement	Vigour	0.82	0.82	4.40	1.47	6
	Absorption	0.82	0.83	4.68	1.27	6
	Dedication	0.71	0.73	4.50	1.46	5
Flourishing at work	Emotional Wellbeing	0.62	0.62	3.67	1.39	2
	Satisfaction	0.72	0.73	4.78	1.26	4
	Learning	0.85	0.85	4.85	1.30	1
	Meaningfulness	0.85	0.85	4.48	1.50	2
	Engagement	0.84	0.84	4.87	1.18	3
	Social	0.88	0.88	4.43	1.39	5
Meaningfulness at work	Meaningfulness	0.92	0.92	4.52	0.87	6
	Safety	0.51	0.50	3.30	1.34	3
	Availability	0.81	0.82	4.60	0.74	5

It is evident from the above that there is reliability in all the sub-constructs.

* The reverse phrased question 2.4 under the employee perceived customer value construct negatively influenced reliability and had low item correlation, however, total reliability inclusive of Question 2.4 was still at acceptable levels.

4.4 SPEARMAN'S CORRELATION COEFFICIENT

The Spearman's correlation coefficient guidelines contained in Chapter 3 are discussed below.

4.4.1 Correlation of employee perceived customer value and employee engagement

In Table 4.4 the relationship between employee perceived customer value and the relationships between the constructs of employee engagement are indicated.

Table 4.4: Spearman's rho for employee perceived customer value and the constructs of employee engagement

	Employee Perceived Customer Value	Vigour	Dedication	Absorption	Employee Engagement
Employee Perceived Customer Value	1.00				
Vigour	0.27**	1.00			
Dedication	0.250**	0.81**	1.00		
Absorption	0.19*	0.69**	0.79**	1.00	
Employee Engagement	0.26**	0.92**	0.93**	0.88**	1.00

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

From Table 4.4 the sub-constructs of employee engagement correlated highly with one another. Note that overall employee engagement and vigour sub-construct had a medium to low correlation with employee perceived customer value. It is further noted that the absorption sub-construct of employee engagement played a small role in the overall impact of employee perceived customer value on employee engagement. Employee perceived customer value is therefore positively correlated with employee engagement (Chapter 2, section 2.3.4).

4.4.2 Correlation of employee perceived customer value and flourishing at work

The following practical implications were illustrated by Spearman's rho.

Table 4.5: Spearman's rho for employee perceived customer value and the constructs of flourishing at work

	Employee Perceived Customer Value	Employee Wellness	Employee Satisfaction	Employee Learning	Employee Meaningful-ness	Employee Engagement	Social Contribu tion	Flourishing at Work
Employee Perceived Customer Value	1.00							
Employee Wellness	0.26**	1.00						
Employee Satisfaction	0.21**	0.45**	1.00					
Employee Learning	0.28**	0.27**	0.32**	1.00				
Employee Meaningfulness	0.23**	0.37**	0.61**	0.40**	1.00			
Employee Engagement	0.29**	0.47**	0.59**	0.41**	0.58**	1.00		
Social Contribution	0.34**	0.59**	0.63**	0.42**	0.56**	0.65**	1.00	
Flourishing at Work	0.34**	0.70**	0.78**	0.51**	0.75**	0.80**	0.91**	1.00

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

The above results indicate the following:

- There is a positive medium, practically visible relationship between the employee engagement sub-construct of flourishing at work and employee perceived customer value.

- There is a positive medium, practically visible relationship between the social contribution sub-construct of flourishing at work and employee perceived customer value.

- There is a positive medium, practically visible relationship between the overall construct of flourishing at work and employee perceived customer value.

It can, therefore, be confirmed that positive organisational practices that influence employee perceived customer value have an impact on flourishing at work and correspond with the findings of Rautenbach (2015:129) (Chapter 2, section 2.5.4).

4.4.3 Correlation of employee perceived customer value and meaningfulness at work

The following practical implications were illustrated by Spearman's rho.

Table 4.6: Spearman's rho for employee perceived customer value and the constructs of meaningfulness at work

	Employee Perceived Customer Value	Meaningfulness	Safety	Availability	Meaningfulness at Work
Employee Perceived Customer Value	1.00				
Meaningfulness	0.34**	1.00			
Safety	0.27**	0.29**	1.00		
Availability	0.27**	0.40**	0.35**	1.00	
Meaningfulness at Work	0.42**	0.75**	0.75**	0.68**	1.00

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

The above results indicate the following:

- There is a positive medium, practically visible relationship between the meaningfulness sub-construct of meaningfulness at work and employee perceived customer value.

- There is a positive medium to high, practically significant visible relationship between the overall construct of meaningfulness at work and employee perceived customer value.

The literature from the work of Mosley (2007:126) and Fairlie (2011:518) can be confirmed through the above findings that by contributing towards customer value, which has a societal impact, employees work more meaningfully (Chapter 2, section 2.4.4).

4.4.4 Correlation between the length of service and age demographics and employee perceived customer value, engagement, flourishing at work and meaningfulness at work.

The following practical implications were illustrated by Spearman's rho.

Table 4.7: Spearman's rho for the length of service and age demographics and employee perceived customer value, engagement, flourishing at work and meaningfulness at work.

	Age	Period in Role	Years of Service with Company	Employee Perceived Customer Value	Engagement	Flourishing at Work	Meaning-fulness at Work
Age	1.00						
Period in Role	0.45**	1.00					
Years of Service with Company	0.52**	0.74**	1.00				
Employee Perceived Customer Value	-0.05	-0.11	-0.15	1.00			
Engagement	0.32**	0.03	0.17*	0.26**	1.00		
Flourishing at Work	0.05	-0.04	0.03	0.34**	0.67**	1.00	
Meaningfulness at Work	0.07	-0.07	-0.01	0.42**	0.55**	0.65**	1.00

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

The above results indicate the following:

- There is a negative practically visible relationship between the demographics of age, employment periods in role and company and employee perceived customer value. The negative practically visible relationship between age, periods in the role and company and employee perceived customer value can be attributable to the lack of meaningfulness to employees who has been with

  the company for a long period of time and within a role that has lost the job design appeal fostering a feeling of not contributing towards a higher purpose, low contribution towards society and reduced goal alignment opportunities (Chapter 2, section 2.3.2.1).

- There is a positive medium to high, practically significant visible relationship between meaningfulness at work and engagement.

- There is a positive medium to high, practically significant visible relationship between meaningfulness at work and flourishing at work. The literature

provides for a strong correlation between employee engagement, meaningfulness and flourishing at work, which is supported by the findings in this study (May *et al.* 2004:30, Rautenbach, 2015:60) (Chapter 2, section 2.4 & 2.5.2).

4.4.5 Correlation of sub-constructs and antecedents of engagement, flourishing at work and meaningfulness at work

The relationships between sub-constructs and antecedents of engagement, flourishing at work and meaningfulness at work are contained in Annexure E.

The following relationships were established by the Spearman's rho correlations:

- *Employee perceived customer value* and *employee engagement*, inclusive of the *flourishing at work engagement* antecedent, showed a low to medium positive, practical visible relationship with each other. The findings of Yong-Ki *et al.* (2014:1376), Foster (2010:401) and Cameron (2008:18) confirm the above finding whereby internal branding facilitates the adoption of a customer value approach and culture affecting employee engagement and flourishing at work (Chapter 2, section 2.3.4 & 2.5.4).
- *Employee perceived customer value* and *employee meaningfulness*, inclusive of the *flourishing at work meaningfulness antecedent*, showed a medium to a high positive practical visible relationship with one another. In Chapter 2 (section 2.3.2.1) Fairlie (2011:518) notes that meaningful work closely relates to higher purpose, positive contributions towards society and has the ability to achieve life and work goals. This finding is supported by Rautenbach (2015:60) whereby psychological well-being, which meaningfulness is a construct of, and flourishing is linked with higher purpose, meaningfulness and engagement.
- There is a significant positive practical visible relationship between *employee engagement* and *meaningfulness at work* construct, supported by stronger correlations between the *flourishing at work* antecedents of *social contribution* and *engagement*. May *et al.* (2004:30) confirmed that the meaningfulness construct has the strongest positive relationship with employee engagement (Chapter 2, section 2.3.2.1). The social contribution element as discussed by Keyes (1998:122-123) has a strong relationship in the literature by adding

societal value as discussed by Mosley (2007:129) and Fairlie (2011:518), whereby employees want to add to society by adding organisational and customer value, therefore doing something meaningful and subsequently improving employee engagement (Chapter 2, section 2.4.4 & 2.5.3).

