



Engagement in the Educational Sector: Is the Equation Different? The Case of Oman's Educational Sector

By

KHALID MOHAMMED OBAID AL SENANI

Student ID: 120142

Dissertation submitted in partial fulfilment of
MSc Human Resources Management

Faculty of law & Business

Dissertation Supervisor

Dr. Tamer Elawa

August-2016

**Engagement in the Educational sector: Is the equation
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دراسة الارتباط الوظيفي في الحقل التربوي بسلطنة عمان

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مخلص البحث

الارتباط الوظيفي هو خاصية تعبر عن العلاقة الإيجابية بين المؤسسة والعاملين فيها. هذه العلاقة التبادلية تجعل العامل في المؤسسة يرتبط بوظيفته بحماسة شديدة ويبدئ رغبة إيجابية في اتخاذ كل الإجراءات المتاحة لتعزيز سمعة المؤسسة وتعظيم مصالحها.

لهذا فإن توجه هذه الدراسة هو سبر أغوار تلك العوامل التي تؤثر في الارتباط الوظيفي في الحقل التربوي بسلطنة عمان وتكتسب الدراسة أهمية لكل من الدارسين في الحق الأكاديمي وللممارسين الإداريين في سوق العمل.

هدف البحث: تهدف هذه الدراسة لسبر العوامل المؤثرة في الارتباط الوظيفي لدى الهيئة التدريسية والإدارية وربطها بآخر ما توصلت إليه الدراسات الحديثة من معرفة في هذا المجال.

دواعي الدراسة: تنثري النتائج المتحصلة من هذه الدراسة في معرفتنا بجوانب الارتباط الوظيفي لدى العاملين في الحقل التربوي بسلطنة عمان والتي تعتبر منطقة بكرا لمثل هذه الدراسات، إذا يندر وجود دراسات محلية أو عالمية حول موضوع الارتباط الوظيفي فيها مما يسهم وجود مثل هذه الدراسة في المعرفة الجمعية للجهود العالمية في الموضوع.

أسلوب البحث وأداته: استخدم الباحث أسلوب التقدير الرتبي للعوامل المؤثرة في ارتباط موظفي الحقل التربوي من خلال ثلاث مجموعات مختارة من الدراسات العالمية وتحتوي على ثلاثة عشر (13) عاملا للارتباط الوظيفي. يقوم المفحوصون بترتيبها من الأعلى أهمية (1) إلى الأدنى أهمية (13) وفق منظورهم لها. وتم مخاطبة عينة من أزيد من ألف (1000) موظف متوزعين على تخصصات وظيفية في الهيئة التدريسية والإدارية بالمدرسة وموظفي المديرية العامة للتربية والتعليم. وقد تم استخدام موقع بحثي متخصص في تصميم وتجميع الاستبيانات الكترونيا وهو (www.research.com).

أهم نتائج البحث: أظهرت النتائج أن عامل "العدالة التنظيمية" جاء في الرتبة الأولى من حيث أهميته لدى العاملين في الحقل التربوي وذلك حسب منظورهم لأولويات العوامل المؤثرة في الارتباط الوظيفي، بينما جاء "الشعور بالإنجاز" أدنى أهمية. وتوفر الدراسة قائمة كاملة بأعلى خمسة عوامل وأدنى خمسة عوامل تؤثر في ارتباط العاملين في الحقل التربوي لمؤسستهم ووظائفهم. كما تم تحديد بعض الفروقات بين الهيئة الإدارية والهيئة التدريسية في بعض العوامل المؤثرة على الارتباط الوظيفي. وناقشت النتائج ترتيب تلك العوامل بناء على محددات العمر والجنس والمنطقة السكنية.

التطبيقات والتوصيات: ناقشت الدراسة بعض الاقتراحات والتوصيات المهمة في سبيل رفع وتحسين الارتباط الوظيفي لدى العاملين بالحقل التربوي والطرق المثلى في وضع استراتيجية خاصة بالارتباط الوظيفي بالمؤسسة. القيمة المضافة للدراسة: تسهم الدراسة في ردف الجهد المعرفي العالمي في موضوع الارتباط الوظيفي بمعرفة جديدة في بيئة جديدة غير مطروقة كالحقل التربوي بسلطنة عمان.

Abstract

Orientation: Discussion of the factors affecting employee engagement is important for practitioners and researchers alike in educational setting in Oman.

Research purpose: The aim of the current study is to explore the drivers that influence teaching and non-teaching employees to engage to their work and relate them to updated literature review in the topic of employee engagement.

Motivation for the study: the knowledge attained from this study grounds our understanding of employee engagement in area like Oman that has not been visited by research studies yet. It may contribute to the global effort in this subject.

Research design, approach and method: A ranking survey of three lists of employee engagement factors that have been collected from variety of research papers and consultancy reports. Sample of 1000+ was addressed in educational field. Lists of top priorities and least priorities were arranged, ranked and discussed. A well-known survey program was used.

Main findings: The study found that employees in the educational sector ranked 'organisational justice' as top priority to engage in their work and ranked 'sense of accomplishment' as the least priority. There are also some differences between demographics and organisational positions among employees when ranking priorities of what drives them to engagement.

Practical/managerial implications: Suggestions to enhance the work environment based on the study findings are discussed in two aspects. One, how the targeted organisation improves employee engagement and two what intervention that educational managers and strategists should do to enable teaching and non-teaching employees to engage fully in their work.

Contribution/value-add: This study contributes to global efforts of how to make workplace more engaging and adds value to global understanding of a local culture (Oman)

Keywords: employee engagement, education, engagement measurement

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LIST OF Abbreviations

- CEO/s (Chief Executive Officer/s)
- CIPD (Chartered Institute of Personnel and Development)
- DGE /DGEs (Directorate /s General of Education)
- eNPS (employee Net Promoter Score)
- GCC (Gulf Cooperation Council)
- JD-R (Job Demand-Resources)
- JI (Job involvement)
- JS (Job satisfaction)
- MBI (Maslach Burnout Inventory)
- MENA (Middle East and North Africa)
- MOE (Ministry of Education)
- OC (Organisational commitment)
- OCB (Organisational citizenship behavior)
- OLBI (Oldenburg Burnout Inventory)
- UAE (United Arab Emirates)
- WIT (Work Insight Tool)
- USA (United States of America)
- UWES (Utrecht Work Engagement Scale)

Employee Engagement in Educational Sector

Chapter One: Introduction

1.1. Introduction

Many contemporary organisations in all types (governmental, private, profit or non-profit) invest their efforts and resources on human capital to meet challenges of globalisation and competition. Noticeably, organisations focus primarily on two main aspects: assuring quality products and services, and retaining talent employees. Fortunately, attention has increasingly shifted towards developing new management strategies to empower employees to engage in their work in order to increase their productivity, performance, job involvement and commitment. In return, these strategies work for maintaining health and well-being benefits for their employees. Most successful organisations have developed innovative strategies that depend on engagement of employees to their jobs and organisations. Indeed, as numerous studies proved, employee engagement correlates positively to productivity and to other organisational outcomes.

1.2. Structure of the paper

The study paper discusses employee engagement with a focus on factors that affect educational employees to engage in their work whether it is a teaching profession or supporting staffs at schools or head office. Following this logical structure helps readers to comprehend at a satisfactory level the concept of employee engagement through utilizing a ranking technique of top factors of engagement, as employees themselves perceive them. The chapters are organised as follows:

Chapter One: tackles a brief **introduction** to the main topic of the research paper. It highlights important points that the paper elaborates in details in the next chapters. Moreover, the study explains the background of the targeted organisation. Aims and objectives are stated and problem of the study is clearly articulated in this chapter to give the reader the logical direction of the study paper.

Chapter Two: is devoted mainly to **Literature Review**. It explores up-to-date discussion of employee engagement in previous studies that tackled the concept in academia and in practical consultancy. It also highlights important engagement factors that have been a research focus recently.

Chapter Three: is devoted for **Research Methodology** that describes the measurement used to attain data from the study subject. It presents steps of administering the survey, characteristics of the study sample and exhibition of selected employee engagement factors.

Chapter Four: presents the **Research Findings** with exhibition of statistical descriptions and analyses of the study findings. It is elaborated with figures and graphs to bring a clear picture of the study data.

Chapter Five: is dedicated to **Result Discussion**. It elaborates the possible reasons behind these findings with comparison with similar or different global or regional results of employee engagement conducted by well-known research bodies.

Chapter Six: presents **Recommendation and Future Studies**. In this chapter, the researcher gives some suggestions for implication of the findings in the education sector and highlights areas of future research topics related to the main theme of this study paper.

1.3. STUDY BACKGROUND

Ministry of Education in Oman (MOE) has gone under tremendous reform efforts throughout its establishment stages. Human resources have been of important focus within Omani educational leaders. The ministry believes in the principle that human is the most valuable asset. Therefore, when planning for ambitious educational strategies, the well-being of school teachers and other supportive and administrative staff are taken seriously and their distinguished working conditions are recognized.

MOE is the responsible authority for education services in Oman. It provides free education to male and female citizens from age 6 to age 18 and also provides basic education for illiterate Omanis. It runs 11 Directorates General of Education (DGEs) spread all over the country. These DGEs are run centrally

and all decisions and policies are designed by MOE. Figure (1) exhibits the structure of the study organisation.

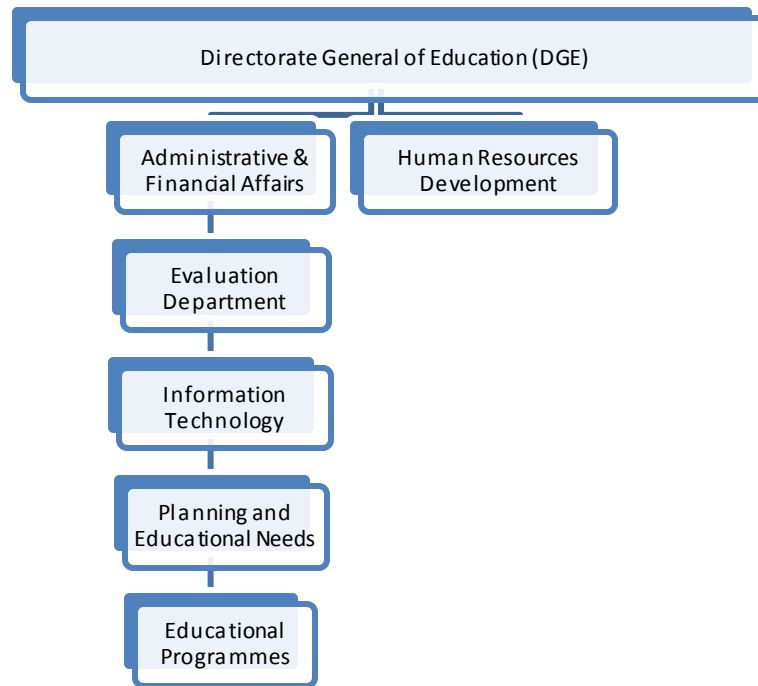


Figure 1: Structure of the targeted DGE

Figure (2) provides a structured communication channel between MOE and its stakeholders. Similar to many governmental bodies, interaction between MOE and its stakeholders is described as a one -direction path where decision-making comes mostly from top management to bottom management and through bottom line employees. Other service receivers only interact through rigid hierarchical structure.

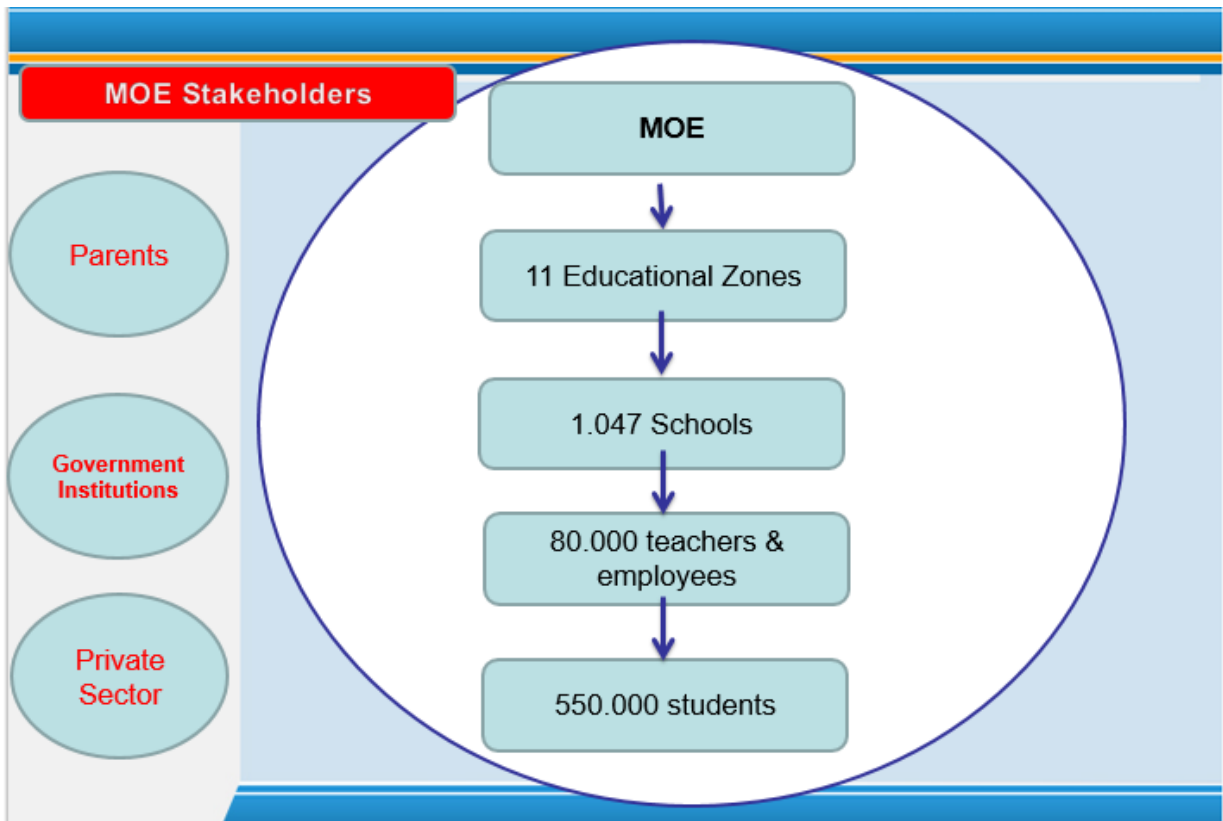


Figure 2: MOE Management Control Direction & Stakeholder Relationship

1.4. Problem Statement

The main reason for conducting this paper is to explore the factors that actually drive employees in the Ministry of Education in Oman to engage in their work in different professions. It seems that the employee engagement as a new concept is not fairly tackled in the education sector in Oman. Working in education sector is very demanding and employees encounter many complexity and depression in fulfilling their duties. As Makinen (2013) noticed in several studies, "teaching has been described as a complex work characterized by simultaneity, unpredictability and multidimensionality" (p.5). Thus, in order to assist in reduction of employee burnout and turnover, identifying factors that drive employees to engage fully in their work is essential. Additionally, the world has become more competitive; and governments depend in education to leverage their social and economic strength. Thus, Omani government is under pressure to deliver high-quality education to its citizens. Omani government as many other developing countries has shown interest to put developing human resources as a priority and employees' well-being as a main target. Therefore,

new management methods have been experimented and one of the hottest topics recently experimented is employee engagement.

Educational service as a public sector is facing challenges of how to meet talent needs years to come. Recently, government is trying to approach its challenges by directing its thinking to management methods used by private sector. This approach is best seen in privatizing governmental institutions or transferring some governmental projects into semi-government bodies run by specialized companies that are successful in utilizing best practices in management. By doing that, new roles and responsibilities have been designed to ensure that the institutions are tracking the right path to achieve their ultimate goals. (MOE, 2015)

In Oman, education is still under control of traditional management that follows rigid authority network. Therefore, experimenting new concepts is not that easy to adopt. Traditional management entails a command-follow method that is more concern in fulfilling duties and regulations. There is little room for employees to involve in many prescribed strategies implemented in education. Therefore, teaching and non-teaching employees may feel reluctant to engage in the ministry's activities.

1.5 Aims and study questions

The study aims to identify the influencing factors on employee engagement among employees working in the educational organisation. These factors should be ranked as top concerns of the educational staff in order to be engaged in their work. Another aim of the study is to discuss how to improve the ranked factors and what the best practices to strengthen and develop employee engagement. The study intends to give a snapshot of important factors that educational employees view as driving engines to work engagement. Furthermore, the study findings might give a basement foundation to start up a serious research investigation of employee engagement in Oman. It serves as a wakeup alarm to begin a widely concern to modern organisations recently. Although the study may not answer all questions regarding the factors that impact employee engagement in educational setting, this study may highlight areas to consider when designing HR programmes by educational strategists as

well as by academic researchers when studying the topic of engagement or designing a proper measurement tool to suit Omani culture. In summary, these questions are being tackled in the study:

1. What is employee engagement?
2. How does employee engagement affect organisation's profitability and employees' productivity, performance and involvement?
3. How is employee engagement measured in business and academia?
4. What are the top and least factors that the employees/teachers perceive in order to increase their employee engagement in Omani educational settings?
5. What interventions the targeted organisation and managers should do to enhance employee engagement in Omani educational settings?

2. Chapter Two : Literature Review

2.1. Introduction to the employee engagement concept

The term 'employee engagement' has been viewed as one of the crucial business drivers that directly influence the organisation's overall success. Furthermore, some researchers consider employee engagement as "the most powerful factor to measure company's vigor". (Baumruk et al, 2004, p.24). It is yet an exchange between employer's expectation and the employee's expectation of what benefits both of them can gain. Employees gain job security and promotion, whereas the employer gains high performance, loyalty and productivity. Engaged employees see themselves as owners of prescribed tasks given to them by the organisation. They fully absorbed themselves into their work in order to achieve high standard performance and productivity.

Not only academic researchers who have shown interest in the new concept, but also employee engagement has captured the attention of business practitioners and government strategists. Sahoo and Sahu (2009) observed repeated research studies and came to conclusion that employee engagement has a direct relation with the company's overall financial and operational performance. In other words, when the level of employee engagement is high, the level of organisational outcome indicates high. When employees are engaged in their work and committed to the organisations, they "give companies crucial competitive advantages including higher productivity and lower employee turnover." (Gujral & Jain, 2013, p.208).

Employee engagement is relatively a novel area of business research and practice. However, more evidences support its "considerable engagement-related benefits for the organisation."(Wildermuth & Pauken,2008, p.123). It is a pivotal mechanism for driving organisations toward desirable performance success. (Sahoo, Sahu, 2009, p.73).

Despite of the large number of studies that have tackled the concept of employee engagement, Gallup research has shown that just 13% of employees are engaged worldwide. The rest of the employees are either not engaged or indifferent. (Gallup, 2005).

Another evidence of low level of engagement is supported by research of Dimensions Development International (DDI), which revealed that just 19% of them are considered highly engaged. (DDI, p.1). Furthermore, the Corporate Leadership Council (2004) surveyed 50,000 employees globally and found that only 11% can be said to be truly engaged. Towers Perrin (2003) also found similar results with 17% of 35,000 employees are highly engaged. Gallup (2015) surveyed variety of sectors such education, health institutes, private sectors, and other business segments. They found differences in employee engagement levels among each sector. Furthermore, as exhibited in figure (3), they found that the developed markets may provide relatively better environment for engaged employees than in the emerging markets. However, relating engagement to the GDP of countries is not quite successful. A report of trends of employee engagement (Aion, 2015) measured engagement degree in verity of countries in the globe. Some emerging countries have better engagement degree than North America and Europe. The two continents scored (66) and (57) respectively, whereas Africa-Middle East and Latin America countries scored better degrees with (67) and (71) respectively. We can understand from all these results that firstly, employee engagement is still an area that needs more studying in different cultures to come up with a universal understanding. Secondly, in order to get more employees engaged in their jobs, developing the working environment in the organisations regardless any given GDP classification is essential.

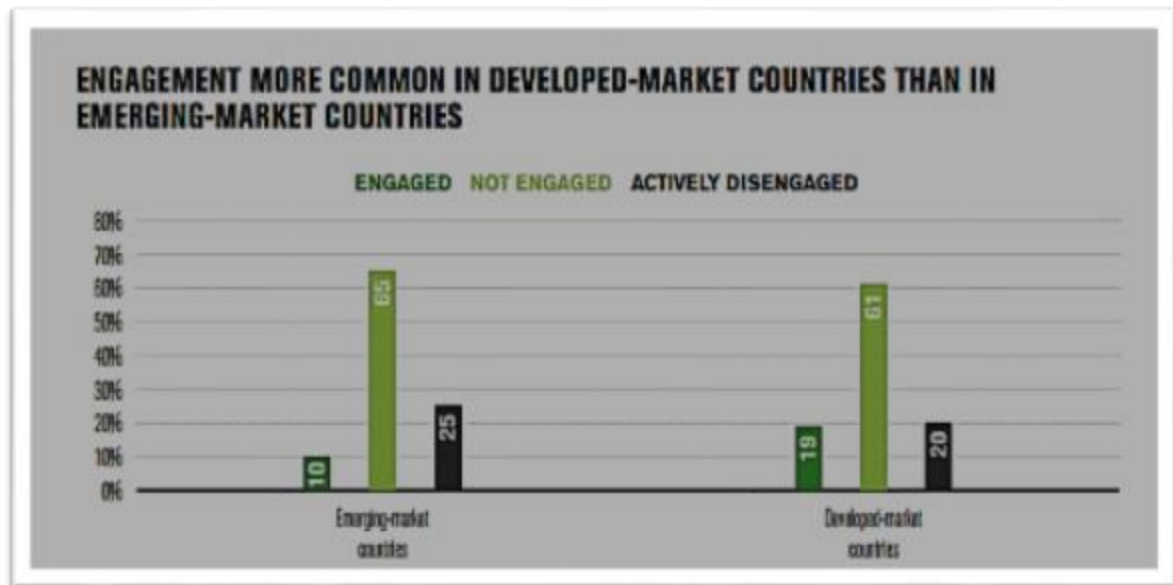


Figure 3: Market Differences in Employee Engagement (Gallup, 2015)

Thus, employee engagement has been widely accepted recently to provide indications of how successful the management of any organisation is, whether methods and practices used to involve employees in the overall strategies are in the right direction, and whether awareness of employee's well-being is present in top management's thinking.

The enthusiasm of studying the concept of engagement is making top headlines of many research papers. Consultancy firms are also keen in implementing new management methods and employee engagement is one of their top practices in the agenda. CEOs in the world, according to (Wah, 1999), viewed employee engagement as "one of the top five most important challenges for management" according to surveys of 656 sample from around the globe. (Ram & Prabhakar, 2011, p.47). Ketter, (2008) assured that corporate executives put the engagement of their employees as a strategic priority (Wollard & Shuck, 2011, p.430).

2.2. Importance of Employee Engagement

Before going deeply into discussing the importance of employee engagement, it is better to discuss the impact of its absence within the level of firms and

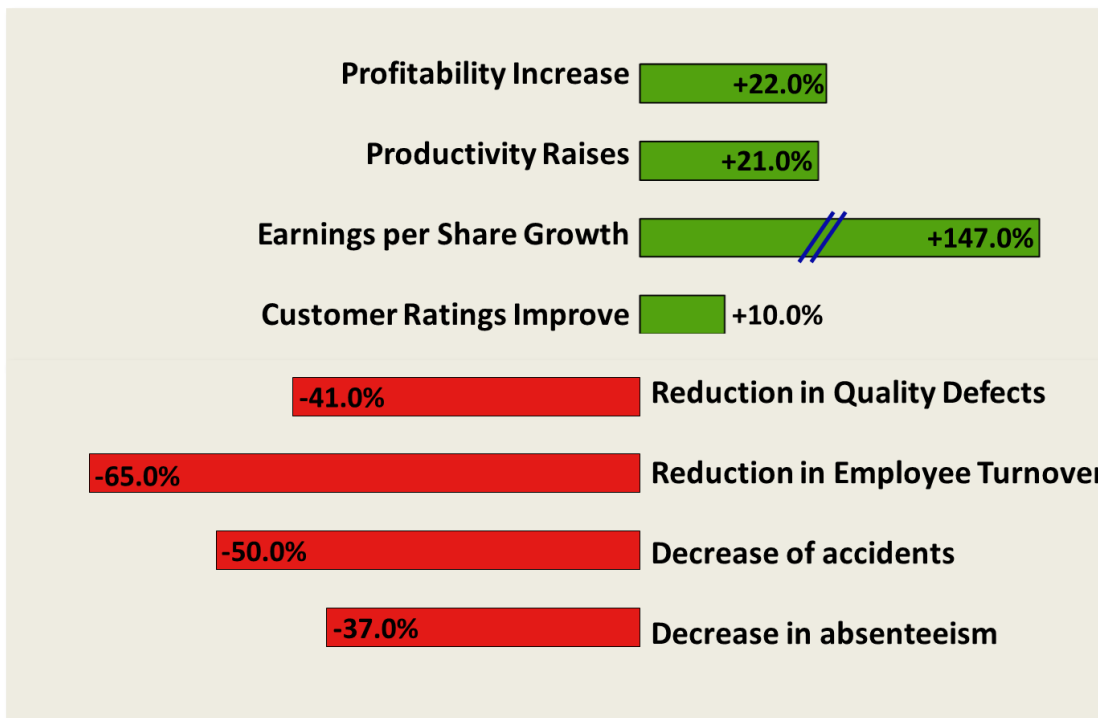
nationally. Firms need to increase their employees' productivity and performance. Employee engagement helps in recognizing "the firm as a social entity, a source of identification beyond the job" (Purcell, 2012, p.7). Then the lack of engaged employees disassembles the gained entity. Furthermore, Wellins a senior vice president of Development Dimensions International confirmed that low level of engagement may be attributed to persistent downsizing and low level of loyalty and commitment. (DDI, 2005).

