



# Evaluating employee engagement factors important for Millennial Rock Drill Operators at a Mining Company in Gauteng Province

**W Selomu**

 **orcid.org 0000-0002-9466-3600**

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Supervisor: Prof JC Visagie

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Student number: 31472249

## **ABSTRACT**

Employee engagement is at the forefront of organisational strategies and gained relevance in the last three decades. In the same period, the South African mining industry started to face rising costs, unstable markets, susceptible commodity prices and labour unrest. In 2014, a five-month strike in the platinum industry provoked the need for miners to understand the influences of employee engagement and the strategic implementation thereof. Literature shows that employee engagement is a source of enterprise competitiveness because it stimulates employee commitment and subsequently improves productivity, product quality and profitability. As a result, this study aims to determine the employee engagement factors that are important at a mining company named Millennial Rock Drill Operators. The company is situated in Springs, Gauteng. The study used an experimental employee engagement questionnaire to collect data using a cohort in conjunction with convenience sampling at a mining company in Springs. A sample of 100 respondents was targeted and 80 responded (signifying a response rate of 80%). The results show that more than 92% of the employees were more than 70% engaged. The identified employee engagement factors are 1) nature of work, 2) emotional engagement, 3) career growth opportunities, 4) the connection between individual and company, 5) trust and integrity, and 6) having engaged the leadership team. These factors are essential and influential on employee engagement at Rock Drill Operators. The demographic variable marital status also has a significant impact on all the factors of employee engagement. The study's findings are notable for the mining company because it will constitute a foundation for employee engagement implementation strategies.

**Keywords:** employee, engagement, factors, mining, competitiveness, leadership, team.

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## **TABLE OF ABBREVIATIONS**

|      |   |
|------|---|
| EE   | Employee engagement                         |
| EENQ | Employee engagement driver questionnaire    |
| EEQN | Employee engagement questionnaire           |
| HR   | Human Resources                             |
| KMO  | Kaiser-Meyer-Olkin                          |
| RDO  | Rock Drill Operator                         |
| RDOs | Rock Drill Operators                        |
| SD   | Standard Deviation                          |
| SPSS | Statistical Package for the Social Sciences |

# CHAPTER 1: NATURE AND SCOPE OF STUDY

## 1.1. Introduction

The term employee engagement carries different meanings, and perception of its actual meaning differs according to the stakeholders. Through decades of literature, it lacks a universal definition (Kahn 1990:695). The concept of *employee engagement* (EE) is defined as public employee involvement, enthusiasm, willingness, and the ability to help a company succeed (Markos & Sridevi, 2010:91). Kahn (1990:703) states that engaged employees strive to create and strengthen relationships with colleagues and managers. Likewise, they have a desire to work in an environment where they are accepted and valued. As a result, they will persistently apply their skills and knowledge to achieve organisational goals (Kahn, 1990:705 Wachira (2013:11) describes an engaged employee as a person who is supportive of colleagues for the greater good of the organisation.

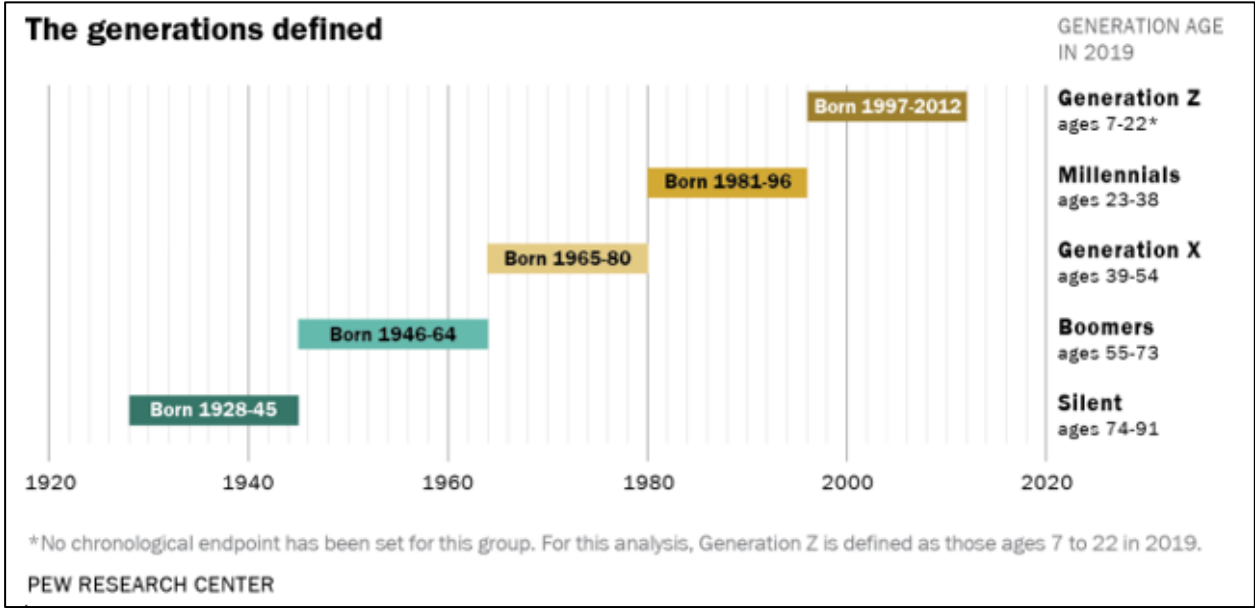
Soane *et al.* (2012:532) define employee engagement as the extent to which an employee: (1) cognitively become involved in their work, (2) the 'feel positive' effect to relating to their roles, and (3) the extent to which they social intertwine with colleagues and their working environment. Imandin (2015:2) recognises EE as an employee attachment they feel towards the company and the effort they put in for the better good of their organisation. Gamba (2016:23) describes employee engagement as discretionary effort in which motivated employees give of themselves to achieving enterprise goals.

Today the workplace consists of three different generations. Namely, the largest population is the Millennials, followed by Generation X (Gen Xers) and some Baby Boomers (Leblanc & Davis, 2018:1; Kraus, 2017:62). In this regard, Hoole and Bonnema (2015:30) define a generation as a group of individuals born within a similar birth period; they share similar life experiences, socio-economic and global impacts (Ng & Johnson, 2015:126). Dominick (2019:1-6) categorises Baby Boomers who were born between the years 1946 to 1964. Gen Xers were born between the years 1965 and 1980, and the Millennials were born between the years 1981 and 1996 (Table 1).

Engaged employees identify with the organisation, believe in its values, and feel optimistic about their position. Consequently, engaged employees will go the proverbial extra mile to assist their

colleagues to perform more effectively to their best capabilities (Robinson *et al.*, 2004:25). Kahn (2013:676) considers engaged employees take their organisation’s people’s best interest at heart by treating co-works with respect and always willing to help others to perform tasks effectively. Besides, they are consistently improving their skills and knowledge by keeping up to date with developments in their fields and relating with organisational goals at any cost (Robinson *et al.*, 2004:25).

**Table 1: Generations defined**



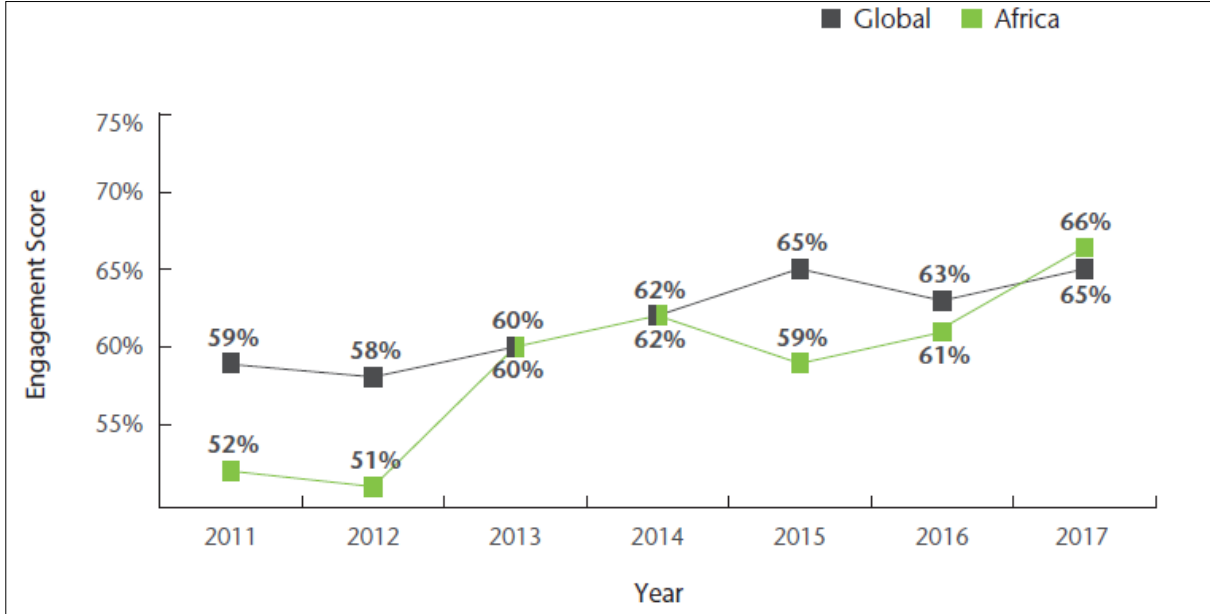
**Source:** Dimock (2019:7)

Organisations with engaged employees are more likely to out-perform those with less engaged employees and subsequently achieve their goals (Georgopoulos & Tannenbaum, 1957:534). The business leaders are inclined to improve individual and group productivity and the enterprise bottom-line without causing strain on human capital and its resources. Therefore, enterprises with engaged employees can achieve organisational effectiveness, which is essentially an ability of an organisation to meet its mission and vision (Arrington & Dwyer, 2018:4). Subsequently, leaving leaders with a need to reach high-level engagement where employees perform efficiently without on the clock supervision (Arrington & Dwyer, 2018:4).

While global enterprises are striving to improve employee engagement, little improvement is seen. Hewitt (2017:11) reveals the global employee engagement to have shot up by 6% from 59% in the year 2011 to 65% in the year 2017 (Figure 1). Africa’s employee engagement has shown a 5%

increase from 61% in 2012 to 66% in 2017. Conversely, in 2017, South Africa’s employee engagement was 5% below the average of 66% for the African countries (Hewitt, 2017:6).

**Figure 1: Employee engagement: Global vs Africa**



**Source:** Hewitt (2017:6)

Hewitt (2017:7) reckons that the difference between the global employee engagement is attributed to cultural variability of the population. Besides, Ng and Johnson (2015:126) noted that unique EE characteristics might be as a result of generational differences, owing to their cohort’s life experience and desire for work conditions and attitude towards engagement. Equally, they will have converging engagement characteristics in the workplace (Mohsen, 2016:243).

Ernest & Young (2019:11) recognises that the South African mining business environment is facing social and cultural difficult demographics comprising a large population of Millennials. The industry has been experiencing many labour unrests, high production cost, technology demand and persisting volatile commodity prices (Ernest & Young, 2019:9). Gamba (2016:11) suggests that companies should consider implementing employee engagement strategies to circumvent the massive impact disengaged employees have productivity and production costs management. Gigaba (2015:1) reckons that the first stage of improving organisational performance should involve employee engagement. Furthermore, research has shown that 85% of South African enterprises are not doing enough to improve employee engagements efforts (Gigaba, 2015:2).

## **1.2. Background of the study**

In the year 2014, the South African mining industry experienced a five-month strike, considered the longest in the country's history (Gigaba, 2015:2). The Rock Drill Operators (RDOs) were the pillar behind the strike, causing the platinum sector almost a stoppage (Stewart, 2015:1). The 2014 strike was a reoccurrence of the 2012 strike where RDOs were demanding a basic salary of R12 500 excluding their employee benefits. The RDOs have been an "elite job" or a critical skill since the inception of South African mining in the Witwatersrand Basin around 1887 (Stewart, 2013:1; Stewart, 2015:5). RDOs are central to the mining cycle because their job involves drilling and blasting the rock into small fragments that are processed at the plant (Stewart, 2015:6). Consequently, RDO earned themselves a social status and special treatment from the rest of the employees (Stewart, 2015).

A mine in Springs (Mine X) employs more than 1 800 employees in its flagship operation. The RDOs are at least 10% of the workforce which contributes directly to production (Mahlangu 2020). In 2012, Mine X experienced a two weeks' RDO leading the strike, which resulted in hundreds of people losing their jobs. Also, the mine lost millions of Rands forgone due to no production because there was no production. Besides, the mine incurred cost due to damaged infrastructure and increased maintenance costs (Mahlangu 2020).

## **1.3. Problem statement**

Kahn (2013:696) suggests that EE is a two-way process between the employer and its employees, and subsequently, the relationship forms the base for enterprise success. Gamba, (2015:31) suggests that weak EE may be associated with lack of EE awareness, reactive decision-making processes and poor communication from both management and employees. Gigaba (2015:2) states that employee productivity conversation begins by improving the employee engagement process to build trust and enthusiasm from both employees and organisations (Gigaba, 2015:2).

Mine X has experienced inferior RDO engagement in the past years, subsequently impeding on its organisational goals (Mahlangu, 2020). On the 11 November 2016, RDOs staged a 3-days underground sit-in until the 14 November 2016, holding fellow employees' hostage. The underground sit by the RDOs was the second episode following the 2012 strike at Mine X. As a result, there was lost production, property damage and compromised employee safety and health.

Lately, RDOs are advocating for production bonuses and leaving work early, regardless of their 8-hours contractual agreement (Mahlangu 2020 ).

A study by Vegter (2019:4) revealed a mine employee's salary share values had increased by 20% from 27% in 2012 to 47% in 2018. However, Ernest & Young (EY) (2019:11) indicate that employee productivity and performance have not increased to meet organisational goals and investor expectations. Gigaba (2014:4) postulated that South African productivity has decreased by 41.2% since its peak in 1993. Vegter (2019:16) mention that South African laws favour employees and therefore hindering progress in the mining industry.

Hlapho (2015:34) performed an earlier study on employee engagement named key drivers of employee engagement in the large platinum mines in South Africa (Table 2). The study was based on 301 responses in the platinum sector, constituting 75% of the population. The result confirms a positive relationship between employee key drivers and employee engagement.

**Table 2: Previous employee engagement studies in the South African mining industry**

| <b>Hlapho (2015:79-80)</b>   | <b>Current study</b>  |
|--|---|
| <ul style="list-style-type: none"> <li>• The study employed an employee engagement model from Rena Development Trust. (2018:34), as an application in the platinum mining industry.</li> <li>• The study investigated the following factors: job design, workplace environment, relationship with co-workers and supervisor and human resource development.</li> <li>• They found that most of the employees were engaged. Also, it confirmed that the engagement drivers have a significant impact on employee engagement in the platinum industry (Hlapho, 2015:79-80).</li> </ul> | <ul style="list-style-type: none"> <li>• This study uses an employee engagement model by Imandin (2015:46-47), as an application in the gold mining industry.</li> <li>• The study investigated constructs such as nature of work, emotional engagement, career growth opportunities, the connection between individual and company, trust and integrity, and having an engaged leadership team.</li> </ul> |

The study by Hlapho (2015:2-5) focused on the platinum sector, therefore leaving a gap for investigating employee engagement in the gold mining industry. Consequently, the current study will explore Millennial Rock Drill Operator engagement at a gold mine using employee constructs from Imandin (2015:46-47). From the above theory, the problem statement is then to determine employee engagement factors important to the mining company Millennial Rock Drill Operators who is situated in Gauteng.

#### **1.4. Research objectives**

The primary objective of the study is to evaluate employee engagement factors important to Millennial RDOs' work engagement.

The specific objectives of this research are to:

- Assess the RDOs' perception, nature of their job, career development and emotional engagement.
- Evaluate the RDOs' perception of individual and company performance.
- Determine the RDOs' perception of leadership's engagement, trust, and integrity.
- Provide ways to improve and implement EE.

#### **1.5. Research questions**

The research questions of the study are outlined below:

RQ1: Which of the EE constructs have a significant impact on the Millennial RDOs?

RQ2: What are RDOs' perceptions about the nature of their job, career development and emotional engagement?

RQ3: What are RDOs' perception about the leadership's engagement, trust and integrity?

RQ4: What are the RDOs' perception of the connection between individual and company performance?

#### **1.6. Significance of the study**

The mining industry is experiencing rising production cost. As a result, mining leaders have the responsibility to minimise production costs while keeping their competitive edge in the industry. Ernest & Young (2019:9) suggest that companies could use employee engagement as a foundation

to formulate their long-term competitiveness in the mining industry. Also, Ernst & Young recognises that it is easier to communicate company strategy to an engaged team. Consequently, it becomes easier to communicate the strategy for a team that takes pride in their work and company (Storey *et al.*, 2008:300). Ultimately, a possibility exists that both management and employees can engage significantly well, avoid strike and demoralisation of the workforce (Mahlangu, 2020).

### **1.7. Research methodology**

The study will follow a quantitative research approach. According to Apuke (2017:41), a quantitative research method is a holistic approach which involves collecting numerical data through the empirical review and research:

- Quantitative research involves gathering literature to build context to the problem and hypothesise the possible outcomes.
- Design a research questionnaire to gather qualitative data.
- Use descriptive statistics to analyse numeric data from the answered questions.

The empirical study follows a quantitative research approach. Employee engagement information on the company, Rock Drill Operators, were gathered at their mining department in Springs. Participants were selected from the mining department, and they were asked to collect employee engagement questionnaires (Imandin, 2015:174-179) at the human resources (HR) department at their earliest convenience (EENQ). The data was analysed using SPSS at the North-West University Statistics department. The questionnaire consists of two sections. Section A collects demographic data, and Section B focuses on employee engagement constructs. These constructs are Nature of work; Emotional engagement; Career and growth opportunities; The connection between individual and company; Trust and integrity, and having an engaged leadership team.

### **1.8. Limitations of the study**

The study comprises a voluntary survey, and limitations may include low RDO participation and misguided responses on the survey questions. As a result, the anticipated confidence level of 95% may not be achieved. Besides, one can be sure about the honesty and credibility of the answer participants provide. To minimise limitations, the researcher allowed sufficient participation time and clarified concerns where necessary.

## **1.9. Definition of Key concepts**

**Employee engagement** – Is defined as unrestricted commitment, enthusiasm, willingness, and ability to help a company succeed (Markos & Sridevi, 2010:94). An engaged employee feels a sense of belongingness in an organisation's work, and as a result, they attach and give discretionary effort for the success of the organisation (Jiri, 2106:108).

**Generation X** – Gen Xers are a group of individuals born between 1965 and 1980 (Dimock, 2019: 1-6). Gen Xers were born during a sizeable recession, and as a result, their parents had to work two or more jobs while they were taken care of by babysitters (Sandeem, 2008:15). Hence, they are self-reliant, self-sufficient, independent, and hardworking (Jiri, 2016:108).

**Millennials** – Millennials are a group of individuals born between the years 1981 and 1996 (Dimock, 2019: 1-6). The Millennial is also known as Generation Y (Sandeem, 2008:15). KPMG (2019:2) describes millennials as technology-understanding. They were born in an era of computers and internet. Also, they are very curious and often their work ambition is driven by knowing they are a contribution to an organisational goal (KPMG, 2019).

## **1.10. Chapter layout**

This study comprises the following chapters:

Chapter 1: The scope and nature of the study. This chapter outlines the background to and the scope of the study. The chapter also discusses the problem statement, the research objectives, and its significance.

Chapter 2: A literature review. The chapter contains a review of the literature, and it provides an overview of employee engagement, its facets, and theories. Besides, it provides an analysis of generation cohorts with a specific focus on Millennials and Generation X.

Chapter 3: The empirical investigation. This chapter provides a detailed report on the research design of the empirical study. Also, it includes data collection and findings.

Chapter 4: Research results and findings. The chapter presents findings on employee engagement at Mine X collected using an employee engagement questionnaire.

Chapter 5. Conclusions and recommendations. The chapter comprises of a summary of the key findings, conclusions, recommendations, and a reflection on the study limitations.

## **CHAPTER 2: LITERATURE REVIEW**

### **2. Introduction**

The literature review aims to provide a deeper understanding of employee engagement, engagement factors, engagement levels, and engagement models. It also examines characteristics of engaged and disengaged employees, engagement gauging factors and implementation strategies. Furthermore, I provide a review of Millennial and Generation X engagement characteristics.

#### **2.1. Defining employee engagement**

Mansoor and Hassan (2016:52) define employee engagement as willingness, enthusiasm, and commitment that an employee invests in achieving the organisational goals. Engaged employees are physically, emotionally, and cognitively committed to achieving organisational goals. Also, Imandin (2015:23) defines EE as an unrestricted effort an employee puts into an organisation and its goals. Consequently, employees unrestrictedly engage emotionally, physically, and intellectually to an organisation and its employees (Imandin, 2015:1). Engaged employees involve their efforts discretionarily to business goals and objectives (Gamba, 2016:23).