- The *meaningfulness* antecedent of *flourishing at work* has a large positive, practical visible relationship with the *vigour* antecedent of *employee engagement.* The relationship between meaningfulness and vigour can be correlated by Schaufeli *et al.*'s (2006:702) vigour definition noting that employees want to endeavour in challenging and difficult tasks as this provide meaning. This is supported by May *et al.* (2004:14-15) providing that meaningfulness is influenced by job enrichment, work role fit and co-worker relations that have an impact on vigour (Chapter 2, section 2.3.2 & 2.4.1).

- The *social* antecedent of *flourishing at work* has a large positive practical visible relationship with all the antecedents of *employee engagement*, which is supportive that employee engagement goes beyond the workplace and organisations should have a positive impact on society as a whole. This confirms that Fairlie's (2011:518) finding that work which has a societal impact enhances meaningfulness at work and subsequently engagement (Chapter 2, section 2.3.4).

- The *meaningfulness* antecedent of the *meaningfulness at work* construct has a large positive practical visible relationship with all the antecedents of *employee engagement*, which is supportive that in order to achieve employee engagement, a meaningful contribution has to be made in the day to day organisational activities. May *et al.* (2004:30) confirmed that meaningfulness has the strongest positive relationship with employee engagement (Chapter 2, section 2.3.2.1).

- There is a small negative relationship between *employee perceived customer value* and *age, years in role* and *years of service with the company*, thereby indicating that the longer years of service employees have, the less likely they are to perceive that the company creates customer value. This corresponds with the findings in section 4.4.4 above.

4.5   ANOVA AND T-TEST

4.5.1 Gender

In order to determine whether males and females felt differently relating to the constructs and sub-constructs a t-test for gender was administered.

Table 4.8: Gender t-test

		N	Mean	Std. Deviation	P-value	Effect size
Employee Perceived Customer Value	Male	90	6.78	1.39	0.954	0.01
	Female	62	6.76	1.33		
Engagement – Vigour	Male	90	4.39	1.05	0.812	0.04
	Female	62	4.43	1.11		
Engagement – Dedication	Male	90	4.66	0.86	0.748	0.05
	Female	62	4.71	1.03		
Engagement – Absorption	Male	90	4.42	0.92	0.258	0.17
	Female	62	4.61	1.10		
FAWS - Employee Wellness	Male	90	4.23	1.20	0.341	0.16
	Female	62	4.04	1.16		
FAWS – Satisfaction	Male	90	4.75	0.93	0.633	0.08
	Female	62	4.83	0.94		
FAWS – Learning	Male	90	4.80	1.30	0.578	0.09
	Female	62	4.92	1.30		
FAWS – Meaningfulness	Male	90	4.48	1.36	0.979	0.00
	Female	62	4.48	1.47		
FAWS – Engagement	Male	90	4.82	1.03	0.470	0.12
	Female	62	4.95	1.05		
FAWS – Social	Male	90	4.34	1.18	0.252	0.19
	Female	62	4.55	1.11		
Meaningfulness – Meaningfulness	Male	90	4.53	0.61	0.828	0.03
	Female	62	4.50	0.91		
Meaningfulness – Safety	Male	90	3.65	0.96	0.582	0.09
	Female	62	3.74	0.99		
Meaningfulness – Availability	Male	90	4.60	0.50	0.917	0.01
	Female	62	4.61	0.65		

**Indicates significant practical differences between the mean as well as the effect size.
    ≈ 0.2 Small, No practically significant difference
    ≈ 0.5 Medium, Practically visible difference
    ≈ 0.8 Large, Practically significant difference

It is noticeable from Table 4.8 that there are no practical differences between male and females relating to the sub-constructs, therefore, providing evidence that the genders feel the same about the constructs. The above finding is consistent with the literature contained in Chapter 2, where there is no evidence that gender plays a role in variability in constructs.

4.5.2 Management versus non-management

In order to determine whether managers and non-managers felt differently relating to the constructs and sub-constructs a t-test for management and non-management was administered.

Table 4.9: **Management versus non-management t-test**

		N	Mean	Std. Deviation	P-vales*	Effect size**
Employee Perceived Customer Value	Management	76	6.93	1.27	0.153	0.22
	Non – Management	76	6.61	1.43		
Engagement - Vigour	Management	76	4.63	0.99	**0.007**	**0.42**
	Non – Management	76	4.17	1.10		
Engagement - Dedication	Management	76	4.82	0.89	0.063	0.29
	Non – Management	76	4.54	0.96		
Engagement - Absorption	Management	76	4.72	0.98	**0.006**	**0.45**
	Non – Management	76	4.28	0.98		
Engagement	Management	76	4.72	0.88	**0.009**	**0.45**
	Non – Management	76	4.33	0.94		
FAWS - Employee Wellness	Management	76	4.20	1.27	0.634	0.07
	Non – Management	76	4.11	1.11		
FAWS - Satisfaction	Management	76	4.78	0.93	0.931	0.01
	Non – Management	76	4.79	0.94		
FAWS - Learning	Management	76	4.92	1.28	0.493	0.11
	Non - Management	76	4.78	1.31		
FAWS - Meaningfulness	Management	76	4.57	1.38	0.420	0.13
	Non - Management	76	4.39	1.43		
FAWS - Engagement	Management	76	4.94	1.03	0.436	0.13
	Non - Management	76	4.81	1.05		
FAWS - Social	Management	76	4.51	1.13	0.395	0.13
	Non - Management	76	4.34	1.19		
Meaningfulness - Meaningfulness	Management	76	4.62	0.56	0.085	0.24
	Non - Management	76	4.41	0.88		
Meaningfulness - Safety	Management	76	3.79	0.99	0.181	0.21
	Non - Management	76	3.58	0.94		

Meaningfulness - Availability	Management	76	4.61	0.48	0.886	0.02
	Non - Management	76	4.60	0.63		

*Indicates if there is a statistically significant difference between the means.
Guideline: p-value < 0.05, statistical significant difference between the means

**Indicates significant practical differences between the mean as well as the effect size.
  ≈ 0.2 Small, No practically significant difference
  ≈ 0.5 Medium, Practically visible difference
  ≈ 0.8 Large, Practically significant difference

From Table 4.9 it is evident that p-values for *engagement-vigour, engagement absorption* and *engagement* relating to section 3 of the questionnaire have p-values below 0.05, indicating that there is a significant statistical difference in the way respondents responded to the constructs.

Respondents in management and non-management roles responded differently to the *engagement* construct, which is reflective of the effect size, indicating a large, practically significant difference. In this study, respondents in managerial roles are more engaged, especially related to the sub-constructs of vigour and absorption, than employees in non-managerial positions.

The above findings are consistent with Yong-Ki *et al.* (2014:1376) as management has the ability to be supportive and implement human resource practices that create job satisfaction through employee engagement (Chapter 2, section 2.5).

4.5.2 Occupational Level

In order to determine whether employees in different occupational levels felt differently relating to the constructs and sub-constructs, a t-test for occupational levels was administered.

Table 4.10: Occupational levels t-test – employee perceived customer value

		N	Mean	Std. Deviation	ANOVA		* Welch	***Effect Sizes		
					F	**pvalue	**pvalue	Unskilled and Semi-skilled with…	Skilled and Academically Qualified with ….	Junior and Middle Management with ….
Employee Perceived Customer Value	Unskilled and Semiskilled	41	6.5427	1.41189	0.979	0.405	0.444			
	Skilled and Academically Qualified	52	6.7596	1.35035				0.15		
	Junior and Middle Management	34	7.0809	1.40038				0.38	0.23	
	Senior and Top Management	25	6.7400	1.23212				0.14	0.01	0.24