2.2.1. Engagement affects the organisation's profit

Firms with disengaged employees may encounter lower productivity, higher absenteeism, recruitment and training cost (Gallup, 2005, p.498 cited in Andrew & Sofian, 2012, p.498). In money language, Bates (2004) observed the engagement in the USA. He estimated half of the employees are disengaged and around \$300 billion dollars wasted annually due to a loss of productivity. Another evidence that supports Bate's observation is what Hooper (2006) found in Australian economy. He estimated 31 billion per annum loss nationally due to disengaged workforce. Thus, engagement is needed in any organisation's strategy that should be stated clearly as one of its values and priority goals if it seeks the extra mile effort from their employees. Management literature supports this notion that engagement may result into high level of performance and productivity. (Andrew & Sofian, 2012, p.88).

Sahoo and Sahu (2009) assured that employee engagement creates environment within the organisation where its engaged employees are more profitable, more relaxed and try their best to lead their organisation to top competitors through superb customer services and better management solutions. Some researchers are even overwhelmed to consider employee engagement as a cure to all organisational problems.(Banhani et al., 2013). Figure (4) shows the effects of employee engagement on several organisational constructs according to Gallup Group (2015).

**Figure 4: Influence of EE on Some Organisational Constructs
(Aasholm,2015,p.3)**



2.2.2. Engagement affects performance quality

Numerous studies have suggested that engagement has a great impact over HR goals such as retention, job performance, absenteeism and recruitment (Gibbons & Schutt, 2010; Macey & Schneider, 2008). Since most organisations are now aware that the most valuable asset is their people, more people-related management practices are needed to retain their talents. One best practice of human resources management is to involve engagement programmes into organisation's strategic goals. Kumar & Sia (2012) highlighted the importance of employee engagement to retain valued employees. They observed an agreement between researchers and practitioners in viewing engagement link to customer loyalty and firms' profits. According to Corporate Leadership (2004), engaged employees' performance is 20% better than other workmates. Engaged employees also feel recognized, involved and have enough opportunity to enjoy both work and leisure time. (Sonnetag, 2003).

2.2.3. Engagement increases employee higher satisfaction

Engaged employees are likely satisfied with variety of job tasks and organisation's elements such pay, promotion, supervisory and leadership styles. Furthermore, employee satisfaction is utilized as an indicator for employee engagement.

2.3. Engagement in governmental and educational organisations:

Although employee engagement as a study concept and management practice is showing increase in private sector, the government sector is still facing difficulties in adapting such competitive practice. Many reasons hinder the fully and widely adaptation of employee engagement programmes in public sector. Some of these reasons are internally (traditional management styles, low risk taking, lack of innovation ...etc.) and some others are externally (shortage of resources, country demographics, type of culture...etc). The discussion of such reasons are time consuming and with low final benefit returns.

What this study paper actually concerns is to probe the factors that influence the existence of employee engagement as a programme and management practice within a government organisation, namely the Ministry of Education in Oman.

Klassen, Yerdelen and Durksen (2013) supported the idea that employee engagement has not been a major concern in education. They attributed that to the absence of relevant tools to tackle the novel construct as it is there in business settings. Shuck et al (2013, p.11) stressed that the first step at dealing with engagement construct is to understand the setting context within which job attitudes and concept identification and conceptualization should be explored.

The work of teaching, for instance, involves high level of demands of social engagement. In other words, it demands adequate energy devoted to establish teacher- student & teacher-society relationship (Klassen, Yerdelen and Durksen, 2013, p.35)

Hart, Stewart and Jameson (2011, p.67) outlined the importance of engagement concept to any school activity. They related it to multiple educational outcomes such as (student achievement, attendance, behavior or dropout).

Makinen (2013) shared the description that teaching is a complex work and set the alarm that demands of continuous reforms of education increases challenges in teaching in terms of teaching skills and methods, large and diverse student population, school environment and rigid government management and supervision. All that may put teachers under stress and may result in creating disengaged teachers and low commitment and loyalty levels among them.

Therefore, studying teacher engagement is crucial to enhance the quality of education because it impacts all other components of educational field such as student engagement, quality of teaching performance, manager's trust and relationship with supervisory bodies, administrative staff and other supporting occupations. It is also essential to study non-teaching personnel side by side with teacher's engagement so that the study gives a clear picture of factors that are of most influence to engagement and its variations within gender, occupations, tenure, and age levels.

Klassen et al. (2015, p.318) discussed the reasons of growing interest of studying teacher's engagement. They highlighted three reasons:

- 1) Evidences of teacher's effectiveness on variation of students' level of achievement at school.
- 2) Engaged teachers are less likely to quit their jobs or suffer health problems.
- 3) Since work engagement linked to productivity, engaged teachers are more tolerant to heavy duties and extra activities in the school.

Ruhaar, Sanders and Konermann (2013) stated that engagement of teachers is important for two reasons: (1) engaged teachers in their work influence their pupils to perform better and prepare themselves for the future. (2) Engaged teachers have likely less desire to quit their jobs. (p.2018). Furthermore, work

engagement assists teachers to cope with high workload, stress and poor working conditions.

The study is more concerned with factors affecting employee engagement within educational context. Therefore, studying these factors help researchers to highlight the most factors influencing teachers and non-teaching staff or at least developing a list of top 10 most influential factors as perceived by them.

Saks (2006) argued upon the idea of focusing on the degree of employee engagement rather than antecedents that lead to engagement. He questioned Kahn (1990) and Maslach et al (2001) models that concentrated on psychological conditions rather than involving work environment as factors that affect employees to respond to these conditions with variety of degrees. For instance, Shuck et al. (2011) showed that employee engagement is related significantly to the job fit and working conditions. Although the employee engagement concept has now been in research literature for decades, a need for more clarification to the concept exists. One best way to feed and nurture understanding of employee engagement is to experiment it in variety and different cultural contexts and new organisational sectors.

In educational settings, teachers and supporting staff engaged in variety of tasks (e.g., teaching activities, supervision, information & Knowledge management). Hart, Stewart and Jimerson (2011), stated, "Engagement related to school activity (...) has become an important concept related to multiple educational outcome (e.g., achievement, attendance, behaviors, dropout and completion" (p.67).

Gallup (2012) surveyed 14 different professions, and found that teachers came second at engagement level and scored 73.5 points under physicians (78.0). In their blog, Busted and Lopez from Gallup Group (2013) explained the high engagement score of the USA teaching profession:

- Teachers rate high their level of lives and emotional health.
- Teachers are interested in learning new skills or knowledge every day.
- Teachers utilize best their strengths to do what they feel good at every day.

Taking the USA as an example, teachers of K-12 schools who are ranked as "not engaged" or 'actively disengaged' are likely to miss about 2-3 million workdays than engaged teachers. (Gallup, 2015). According to Gallup, 30% of teachers are engaged and what is worse 'actively disengaged' are twice as many absentees in the American schools. Table (1) exhibits percentages of engaged teachers according to type of education.

	Engaged	Not Engaged	Actively Disengaged
Elementary education or less	8%	44%	48%
Secondary education	11 %	60%	29%
Tertiary education	13%	62%	25%

Table 1: Percentages of Engagement in Education (Gallup, 2014)

In contradicted study, Quantum Workplace (2015) surveyed 440.000 employees at 5.500 organisations in seventeen industries and found that education ranked 16 with 59.7 % engaged employees. Almost 15 % points separated it from 'Management of Enterprises'. The contradicted results demonstrate the needs for studying employee engagement first as a cultural phenomenon and then expand the understanding globally.

In the Ministry of Education, there are certain challenges that face the engagement of employees in their work:

- a. **It is a large-sized organisation:** The MOE has a large number of employees in different professions. This makes it one of the largest government sectors in Oman. According to Temkin (2012) employees in smaller-sized organisations are better engaged than large-sized ones. Unlike big organisations, smaller-sized organisations enjoy better communication and relationship with co-workers, supervisors and managers. They feel sense of family and develop emotional bond with the job. (Sakovska,2012)

- b. **The management style:** as a typical governmental institution, MOE suffers inconsistent type of management that are characterized with one-way command, low level of information flow and respectively strict obligation of old regulations. The researcher supports Bates's urge for managers in organisations to shift from autocratic management which lacks collaborative and empowering environment and hinders innovative initiations. This type of management style creates disengaged employees who likely lose interest to go beyond their prescribed tasks.
- c. **Non-profit organisation:** The main objective of a public service organisation such as MOE is to deliver a quality service (education) rather than generating profits. This somewhat relaxes the government organisation from adopting a serious change initiatives in the structure or management style. The main target is then to maintain a service flow for its stakeholders regardless the annual profit it gets if any. Moreover, it is limited with a respectively stable spending budget that even hardens purposeful assessment of MOE's effort return. Profits simply gives parameter of how successful the organisation is, but this is not probably the case with MOE, which its investment return is a long-term process and hard to measure.

2.4. Differences between employee engagement and other constructs:

The engagement concept has been until now a controversial debate whether it is a new concept or an old one but in different shape. Some research studies have agreed that several concepts are interrelated with engagement such as involvement, job satisfaction, commitment and organisational citizenship. The enthusiasm of creating a new concept is there but shall not make a concept out of vague conceptualization. It seems that both academics and practitioners are struggling to differentiate between engagement and other organisational constructs. What obviously most research papers have succeeded at is giving evidences of negative and positive relationship between them. For instance, job engagement correlates positively with job satisfaction, organisational commitment and organisational citizenship behavior (OCB) (Sacks, 2006). Employee engagement correlates negatively with burnout and intention to

leave. For instance, Towers Perrin (2003) reported that 66% of employees described as highly engaged had no intention to leave their jobs and only 2% of them were actively looking for another job (Berry & Morris, 2008). According to Robinson et al (2004), despite that many elements of commitment and organisational citizenship behavior are found in engagement, they do not identically match. (Shanmugam & Krishnaveni, 2012, p.188).

2.4.1.Organisational commitment (OC) and Job involvement (JI):

It is difficult to distinguish between engagement and the two most studied organisational constructs: commitment and job involvement. In fact, any mention of engaged employees entails mentioning several characteristics of employee's involvement to work or organisation and the three types of commitment: affective, continuous and normative. However, several studies stressed the existence of such distinction between them (Barnes & Collier, 2012; Kumar & Sai, 2012). What most researchers recently agree upon is that employee engagement is a wider concept and more related to extra role of employees towards their job, organisation and co-workers as well as more obvious in expressing self emotionally and physically. (May et al, 2004; Hallberg & Schaufeli, 2006; and Ferguson,2007). Overall, employee engagement's main focus is on the relationship with task itself; whereas commitment focuses on the organisation in all. (Maslach et al. (2001).

2.4.2.Job satisfaction (JS)

One major distinction between employee engagement and job satisfaction according to Witemeyer (2013) is that employee engagement is "a state that is beyond satisfaction." (p.47). Furthermore, employee engagement correlates positively to performance, whereas JS is not directly related to performance. (Gallup, 2013). BlessingWhite (2008) put forward the contrast between them in that engagement is a result of "matching maximum satisfaction with maximum contribution" (p.41). Another distinction between employee engagement and JS according to Koscec (2003) is that employee engagement is actionable and active state while JS is attitudinal and passive state. (Robertson-Smith & Markwick, 2009).

2.4.3. Organisational citizenship behavior (OCB)

Both employee engagement and organisational citizenship behavior share similar characteristics of positive attitude towards organisation's components and the willingness to go extra mile of their performance. Both of them are also a voluntary act of employees towards the success of the job and towards self-development of one's skills, knowledge and abilities. (Robertson-Smith & Markwick,2009). However, employee engagement is a broader concept and is a combination of variety of organisational constructs such as OCB, JI and OC. Engagement is also a stronger attachment of one's self towards job and organisation that makes employees feel proud of their accomplishments.

To sum up, employee engagement is considered the ultimate involvement, interaction, commitment and satisfaction towards one's jobs and organisation. Although distinct from them, it is seen at top of the pyramids of most of the organisational constructs. Figure (5) demonstrates Brown's (2005) suggestion of engagement pyramids in relation to some organisational constructs. Job satisfaction is considered the entry gate to all other organisational constructs including engagement. However, satisfaction is a passive state that can be a result outcome from all the four mentioned constructs in the pyramid. The pyramid assumes that these constructs are linked in a way that bottom construct leads to the above construct. In the researcher's opinion, this is not the case of the relationship between satisfaction and engagement. Indeed, you can find satisfied employees but not engaged to their work.

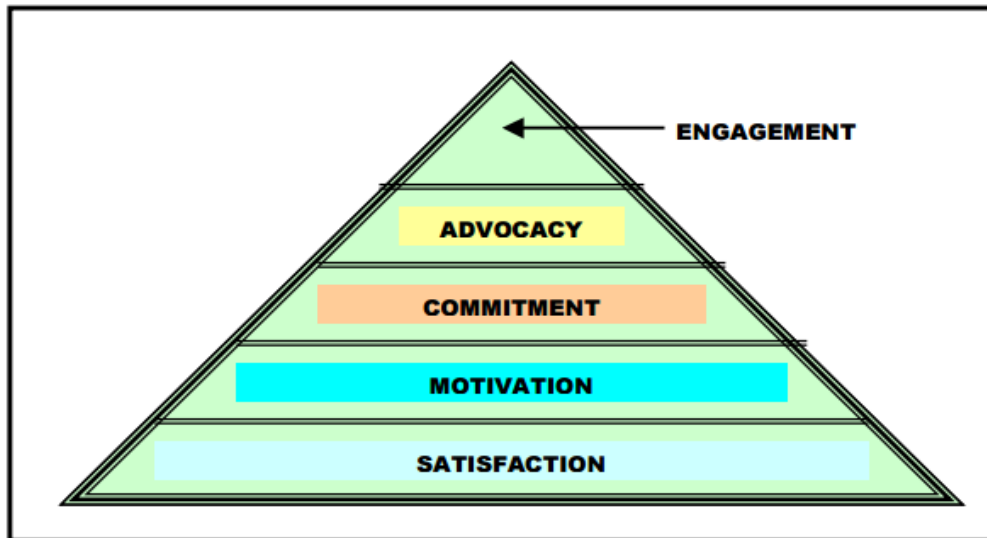


Figure 5: Brown's engagement pyramids (Cawe ,2006, p.11)

2.5. Definition of employee engagement

Schaufeli (2013) asserted that employee engagement is easier used in practice than being defined. Indeed, for any concept to be accurately and clearly defined, it should have three criteria: (Gerring, 1999)

- 1) The event or the phenomenon to be defined.
- 2) The attributes or properties that define it.
- 3) The term or the label that covers 1 &2

The successful medium to apply the three aspects is the dictionary. For example, Longman Dictionary (2009) defines the word 'engage' as to take part or involve in doing activities. It also connotes involvement. Engagement in business resembles engagement in real life when two prospective couple may enjoy some time before marriage in order to strengthen the relation bond or to understand each other. In management, one can similarly refer the word employee engagement to physically or emotionally involvement with the job or organization but still need some time to discover the job and organization and develop a positive relationship with them.

Yet a question is urging both academics and practitioners to debate about. If engagement connotes with involvement or commitment to something say, an

organisation, why then a new concept labeled "employee engagement", "work engagement" or "job engagement" is needed?

The answer to this question is still debatable, although numerous definitions have marked employee engagement concept. Nevertheless, lacking of clear cut definition for employee engagement may be attributed to the novelty of the concept, its alignment of old constructs such as commitment, involvement and satisfaction (Abrecht,2010), uncertainty of its conceptualization whether it is a standalone construct or association with other organisational variables (Wefald et al, 2011). Macey and Schieder (2008) also found a complexity in differentiating between different perspectives of looking at engagement whether it is state, trait or behavior. Little and Little (2006) added another issue in defining employee engagement whether it is individual-level or group-level phenomenon.

The vagueness and complexity of employee engagement concept is justifiable in that any novel concept goes in stages of development starts to lack a stable conceptualization and identification.

Any definition is given to employee engagement should involve two main key components: it is voluntary and it is variable. Goffman (1961) explains the voluntary act of engaged employees. He argued that employees can be forced to do unwanted tasks, but can not force them to engage with it. Variation of employee engagement according to Kahn (1990), means that employee engagement can occur in one task but not in another.(Wildermuth & Pauken, 2008, p.123).

The third issue in dealing with employee engagement definition is whether it is multidimensional or a standalone construct. Numerous studies confirmed the multidimensionality of employee engagement in that certain antecedents affect employees to engage in their work. Based on multidimensionality of employee engagement, variety of models has been developed to conceptualize it. (Schaufeli, 2013). Table (2) lists some popular definitions of employee engagement.

No.	Definition	By	Source
1	“an individual employee’s cognitive, emotional and behavioural state directed toward desired organisational outcomes”	Shuck & Wollard (2010)	Shuck & Reio, 2011, p.421
2	“a deep and broad connection that employees have with a company that results in willingness to go above to help their company success”	Gebouer & Lowman (2009)	Ham, 2011, p.84
3	“ The extent to which people value, enjoy and believe in what they do”	DDI (2005)	Little & Little , 2006, p.113
4	“Engagement refers to energy, involvement, and professional efficacy, which are considered to be the direct opposites of burnout dimensions.”	Maslach & Leiter (1997)	Mauno et al, 2007, p.150
5	“the individual’s involvement and satisfaction with as well as enthusiasm for work”	Kahn (1990)	Little & little, 2006, p.384
6	“The harnessing of organisation members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performance.”	Kahn (1990)	Saks & Gruman, 2014, p.157
7	“a positive, fulfilling , work related state of mind that is characterized by vigour, dedication and absorption.”	Schaufeli et al (2002)	Fearon et al, 2013, p.244

Table 2: Definitions of Employee Engagement

It is worth mentioning that the researcher uses the three terms interchangeably although some studies distinct between them. Figure (6) exhibits number of publications with employee engagement and work engagement during 2000-

2011. However, employee engagement label is still dominant in research papers. Figure (2) demonstrates the number of publications with "employee engagement" and "work engagement" in the title 2000-2011

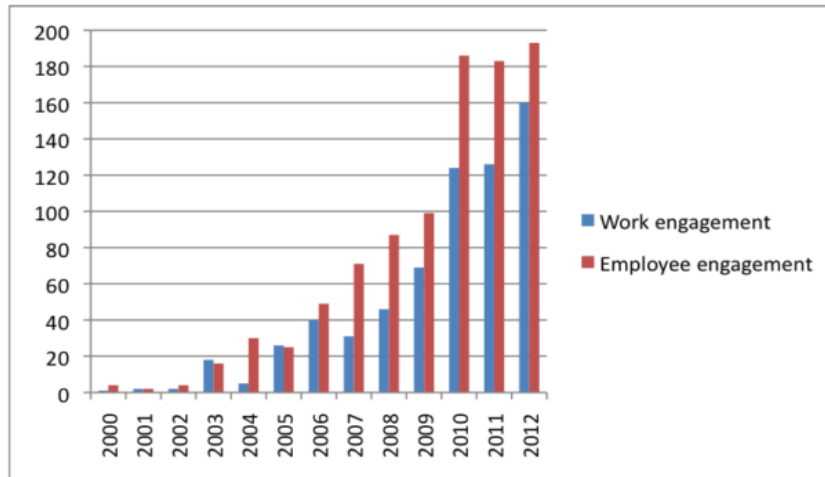


Figure 6: Number of publications on employee/work engagement (Schaufeli , 2013, p.17))

Employee engagement emerged as a result of turning thoughts from negative psychology to positive psychology. Schaufeli (2013, p.4) attributed the interest of studying positive organisational constructs to two main reasons:

1. In order to thrive, organisations began to get interest in psychological involvement of employees in the organisation and new management that views human capital as their valuable assets.
2. The emergence of positive psychology as scientific interest shifted focus to psychological wellbeing of employees and engagement have been a favourable management focus.

Kahn (1990) was a pioneer to conceptualize the voluntary involvement with enthusiasm to work as personal engagement (Little & little (2006). Although employee engagement gained interest through the last two decades, a precise and distinct definition lacked agreement and consistency among both practitioners and scholars. However, serious attempts are recently trying to conceptualize specifically employee engagement based on the above-mentioned concept criteria. (phenomenon, properties and a label). Agreement

to tackle the definition of employee engagement as a concept may help in easing a base ground definition for employee engagement. Ferguson (2007) affirmed, "Unless employee engagement can be universally defined and measured, it cannot be managed, nor can it be known if efforts to improve it are working". (Kular et al., 2008, p.3) Hart, Caballero and Cooper (2010) emphasized that, "[Engagement] should be defined in terms of positive psychological state that links the person and their environment with performance- related behaviors and outcomes that underpin organisational success". (p.2)

The concept of employee engagement has been defined in different management perspectives. Some studies refer employee engagement as a psychological state. Kahn (1990) believed that employees tend to seek personal psychological presence. The employees in the organisation engages at work when they emotionally and cognitively involve in their tasks. In other words and according to Macey and Schneider (2008), employees tend to enthusiastically engaged in their jobs when they find the tasks meaningful, resources are available, feelings and voices are considered and have opportunity to grow. Kahn (1990) summed all of that in his definition that engagement is "the harnessing of organisation members' selves to their work roles"(p.694). He suggested three main psychological states: physical, cognitive and emotionally.

A close look to employee engagement definitions demonstrates an overlap between the new concept and other organisational constructs. "However, it still a distinct and unique construct." (Sakovska 2013, p.9). Finn and Rock (1997) believed that most researchers understand employee engagement as an expression to one's fully involvement in his or her employee-role activities (p.188). That understanding has not yet developed thoroughly and as a result, different approaches conceptualized employee engagement both academically and in practice in different perspectives. Some of them looked at employee engagement as one-dimensional but still a distinct from other organisational constructs. According to Shanmugam and Krishnaveni (2012), Saks (2006) was among the first researchers to look at employee engagement as interactive combination between antecedents and consequences. Saks claimed that

employee engagement should be measured by a degree to which an employee will be absorbed in his task role and mentally focused on his work.

2.6. Employee Engagement Measurement

Baugartner (2013) expressed opposition to most of the tools used to measure employee engagement globally in two ways: Firstly, most measurement tools of employee engagement failed to measure equally different and complex cultures. Some cultures need to be considered differently when designing engagement surveys. Secondly, most tools are annual surveys that mark specifically a degree of employee engagement. However, as Baugartner continued, employee engagement is a fluctuation that happens over time. In simple words, the degree that can reach in the beginning of the year may differ from the degree at the end of the year. Elewa (2013) supported this notion of changing drivers of employee engagement over time. He concluded that standard surveys on engagement lose reliability over time since employees' preferences to these drivers change as well. Therefore, focusing on certain factors that employees themselves find motivating seems more appropriate. Then, developing those factors can lead to create highly engaged employees or at least encourage disengaged ones to start to engage at their work. That method of identifying factors that are closely related to employees' expectations seems better reliable when investigating true engagement in a single organisation. Identifying distinctive drivers of engagement provides organization strategists opportunity to design action plans to highlight any difficulties facing engaging employees to their work and organization.

Indeed, engagement drivers should be actionable and drive both employees and employers to success and happiness. Because of the uncertainty of defining what employee engagement is and what makes employees engaged to work, a variety of measurement tools that claimed to measure employee engagement have emerged in engagement literature reviews and consultancy firms. Although some of these have been validated in many cultures, it is still unclear whether these tools work universally or are applicable to more diverse and complicated communities. Examples of some engagement tools are discussed below.

2.6.1. Gallup Q12 Work Audit

Gallup Group is a consultancy group that has devoted its efforts to investigate areas in management and related topics. Gallup investigated thousands of questions in different topics by surveying millions of employees to finalized best phrasing of questions that link them to business results. One of the best-known surveys developed by Gallup is Gallup Q12 Work Audit. It consists of 12 questions related to employee engagement. Gallup Q12 is a set of items that explores employees' reactions towards certain factors of work conditions. The purpose of the Q12 is to find highly correlated relationship between employee engagement and business outcomes such as profitability, productivity, turnover and other measureable outcomes.