Kahn's employee engagement consists of three dimensions, which are vigour, dedication, and absorption (Hlongwane & Ledimo, 2015:231). An engaged employee is vigorous and enthusiastic and motivated to achieve at work (Hlongwane & Ledimo, 2015:232). Dedication means an employee sees work beyond an ends-meet understanding, and the employee is inspired to produce exceptional results. Similarly, an absorbed employee enjoys being at work and will work overtime so that they achieve work goals (Hlongwane & Ledimo, 2015:231).

Kahn (2013:676) recognised that the best-performing enterprises are those that can entwine their strategic goals with employee engagement. According to Kahn (2013:696), organisations recognise that employees are vital for strategy implementation to have the best chance of achieving their objectives. Imandin (2015:6) considers EE as synonymous with organisations effectiveness and productivity because engaged employees are less likely to quit their job, be involved in contagious employee negativity (Kumar & Pansari, 2015:68).

## 2.2. Evolution of employee engagement

The earlier concept of employee engagement studies was developed almost three decades ago (Kahn, 1990). This study conceptualised and defined engagement as physical, emotional, and cognitive involvement at work. However, even before Kahn (1990), a conceptual study reported on by Marshal (2020), focused on employee engagement as a concept of burnout. This study reported on by Marshal (2020), identified six factors that could lead to burnout and disengagement. These researchers identified the cause of incompatibility between the employee and the job to be a result of the workload, control, rewards, fairness, community, and values (Hlapho, 2015:9-10).

Table 3 below shows that in 2008, Macey and Schneider embarked on a conceptualised employee engagement study as the involvement of trade, state, and behaviour in one's job. The study related employee engagement to constructs like self-identity, self-esteem, and self-efficacy. Also, it was concluded that employee engagement could be a source of competitive advantage for the organisation. Essentially, Hlapho (2015:9) recognised that employee engagement could be defined based on organisational or employee perspectives depending on the study objectives. Table 3 below is a summary of the evolution of engagement (Hlapho, 2015:9-10):

**Table 3: Evolution of employee engagement**

| Authors & Date               | Key focus areas and perspectives.   | Type of study |
|------------------------------|---|---------------|
| <b>Kahn (1990)</b>           | <ul style="list-style-type: none"> <li>• Khan (1990) conceptualised and defined engagement as employing involvement in their jobs physically, emotionally, and cognitively.</li> <li>• The study focused on employee perspectives and identified three physiological conditions necessary for employee engagement. Mainly, safety, meaningfulness, and availability.</li> </ul> | Conceptual    |
| <b>Maslach et al. (2001)</b> | <ul style="list-style-type: none"> <li>• Maslach <i>et al.</i> (2001) defined employee engagement characteristics as being energetic and efficacy and involvement.</li> <li>• The study defined the job engagement concept and job burnout. Also, identified six work-life constructs that lead to</li> </ul>   | Conceptual    |

|                                    |   |            |
|------------------------------------|---|------------|
|                                    | employee disengagement and burnout. Mainly, control, workload, rewards, fairness, community, and values.  |            |
| <b>Harter <i>et al.</i> (2002)</b> | <ul style="list-style-type: none"> <li>Harter <i>et al.</i> (2002) define employee engagement as involvement and fulfilment employees derive from work. Also, they recognise employee engagement as having a positive impact on productivity, business profitability, customer satisfaction, and safety.</li> </ul>   | Empirical  |
| <b>Schaufeli and Bakker (2004)</b> | <ul style="list-style-type: none"> <li>The study defined work/job engagement as a positive and satisfying work-related physiological state characterised by one's immersion, vigour and commitment at work. They concluded that availability of work resources have a positive impact on engagement, while lack of work resources results in low employee engagement.</li> </ul>  | Conceptual |
| <b>May <i>et al.</i> (2004)</b>    | <ul style="list-style-type: none"> <li>Empirically tested and confirmed by Khan (1990) the concept maintains that employee engagement, based on mental conditions, safety, and meaningfulness are vital. Also, the authors recognised that factors such as job enrichment, superior and co-worker relationships, self-awareness and resources are essential for the three psychosocial needs in Khan (1990). Finally, they linked employee engagement to positive business outcomes.</li> </ul> | Empirical  |
| <b>Saks (2006)</b>                 | <ul style="list-style-type: none"> <li>The study expanded Kahn's (1990) physiological engagement to enabling differences between a job and organisational engagement. The study results proved that supervisor support, rewards, and recognition lead to employee engagement.</li> </ul>  | Empirical  |
| <b>Truss <i>et al.</i> (2006)</b>  | <ul style="list-style-type: none"> <li>The study was based on the Kahn study (1990), and it describes employee engagement as the passion employee have towards work. As a result, employees with passion tend to be highly engaged and will yield a competitive advantage for the organisation.</li> </ul>  | Empirical  |

|                                   |   |            |
|-----------------------------------|---|------------|
| <b>Macey and Schneider (2008)</b> | <ul style="list-style-type: none"> <li>• These authors defined employee engagement as the involvement of one's skill and knowledge to organisations goals. EE is related to factors, self-identity, self-esteem, and self-efficacy.</li> <li>• Macey and Schneider (2008) believe that if the factors self-identity, self-esteem, and self-efficacy are achieved, employees will be highly engaged. Also, the study identifies EE as a source of enterprise competitiveness.</li> </ul> | Conceptual |
|-----------------------------------|---|------------|

**Source:** Hlapho (2015:9-10)

### 2.1.1. Employee engagement levels

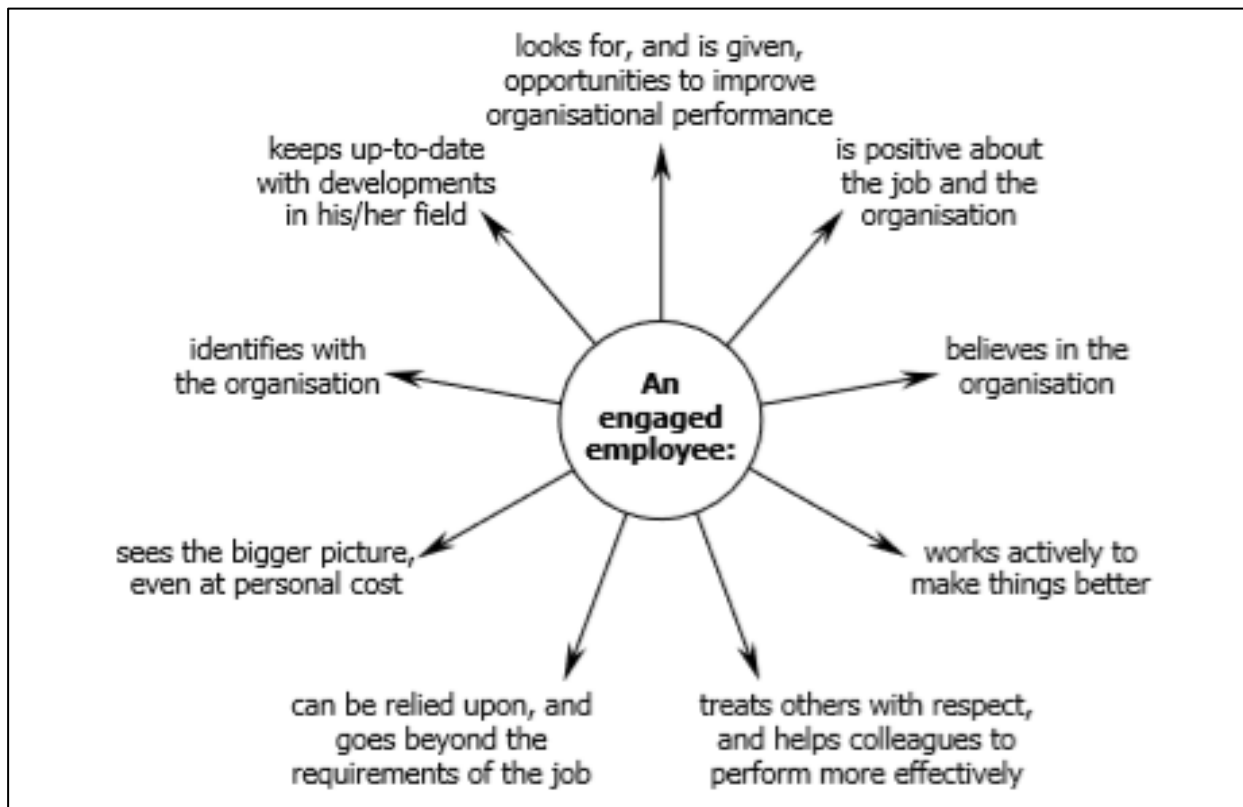
According to Bhatla (2011:1), employees could be either engaged or not engaged. Engaged employees cognitively commit to their roles, willing to forge good relationships with their co-workers and managers. They are high performers who are supportive of others to achieve the greater good for the organisation (Wachira, 2013:11). Similarly, Gamba (2016:29) recognises that engaged employees are selflessly committed to their work, colleagues, and the organisation. Also, the employees are passionate about innovation and are consistently trying-out efficient ways to create enterprise growth opportunities. Moreover, Wachira (2013:11) recognise that enterprises with engaged employees are likely to have high productivity and high employee retention (Wachira, 2013:11). Similarly, Gamba, (2016:30) considers an engaged employee as one going the proverbial “extra mile” to perform in their work.

Disengaged employees are unhappy in their jobs, showing no commitment and passion at work (Bhatla, 2011:1). They continuously undermine the work done by their engaged colleagues. The employees are perceived as a productivity treat at work as they are cognitively and physically disengaged (Walker, 2016:20). They have lost trust in their co-worker, supervisors, and the organisation. As a result, they show a negative attitude towards their work and organisation and are subsequently less productive and hindering enterprise competitiveness and growth (Gamba, 2016:30).

### 2.1.2. Characteristics of engaged employees

Table 2 below illustrates nine characteristics of an engaged employee as described by Robinson *et al.* (2004:25). Engaged employees are recognised by their continuous involvement in finding opportunities to improve organisational performance. They believe in the organisation and are actively making things more comfortable at work by committing to assist their colleagues in performing exceptionally in their work. Furthermore, they see the bigger picture and are always on the loop with enterprise and industry development (Figure 2). Ultimately, an engaged employee feels a sense of citizenship and therefore identifies with the business they serve and its goal (Robinson *et al.*, 2004:25).

Figure 2: Nine characteristics of an engaged employee



Source: Robison *et al.* (2004:6)

### 2.1.3. Concerns about disengaged employees

Allan (2017:50) identified four ways in which disengaged employees could be detrimental to the enterprise's welfare. Mainly:

- Disengaged employees could perpetuate deviant behaviour at the workplace because they are defiant to co-workers and supervisor (Allan, 2017:51). Furthermore, they disregard organisational rules, policies, and cause an unproductive and unprofitable workplace (Heikkeri, 2010:50). Besides, they involve themselves in the malicious use of resources and criminal damage to infrastructure.
- Employee disengagement causes a decline in innovation and productivity (Rock, 2016:48). According to Heikkeri (2010:51), disengaged employees show little enthusiasm and effort in tasks. As a result, it causes the enterprise to become less productive and profitable. They intentionally disengage their creativity and innovation by withholding their opinions and ideas on creativity during discussions (Allan, 2017:51). At the same time, they struggle to accept their colleagues' ideas and are inclined to undermine their work (Rock, 2016:48).
- Disengaged employees exhibit a negative attitude towards colleagues and supervisors (Allan, 2017:51). It appears that they lose a sense of organisational citizenship and are less eager at work (Allan, 2017:51). According to Heikkeri (2010:50), such employees can reduce the team's enthusiasm by being a constant displeasure at the workplace. Fourthly, they distrust colleagues and supervisors by keeping information relating to business development, innovation, and creativity to themselves (Allan, 2017:51).
- Finally, employee disengagement causes a decline in safety in the workplace. They do not show enthusiasm towards their work. Hence, they may overlook significant safety precautions and standards. Consequently, they are a danger to themselves, colleagues and may potentially cause defects on work tools and equipment (Allan, 2017:51).

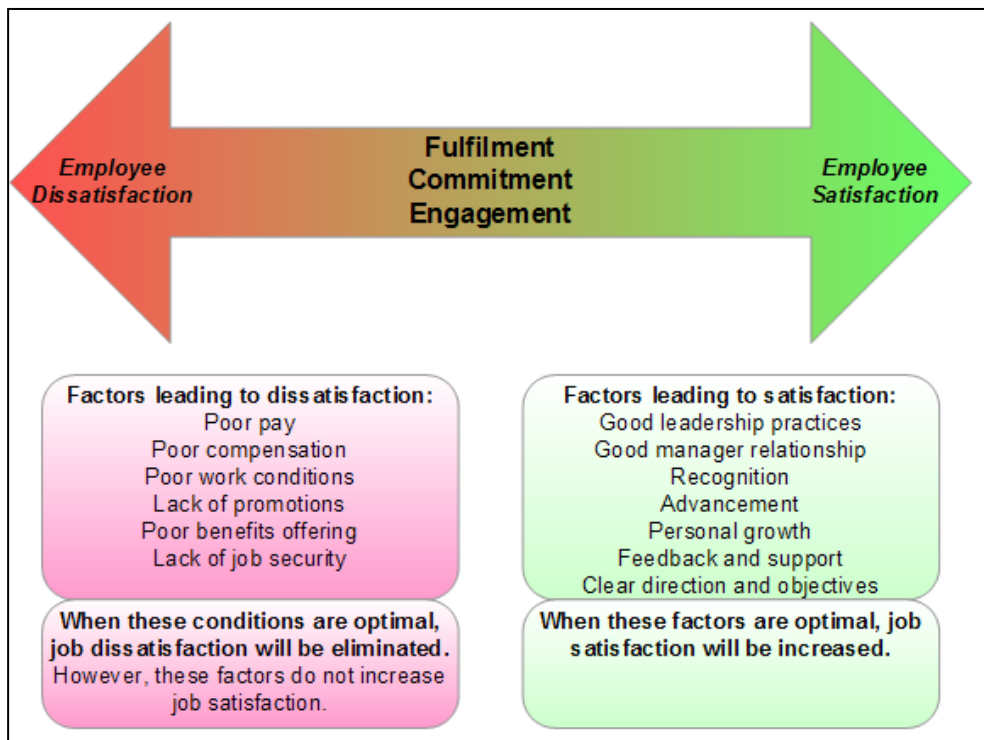
## **2.2. Engagement models**

### **2.2.1. The Herzberg Hygiene model**

The Herzberg hygiene model is based on job satisfaction and hygiene factors (Figure 3). Khan and Iqbal (2013:31) define hygiene factors as extrinsic factors, meaning an employee partakes for monetary reward rather than internal fulfilment. According to Bevens (2018:4), hygiene factors include employee work conditions, work objectives, associates, supervision, and management. Similarly, Popovic and Radojka (2015:34) recognise poor work condition, lack of promotion, low pay and job security as factors leading to dissatisfaction and disengagement. Also, hygiene factors cover company compensation, benefits, company image, and its communication channels (Khan & Iqbal, 2013:25).

Employees' work conditions extrinsically determine the level of satisfaction for motivators (Bevins, 2018:5). Some authors refer to motivation factors as "job content" that is of personal importance to employee job satisfaction. The earlier Herzberg model in 1959 had six motivation factors; mainly, recognition at work, growth opportunities, responsibility, advancement, work itself, feedback, and support (Figure 3) (Khan & Iqbal, 2013:25). As a result, Herzberg reckons that for companies to improve employee performance or productivity, motivation factors must be satisfied (Yusoff *et al.*, 2013:19). When employees are happy with the motivation factor, they become more engaged, and they feel the need to put in extra effort to surpass required productivity (Yusoff *et al.*, 2013:19). However, organisations should always try to find a balance between hygiene factors and motivators to meet employee commitment and engagement (Popovic & Radojka, 2015:35).

**Figure 3: Motivation and hygiene factors to employee engagement**



**Source:** Popovic and Radojka (2015:35)

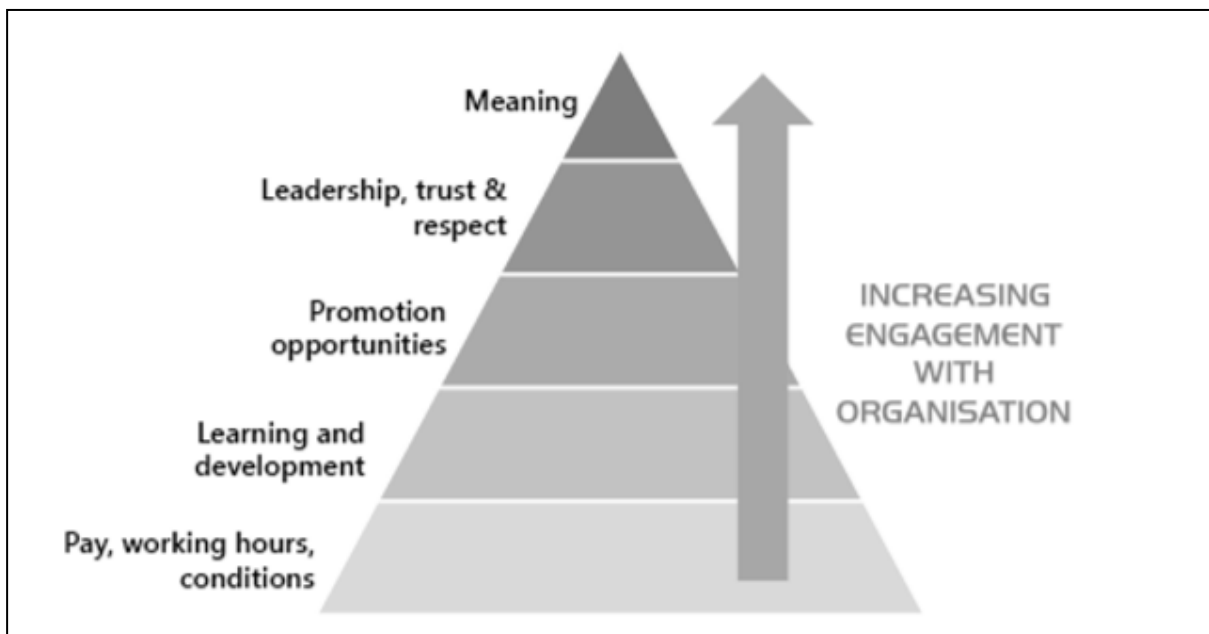
According to Herzberg, these factors are important and does require management's attention even though they are not employee motivators. Figure 3 shows that when an employee is intrinsically satisfied/happy with hygiene factors, they should at most be intermediately motivated and

engaged. In contrary, if employees are unhappy with the hygiene factor, they show low commitment and engagement and ultimately become hostile at work (Yusoff *et al.*, 2013:19).

### 2.2.2. The hierarchy of engagement

Penna (2007:212) presents five “hygiene” factors an organisation must achieve before it can reach full employee engagement level (Figure 4). Employee engagement is a process beyond earning ends meets but also growth and development opportunities. As a result, employees seek meaningful work that brings a sense of appreciation and belonging (Penna, 2007).