Table 4.11: Occupational levels t-test – employee engagement

		N	Mean	Std. Deviation	ANOVA		* Welch	***Effect Sizes		
					F	**pvalue	**pvalue	Unskilled and Semi-skilled with…	Skilled and Academically Qualified with ….	Junior and Middle Management with ….
Engagement - Vigour	Unskilled and Semiskilled	41	3.9959	1.35015	3.848	**.011**	**.022**			
	Skilled and Academically Qualified	52	4.3942	.98021				0.30		
	Junior and Middle Management	34	4.5931	.79369				0.44	0.20	
	Senior and Top Management	25	4.8267	.85996				**0.62**	0.44	0.27
Engagement - Dedication	Unskilled and Semiskilled	41	4.4675	1.03092	1.821	.146	.138			
	Skilled and Academically Qualified	52	4.6218	.93708				0.15		
	Junior and Middle Management	34	4.7990	.84265				0.32	0.19	
	Senior and Top Management	25	4.9733	.80462				0.49	0.38	0.21
Engagement - Absorption	Unskilled and Semiskilled	41	4.0146	1.17251	8.579	**.000**	**.000**			
	Skilled and Academically Qualified	52	4.3731	.88031				0.31		
	Junior and Middle Management	34	4.8941	.85314				**0.75**	**0.59**	
	Senior and Top Management	25	5.0160	.66061				**0.85**	**0.73**	0.14
Engagement Total	Unskilled and Semiskilled	41	4.1679	1.08086	4.733	**.003**	**.004**			
	Skilled and Academically Qualified	52	4.4683	.87583				0.28		
	Junior and Middle Management	34	4.7543	.78487				**0.54**	0.33	
	Senior and Top Management	25	4.9341	.71629				**0.71**	**0.53**	0.23

Table 4.12: Occupational levels t-test – flourishing at work

		N	Mean	Std. Deviation	ANOVA		*Welch	***Effect Sizes		
					F	**pvalue	**pvalue	Unskilled and Semi-skilled with…	Skilled and Academically Qualified with ….	Junior and Middle Management with ….
FAWS - Employee Wellbeing	Unskilled and Semiskilled	41	3.9634	1.45941	0.634	0.594	0.651			
	Skilled and Academically Qualified	52	4.2885	1.08622				0.22		
	Junior and Middle Management	34	4.1029	1.11314				0.10	0.17	
	Senior and Top Management	25	4.2400	1.00125				0.19	0.04	0.12
FAWS - Satisfaction	Unskilled and Semiskilled	41	4.8537	1.09112	0.330	0.803	0.779			
	Skilled and Academically Qualified	52	4.8077	0.85408				0.04		
	Junior and Middle Management	34	4.6471	0.82828				0.19	0.19	
	Senior and Top Management	25	4.8000	0.97361				0.05	0.01	0.16
FAWS - Learning	Unskilled and Semiskilled	41	4.7805	1.45795	0.228	0.877	0.856			
	Skilled and Academically Qualified	52	4.8462	1.25846				0.05		
	Junior and Middle Management	34	5.0000	1.12815				0.15	0.12	
	Senior and Top Management	25	4.7600	1.36260				0.01	0.06	0.18
FAWS - Meaningfulness	Unskilled and Semiskilled	41	4.7195	1.42762	0.836	0.476	0.531			
	Skilled and Academically Qualified	52	4.5000	1.42801				0.15		
	Junior and Middle Management	34	4.3824	1.14189				0.24	0.08	
	Senior and Top Management	25	4.1800	1.62583				0.33	0.20	0.12
FAWS - Engagement	Unskilled and Semiskilled	41	4.7317	1.13093	0.674	0.569	0.511			
	Skilled and Academically Qualified	52	4.9103	1.03135				0.16		
	Junior and Middle Management	34	4.8235	1.06121				0.08	0.08	
	Senior and Top Management	25	5.0933	0.85266				0.32	0.18	0.25
FAWS - Social	Unskilled and Semiskilled	41	4.4634	1.26842	0.059	0.981	0.981			
	Skilled and Academically Qualified	52	4.3962	1.18652				0.05		
	Junior and Middle Management	34	4.3824	0.99620				0.06	0.01	
	Senior and Top Management	25	4.4800	1.17757				0.01	0.07	0.08
FAWS - Total	Unskilled and Semiskilled	41	4.5925	0.96678	0.072	0.975	0.971			
	Skilled and Academically Qualified	52	4.6097	0.87024				0.02		
	Junior and Middle Management	34	4.5260	0.83540				0.07	0.10	
	Senior and Top Management	25	4.6165	0.95488				0.02	0.01	0.09

Table 4.13: Occupational levels t-test – meaningfulness at work

		N	Mean	Std. Deviation	ANOVA		*Welch	***Effect Sizes		
					F	**pvalue	**pvalue	Unskilled and Semi-skilled with…	Skilled and Academically Qualified with ….	Junior and Middle Management with ….
Meaningfulness - Meaningfulness	Unskilled and Semiskilled	41	4.3984	0.85381	1.711	0.167	0.104			
	Skilled and Academically Qualified	52	4.4199	0.85780				0.03		
	Junior and Middle Management	34	4.6814	0.53398				0.33	0.30	
	Senior and Top Management	25	4.7000	0.46894				0.35	0.33	0.03
Meaningfulness - Safety	Unskilled and Semiskilled	41	3.5854	1.02951	0.362	0.780	0.765			
	Skilled and Academically Qualified	52	3.6538	0.99883				0.07		
	Junior and Middle Management	34	3.8039	0.85720				0.21	0.15	
	Senior and Top Management	25	3.7467	0.98263				0.16	0.09	0.06
Meaningfulness - Availability	Unskilled and Semiskilled	41	4.4098	0.64180	2.467	0.064	0.083			
	Skilled and Academically Qualified	52	4.6500	0.63230				0.37		
	Junior and Middle Management	34	4.6647	0.37082				0.40	0.02	
	Senior and Top Management	25	4.7440	0.41037				**0.52**	0.15	0.19
Meaningfulness - Total	Unskilled and Semiskilled	41	4.2282	0.67200	1.920	0.129	0.117			
	Skilled and Academically Qualified	52	4.3379	0.60644				0.16		
	Junior and Middle Management	34	4.4874	0.42330				0.39	0.25	
	Senior and Top Management	25	4.5114	0.44257				**0.42**	0.29	0.05

In Tables 4.10 – 4.13
* Asymptotically F distributed.
**Indicates if there is a statistically significant difference between the means.
Guideline: p-value < 0.05, statistical significant difference between the means.

***Indicates significant practical differences between the mean as well as the effect size.
≈ 0.2 Small, No practically significant difference
≈ 0.5 Medium, Practically visible difference
≈ 0.8 Large, Practically significant difference

From Table 4.10 it is evident that *engagement-vigour, engagement-absorption* and *engagement total* relating to section 3 of the questionnaire have p-values below 0.05, indicating that there is a significant statistical difference in the way respondents responded to the constructs.

Respondents in junior to top management positions and unskilled to skilled academically qualified occupational levels responded differently to the *engagement*

construct, which is reflective of the effect size, indicating a large, practically significant difference. These findings in Table 4.10 support the findings reflected in

Table 4.9 whereby respondents in managerial roles are more engaged, especially related to the sub-constructs of vigour and absorption, than employees in nonmanagerial positions. These findings can be attributable to employees in managerial levels who have the ability to influence organisational culture, which in turn is influenced by organisational values that impact employee behaviour and employee engagement levels (Rahaman, 2015:53) (Chapter 2, section 2.3.3).

Further, from Table 4.13, it is evident that there is a medium, significant practical difference in the way respondents responded to *meaningfulness – availability* between senior and top management employees and the other occupational levels. This finding reflects as a small to the medium practical significant difference between senior and top management respondents and the rest of the occupational levels relating to *meaningfulness – total*. It is confirmed that meaningfulness is correlated with higher purpose, self-actualisation, sense of work and life accomplishment and the ability to contribute towards society (Fairlie, 2011:518). It can, therefore, be argued that employees in senior managerial levels have higher levels or meaningfulness as they have the ability to create meaning and purpose (Chapter 2, section 2.4.1).

4.6   DISCUSSION

This study's objective was to determine the following:

1)   Whether there is a positive correlatory relationship between employee perceived customer value and employee engagement within the sample group.

Secondly to establish whether there are relationships between:

2)   Employee perceived customer value and flourishing at work within the sample group.
3)   Employee perceived customer value and meaningfulness at work within the sample group.
4)   Employee perceived customer value and employee age within the sample group.

5) Employee perceived customer value and employee length of service in current role and company within the sample group.

This study also had the objective to determine the relationship between:

6) Whether there is a difference between the perceptions of males and females of employee perceived customer value within the sub-groups.

7) The impact of managerial versus non-managerial roles on employee perceived customer value, employee engagement, flourishing at work and meaningfulness at work within the sub-groups.

8) The impact of occupational levels on employee perceived customer value, employee engagement, flourishing at work and meaningfulness at work within the sub-groups.