The Q12 survey has gain wide popularity and has been validated in many countries such as Japan, USA, Europe. However, there may be some criticism on using Gallup Q12. First, most of its questions overlap with other organisational constructs such as involvement and job satisfaction. Second, it most of the time need to be validated first in the targeted culture before it is successfully implemented.

2.6.2. Utrecht Work Engagement Scale (UWES)

Schaufeli, Bakker and Salanova developed UWES scale in 2006. First, it has 24 items to measure engagement as a positive state of work fulfillment namely: Vigor (VI), dedication (DE) and absorption (AB). Later, the tool was shortened to 17 and then to only 9 statements. Six items measures VI, five items measures DE and AB is measured by 6 items. The scale has been used as a psychometric scale that best used to explore positive organisational behavior. Indeed, Schaufeli and his colleagues see employee engagement as independent from burnout scale of Maslach. Confessed that employee engagement can be opposite construct to burnout, they contended that UWES scale measures employee engagement is still a distinct construct. UWES has gained global validation in Europe, North America, Africa and Japan. However, UWES scale does not explain why employees engage to their jobs. The results

attained from the scale can be used to measure the degree of engagement existence as a psychological state within employees' perspectives. Furthermore, as cited in Gruman and Saks (2011), Cole et al. (2012, p.1576) stressed on researchers not to point to UWES questions as a true independent tapping of employee engagement (p. 166)

2.6.3. Towers Perrin Engagement Survey

Towers and Perrin (former name was Towers and Watson) was founded in 1934. It specialized in human resources and financial consultancy. It developed a rapid and cheaper survey, which is based on identification of engagement drivers. It surveyed more than 40,000 employees in the USA (Robertson-Smith and Markwick,2009).This scale provides multi-factors of employee engagement and extract top and least lists of most influential factors that affect employees in their work. This type of scales shifts attention from knowing what degree of engagement employees has reached to what actionable factors that lead to engagement. Therefore, strategists in organisations can plan their strategies according to what improves work environment to be more engaging to employees.

2.6.4. CIPD Employee Engagement Scale:

Based on Kahn's studies, three dimensions are measured in Chartered Institute of Personnel and Development (CIPD) survey: cognitive, emotional and physical engagement. Thirteen items are stated in this behavior-oriented scale. Four items measure the degree of focus on work (cognitive), five items for the degree of involvement (emotional) and four items for the degree of extra mile (physical) (Kumar & Sai, 2012). According to Thomas (2007), when looking at engagement as a state, the cognitive, emotional and physical conditions are hardly treated as multidimensional constructs because it is difficult to measure one of them in separation of the other. The second issue is the difficulty to weigh each one within the final degree.

2.6.5. Best Companies Workplace Insight Tool (WIT)

Best Companies specialized in workplace engagement. It launched "Best Companies Accreditation Standards' for companies that seek for the best

engagement practices. The scale is used to explore the relationship between targeted organisational areas with employee engagement and then benchmarks the results with other companies. It accompanies employee engagement with job satisfaction in one overall question. Then by using a Likert scale (ranges from strongly disagree to strongly agree with one place for not applicable), the survey explores eight factors of engagement namely: my manager, leadership, my company, personal growth, my team, fair deal, giving something back and wellbeing.

2.6.6. Hewitt Associates Three Ss Scale

Hewitt Associates has developed an engagement model that linked engagement drivers with three engagement outcomes namely: Say, Stay and Strive. According to Aon Hewitt (2013) engaged employees speak positively about their organisation, stay in it with a sense of belonging and pride, and strive to excel in their work for the sake of organisation's success.

2.6.7. Maslach Burnout Inventory (MBI)

This scale is based on the view that engagement is an opposite construct to burnout. It consists of 16 items: exhaustion (five items), cynicism (five items) and inefficacy (six items). Employee engagement is then the degree of recoding the scale's negative items. (Bakker & Demerouti, 2008). The scale received heavy critics over its suitability to be a tool to measure employee engagement. The argument is based on the misinterpretation of level of burnout as an opposite level of engagement. According to Schaufeli (2006) a high level of burnout is not necessary an equivalent of low level of employee engagement. Later, MBI was developed to integrate items for employee engagement. It is then called Oldenburg Burnout Inventory (OLBI).

2.7. Classification of Engaged employees:

Similar to differences in measuring tools, variety of classification methods have been used to describe groups of employees according to their scores resulted from implementing engagement surveys:

2.7.1. Gallup 12 Questions:

Gallup classifies employees into three categories: Figure (7) explains these categories.

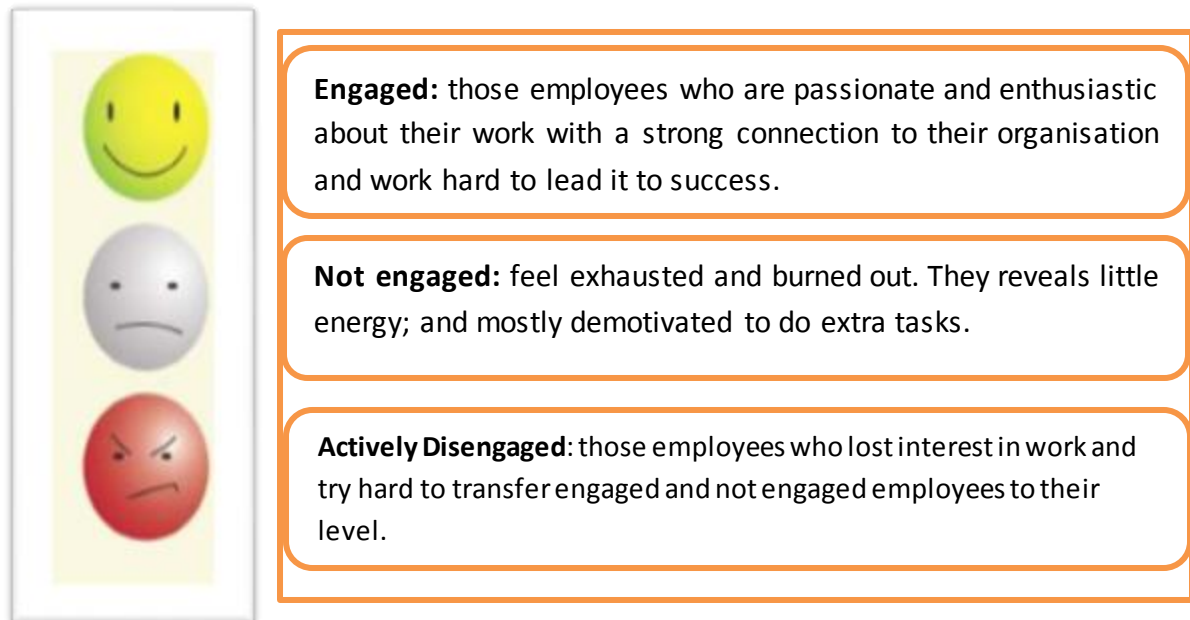


Figure 7: Gallup Classification of Engagement

2.6.2. Quantum Workplace

Quantum Workplace adopted four levels of engagement to classify employees in their organisations. Figure (8) demonstrates these levels starting with engaged with average score between 5 - 6 and ending with a hostile level with average level from 1-2.9.

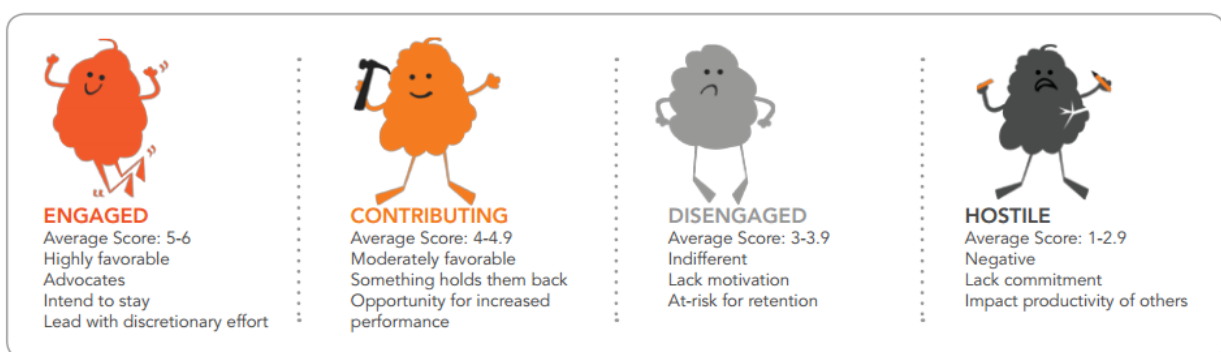


Figure 8: Quantum Workplace engagement classification (Quantum work place, 2013, p.33)

2.6.3. Aon Hewitt

Aon Hewitt consultancy firm uses similar classification as Gallup's classification but it changed 'not engaged' to 'passive' in order to give clear picture of what 'not engaged' implies.

- ✓ Engaged
- ✓ Passive
- ✓ Actively Disengaged

2.6.4. Net Promoter Score (eNPS)

Net Promoter Score (eNPS) is a recent indicator of employee engagement. It is used by variety of remarkable companies such as Vodaphone, HSBC, Sony, HP and Nokia. Rackspace and Apple for instance use eNPS to measure employee engagement in order to gain employees' loyalty. Short sets of questions are being asked to employees; for example, they would recommend the company as a place to work on a scale from zero to ten. Three groups are categorized according to responses (Net Prompter System, 2015):

Promoters: (rating 9-10) describes employees who are loyal to the organisation and most likely praise its values and work enthusiastically towards its success.

Passives: (rating 7-8) describes employees who just do their work without involving cognitively or emotionally. They seem to be satisfied but unenthusiastic.

Detractors: (rating 0-6) describes unsatisfied employees, not loyal to organisation. Worse, they discourage others not to be engaged with work by conveying negative feedback about values and work environment.

2.8. Employee engagement drivers

Researchers look at employee engagement in different perspectives. Researchers such as Schaufeli and Bakker (2004) viewed employee engagement as a state of enjoyment, energy, and full of positive feelings and self-dedication towards work and organisation. Consultancy firms such as Gallup and Aon Hewitt believe it is a behavior construct derived from certain

organisational practices and occurs in reaction to workplace environment (Ham, 2011). Still others relate it to attitude towards job, coworkers and organisation's policy.

Whether it is a state, behavior or attitude or combination of some or all of them, employee engagement flies high in the world of business recently. It has become indeed one of the top strategies to meet urgent business challenges such as human capital. Raising employee engagement came in top five list that can face Human capital challenge which ranked 1st and 2nd globally between 2012 to 2014 according to the Conference Board survey on CEOs' business challenges of 2015. (The Conference Board, 2015)

"What you measure affects what you do" declared Joseph Stiglits, a Nobel prize winner in economy as quoted by Walaszczyk, Zawadzka and Brzozowski (2013). Stiglits elaborated more that the right measurement leads you to do right thing (targeted outcome). Therefore, a shift to what drives employee engagement is currently under focus in many research and consultancy bodies such as Gallup group, Aon Hewitt, the Conference Board, CIPD and Towers Perrin. The purpose behind this shifting according to Macey and Schneider (2008) is that it is difficult to measure engagement itself because employee engagement is a changeable state and has many variation according to demographic characteristics of employees or the cultural aspects that affect them.

It is then crucial to identify the factors that lead to engagement of employees for two reasons: 1) the factors after being carefully identified can be measured and 2) actionable plans to develop or improve these factors can be designed and implemented. However, the number of influential engagement factor sets seems to be endless. For instance, Corporate Leadership Council (2004) listed 100 levers of engagement and selected top 50 of them that affect engagement. Therefore, grouping these factors into short top lists may help in focusing on important ones which will assist organisations to build engagement strategy based on these lists. Here are some of well-known grouping of employee engagement factors.

2.8.1. Drivers Grouping

Kahn model of personal engagement looked at employee as a person that seeks three types of psychological conditions namely: Psychological meaningfulness, psychological availability and psychological safety. (Saks & Gruman, 2010, pp. 385-386)

- **Psychological meaningfulness** means when employees find meaning from what they do in their work and that their accomplishment makes sense, deserves recognition and is valued by the organisation and society.
- **Psychological availability:** refers to the sources that employees believe they satisfy their needs emotionally and physically in order to invest themselves fully to the given tasks. Two types of resources are required to affect employee engagement. It is represented by job and demand resources (JD-R) model
- **Psychological safety:** means according to Kahn (1990) when social system is predictable and not threatening, employees can express themselves physically and emotionally without fearing to lose self-image, status or values they believe in.

Another grouping of employee engagement is based on Rich et al (2010) model of employee engagement: Physical engagement, emotional engagement and cognitive engagement.

- **Physical engagement**

Employees tend to devote a lot of energy to his engaged job and strive hard to excel in his or her performance. When engaged, he is willing to go extra mile in order to reach full task completion.

- **Emotional engagement**

Engaged employees feel committed, excited, proud and full of enthusiasm in their jobs.

- **Cognitive engagement**

Engaged employee's mind is fully focused on his or her duties and gives a great deal of attention to his or her work.

A well-known model, which helped in grouping the antecedents of employee engagement, is job resources and demands model (J-DR model). Job resources as described by Hakanena ,Schaufeli and Aholaa (2008) tackled areas where availability of resources for individuals or groups of employees satisfies them physically, psychologically, socially and personally. These resources enable them to achieve their goals, stimulate their learning and performance growth, and equip them to face job demands. Job demands refers to physical and psychological requirements by which employees needs to fulfill in order to achieve goals. The balance between them reduces the cost that employees have to pay from their health and psychological stress. Mismatching between availability of resources and heavy job demands may cause burnout and disengagement. Figure (9) shows one example of frameworks that use JD-R model.

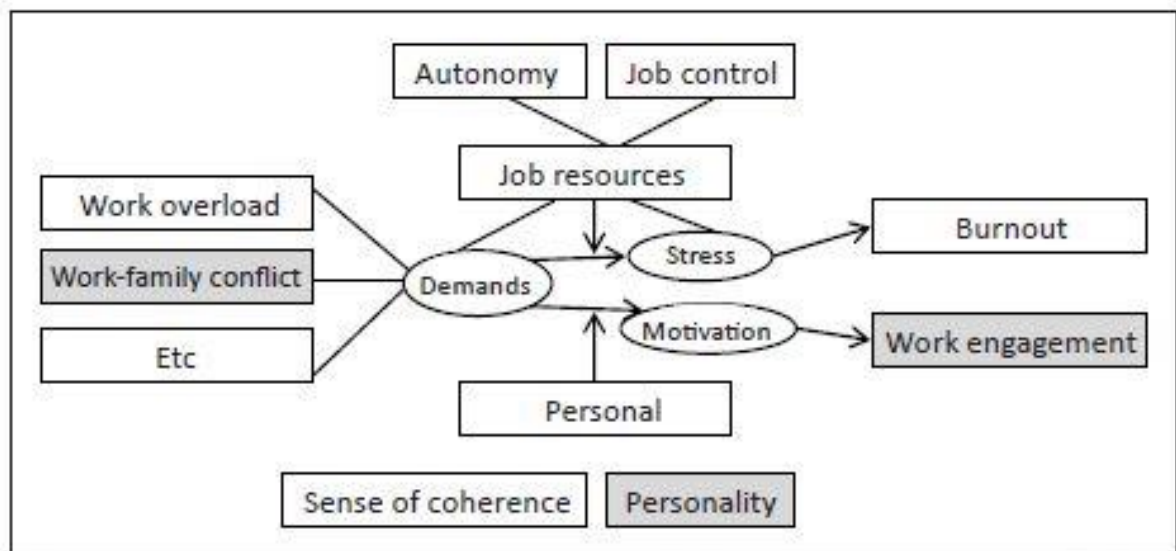


Figure 9: Model of Job Resources and Demands (adopted from Demerouti, et al., 2001, cited in Opie & Henn, 2013, p.3)

Some other studies rely on investigating certain factors that can be grouped and ranked according to their importance to the employees. Examples of these studies are discussed below:

The conference Board (2006) found 26 different drivers categorized in 12 major studies of engagement. The most studied drivers are: (Swaminathan & Aramvalarthan, 2013).

Employee empowerment – communication – teamwork – training & development – recognition – leadership quality – Decision-making – work-life balance.

Aon Hewitt staff (2013) suggested six categories of employee engagement drivers:

Work, people, opportunities, total rewards, company practices , quality of life

Charlotte- Mecklenburg (2012) , studied 7 groups of key factors to engagement:

Shared values, work environment, career growth & training, leadership, quality service, communication & feedback and recognition.

Most of these categories of engagement factors are derived from Gallup Q12 Employee Engagement Survey. The 12 factors consisted of one item for general satisfaction and 12 questions for employee engagement: Harter, et al. (2009).

1. Expectations
2. Materials & equipment
3. Opportunity

4. Recognition
5. Someone cares
6. Opinions count
7. Encouragement & development
8. Mission / purpose
9. Associates committed to quality
10. Best friend
11. Progress
12. Learn and grow

Towers Watson (2012), highlighted 5 top drives of sustainable engagement:

Leadership, stress, balance and workload, goals and objectives, supervisors, and organisational image

2.8.2. Top drivers of employee engagements

Aon Hewitt (2014) in investigating trends in global employee engagement asserted that in order to engagement happens, a key understanding should be clarified. The report stressed on examining combination of segments that characterized people work and the organisation. Different segments such as generation type, job function and work environment are considered in the scale. Table (3) exhibits Aon Hewitt's top five factors of employee engagement globally and in the Middle East.

	2011 Global	2012 Global	2013 Global	2014 Global	2014 Middle East
Career Opportunities	1	1	1	1	1
Organisation Reputation	3	2	3	2	
Pay		3	4	3	5
Recognition	2	4			3
Communication	4	5	5		
Managing performance	5		2		
Innovation				5	
Work process					
Brand Alignment				4	2
People / HR Practices					4

Table 3: Top Five Ranking of Employee Engagement (collected from Gallup, 2013, 2014)

Hay Group (2013) found in a study of engagement and enablement that employee engagement in the Middle East and Africa scored 68%. It is two points larger than the global average (66%). The UAE seems to have the best picture in the region with 74% average of employee engagement. Two factors have made the high level of engagement: pride of the organisation and motivation for working beyond their responsibilities (67%). Furthermore, tracking engagement percentages in Gallup studies from 2011-2014 (No Middle East data found in 2011), it seems that engagement overall average has developed rapidly and exceeded the global average scored globally by 5% in 2014. Table (4) shows comparison of engagement level percentage between them.

	2011	2012	2013	2014
Globally	58%	60%	61%	62%
Middle East	NA	56%	60%	67%

Table 4: Engagement Percentages in Middle East & Globally (collected from Gallup, 2012, 214)

In 2013 study by Gallup, the highest level of actively disengaged employees are in the Middle East and North Africa (MENA) with 35 % actively disengaged , 55% are not engaged and only 10% are engaged employees. Interestingly although considered similar markets, employees in the Gulf Countries (GCC) differed in engagement classification. As demonstrated in table (5), there are more engaged employees in the UAE (28%) and Qatar (26%) than in the other three GCC countries. (Oman is not mentioned). (Gallup, 2013). However, Saudi Arabia topped all GCC countries in the number of "not engaged" employees (80%). 40 % of employees in the UAE were actively disengaged. The differences in the results determine the cultural differences of employee engagement even in areas where people may share similar cultural aspects. Employee engagement seems to differ also according to the country's demographics, tolerance of diversity, type and size of organisations, and finally management styles adopted.

	Engaged	Not Engaged	Actively Disengaged
Qatar	28%	62%	10%
UAE	26%	60%	40%
Bahrain	19%	52%	29%
Kuwait	19%	64%	17%
Saudi Arabia	9%	80%	11%

Table 5: Percentages of Employee Engagement in GCC (Gallup, 2014)

3. Chapter Three: METHODOLOGY

3.1. Measurement and rationale of the study

Some researches tend to apply a successful measurement of employee engagement that are widely used in one dominant country and apply it to his or her study regardless to any distinction of the targeted culture they might have. This approach as the researcher sees can be best acceptable if the study aims to benchmark the level of engagement between two organisations or cultures. However, sometimes this approach may not work if the aim is to identify specific characteristics of employees in different cultures that is not the origin of the used survey. Weick (1979) argued that in order to study a topic in a specific culture, it is "crucial to understand the specific culture insiders' viewpoints and their cognitive thinking patterns within the particular setting" (cited in Elewa, 2014 p.114).

The study approaches employee engagement drivers through a locally designed survey that aims at identifying what drives employees in educational sector (Ministry of Education) and in Middle Eastern country (Oman).

The survey uses three sets of drivers that are collected from engagement literature globally. It also looked at well-known surveys and derived main themes out from their phrases or questions rather than using a ready-made questionnaire that might be suitable to specific culture, but not to all cultures. Burgess (2001) suggested that when designing a questionnaire, it is essential to address the needs of the research. (Elewa, 2013). Therefore, the idea behind this study is to investigate important sets of employee engagement drivers to teaching and non-teaching employees through ranking system that creates lists of drivers ordered from top priority to the least priority.

3.2. Drivers of employee engagement in current study:

The researchers surveyed numerous studies that tackled employee engagement factors. In general, the following factors are extracted from those studies. They are organized in three groups with one general label. General

discussion of these factors follows table (6) that exhibits the grouping of employee engagement factors in the current study.

General labeling of factors	Group One	Group two	Group three
Image of the organisation	Firm Image or reputation in the market	Organisation reputation in the market	Team reputation
Personal Health and Well being	Personal Health and Well being	Fair Workload	Work pressure
Rewards & Recognition	Having the right rewards and recognition for the work	Recognition for good work	Benefits and Pay
Leadership	Leadership	Line management efficiency	Supervisory relationship
Meaningfulness	Meaningful work to myself	Personal alignment to work mission and vision	Believe in the organisation's mission
Emotional Bond with the Job	Emotional Bond with the Job	Culture of trust	Co-worker relationship
Voice Counts	Voice of the employees is heard and valued	Open door policies	Feeling valued as an individual
Organisational justice	Fairness and Justice at the	Equality of opportunities	Organisational justice

General labeling of factors	Group One	Group two	Group three
	organisation		
innovation	Having an Innovative environment	Opportunity to innovate	Risk taking culture
communication	Efficient communication at the organisation	Transparency in the organisation	Job clarity
Career growth & development	Learning and development opportunities at the organisation	Opportunities to grow at the organisation	Career growth
Organisation's flexibility	Organisation's flexibility in applying policies	Sense of family belonging	Organisational understanding of personal priorities
Sense of accomplishment	Sense of accomplishment	Challenging tasks to achieve	Performance culture

Table 6: Grouping of Employee Engagement Factors

These factors were presented in three sets of factors in order to investigate employees' opinions about what are in their top and least priorities that drive them to engage in their educational work. The researcher re-grouped them in one general label so it becomes easy to discuss and analyze. The following discussion will give general thoughts about each of these groups.

3.2.1. Image of the organisation

Firm Image or reputation in the market	Organisation reputation in the market	Team reputation
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Employees tend to evaluate their organisations prior to joining and after being recruited to their jobs based on organisation's image and reputation. As Blader (2002) suggested, being a member to a high status organisation, employees engage to its activities with pride and feel committed to lead the cooperate to success. (p.8)

Ologbo and Saudah (2011) connected the image of the organisation to engagement only when employees approve its products and services and play as advocates to its ultimate values.

3.2.2. Personal Health and Well being

Personal Health and Well being	Fair Workload	Work pressure
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Many studies proved that personal and occupational stress and burnout are exhibited in employees' mental and physical health. (Perrewe et. al., 2002, p.164). Stress and burnout are linked to poor performance and outcomes. (Bromme, 2000). Teaching profession is the best example of a stressed environment.

3.2.3. Rewards & Recognition

Having the right rewards and recognition for the work	Recognition for good work	Benefits and Pay
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Kahn (1990) related personal engagement to benefits gained from the organisation when they fulfill their roles. (Kumar & Swetha, 2011, p.234). Rewards and recognition facilitate employees with motivation needed to continue the hard work or at least tolerate it. When the organisation provides variety of schemes, employees are engaged and be satisfied in their work. Two types of benefits should be available in any successful rewards and recognition plans: Extrinsic benefits (performance appreciation, job role promotion and participation in decision-making) and extrinsic benefits (salary, bonuses, and allowances). Both types are key drives to retain talent employees and motivate them to absorb fully into their work.

Maslash et al. (2001) pointed out that the lack of rewards and recognition for good work may lead to burnout and can grow intention to leave the job. (Sakovska, 2012). Sacks (2012) and Robinson (2007) in their studies of antecedents of employee engagement contradicted the strong relation between them. They see little or even no influential relation between rewards and recognition and engagement. This contradicted view proves that factors of employee engagement differs according to employees' individual, organisational and cultural differences.