**Figure 4: Hierarchy of engagement**



**Source:** Penna (2007) cited by Mehta & Mehta (2013:209)

Penna’s (2007:212) hierarchy of engagement model suggests five employee engagement levels, from the bottom up (Figure 4):

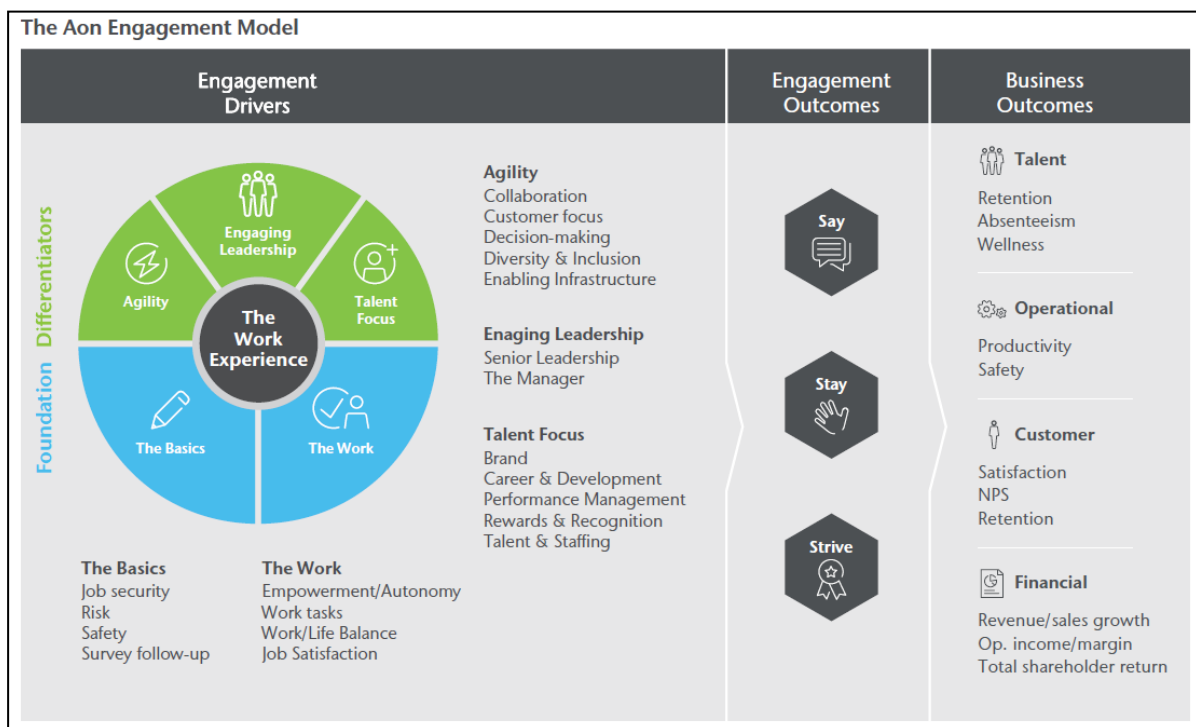
- **Level 1** - For an employee to engagement his work hours, working conditions and salary must meet their requirements.
- **Level 2** -After satisfying the first level, an employee will shift their need for learning and development needs. At this level, employees will engage more when they feel their needs are fulfilled.
- **Level 3** - Upon receiving training and development, employees are expecting the organisation to create opportunities to apply and nurture skills and knowledge.

- **Level 4** - Employees require the leadership to appreciate, trust and respect them for the work they are achieving for the business.
- **Level 5** – When an employee is satisfied with the engagement factors on level 1-4, they reach a stage of self-actualisation and draw meaningfulness in the work they do.

### 2.2.3. Aon Hewitt employee engagement model

The Aon Hewitt Model is a three-phased model comprising engagement drivers, engagement outcomes, and business outcomes (Hewitt, 2015:32). The engagement drivers include the foundational and differential engagement drivers. Foundation engagement drivers are those concerned with on the job conditions and the nature of work and subsequently covers employee perception of job security, work-life balance, and employee autonomy. At the same time, differential engagement drive comprises three factors, mainly agility, engaging leadership and talent focus (Figure 5). If an employee is satisfied with the engagement drivers, improvement will be noticeable on the engagement outcome and business outcomes (Hewitt, 2015:25).

**Figure 5: Aon Hewitt employee engagement drivers**



Source: Hewitt (2016:2)

An engaged employee will *Say*, *Stay* and *Strive* within an organisation when they are engaged (Hewitt, 2015:24). They will *Say*, speak well about their organisation to co-workers, prospective

employees, and customers. They will *Stay*; an employee is willing to continue working for the organisation, doing their part to help achieve its goals. *Strive*, an employee will put in an extra effort to see the organisation achieve its goals (Hewitt, 2015:22). When the employee Stay, Say and Strive; business will meet its purpose of retaining the best talent, also achieving employee wellness and availability. Also, the company will improve operation safety and productivity, and subsequently, customer satisfaction and high returns (Figure 5).

### **2.3. Dimensions of employee engagement facets**

Imandin (2015:27) defined seven dimensions of employee engagement, which in some cases, overlap with EE dimensions described by Tran (2018:17), mainly:

- Employee's perception of management.
- Behavioural engagement.
- Career growth opportunities.
- Emotional engagement.
- Nature of work.
- Employee feeling valued and involved.
- Trust and integrity.

#### **2.3.1. Employee perceptions of management and leadership**

Having an engaged leadership team dimension focuses on employee relationship with direct supervisor and co-workers (Tran, 2018:17). It is a top-down approach where senior managers have the responsibility to inspire junior managers and the team at large (Imandin, 2015:33). Rena Development Trust (2018:255) define an engaged leadership team as an involvement beyond leadership but a way to build relationships between leaders, employees, and co-workers. In essence, create leadership that can honestly and transparently communicate enterprise mission and goal to all employees.

#### **2.3.2. Trust and integrity**

The trust and leadership dimension deal with employers who can take care of employees' wellbeing and communication abilities (Tran, 2018:17). Imandin (2015:35) defines this dimension as the ability of a leader to inspire employees' trust, confidence, and character. Also, it aims to

determine employee perception about the leadership, track if leaders are practising what they preach. It assesses if management communicates well and keep their promises (Mehta & Mehta, 2013:209). According to Bedarkar and Pandita (2014:111), a leader's trust and support is a vital role in stimulating employee engagement and creating a blame-free environment.

### **2.3.3. Nature of the job dimension**

The nature of the job dimension defines the extent to which an employee has autonomy and accountability at their work (Imandin, 2015:35). Besides, it establishes how well an employee identifies with their position, understanding about and meaningfulness they draw from their job. Moreover, the variety of skills they learn on the job (Vance, 2004:10). Tran (2018:17) defines this dimension as the employee public involvement and forwarded opportunities to make decisions about their work.

Rana *et al.* (2014:254) reckon if the nature of work is satisfactory, employees can express their creativity even under challenging tasks and enjoy autonomy. The construct looks at how well employees fit-in with co-workers and the broad diversity at work. Hlapho (2015:21) recognised that mineworkers are exposed to harsh work conditions driven by heavy machinery, the high expectation for performance and safety necessities. As a result, the workplace environment adversely affects employee engagement.

### **2.3.4. Emotionally engaged employee**

Emotionally engaged employees invest a wide range of emotions in their work and organisation. They are proud of their organisation, trust their managers and co-workers. They invested their knowledge to better the organisation (Imandin, 2015:29). They allow emotional connection with co-workers, supervisors and the organisation's values and goals (Walker, 2016:7). Imandin (2015:29) elaborates that emotional engagement is born from within, its individual ability to manage their emotions and feelings to better themselves in their work.

### **2.3.5. Career growth opportunities**

Career growth opportunities assess the organisation's ability to offer clear career development paths (Mehta & Mehta, 2013:209). Imandin (2015:37) proposes that employees become more

engaged when their management can provide learning opportunities, autonomy, and immediate feedback on tasks. Consequently, organisations have the responsibility to develop employee skills competency and expertise in their respective fields. As a result, the enterprise is rewarded with employees having confidence, self-efficacy and increase employer confidence (Vance, 2004:14).

### **2.3.6. The connection between individual and company**

The connection between individual and company dimension deals with the employee organisation connection; it examines how well the employee is informed and informing themselves about organisational goals and performance (Imandin, 2015:36). It is a mutual relationship, where a company should encourage interactive industry and government information sharing.

## **2.4. Cohort engagement characteristics**

A generation is defined as a group of individuals born within the same birth period (Hoole & Bonnema, 2015:30). They are collectively affected by similar life events and experiences (Basic, 2018:16). Their backgrounds include similar life experiences such as financial crises, politics, culture, and religion. Also, individuals share similar beliefs, ideas, problems, and attitude (Weber, 2018:3).

Today, the workplace consists of at least three generation groups, predominantly consisting of Millennials, then the Generation X (Henceforth Gen Xers) and lastly Baby Boomers (Leblanc and Davis, 2018:1; Kraus, 2017:69). The Baby Boomers gave birth to Gen Xers; successively Gen Xers are parents to Millennials (Weber, 2018:5). The generational age difference is the primary driver of workplace diversity, work attributes, and employee engagement perspectives (Doe *et al.*, 2016:105). Consequently, managers have the responsibility to continuously adapt to the changing workforce characteristics to achieve high employee engagement (Weber, 2018:2).

### **2.4.1. Generation X**

Gen Xers are individuals born between the year 1965 and 1980 (Dimock, 2019:1-6). They were born during a sizeable economic recession; their parents experienced job losses and salary reductions (Sandeen, 2008:15). Millennials (also known as Generation Y) were born between 1982 and 2003 (Sandeen, 2008:18; Basic, 2018:16). They were either an only child or born into a house

with few brothers and sisters. Their parents had a low level of education, and subsequently, their children went to preparation schools and had a college education (Sandeen, 2008:18).

#### **2.4.2. Gen X cohort characteristics**

The Gen Xers were born into homes where both parents were working, leaving them to stay alone after school (Sandeen, 2008:15). As a result, they became self-reliant, optimistic and all about work-life balance (Kasasa, 2020). Besides, they quickly adapt diversity and technological change; they think that the world is one. Also, Millennials love being informal and enjoy some leisure time (Kraus, 2018:11).

#### **2.4.3. Millennials cohort characteristics**

Millennials are an optimistic, confident team-orientated generation. They were born during an era of technological evolution when almost every child can use computers and smartphones (KPMG, 2017:5). Millennials feel as if the world owes them success, they feel entitled and are very optimistic about life (Kasasa, 2020). They are street smart, accepting of cultural diversity and are inclined to use social network platforms and technology (Kasasa, 2020).

### **2.5. Work engagement**

Work engagement is related to employee work values, which are a set of beliefs and perspectives on work characteristics (Ng & Johnson, 2015:126). Generally, different generational cohorts desire unique work conditions and careers. As a result, they will exhibit varying attitudes towards work (Ng & Johnson, 2015:126). Similarly, the cohorts will show converging workplace characteristics and engagement traits (Mohsen, 2016:249).

#### **2.5.1. Millennials at work**

Millennials in the workplace are interested in sustainable employment, work-life balance and less on money (Buzza, 2017:16). Da Silva *et al.* (2019:3) suggest that Millennials do not see the importance of owning property and therefore, do not see job loss as a threat. They are tech-savvy, can do many things through multitasking, a character often confused with being tech-

savvy (Weber, 2018:6). A study by KPMG (2018:6), outlined six Millennials characteristics, mainly:

- They are curious.
- Tech-savvy.
- Job hoppers.
- Balance is everything.
- All-accepting and all-embracing.
- If you do not ask, you do not get it.

According to Da Silva *et al.* (2019:3), Millennials are curious about how daily tasks match with organisational sustainability. They are tech-savvy and are always looking for more straightforward ways of doing things (Da Silca *et al.*, 2019:3). According to Viljoen (2019:32), the Millennials were born in an era of technological dependence and hence their personal, social, and educational life largely depends on technology. Millennials are job hoppers; they love a sense of control, flexible hours, and workdays (Viljoen, 2019:32). They use their technical skill to network online with the global business and recruitment agencies (Da Silca *et al.*, 2019:3; KPMG, 2018:6).

Millennials love work-life balance because of the massive layoff experienced by their parents (Gen Xers). Millennials make sure that the employers understand their lives do not revolve around work (Viljoen, 2019:32). Besides, they are all-embracing and are making sure they create information-sharing platforms and travel opportunities (KPMG, 2018:6-7). They have suitable education, skills, and knowledge to diversify global footprint (Da Silca *et al.*, 2019:4).

### **2.5.2. Gen X at work**

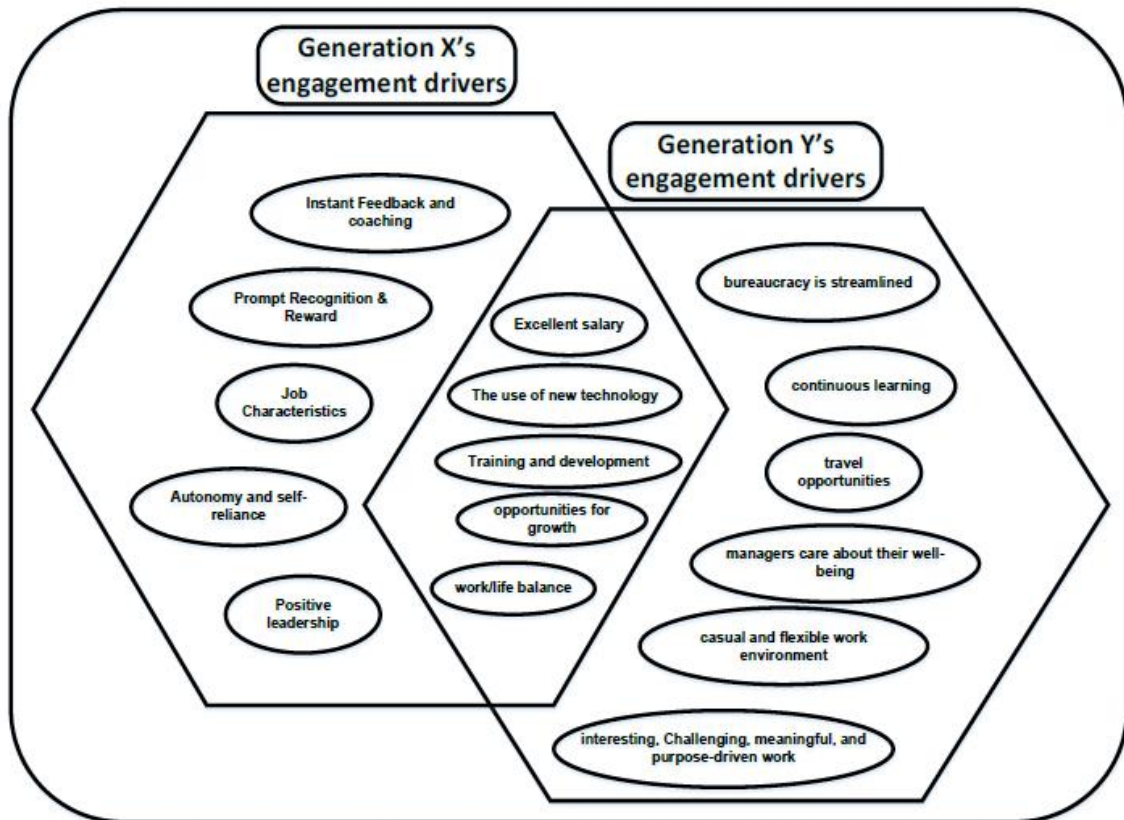
Gen Xers are looking to work for an organisation that will provide work-life balance. Thus, work must be fun and yet challenging (Mohsen, 2016:244). They seek recognition and enjoy work-related rewards. According to Buzza (2017:16), Gen Xers are independent employees, self-loving and self-gratifyingly and highly competitive. According to Jiri (2016:108), Gen Xers are self-reliant, diligent, and have the determination to finish every task. Work is a challenging obligation that should be achieved (Jiri, 2016:108).

According to Doe *et al.* (2016:111), Gen Xers are highly adaptable to work environments and technological change. They are arrogant, independent, and do not succumb easily to authority. Besides, they are impatient employees that get bored quickly, and as a result, they do not keep jobs. They seek highly engaging and challenging work that provides career development opportunities (Kasasa, 2020). On the contrary, Arrington and Dwyer (2018:6) highlight Gen Xers' sense of inferiority and doubtfulness in their capabilities because their parents think they will not achieve in life. As a result, Gen Xers are craving timeless feed on tasks to patent the work, while they prefer formal means of communication (Arrington & Dwyer, 2018).

### **2.5.3. Gen Xers and Millennials' mutual characteristics**

Mohsen *et al.* (2016:245) emphasise that different generational cohort experiences of values, beliefs, and other occurrences have a significant impact on their attitude towards work engagement. As a result, each generation reacts different to employee engagement constructs, and so managers have the responsibility to develop comprehensive strategies to manage the differences (Hoole & Bonnema, 2015:4). Figure 6 shows the results from a study by Mohsen *et al.* (2016:251) that identified the convergence of the distinct observed drivers in both Gen X and Millennials.

**Figure 6: Generational cohort engagement framework**



**Source:** Mohsen (2016:250)

Mohsen (2016:251) identified work engagement factors mutually in both Millennials and Gen X (see Figure 6). The latter are both striving for work-life balance, and so work must also provide flexibility for personal life. Besides, career development and excellent salaries are essential to both cohorts. While Millennials have a strong affinity to technology and social media, their parents, Gen X, are not bad either as they can work their way around computers. Both generations are looking for training and development opportunities, growth opportunities and attractive compensation packages.

## **2.6. Organisational impact of employee engagement**

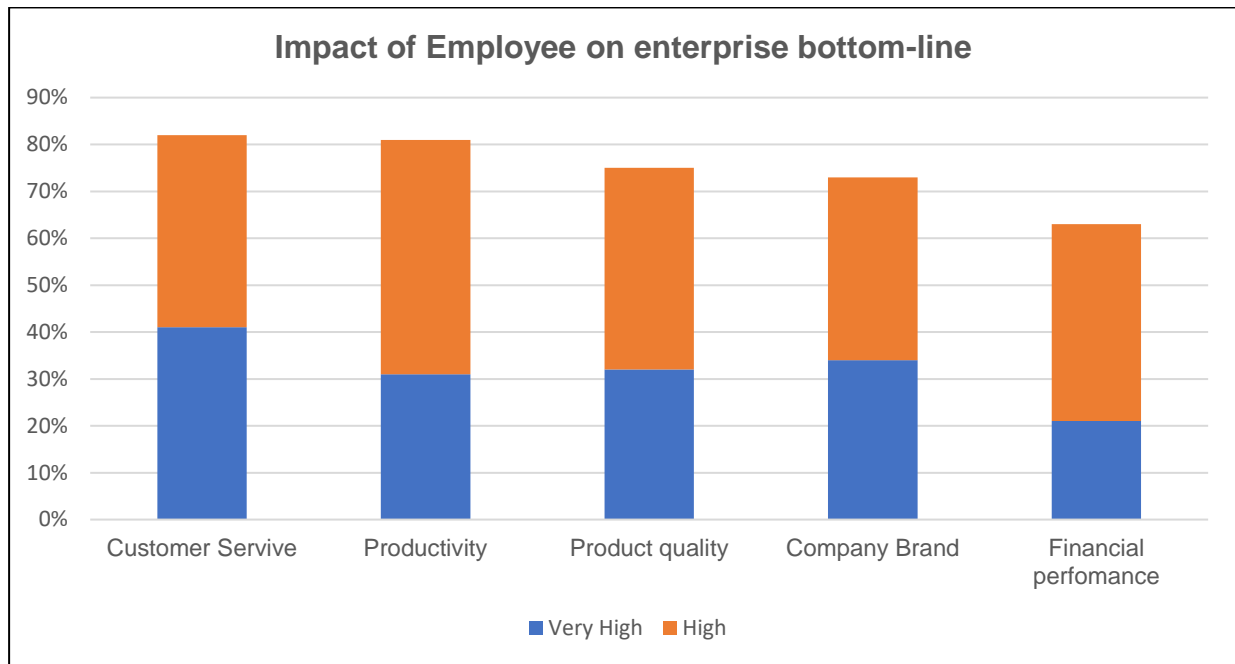
According to Gamba (2016:31), employee engagement is linked intrinsically with high enterprise performance:

- Engaged employees are innovative and creative in their jobs; they are consistently looking for smart ways of achieving business objectives.

- They feel a sense of citizenship, positive wellbeing, and as a result, performance achievement becomes inevitable.
- Employee engagement promotes a positive two-way relationship between employer and employee; this is critical for organisational productivity.

The relationship employee-employer stimulates employee interest in an organisational objective and a need to contribute. Lastly, engaged employees radiate positive energy and enthusiasm. Consequently, provide exceptional customer experience and seize the opportunity to build long-lasting customer relations (Gamba, 2016:32-33). The result from the study Hewitt (2019:12) shows 414 respondents out of 532 participants from different industries in the United States of America (Figure 7).

**Figure 7: Employee engagement impact on the enterprise's bottom-line**



Adapted from Hewitt (2019:12)

The study shows that employee engagement has an 82% impact on customer service scored (82%) and 81% impact on company productivity. Product quality and company brand are middling with scores of 75% and 73%, respectively. At the same time, employee engagement impact on financial performance scored a low 63% (Hewitt, 2019:12).

## **2.7. Gauging company's employee engagement**

Walker (2016:27) suggests using employee engagement surveys to gain insight about perceptions about the organisation's leadership. Survey results by Vance (2004:6), identifies ten factors for measuring employee engagement, primarily:

- Pride an employer has for the employer.
- Employee satisfaction with an employer.
- The employee feels job satisfaction.
- An employee is given opportunities to perform well at challenging work.
- The employee is given recognition and positive feedback for their contributions at work.
- The employee receives personal support from a supervisor.
- Effort beyond the minimum.
- An employee sees the connection between their job and the organisation's mission.

- An employee sees prospects for future growth with the company.
- The employee has the intention to stay with their employer.