The next step was to determine the level of significance once a relationship had been established. Validity and reliability of constructs and sub-constructs were used to determine the answers to the hypotheses. Cronbach's coefficient alpha was used to determine the reliability of the constructs and sub-constructs, which in this case all the constructs and sub-constructs were found to be reliable. In addition, correlations were determined between the constructs and sub-constructs of employee engagement, flourishing at work and meaningfulness at work.

To determine the impact gender has on the respondents' responses ANOVA and a t-test were done on the construct and sub-constructs. P-values and effect sizes displayed that managerial versus non-managerial positions and occupational levels had an impact on employee engagement and meaningfulness at work. An analysis of demographic information of the respondents was also illustrated.

The results of the objectives of the study show that the following hypothesis can be rejected:

HG3: There is a positive relationship between employee perceived customer value, employee engagement and period of employment with the company.

- The correlation coefficient (-0.15) confirmed a negative, very small practically visible relationship between employee perceived customer value and period of

employment with the company and a correlation coefficient (0.17) confirmed a positive, very small practical visible relationship between years of service with the company and employee engagement. This could be indicative that the longer service employees have, the less likely their focus is on customer value and more focus is on engaging with their day to day work.

The following hypotheses are accepted:

H1: There is a positive correlation between employee perceived customer value and employee engagement.

- The correlation coefficient (0.26) confirmed a positive, small practically visible significant relationship between employee perceived customer value and employee engagement. The findings are compatible with the findings contained in Chapter 2, section 2.3.4, whereby employee perceived customer value has an impact on employee engagement.

H2: There is a positive correlation between employee perceived customer value and flourishing at work.

- The correlation coefficient (0.34) confirmed a positive, medium practically visible significant relationship between employee perceived customer value and flourishing at work. The research findings are compatible with one another as contained in Chapter 2, section 2.5.4 in that employee perceived customer value has an influence on flourishing at work.

H3: There is a positive correlation between employee perceived customer value and meaningfulness at work.

- The correlation coefficient (0.42) confirmed a positive, medium to large practically visible significant relationship between employee perceived customer value and meaningfulness at work. The above findings can confirm that there is a positive relationship between employee perceived customer value and meaningfulness at work (Chapter 2, section 2.4.4).

The hypotheses sub-group results can be accepted:

HG1: There is a positive relationship between employee perceived customer value, employee engagement and employee occupational level.

- The results were confirmed that employees on higher occupational levels had higher levels of statistical significance and practically visible correlation levels than that of employees on lower occupational levels. The results confirmed a junior to middle management positive correlation coefficient (0.54) confirming a large practically visible significant relationship between employee perceived customer value and employee engagement. The results further confirmed a senior to top management positive correlation coefficient (0.71) confirming a large practically visible significant relationship between employee perceived customer value and employee engagement.

HG2: There is no relationship between employee perceived customer value, employee engagement and gender.

- The results were confirmed by finding no statistically significant difference in response between the genders in displaying all p-values > 0.05. Thereby confirming that there is no relationship between employee perceived customer value, employee engagement and gender.

4.7   CHAPTER SUMMARY

This chapter provides a presentation and illustration of the analysis of the data that has been statistically converted into information by the Statistical Consultation Services. The analysis provides for interpretations and the drawing of conclusions with reference to the hypotheses drawn. In Chapter 5 recommendations for management application and future research are made.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter provides an overview of this study and provides conclusions regarding the set objectives. Recommendations are made to management and opportunities for future research are suggested.

5.2 OVERVIEW OF STUDY

The research questions of this study were first to determine the nature and extent of the relationship between employee perceived customer value and employee engagement and to what extent. Secondly, the relationships between employee perceived customer value, meaningfulness and flourishing at work, together with all its antecedents of employees working in a South African manufacturing organisation were investigated. To gain access to answers to these research questions, objectives were set. The information gained and outcomes from this study will provide insight and value to managers and the organisation.

In Chapter 2 a literature review was done to do an evaluation of employee perceived customer value, employee engagement, meaningfulness at work and flourishing at work, considering the implications from a management perspective.

In this study, a quantitative research approach was followed. The research design, participants, sample group, measuring instrument and procedures and guidelines to interpret the results were discussed in Chapter 3.

The results of the data collected were presented and interpreted in Chapter 4. The results were indicative of whether the objectives of this study had been reached.

5.3 CONCLUSIONS

The objectives and results of this study are summarised as follows:

- To perform a literature study with the focus on the main concepts and its interrelationship as determined by previous research in other contexts:

- A comprehensive literature study was performed focusing on the main concepts within the scope of this study inclusive of employee perceived customer value, employee engagement, meaningfulness at work and flourishing at work. The literature review revealed that employee perceived customer value could have an impact on employee engagement, with a larger focus on meaningfulness and flourishing at work.

- To empirically assess the relationship between employee perceived customer value and employee engagement:
  - The results indicated that there was indeed a small positive relationship between employee perceived customer value and employee engagement, inclusive of the constructs of employee engagement of vigour, dedication and absorption. This implies that employee perceived customer value may have employee engagement antecedent properties.

- To empirically assess the relationship employee perceived customer value on flourishing at work:
  - It was confirmed by the results that a medium positive relationship exists between employee perceived customer value and flourishing at work with positive associations to the flourishing at work constructs of engagement, social contribution and meaningfulness.

- To empirically assess the relationship between employee perceived customer value on meaningfulness at work:
  - The results were indicative that a medium to large relationship exists between employee perceived customer value and meaningfulness at work.

- To empirically assess the relationship between employee perceived customer value, employee engagement and employee occupational level:

- o From the results, it was confirmed that the higher the employee occupational level, the more employee perceived customer value influenced employee engagement.
- To empirically assess the relationship between employee perceived customer value, employee engagement and employee gender:
  - o There were no indications that gender differences had an impact on the relationship between employee perceived customer value and employee engagement.

- To empirically assess the relationship between employee perceived customer value, employee engagement and the period of employment with the organisation:
  - o The results indicated that there was a small negative relationship between employee perceived customer value, employee engagement and period employed with the organisation indicating that the longer they worked for the organisation, the more negative they were with perceived customer value.

In the light of the above, the following recommendations are made.

5.4 RECOMMENDATIONS

Recommendations are made for both management and future research.

5.4.1 Recommendations for management

☐ Employee perceived customer value has a relationship with employee engagement and affects organisational performance:
  - o Organisational leadership should focus on instilling organisational values which have a considerable impact on organisational culture and subsequently employee behaviour. Shuck *et al*. (2011:301) confirmed that in order to drive business goals and objectives, organisational culture has to be aligned to drive employee engagement by creating an engagement-encouragement culture facilitated by leadership. A customer value culture should be consciously driven by organisational

management through internal marketing programmes that facilitate organisational customer orientation and focus, thereby enhancing employees' focus on customer value. This view is supported by Peiro *et al.* (2005:787). It was identified that organisational culture and creating a sense of meaning are the bridge linking employee perceived customer value and engagement. Therefore value creation should be instilled as a way of doing things using internal branding as the vehicle (Matanda & Ndubisi, 2013:1034; Shuck *et al.* 2011:319).

The marketing and human resources functions play a critical role in the development of learning programmes that enhance the internal brand and organisational values, through the communication centred around internal and external customer centricity. The focus of these programmes should not only be on creating customer value, but also on societal value; this will drive employee purpose, employee engagement, job satisfaction and improved organisational performance (Tahernejad *et al.*, 2013:21).

Human resource practices play an active role in the enhancement of employee engagement (Shuck *et al.* 2011:319). Human resource practitioners need to focus on the two components to improve employee perceived customer value, namely talent management and performance management. Talent management impacts the employee life cycle whereby the focus should be on bringing employees into the organisation with strong customer centric behavioural competencies, especially in leadership positions. Talent management should also focus on employee job design, especially for employees who have been in the organisation for longer periods and within a particular role to enable them to participate in activities that still create value and meaning. Performance management is the instrument that will drive short-term motivational aspects by linking organisational goals to employee aspirations inclusive of self-determination theory components of autonomy (work that enables less supervision and allows for creativity),

competence (work that challenges an employee's skills and further impacting vigour) and relatedness (work that enables conducive supervisor and co-worker relations supporting Kahn's

(1990:708) psychological safety elements) (Deci & Ryan, 2008:183). Lastly performance in line with organisational goals should be remunerated appropriately.