3.2.4. Leadership

Leadership	Line management efficiency	Supervisory relationship
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Inspiring leaders and managers, who secure confidence in employees, provide autonomy for decision-making and give proper feedback and recognition, pave the road to create engaged employees in the organisation. (Singh, 2012, p.18). According to Towers Watson leadership effectiveness model, leaders perform four key roles: 1) envision the future, 2) inspiring others to follow the vision, and adapting to changing internal and external conditions. (Elewa, 2013, p.4)

3.2.5. Voice count

Voice of the employees is heard and valued	Open door policies	Feeling valued as an individual
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Engagement is all about expression of one's self into work. Therefore, employee's voice needs to reach the decision-makers into the organisation in two-way communication channel. Macleod and Clark, (2009) explained employee voice as "a situation where employees' views are sought out; they are listened to and see that their opinions count and make difference." (p.75)

3.2.6. Meaningfulness

Meaningful work to myself	Personal alignment to work mission and vision	Believe in the organisation's mission
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Many research studies affirm the importance of attaining meaning in their lives as well as what they do. Fairlie (2011) linked high employee engagement to work that is viewed meaningful. In order for the organisation to design a meaningful work, it has to state clearly its vision, mission and value.

Mission statements have the power to affect how an organisation actually operates only when members of the organisation actively and jointly come to agreement on what the statement actually means to them. (Patrnchak, 2013, p.13).

Indeed, engaged employees tend to align their personal values with values of their organisations in the condition that they are meaningful to them.

3.2.7. Emotional Bond with the Job

Emotional Bond with the Job	Culture of trust	Co-worker relationship
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Employees tend to create emotional bond with their jobs when they feel that in return, workplace provides them security, trust and support. Employees' positive emotions are developed through daily interaction with people they work with. The relationship that is developed towards co-workers may be strengthened by effective collaboration, teamwork, shared goals as well as by generating a sense of community and shared purpose in the work. (Towers Perrin, 2003).

3.2.8. Organisational justice

Fairness and Justice at the organisation	Equality of opportunities	Organisational justice
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Meyer (1997) argued that employees evaluate their organisation positively when it treats them fairly and creates mutual trust environment. (Robinson, Perryman & Hayday, 2004, p.36). Maslach and Leiter (1997) pointed out that when employees receive fair and equal treatment from their jobs they tend to develop loyalty to the organisation and positively engage in their work. (Freeney & Tiernan, 2009, p.1558). Storm, Sears and Kelly (2013) found in their study of 348 employees that there is a significant relationship between two forms of organisational justice and employee engagement ($r=0.44$ and 0.52 , both $p < 0.01$).

3.2.9. Innovation

Having an Innovative environment	Opportunity to innovate	Risk taking culture
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Innovation is considered one of the most influential weapons by which organisations enter confidently in the battle of survival. Moreover, innovation is a means of existence in a competitive business, which is surrounded with big sharks. According to the Conference Board survey (2015) conducted on CEOs' top challenges, innovation sustains its position among the top five challenges

list regionally and globally (e.g. ranked 4th in USA, 3rd in Europe, 1st in Asia and 2nd in China in 2013, and ranked 3rd globally in 2014). Therefore, organisations are ought to have innovative ways to 1) increase their shares in business and 2) maintain sustainability. Innovation can be used to design management styles where workers' personal interests and values are aligned to organisation's strategic directions and visions for driving sustainable growth.

3.2.10. Communication

Efficient communication at the organisation	Transparency in the organisation	Job clarity
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MacLeod and Clarke (2009) stressed on the importance of efficient communication to ensure engagement of employees in their task roles. (Bedarkar & Pandita, 2004, p.112). Through internal communication, managers convey the organisation's goals, mission, vision and values as well as its strategies and working process. When all of these are clear and meaningful, employees willingly involve to the organisation's activities. Furthermore, employees advocate what they do with pride. One major condition that should be set for the type of communication to be successful and effective is that organisation should maintain first a two -way communication means and secondly ensure a culture of trust.

Additionally, employees need clarification of goals and objectives of what results they are expected to reach and what type of performance acquired from them. Job clarity, then, makes them well-informed about their duties and responsibilities and helps them link goals to performance and develop continuous assessment of achievements. This clarity also strengthens the employees' sense of accomplishment and makes them feel proud to be effective parts of overall organisation's success. Job clarity also entails a good job description and a good system of feedback and assessment tools.

3.2.11. Career growth & development

Learning and development opportunities at the organisation	Opportunities to grow at the organisation	Career growth
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Many employees in most organisations are looking for opportunities to make a distinct mark in their jobs. Therefore, career growth and development exists in most of surveys of engagement. Right Management (2008) surveyed more than 28,000 employees globally. They involved 10 business sectors in 15 countries including MENA to get their views on organisational effectiveness. The major finding was the factor, 'learning and development opportunities' ranked the second top engagement drivers in all organisations. They also found that organisations that provide programmes for growth and development opportunities are four times better in retaining talents than organisations that do not.

Schaufeli (2012) highlighted the significance of career and development planning by stating that it "boils down to increasing employee's employability by ensuring continuous personal and professional development". (p.6). As reported in Deloitte talent study (2015), employees selected lack of career progress over any factors related to money when they were asked for factors leading to searching for a new job. Furthermore, according to the same study, employees would rather care about training opportunities more than cash bonuses.

3.2.12. Organisation's flexibility

Organisation's flexibility in applying policies	Sense of family belonging	Organisational understanding of personal priorities
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Ugargol (2015) studied the role of flexibilities on employee engagement in India. Among the findings, organisations fail to develop flexible work schedules. Employees were more concern on options that provide them flexible work timing, telecommuting programs. Another study that supported the importance of workplace flexibility was conducted by Bal and De Lange (2015) who studied 2,210 employees in nine large US organisations. They found that younger employees engaged in their work when the workplace is flexible. They also found that older employees' performance enhanced when flexibility schemes were introduced in their organisations. Yet, flexibility does not mean just changing in work time or tolerance to working at homes, but it also extends to include flexibility in gradual introduction of change initiatives, understanding of personal priorities over organisation's profits, and treating employees as one big family.

3.2.13. Sense of accomplishment

Sense of accomplishment	Sense of accomplishment	Challenging tasks to achieve	Performance culture
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Many studies related effective performance with employee engagement. (e.g. Becker et al., 2014 and Wellins & Concelman, 2005) Engaged employees tend to be satisfied with their accomplishments. They perform better when they understand that their tasks are meaningful and add a benefit to the ultimate goal of the organisation. Corporate Leadership Council (2004) studied the level of 50,000 employees worldwide. Among the highest drivers of engagement was the employee's connection to 1) its job in terms of its importance and meaningfulness and 2) organisation in terms of its strategy and success. (Robertson-Smith & Markwick, 2009).

3.3. The Study participants:

The study population comprised both school staff (teaching & administrative staff) and employees in the Directorate general of education (supervisory and management staff). The time frame set to conducting the survey was between

April to June, 2015. The study targeted one of the largest populated area in Oman with more than 10,000 employees working in The Directorate General of Education (DGE) which runs one headquarter and more than 186 schools in 6 willayats/districts (Oman consists of 61 willayats in 11 Governorates). The researcher has a previous knowledge of the characteristics of the targeted sample:

1. The schools are scattered in different geographical distances.
2. The expected age of employees is between 23 to below 55 years old.
3. Female employees outnumber male employees in most wilayats since all Cycle One (Grades 1-4) is feminized.
4. Since we are talking about schools, the majority of employees will be teachers, school administrative staff, supporting staff, supervisors and office administration respectively.

Chapter Four: Findings and Analysis

4. PRIMARY ANALYSIS

4.1. Descriptive analysis:

The responses of the ranking survey revealed that female respondents outnumbered the male respondents. As figure (10) demonstrates, around (661) female respondents contribute with 62% of the returned responses while (398) males contributed with about 38%. The difference is in favor to females which can be justified with the fact that female teaching staff is dominant in schools since the whole Cycle One schools are feminized.

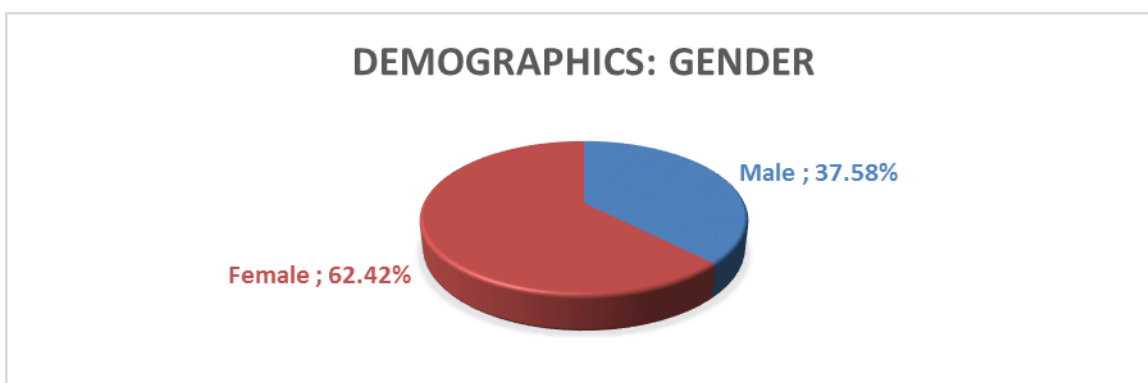


Figure 10: Demographics: Gender

The majority of the study sample aged between 25 – 35 years old, which contributes with 60.62% of the total sample. The age group (36-46) is little above half the number of group (25-35). None of the sample is above 60 years and only 16 respondents are under 25. Figure (11) exhibits respondent distribution according to the six districts.

The nationality of the study sample is Omani with only six non-Omani respondents. The majority of the sample came from three main districts: Sohar , Saham and Suwaiq. The three districts contribute with almost 88% of the total sample. This can be justified since the three districts are the most populated districts in the North Batinah Governorate.

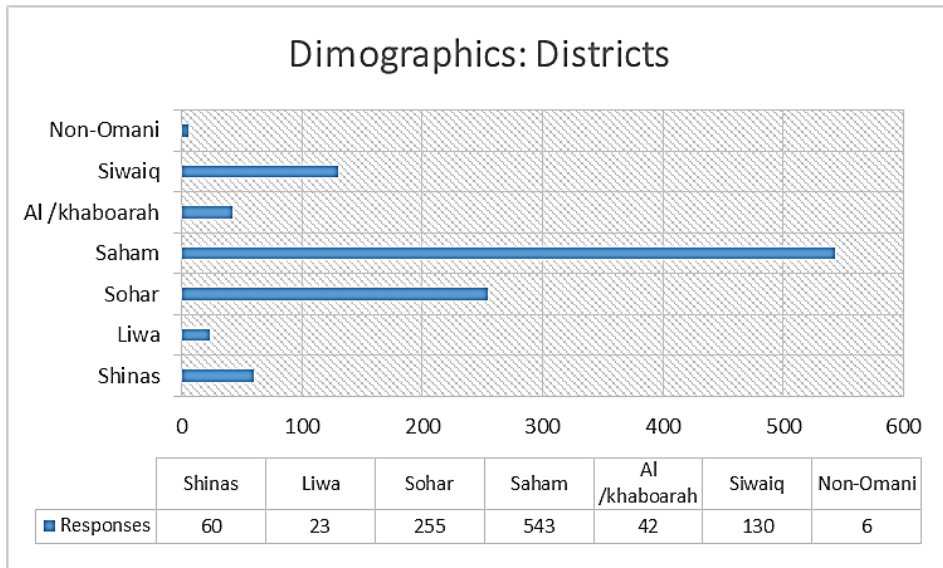


Figure 11: Demographics: Districts

The career in the sample are divided into two major groups: professions in the school (teachers, 62.80 % administrative professions, 17 % and technical staff, 7.74%) of the total sample. The rest of the professionals work in the DGE offices. Supervisors contribute with 10.39 % and top management with less than 2%. For the study purpose, the study focused on two domains of professions: teaching staff and non-teaching employees. Teaching staff are the employees who teach students in classrooms. Non-teaching employees are all the employees who do not teach and work as supporting staff in schools or the head office. Figure (12) exhibits percentages of career positions in the sample.

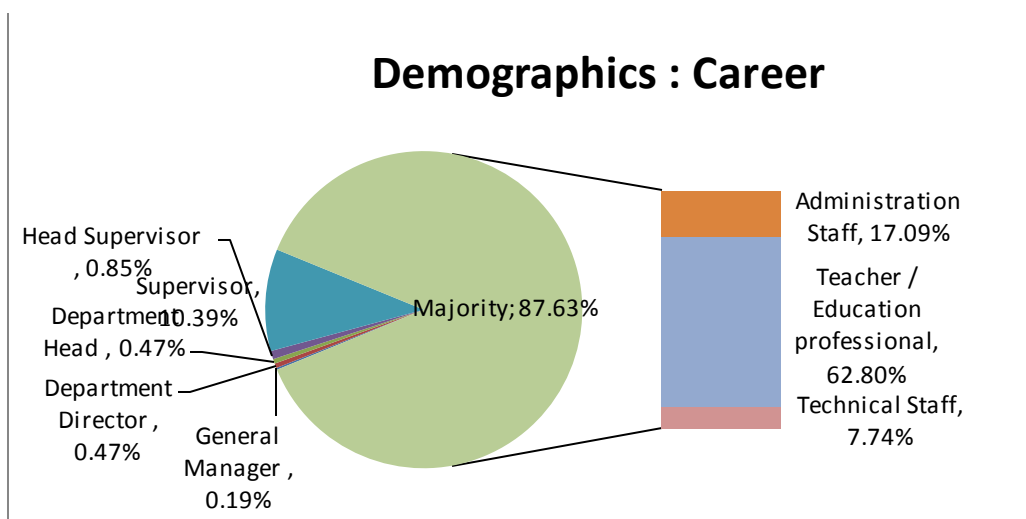


Figure 12: Demographics: Career

4.2. Analysis presentation of the employee engagement factors in groups.

The following tables and charts exhibit the results attained from the survey after ranking survey data has been transferred from the survey engine: www.research.com into meaningful figures and tables. In each group, the first table demonstrates numbers and percentages of respondents to each ranking choice from top priority (1) to least priority (13). One option, labeled 'Not important', was given but it was not calculated in the analysis due to its very little contribution to overall results (almost less than 1%).

The second table represents the means and standard deviation statistical analysis of the 13 factors of employee engagement. The factors are arranged and ranked according to the least means. In other words, the factor with the lowest mean is ranked number (1) and the highest mean is ranked (13). The bar chart that follows the two tables shows all factors' ranking according to average means of choices of the three components of each group.

Group One: Percentages and numbers of responses to each ranking scale.

Table (7) demonstrates the percentages and number of respondents to each factor in group one. Top priority represented by number (1) and least priority is presented by number (13). Not important choice provides a choice for respondents who find the factor does not affect their engagement at all. The highest top priority in group one is meaningful work to myself with (191) respondents (19.33%). The lowest is learning and development opportunities at the organisation which was selected by only 30 respondents (3.04%).

Factors	Top Priority (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)	11 (11)	12 (12)	Least Priority (13)	Not important -
Firm Image or reputation in the market	13.26% (131)	6.68% (66)	4.96% (49)	6.07% (60)	6.98% (69)	5.26% (52)	4.96% (49)	6.58% (65)	7.39% (73)	6.07% (60)	8.50% (84)	9.31% (92)	12.65% (125)	1.32% (13)
Personal Health and Well being	10.63% (105)	8.70% (86)	6.98% (69)	6.28% (62)	6.58% (65)	6.68% (66)	6.78% (67)	6.17% (61)	5.47% (54)	8.30% (82)	7.59% (75)	9.41% (93)	9.01% (89)	1.42% (14)
Having the right rewards and recognition for the	3.95% (39)	8.00% (79)	10.02% (99)	7.19% (71)	6.17% (61)	6.88% (68)	5.67% (56)	5.06% (50)	5.77% (57)	6.98% (69)	7.39% (73)	11.23% (111)	14.68% (145)	1.01% (10)
Leadership	8.81% (87)	9.11% (90)	8.30% (82)	9.11% (90)	8.10% (80)	6.88% (68)	8.70% (86)	6.78% (67)	6.17% (61)	8.40% (83)	6.58% (65)	5.16% (51)	7.09% (70)	0.81% (8)
Meaningful work to myself	19.33% (191)	11.34% (112)	9.41% (93)	8.91% (88)	7.79% (77)	4.55% (45)	7.09% (70)	5.26% (52)	7.39% (73)	5.06% (50)	5.77% (57)	4.66% (46)	3.04% (30)	0.40% (4)
Emotional Bond with the Job	3.64% (36)	7.29% (72)	8.20% (81)	5.97% (59)	7.19% (71)	8.40% (83)	6.68% (66)	8.20% (81)	6.97% (69)	7.09% (70)	8.91% (88)	9.72% (96)	10.22% (101)	1.52% (15)
Voice of the employees is heard and valued	7.09% (70)	7.49% (74)	4.55% (45)	8.60% (85)	8.81% (87)	8.00% (79)	8.20% (81)	6.68% (66)	7.09% (70)	7.59% (75)	5.97% (59)	8.60% (85)	9.62% (95)	1.72% (17)
Fairness and Justice at the organisation	13.46% (133)	9.41% (93)	11.44% (113)	8.00% (79)	6.78% (67)	7.69% (76)	7.79% (77)	7.49% (74)	7.69% (76)	7.09% (70)	5.97% (59)	4.25% (42)	2.73% (27)	0.20% (2)
Having an Innovative environment	5.16% (51)	7.59% (75)	7.79% (77)	6.68% (66)	7.59% (75)	9.01% (89)	7.19% (71)	9.31% (92)	10.12% (100)	8.00% (79)	8.10% (80)	6.98% (69)	5.57% (55)	0.91% (9)

Efficient communication at the organisation	1.92 % (19)	4.66 % (46)	5.67 % (56)	9.51 % (94)	7.39 % (73)	8.81 % (87)	9.21 % (91)	10.93 % (108)	10.32 % (102)	10.22 % (101)	8.70 % (86)	7.29 % (72)	4.66 % (46)	0.71 % (7)
Learning and development opportunities at the organisation	3.04 % (30)	6.17 % (61)	6.98 % (69)	7.39 % (73)	7.59 % (75)	10.02 % (99)	9.01 % (89)	9.01 % (89)	9.21 % (91)	7.79 % (77)	10.53 % (104)	7.69 % (76)	5.16 % (51)	0.40 % (4)
Organisation's flexibility in applying policies	3.74 % (37)	6.38 % (63)	7.49 % (74)	7.89 % (78)	8.10 % (80)	8.30 % (82)	10.02 % (99)	10.32 % (102)	7.89 % (78)	7.89 % (78)	7.69 % (76)	7.49 % (74)	6.28 % (62)	0.51 % (5)
Sense of accomplishment	5.36 % (53)	6.58 % (65)	7.59 % (75)	8.10 % (80)	9.72 % (96)	8.91 % (88)	8.20 % (81)	7.79 % (77)	7.39 % (73)	8.30 % (82)	7.59 % (75)	7.29 % (72)	5.57 % (55)	1.62 % (16)

Table 7: Group One: Numbers & Percentages of Survey Respondents

Table (8) demonstrates the means of Group One factor priority to engagement according to the lowest mean to the highest mean. Therefore, 'meaningful to work came as the first rank priority (M=5.42) and 'having the right rewards and recognition...' came as the last ranked priority (M=7.67).

Table 8: Group One: Means Ranking of factors

Factor	Minimum	Maximum	Median	Mean	Standard Deviation	Rank
Meaningful work to myself	1	13	5	5.42	3.74	1
Fairness and Justice at the organisation	1	13	6	5.87	3.59	2
Leadership	1	13	6	6.57	3.73	3
Personal Health and Well being	1	13	7	7	4.01	4
Sense of accomplishment	1	13	7	7	3.52	5
Having an Innovative environment	1	13	7	7.1	3.52	6
Voice of the employees is heard and valued	1	13	7	7.19	3.76	7
Organisation's flexibility in applying policies	1	13	7	7.23	3.43	8
Firm Image or reputation in the market	1	13	8	7.26	4.17	9

Learning and development opportunities at the organisation	1	13	7	7.38	3.37	10
Efficient communication at the organisation	1	13	8	7.52	3.18	11
Emotional Bond with the Job	1	13	8	7.58	3.71	12
Having the right rewards and recognition for the work	1	13	8	7.67	3.98	13

Table 8: Group One: Means Ranking of factors

Group One: Chart demonstrates Mean ranking

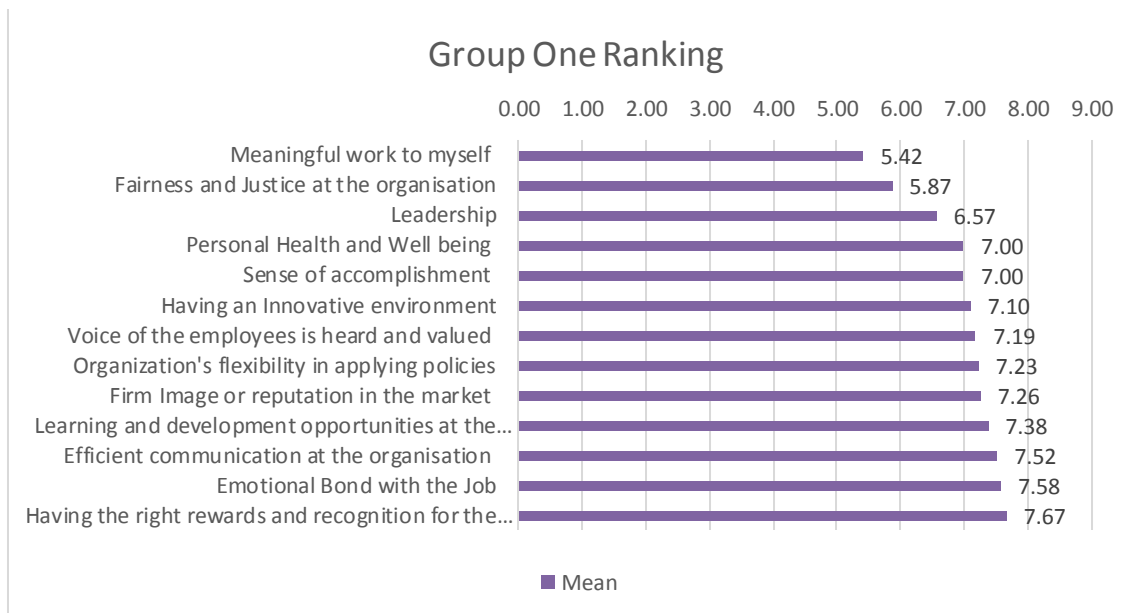


Figure 13: Group One Ranking

Figure (13) exhibits the ranking order of Group One factors. According to the lowest means, meaningful work ranked first with mean=5.42, followed in order by fairness and justice at the organisation, leadership, personal health and wellbeing and sense of accomplishment as the five top ranking. The least ranking was having the right rewards and recognition with mean =7.67.

Group Two: Percentages and numbers of responses to each ranking scale.