## **2.8. Engagement**

### **2.8.1. Engagement strategies**

Vance (2004) identified five ways to improve employee engagement in the workplace, namely:

- *Employee selection* by using a smart employee selection process by using attractive work attributes to find a suitable candidate. In a situation where employees are already employed, employers encourage employees to self-select by applying within the organisation for suitable positions.
- *Training and development* by using employee orientation to reiterate the organisation mission and objectives. Also, offer development opportunities to enhance employee jobs satisfaction, self-sufficiency, and productivity.
- *Strategic compensation* by implementing significant employee compensation to drive employee engagement at the workplace. Pay employees strategically for performing well in tasks, which is achieving and exceeding targets. Also, compensate competency-based skill and for equitable exchange; paying employees for willingness to contribute to the overall company's performance.
- Use *effective management* and give employees autonomy to perform challenging tasks and to make decisions at work. Also, provide them with positive feedback and recognition for tasks well performed.
- *Job enrichment* by inspiring employee work-life balance, autonomy, and co-worker support. Furthermore, encourage employees to engage in a variety of jobs, upskilling beyond their work profile and develop their knowledge of the company value chain.

### **2.8.2. Engagement implantation framework**

Jha *et al.* (2018:3) believe that enterprises can improve employee engagement by improving EE strategy implementation. Millennials are tech-savvy, and hence leaders can use online platforms such as Dashboard to track their development progress. Besides, leaders can use the technological medium to give prompt feedback to their junior staff while monitoring day to day task performance. Millennials love feeling important, and hence leaders must allow them to share ideas

about work to enable a sense of belonging to prove that their contribution is significant. (Jha *et al.* (2018:3) recognised a seven interdependent employee engagement implementation framework. Mainly, communication, vision, opportunity, community, incentive, impact, and experimentation.

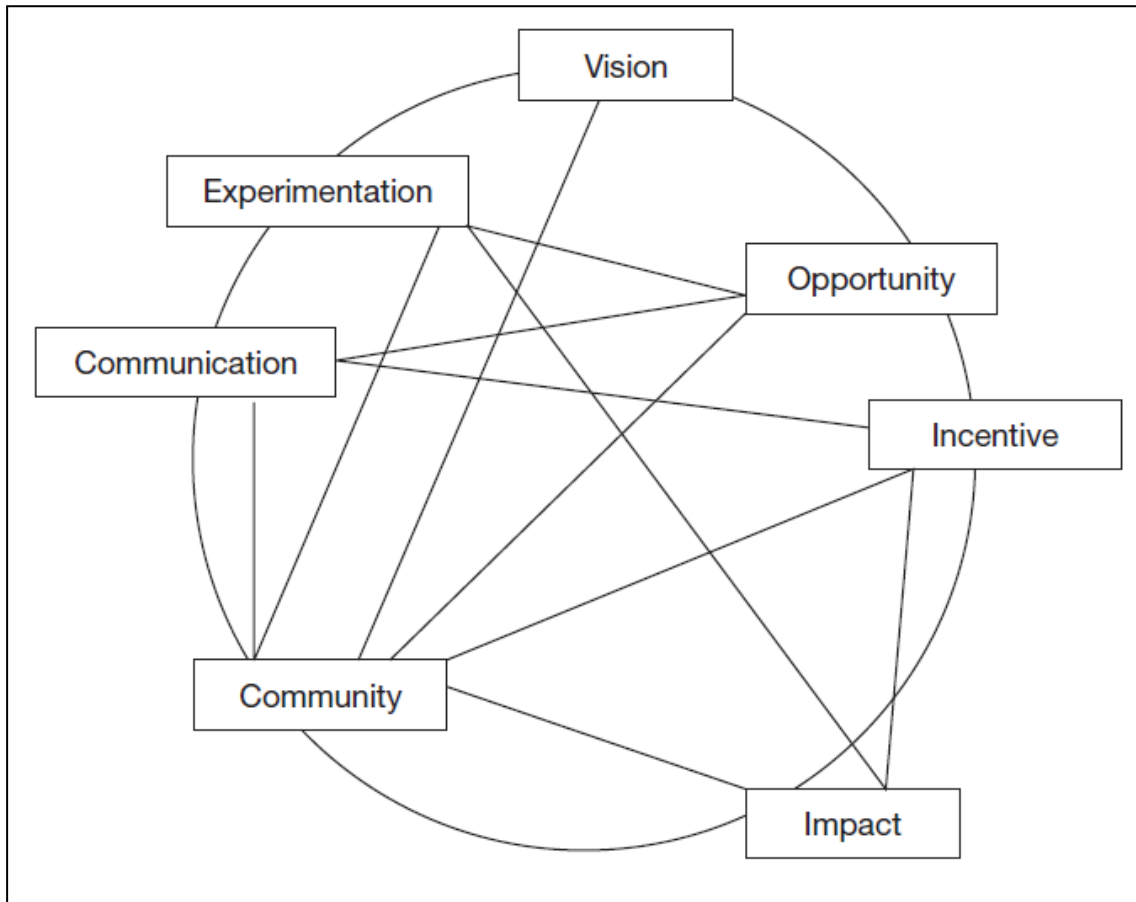
- **Communication**

Communication refers to internal systems for employees and managers to inform themselves about enterprise current affairs. It is a two-way communication system between leaders and employees, and it serves to provide sufficient information for employees to understand roles and make informed decisions. Knight (2011:89) states communication is vital for creating value and a safe work environment where they can speak about issues of concern without fear. Besides, it creates an enabling environment for building employee trust, consistency and encourages dialogue between employees and managers (Orr & Matthew, 2017:21).

- **Vision**

Enterprises must emotionally engage its employees about their goals, objective, values, inspirations, and strategic plans. Passionate leaders radiate some positive energy and may subsequently inspire employees by being passionate themselves. The employee will engage when they can cognitively and emotionally identify with the future enterprise (Storey *et al.*, 2016:303).

**Figure 8: Engagement implementation framework.**



**Source:** Storey *et al.* (2016)

- **Opportunity**

Employees are willing to engage more when they feel their employers are providing opportunities to grow at work and in their personal lives (Storey *et al.*, 2016:303). Employers should create platforms for employees to voice their opinions about organisational matters. Besides, increase employee autonomy by giving them the pleasure and responsibility to do their jobs without continuous feedback (Storey *et al.*, 2016). Orr and Matthew (2017:21-22) suggest that leaders must develop employee accountability through performance assessment mediums involving interviews and assessment tests. They must examine employee weaknesses and strengths and subsequently capitalise on their strengths. Consequently, improve employee perceptions about each other by developing career management tools to track progress through the development phase.

- **Community**

Engagement on the community level involves interrelations between generations, peers, teams, and leaders. It is a mutual sense of belonging and inspiration within a workplace community. Orr and Matthew (2017:21-22) suggest that an organisation should encourage mutual employee respect. Employees at a workplace associate with peers, leaders and thus create friendships (Storey *et al.*, 2016:307). As a result, it is these relations where employees draw their engagement, and some case involves impressing their leaders and teammates. Walker (2016:83) suggests that leaders should provide opportunities for the team to collaborate during tasks to develop an emotional connection (Walker, 2016:83). Besides, leaders should encourage employees to participate in short to long-term goal setting to build their professional and personal development (Orr & Matthew, 2017).

- **Incentive**

Employee incentives are essential for improving employee engagement (Storey *et al.* 2016:307). Employee incentives include tuition fees reimbursement and training fees. Bonuses and stock offering can influence employee engagement and unleash their desire to achieve an enterprise's mission, goals and objectives (Walker, 2016:29). Fair compensation across all employee levels is a critical factor for improving engagement, as well as appropriate performance-based incentives (Walker, 2016:30).

- **Experimentation**

Experimentation involves attempts to create a flexible workplace that meets both employee and organisation needs (Storey *et al.*, 2008:303). It addresses policies, work hours and other requirements regarding the employee and organisation flexibility. Millennials, the next generation of leaders were born on the era of technological disruption by computers. They resulted in these devices, has created a world of flexibility for social and work purposes (Storey *et al.*, 2008:308). Flexible work setting or work attire may have a profound impact on employee innovativeness and creativity and therefore improve organisational outcomes (Storey *et al.*, 2008:309).

## **2.9. Summary**

The chapter has provided in-depth knowledge of employee engagement. In the chapter, employee engagement was discussed and relating variables, namely: employee engagement levels, engaged employee characteristics, engagement factors, engagement models and employee engagement implementation strategies were analysed. Engaged employees are described as giving discretionary effort to the business they serve. As a result, they go a "proverbial extra mile "in achieving the work goal to align with more significant enterprise goals. The literature also highlighted that employee engagement has a positive impact on customer relations, productivity, and product quality. Besides, the chapter provided more insights into the generation cohort's engagement factors and the converging factors.

A Millennial generation is a group of individuals born between 1980 and 1996, they were born into technology uprising, and as a result, they have a strong affinity to technology. On the other hand, their parents, Gen Xers, were born between 1960 and 1980; they were born into a recession, while their parents were working two or more jobs; they were cared for by nannies. Gen Xers are characterised by strong work ethic, self-reliance and self-sufficiency but usually seeks prompt feedback on the tasks. Moreover, enterprises may improve employee engagement during employee selection, training and development, compensation, effective management and employee job enrichment.

## **CHAPTER 3: EMPIRICAL STUDY**

### **3. Introduction**

This chapter describes the research methodology used to answer the research questions. Also, it describes the population, sample methods and data collection instruments. Moreover, it describes the method used for data validation and reliability testing and analysis methods.

#### **3.1. Methodology**

The study follows a quantitative research approach. According to Apuke (2017:41), a quantitative research method is a holistic approach which involves collecting numerical data through a literature review and research work:

- A quantitative design involves gathering literature to build context to the problem and hypothesise the possible outcomes.
- Use a research questionnaire to collect quantitative data.
- Use descriptive statistical methods to analyse numeric data to answer the research question (Apuke, 2017:41).

##### **3.1.1 Research approach**

The study follows a quantitative research methodology adopted from Imandin (2015) to measure employee engagement. According to Apuke (2017:41), a quantitative research method involves data collection about a phenomenon of interest and later applies statistics to prove or disprove a hypothesis. Also, the research follows an interpretivism research paradigm. The latter recognises reality as an existence of multiple phenomena instead of a single objective reality. Interpretivism does not follow an objective approach to understanding the social environment but uses a more subjective approach (Rehman & Alharthi, 2016:55). Rehman and Alharthi (2016:55) recognise interpretivism as a constructive dynamic process on account of constant human interaction with the external environment. In the interpretivism paradigm, every variable to various external factors is exposed, such as world views belief systems, politics, and culture.

### 3.1.2. Research design

The study also has the characteristic of cohort studies, defined as a research design that selects its participants based on individual and social status (Dermatol, 2016:264). A cross-sectional research design was used in this study because it allows data collection both night and shifts in a day.

## 3.2. Gathering data

### 3.2.1. Population

The mining company HR department reported a total population of hundred and thirty-four Rock Drill Operators employed at a mining company in Springs (Mahlangu, 2020). The RDOs fall into the Patterson Grade B; they represent all four mining Overseer sections at the mine. During the time of sampling, HR reported one hundred RDOs have returned to work after the COVID-19 outbreak. The representative sample consisted of 80 correspondences out of 100 RDO at 95% confidence level and 5% error margin (Qualtrics, 2020) shown in Table 4.

**Table 4: Sample size calculator (Qualtrics, 2020)**

|                          |            |
|--------------------------|------------|
| <b>Confidence level</b>  | <b>95%</b> |
| <b>Population size</b>   | 100        |
| <b>Margin of error</b>   | 5%         |
| <b>Ideal sample size</b> | 80         |

### 3.2.2. Sampling method

The study used a cohort sampling method in conjunction with a convenience sampling method. A convenience sampling is used under conditions where the population is easily accessible by the researcher and is willing to participate in the survey (Etikan *et al.*, 2015:2). Also, participants are in proximity to the researcher, and as a result, convenience sampling is cheap and saves time (Viljoen, 2019:37). Convenience sampling may be biased, and therefore, the result cannot be projected beyond participants (Hlapho, 2020:31).

### 3.2.3. Sampling procedure

Permission to conduct the engagement survey was requested from the mining company (**Appendix A**). The Human Resource Manager Operations (**Appendix B**) subsequently granted permission. Also, receiving ethical clearance from the North-West University (**Appendix C**), a communication was sent asking for voluntary participation of RDOs in an employee engagement survey. Therefore, data were collected using a cohort sampling method in conjunction with a convenience sampling method. According to Etikan *et al.* (2015:2), convenience sampling is used when the researcher has access to a population and is willing to participate in a study. Questionnaires were collected from the HR offices at the end of shifts to avoid impact on production time.

The South African government requires that all citizens abide by Covid-19 regulations; hence, the mining company has compulsory COVID-19 training for all its employees. As a result, every employee at the mine has received formal COVID-19 training on symptoms, preventative measures, and reporting cases. While at the mine, employees must comply with the following COVID-19 precautions:

- Wear face mask always while at work.
- Take temperature reading at both the beginning and end of shifts.
- Follow social distance by keeping a 1.5m spacing from other employees.
- Cough and sneeze into a tissue and immediately dispose into a bin.
- Regularly wash hands with soap and water for 20 seconds or an alcohol-based sanitiser.

### 3.2.4. Measuring instrument

The study of Millennial RDO engagement was conducted by means of an experimental questionnaire. The study adopts an empirical questionnaire from the employee engagement driver questionnaire (EENQ) (Imandin, 2015:174-179). The EENQ was validated and tested in a PhD study by Imandin (2015) (**Appendix E**).

The research questionnaire comprises two parts, that is Part A and B. Part A consists of employee demographic information describing generational cohorts. The requested information included age, marital status, years employed, highest qualification, and employee engagement in the last four months. While Part B evaluates RDOs' perceptions on employee engagement factors using a Likert scale expressed as follows: (1) strongly disagree, (2) disagree, (3) undecided, (4) agree and

(5) strongly agree (Smith & Roodt, 2003:63). Table 5 below provides the summary layout of EEQN factors and related questions:

**Table 5: The EEQN scale with corresponding factors/scale**

| MSQ Factors/Scale   | Item  |
|---|---|
| <b>Section A:</b> nature of my job                              | A1, A2, A3, A4, A5, A6, A7, A8                    |
| <b>Section B:</b> emotional engagement                          | B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11      |
| <b>Section C:</b> career growth opportunities                   | C1, C2, C3, C4, C5, C6, C7, C8                    |
| <b>Section D:</b> The connection between individual and company | D1, D2, D3, D4, D5, D6, D7, D8                    |
| <b>Section E:</b> <i>Trust and integrity</i>                    | E1, E2, E3, E4, E5, E6, E7, E8                    |
| <b>Section F:</b> Having an engaged leadership team             | F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12 |

### 3.3. Data analysis

The collected data were captured onto a Microsoft Excel spreadsheet. Then, the analysis was done at the North-West University Statistics Department using IBM Statistical Package for the Social Sciences (SPSS) to conduct descriptive and multivariate statistics. Descriptive statistics extract relationships between variables in a population using frequency distribution, standard deviation, mean, and central tendencies about demographic data (Ali & Bhaskar, 2016:665). Also, they performed multivariate statistics, Kaiser-Meyer-Oklin (KMO), Bartlett's test of Sphericity and Cronbach alpha coefficient to test for the validity and reliability of the study. **Appendix D** shows the coding constructs for demographic and the six employee engagement constructs.

### 3.4. Validity and reliability

#### 3.4.1. Validity of the (EENQ)

Validity is a measure of data adequacy required for factor analysis (Chan & Idris, 2017:403). KMO is a commonly used measure of sampling data adequacy, a KMO value of less than 0.50 is unacceptable. In contrast, KMO values above 0.50 are acceptable, and subsequently, factor analysis may be applied (Jana, 2014:124). However, Chan and Idris suggest that a KMO value of 0.6 and above is acceptable, while KMO below 0.6 is miserable and is unaccepted (Chan & Idris, 2017) (Table 6).

**Table 6: KMO index**

| Indicators                 | Cut-off Value                        | Source             |
|----------------------------|--------------------------------------|--------------------|
| Kaiser–Meyer–Olkin (KMO)   | Recommended value of 0.6<br>or above | Hair et al. (2010) |
| Meritorious: $\geq 0.80$ , |                                      |                    |
| Middling: $\geq 0.70$ ,    |                                      |                    |
| Mediocre: $\geq 0.60$ ,    |                                      |                    |
| Miserable: $\geq 0.50$ ,   |                                      |                    |
| Unacceptable: $< 0.50$     |                                      |                    |

**Source:** Adapted from Chan & Idris (2017:403)

The EENQ by Imandin (2015:78) scores an average meritorious KMO of 0.965.

### 3.4.2. Reliability of the (EENQ)

Chan and Idris (2017:400) define reliability as a measure of consistency and stability at which a research method can produce results. Hence, a measurement is reliable when if repeated several times under the same conditions, it can produce similar results. Cronbach's alpha coefficient commonly used measure of internal consistency of a dataset (Field, 2009:668). The Cronbach alpha coefficient ranges between 0 to 1, where values below 0.7 represent low internal consistency and values above 0.7 are acceptable (Table 7) (Field, 2009:668).

**Table 7: Cronbach's alpha internal consistency framework**

| Cronbach's alpha        | Internal consistency   |
|-------------------------|--|
| $\alpha \geq 0.9$       | Very high consistency (the items are so similar that some may not be needed) |
| $0.8 \leq \alpha < 0.9$ | Good   |
| $0.7 \leq \alpha < 0.8$ | Acceptable   |
| $\alpha < 0.7$          | Poor internal consistency  |

**Source:** Field (2009:668-669)

### 3.5. Correlation analysis

Correlation analysis is a method used to determine the monotonic relationship between two variables. The latter are either positively or negatively correlated. In a positive correlation when one variable increases, the other is also increasing. While in a negative correlation, relation one

increases and the other decreases (Schober & Boer, 2018:1763). According to Mukaka (2012:65), correlation coefficients are interpreted as follow:

- .90 to 1.00 (-.90 to -1.00) – Very high positive (negative) correlation
- .70 to 0.90 (-.70 to -.90) – High positive (negative) correlation
- .50 to 0.70 (-.50 to -.70) – Moderate positive (negative) correlation
- .30 to .50 (-.30 to .50) – Low positive (negative) correlation
- .00 to .30 (-.00 to .30) – negligible correlation

### **3.6. T-test**

The T-test is used to determine if there are significant differences between two or more variables. Consequently, the T-test uses p-values to decipher if there is enough evidence to support the null hypothesis (Sedgwick, 2014:1). In Levene's T-test, Null Hypothesis means the groups we are comparing have equal proportion variance. When Sig. or p is greater than 0.05, we do not reject the null hypothesis of the equal population variance. However, when sig or p is less than 0.05, we reject the null hypothesis of equal population variances.

### **3.7. Ethical consideration**

Academic research often involves data collection from different sources which may include interaction with humans and therefore requiring the researcher to abide by an ethics code of conduct (Roberts, 2015:317). Akaranga and Makau (2016:1) define ethics as a set of norms or behaviours that are acceptable. Also, ethics provides conduct and guidance on how people should do themselves in a way that is acceptable (Akaranga & Makau, 2016:1).

According to Vilma (2018:22), research ethics involves three primary principles, mainly autonomy, beneficence, and justice. Firstly, autonomy requires the researcher to disclose risk and benefits associated with participating in a study. Usually, a researcher will use consent forms to detail the study and making sure participants can ask any question before engaging (Vilma, 2018:23). Secondly, beneficence refers to a researcher's ability to minimise risk to participants while maximising the benefits of their involvement in the study. Lastly, justice refers to unfair participation of the vulnerable population, such as involving children in an orphanage (Vilma, 2018:27).

### **3.7.1. Considerations regarding participants**

Vilma (2018:22) states that research ethics involves three primary principles, mainly autonomy, beneficence, and justice. Firstly, freedom requires the researcher to disclose risk and benefits associated with participants in a study. Usually, a researcher will use consent forms to clearly detail the research and making sure participant can ask any question before engaging (Vilma, 2018:24) (**Appendix D**). Secondly, beneficence refers to a researcher's ability to minimise risk to participants while maximising the benefits of their involvement in the study. Lastly, justice refers to unfair participation of the vulnerable population, such as involving children in an orphanage (Vilma, 2018:23).

### **3.7.2. Considerations regarding other researchers**

The researcher must avoid plagiarism by correctly referencing the information sources used in the study. Also, abide by copyright, patenting policies, and protect the confidentiality of participants and the work done by researchers (Akaranga & Makau, 2016:7).

### **3.8. Limitations of the study**

- The population size is relatively small, and as a result, it could have limited the extent of statistical analysis.
- At the time of the survey, not all employees were back at work after the COVID leave; this reduced the population size.
- The population of interest achieved less than 63% of participants with education below matric, and there could be errors introduced during translation.
- Employee engagement was measured for Millennial RDOs only; therefore, the result could not be compared to generations or employees of different positions.