- Employee perceived customer value has a relationship with meaningfulness at work:

   o Employees want to work towards something that is meaningful and positively affects society (Fairlie, 2011:518). Leadership is required to ensure that organisational vision, mission and purpose are effectively communicated to employees to create the path towards the creation of meaning. This is emphasised in strategic management literature. However, there are still many organisations that fail to grasp this concept; employees want to know where the organisation is heading and create the psychological contract with the organisation to assist it on the journey. This implies that sufficient internal marketing has to take place to create the bond between employee behaviour and customer value in the products or services delivered (Butz & Goodstein, 1996:63).

- Employee perceived customer value has a relationship with flourishing at work:

   o It is within management's scope to influence flourishing at work by being authentic in the direction it drives the organisation through the values it desires and instils (Rautenbach, 2015:82). Flourishing at work has a significant focus on well-being. Management is required to address the well-being elements to ensure flourishing employees. The environment created by management through the organisational culture has an impact on employee well-being and should have a strong work-life balance. Therefore, customer value should be balanced and not valued above all, regardless of the cost (Rautenbach & Rothmann, in press). This should be supported by human resource practices that promote employee competence (facilitated by learning activities), autonomy (creating an environment that enables autonomy and providing meaning) and relatedness (ensure sufficient healthy social interaction that enables

a positive contribution towards society) thereby creating employee engagement.

5.4.2 Recommendations for future research

This study provides various opportunities for future research.

Employee perceived customer value is a new concept that requires further research into other cause and effect relationships, both with a scope and a depth perspective. Future studies can focus on the relationships between employee perceived customer value and job satisfaction, turnover intention, burnout, dyadic trust and leadership styles.

The demographics covered in the scope of this study were limited to certain demographical audiences and provide for future research on different demographical components inclusive of age and race.

The scope and the depth of this study were limited to a South African manufacturing organisation and comparable research can be conducted in different countries and / or different industries to add comparable future empirical data.

The impact of organisational culture and employee perceived customers leave room for future exploration and have close correlations with a literature perspective. However, empirical data is required to verify such a relationship. More research is needed to cover the relationship between employee perceived customer behaviour and internal marketing as a construct.

Employee perceived customer value still has significant scope for future refining and the inclusion of other antecedents not covered in the scope of this study.

Lastly flourishing at work is a construct that has limited available research and is a new concept in the literature with extensive scope for future research to refine the concept. The implications for flourishing at work within the context of this study were very narrow and can be widened from a scope and a depth perspective.

5.5   LIMITATIONS OF THE STUDY

The limitations of this study are that it does not take into account that employees may be biased towards the product offering they are exposed to. However, they may have positive feelings towards the organisation's other value creation channels. At the time of the study, there could have been other factors that could contribute to negative employee engagement scores.

Another limitation of the study is the sample size due to the anticipated participation rate. A longitudinal study can also benefit this research. In the event the outcome of this study does not positively correlate with employee perceived customer value and employee engagement, it could be indicative of a good working environment or other factors contributing to a negative working environment.

5.6   CHAPTER SUMMARY

In this chapter, an overview of the study and conclusions were given regarding the study objectives. This chapter was concluded with recommendations to management and for future research.

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ANNEXURE A: APPROVAL LETTER

GROHE ▪ DAWN

WATER TECHNOLOGY

03 June 2016

To whom it may concern

Dear Sir/ Madam,

RE: AUTHORISATION TO CONDUCT RESEARCH

As the CEO of Grohe Dawn Watertech Holdings (Pty) Ltd I have no objection in Werner Beukes conducting a survey with any employees of Grohe Dawn Watertech as part of his research for his dissertation.

Yours faithfully,

Henk Suelmann
Chief Executive Officer

GROHE   COBRA   isca   Vaal   Libra   plexicor   APEX VALVES

Grohe Dawn Watertech Holdings (Pty) Ltd
Block B, Viscount Road Office Park, 8 Viscount Road, Bedfordview, 2007 I Postnet Suite No. 100 Private Bag X1037, Germiston, 1400 I Tel: +27 010 450 0500
Reg No: 2014/064387/07   VAT No: 4440272039
Non-Executive Directors: R Kawamoto* (Chairman), DA Tod (Deputy Chairman), LW Bates^, SJ Connelly, JAI Ferriera, S Matsumoto*, K Uenishi^
*Japanese ^American

ANNEXURE B: QUESTIONNAIRE

Dear participant,

I appreciate you taking time out to participate in completing this survey.

The purpose of the survey is to establish the relationship between employee perceived customer value and employee engagement.

Confidentiality is ensured and you will not be prejudiced in any manner by completing this survey. I will appreciate it if you can complete the entire survey without bias as this will ensure that the research is comprehensive with valid and reliable data.

The information received is categorized and I will construct your personal details into sections that will enable me to draw value from the research. In order for me populate the relevant information I will request personal information however this will remain anonymous as no personal details are required that can be traced back to you.

In order to assign a reference code to your data inputs please assist in providing me with the following information:

Code information:	Example:	Your code information:
Your mothers first name initial	W	
Last initial of your surname	S	
Your fathers first name initial	L	
Last two digits of your birth year	75	
Reference code	WSL75	

1. BIOGRAPHICAL INFORMATION:

Note: Biographical information is required to assist with effective and contributory data analysis that will enable the research to be classified and sorted into sub-categories.
Please indicate the correct classification with an '**X**':

Biographic 1		Please state your year of birth:					
Biographic 2		Please indicate the period you have occupied your current role:					
1	Bellow 6 months	2	6 - 12 months	6	1 - 2 years	4	3 - 5 years
5	5 - 10 years	6	10 - 15 years	7	15 - 20 years	8	Above 20 years
Biographic 3		Please indicate the period you have worked in the company:					
1	Bellow 6 months	2	6 - 12 months	6	1 - 2 years	4	3 - 5 years

5	5 - 10 years	6	10 - 15 years	7	15 - 20 years	8	Above 20 years

Biographic 4	What is your gender?	1	Male	2	Female
Biographic 5	Do you manage people?	1	Yes	2	No

Biographic 6	Please indicate your occupational level in the company:

1	Unskilled	2	Semi-Skilled	3	Skilled and Academically Qualified	4	Junior and Middle Management	5	Senior Management	6	Top Management

2. EMPLOYEE PERCEIVED CUSTOMER VALUE:

In the following section I want to determine employee perceptions of customer value created by the company. Please answer the below 5 statements in this section taking into account your perceptions towards customer value the company offers. The following 5 statements are about your perceptions of customer value. Please read each statement carefully and decide how you perceive the value the company creates for the organization. Please rate the level of importance of the statement with "1" (one) being very unimportant and "9" (nine) being very important. Indicate your perceived level of importance by crossing the number (from 1 to 9) that best describes your perception of what level of value the company creates for its customers:

Extremely Unimportant	Not important at all	Not important	Somewhat unimportant	Neutral	Somewhat important	Important	Very Important	Extremely Important
1	2	3	4	5	6	7	8	9

From the above table please indicate in the below table the level of importance each statement is perceived by you.

	ITEM	Extremely Unimportant	Not important at all	Not important	Somewhat unimportant	Neutral	Somewhat important	Important	Very Important	Extremely Important
2.1	This company offers very good value for money	1	2	3	4	5	6	7	8	9
2.2	The prices of the company products are very economical.	1	2	3	4	5	6	7	8	9
2.3	The company offers good buys.	1	2	3	4	5	6	7	8	9
2.4	The prices shown for the products are unacceptable.	1	2	3	4	5	6	7	8	9
2.5	The company prices appear to be a bargain.	1	2	3	4	5	6	7	8	9

3. EMPLOYEE ENGAGEMENT:

The following 17 statements are about how you feel at work. Please read each statement carefully and decide if you feel this way about your job. If you have never had this feeling, cross the "0" (zero) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

0 = Never	1 = Almost Never	2 = Rarely	3 = Sometimes	4 = Often	5 = Very Often	6 = Always
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

	ITEM	Never	Almost Never	Rarely	Sometimes	Often	Very Often	Always
3.1	At my work, I feel bursting with energy.	0	1	2	3	4	5	6
3.2	I find the work that I do full of meaning and purpose.	0	1	2	3	4	5	6
3.3	Time flies when I am working.	0	1	2	3	4	5	6
3.4	At my job, I feel strong and vigorous.	0	1	2	3	4	5	6
3.5	I am enthusiastic about my job.	0	1	2	3	4	5	6
3.6	When I am working, I forget everything else around me.	0	1	2	3	4	5	6
3.7	My job inspires me.	0	1	2	3	4	5	6
3.8	When I get up in the morning, I feel like going to work.	0	1	2	3	4	5	6
3.9	I feel happy when I am working intensely.	0	1	2	3	4	5	6
3.10	I am proud of the work that I do.	0	1	2	3	4	5	6
3.11	I am immersed in my work.	0	1	2	3	4	5	6
3.12	I can continue working for very long periods at a time.	0	1	2	3	4	5	6
3.13	To me, my job is challenging.	0	1	2	3	4	5	6
3.14	I get carried away when I am working.	0	1	2	3	4	5	6