Table (9) shows that organisation reputation in the market has the highest number of responds who ranked it as top priority (N= 138, 14.32%). The least priority is for personal alignment to work mission and vision (N=170, 17.63%)

	Top Priority (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)	11 (11)	12 (12)	LP (13)	Not Important (13)
Organisation reputation in the market	14.32% (138)	8.71% (84)	6.74% (65)	6.95% (67)	6.54% (63)	6.64% (64)	5.08% (49)	6.54% (63)	6.95% (67)	8.61% (83)	5.81% (56)	7.99% (77)	8.09% (78)	1.04% (10)
Fair Workload	7.37% (71)	9.02% (87)	8.71% (84)	8.51% (82)	7.26% (70)	5.71% (55)	7.26% (70)	5.71% (55)	8.09% (78)	7.8% (76)	7.88% (76)	8.71% (84)	6.95% (67)	0.93% (9)
Recognition for good work	14.00% (135)	12.66% (122)	11.51% (111)	9.34% (90)	10.17% (98)	7.16% (69)	5.50% (53)	5.08% (49)	4.67% (45)	6.02% (58)	5.39% (52)	4.77% (46)	3.73% (36)	0.00% (0)
Line management efficiency	9.65% (93)	12.03% (116)	9.02% (87)	10.06% (97)	8.30% (80)	7.99% (77)	7.78% (75)	7.16% (69)	6.22% (60)	7.26% (70)	5.60% (54)	4.15% (40)	4.56% (44)	0.21% (2)
Personal alignment to work mission and vision	2.07% (20)	3.73% (36)	3.11% (30)	6.85% (66)	6.74% (65)	5.81% (56)	7.05% (68)	5.29% (51)	8.20% (79)	7.88% (76)	10.79% (104)	11.93% (115)	17.63% (170)	2.90% (28)
Culture of trust	4.77% (46)	7.88% (76)	7.57% (73)	7.47% (72)	8.20% (79)	11.41% (110)	8.61% (83)	9.85% (95)	6.85% (66)	8.20% (79)	7.26% (70)	6.43% (62)	4.46% (43)	1.04% (10)
Open door policies	1.76% (17)	3.11% (30)	5.50% (53)	5.39% (52)	6.54% (63)	7.16% (69)	8.40% (81)	7.99% (77)	8.71% (84)	8.82% (85)	11.20% (108)	9.75% (94)	13.17% (127)	2.49% (24)
Equality of opportunities	5.81% (56)	6.02% (58)	8.82% (85)	8.71% (84)	8.71% (84)	9.23% (89)	11.20% (108)	8.82% (85)	9.02% (87)	8.82% (85)	5.50% (53)	5.60% (54)	3.11% (30)	0.62% (6)
Opportunity to innovate	10.58% (102)	8.92% (86)	11.00% (106)	9.65% (93)	8.71% (84)	8.20% (79)	6.33% (61)	7.88% (76)	6.33% (61)	7.16% (69)	5.71% (55)	4.15% (40)	5.39% (52)	0.00% (0)
Transparency in the organisation	6.85% (66)	8.71% (84)	8.51% (82)	7.68% (74)	6.85% (66)	8.82% (85)	9.75% (94)	8.82% (85)	6.85% (66)	8.82% (85)	6.22% (60)	6.22% (60)	4.98% (48)	0.93% (9)

Opportunities to grow at the organisation	4.05 % (39)	5.71 % (55)	6.12 % (59)	7.47 % (72)	7.68 % (74)	9.13 % (88)	8.82 % (85)	9.75 % (94)	11.83 % (114)	6.12 % (59)	8.61 % (83)	8.40 % (81)	5.71 % (55)	0.62% (6)
Sense of family belonging	12.45 % (120)	8.40 % (81)	7.05 % (68)	6.12 % (59)	6.64 % (64)	5.29 % (51)	5.71 % (55)	8.20 % (79)	6.43 % (62)	5.81 % (56)	8.30 % (80)	9.96 % (96)	8.40 % (81)	1.24% (12)
Challenging tasks to achieve	5.50 % (53)	4.56 % (44)	5.71 % (55)	5.71 % (55)	7.68 % (74)	7.37 % (71)	8.09 % (78)	7.88 % (76)	9.23 % (89)	7.57 % (73)	10.06 % (97)	9.65 % (93)	9.44 % (91)	1.56% (15)

Table 9: Group two: Numbers & Percentages of Survey Respondents

Group Two: Means Ranking of factors

In Group two according to results from table (10) 'recognition for good work', 'line management efficiency' and 'opportunity to innovate' came first, second and third (means: M=5.51; M=6.03; & M=6.11) respectively. Whereas, 'personal alignment to work mission and vision, 'open doors' and 'challenging tasks to achieve' came in rank numbers 13, 12 and 11 respectively.

factor	Minimum	Maximum	Median	Mean	Standard Deviation	Rank
Recognition for good work	1	13	5	5.51	3.65	1
Line management efficiency	1	13	6	6.03	3.59	2
Opportunity to innovate	1	13	6	6.11	3.63	3
Organisation reputation in the market	1	13	6	6.61	4.04	4
Equality of opportunities	1	13	7	6.69	3.29	5
Transparency in the organisation	1	13	7	6.7	3.55	6
Culture of trust	1	13	7	6.87	3.41	7
Sense of family belonging	1	13	7	6.9	4.06	8
Fair Workload	1	13	7	6.92	3.82	9
Opportunities to grow at the organisation	1	13	8	7.39	3.39	10

Challenging tasks to achieve	1	13	8	7.77	3.62	11
Open door policies	1	13	9	8.44	3.4	12
Personal alignment to work mission and vision	1	13	9	8.76	3.56	13

Table 10: Group Two: Mean Ranking

Group Two: Chart demonstrates Mean ranking

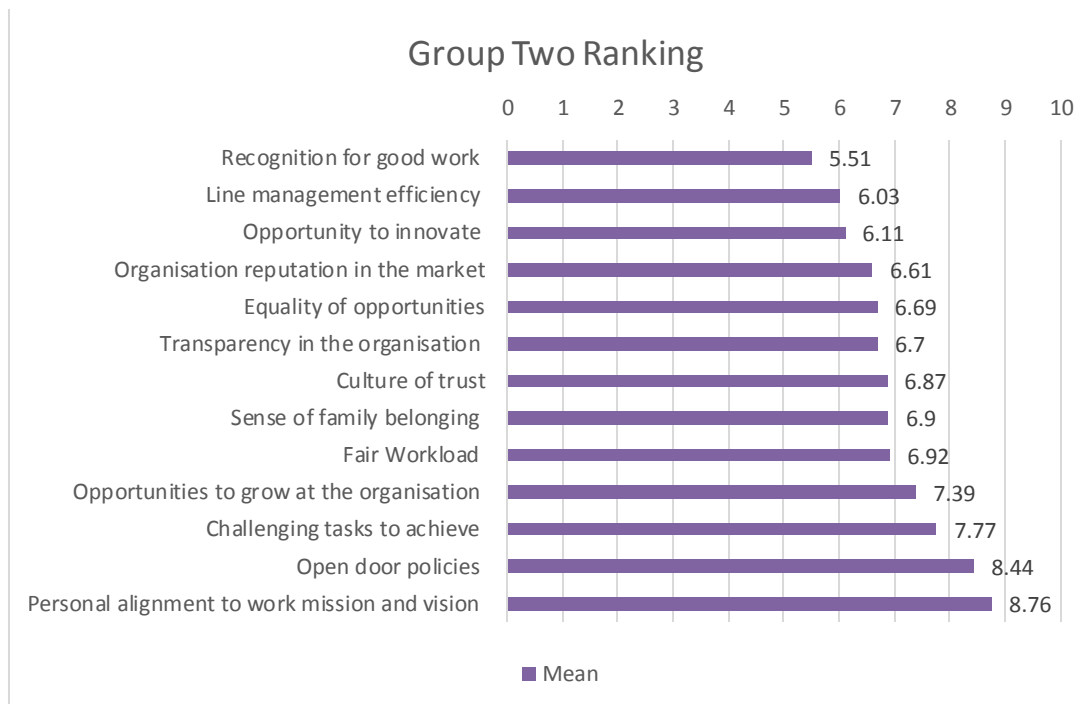


Figure 14: Group Two Ranking

Group 3: Percentages and numbers of responses to each ranking scale

According to Table (11), 152 respondents selected feeling valued as an individual as first priorities with 15.92% of the total in column one. Whereas, only 17 respondents selected risk taking culture in top priority column. In terms of the least priority, co-worker relationship was selected by 2.51% of total respondents in least priority column and risk taking culture selected by 19.27%.

	Top Priority (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)	11 (11)	12 (12)	Least Priority (13)
Team reputation	13.51 % (129)	7.02 % (67)	7.54 % (72)	8.48 % (81)	8.48 % (81)	7.54 % (72)	8.59 % (82)	8.38 % (80)	5.97 % (57)	7.23 % (69)	5.86 % (56)	6.18 % (59)	4.71 % (45)
Work pressure	8.06 % (77)	8.27 % (79)	6.70 % (64)	5.03 % (48)	7.02 % (67)	5.65 % (54)	7.75 % (74)	6.28 % (60)	7.23 % (69)	9.63 % (92)	6.91 % (66)	9.95 % (95)	10.89 % (104)
Benefits and Pay	5.45 % (52)	8.59 % (82)	8.80 % (84)	7.75 % (74)	6.60 % (63)	6.07 % (58)	4.50 % (43)	6.49 % (62)	7.64 % (73)	6.81 % (65)	8.59 % (82)	8.48 % (81)	13.09 % (125)
Supervisor relationship	5.24 % (50)	5.97 % (57)	6.70 % (64)	8.06 % (77)	11.52 % (110)	8.80 % (84)	7.75 % (74)	8.48 % (81)	8.80 % (84)	6.81 % (65)	8.17 % (78)	7.54 % (72)	5.24 % (50)
Believe in the organisation's mission	10.37 % (99)	10.05 % (96)	7.12 % (68)	8.69 % (83)	9.53 % (91)	7.85 % (75)	8.59 % (82)	6.70 % (64)	6.81 % (65)	8.59 % (82)	7.33 % (70)	5.13 % (49)	3.04 % (29)
Co-worker relationship	9.11 % (87)	12.46 % (119)	11.10 % (106)	8.38 % (80)	9.32 % (89)	9.84 % (94)	9.63 % (92)	8.48 % (81)	5.13 % (49)	4.50 % (43)	4.92 % (47)	4.40 % (42)	2.51 % (24)
Feeling valued as an individual	15.92 % (152)	10.16 % (97)	12.04 % (115)	8.69 % (83)	5.97 % (57)	7.64 % (73)	8.06 % (77)	5.34 % (51)	4.92 % (47)	6.39 % (61)	4.71 % (45)	5.86 % (56)	4.08 % (39)
Organisational justice	7.23 % (69)	9.11 % (87)	8.69 % (83)	11.20 % (107)	6.91 % (66)	7.54 % (72)	7.96 % (76)	10.47 % (100)	9.21 % (88)	6.70 % (64)	6.60 % (63)	4.29 % (41)	3.46 % (33)
Risk taking culture	1.78 % (17)	2.51 % (24)	3.14 % (30)	3.14 % (30)	3.87 % (37)	5.55 % (53)	4.50 % (43)	6.18 % (59)	9.74 % (93)	11.52 % (110)	10.68 % (102)	13.61 % (130)	19.27 % (184)
Job clarity	11.31 % (108)	7.02 % (67)	10.37 % (99)	8.80 % (84)	7.12 % (68)	7.02 % (67)	9.53 % (91)	8.90 % (85)	7.12 % (68)	6.49 % (62)	5.76 % (55)	6.07 % (58)	4.08 % (39)
Career growth	3.87 % (37)	7.43 % (71)	7.23 % (69)	7.43 % (71)	7.43 % (71)	9.95 % (95)	6.91 % (66)	7.54 % (72)	9.63 % (92)	6.39 % (61)	10.68 % (102)	8.27 % (79)	6.70 % (64)
Organisational understanding of personal priorities	3.04 % (29)	6.18 % (59)	5.13 % (49)	5.76 % (55)	7.54 % (72)	8.69 % (83)	7.85 % (75)	8.90 % (85)	8.69 % (83)	9.32 % (89)	9.32 % (89)	9.32 % (89)	8.80 % (84)
Performance culture	4.40 % (42)	4.92 % (47)	4.92 % (47)	8.17 % (78)	7.96 % (76)	7.54 % (72)	8.06 % (77)	7.33 % (70)	8.17 % (78)	8.48 % (81)	9.32 % (89)	9.21 % (88)	10.37 % (99)

Table 11: Group three: Numbers & Percentages of Survey Respondents

For Group Three, results in table (12) show that 'feeling valued as individual' (M=5.67) came as the highest priority of all factors in the group; whereas 'risk taking culture' (M= 9.39) came as the least priority among the employees.

Moreover, 'risk taking culture' has the highest average, which means very low ranking among all factors in the three groups.

Table 12: Group Three: Means Ranking of factors

Factors	Minimum	Maximum	Median	Mean	Standard Deviation	Rank
Feeling valued as an individual	1	13	5	5.67	3.75	1
Co-worker relationship	1	13	5	5.74	3.36	2
Believe in the organisation's mission	1	13	6	6.25	3.57	3
Team reputation	1	13	6	6.28	3.7	4
Job clarity	1	13	6	6.28	3.61	5
Organisational justice	1	13	6	6.39	3.43	6
Supervisory relationship	1	13	7	7.04	3.46	7
Career growth	1	13	7	7.34	3.56	8
Work pressure	1	13	8	7.41	3.94	9
Benefits and Pay	1	13	8	7.45	3.96	10
Performance culture	1	13	8	7.77	3.6	11
Organisational understanding of personal priorities	1	13	8	7.81	3.49	12
Risk taking culture	1	13	10	9.39	3.29	13

Group Three: Chart demonstrates Mean ranking



Figure 15: Group Three Ranking

Means & Standard Deviation of grouped factors in general factor labels

Table (13) shows the means of the grouped sets after using SPSS means comparison. 'Organisational justice' came as the top priority (with the lowest mean= 6.27). It is ranked as the top priority of all 13 grouped factors. 'Sense of accomplishment' came the least priority with (M=7.39)

	Organisational justice	Leadership	Image of the organisation	Meaningfulness	Emotional bond with the job	Communication	Rewards & Recognition	Career growth & development	Voice count	Personal health and well being	Organisation's flexibility	Innovation	Sense of accomplishment
N	987	987	987	987	987	987	987	987	987	987	987	987	987
Mean	6.27	6.48	6.65	6.68	6.68	6.80	6.85	6.94	6.99	7.02	7.25	7.36	7.39
Std. Deviation	2.39	2.26	3.09	2.37	2.23	2.17	2.67	2.35	2.25	2.62	2.32	2.43	2.43
Rank	1	2	3	4	5	6	7	8	9	10	11	12	13

Table 13: All Groups Mean Ranking

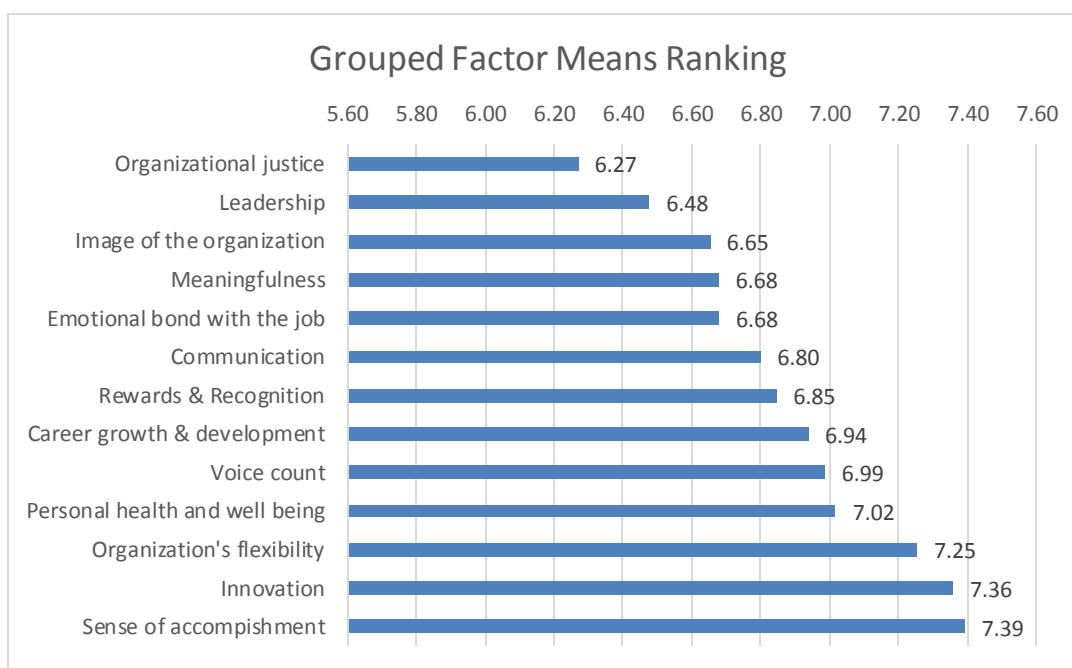


Figure 16: Grouped Factor Ranking

General Ranking for teaching and non-teaching priorities

Table (14) compares means of teaching and non-teaching employees ranking of the grouped factors.

Teaching Nonteaching		Image of the organisation	Personal health and well being	Rewards & Recognition	Leadership	Meaningfulness	Emotional bond with the job	Voice count	Organisational justice	Innovation	Communication	Career growth & development	Organisation's flexibility	Sense of accomplishment
Teaching	Mean	6.51	6.94	6.75	6.57	6.69	6.63	6.88	6.20	7.49	6.88	7.17	7.22	7.52
	N	626	626	626	626	626	626	626	626	626	626	626	626	626
	Std. Deviation	3.04	2.60	2.64	2.26	2.35	2.26	2.21	2.35	2.42	2.15	2.32	2.36	2.36
Non teaching	Mean	6.90	7.15	7.02	6.32	6.67	6.77	7.17	6.39	7.14	6.67	6.54	7.31	7.17
	N	361	361	361	361	361	361	361	361	361	361	361	361	361
	Std. Deviation	3.16	2.63	2.72	2.25	2.41	2.19	2.30	2.46	2.42	2.20	2.34	2.25	2.53

Table 14 Teaching & Non-teaching: Mean Comparison

Figure (17) shows that the two noticeable mean differences between teaching and non-teaching professions are in two main factors: 'Rewards & recognition': teaching M=6.57; non-teaching M= 7.02) and 'Career growth and development': teaching M=7.17; non-teaching M=6.54).

Bar Chart shows comparison means between teaching and non-teaching factors priority.

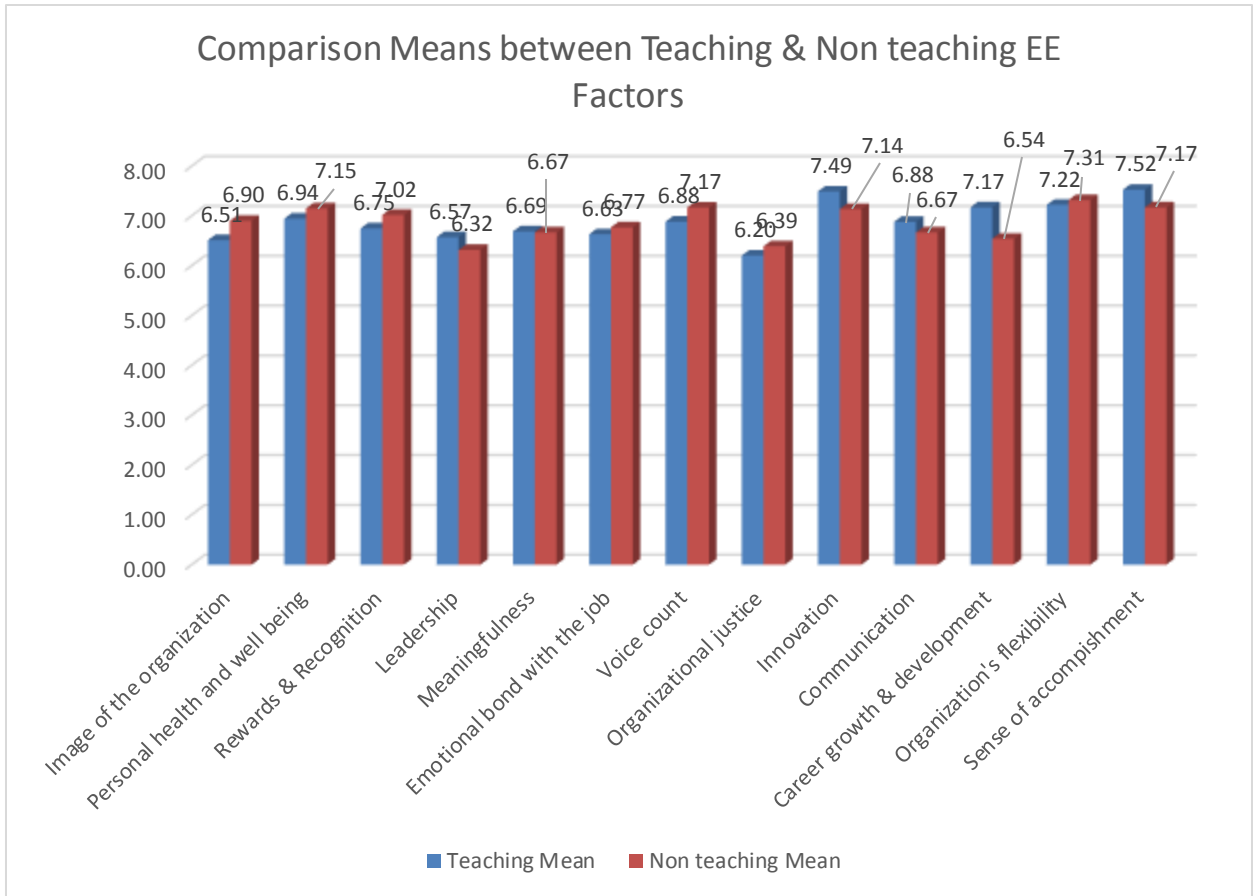


Figure 17: Teaching & Non-teaching Mean Comparison

Organisational positions: Mean Comparison:

The study classified professions in education in two major careers: teaching and non-teaching jobs. As exhibited in table (15), top teachers' preferences of the engagement factors are: organisational justice (M=6.20), image of the organisations (M=6.51), leadership (M=6.57), emotional bond with the job (M=6.63) and meaningful work (M=6.69). The least preference is sense of accomplishment (M=7.52). Other jobs are classified as non-teaching professions. Similar to teachers, top preferences for the department director and administrative staff is organizational justice (M=4.17, M=6.22 respectively). Top preference for department head is emotional bond with the job, for head supervisor is career growth & development, for supervisors is career growth & development and for technical staff is image of the organisation.

Least preference for department director and head supervisor is image of the organisation, and for department head, supervisors and administrative staff is voice counts. Organisation's flexibility was selected least preference by technical staff.

		Image of the organisation	Personal health and well-being	Rewards & Recognition	Leadership	Meaningfulness	Emotional bond with the job	Voice count	Organisational justice	Innovation	Communication	Career growth & development	Organisation's flexibility	Sense of accomplishment
Department Director	M	8.67	7.50	6.92	6.42	7.00	6.33	6.67	4.17	9.08	6.83	7.75	6.92	8.33
	N	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
	SD	3.41	1.04	1.42	4.35	2.62	1.56	1.78	2.59	0.69	3.33	2.30	2.41	1.19
Department Head	M	8.00	8.08	8.67	5.92	6.17	4.67	8.83	6.58	7.92	5.92	6.00	6.92	6.42
	N	4	4	4	4	4	4	4	4	4	4	4	4	4
	SD	2.21	2.73	3.41	2.27	3.33	1.41	1.26	2.69	1.85	2.22	1.28	1.50	3.62
Head Supervisor	M	9.86	9.00	9.00	6.67	5.67	6.71	6.48	6.05	6.05	6.05	4.95	7.05	6.33
	N	7	7	7	7	7	7	7	7	7	7	7	7	7
	SD	2.07	1.55	2.67	1.39	0.92	2.62	2.60	1.80	2.59	1.70	1.64	0.97	3.81
Supervisor	M	7.17	7.24	6.86	6.20	6.52	6.94	7.25	6.89	7.05	6.68	6.16	7.18	6.89
	N	108	108	108	108	108	108	108	108	108	108	108	108	108
	SD	3.42	2.51	2.69	2.40	2.50	2.34	2.32	2.59	2.45	2.15	2.31	2.19	2.53
Administrative Staff	M	6.98	7.09	7.17	6.27	6.56	6.70	7.25	6.22	7.16	6.70	6.69	7.19	7.20
	N	165	165	165	165	165	165	165	165	165	165	165	165	165
	SD	2.91	2.63	2.79	2.09	2.34	2.13	2.31	2.33	2.52	2.21	2.37	2.33	2.45
Teacher / Education	M	6.51	6.94	6.75	6.57	6.69	6.63	6.88	6.20	7.49	6.88	7.17	7.22	7.52
	N	626	626	626	626	626	626	626	626	626	626	626	626	626
	SD	3.04	2.60	2.64	2.26	2.35	2.26	2.21	2.35	2.42	2.15	2.32	2.36	2.36
Technical Staff	M	5.89	6.90	6.63	6.58	7.21	6.82	6.85	6.15	7.16	6.66	6.86	7.87	7.57
	N	73	73	73	73	73	73	73	73	73	73	73	73	73
	SD	3.15	2.93	2.52	2.35	2.43	2.11	2.26	2.51	2.15	2.27	2.33	2.25	2.57

Table 15: Organisational Positions: Mean Comparison

Gender Mean Comparison

Similarly, same analysis can be applied to male and female top preferences. Table (16) shows that organizational justice as top preference for both genders (Males' mean =6.17 and females' mean =6.33). Sense of accomplishment also is a preference for both genders with means equal 7.50 and 7.32 respectively.