### **3.9. Summary**

The study employed a quantitative research approach to determine employee engagement critical to Millennial RDOs. Some 100 questionnaires were distributed, and 80 were returned, This translates to 80% response rate. Data were from the questionnaires was captured and coded at the

North-West University Statistics Department. Subsequently, the data were validated and tested for reliability, then performed a nonparametric correlation to determine relationships between variables. The results are presented in chapter 4.

## **CHAPTER 4: RESEARCH RESULTS**

### **4. Introduction**

The study aims to determine employee engagement factors important to Millennial Rock Drill Operators in the mining company. Firstly, establish the demographic information, which includes the current engagement level, as outlined in chapter 3. Then, determine which of the six engagement factors are important to Millennial Rock Drill Operators. The findings of the study are discussed in this chapter, including the Cronbach alpha coefficient, KMO, descriptive statistics and multivariate statistics.

The study population targeted 134 RDOs from working in the mining department at the mine. Out of 100, 80 RDOs completed the questionnaires resulting in an 80% response rate.

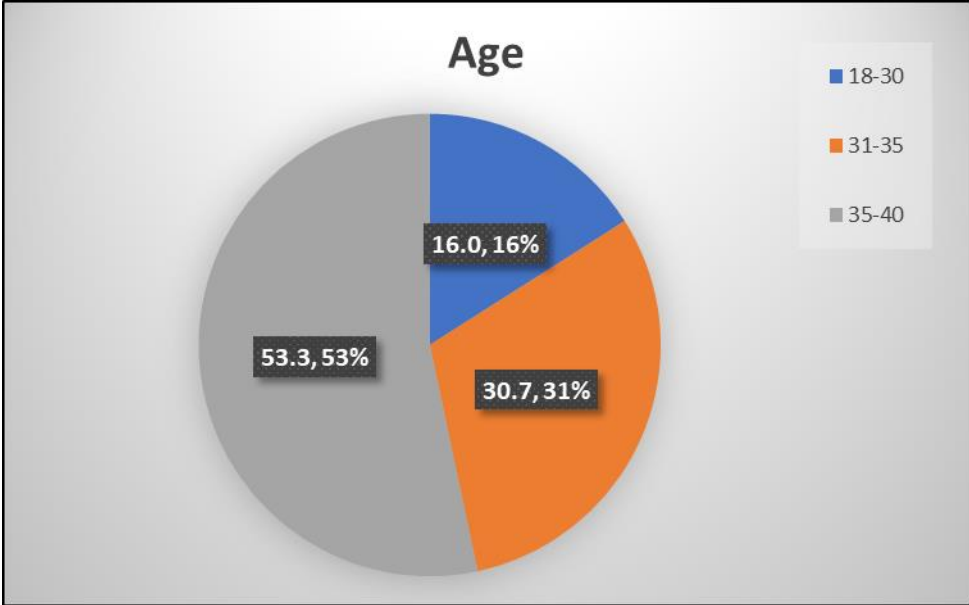
### **4.2. Demographics**

Demographic data collection in the study includes – Age, highest qualification, marital status, years employed and employee engagement level in the past three months. Only four of the eighty returned questions were incomplete and were not used in the demographic analysis to follow:

#### ***Age***

The age demographic meets the Millennials cohort age criteria of between 24 and 39 years in 2020. The sample comprises 16% of RDOs aged 18-30, 31% aged between 31-35, and 35% aged between 35-40 (Figure 9).

Figure 9: RDOs age distribution chart



*Marital status*

Out of the 76 respondents who answered this question, 48% of the RDOs are not married (Single), while 52% are married (Figure 10).

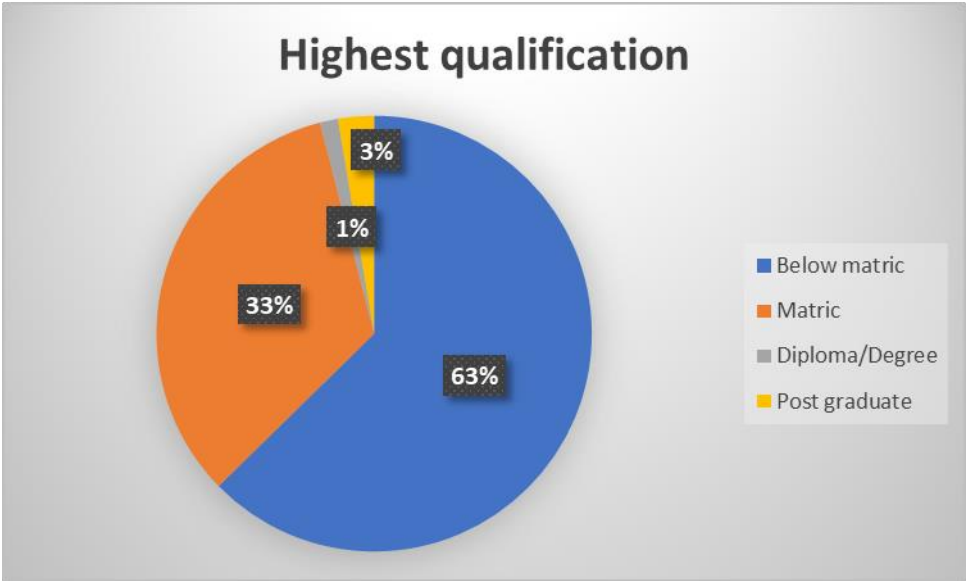
Figure 10: RDOs marital status



*Highest qualification*

Out of 76 respondents, 63% of the RDOs qualification level is below matric, 33% has matric, 1% have a diploma/degree, and 3% have at least a post-graduate qualification (Figure 11).

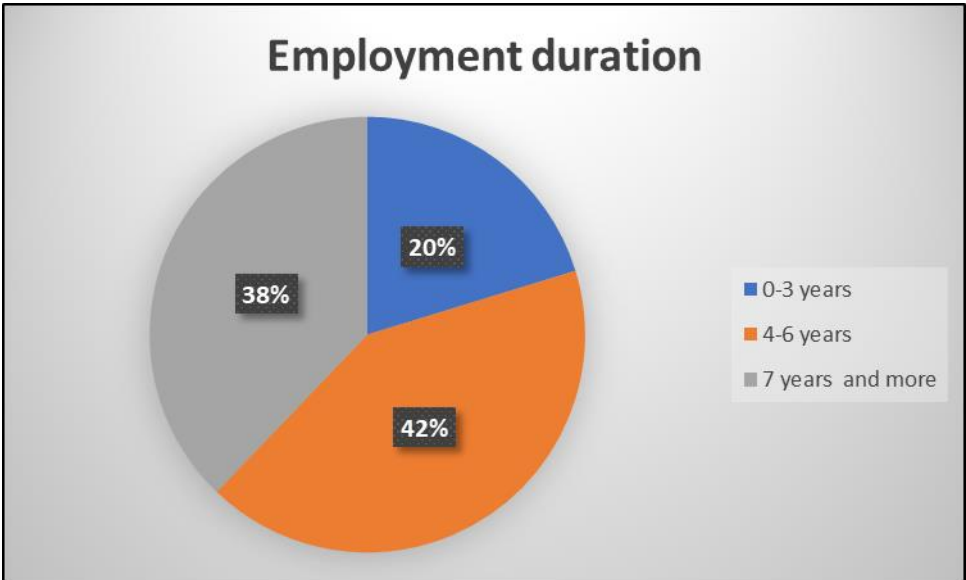
**Figure 11: Highest qualification**



*Duration of employment*

Out of the 76 respondents, 20% has been employed at the mine for 0-3 years, 42% between 4-6 years, and 38% for 7 years and more (Figure 12).

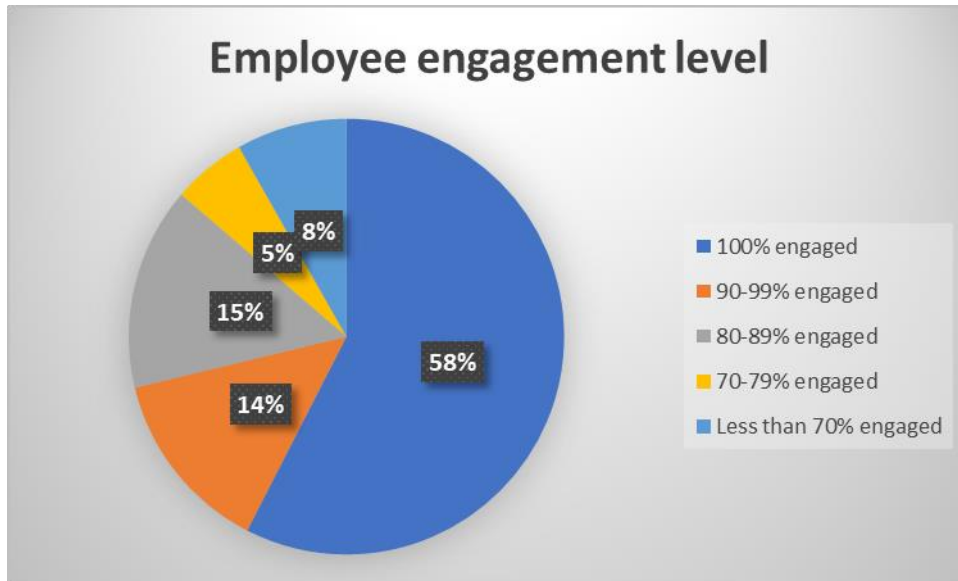
**Figure 12: Employment duration**



### *Employee engagement level*

In the previous four months, 58% of the 76 correspondents feel they have been 100% engaged in their work, 15% are engaged between 90-99%, 14% are engaged between 80-89%, 5% are engaged between 70-79%, and 8% were less than 70% engaged (Figure 13).

**Figure 13: Employee engagement level**



### **4.3. Validity and reliability**

The EEQN questionnaire scored excellent Cronbach's alpha coefficients. Factors a, b, c, e, and f scored very high between 0.905 and 0.950 on the internal consistency while scored an excellent score of 0.872 and an exceptional Cronbach's coefficient of 0.923 (Table 8) (Imandin, 2015:73).

**Table 8: EEQN model validity and reliability**

| <b>Factor</b>        | <b>KMO</b> | <b>%Variance extracted</b> | <b>Factor loadings</b> | <b>Cronbach's alpha</b> | <b>Mean</b> | <b>Std dev</b> |
|----------------------|------------|----------------------------|------------------------|-------------------------|-------------|----------------|
| Nature of work       | 0.893      | 68.743                     | 0.680-0.900            | 0.932                   | 3.8637      | 1.02317        |
| Emotional engagement | 0.885      | 61.451                     | 0.517-0.840            | 0.931                   | 3.5763      | 0.97120        |
| Career opportunities | 0.893      | 72.049                     | 0.741-0.908            | 0.948                   | 3.2648      | 1.22064        |

|   |       |        |             |       |        |         |
|---|-------|--------|-------------|-------|--------|---------|
| Connection between individual and company | 0.858 | 54.727 | 0.602-0.791 | 0.872 | 3.7098 | 0.93376 |
| Trust and leadership                      | 0.870 | 61.883 | 0.607-0.877 | 0.905 | 3.5117 | 1.05913 |
| Engaged leadership                        | 0.907 | 63.623 | 0.571-0.879 | 0.950 | 3.6057 | 1.02164 |

#### 4.4. Correlation between demographic variables and the measuring factors

Table 9 shows nonparametric correlation results between RDO demographic information and engagement factors.

**Table 9: Nonparametric correlation analysis of demographic variable and employee engagement constructs.**

|  | BIO 1  | BIO 3  | BIO 4 | BIO 5          |
|--|--------|--------|-------|----------------|
| A: Nature of work                              | 0.040  | 0.027  | 0.099 | -0.205         |
| B: Emotional engagement                        | 0.140  | -0.091 | 0.145 | -0.203         |
| C: Career development and growth opportunities | 0.027  | -0.103 | 0.137 | -0.187         |
| D: Connection between individual and company   | -0.042 | -0.034 | 0.186 | -0.119         |
| E: Trust and integrity                         | 0.111  | -0.115 | 0.149 | -0.183         |
| F: Having an engaged leadership                | 0.063  | -0.116 | 0.087 | <b>-0.283*</b> |

Age group (BIO 1) achieved the highest positive correlation 0.140 with emotional engagement and a negative 0.042 on the connection between employee and company. Highest qualification (BIO 3) scored only one very low positive correlation with nature of work while the rest were very low negative correlations. Duration of employment (BIO 4) achieved a very low positive correlation with all six engagement factors, where trust and integrity scored the highest correlation of 0.149. Employee engagement in the last four months (BIO 5) scored negative correlations with all six factors while having an engaged leadership scored -0.283, the closest score to -1 (Table 9).

#### 4.4.T-test Results

Table 10 below shows the T-test result for the null hypothesis or alternative hypothesis:

$H_0$ : RDOs marital status is essential for and influential to RDO engagement factors A to F.

$H_1$ : RDOs marital status is not for essential and influential to RDO engagement factors A to F.

**Table 10:T-test of RDO Marital status**

| <b>Bio2: Marital status</b>                    |      | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> | <b>p-value</b> | <b>Effect size</b> |
|--|------|----------|-------------|-----------------------|----------------|--------------------|
| A: Nature of work                              | 1.00 | 39       | 3.82        | 1.04                  | 0.529          | 0.14               |
|  | 2.00 | 36       | 3.97        | 0.98                  |                |                    |
| B: Emotional engagement                        | 1.00 | 39       | 3.68        | 0.85                  | 0.472          | 0.15               |
|  | 2.00 | 36       | 3.51        | 1.08                  |                |                    |
| C: Career development and growth opportunities | 1.00 | 39       | 3.17        | 1.30                  | 0.398          | 0.18               |
|  | 2.00 | 36       | 3.41        | 1.13                  |                |                    |
| D: Connection performance                      | 1.00 | 39       | 3.80        | 0.85                  | 0.507          | 0.14               |
|  | 2.00 | 36       | 3.66        | 0.99                  |                |                    |
| E: Trust and integrity                         | 1.00 | 39       | 3.43        | 1.12                  | 0.516          | 0.14               |
|  | 2.00 | 36       | 3.59        | 0.99                  |                |                    |
| F: Engagement and Leadership                   | 1.00 | 39       | 3.62        | 1.09                  | 0.902          | 0.03               |
|  | 2.00 | 36       | 3.59        | 0.96                  |                |                    |

The summaries for the results from Table 10 are as follows:

- The mean for condition 1 (Bio 2) that affects nature of work is 3.82 (SD = 1.04), N = 39, while the mean for condition 2 (BIO 2) does not affect nature of work 3.97 (SD = 0.98), N = 36. The p-values for the BIO 2 and nature of work is 0.529 and effect size of 0.14.
- The mean for condition 1 (Bio 2) influencing emotional engagement is 3.68 (SD = 0.85), N = 39, while the mean for condition 2 (BIO 2) is not essential for emotional engagement 3.51 (SD = 1.08), N = 36. The p-values for the BIO 2 and nature of work are 0.472 and effect size of 0.15.
- The mean for condition 1 (Bio 2) has an impact on career development and growth opportunities 3.17 (SD = 1.30), N = 39, while the mean for condition 2 (BIO 2) is not

essential for career development and growth opportunities, 3.41 (SD = 1.13), N = 36. Also, the pair scored the smallest p-value of 0.398 and an effect size of 0.18.

- The mean for condition 1 (Bio 2) is important for RDOs' connection with the company 3.80 (SD = 0.85), N = 39. While the mean for condition 2 (BIO 2) does not influence RDOs' connection with company 3.66 (SD = 0.99), N = 36. The p-value for the BIO 2 and employee connection with the company is 0.507 and effect size of 0.14.
- The mean for condition 1 (Bio 2) has an impact on trust and integrity 3.43 (SD = 1.12), N = 39, while the mean for condition 2, (BIO 2) does not influence trust and integrity 3.59 (SD = 0.99), N = 36. The pair scored a p-value of 0.516 and an effect size of 0.18.
- The mean for condition 1 (Bio 2) is important for having an engaged leadership team 3.62 (SD = 1.09), N = 39. In comparison, the mean for condition 2, (BIO 2) does not influence the leadership team's engagement 3.59 (SD = 0.96), N = 36. Also, the pair scored the highest p-value of 0.902 and the smallest effect size of 0.03.

#### **4.4. Scale/factors of EENQ**

The EENQ comprises six engagement factors important to RDO, namely, nature of work, emotional engagement, career opportunities, the connection between individual and company, trust, and leadership, and having an engaged leadership. EEQN factor results were calculated using the arithmetic mean, which is a measure of group performance (Bezodis *et al.* 2010:261). The arithmetic mean is an average score of groups calculated by summing the score of factor values and subsequently divided by the number of observations (Bezodis *et al.* 2010:261-262).

Nature of work scored the highest mean of 3.86 while career opportunities scored the lowest of 3.26 (SD=1.22) (Table 11). While the four remaining engagement factors were middling; the connection between individual and company scored 3.71 (SD=0.93), having engaged leadership scored 3.61 (SD=1.02), emotional engagement 3.58 (SD=1.97), and trust and integrity scored 3.51 (SD=1.05) (Table 11).

**Table 11: EEQN descriptive scale/factors statistical analysis**

| <b>Factor</b>                                | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std. Dev</b> |
|--|----------|------------|------------|-------------|-----------------|
| A. Nature of work                            | 76       | 2.00       | 5.00       | 3.86        | 1.02            |
| B. Emotional engagement                      | 76       | 1.36       | 5.00       | 3.58        | 0.97            |
| C. Career opportunities                      | 76       | 1.00       | 5.00       | 3.26        | 1.22            |
| D. Connection between individual and company | 76       | 2.00       | 5.00       | 3.71        | 0.93            |
| E. Trust and integrity                       | 75       | 1.00       | 5.00       | 3.51        | 1.05            |
| F. Having engaged Leadership                 | 75       | 1.17       | 5.00       | 3.61        | 1.02            |

#### 4.5. Research results

The EEQN questionnaire measures scores on a 5-point Likert scale. Respondents score were recorded in the categories 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; and 5 = strongly agree. Imandin (2015:126) classifies constructs, and subfactor mean scores in three categories, mainly:

- **3 and below** - factor is not regarded as important and has limited influence on employee engagement.
- **Between 3 and 3.5** - The factor is essential in its influence on employee engagement; and
- **3.5 and above** - factor is significant and does not influence employee engagement.

##### 4.5.1. Employee engagement descriptive statistics

Table 12 below is a summary for the six employee engagement factors investigated, as well as individual sub-factors.

The top five evaluated employee engagement subconstruct based on frequency, mean and standard deviation (SD) in which RDOs mostly agreed with were (Table 12):

- I know what is expected of me at work - N=75, Mean=4.18 and SD=1.14.
- My fellow employees are committed to doing quality work - N=75, Mean=4.11 and SD=1.11.

- Teamwork is encouraged at my workplace - N=75, Mean=4.09 and SD=1.13.
- At work, I can do the best every day - N=75, Mean=4.05 and SD=1.14.
- I understand my company's objectives - N=75, Mean=4.01 and SD=1.16.