			NEVER 1	2	3	4	5	EVERY DAY 6
3.15	At my job, I am very resilient, mentally.	0	1	2	3	4	5	6
3.16	It is difficult for me to detach myself from my job.	0	1	2	3	4	5	6
3.17	At my work, I always persevere, even when things do not go well.	0	1	2	3	4	5	6

4. FLOURISHING AT WORK:

The following 17 statements are about specific symptoms you have experienced at work. Please read each statement carefully and decide how often you felt the specific symptom in your job. If you have never had this feeling, cross the "0" (zero) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

	During the past month at work, how often did you feel……..	NEVER 1	2	3	4	5	EVERY DAY 6
4.1	Feel happy?	1	2	3	4	5	6
4.2	Feel upset?	1	2	3	4	5	6
4.3	Experience satisfaction with your job?	1	2	3	4	5	6
4.4	You can do your job the way you think it could best be done?	1	2	3	4	5	6
4.5	Good at managing the responsibilities of your job?	1	2	3	4	5	6
4.6	That you experienced warm and trusting relationships with others at work?	1	2	3	4	5	6
4.7	Find yourself learning often?	1	2	3	4	5	6
4.8	That your work makes a difference to the world?	1	2	3	4	5	6
4.9	That the work you do serves a greater purpose?	1	2	3	4	5	6
4.10	Focus a great deal of attention on your work?	1	2	3	4	5	6
4.11	Become enthusiastic about your job?	1	2	3	4	5	6
4.12	Feel energised when you work?	1	2	3	4	5	6

4.13	Feel you had something important to contribute to this organisation?	1	2	3	4	5	6
4.14	Feel you really belong to this organization?	1	2	3	4	5	6
4.15	Feel this organisation is becoming a better place for people like you?	1	2	3	4	5	6
4.16	Feel that people in your organisation are basically good?	1	2	3	4	5	6
4.17	Feel that the way your organisation works, makes sense to you?	1	2	3	4	5	6

5. MEANINGFULNESS AT WORK:

The following 14 statements measures meaningfulness at work and your perceived contribution to the company. Please indicate the degree of your agreement or disagreement with each statement by filling in the circle on your answer sheet that best represents your point of view about the company.

Please choose from the following answers:

Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree
1	2	3	4	5

5.1	The work I do on this job is very important to me	1	2	3	4	5
5.2	My job activities are personally meaningful to me	1	2	3	4	5
5.3	The work I do on this job is worthwhile	1	2	3	4	5
5.4	My job activities are significant to me	1	2	3	4	5
5.5	The work I do on this job is meaningful to me	1	2	3	4	5
5.6	I feel that the work I do on my job is valuable	1	2	3	4	5
5.7	I'm not afraid to be myself at work	1	2	3	4	5
5.8	I am afraid to express my opinions at work	1	2	3	4	5
5.9	There is a threatening environment at work	1	2	3	4	5
5.10	I am confident in my ability to handle competing demands at work	1	2	3	4	5
5.11	I am confident in my ability to deal with problems that come up at work	1	2	3	4	5

5.12	I am confident in my ability to think clearly at work	1	2	3	4	5
5.13	I am confident in my ability to display the appropriate emotions at work	1	2	3	4	5
5.14	I am confident that I can handle the physical demands at work	1	2	3	4	5

6.   PERCEIVED ORGANISATIONAL SUPPORT:

Listed below are statements that represent possible opinions that you may have about working at the company. Please indicate the degree of your agreement or disagreement with each statement by filling in the circle on your answer sheet that best represents your point of view about the company. Please choose from the following answers:

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree
0	1	2	3	4	5	6

6.1	The organization values my contribution to its well-being.	0	1	2	3	4	5	6
6.2	The organization fails to appreciate any extra effort from me.	0	1	2	3	4	5	6
6.3	The organization would ignore any complaint from me.	0	1	2	3	4	5	6
6.4	The organization really cares about my well-being.	0	1	2	3	4	5	6
6.5	Even if I did the best job possible, the organization would fail to notice.	0	1	2	3	4	5	6
6.6	The organization cares about my general satisfaction at work.	0	1	2	3	4	5	6
6.7	The organization shows very little concern for me.	0	1	2	3	4	5	6
6.8	The organization takes pride in my accomplishments at work.	0	1	2	3	4	5	6

7. BURNOUT:

The following 8 statements measure burnout at work. Please indicate the degree of your agreement or disagreement with each statement by filling in the circle on your answer sheet that best represents your point of view about the company. Please choose from the following answers:

Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree
1	2	3	4	5

7.1	I feel mentally sharp at the end of the workday.	1	2	3	4	5
7.2	I can't think straight by the end of my workday.	1	2	3	4	5
7.3	I feel overwhelmed by the things going on at work.	1	2	3	4	5
7.4	I feel emotionally healthy at the end of the workday.	1	2	3	4	5
7.5	I feel like I'm at the end of my rope emotionally.	1	2	3	4	5
7.6	I feel emotionally drained from my work.	1	2	3	4	5
7.7	I feel tired before my workday is over.	1	2	3	4	5
7.8	I feel physically used up at the end of the workday.	1	2	3	4	5

8. TURNOVER INTENTION:

The following 3 statements measure turnover intention. Please indicate the degree of your agreement or disagreement with each statement by filling in the circle on your answer sheet that best represents your point of view about the company. Please choose from the following answers:

Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree
1	2	3	4	5

8.1	I am actively looking for other jobs	1	2	3	4	5
8.2	I feel that I could leave this job	1	2	3	4	5
8.3	If I was completely free to choose I would leave this job	1	2	3	4	5

THANK YOU FOR TAKING TIME OUT TO COMPLETE THIS SURVEY.

ANNEXURE C: FREQUENCY OF COMPLETION OF QUESTIONS BY PARTICIPANTS: PART 2 TO PART 7

2. EMPLOYEE PERCEIVED CUSTOMER VALUE:

	ITEM	Extremely Unimportant	Not important at all	Not important	Somewhat unimportant	Neutral	Somewhat important	Important	Very Important	Extremely Important	Mean	Standard Deviation
2.1	This company offers very good value for money	0	0	2	6	16	12	32	42	40	16.67	16.08
2.2	The prices of the company products are very economical.	2	0	5	7	21	19	38	31	29	16.89	13.16
2.3	The company offers good buys.	2	0	3	6	14	22	32	38	35	16.89	14.36
2.4	The prices shown for the products are unacceptable.	14	14	19	9	50	12	14	5	15	16.89	12.28
2.5	The company prices appear to be a bargain.	6	3	12	10	49	16	17	18	21	16.89	12.62

3. EMPLOYEE ENGAGEMENT:

	ITEM	Never	Almost Never	Rarely	Sometimes	Often	Very Often	Always	Mean	Standard Deviation
3.1	At my work, I feel bursting with energy.	3	3	6	33	34	38	35	21.71	15.43
3.2	I find the work that I do full of meaning and purpose.	1	0	4	15	22	42	68	21.71	23.34
3.3	Time flies when I am working.	4	2	5	16	14	33	78	21.71	24.98
3.4	At my job, I feel strong and vigorous.	5	1	9	24	31	43	39	21.71	15.65
3.5	I am enthusiastic about my job.	2	0	1	15	28	37	69	21.71	23.43
3.6	When I am working, I forget everything else around me.	14	4	12	33	27	34	28	21.71	10.78

3.7	My job inspires me.	3	2	9	22	29	32	55	21.71	17.60
3.8	When I get up in the morning, I feel like going to work.	4	3	9	22	31	37	46	21.71	15.75
3.9	I feel happy when I am working intensely.	3	3	5	18	24	44	55	21.71	19.29
3.10	I am proud of the work that I do.	2	0	1	12	17	32	88	21.71	29.05
3.11	I am immersed in my work.	2	1	4	21	34	43	47	21.71	18.42
3.12	I can continue working for very long periods at a time.	1	1	1	27	26	50	46	21.71	19.72
3.13	To me, my job is challenging.	5	4	9	22	21	44	47	21.71	16.44
3.14	I get carried away when I am working.	4	6	7	35	41	39	20	21.71	15.25
3.15	At my job, I am very resilient, mentally.	4	3	4	28	23	57	33	21.71	18.48
3.16	It is difficult for me to detach myself from my job.	9	9	24	31	27	29	23	21.71	8.43
3.17	At my work, I always persevere, even when things do not go well.	0	0	2	16	20	48	66	21.71	23.96