		Image of the organisation	Personal health and well being	Rewards & Recognition	Leadership	Meaningfulness	Emotional bond with the job	Voice count	Organisational justice	Innovation	Communication	Career growth & development	Organisation's flexibility	Sense of accomplishment
Male	M	6.85	6.87	6.74	6.33	6.61	6.93	7.03	6.17	7.43	6.90	6.90	7.39	7.50
	N	380	380	380	380	380	380	380	380	380	380	380	380	380
	SD	2.85	2.59	2.79	2.27	2.34	2.20	2.29	2.44	2.48	2.15	2.29	2.29	2.26
Female	M	6.53	7.11	6.91	6.57	6.72	6.53	6.96	6.33	7.31	6.74	6.96	7.17	7.32
	N	607	607	607	607	607	607	607	607	607	607	607	607	607
	SD	3.22	2.63	2.59	2.25	2.39	2.24	2.22	2.37	2.39	2.18	2.38	2.34	2.53

Table 16: Gender Mean Comparison

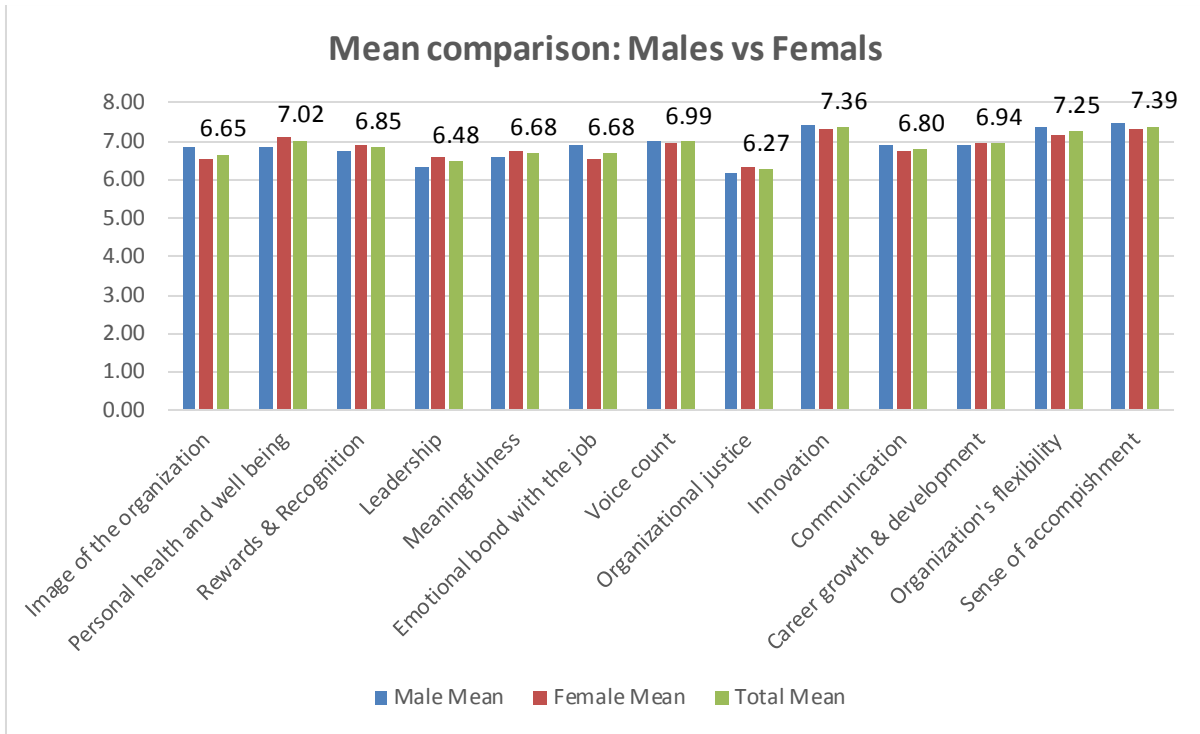


Figure 18: Gender Mean Comparison

Age Mean Comparison

Table (17) demonstrates top and least priorities according to age groups. The least average means the top priority and the highest average means the least priority.

		Image of the organisation	Personal health and well being	Rewards & Recognition	Leadership	Meaningfulness	Emotional bond with the job	Voice count	Organisational justice	Innovation	Communication	Career growth & development	Organisation's flexibility	Sense of accomplishment
Less than 25	M	6.87	7.91	7.82	5.51	7.47	6.82	8.36	6.13	6.73	6.62	5.71	6.98	6.42
	N	15	15	15	15	15	15	15	15	15	15	15	15	15
	SD	2.80	2.86	2.77	2.04	1.72	2.23	1.78	2.08	2.49	2.36	2.71	2.58	1.59
25-35	M	6.55	6.92	6.71	6.57	6.80	6.69	6.89	6.28	7.38	6.81	7.10	7.23	7.40
	N	600	600	600	600	600	600	600	600	600	600	600	600	600

	SD	3.16	2.61	2.54	2.28	2.35	2.22	2.21	2.38	2.35	2.18	2.33	2.36	2.44
36-46	M	6.83	7.20	7.06	6.36	6.45	6.60	7.08	6.26	7.35	6.79	6.71	7.31	7.42
	N	358	358	358	358	358	358	358	358	358	358	358	358	358
	SD	2.97	2.61	2.83	2.20	2.40	2.25	2.32	2.44	2.54	2.13	2.35	2.22	2.45
47-60	M	6.19	5.88	6.17	6.90	6.67	8.31	7.31	6.17	7.21	6.98	7.00	7.14	7.29
	N	14	14	14	14	14	14	14	14	14	14	14	14	14
	SD	3.09	2.67	3.31	2.73	2.61	1.69	1.84	2.41	2.64	2.65	1.78	2.86	1.88
Total	M	6.65	7.02	6.85	6.48	6.68	6.68	6.99	6.27	7.36	6.80	6.94	7.25	7.39
	N	987	987	987	987	987	987	987	987	987	987	987	987	987
	SD	3.09	2.62	2.67	2.26	2.37	2.23	2.25	2.39	2.43	2.17	2.35	2.32	2.43

Table 17: Age Mean Comparison

The following figure demonstrates mean comparisons between the groups. The total mean is also exhibited against each factor to highlight how far is the age preference to the total group's preferences.

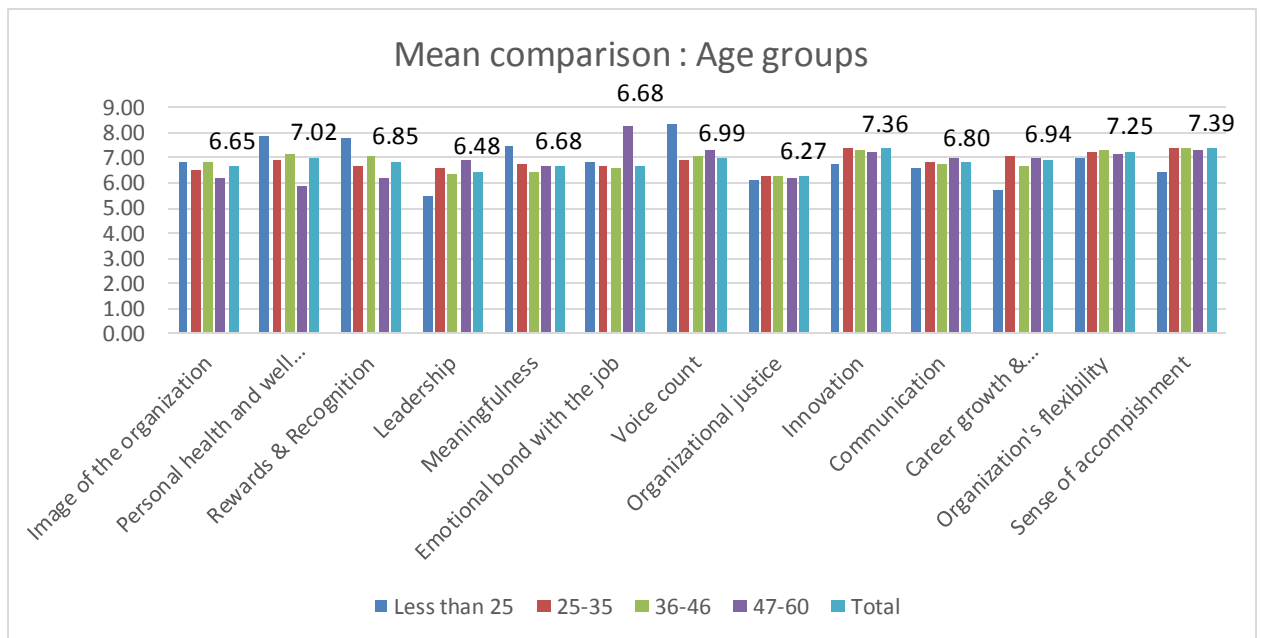


Figure 19: Age Mean Comparison

Similar comparison method is applied in the next table. Means are presented in each district/ wilalyat against each factor to highlight top and least priorities of

engagement drivers. Table (18) presents means, number of respondents and standard deviations of employee engagement drivers according to each districts.

		Image of the organization	Personal health and well being	Rewards & Recognition	Leadership	Meaningfulness	Emotional bond with the job	Voice count	Organizational justice	Innovation	Communication	Career growth & development	Organization's flexibility	Sense of accomplishment
Shinas	M	7.46	7.09	7.45	6.61	7.25	7.06	6.63	5.83	6.80	7.21	6.15	7.31	7.15
	N	54	54	54	54	54	54	54	54	54	54	54	54	54
	SD	2.87	2.62	2.44	2.36	2.25	2.05	2.00	2.57	2.59	2.08	2.25	2.29	1.91
Liwa	M	6.71	7.61	7.17	6.63	6.25	6.99	7.52	7.46	7.58	5.85	6.63	5.87	6.97
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
	SD	3.69	3.22	1.95	2.10	2.53	2.30	2.30	3.21	2.41	1.25	2.40	2.33	2.58
Sohar	M	6.06	6.62	6.54	6.43	6.63	6.54	7.00	6.10	7.51	7.16	7.33	7.64	7.81
	N	225	225	225	225	225	225	225	225	225	225	225	225	225
	SD	3.05	2.52	2.79	2.32	2.40	2.07	2.12	2.50	2.50	2.24	2.26	2.45	2.58
Saham	M	6.65	7.08	6.89	6.49	6.66	6.66	6.97	6.21	7.39	6.73	6.94	7.21	7.38
	N	516	516	516	516	516	516	516	516	516	516	516	516	516
	SD	3.13	2.65	2.64	2.28	2.36	2.32	2.21	2.34	2.36	2.14	2.40	2.26	2.41
Khabourah	M	6.54	6.50	7.03	5.98	7.30	6.83	7.31	7.17	7.18	6.66	6.82	6.71	7.63
	N	39	39	39	39	39	39	39	39	39	39	39	39	39
	SD	3.31	2.46	2.79	2.20	2.27	2.10	2.58	1.96	2.75	2.07	2.52	2.13	2.48
Suwaiq	M	7.32	7.56	6.88	6.59	6.45	6.69	7.10	6.55	7.25	6.53	6.59	7.09	6.89
	N	128	128	128	128	128	128	128	128	128	128	128	128	128
	SD	2.69	2.43	2.72	2.12	2.41	2.26	2.52	2.18	2.36	2.23	2.15	2.25	2.28
Non-Omani	M	8.75	5.83	6.08	6.42	7.17	8.08	3.83	5.83	6.33	4.83	8.92	8.50	5.25
	N	4	4	4	4	4	4	4	4	4	4	4	4	4
	SD	2.92	3.95	2.73	1.40	2.44	2.06	2.32	3.68	3.16	2.38	2.83	3.01	1.10

Table 18: District Mean Comparison

The following bar graph in figure (20) demonstrates the differences between employees in each district /wilayat. Total means are also given.

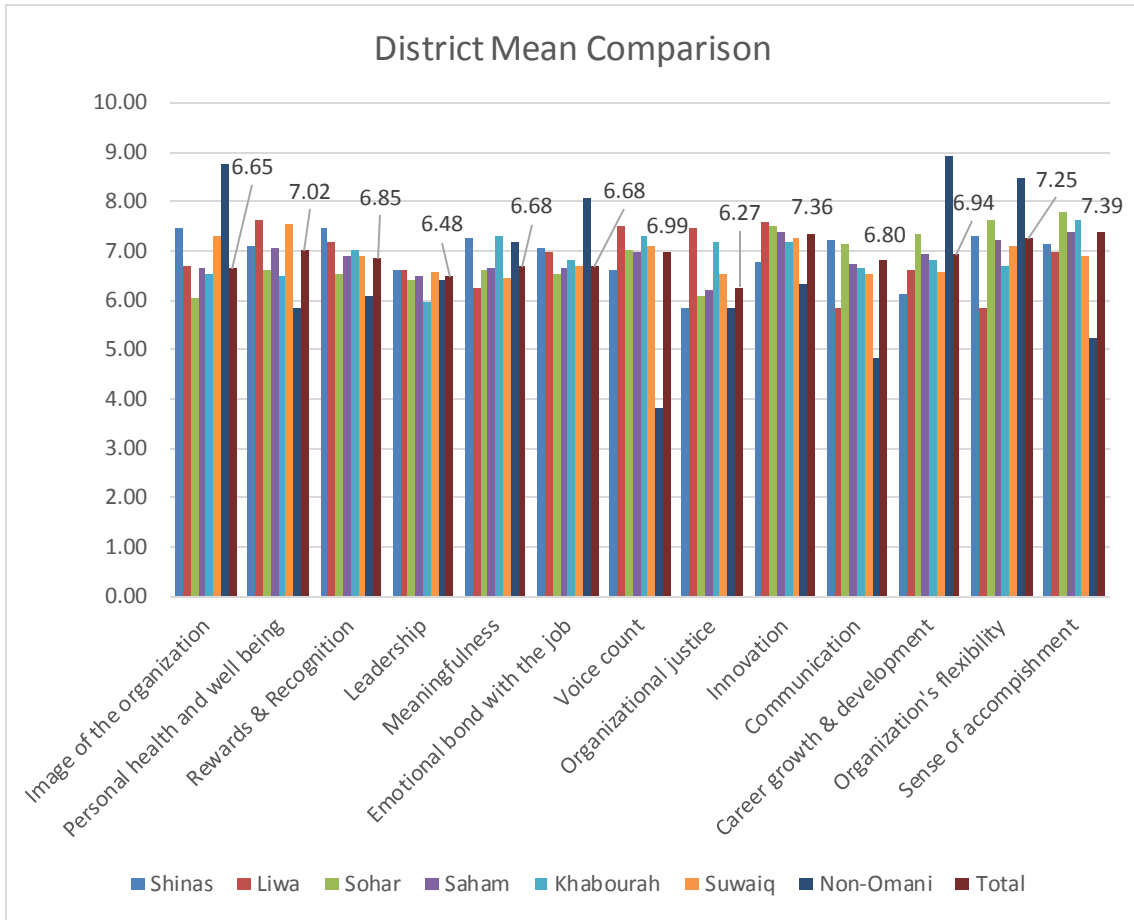


Figure 20: District Mean Comparison

Further result presentation is in Appendix (2):

The study contains variety of results extracted from SPSS Mean Copmarison tool. These results are arranged in three groups. Each group has tables and figures that highlight mean results for:

- A. Teaching and non-teaching comparison
- B. Gender comparison
- C. Age comparison

Note that the factor with the lowest mean avarage is ranked as priority one and the factor with the highest mean ranked as priority 13.

5. Chapter Five: Result discussion

5.1. Discussion of top five factors and least five factors:

5.1.1. Overall top 5 priority lists of factors

Referring to the study aim of what drives employees in education to engage in their work, and what are the top and least priorities, the study revealed some important findings. Employees in the targeted organization put 'organizational justice' as the first priority followed by leadership, image of the organization and meaningfulness of their work. When we look at engagement into three levels: organization-related level, job-related level and personal level, although there is no clear distinction between them and most of the time interrelated, it seems that employees perceived organization and job related concerns as top priorities to engage in their work. Even though 'emotional bond with their job' that describes a personal need to be connected to, it came in the top five but it still a factor that can be viewed in relation to job itself. Notice that employees ranked 'meaningfulness' as in top five-list priority which may strengthen this feeling of emotional connection to the job.

Employees viewed 'organizational justice' and 'leadership' as the first and second top priority of all the factors. Similar results appeared in Elewa's study (2013) who surveyed UAE sales forces and found that the top engagement drivers were in order: 'work that enables my growth', 'working for the right boss', 'fair working environment(No politics), 'challenging environment'. (p.246). Furthermore, leadership was ranked as the second in both studies. It seems that in government organisations employees express a need for the "right boss" as Elawa labeled leadership in his study.

According to the findings, meaningful work is ranked #3 in the top 5 priority list by the employees in DGE. In most of governmental organisations, work can be characterised as full routine task, unspecified job description, and uncertainty in career growth opportunities. Therefore, government employees seek to identify meaning for what they do and try to comprehend if their roles are of value to themselves and society. Another reason that may justify the preference to meaningfulness may be in government organisations recruitment seems to

lack its tunnel nature. Oman as a developing country with majority of citizens are young and seek proper career in government organisations, keep recruiting for the sake of absorbing as many graduates as possible to meet unemployment challenge. Because of this pressure, many graduates from educational institutions feed schools and administrative posts without a selective recruiting process based in qualifications and positive attitudes.

Ministry of Education and its representative DGEs in all districts /governorates is a respectively the largest government service body. Employees may view it as a key drive to the nation's sustainable development based on education. Therefore, their roles serve towards achieving the ultimate meaningful message of education are aligned with that of the MOE's educational authorities. In MOE, employees may express their willingness to participate in maintaining the good image of this educational organisation.

5.1.2. Overall 5 least priority lists of factors

Based in calculating overall averages, the least factors according to MOE's employee engagement drivers as exhibited in the table below are in reverse order: sense of accomplishment #1, innovation #2, organisation's flexibility #3, personal health and wellbeing #4, and voice counts #5.

Employees in DGE viewed their work as a routine job which its tasks seem endless. Thus, employees may develop a negative attitude to their roles in the organisation. They may find difficulty to see their tasks accomplished. They also may question the ability of their organisation as an innovative driver to new methods or the ability to be an attentive listener to their voices related to personal health and overall work process and strategies. Additionally, MOE is a typical government organisation. Therefore, a chance to suffer from bureaucratic procedures, fixed work regulations and limited opportunities to introduce flexible schemes to employees may exist. For instance, employees have a fixed work timing, should be present all day from 7.30 to 2.30 pm, face restricted sick or maternity leaves and limited chances for extra time payment as well as inexistence or limited tolerance to work at home. It is quite interesting that innovation was ranked the second least preference of employee engagement. This particular finding may challenge the efforts of the target organisation to introduce innovative changes in work or management. MOE needs to rearrange employee's priorities to the desired goals and develop them

to more acceptance area or at least manage any innovation-resistance level to innovative ideas and reforms in education which certainly innovation should be a main focus.

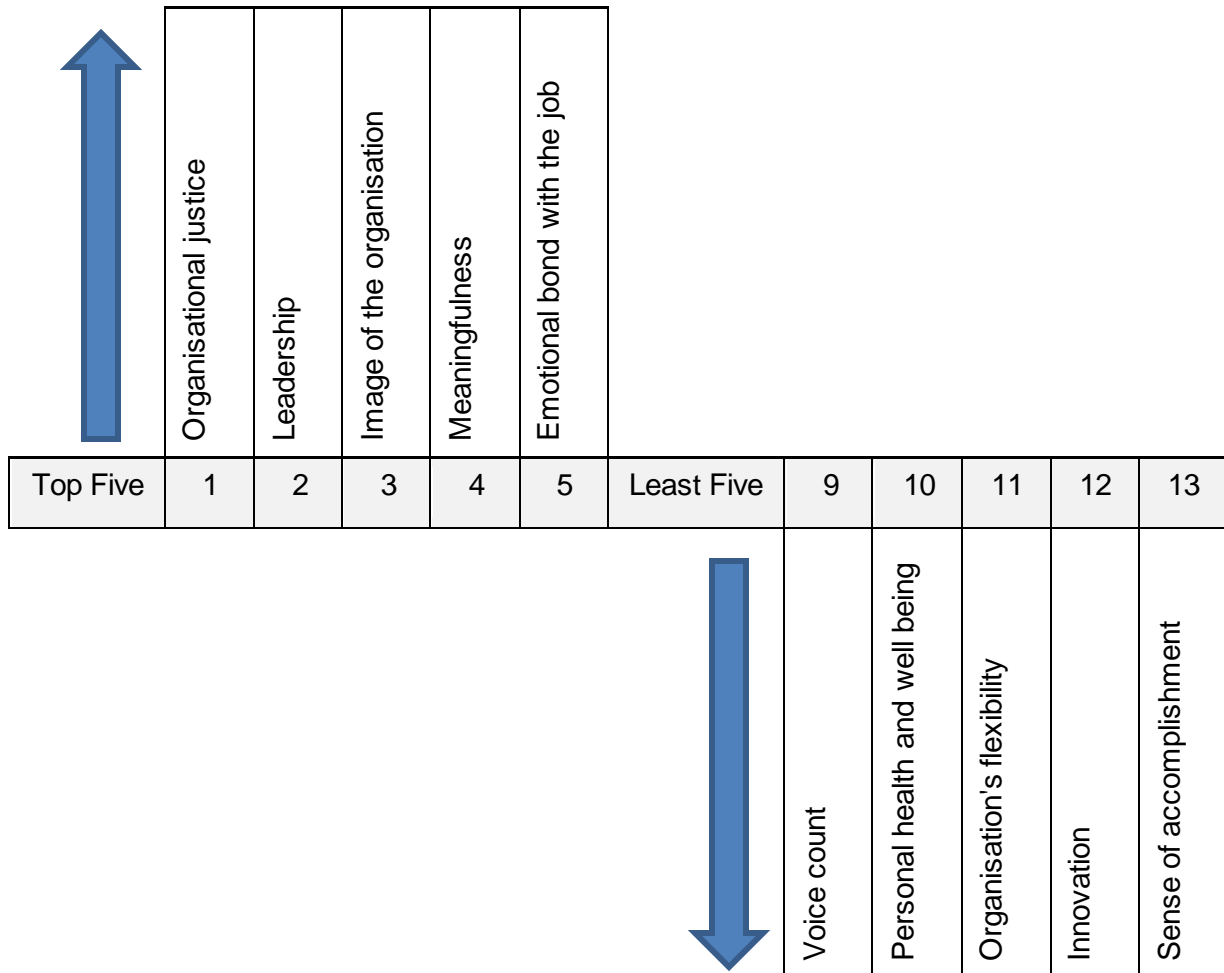


Figure (21) Top and Least Priorities in All Sets

5.1.3. Teachers and non-teachers priority lists

The next table demonstrates comparisons between teaching and non-teaching employees in the targeted DGE. Regardless of any significance differences that may be computed statistically, the two lists are based on preferences according to employees' ranking in the study scale. Interesting findings remark the two lists in that, despite ranking order of the drivers, both teaching and non-teaching employees ranked organisational justice, leadership, and meaningfulness in the top 5 lists of both profession groups. However, they apparently showed distinguished differences in two factors. Whereas teachers put image of the

organisation (Rank#2) and emotional bond with the job (Rank#4), non-teachers added career growth & development (Rank#3) and communication (Rank#4) in their top priority list. The two lists can be explained on the basis of personal and job characteristics. In other words, differences exhibited in the nature of work and type of employees in both groups. Teachers may have better attachment to their teaching profession and their roles may be considered as key focus in all MOE's efforts and attentions. In other words, any strategy or educational reform, teachers are the centre component. As a result, teachers may develop a sense of responsibility in their shoulders that MOE or the DGE depends on them to create a good image of the organisation in the society and give meaning to the work they fulfill.

Non-teachers, in the other hand, seek for two engaging factors related to their nature of work : career growth & development and communication. Since they work in an administrative work environment, non-teaching employees express their thirsty to know what is going on in the organisations in terms of strategies and new change initiatives. They also represent the effective link to schools, teachers, students and society. Therefore, they need to be equipped with the knowledge and the skills to confront any emerging issues in the educational field. On this basis, non-teachers ranked career growth & development as Rank #3 in their top 5 list. It can be explained that non-teachers have better opportunities to grow in the career ladder than teachers. Therefore, they express a need for continuous development and training in order to compete successfully in limited posts in the targeted organisation.

Looking at the 5 least priority lists of teaching and non-teaching staff, similarity dominates in most of the factors but a slight differences still exists. Ignoring the order of the factors, teachers listed career growth & development in the least five because of two possible reasons. One, opportunities to grow for teachers are limited. Two, training programmes may fail to meet teachers' developmental needs; as a result no longer this factor is considered an engaging factor to them. In the other hand, non-teachers viewed organisation's flexibility and employee's voice as not engaging factor to them. Unlisting them as priority may be justified in that 1) the targeted organisation may lack effective channels to communicate to its employees or consider their thoughts and contributions and

2) it may lack flexible work schemes (flexible work timing, holidays, work at home,..etc.) that provide employees more choices and freedom.

Teaching Nonteaching	Image of the organisation	Personal health and well being	Rewards & Recognition	Leadership	Meaningfulness	Emotional bond with the job	Voice count	Organisational justice	Innovation	Communication	Career growth & development	Organisation's flexibility	Sense of accomplishment
Teaching	2	8	6	3	5	4	T7	1	11	T7	9	10	12
Non-teaching	6	9	7	1	T4	5	10	2	8	T4	3	11	10

*T means Tie used in factors that are equal ranking.