**Table 12: Rock Drill Operator engagement descriptive statistic nature of work**

| <b>Nature of my work</b>           |  | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std. Dev</b> |
|------------------------------------|--|----------|------------|------------|-------------|-----------------|
| A1                                 | I can participate and engage in my work                        | 74       | 1.00       | 5.00       | 3.95        | 1.37            |
| A2                                 | I am given independence in the work I do                       | 75       | 1.00       | 5.00       | 3.63        | 1.35            |
| A3                                 | I am satisfied with the work I do                              | 75       | 1.00       | 5.00       | 3.72        | 1.36            |
| A4                                 | Employees accept the responsibilities that come with the job   | 74       | 2.00       | 5.00       | 3.76        | 1.18            |
| A5                                 | Employees complete their jobs in the stipulated time intervals | 75       | 2.00       | 5.00       | 3.88        | 1.11            |
| A6                                 | At work, I can do the best everyday                            | 75       | 2.00       | 5.00       | 4.05        | 1.15            |
| A7                                 | Employees are trusted with a job                               | 75       | 1.00       | 5.00       | 3.83        | 1.25            |
| A8                                 | I understand my company's objectives                           | 75       | 2.00       | 5.00       | 4.01        | 1.16            |
| <b>Emotional engagement</b>        |  | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std. Dev</b> |
| B1                                 | I feel a sense of belonging to my organisation                 | 75       | 1.00       | 5.00       | 3.52        | 1.28            |
| B2                                 | I can identify with the organisation                           | 75       | 1.00       | 5.00       | 3.55        | 1.19            |
| B3                                 | I am proud to work for my organisation                         | 76       | 1.00       | 5.00       | 3.74        | 1.27            |
| B4                                 | I have a good relationship with my manager                     | 73       | 1.00       | 5.00       | 3.48        | 1.18            |
| B5                                 | I take pride in my work  | 75       | 1.00       | 5.00       | 3.68        | 1.35            |
| B6                                 | I feel a sense of pride in my company                          | 74       | 1.00       | 5.00       | 3.64        | 1.22            |
| B7                                 | I feel my personality matches the image of the organisation    | 74       | 1.00       | 5.00       | 3.53        | 1.23            |
| B8                                 | I have a best friend at work                                   | 75       | 1.00       | 5.00       | 2.93        | 1.42            |
| B9                                 | I derive a sense of esteem from the company I work for         | 75       | 1.00       | 5.00       | 3.52        | 1.21            |
| B10                                | I am proud of my employer                                      | 75       | 1.00       | 5.00       | 3.83        | 1.20            |
| B11                                | I believe this is the best company to work for                 | 75       | 1.00       | 5.00       | 3.99        | 1.16            |
| <b>Career growth opportunities</b> |  | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std. Dev</b> |
| C1                                 | I have opportunities for career growth at my company           | 76       | 1.00       | 5.00       | 3.50        | 1.39            |
| C2                                 | I have opportunities for promotion at my company               | 76       | 1.00       | 5.00       | 3.45        | 1.54            |
| C3                                 | I have a clearly defined career path                           | 73       | 1.00       | 5.00       | 3.14        | 1.39            |
| C4                                 | I am satisfied with my opportunities for career progression    | 75       | 1.00       | 5.00       | 3.24        | 1.39            |
| C5                                 | Efforts are made to develop my skills at my company            | 75       | 1.00       | 5.00       | 3.45        | 1.52            |

|  |   |          |            |            |             |                 |
|--|---|----------|------------|------------|-------------|-----------------|
| C6   | There is someone at work who encourages my development                            | 76       | 1.00       | 5.00       | 3.16        | 1.45            |
| C7   | Employee is encouraged to participate in decision making                          | 75       | 1.00       | 5.00       | 3.20        | 1.40            |
| C8   | In the last year, I have had opportunities at work to grow                        | 76       | 1.00       | 5.00       | 2.93        | 1.50            |
| <b>Connection between individual and company</b> |   | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std. Dev</b> |
| D1   | I am familiar with the current levels of performance at my company                | 76       | 1.00       | 5.00       | 3.45        | 1.35            |
| D2   | I understand how to contribute to achieving the level of performance              | 76       | 1.00       | 5.00       | 3.92        | 1.23            |
| D3   | Top management allows the flow of information                                     | 74       | 1.00       | 5.00       | 3.19        | 1.31            |
| D4   | Employees are aware of updates  | 75       | 1.00       | 5.00       | 3.52        | 1.38            |
| D5   | The company communications I receive help me understand the company's strategy    | 76       | 1.00       | 5.00       | 3.83        | 1.24            |
| D6   | I know what is expected of me at work   | 76       | 2.00       | 5.00       | 4.18        | 1.14            |
| D7   | My fellow employees are committed to doing quality work                           | 75       | 2.00       | 5.00       | 4.11        | 1.11            |
| D8   | Free exchange of information is possible without barriers                         | 75       | 1.00       | 5.00       | 3.52        | 1.28            |
| <b>Trust and integrity</b>                       |   | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std. Dev</b> |
| E1   | My leader cares about their employees   | 75       | 1.00       | 5.00       | 3.71        | 1.33            |
| E2   | My leader listens to my opinions  | 75       | 1.00       | 5.00       | 3.47        | 1.41            |
| E3   | My leader is trustworthy  | 73       | 1.00       | 5.00       | 3.47        | 1.32            |
| E4   | My leader leads by example  | 73       | 1.00       | 5.00       | 3.55        | 1.42            |
| E5   | I believe my leader has integrity   | 72       | 1.00       | 5.00       | 3.79        | 1.20            |
| E6   | I can trust my leader   | 75       | 1.00       | 5.00       | 3.67        | 1.28            |
| E7   | My manager provides me with ongoing feedback that helps me improve my performance | 75       | 1.00       | 5.00       | 3.60        | 1.36            |
| E8   | In the last six months, someone at work has talked to me about my progress        | 75       | 1.00       | 5.00       | 2.9067      | 1.51            |
| <b>Having an engaged leadership team</b>         |   | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std. Dev</b> |
| F1   | My leadership can build trust with me as an employee                              | 75       | 1.00       | 5.00       | 3.63        | 1.31            |
| F2   | My leader communicates effectively with me  | 75       | 1.00       | 5.00       | 3.51        | 1.32            |
| F3   | My leader is responsible for building a fulfilling work environment               | 75       | 1.00       | 5.00       | 3.80        | 1.22            |
| F4   | My leader is flexible in understanding individual needs                           | 73       | 1.00       | 5.00       | 3.51        | 1.30            |
| F5   | My leader is responsible for developing talent                                    | 75       | 1.00       | 5.00       | 3.28        | 1.45            |
| F6   | My leader is responsible for coaching team members                                | 75       | 1.00       | 5.00       | 3.71        | 1.35            |

|     |   |    |      |      |      |      |
|-----|---|----|------|------|------|------|
| F7  | My leader is responsible for engaging the necessary knowledge                 | 74 | 1.00 | 5.00 | 3.58 | 1.30 |
| F8  | My leader continuously monitors engagement issues                             | 75 | 1.00 | 5.00 | 3.55 | 1.21 |
| F9  | My leader identifies appropriate team members for the team                    | 74 | 1.00 | 5.00 | 3.58 | 1.27 |
| F10 | My organisational leadership acts with the best interest of employees in mind | 75 | 1.00 | 5.00 | 3.43 | 1.26 |
| F11 | Teamwork is encouraged at my workplace  | 75 | 1.00 | 5.00 | 4.09 | 1.13 |
| F12 | My leader at work encourages development                                      | 75 | 1.00 | 5.00 | 3.65 | 1.33 |

The results show five least important and influential employee engagement factors were (Table 12):

- In the last year, I have had opportunities at work to grow – N=75, Mean=2.91 and SD=1.14.
- I have a best friend at work – N=76, Mean=2.93 and SD=1.42.
- I have a clearly defined career path – N=75, Mean=3.14 and SD=1.39.
- There is someone at work who encourages my development – N=76, Mean=3.16 and SD=1.45.
- Top management allows the flow of information – N=76, Mean=3.19 and SD=1.31.

#### 4.5.2. Nature of work

Nature of work factor is measured using eight factors (Imandin, 2015). At least 59% of the 76 participants are happy with the nature of their work. The factor named Emotional engagement is given *independence in the work they do* score the lowest at 55% agree to agree strongly, while the factor *at work, employees have the opportunity to do the best every day* scored a high at 75%. Also, the factors *employee understands the company's objectives and employees complete their jobs in the stipulated time intervals* scored 72% on agree to strongly agree (Table 13). Consequently, 68% of the participants agree to agree with the sub-factors in nature of work strongly. Similarly, variance explained scored 68.74% and factor loading between 0.680-0.900 (Table 8).

**Table 13: Nature of work descriptive statistics**

| Nature of My work |  | %Strongly disagree | %Disagree | %Undecided | %Agree | %Strongly agree | Cumulative percentage |
|-------------------|--|--------------------|-----------|------------|--------|-----------------|-----------------------|
| <b>A1</b>         | I can participate and engage in my work                        | 2.7                | 25.7      | 2.7        | 12.2   | 56.8            | 100                   |
| <b>A2</b>         | I am given independence in the work I do                       | 4                  | 28        | 8          | 21.3   | 37.8            | 99                    |
| <b>A3</b>         | I am satisfied with the work I do                              | 6.7                | 18.7      | 13.3       | 18.7   | 42.7            | 100                   |
| <b>A4</b>         | Employees accept the responsibilities that come with the job   | 0                  | 27        | 2.7        | 37.8   | 32.4            | 100                   |
| <b>A5</b>         | Employees complete their jobs in the stipulated time intervals | 0                  | 20        | 8          | 36     | 36              | 100                   |
| <b>A6</b>         | At work, I can do the best everyday                            | 0                  | 18.7      | 6.7        | 25.3   | 49.3            | 100                   |
| <b>A7</b>         | Employees are trusted with a job                               | 1.3                | 24        | 6.7        | 26.7   | 41.3            | 100                   |
| <b>A8</b>         | I understand my company's objectives                           | 0                  | 18.7      | 9.3        | 24     | 48              | 100                   |

Only 7.18% of the participants are undecided/neutral about the *nature of work*, while 24.44% disagree to disagree (Table 13) strongly.

#### **4.5.3. Emotional engagement**

The emotional engagement factor consists of 11 sub-factors/questions (Imandin, 2015). The sub-factor *employee has a best friend at work* scored the least at 40% on agreeing to strongly while 76% of participants *believe the mine is the best company*. Startlingly, factors *employee feels a sense of belonging in the organisation* and *identifying with the organisation* scored equal scores of 62.7% (Table 14). The average score on agree to strongly agree 62.15% while the variance explained scored 61.45% and factor loadings between 0.517-0.840 (Table 8).

**Table 14: Emotional engagement descriptive statistics**

| Emotional engagement |   | %Strongly disagree | %Disagree | %Undecided | %Agree | %Strongly agree | Cumulative percentage |
|----------------------|---|--------------------|-----------|------------|--------|-----------------|-----------------------|
| <b>B1</b>            | I feel a sense of belonging to my organisation              | 4                  | 29.3      | 4          | 36     | 26.7            | 100                   |
| <b>B2</b>            | I can identify with the organisation                        | 1.3                | 29.3      | 6.7        | 38.7   | 24              | 100                   |
| <b>B3</b>            | I am proud to work for my organisation                      | 3.9                | 22.4      | 5.3        | 32.9   | 35.5            | 100                   |
| <b>B4</b>            | I have a good relationship with my manager                  | 2.7                | 24.7      | 17.8       | 31.5   | 23.3            | 100                   |
| <b>B5</b>            | I take pride in my work                                     | 8                  | 18.7      | 6.7        | 30.7   | 36              | 100                   |
| <b>B6</b>            | I feel a sense of pride about my company                    | 4.1                | 21.6      | 9.5        | 36.5   | 28.4            | 100                   |
| <b>B7</b>            | I feel my personality matches the image of the organisation | 4.1                | 24.3      | 12.2       | 33.8   | 25.7            | 100                   |
| <b>B8</b>            | I have a best friend at work                                | 24                 | 14.7      | 21.3       | 24     | 16              | 100                   |
| <b>B9</b>            | I derive a sense of esteem from the company I work for      | 2.7                | 26.7      | 12         | 33.3   | 25.3            | 100                   |
| <b>B10</b>           | I am proud of my employer                                   | 2.7                | 18.7      | 9.3        | 32     | 37.3            | 100                   |
| <b>B11</b>           | I believe this is the best company to work for              | 2.7                | 14.7      | 6.7        | 33.3   | 42.7            | 100                   |

Only 10.14% of the participants are undecided about their *emotional engagement*, while 27.75% disagree to disagree strongly (Table 14).

#### **4.5.4. Career growth opportunities**

Career growth opportunities factor consists of eight sun-factors/questions (Imandin, 2015). Table 13 shows that the factor *employees have opportunities for promotion at the company* scored higher at 61.8%, while *the employee has a clearly defined career path* scored the least at 41.1%. Nearly half of the participants scored 51.6% on agreeing to strongly agree that there are career growth

opportunities (Table 15). Also, the factor *career growth opportunities* scored 72.0% variance explained and factor loading between 0.741-0.908 (Table 8).

**Table 15: Career growth opportunities descriptive statistics**

| Career growth opportunities |   | %Strongly disagree | %Disagree | %Undecided | %Agree | %Strongly agree | Cumulative percentage |
|-----------------------------|---|--------------------|-----------|------------|--------|-----------------|-----------------------|
| <b>C1</b>                   | I have opportunities for career growth at my company        | 9.2                | 22.4      | 10.5       | 25     | 32.9            | 100                   |
| <b>C2</b>                   | I have opportunities for promotion at my company            | 17.1               | 18.4      | 2.6        | 26.3   | 35.5            | 99.9                  |
| <b>C3</b>                   | I have a clearly defined career path                        | 12.3               | 27.4      | 19.2       | 16.4   | 24.7            | 100                   |
| <b>C4</b>                   | I am satisfied with my opportunities for career progression | 13.3               | 22.7      | 14.7       | 25.3   | 24              | 100                   |
| <b>C5</b>                   | Efforts are made to develop my skills at my company         | 14.7               | 20        | 8          | 20     | 37.3            | 100                   |
| <b>C6</b>                   | There is someone at work who encourages my development      | 18.4               | 21.1      | 7.9        | 31.6   | 21.1            | 100.1                 |
| <b>C7</b>                   | Employees are encouraged to participate in decision making  | 14.7               | 22.7      | 13.3       | 26.7   | 22.7            | 100.1                 |
| <b>C8</b>                   | In the last year, I have had opportunities at work to grow  | 27.6               | 13.2      | 15.8       | 25     | 18.4            | 100                   |

At least a third, 36.9% of the participants disagree to strongly disagree with the factor that there are career growth opportunities, whereas 24.5 % are unsure (Table 15).

#### **4.5.5. Connection between individual and company**

Some 76 of the 80 questionnaires handed out were used for analysing eight sub-factors in the *employee connection with the company*. The statements  *fellow employees are committed to doing quality work, and the free exchange of information is possible without barriers* scored a high score of 81.3%. At the same time, *top management allows the flow of information* score was the least at 47.3% on the agree to agree strongly (Table 16). The factor connection between employee

and company scored an average of 65.7% on agreeing to agree strongly, 57.7% variance explained and factor loadings between 0.602-0.791 (Table 8).

**Table 16: Connection between individual and company**

| <b>Connection between individual and company performance</b> |  | <b>%Strongly disagree</b> | <b>%Disagree</b> | <b>%Undecided</b> | <b>%Agree</b> | <b>%Strongly agree</b> | <b>Cumulative percentage</b> |
|--|--|---------------------------|------------------|-------------------|---------------|------------------------|------------------------------|
| <b>D1</b>  | I am familiar with the current levels of performance at my company             | 7.9                       | 26.3             | 6.6               | 31.6          | 27.6                   | 100                          |
| <b>D2</b>  | I understand how to contribute to achieving the level of performance           | 2.6                       | 19.7             | 3.9               | 30.3          | 43.4                   | 99.9                         |
| <b>D3</b>  | Top management allows the flow of information                                  | 8.1                       | 32.4             | 12.2              | 27            | 20.3                   | 100                          |
| <b>D4</b>  | Employees are aware of updates   | 8                         | 25.3             | 5.3               | 29.3          | 32                     | 99.9                         |
| <b>D5</b>  | The company communications I receive help me understand the company's strategy | 3.9                       | 18.4             | 6.6               | 32.9          | 38.2                   | 100                          |
| <b>D6</b>  | I know what is expected of me at work  | 0                         | 18.4             | 1.3               | 23.7          | 26.6                   | 70                           |
| <b>D7</b>  | My fellow employees are committed to doing quality work                        | 0                         | 18.7             | 0                 | 33.3          | 48                     | 100                          |
| <b>D8</b>  | Free exchange of information is possible without barriers                      | 0                         | 0                | 18.7              | 33.3          | 48                     | 100                          |

Only 6.8% of the participants were undecided about their connection and the company, while 23.7% disagree to disagree strongly.

#### 4.5.6. Trust and integrity

The factor *trust and integrity* scored 61.6% on agreeing to strongly agree and 28.5% on disagreeing to agree strongly, while only 10% were undecided. The subfactor *I believe my leader has integrity* scored 72.2% on agreeing to strongly agree, and 66.6% on the subfactor *leader cares about their employees* (Table 17). However, scored at least 41.3% on agreeing to the strongly agree statement *in the last six months, someone at work has talked to me about my progress* (Table 17).

**Table 17: Trust and integrity construct descriptive statistics**

| Trust and integrity |   | %Strongly disagree | %Disagree | %Undecided | %Agree | %Strongly Agree | Cumulative percentage |
|---------------------|---|--------------------|-----------|------------|--------|-----------------|-----------------------|
| E1                  | My leader cares about their employees   | 6.7                | 20        | 6.7        | 29.3   | 37.3            | 100                   |
| E2                  | My leader listens to my opinions  | 13.3               | 17.3      | 6.7        | 34.7   | 28              | 100                   |
| E3                  | My leader is trustworthy  | 11                 | 16.4      | 12.3       | 35.6   | 24.7            | 100                   |
| E4                  | My leader leads by example  | 12.3               | 17.8      | 5.5        | 31.5   | 32.9            | 100                   |
| E5                  | I believe my leader has integrity   | 5.6                | 13.9      | 8.3        | 40.3   | 31.9            | 100                   |
| E6                  | I can trust my leader   | 6.7                | 16        | 14.7       | 29.3   | 33.3            | 100                   |
| E7                  | My manager provides me with ongoing feedback that helps me improve my performance | 9.3                | 17.3      | 10.7       | 29.3   | 33.3            | 99.9                  |
| E8                  | In the last six months, someone at work has talked to me about my progress        | 26.7               | 17.3      | 14.7       | 21.3   | 20              | 100                   |

Trust and integrity scored 61.9% variance explained and factor loading between 0.607-0.878 (Table 8).

#### 4.5.7. Having an engaged leadership team

Imandin (2015) recognises 12 sub-factors with the construct having an engaged leadership team (Table 18). The statement *teamwork is encouraged at my workplace* scored a high score of 81.4% on agreeing to agree and flowed by 73.4% my leader firmly *is responsible for building a fulfilling work environment*. On the contrary, scored at 52% on *my leader is responsible for developing talent* (Table 18). At least 7.2% of the participants were undecided, while 27.2% disagree to strong-disagree with having an engaged leadership team.

**Table 18: Having an engaged leadership team construct descriptive statistics.**

| Having an engaged leadership team |   | %Strongly disagree | %Disagree | %Undecided | %Agree | %Strongly agree | Cumulative percentage |
|-----------------------------------|---|--------------------|-----------|------------|--------|-----------------|-----------------------|
| F1                                | My leadership can build trust with me as an employee                | 5.3                | 24        | 6.7        | 30.7   | 33.3            | 100                   |
| F2                                | My leader communicates effectively with me                          | 6.7                | 25.3      | 6.7        | 33.3   | 28              | 100                   |
| F3                                | My leader is responsible for building a fulfilling work environment | 2.7                | 22.7      | 1.3        | 38.7   | 34.7            | 100.1                 |
| F4                                | My leader is flexible in understanding individual needs             | 8.2                | 20.5      | 9.6        | 35.6   | 26              | 99.9                  |
| F5                                | My leader is responsible for developing talent                      | 16                 | 18.7      | 13.3       | 25.3   | 26.7            | 100                   |
| F6                                | My leader is responsible for coaching team members                  | 9.3                | 16        | 5.3        | 33.3   | 36              | 99.9                  |
| F7                                | My leader is responsible for engaging the necessary knowledge       | 8.1                | 20.3      | 4.1        | 40.5   | 27              | 100                   |
| F8                                | My leader continuously monitors                                     | 5.3                | 21.3      | 9.3        | 41.3   | 22.7            | 99.9                  |

|     | engagement issues   |     |      |     |      |      |       |
|-----|---|-----|------|-----|------|------|-------|
| F9  | My leader identifies appropriate team members for the team                | 8.1 | 17.6 | 8.1 | 40.5 | 25.7 | 100   |
| F10 | My organisational leadership acts with best interest of employees in mind | 8   | 21.3 | 12  | 37.3 | 21.3 | 99.9  |
| F11 | Teamwork is encouraged at my workplace                                    | 2.7 | 13.3 | 2.7 | 34.7 | 46.7 | 100.1 |
| F12 | My leader at work encourages development                                  | 9.3 | 16   | 6.7 | 36   | 32   | 100   |

Having an engaged leadership factor, scored 63.6% variance explained and factor loadings between 0.571-0.879 (Table 8).

#### 4.6. Summary

In this chapter the summary of descriptive statistics results to test which engagement factors are most important to Millennial RDOs (RQ1) was presented. The descriptive statistics' results on RQ2, RQ3, and RQ3 are also outlined in chapter one. The results from the research objective shows that the engagement factors are essential to the RDOs. The result achieved on correlation showed a very weak positive and negative correlation between demographic information and engagement factors. The in-depth conclusion drawn from the results follows in chapter 5.

## **CHAPTER 5: CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS**

### **5. Introduction**

The chapter discusses research findings concerning primary and secondary objectives in chapter 1. Based on the research findings and literature review the employee engagement constructs and subfactor recommendations will follow regarding factors and subfactor is essential to Millennial Rock Operator (RDO) at the mine in Springs.

The primary objective is to evaluate employee engagement factors important to Millennial RDOs work engagement. The secondary objectives were:

- To assess the RDO's perception of nature of their job, career development and emotional engagement.
- To evaluate the RDO's perception of individual and company performance.
- To assess the RDO's perception of the leadership's engagement, trust, and integrity.
- To provide ways to improve and implement EE.