4. FLOURISHING AT WORK:

	During the past month at work, how often did you feel……..	NEVER 1	2	3	4	5	EVERY DAY 6	Mean	Standard Deviation
4.1	Feel happy?	6	12	22	31	49	32	21.71	14.14
4.2	Feel upset?	20	43	39	24	16	10	21.71	11.91
4.3	Experience satisfaction with your job?	3	13	19	25	49	43	21.71	16.14
4.4	You can do your job the way you think it could best be done?	7	6	15	15	55	54	21.71	20.92
4.5	Good at managing the responsibilities of your job?	2	1	7	14	58	70	21.71	27.88
4.6	That you experienced warm and trusting relationships with others at work?	5	7	14	33	46	47	21.71	17.48
4.7	Find yourself learning often?	2	9	13	27	36	65	21.71	21.03

							Mean	Standard Deviation
4.8	That your work makes a difference to the world?	10	10	22	29	32	49	21.71	13.54
4.9	That the work you do serves a greater purpose?	9	8	17	19	50	49	21.71	17.54
4.10	Focus a great deal of attention on your work?	1	1	4	20	52	74	21.71	28.13
4.11	Become enthusiastic about your job?	3	7	17	26	41	58	21.71	19.22
4.12	Feel energised when you work?	5	5	23	28	44	47	21.71	16.62
4.13	Feel you had something important to contribute to this organisation?	3	5	13	21	49	61	21.71	22.04
4.14	Feel you really belong to this organization?	7	9	14	27	37	58	21.71	17.97
4.15	Feel this organisation is becoming a better place for people like you?	10	20	19	24	42	37	21.71	10.95
4.16	Feel that people in your organisation are basically good?	5	6	19	46	52	24	21.71	18.11
4.17	Feel that the way your organisation works, makes sense to you?	9	20	29	27	35	32	21.71	8.65

5. MEANINGFULNESS AT WORK:

	ITEM	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Mean	Standard Deviation
5.1	The work I do on this job is very important to me	4	0	5	17	126	21.71	48.14
5.2	My job activities are personally meaningful to me	6	1	13	27	105	21.71	38.31
5.3	The work I do on this job is worthwhile	2	4	15	33	98	21.71	35.54
5.4	My job activities are significant to me	5	1	16	33	97	21.71	35.10
5.5	The work I do on this job is meaningful to me	3	3	15	27	104	21.71	37.86
5.6	I feel that the work I do on my job is valuable	3	3	10	26	110	21.71	40.68
5.7	I'm not afraid to be myself at work	5	7	7	25	108	21.71	39.47

5.8	I am afraid to express my opinions at work (R)	20	37	21	14	60	21.71	16.64
5.9	There is a threatening environment at work (R)	25	31	33	14	49	21.71	11.41
5.10	I am confident in my ability to handle competing demands at work	3	1	6	34	108	21.71	40.61
5.11	I am confident in my ability to deal with problems that come up at work	2	1	7	27	115	21.71	43.33
5.12	I am confident in my ability to think clearly at work	1	0	8	20	123	21.71	46.85
5.13	I am confident in my ability to display the appropriate emotions at work	2	6	15	41	88	21.71	31.84
5.14	I am confident that I can handle the physical demands at work	1	2	6	29	114	21.71	43.03

6. PERCEIVED ORGANISATIONAL SUPPORT:

	ITEM	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Mean	Standard Deviation
6.1	The organization values my contribution to its well-being.	8	11	7	27	24	36	39	21.71	12.28
6.2	The organization fails to appreciate any extra effort from me.	13	20	27	25	14	18	35	21.71	7.24
6.3	The organization would ignore any complaint from me.	10	10	17	36	13	15	51	21.71	14.54
6.4	The organization really cares about my well-being.	11	7	9	31	25	32	37	21.71	11.52
6.5	Even if I did the best job possible, the organization would fail to notice.	10	15	21	33	19	16	38	21.71	9.38
6.6	The organization cares about my general satisfaction at work.	9	9	16	37	26	31	24	21.71	10.00
6.7	The organization shows very little concern for me.	11	12	16	40	10	22	41	21.71	12.45
6.8	The organization takes pride in my accomplishments at work.	11	12	16	40	10	22	41	21.71	12.45

7. BURNOUT:

	ITEM	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Mean	Standard Deviation
7.1	I feel mentally sharp at the end of the workday.	16	15	24	48	49	21.71	15.11
7.2	I can't think straight by the end of my workday.	15	19	28	27	63	21.71	17.01
7.3	I feel overwhelmed by the things going on at work.	33	25	47	12	35	21.71	11.59
7.4	I feel emotionally healthy at the end of the workday.	12	14	32	42	52	21.71	15.56
7.5	I feel like I'm at the end of my rope emotionally.	7	9	29	23	84	21.71	28.05
7.6	I feel emotionally drained from my work.	9	16	28	29	70	21.71	21.17
7.7	I feel tired before my workday is over.	15	27	24	25	61	21.71	15.84
7.8	I feel physically used up at the end of the workday.	14	26	28	20	64	21.71	17.50

8. TURNOVER INTENTION:

	ITEM	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Mean	Standard Deviation
8.1	I am actively looking for other jobs	83	5	38	9	16	21.57	28.76
8.2	I feel that I could leave this job	72	13	37	12	17	21.57	22.78
8.3	If I was completely free to choose I would leave this job	69	9	39	10	24	21.57	22.27

ANNEXURE D: QUESTION TYPE, SOURCES OF CONSTRUCTS, SUBCONSTRUCTS AND ANTECEDENTS

1. EMPLOYEE PERCEIVED CUSTOMER VALUE:

No.	Question Type	Questions	Employee Perceived Customer Value Construct	Question Source
2.1	N	This company offers very good value for money	Employee Perceived Customer Value	(Dodds, et al.,1991);
2.2	N	The prices of the company products are very economical.	Employee Perceived Customer Value	(Dodds, et al.,1991);
2.3	N	The company offers good buys.	Employee Perceived Customer Value	(Dodds, et al.,1991);
2.4	R	The prices shown for the products are unacceptable.	Employee Perceived Customer Value	(Dodds, et al.,1991);
2.5	N	The company prices appear to be a bargain.	Employee Perceived Customer Value	(Dodds, et al.,1991);

2. EMPLOYEE ENGAGEMENT:

No.	Question Type	Questions	Employee Engagement Antecedents Vigour	Dedication	Absorption	Question Source
3.1	N	At my work, I feel bursting with energy.	X			(Schaufeli, et al., 2006)
3.2	N	I find the work that I do full of meaning and purpose.		X		(Schaufeli, et al., 2006)
3.3	N	Time flies when I am working.			X	(Schaufeli, et al., 2006)
3.4	N	At my job, I feel strong and vigorous.	X			(Schaufeli, et al., 2006)
3.5	N	I am enthusiastic about my job.		X		(Schaufeli, et al., 2006)
3.6	N	When I am working, I forget everything else around me.			X	(Schaufeli, et al., 2006)
3.7	N	My job inspires me.	X			(Schaufeli, et al., 2006)
3.8	N	When I get up in the morning, I feel like going to work.		X		(Schaufeli, et al., 2006)
3.9	N	I feel happy when I am working intensely.			X	(Schaufeli, et al., 2006)
3.10	N	I am proud of the work that I do.	X			(Schaufeli, et al., 2006)
3.11	N	I am immersed in my work.		X		(Schaufeli, et al., 2006)
3.12	N	I can continue working for very long periods at a time.			X	(Schaufeli, et al., 2006)

No.	Question Type	Questions				Question Source
3.13	N	To me, my job is challenging.	X			(Schaufeli, et al., 2006)
3.14	N	I get carried away when I am working.		X		(Schaufeli, et al., 2006)
3.15	N	At my job, I am very resilient, mentally.			X	(Schaufeli, et al., 2006)
3.16	N	It is difficult for me to detach myself from my job.	X			(Schaufeli, et al., 2006)
3.17	N	At my work, I always persevere, even when things do not go well.		X		(Schaufeli, et al., 2006)