Table (19) Teaching and Non-teaching Ranking of Engagement Drivers

Top Five	Organisational justice	Image of the organisation	Leadership	Emotional bond with the job	Meaningfulness	VS	Leadership	Organisational justice	Career growth & development	Communication	Meaningfulness
Teaching					Non-teaching						
Least Five	Personal health and well being	Career growth & development	Organisation's flexibility	Innovation	Sense of accomplishment	Least Five	Innovation	Personal health and well being	Voice count	Sense of accomplishment	Organisation's flexibility

Figure (22) Teaching and Non-teaching Five Top and Least Priorities

5.1.4. Male and female priority comparisons

Two interesting points are worth mentioning when comparing the male and female lists of top 5 and least 5 priority factors to engagement. One point is found in top 5 lists of both genders. They ranked organisational as priority #1. Both genders share the importance of the organisation's justice. Two, rewards & recognition appeared in the male's top list but not in the female's. It could be attributed that males may find a competition from their female counterparts for females dominates most of the positions in schools and in the DGEs. Another interesting finding is that males ranked emotional bond with the job as the least priority whereas females ranked it as the second top priority. That may be attributed to the females' personal nature.

	Image of the organisation	Personal health and well being	Rewards & Recognition	Leadership	Meaningfulness	Emotional bond with the job	Voice count	Organisational justice	Innovation	Communication	Career growth & development	Organisation's flexibility	Sense of accomplishment
Male	5	6	4	2	3	8	9	1	11	7	7	10	12
Female	2	8	6	3	4	2	7	1	10	5	7	11	9

Table (20) Gender Ranking of Engagement Drivers

Male		Female	Male		Female
Organisational justice	Top Five	Organisational justice	Emotional bond with the job	Least Five	Career growth & development
Leadership		Emotional bond with the job	Voice count		Personal health and well being

Meaningfulness		Image of the organisation	Organisation's flexibility	Sense of accomplishment
Rewards & Recognition		Leadership	Innovation	Innovation
Image of the organisation		Meaningfulness	Sense of accomplishment	Organisation's flexibility

Table (21) Gender Five Top and Least Priorities

5.1.5. Age group priority comparisons

	Image of the organisation	Personal health and well being	Rewards & Recognition	Leadership	Meaningfulness	Emotional bond with the job	Voice count	Organisational justice	Innovation	Communication	Career growth & development	Organisation's flexibility	Sense of accomplishment
Less than 25	8	12	11	1	10	7	13	3	6	5	2	9	4
25-35	2	9	5	3	6	4	8	1	12	7	10	11	13
36-46	7	10	8	2	3	4	9	1	12	6	5	11	13
47-60	3	1	2	5	4	12	11	2	9	6	7	8	10

**12 is the least ranking in factors that have tie ranking.*

Table (22) Age Ranking of Engagement Drivers

Interestingly, when we look at the table above that demonstrates ranking preferences of age groups, Leadership and organisational justice seems to be listed among top 5 priorities. The two factors still appear in all the lists regardless their different segmentations. Other findings show differences in

factors ranked as #1 except for organisation's justice that the first priority is shared by groups (25-35) and (36-46). Employees who aged less than 25 yrs selected leadership as priority #1, Group (47-60) selected personal health and wellbeing as priority #1. It seems that new comers fetch for example leaders to follow to compensate their low experiences to the work field. In contrary, aged employees showed concerns in their personal wellbeing and interests after so many years of work in the organisation. Notice that new comers ranked personal wellbeing as the least priority in their engagement to work The rest two age groups between 25-46 demonstrate their preference to justice in the organisation because they have some experiences and expectations collected from interaction in the field.

5.1.6. District comparison

All employees in all districts / wilayats as exhibited in table (23) ranked leadership in their top lists between 1-4. This demonstrates the importance of leadership for employees working in the targeted DGE.

	Image of the organization	Personal health and well being	Rewards & Recognition	Leadership	Meaningfulness	Emotional bond with the job	Voice count	Organizational justice	Innovation	Communication	Career growth & development	Organization's flexibility	Sense of accomplishment
Shinas	13	7	12	3	10	6	4	1	5	9	2	11	8
Liwa	5	12	8	4	3	7	10	9	11	1	4	2	6
Sohar	1	5	T4	3	6	T4	7	2	10	8	9	11	12
Saham	3	9	6	2	T4	T4	8	1	12	5	7	10	11
Khabourah	3	2	8	1	11	7	12	9	10	4	6	5	13
Suwaiq	11	12	6	4	1	5	9	2	10	3	4	8	7

Table (23) District Ranking of Engagement Drivers

The researcher rearranged the table above to highlight the first and the last priority engagement factors in all districts. Differences in priorities proves the cultural aspect of employee engagement.

	Image of the organization	Personal health and well being	Rewards & Recognition	Leadership	Meaningfulness	Emotional bond with the job	Voice count	Organizational justice	Innovation	Communication	Career growth & development	Organization's flexibility	Sense of accomplishment
Shinas	13							1					
Liwa		12								1			
Sohar	1												12
Saham								1	12				
Khabourah				1									13
Suwaiq		12			1								

**12 is the least ranking in factors that have tie ranking.*

Table (24) District Top and Least Priorities of Engagement Drivers

6. RECOMMENDATION

6.1. Importance of an employee engagement strategy

Adopting an employee engagement strategy by MOE may have a great impact on its success as a promising and reliable service provider towards the development of the nation. Melcrum (2005) urged organisations to take engagement strategies seriously. He believed that for any engagement strategy to be successful, it should take into consideration cultural aspects, leadership styles, and characteristics of the organisation including employees as main assets. (Cawe, 2006). The challenge facing most organisations and MOE is no exception, is misarticulating of what employee engagement is, how it is measured, and how to benefit from the results attained from surveys. Furthermore, Elewa (2015,p.6) noted that many organisations neglect the cost of ignoring engagement levels of the majority of employees when keeping disengaged senior colleagues who look only for results despite their undesirable attitudes. Therefore, when implementing this understanding of effective strategy, MOE should answer four main questions in order to fully understand what drive teaching and non-teaching staff to engage in their work.

What do I get?

This question answers the type of resources, benefits, support and communication needed to meet organisational and personal demands.

What do I give?

This question answers the desired outcome after engagement strategy implemented. It measures the amount of increase in productivity, quality of performance and profitability.

Do I belong to the organisation?

Employees and organisation share mutual wins; organisations wins what engaged employees give as explained previously. When the strategy succeeds to enable employees to be more motivated, committed, loyal and willing to stay for longer time in the organisation, then we can speak loudly that the strategy is successful and has achieved its goals.

How can I grow?

MOE engagement strategy should address this question in that it has a plenty of space for continuous learning and development programmes, a well-established performance management system and an effective teambuilding and collaboration methods.

The study gives some recommendation for the success of employee engagement implementation in MOE and its DGEs:

6.2. Recommendations for MOE workplace:

MOE needs to identify strengths and weaknesses of its workplace whether in schools or at DGE head offices. MOE is also asked to determine its awareness of employee engagement practices through a clearly articulated action plans in order to create engaging workplace. Elewa (2015) suggested three pillars of change strategy that assist organisations to start its procedural strategy of engagement: He called it 'The Space Shuttle (L3)' Change Strategy. (Elewa, 2015,p.16):

1. **The Lead:** MOE should look first for leaders that are engaged themselves. Engaged leaders drives other employees to engage and encourage disengaged ones to start to step forward on the engagement ladder. They also can be effective channels between educational strategists and employees; and play the role of identifying engagement drivers from employees themselves, designing best measurement tools and acting as advocates for strategy implementation.
2. **The Load:** MOE should pave the road for implementing effective employee engagement strategies. However, it should load the workplace with all resources and desirable attitudes towards successful change that creates engaging environment. It should also eliminate all obstacles (incompetent employees, resistible minds, old habits ...etc.)
3. **The launch:** Engagement strategy is only ready to launch when MOE supports it from A to Z and continuously rewards change wins during implementation. A successful launch will maintain through mutual trust, transparency, and effective information flow.

Besides Elewa's shuttle, other suggestions that MOE should consider when implementing engagement strategies in its workplace are:

- MOE needs to customize, design, and shape work environment to be more engaging where strategies and priorities are aligned with employees' personal needs.
- MOE should treat the well-beings of teaching and non-teaching staff as a value by itself. It should ensure that policies and plans include them in any current and future reform introductions.
- MOE needs to develop its communication with its employees. Two-way communication provides trust environment, flow in information of the organisation's mission and values, and expressions of feelings and thoughts of new and innovative thinking.
- MOE should focus on developing its HR policies, treat all employees equally and give recognition to good performance.
- Based on advice by Development Dimensions International (DDI, 2005), MOE should align its efforts with a clear strategy that maintains human resources empowerment.

Markos (2010) suggested what he called curing tablets to disengagement diseases. He stressed on starting any engagement strategy from day one of employment and having a procedural plan to enhance it, make it strong and support it with resources and training. All of these actions should be supported from the top management. Figure (21) demonstrates these tablets.

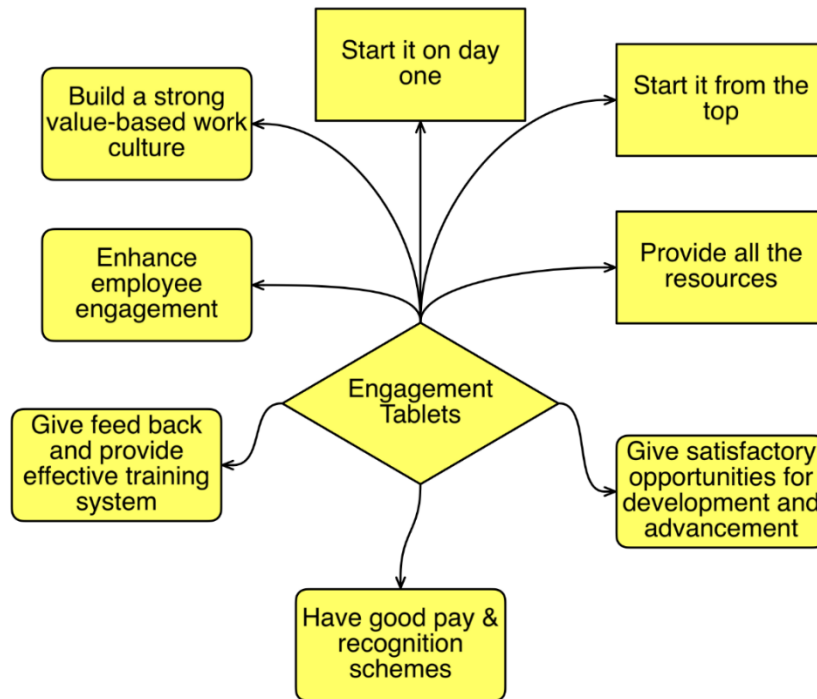


Figure 23: Tablets for disengagement (based on Markos, 2010)

In 2013 Talent Report, Towers Perrin suggested some recommendations to create an engagement culture in the organisation:

- Organisations should be flexible in their policies and tolerant to employees' social and psychological needs.
- Flexibility should cover all different stages of process, work timing and compensation schemes.

6.3. Educational managers' Intervention to enhance employee engagement

Educational managers whether they are in schools or at head offices should leave their effective prints on engagement strategy during design and implementation stages. Based on CIPD (2014), suggested interventions are listed below.

- a. Managers should engage and enjoy their work and be example to others.
- b. Managers should identify factors of engaging employees in the workplace and use proper tools to measure them.
- c. Managers should be supportive, open-minded and honest with employees. They should maintain good and family-like relationship where all work for collective interests.

- d. Managers should develop skills and competencies related to employee engagement such as problem solving skills, conflict management, and emotion management and empowering characteristics.
- e. Managers should be able to classify employees according to their levels of engagement and encourage more employees to engage in their work; and in the same time disable any passive actions from disengaged ones.

7. Future Research

Since the employee engagement concept is a novel area in business studies, a need for further investigation on factors that impact employees to engage in their jobs and organisations is necessary. The researcher calls for studying the concept within its social and cultural contexts. Furthermore, starting from a practical side , adopting employee engagement strategy encourages hesitant organisations especially government establishment since applying that strategy can highlight the most influential factors that lead to tangible outcomes from engaged employees. The researcher points out the following areas where local or regional researchers can investigate in the field of engagement:

- Designing actionable surveys that highlight levels of engagement identifying key factors of employee engagement in different educational settings (private and public schools).
- Studying the effect of managerial intervention on teachers and non-teaching employees which increase and enrich their engagement to the organisation.
- Studying necessary efforts to design a reliable and validated measurement of employee engagement suitable for Omani culture.
- A need for longitudinal studies in employee engagement in the educational field in Oman. Researchers may help in conducting similar surveys yearly or in quarters. Luckily, similar studies has begun to tackle drivers of engagement despite the region and sector differences such as a study conducted by Al Maktoom (2014) in the UAE.

8. Conclusion and Limitation

Although it has been two decades since the emergence of the concept, employee engagement is respectively a new concept. Hence, it is difficult to provide a thorough investigation to all its aspects. What is even more, very rare studies are available in the academic literature about MENA, let alone Oman. Therefore, data is hardly available about this topic related to Oman. Another limitation to the study is the small sample in a major educational field in Oman, which is one of the biggest government sectors in the country. The study only took a sample of 1000 employee in one Directorate General of Education. However, as a start to path the way to future studies on a same topic, the sample may be a quiet acceptable.

Third limitation is measurement. The researcher, as previously explained is limited to ranking factors of importance to employee engagement at work. Two issues arose to this point: (1) the tool did not provide a degree level at which these employees are in terms of their engagement, and (2) the ranking encountered a misunderstanding of each concept items stated in the ranking lists. To solve this issue two ways were taken: (1) the researcher trained willing supervisors both teacher & administrative supervisors volunteered to contact the sample for further explanations. The researcher provided media explanation as well by using WhatsApp and emails as a contact tool. Two, to ensure that the sample rank intentionally the related factor that impact his or her engagement at work, the researcher set three similar sets but with different phrasing items of employee engagement factors. The website www.research.com as a data collector helped in two ways: (1) it ensured that the ranking is not arbitrary so no item is left without ranking. However, for those who might think that the item is not important to him or her, a place for (not important) was given. (2) The website tool helped in outputting essential statistics and figures regarding employee's responses to the top factors of engagement according to their preferences.

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Appendix A: Further presentation of the study findings