### **5.1. Conclusions from demographic data**

The demographic profile of the population shows that the RDOs are males with ages within the Millennial Generation. The composition of RDO is still made of only males; this is consistent with RDO gender composition by Steward (2012). The data shows that there are three groups of Millennials RDOs, comprising (16%, N=12) males of ages 18-30, (30.8%, N=23) between 31-35 and the majority of the RDOs were (53%, N=40) between ages 34-40 (Figure 10). There, the study was really comprising or millennial age RDOs only, born between 1982-2003 (Basic, 2018:6).

The demographic results confirm that (53%, N=47) of the RDO does not have a matric certificate, while a third (33%, N=25) has matric, and 1 RDO has a diploma and 2 with post-graduate qualifications (Figure 12). Only 20% (N=15) of the RDO was employed between 0-3 years, while (42%, N=32) were employed for 4-6 years and (38%, N=29) was employed for 7 years and more. Lastly, the results show that almost two-thirds of the RDOs (N=76, 58%) were 100% engaged at work. While (15%, N=11) say they were engaged 90-99 and (14%, N=11) were 80-89% engaged.

Also, only (5%, N=4) say they were 70-79% engaged, whereas only (8%, N=6) RDO was less than 70 engaged (Figure 4-4). In summary, the study results prove that the majority of RDOs at the mining company were actively engaged.

## **5.2. Conclusions from T-test – Demographic impact on RDO engagement**

The T-test result shows that marital status has an impact on employee engagement factors. All six employee engagement constructs (A to F) scored p-values between 0.398 to 0.90, effect sizes (0.003 to 0.902) is greater than 0.05 (Table 10). Consequently, accepting the null hypothesis,  $H_0$ : RDOs' marital status is essential for and influential to RDO engagement factors A to F (Sedgwick, 2014:1).

## **5.3. Conclusion from the correlation between demographic information and engagement factors**

The conclusion drawn from the correlation between RDOs' demographic information and engagement factors are summarised below from Table 9:

- RDOs' age group (BIO 1) scored a very weak positive correlation between 0.027 to 0.111 with engagement constructs A, B, C, E, and F. However, a very weak negative correlation was achieved with factor D of -0.042. Therefore, it can be concluded that BIO 2 has little influence on engagement factors.
- Highest qualification (BIO 3) predominantly shows a very weak inverse correlation between -0.027 to -0.111 with factors B, C, D, E, and F, while factor A shows a very weak direct correlation of 0.027. As a result, BIO 3 is close to a negligible influence on RDOs engagement factors.
- Duration of employment (BIO 4) all factors (A to F) show a very weak positive correlation of 0.087 to 0.186. As a result, the correlation between BIO 3 and engagement factors is close to insignificant.
- Employee engagement in the last four months (BIO5) achieved a very weak negative correlation of -0.110 to -0.187 for factors C, D, and E. However, it achieved a weak inverse correlation of -0.205 to -0.283 between BIO 5. Consequently, the correlation between BIO 5 and engagement factors is insignificant to RDO engagement.

In summary, demographic information has a nearly insignificant influence on the engagement factor based on correlation with (BIO 1, BIO 3, BIO 4, and BIO 5) in Table 4. Also, based on T-test for engagement factor with BIO 2 in Table 9.

### **5.3. Conclusions on validity and reliability**

Factors A to F achieved excellent scores of 0.858 to 0.907 on the KMO (Table 8). Therefore, approving the construct used on RDO engagement as validated and consistent with a cut-off from Chan and Idris (2017:124). While the RDO engagement, constructs scored very high consistency between 0.872 and 0.950 on the Cronbach alpha reliability. As a result, the constructs are reliable and consistent with reliability scores (Field, 2009:667).

### **5.4. Conclusions from the empirical study**

#### **5.4.1. Conclusion to the primary objective of the study**

The EEQN questionnaire measures six employee engagement factors. Hence, overall Millennial Rock Drill Operator (RDO) engagement is found to be above average with a mean of 3.59 and a standard deviation of 1.035 (Table 11). The mean is above 3.5 and as a result, shows employee engagement factors are essential and has an influence on Millennial Rock Drill Operators. However, the standard deviation indicates many variations, and therefore Rock Drillers may be unsure whether they are engaged or not. Therefore, management intervention is still required to improve and maintain RDO engagement at the mining company. *Nature of work* is the most critical and influential employee engagement factor to Millennial Rock Drill Operators, with a high mean score of 3.86 (SD = 1.02).

The result shows that the RDOs are engaged, and therefore it was expected that employees at the mining company feel a sense of citizenship and thereof commit to company objectives (Gamba, 2016:31). Also, the result shows that a relationship between employee and employer exists, even though it needs some nurturing, especially from the employer's side (Gamba, 2016). According to Arrington and Dwyer (2018:4), the mining company at a better state to achieve organisational effectiveness, which is vital for meeting business goals to meet the vision.

## 5.5. Conclusion from secondary objectives

### 5.5.1. Conclusions of the nature of work

The EEQN questionnaire indicates which sub-factors were important and influential and which were not. The study conclusions from the *nature-of-work* sub-factors are as follows:

**A1** - Millennial is important and influential to Millennial RDOs. The factor scored a mean score of 3.95 (SD = 1.37).

**A2** - Is significant and does influence their engagement. The subfactor scored a mean of 3.63, SD (1.35).

**A3** - Scored a mean 3.72 (SD = 1.36) proving that it is necessary and influential on RDOs' engagement.

**A4** – Scored a mean of 3.76 (SD = 1.18), and therefore is regarded as essential and influential to RDOs' engagement.

**A5** - Scored a mean of 3.88 (SD = 1.11) has a significant impact on RDOs' engagement.

**A6** - Scored a mean of 4.05 (SD = 1.15) proving that it is very crucial and has an impact on RDOs' engagement.

**A7** - Being trusted with a job scored a mean of 3.83 (SD = 1.25) signifying positive impact on RDOs' engagement.

**A8** - Understanding the company's objectives scored a mean score of 4.01 (SD = 1.16) signifying that it has a positive influence on RDO engagement.

The findings of this study revealed that *the nature of work* is critical and has an influence on Millennial RDOs' at the mining company, with a mean of 3.85 (SD =1.02) All of the sub-factors in the construct scored mean above 3.5 (Table 12). Therefore, all the sub-constructs are significant and do influence RDOs' engagement (Imandin, 2015:126). While subfactor *having the opportunity to do the best every day* score the highest of the mean of 4.04 (SD = 1.15) and as a result, it is the most important and influential subconstruct. Subsequently, subfactor *I understand the company's objectives* in *nature of work* is the second most influential with a mean score of 4.01 (SD = 1.16). The factors indicated that engaged employees understand company objectives and acknowledge that they can have a positive impact at work (Hlapho, 2015:69).

### 5.5.2. Conclusions on the emotional engagement

The factor *emotional engagement* findings show the subfactor it important with limited influential to Millennial Rock Drill Operators with a mean score of 3.58, SD (0.97) (Table 11). Study result (Table 12) conclusions from emotional engagement sub-factors are discussed below:

**B1** - Has a positive impact, and it is influential with a mean score of 3.52, SD (1.28).

**B2** - Scored a mean of 3.55 (SD = 1.19) signifying that it is essential but has limited impact on RDOs' engagement.

**B3** - Scored a mean of 3.74 (SD = 1.27), proving that it has a positive impact and is influential to RDOs' engagement.

**B4** - RDOs recognise the subfactor necessary, but with limited influence on their engagement. The sub-factors scored a mean of 3.48 (SD = 1.18).

**B5** - The subfactor scored mean 3.68 (SD = 1.35) signifying that it has a positive impact and influence on RDOs' engagement.

**B6** - The subfactor scored a mean of 3.64 (SD = 1.22), proving it is crucial with limited influence on RDO engagement.

**B7** - Achieved a mean of 3.53 (SD = 1.23) proving satisfactory importance and limited influence on RDO engagement.

**B8** - The subconstruct is significant, but it does not influence RDOs engagement. The subfactor scored a mean score of 2.93 (SD = 1.42).

**B9** - The subconstruct scored a mean of 3.52 (SD = 1.21) signifying that is important and does influence RDO engagement.

**B10** - The subfactor scores a mean of 3.83 (SD = 1.20), proving that it is necessary and influential on RDO engagement.

**B11** - The subfactor scored the highest – a mean of 3.99 (SD = 1.16) of all emotional engagement sub-factors. Therefore, B11 is the most critical and influential subfactor in RDOs emotional engagement.

The study results show that the construct is significant and influential to RDO engagement with a mean score of 3.58 (SD = 0.97) (Imandin, 2015). Nine of the eleven sub-constructs are significant and influential to RDOs' engagement with mean scores between 3.52 and 3.99. Whereas *the subfactor, I have a good relationship with my manager* scored a mean of 3.48 (SD = 1.18), proving the subfactor as essential with limited influence on RDO engagement. Also, the subfactor *I have*

*a best friend at work* scored a mean of 2.93 (SD = 1.42), proving it as not crucial with limited influence on RDO engagement. On the contrary, RDOs do need to feel an emotional attachment to co-workers and managers to engage in their work. The subconstruct *I believe this is the best company to work for* score a mean of 3.99 (SD = 1.16). The former statement is consistent with Hewitt (2015:2) that engaged employees will speak well about the organisation to co-workers, prospective employees, and customers. The employees will become brand ambassadors to the mining company.

### **5.5.3. Conclusions on career development and growth opportunities**

Conclusions from the factor *career growth and opportunities* signify that the factor is important and does have a significant influence on the RDO engagement with a mean score of 3.26 (SD = 1.22) (Table 11). Conclusions from career development and growth opportunities sub-factors (Table 12) are as follows:

**C1** - Scored the highest mean of 3.50 (SD = 1.39) of the factor career development and growth opportunities. Therefore, signifying the subfactor is the most important and influential on RDO engagement.

**C2** - The subfactor is essential with limited influence on RDOs' engagement. The factor scored a mean of 3.45 (SD = 1.54).

**C3** - The subfactor scored a mean of 3.14 (SD = 1.39) signifying its importance and has limited influence on RDOs' engagement.

**C4** - Sub-factor is essential and has limited influence on RDOs' engagement. The subfactor scored a mean of 3.24 (SD = 1.39).

**C5** - RDOs recognise the subfactor as necessary with limited influence. The subfactor scored a mean of 3.45 (SD = 1.52).

**C6** - Sub-factor achieved a mean score of 3.16 (SD = 1.45), signifying that it is vital with limited influence on RDOs' engagement.

**C7** - The subconstruct scored a mean of 3.20 (SD = 1.40), indicating that it is essential, but with limited influence on RDOs' engagement.

**C8** - The sub-factor scored the lowest mean of 2.93 (SD = 1.50) on career development and growth opportunities. As a result, the sub-factor is not regarded as essential and has a limited impact on the RDOs' engagement.

Seven out of the eight sub-factors in the factor of career development and growth opportunities achieved medium mean scores between 3.14 and 3.50 (Table 12). As a result, the sub-constructs are essential and has limited impact on RDO engagement. While the sub-factor *in the last year, employee have had opportunities at work to grow* scored a mean of 2.93 (SD = 1.50). The factor score signifies RDOs perceive the former item (C8) as a marginal impact on their engagement (Table 12). Popovic and Radojka (2015:32) reckon the employee engagement construct contributes to employee motivators in the Herzberg model, and it should be taken into consideration by management.

The results are consistent with the observation from Imandin (2015) that growth opportunities in the last year have not been necessarily meaningful to employees. Although, the *sub-factor I have opportunities for career growth in the company* scored the highest score with a mean 3.50 (SD = 1.39), proving that career development and growth opportunities are essential but with limited influence on RDOs' engagement. Consequently, the mining company needs to take care to improve and beef up development programmes as they are essential for skills and knowledge development of the RDOs' (Vance, 2004:14). The observation is also consistent with observations by Walker (2016:27); employees gauge engagement based on prospects for future growth with the company.

#### **5.5.4. Conclusion on the connection between individual and company**

The conclusion from the factor RDO connection and company show that it has significant importance and influence in their engagement with a mean score of 3.71 (SD=0.93) (Table 11). Findings from sub-factors (Table 12) are as follows:

**D1** - The sub-factor scored a mean of 3.45 (SD = 1.35), and subsequently, it is essential and has limited influence on RDO engagement.

**D2** - Sub-factor achieved a mean score of 3.92 (SD = 1.23), signifying that it is essential and influential for RDOs' engagement.

**D3** - The sub-factor scored the least mean of 3.19 (SD = 1.31), meaning it is significant and influential on RDOs' engagement.

**D4** - Scored a mean of 3.52 (SD = 1.38) and hence the sub-factor is regarded as essential and influential to their engagement.

**D5** - The sub-factor scored a mean of 3.83 (SD = 1.24) and therefore, is considered necessary and influential for RDOs' engagement.

**D6** - Sub-factor scored the highest mean of 4.18 (SD = 1.14) on the connection between individual and company. Consequently, proving to be the most important and influential to RDOs' engagement.

**D7** - The sub-factor scored a 4.11 (SD = 1.11) and therefore rendering it very important and influential to RDOs' engagement.

**D8** – RDOs achieved a mean score of 3.52 (SD = 1.28), proving the factor as essential and influential to RDO engagement.

The construct *connection between individual and company* scored a mean of 3.71 (SD = 0.93) (Table 11). As a result, the construct is significant and influential on RDOs' engagement based on the level defined by Imandin (2015). Six out of the eight subconstruct scored a means between 3.5 and 4.18. Consequently, they are significant and have an influential impact on RDOs' engagement. The *sub-factor fellow employees are committed to doing quality work* score the highest mean score of 4.11 (SD = 1.11), making it the most significant and influential on RDO engagement. While two sub-factors, *the employee is familiar with the current levels of performance at the company*, and *top management allows the flow of information* scored 3.45 and 3.19, respectively (Table 11). Subsequently, the items are accepted as essential, but not very important to RDOs' engagement. Management has to promote information sharing to evoke employee eagerness about organisational goals and performance (Imandin, 2015:36). Also, the relationship will encourage RDOs to interact with management and industry.

### **5.5.5. Conclusions on trust and integrity**

The study results show that the factor of trust and integrity is regarded as important and has influential to RDO engagement. However, the sub-factor *in the last six months, someone at work has talked to me about my progress* scored the lowest mean score of 3.52 (Table 12), is not regarded as important and influencing RDOs' engagement. Sub-factor result summaries are discussed below from Table 12:

**E1** - The sub-factor is important and influential on the RDO engagement. The sub-factor scored a mean of 3.71 (SD = 1.33).

**E2** - RDO scored a mean of 3.47 (SD = 1.41), proving that the sub-factor is important and influential for their engagement.

**E3** - The sub-factor is important and influential to RDOs' engagement. The subconstruct scored a mean of 3.47 (SD = 1.32).

**E4** - RDOs regard the sub-factors as essential and influential to their engagement. The factor achieved a mean of 3.55 (SD = 1.42).

**E5** - The sub-factor achieved the highest score of 3.79 (SD = 1.20) on the trust and integrity factor. Consequently, the sub-factor has the most important and influential on RDOs' engagement.

**E6** - RDOs reckon the sub-factor is important and influential to their engagement. The sub-factor scored a mean of 3.67 (SD = 1.28).

**E7** - RDOs believe that the sub-factor is important and influential to their engagement. The sub-factor scored a mean of 3.60 (SD = 1.36).

**E8** - The sub-factor scored the least mean of 2.91 (SD = 1.51). Hence, RDOs view the factor as the least important and with limited influence on their engagement.

The construct trust and integrity scored a mean just above 3.51 (SD = 1.05) (Table 11), proving it is significant and influential to RDOs' engagement. The sub-factor, *the employee believes their leader has integrity* scored the most significant and influential with a mean of 3.79 (1.20). While the sub-constructs *the employee's leader listens to their opinion and that the leader is trustworthy* are essential but with limited influence with both scoring means of 3.47 (SD = 1.41) and 3.47 (SD = 1.32), respectively.

The sub-factor *in the last six months, someone at work spoke to the employee about their progress* scored the least mean of 2.91 (SD = 1.51). As a result, the subconstruct is not essential and has limited influence on RDO engagement. The latter is contrary to popular belief; employees would love to have their leaders talk to them about their progress. According to Imandin (2015:35), trust and integrity mean, leaders, value their employees and feel they are part of the bigger picture and as a result, they want them to be part of the success of the organisation.

### 5.5.6. Conclusion from the factor having an engaged leadership team

The construct to have an engaged leadership team is important and influential to Millennial Rock Drill Operators, scoring a mean of 3.61. The sub-factor *teamwork is encouraged at my workplace* is the most important and it achieved the highest mean score of 4.09 (Table 12). The conclusion of the sub-factors are as follows:

**F1** - RDOs believe the sub-factor is important and influential to their engagement. The factor scored a mean of 3.63 (SD = 1.31).

**F2** - The sub-factor scored a mean of 3.51 (SD = 1.32), proving that it is necessary and influential on RDOs' engagement.

**F3** - RDOs scored the sub-factor a mean score of 3.80, and therefore it is considered essential and influential for RDOs' engagement.

**F4** - The sub-factor scored a mean of 3.51 (SD = 1.22), hence is regarded as essential and influential to RDOs' engagement.

**F5** - The sub-factor is important and influential to RDOs' engagement. The sub-factor scored a mean of 3.28 (SD = 1.45).

**F6** - RDOs recognise the sub-factor as important and influential for their engagement. The sub-factor scored a mean of 3.71 (SD = 1.35).

**F7** - The sub-factor scored a mean of 3.58 (SD = 1.3), and hence it is necessary and influential to RDOs' engagement.

**F8** - The sub-factor scored a mean score of 3.55 (SD = 1.21) and hence is important and influential to RDO engagement.

**F9** - RDOs scored a mean of 3.58 (SD = 1.27), proving the sub-factor as essential and influential to their engagement.

**F10** - The sub-factor is important and influential to RDOs' engagement. The sub-factor scored a mean of 3.43 (SD = 1.26).

**F11** - The sub-factor scored the highest mean of 4.09 (SD = 1.13) on having an engaged leadership team construct. Therefore, the factor has the most important and influential on RDOs' engagement.

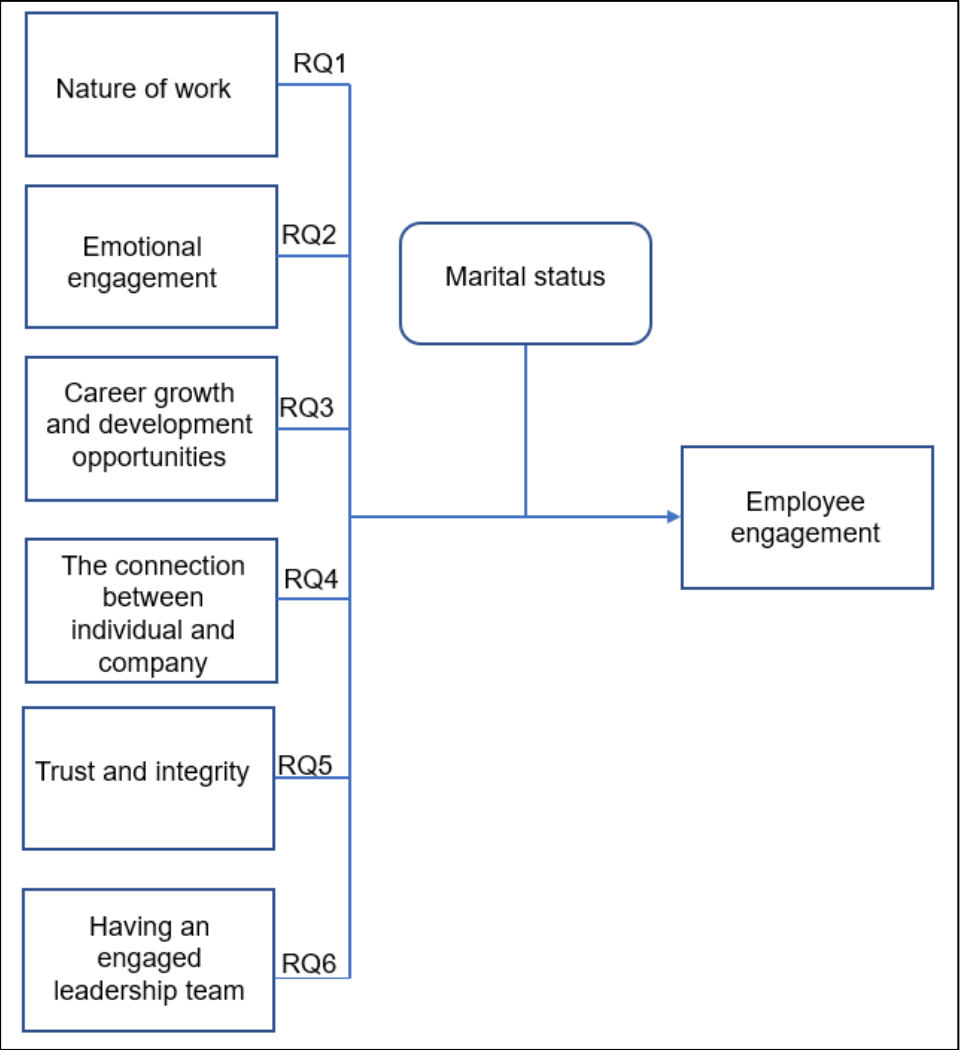
**F12** - RDOs believe that the sub-factor is significant and influential on their engagement. The sub-factor scored a mean of 3.65 (SD = 1.33).