3. FLOURISHING AT WORK:

No.	Question Type	Questions	Satisfaction Antecedents					Learning	Meaningfulness at work	Engagement	Social Antecedents					Question Source
		During the past month at work, how often did you feel……..	Emotional Wellbeing	Job Satisfaction	Autonomy Satisfaction	Competence Satisfaction	Relatedness Satisfaction				Social Contribution	Social Acceptance	Social Growth	Social Integration	Social Comprehension	
4.1	N	Feel happy?	X													(Rautenbach, C., & Rothmann, S., in press)
4.2	N	Feel upset?	X													(Rautenbach, C., & Rothmann, S., in press)
4.3	N	Experience satisfaction with your job?		X												(Rautenbach, C., & Rothmann, S., in press)
4.4	N	You can do your job the way you think it could best be done?			X											(Rautenbach, C., & Rothmann, S., in press)
4.5	N	Good at managing the responsibilities of your job?				X										(Rautenbach, C., & Rothmann, S., in press)
4.6	N	That you experienced warm and trusting relationships with others at work?					X									(Rautenbach, C., & Rothmann, S., in press)
4.7	N	Find yourself learning often?						X								(Rautenbach, C., & Rothmann, S., in press)

No.		Item	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	Source
4.8	N	That your work makes a difference to the world?						X						(Rautenbach, C., & Rothmann, S., in press)
4.9	N	That the work you do serves a greater purpose?						X						(Rautenbach, C., & Rothmann, S., in press)
4.10	N	Focus a great deal of attention on your work?							X					(Rautenbach, C., & Rothmann, S., in press)
4.11	N	Become enthusiastic about your job?							X					(Rautenbach, C., & Rothmann, S., in press)
4.12	N	Feel energised when you work?							X					(Rautenbach, C., & Rothmann, S., in press)
4.13	N	Feel you had something important to contribute to this organisation?								X				(Rautenbach, C., & Rothmann, S., in press)
4.14	N	Feel you really belong to this organization?									X			(Rautenbach, C., & Rothmann, S., in press)
4.15	N	Feel this organisation is becoming a better place for people like you?										X		(Rautenbach, C., & Rothmann, S., in press)
4.16	N	Feel that people in your organisation are basically good?											X	(Rautenbach, C., & Rothmann, S., in press)
4.17	N	Feel that the way your organisation works, makes sense to you?											X	(Rautenbach, C., & Rothmann, S., in press)

4. MEANINGFULNESS AT WORK:

No.	Question Type	Questions	Meaningfulness at work Antecedents			Question Source
			Meaningfulness	Safety	Availability	
5.1	N	The work I do on this job is very important to me	X			(May. et al., 2004)
5.2	N	My job activities are personally meaningful to me	X			May. et al., 2004)
5.3	N	The work I do on this job is worthwhile	X			May. et al., 2004)
5.4	N	My job activities are significant to me	X			May. et al., 2004)
5.5	N	The work I do on this job is meaningful to me	X			May. et al., 2004)
5.6	N	I feel that the work I do on my job is valuable	X			May. et al., 2004)
5.7	N	I'm not afraid to be myself at work		X		May. et al., 2004)
5.8	R	I am afraid to express my opinions at work		X		May. et al., 2004)
5.9	R	There is a threatening environment at work		X		May. et al., 2004)
5.10	N	I am confident in my ability to handle competing demands at work			X	May. et al., 2004)
5.11	N	I am confident in my ability to deal with problems that come up at work			X	May. et al., 2004)
5.12	N	I am confident in my ability to think clearly at work			X	May. et al., 2004)
5.13	N	I am confident in my ability to display the appropriate emotions at work			X	May. et al., 2004)
5.14	N	I am confident that I can handle the physical demands at work			X	May. et al., 2004)

5. PERCEIVED ORGANISATIONAL SUPPORT:

No.	Question Type	Questions	Perceived organizational support construct								Question Source
			Employee Performance	Appreciation of extra work	Responses to employee complaints	Employee well-being	Improved Performance	Job Satisfaction	Well-being	Employee Performance	
6.1	N	The organization values my contribution to its well-being.	X								(Eisenberger. *et al.*, 1986)
6.2	R	The organization fails to appreciate any extra effort from me.		X							(Eisenberger. *et al.*, 1986)
6.3	R	The organization would ignore any complaint from me.			X						(Eisenberger. et al., 1986)
6.4	N	The organization really cares about my well-being.				X					(Eisenberger. et al., 1986)
6.5	R	Even if I did the best job possible, the organization would fail to notice.					X				(Eisenberger. et al., 1986)
6.6	N	The organization cares about my general satisfaction at work.						X			(Eisenberger. et al., 1986)
6.7	R	The organization shows very little concern for me.							X		(Eisenberger. et al., 1986)
6.8	R	The organization takes pride in my accomplishments at work.								X	(Eisenberger. et al., 1986)

6. BURNOUT:

No.	Question Type	Question	Burnout Construct	Question Source
7.1	N	I feel mentally sharp at the end of the workday.	Resources	May. et al., 2004)
7.2	R	I can't think straight by the end of my workday.	Resources	May. et al., 2004)
7.3	R	I feel overwhelmed by the things going on at work.	Resources	May. et al., 2004)
7.4	N	I feel emotionally healthy at the end of the workday.	Resources	May. et al., 2004)
7.5	R	I feel like I'm at the end of my rope emotionally.	Resources	May. et al., 2004)
7.6	R	I feel emotionally drained from my work.	Resources	May. et al., 2004)
7.7	R	I feel tired before my workday is over.	Resources	May. et al., 2004)
7.8	R	I feel physically used up at the end of the workday.	Resources	May. et al., 2004)

7. TURNOVER INTENTION:

No.	Question Type	Question	Turnover intention antecedent			Question Source
			Involvement	Commitment	Involvement and Commitment	
8.1	N	I am actively looking for other jobs	X			(Sjoberg & Sverke, 2000)
8.2	N	I feel that I could leave this job		X		Sjoberg & Sverke, 2000)
8.3	N	If I was completely free to choose I would leave this job			X	Sjoberg & Sverke, 2000)

* R- Reversed phrase questions

* N- Normal phrased questions

ANNEXURE E: SPEARMAN'S CORELLATION COEFFICIENT

	Sec2 - Customer Value	Sec3_Vigour	Sec3_Dedication	Sec3_Absorption	Sec3 - Engagement Total	Sec4_EmWell	Sec4_Satisfaction	Sec4_Learning	Sec4_Meaningfulness	Sec4_Engagement	Sec4_Social	Sec4 - FAWS Total	Sec5_Meaningfulness	Sec5_Safety	Sec5_Availability	Sec5 - MAW Total
Sec2 - Customer Value	1.000															
Sec3_Vigour	.271**	1.000														
Sec3_Dedication	.248**	.811**	1.000													
Sec3_Absorption	.192*	.686**	.787**	1.000												
Sec3 - Engagement Total	.262**	.922**	.936**	.882**	1.000											
Sec4_EmWell	.257**	.371**	.410**	.269**	.381**	1.000										
Sec4_Satisfaction	.212**	.523**	.515**	.372**	.515**	.447**	1.000									
Sec4_Learning	.283**	.320**	.318**	.197*	.309**	.286**	.318**	1.000								
Sec4_Meaningfulness	.232**	.509**	.489**	.245**	.457**	.366**	.612**	.403**	1.000							
Sec4_Engagement	.291**	.719**	.709**	.534**	.715**	.472**	.591**	.411**	.580**	1.000						
Sec4_Social	.344**	.600**	.632**	.447**	.609**	.592**	.626**	.424**	.564**	.652**	1.000					
Sec4 - FAWS Total	.343**	.677**	.697**	.477**	.674**	.696**	.784**	.507**	.745**	.796**	.908**	1.000				
Sec5_Meaningfulness	.341**	.614**	.623**	.478**	.626**	.373**	.495**	.346**	.529**	.644**	.560**	.652**	1.000			
Sec5_Safety	.273**	.219**	.298**	.170*	.247**	.436**	.235**	.247**	.153	.307**	.471**	.429**	.288**	1.000		
Sec5_Availability	.273**	.335**	.295**	.341**	.357**	.237**	.288**	.130	.094	.362**	.376**	.355**	.406**	.349**	1.000	
Sec5 - MAW Total	.417**	.528**	.550**	.428**	.548**	.472**	.458**	.336**	.368**	.571**	.622**	.647**	.747**	.751**	.681**	1.000