1. Group One

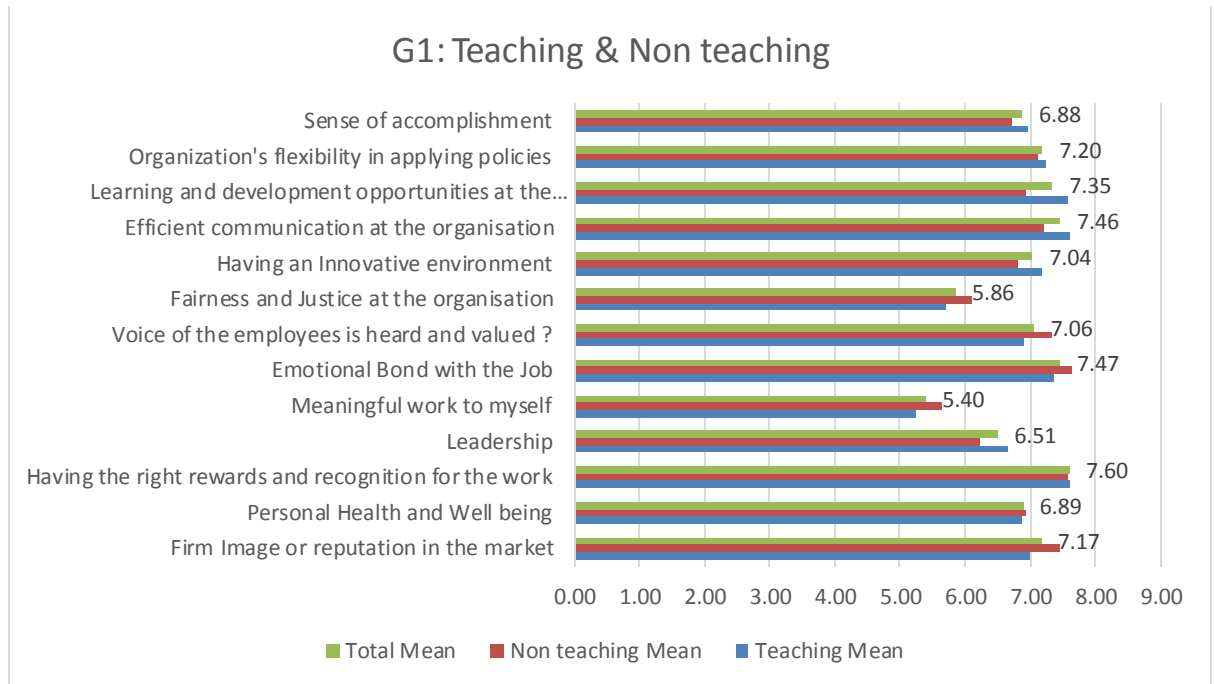


Figure 24: Group One Teaching and no-teaching mean comparison

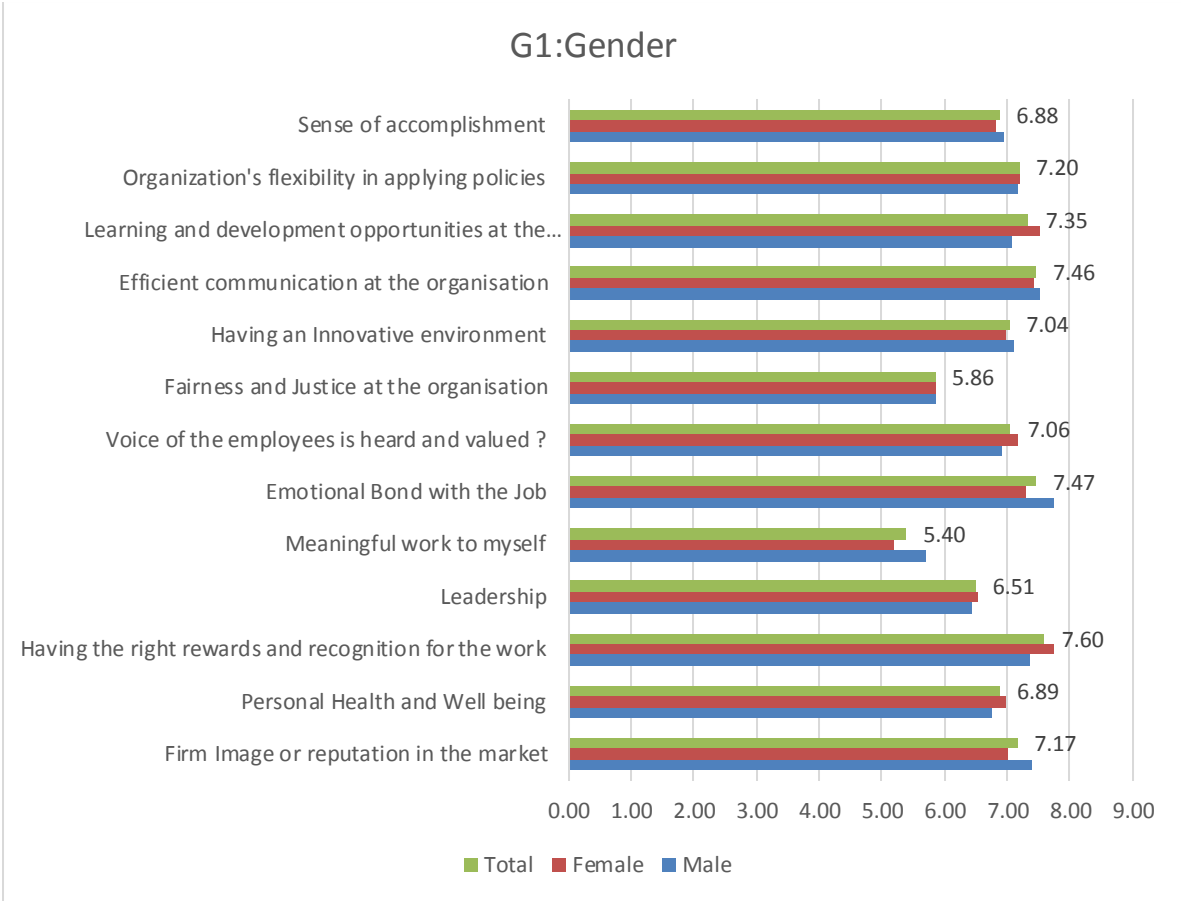


Figure 25: Group One Gender Mean Comparison

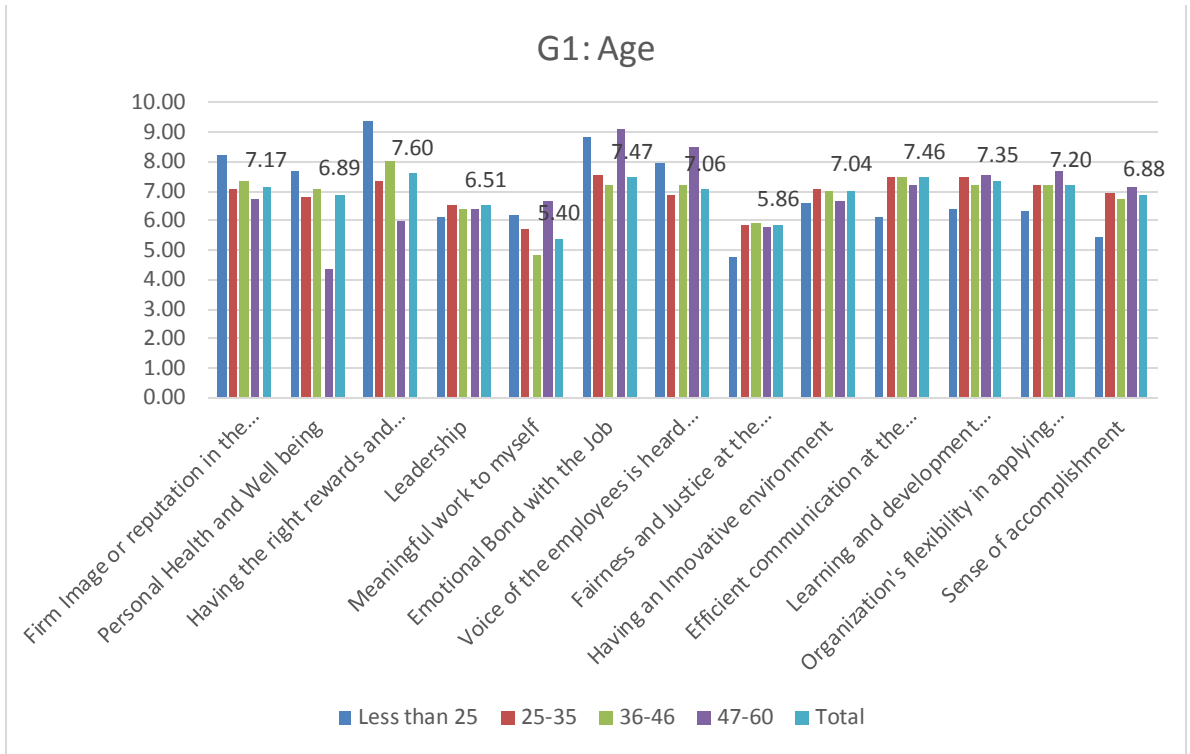


Figure 26: Group One Age mean Comparison

2. Group Two

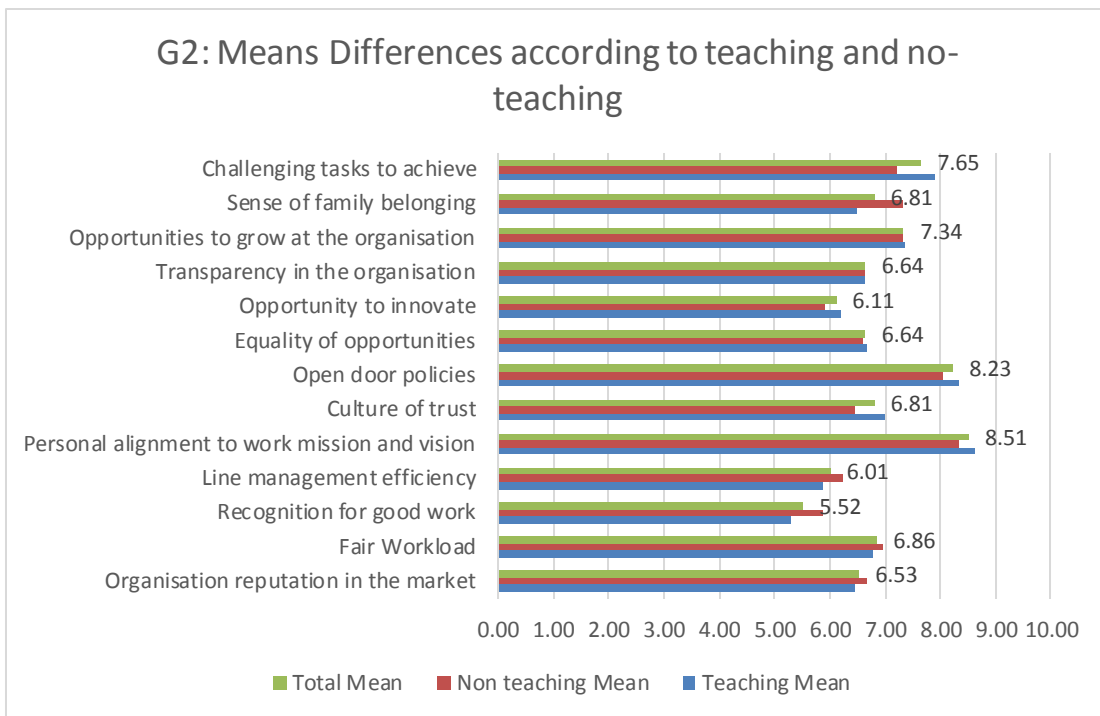


Figure 27: Group Two Teaching and no-teaching mean comparison

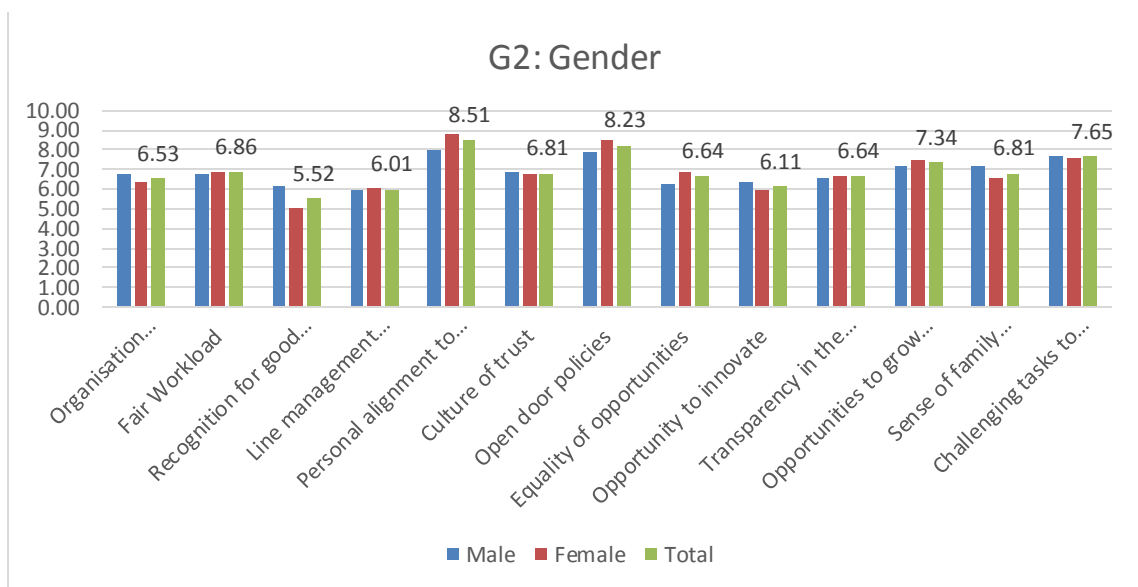


Figure 28: Group Two Gender Mean Comparison

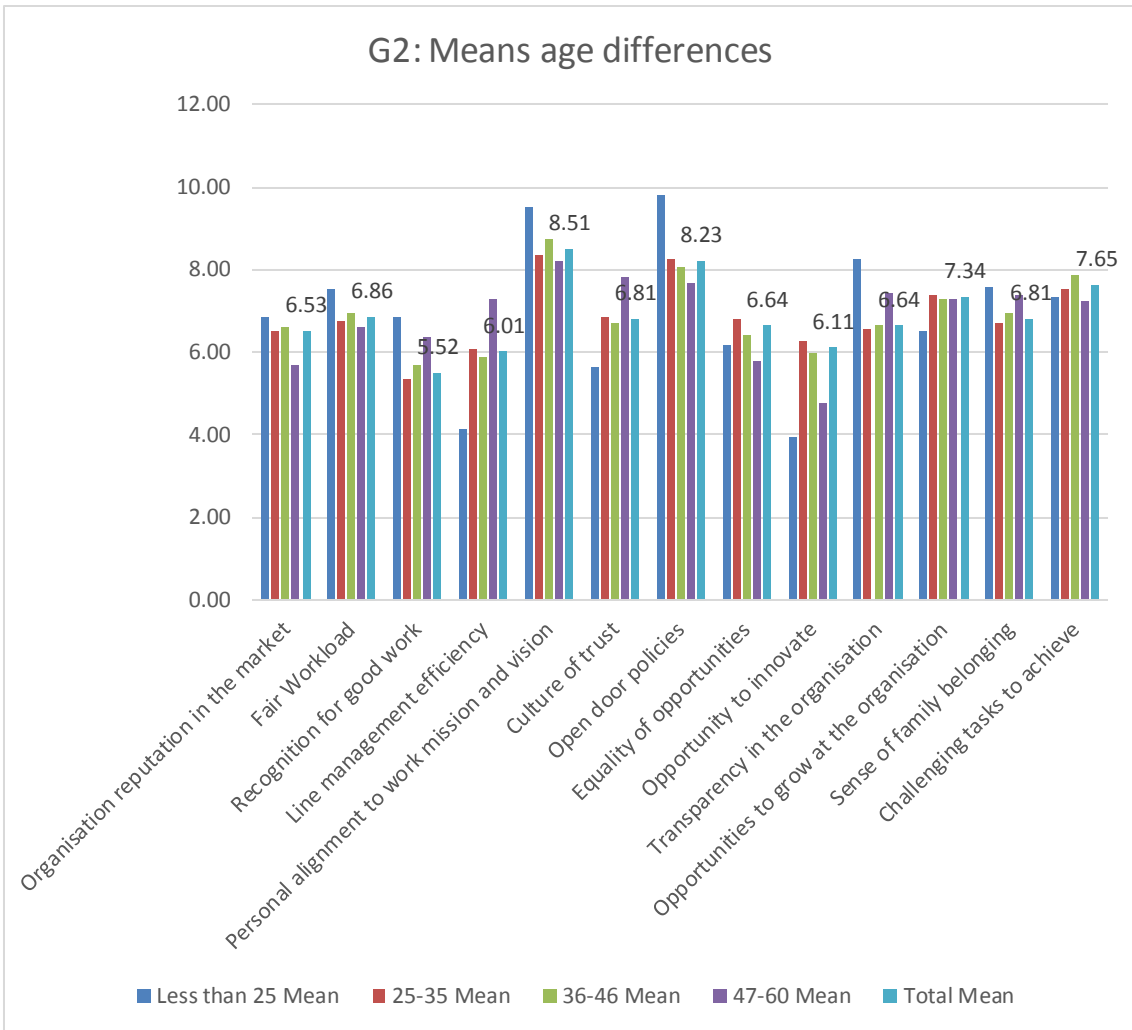


Figure 29: Group Two Age Mean Comparison

3. Group Three

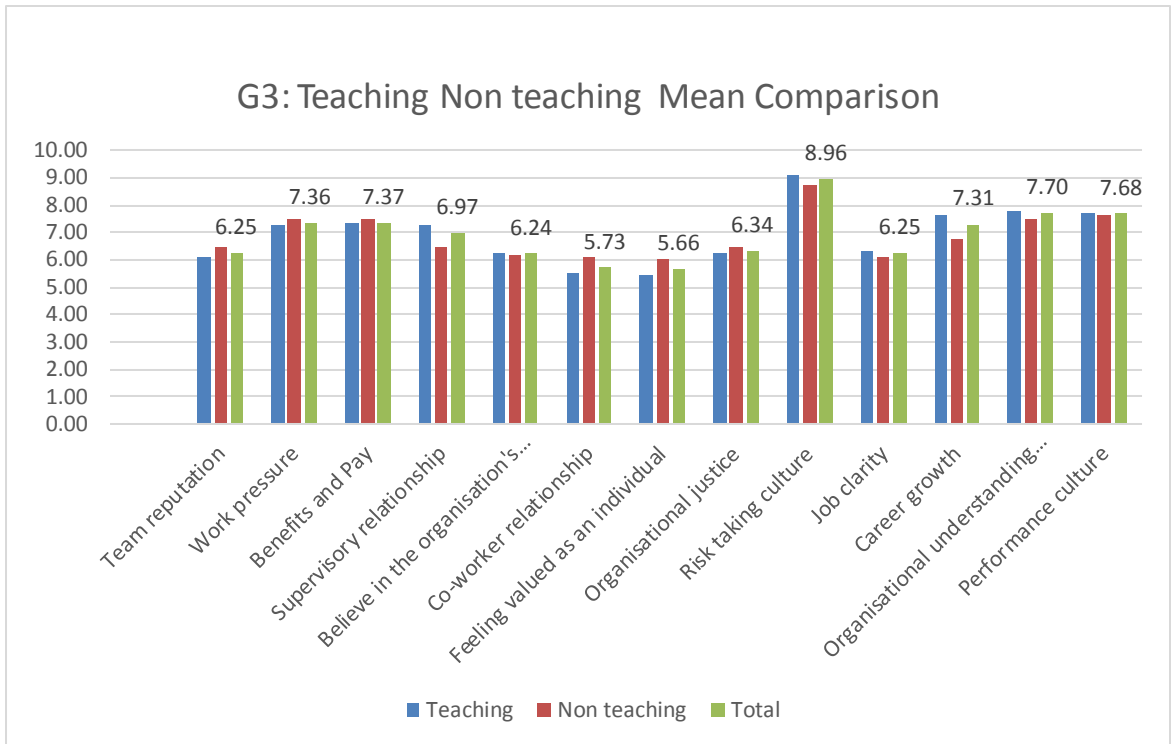


Figure 30: Group Three Teaching and no-teaching mean comparison

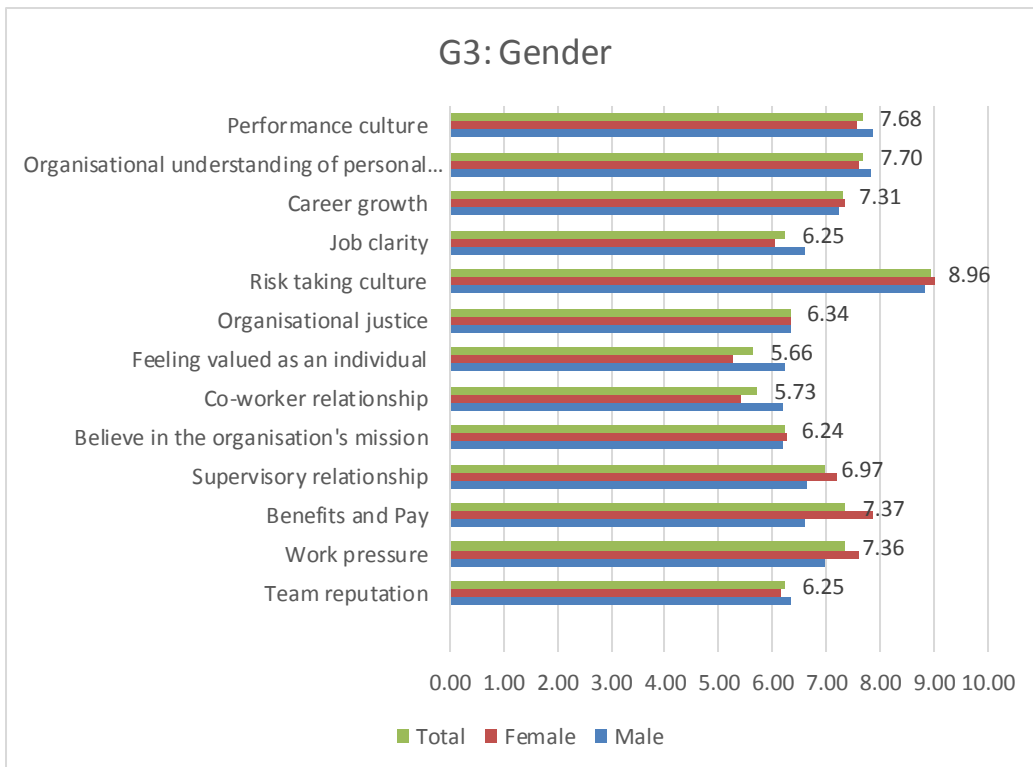


Figure 31: Group Three Gender Mean Comparison

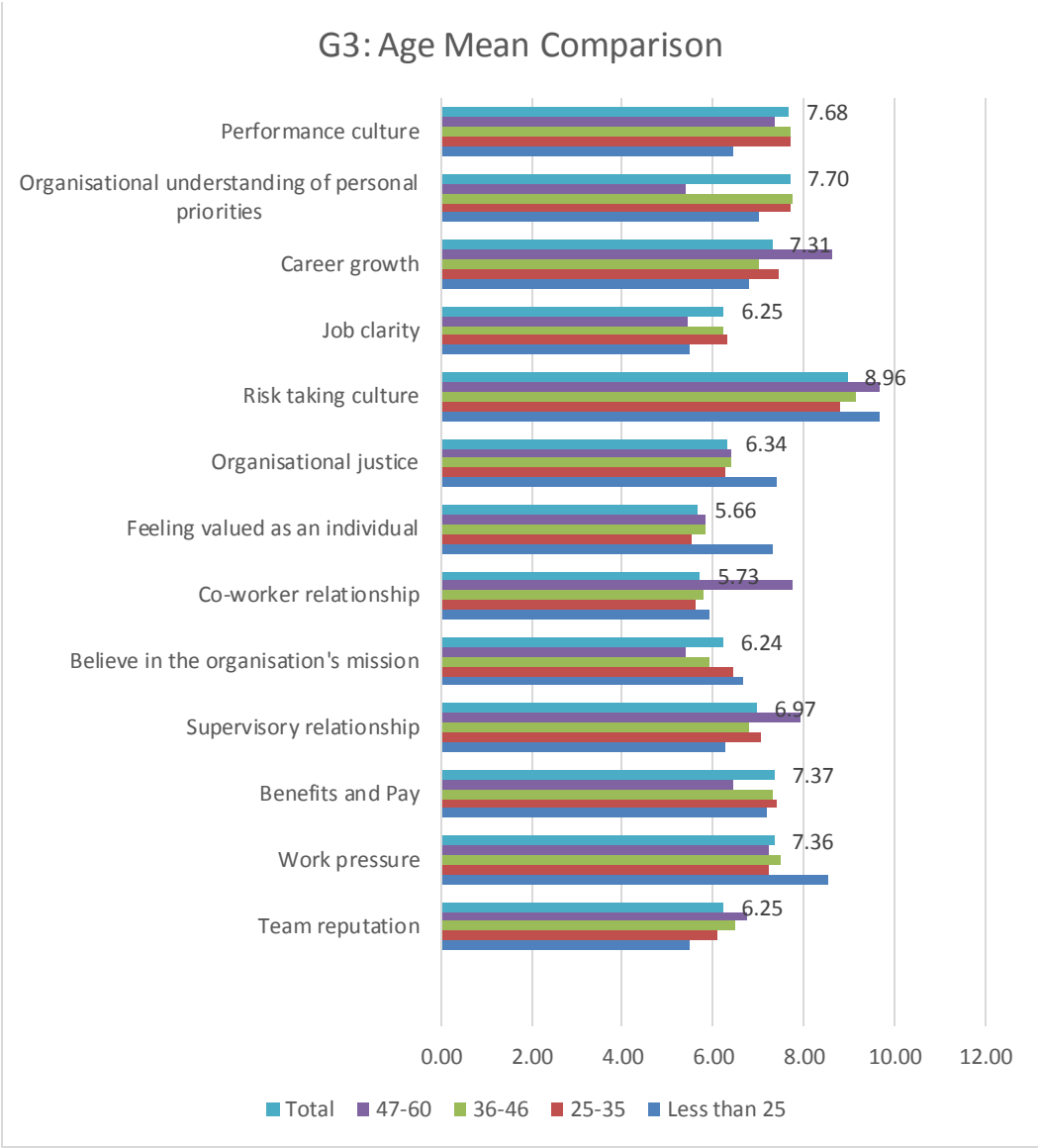


Figure 32: Group three Age Mean Comparison

Appendix B. Survey Letter

الأفاضل/مدير ومدارس المنطقة ومدبراتها المحترمون

السلام عليكم ورحمة الله وبركاته... .وعد،،

الموضوع / تسهيل مهمة باحث .

أود إفادتكم بأن الفاضل /خالد السناني طالب دراسات عليا ماجستير بالجامعة البريطانية بديي، تخصص إدارة موارد بشرية يقوم بإجراء دراسة حول (الارتباط أو الاندماج الوظيفي للمعلمين والاداريين في المختل التربوي بصالطنة عمان) . ويرغب المذكور في تطبيق أداة الاستبيان المرفقة التي أعدها على الهيئة الإدارية والتدريسية والإشرافية والوظائف المساندة بالمديرية والمدارس بالمحافظة عن طريق الاستبانة المرفقة أو من خلال الرابط

<https://www.research.net/s/k-sinani>

وذلك حسب الورقة الشارحة لطريقة الاجابة على اسئلة الاستبانة التي تعبر عن وجهة نظرهم في قيمة تلك العبارات بالنسبة لهم وأهمية وجودها لارتباط الموظف بمؤسسته ومشاركته الفاعلة والحوية في مهامها . كما نرجو تزيينها على المستفيدين بالطريقة التي ترونها مناسبة .(رقم القيد : 15104691)

عليه المرجو التكرم بتسهيل مهمة الباحث في تطبيق أداة الدراسة ، وذلك وفق الإجراءات المعمول بها لديكم وموافقة المسئدين .

ملاحظة هامة: يرجى التكرم بالعلم بأن المطلوب في الإجابة على بتود الاستبانة هو ترتيب تلك البنود تصاعديا بحيث يبدأ برقم 1=الأقصى أهمية وضمي برقم 13=بالأقل أهمية على العبارات الثلاثة عشر بكل مجموعة، على أن لا يكرر أي من الأرقام في لأي عبارة بالمجموعة .

شاكرين لكم حسن تعاونكم .

Appendix C. Study Survey

Welcome

1 / 5

20%

QUESTIONNAIRE	استبيان
<p>Dear Sir/ Madam,</p> <p>This questionnaire gives you the opportunity to express your views on what drives employee engagement at work. The questionnaire will be used to collect the primary data needed for a research study. Therefore, we seek your assistance to be as open, fair, and honest as possible in your responses.</p> <p>The researchers assure you that no individuals will be identified from their responses and there are no requests for sharing confidential information in the questionnaire. The results of the analysis will be strictly used by the researchers for study purposes only.</p> <p>The questionnaire should not take more than 5 minutes of your time.</p> <p>Thank you for supporting scientific research and innovation.</p> <p>Khalid Al Senani</p>	<p>الفاضل / الفاضلة.....المحترم</p> <p>إن هذا الاستبيان يعطيك الفرصة لعرض وجهة نظرك لمجموعة من المواضيع تتعلق بدوافع الارتباط الوظيفي في المجال التربوي في سلطنة عمان.</p> <p>سيتم استخدام هذا الاستبيان لجمع البيانات الأولية لعمل دراسة بحثية. عليه نطلب مساعدتكم في الإجابة على الأسئلة بكل وضوح وحرية وصدق وأمانة قدر المستطاع.</p> <p>يؤكد لكم الباحث بأنه لن يتم التعريف أو الإشارة إلى الأفراد من خلال الإجابات المقدمة ولن يكون هناك أية إجابات تستوجب السرية يتضمنها الاستبيان. سيتم استخدام نتائج التحليل من قبل الباحث لأغراض الدراسة فقط.</p> <p>لن تستغرق الإجابة على الاستبيان غير خمس دقائق.</p> <p>مع الشكر والتقدير لجهودكم في خدمة البحث العلمي والعمل الإبداعي</p> <p>الباحث/ خالد السناني</p>

Next

Employee Engagement in the Education Sector - Masters Research

Section A: Demographics & General information

2 / 5 40%

This section collects data about participants for statistical use only. No attempt whatsoever will be done to use the data to uncover participants' identity

الرجاء اختيار وظيفتك الحالية من القائمة التالية - Please select your position in your organization

What is your gender?

الرجاء تحديد الفئة العمرية - What is your age group?

الرجاء اختيار الولاية التي تنتمي إليها في الهوية - Which state do you come from?

Prev

Next

Employee Engagement in the Education Sector - Masters Research

Section B: Engagement Drivers' ranking - List 1 - المجموعة الأولى

3 / 5 60%

Employee engagement is a property of the relationship between an organization and its employees. An "engaged employee" is one who is fully absorbed by and enthusiastic about their work and so takes positive action to further the organization's reputation and interests.

Please view the below suggested drivers of engagement, rank them according to importance in driving engagement from your own opinion (1 Being the top important). You can select "Not important" for those options that do not apply, according to your judgement.

الارتباط أو الانتماء الوظيفي هو خاصية تميز عن العلاقة بين المؤسسة و موظفيها. و "الموظف المندمج بوظيفته" هو الذي يرتبط بالكامل وبحماسة بتجديده بعمله ويندمج فيه. ويتمتع في اتخاذ إجراءات إيجابية لتعزيز سمعة المؤسسة وتحسين مصالحها.

الرجاء الإطلاع على عبارات دوافع الارتباط/الانتماء الوظيفي، وترتيبها حسب الأهمية من (1) إلى (13) بناء على حكمك لأهميتها (اختر رقم (1) للأعلى أهمية). يمكنك تحديد " ليس مهما" لتلك الخيارات التي لا تنطبق، وفقا لحكمك

Please select - برجاء الاختيار

	Top Priority - الأهمية القوى	2	3	4	5	6	7	8	9	10	11	12	Least Priority - الأقل أهمية	Not important ليس مهماً
Having an Innovative environment - وجود بيئة عمل - مبتكرة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having the right rewards and recognition for the work - الحصول على مكافآت و تقدير نظير عملي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fairness and Justice at the organisation - الإنصاف و العدل في المؤسسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Firm Image or reputation in the market - صورة أو سمعة المؤسسة بالمجتمع	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meaningful work to myself - العمل ذو معنى بالنسبة لي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization's flexibility in applying policies - مرونة المؤسسة في تطبيق سياساتها	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional Bond with the Job - الارتباط العاطفي بالعمل	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of accomplishment - الشعور بالإنجاز	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Health and Well being - الصحة و الرفاه الشخصي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voice of the employees is heard and valued - صوت الموظفين/المعلم مسموع و مقتر	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and development opportunities at the organisation - فرص التعلم و التطوير في المؤسسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Efficient communication at the organisation - التواصل الفعال في المؤسسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership - القيادة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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يرجاء الاختيار - Please select

	Top Priority - الأهمية - القصوي	2	3	4	5	6	7	8	9	10	11	12	Least Priority - الأقل - أهمية	Not important - ليس مهما
Personal alignment to work mission and vision - الانحياز الشخصي لمهمة العمل ورؤيته	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition for good work - التقدير للعمل الجيد	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture of trust - ثقافة الثقة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to grow at the organisation - فرص للنمو في المؤسسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to innovate - فرص للإبداع والابتكار	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transparency in the organisation - الشفافية في المؤسسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open door policies - سياسة الأبواب المفتوحة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equality of opportunities - تكافؤ الفرص	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenging tasks to achieve - إنجاز مهام فيها سمة التحدي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair Workload - عبء العمل عادل	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Line management efficiency - كفاءة الإدارة التنفيذية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation reputation in the market - سمعة المؤسسة في العمل	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of family belonging - الشعور بالانتماء الأسري	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Please select - برجاء الاختيار

	Top Priority - الأهمية - القصوي	2	3	4	5	6	7	8	9	10	11	12	Least Priority - الأقل - أهمية	Not important - ليس مهما
Benefits and Pay - الفوائد و الأجر	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling valued as an individual - الشعور بالتقدير كفرد	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance culture - ثقافة الأداء	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career growth - النمو الوظيفي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-worker relationship - العلاقة مع زملاء العمل	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisational understanding of personal priorities - فهم المؤسسة لأولويات الشخصية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team reputation - سمعة فريق العمل	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believe in the organisation's mission - الإيمان بمهمة المؤسسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory relationship - العلاقة الإشرافية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job clarity - وضوح المهام الوظيفية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work pressure - ضغط العمل	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk taking culture - ثقافة المخاطرة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisational justice - العدالة التنظيمية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Please select - يرجى الاختيار

	Top Priority - الأهمية - القصوى	2	3	4	5	6	7	8	9	10	11	12	Least Priority - الأقل - أهمية	Not important - ليس مهماً
Benefits and Pay - الفوائد و الأجر	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling valued as an individual - الشعور بالتقدير كفرد	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance culture - ثقافة الأداء	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career growth - النمو الوظيفي	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-worker relationship - العلاقة مع زملاء العمل	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisational understanding of personal priorities - فهم المؤسسة لأولويات الشخصية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team reputation - سمعة فريق العمل	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believe in the organisation's mission - الإيمان بمهمة المؤسسة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory relationship - العلاقة الإشرافية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job clarity - وضوح المهام الوظيفية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work pressure - ضغط العمل	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk taking culture - ثقافة المخاطرة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisational justice - العدالة التنظيمية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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