The construct having an engaged leadership team achieved a high mean of 3.61 (SD = 1.02) proving factor significant and influential to RDOs' engagement. Nine of out eleven sub-factors scored means between 3.51 and 4.09. Also, proving management interventions to improve engagement is noticeable and significant to RDO engagement. Only two of the eleven sub-factors scored average mean scores between 3.28 and 3.43, factors F5 and F10, respectively. Thus, it can be concluded that even though work in progress, management should continuously make means to improve engagement. RDOs at the mine feel it is vital for a leader to care for employees and develop talent, even though they recognise factors to have a limited impact on their engagement. Rena Development Trust (2014:255) define having an engaged leadership one that is building lasting inspirational relationships with their junior.

### **5.6. Revised employee engagement model**

The study results discussed above research questions for nature of work, emotional engagement, career growth and development opportunities, the connection between individual ad company, trust and integrity, and having engaged leadership team from Imandin (2015) employee engagement framework. All of the above engagement factors were found to be important and influential to RDOs' engagement. However, the T-test results show only marital status was found to have an impact on RDOs' engagement. A tested and validated revised employee engagement model is presented below (Figure 14):

**Figure 14: Proposed employee engagement model**



**5.7. Key findings**

The South African mining industry is experiencing difficulties in recent years relating to raising the cost of production, labour unrest, and market conditions (EY, 201:11). As a result, employee engagement has gained popularity as a foundation for implementing business improvement and employee productivity strategies (Gamba, 201:11). Consequently, employee engagement becomes a link to organisational effectiveness, which is essentially enterprise ability to become productive, profitable and sustain its long-term competitiveness in their industry. As a result, the current study aimed at investigating employee engagement of Millennial RDOs’ engagement at a gold mining company.

A conceptual framework to analyse engagement and disengagement in the workplace (Imandin, 2015) was used as a foundation of the study. Constructs from the framework were adopted together with other literature reviewed to measure employee engagement at a mining company. The research objective was based on the gap in the literature.

The main finding of the study are as follows:

- The study found that employee engagement constructs are essential and influential to millennial RDO engagement. The employee engagement construct *nature of work* is the essential construct and more influential than the other five constructs. The latter observation is consistent with the observation by Hlapho (2015:20) that mineworkers' engagement heavily depends on the workplace environment owing to rugged conditions miners face underground ambience and pressure from supervisors.

The result indicates that management should consider developing employee engagement awareness campaigns for their supervisors to stimulate conducive workplace. According to observations from Hewitt (2019:2), management's interest in RDOs' engagement has the potential to improve employee citizenship and ultimately improve the company's productivity, product quality and financial performance.

- The results show four out five demographic information (Age, highest qualifications, duration of employment and engagement level in the last four months) do not influence the six engagement factors. At the same time, marital status is the only influential demographic of RDOs engagement factors.
- The results show that 92% of the RDOs say they were engaged at work in the previous four months. With only 8% saying they engaged below 70% in the last four months. The top five sub-factors important to Millennial RDOs include: (1) I know what is expected of me at work, (2) My fellow employees are committed to doing quality work, (3) Teamwork is encouraged at my workplace, (4) At work, I can do the best every day, and (5) I understand my company's objectives.
- The study shows five least important engagement factors to Millennial RDOs were, (1) In the last year, I have had opportunities at work to grow, (2) I have a best friend at work, (3) I have a clearly defined career path, (4) There is someone at work who encourages my

development, and (5) Top management allows the flow of information. Although RDOs feel opportunities to grow are least important for their engagement, according to the hierarchy of engagement, organisations should take it to develop their employee to improve engagement (Penna, 2007:212). At some stage, the employees will need a relationship with co-workers and supervisors to reach self-actualisation in their work (Penna,200:212; Imandin, 2015:29). Consequently, management has the responsibility to stimulate a work environment that promotes employee citizenship.

## **5.8. Recommendations**

The findings of the current study have proven the employee engagement framework by Imandin (2015) may be cross-applied to other industries such as mining for example. Consequently, this opens opportunities to similar studies in a broad range of industries using different data collection methods such as interviews to gather more data to reach in-depth understating of employee engagement. The study was limited to RDOs, which constitutes less than 10% of employees at the mine, and therefore, there are opportunities to investigate broader staff engagement behaviour. Furthermore, the study revealed that there is no correlation between four demographic information (Age, highest qualifications, duration of employment and engagement level in the last four months) and engagement factors. Therefore, more studies should be undertaken to ascertain this observation.

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## APPENDIX A: LETTER TO THE COMPANY



### Appendix A: Letter to the Company

#### **Research Consent Form**

Dear Mr. L. Bezuidenhout (Director)

This document serves to provide you with information regarding the potential participation of Rock drill operators in an employee engagement survey between April and June 2020 after North-West University Ethical Clearance.

#### **Title of Project:**

Evaluating Employee Engagement Factors Important for Millennial Rock Drill Operators at a Mining Company in Gauteng Province.

#### **Institution:**

North West University

#### **Researcher:**

William Selomu

Contact: 0727169183

Email: [william.selomu@gmail.com](mailto:william.selomu@gmail.com)

#### **University Sponsor:**

Prof Jan C Visagie

[jan.visagie@nwu.co.za](mailto:jan.visagie@nwu.co.za)

#### **The objective of the study:**

To evaluate engagement factors important to Millennial Rock Drill operators.

#### **Participants:**

Potential participants will be asked to complete an employee engagement survey.

#### **Privacy Measures:**

The company and all participants are guaranteed anonymity. The questionnaire will be completed with pen and paper to remove any electronic trace.

#### **Student's signature**

A handwritten signature in black ink, appearing to read 'W. Selomu', with a date '15/06/2020' written below it.

## APPENDIX B: COMPANY CONSENT

### Research Consent Approval

To whom it may concern,

#### Research Survey Approval Letter

This document serves a provisional arrangement for **William Selomu (881107 5978 082)** to conduct an employee engagement study between the April and June 2020. The survey is specific to the Rock Drill Operators cohort under the study theme: *Evaluating Engagement Factors Important to Millennial Rock Drill Operators at Mine in Springs, Gauteng South Africa.*

Kind regards

HR Manager Operations

[patrick.msithini@gold1.co.za](mailto:patrick.msithini@gold1.co.za)

Tel: 011 730 7775



## APPENDIX C: ETHICS CLEARANCE



Private Bag X6001, Potchefstroom  
South Africa 2520

Tel: 018 299-1111/2222  
Web: <http://www.nwu.ac.za>

Economic and Management Sciences Research  
Ethics Committee (EMS-REC)

29 May 2020

Prof Jan Visagie  
*Per e-mail*  
Dear Prof Visagie,

**EMS-REC FEEDBACK: 29052020**  
**Student: Selomu, W (31472249)(NWU-00697-20-A4)**  
**Applicant: Prof Jan Visagie - MBA**

Your ethics application on, *Evaluating employee engagement factors important for Millennial Rock Drill Operators at a Mining Company in Gauteng Province*, which served on the EMS-REC meeting of 29 May 2020, refers.

**Outcome:**

Approved as a minimal risk study. A number NWQU-00697-20-A4 is given for one year of ethics clearance.

Due to the Covid-19 lock down ethics clearance for applications that involve data collection or any form of contact with participants are subject to the restrictions imposed by the South African government.

Kind regards,

**Mark  
Rathbone**

Digitally signed by Mark Rathbone  
DN: cn=Mark Rathbone, o=North-  
West University, ou=Business  
management,  
email=mark.rathbone@nwu.ac.za,  
c=ZA  
Date: 2020.07.08 14:21:02 +0200

Prof Mark Rathbone  
Chairperson: Economic and Management Sciences Research Ethics Committee (EMS-REC)

## APPENDIX D: ETHICS INFORMED CONSENT

**Researcher: William Selomu**

**CELL: 0727169183**

**Email: william.selomu@gmail.com**

Dear Participant

This **Informed Consent Statement** serves to confirm the following information as it relates to the MBA mini-dissertation: Evaluating Employee Engagement Factors Important for Millennial Rock Drill Operators at a Mining Company in Gauteng Province.

1. The sole purpose of this study is to obtain information from Rock Drill Operators to determine the nature of your everyday experience related to the research topic.
2. The procedure to be followed is a quantitative research design, which includes structured, controlled and prescriptive questions.
3. The duration of the survey will take no longer than a maximum of 15 minutes.
4. If at any point during the interview you should feel uncomfortable, you will be provided with the opportunity to make your discomfort known or immediately have the option to end your participation.
5. This survey takes place on a voluntarily.
6. The confidentiality of the participant is guaranteed. Fictitious names will be utilised when quoting statements in the dissertation.
7. Any confidential information that prohibits the researcher from publishing it in the final dissertation should be communicated during the interview.
8. A list of questions to be asked in the survey will be made available to the participant before the survey. This is done to ensure a mutual understanding of what will be asked to avoid confusion during the interview.
9. A summarised copy of the final dissertation will be made available to the interviewee upon request.
10. The data gathered from the survey will only be used for research purposes.

I, \_\_\_\_\_ (name and surname), hereby declare that I have read and understand the contents of the Informed Consent Statement, and give my full consent to progress with the interview on \_\_\_\_\_ (date) and use the information communicated by myself to him in his MBA dissertation.

| <u>Name and designation</u> | <u>Signature</u> | <u>Date</u> |
|-----------------------------|------------------|-------------|
|                             |                  |             |

## APPENDIX E: DATA COLLECTION INSTRUMENT

Questionnaire: Employee Engagement Drivers Questionnaire (Imandin, 2015).

### PAET A: BIOGRAPHICAL INFORMATION

*The following information is needed to enable meaningful data analysis. We appreciate your help in providing this important information. Please mark the applicable block with a cross (X). Please complete all question to the best of your ability.*

|              |                  |          |          |          |
|--------------|------------------|----------|----------|----------|
| <b>Bio 1</b> | <b>Age Group</b> | 1. 18-30 | 2. 31-35 | 3. 36-40 |
|--------------|------------------|----------|----------|----------|

|              |                       |           |            |             |                  |
|--------------|-----------------------|-----------|------------|-------------|------------------|
| <b>Bio 2</b> | <b>Marital Status</b> | 1. Single | 2. Married | 3. Divorced | 4. Widow/Widower |
|--------------|-----------------------|-----------|------------|-------------|------------------|

|              |                              |                 |           |                   |                 |
|--------------|------------------------------|-----------------|-----------|-------------------|-----------------|
| <b>Bio 3</b> | <b>Highest qualification</b> | 1. Below matric | 2. Matric | 3. Diploma/degree | 4. Postgraduate |
|--------------|------------------------------|-----------------|-----------|-------------------|-----------------|

|              |                               |              |              |                     |
|--------------|-------------------------------|--------------|--------------|---------------------|
| <b>Bio 4</b> | <b>Duration of employment</b> | 1. 0-3 years | 2. 4-6 years | 3. 7 years and more |
|--------------|-------------------------------|--------------|--------------|---------------------|

|              |  |                 |                   |                   |                   |                          |
|--------------|--|-----------------|-------------------|-------------------|-------------------|--------------------------|
| <b>Bio 5</b> | <b>Employee engagement level over the last four months</b> | 1. 100% engaged | 2. 90-99% engaged | 3. 80-89% engaged | 4. 70-79% engaged | 5. Less than 70% engaged |
|--------------|--|-----------------|-------------------|-------------------|-------------------|--------------------------|

**PART B:** Section A to F evaluates employee opinions about engagement at their company. Indicate the degree to which you agree with each statement by using the following **five-point scale, where 1= strongly DISAGREE, 2 =AGREE, 3=Undecided, 4=AGREE 5= strongly AGREE:**

#### Section A: Nature of my work

**Please mark X if you 1= strongly DISAGREE, 2 =AGREE, 3=Undecided, 4=AGREE 5= strongly AGREE:**

|    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| A1 | I can participate and engage in my work                        | 1 | 2 | 3 | 4 | 5 |
| A2 | I am given independence in the work I do                       | 1 | 2 | 3 | 4 | 5 |
| A3 | I am satisfied with the work I do                              | 1 | 2 | 3 | 4 | 5 |
| A4 | Employees accept the responsibilities that come with the job   | 1 | 2 | 3 | 4 | 5 |
| A5 | Employees complete their jobs in the stipulated time intervals | 1 | 2 | 3 | 4 | 5 |
| A6 | At work, I can do the best everyday                            | 1 | 2 | 3 | 4 | 5 |
| A7 | Employees are trusted with a job                               | 1 | 2 | 3 | 4 | 5 |
| A8 | I understand my company's objectives                           | 1 | 2 | 3 | 4 | 5 |

### **Section B: Emotional engagement**

**Please mark X if you 1= strongly DISAGREE, 2 =AGREE, 3=Undecided, 4=AGREE 5= strongly AGREE:**

|     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| B1  | I feel a sense of belonging to my organisation              | 1 | 2 | 3 | 4 | 5 |
| B2  | I can identify with the organisation                        | 1 | 2 | 3 | 4 | 5 |
| B3  | I am proud to work for my organisation                      | 1 | 2 | 3 | 4 | 5 |
| B4  | I have good relationship with my manager                    | 1 | 2 | 3 | 4 | 5 |
| B5  | I take pride in my work                                     | 1 | 2 | 3 | 4 | 5 |
| B6  | I feel a sense of pride about my company                    | 1 | 2 | 3 | 4 | 5 |
| B7  | I feel my personality matches the image of the organisation | 1 | 2 | 3 | 4 | 5 |
| B8  | I have a best friend at work                                | 1 | 2 | 3 | 4 | 5 |
| B9  | I derive a sense of esteem from the company I work for      | 1 | 2 | 3 | 4 | 5 |
| B10 | I am proud of my employer                                   | 1 | 2 | 3 | 4 | 5 |
| B11 | I believe this is the best company to work for              | 1 | 2 | 3 | 4 | 5 |

### **Section C: Career growth opportunities**

**Please mark X if you 1= strongly DISAGREE, 2 =AGREE, 3=Undecided, 4=AGREE 5= strongly AGREE:**

|    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| C1 | I have opportunities for career growth at my company        | 1 | 2 | 3 | 4 | 5 |
| C2 | I have opportunities for promotion at my company            | 1 | 2 | 3 | 4 | 5 |
| C3 | I have a clearly defined career path                        | 1 | 2 | 3 | 4 | 5 |
| C4 | I am satisfied with my opportunities for career progression | 1 | 2 | 3 | 4 | 5 |
| C5 | Efforts are made to develop my skills at my company         | 1 | 2 | 3 | 4 | 5 |
| C6 | There someone at work who encourages my development         | 1 | 2 | 3 | 4 | 5 |
| C7 | Employee are encouraged to participate in decision making   | 1 | 2 | 3 | 4 | 5 |
| C8 | In the last year, I have had opportunities at work to grow  | 1 | 2 | 3 | 4 | 5 |

### **Section D: Connection between individual and company performance**

**Please mark X if you 1= strongly DISAGREE, 2 =AGREE, 3=Undecided, 4=AGREE 5= strongly AGREE:**

|    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| D1 | I am familiar with the current levels of performance at my company             | 1 | 2 | 3 | 4 | 5 |
| D2 | I understand how to contribute to achieving the level of performance           | 1 | 2 | 3 | 4 | 5 |
| D3 | Top management allows the flow of information                                  | 1 | 2 | 3 | 4 | 5 |
| D4 | Employees are aware of updates   | 1 | 2 | 3 | 4 | 5 |
| D5 | The company communications I receive help me understand the company's strategy | 1 | 2 | 3 | 4 | 5 |
| D6 | I know what is expected of me at work  | 1 | 2 | 3 | 4 | 5 |
| D7 | My fellow employees are committed to doing quality work                        | 1 | 2 | 3 | 4 | 5 |
| D8 | Free exchange of information is possible without barriers                      | 1 | 2 | 3 | 4 | 5 |
|    |  | 1 | 2 | 3 | 4 | 5 |

### **Section E: Trust and integrity**

**Please mark X if you 1= strongly DISAGREE, 2 =AGREE, 3=Undecided, 4=AGREE 5= strongly AGREE:**

|    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| E1 | My leader cares about their employees   | 1 | 2 | 3 | 4 | 5 |
| E2 | My leader listens to my opinions  | 1 | 2 | 3 | 4 | 5 |
| E3 | My leader is trustworthy  | 1 | 2 | 3 | 4 | 5 |
| E4 | My leader leads by example  | 1 | 2 | 3 | 4 | 5 |
| E5 | I believe my leader has integrity   | 1 | 2 | 3 | 4 | 5 |
| E6 | I can trust my leader   | 1 | 2 | 3 | 4 | 5 |
| E7 | My manager provides me with ongoing feedback that helps me improve my performance | 1 | 2 | 3 | 4 | 5 |
| E8 | In the last six months, someone at work has talked to me about my progress        | 1 | 2 | 3 | 4 | 5 |

### **Section F: Having an engaged leadership team**

**Please mark X if you 1= strongly DISAGREE, 2 =AGREE, 3=Undecided, 4=AGREE 5= strongly AGREE:**

|     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| F1  | My leadership is able to build trust with me as an employee         | 1 | 2 | 3 | 4 | 5 |
| FB2 | My leader communicates effectively with me                          | 1 | 2 | 3 | 4 | 5 |
| F3  | My leader is responsible for building a fulfilling work environment | 1 | 2 | 3 | 4 | 5 |
| F4  | My leader is flexible in understanding individual needs             | 1 | 2 | 3 | 4 | 5 |
| F5  | My leader is responsible for developing talent                      | 1 | 2 | 3 | 4 | 5 |
| F6  | My leader is responsible for coaching team members                  | 1 | 2 | 3 | 4 | 5 |
| F7  | My leader is responsible for engaging necessary knowledge           | 1 | 2 | 3 | 4 | 5 |
| F8  | My leader continuously monitors engagement issues                   | 1 | 2 | 3 | 4 | 5 |

|     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| F9  | My leader identifies appropriate team members for the team                | 1 | 2 | 3 | 4 | 5 |
| F10 | My organisational leadership acts with best interest of employees in mind | 1 | 2 | 3 | 4 | 5 |
| F11 | Teamwork is encouraged at my workplace                                    | 1 | 2 | 3 | 4 | 5 |
| F12 | My leader at work encourages development                                  | 1 | 2 | 3 | 4 | 5 |

## APPENDIX F: LETTER FROM LANGUAGE EDITOR



Antoinette Bisschoff  
71 Esselen Street,  
Pretoriusfontein  
Tel: 018 293 3046  
Cell: 082 878 5183  
[Language@dits.co.za](mailto:Language@dits.co.za)  
CC No: 1995/017794/23

---

Thursday, 05 November 2020

To whom it may concern

**Re: Confirmation of language edit, typography and technical precision**

The MBA dissertation by William Selomu, "Evaluating employee engagement factors important for Millennial Rock Drill Operators at a Mining Company in Gauteng Province" was edited for language, typography and technical precision. The referencing and sources were checked and comply to the Harvard guidelines specified by the NWU Reference guide (2020).

Final, last minute corrections remain the responsibility of the author.



Antoinette Bisschoff

BA Languages (UPE – now NMU); MBA (PU for CHE – now NWU); Translation and Linguistic Studies (NWU)

Officially approved language editor of the NWU since 1998  
Member of SA Translators Institute (no. 100181)

Precision ... to the last letter

## APPENDIX G: TURNITIN SUMMARY

17112923:William\_Selomu\_31472249\_Final\_Examiners\_copy\_S.

### ORIGINALITY REPORT

**13%**

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|----------|---|---------------|
| <b>1</b> | Lailah Imandin, Christo A. Bisschoff, Christoff J. Botha. "Measuring Employee Engagement of South African Managers", Journal of Psychology, 2017<br>Publication | <b>3%</b>     |
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| <b>8</b> | core.ac.uk<br>Internet Source   | <b>&lt;1%</b> |

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|           |   |     |
|-----------|---|-----|
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| <b>11</b> | Submitted to University of Northumbria at<br>Newcastle<br>Student Paper                               | <1% |
| <b>12</b> | Submitted to University of Witwatersrand<br>Student Paper   | <1% |
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|    |  |     |
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interventions", African Journal of Business  
Management, 2011  
Publication

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