MULTIPLE FOCI OF EMPLOYEE ENGAGEMENT

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Abstract

The importance of employee engagement is widely acknowledged among researchers and practitioners. Employee engagement is a broad construct that has been manifested in previous research and practice through different theoretical and conceptual perspectives. Nevertheless, research has demonstrated that engaged employees support organisational success by enhancing employee satisfaction, performance, and retention. However, there is a lot of controversy which limits the utilisation of the construct. Paramount among these problems is neglecting the target of employee engagement. In an attempt to redress this research limitation, a multiple foci perspective of employee engagement suggests that employees may be engaged simultaneously to different extents with multiple targets within their employment relationship. Unfortunately, whilst a multiple foci perspective has not been well developed within the employee engagement literature, the notion is thoroughly developed in other organisational behaviour literature such as organisational commitment. The extant literature has revealed scattered evidence adopting a multiple foci perspective of employee engagement, with no systematic effort to align research activity. Moreover, the distinctions between employee engagement foci need to be theoretically and empirically reliable and valid. Further, distinguishing foci together with their antecedents and consequences are considered as more meaningful. Addressing these gaps, the overall purpose of this research program is to explore the phenomenon of employee engagement through a multiple foci perspective. Since there is no measurement scale in the target of employee engagement, the current research adopted a tripartite attitudinal engagement model of emotional, cognitive and behavioural energy proposed by Rich, Lepine, and Crawford (2010) to examine each different foci. Further, the current research utilised the target similarity model of Lavelle, Rupp, and Brockner (2007) in examining antecedents and consequences of multiple foci of employee engagement. Antecedents and consequences of multiple foci of employee engagement were examined focusing on two foci of employee engagement (job and organisation) extending on the work of prior research. Accordingly, the research examined the impact of matching antecedents of employee perceptions of job (P–J fit) and organisational fit (P–O fit) on job and organisational engagement in a simultaneous model. Further, matching consequences of job and organisational engagement were sought using three distinct performances of in-role behaviour (IRB), organisational citizenship behaviour – individual (OCB–I), and organisational citizenship behaviour – organisation (OCB–O). Since quantitative study was limited to an

investigation of two (job and organisational) foci of employee engagement, exploration of additional foci, as well as deepening the explanation of what it means to be engaged with specific foci was examined using qualitative inquiry. Accordingly, this research was designed using a mixed method approach with three cross sectional studies (i.e., two quantitative studies and one qualitative study). Research inquiries were conducted in the Sri Lankan context.

Both quantitative and qualitative findings provided evidence for multiple foci of employee engagement. The quantitative studies found evidence for multiple foci of employee engagement by distinguishing job and organisational engagement with matching antecedents and consequences. Existence of three foci such as job, team, and organisation became evident through qualitative study. As anticipated, results found P–J fit as a unique antecedent of job employee engagement while P–O fit as unique antecedent of organisational employee engagement. Together, these results suggest the importance of perception of fit as a common antecedent which can be applicable to different foci of employee engagement. With regard to consequences of multiple foci of engagement, job employee engagement was associated with job focused performance outcomes (IRB followed by OCB–I), while organisational employee engagement predicts organisation focused performance outcomes (OCB–O). Both antecedents and consequences of job and organisational of employee engagement identified through this research were consistent with the target similarity model. Further, using a multidimensional tripartite employee attitudinal engagement tool to distinguish numerous foci strengthens the credibility of the findings. Together, the three studies in this research provide important insights into the broader construct of employee engagement by identifying its components through a multiple foci perspective. It suggests reasons for employees' level of engagement with different foci and how these differences in engagement are reflected in their performances. Understanding differential performance outcomes of numerous foci is helpful to manage employee engagement within the workplace.

The present research has several limitations. Distinguishing two and three foci of employee engagement provided credible evidence for the existence of multiple foci of employee engagement. Building upon these findings, future research can examine numerous other foci of employee engagement to provide further clarity to the notion of multiple foci of employee engagement. Further, the measurement scale used in the quantitative studies of this research (tripartite attitudinal employee engagement) has examined with only job and organisational foci. It can be examined with numerous other foci of employee engagement, although the creation of a common measurement scale for multiple foci of employee engagement is likely to be preferable. This research was limited to samples from the Sri

Lankan context which is considered as a country with a collectivism culture. Therefore, it is useful to examine the generalisability of the findings in other settings. Also, as an attitudinal construct foci of employee engagement are likely to vary between different jobs, organisations and other contextual factors.

The findings of the present research have important implications for future practice as they provide evidence for multiple foci perspective while conceptualising it as an attitudinal construct. It emphasises the importance of context for employee engagement and provides a new direction for research and practice. Understanding numerous foci of employee engagement based on an attitudinal engagement model clarifies the confusions regarding content domain and measurement challenges which exist in the broader construct of employee engagement. Clarifying employee engagement by adopting a multiple foci approach grounded on target similarity model is another valuable contribution. It guides future research based on strong theoretical foundation. This research is unique as it extends the current paradigm of employee engagement research by investigating the antecedents and consequences of a multiple foci approach to engagement.

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Statement of Original Authorship

The work contained in this thesis has not been previously submitted to meet requirements for an award at this or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

Signature: QUT Verified Signature
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Date: 23.03.2021

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Chapter One: Introduction

1.1 Research Background

Employee engagement has become increasingly important for contemporary organisations. In the current dynamic and competitive environment, organisations are facing challenges of globalisation, technological advancement, growth, and change (Bartlett & Ghoshal, 2002). To remain viable under such uncertain environments, a highly motivated and engaged workforce is extremely helpful (Albrecht, Bakker, Gruman, Macey, & Saks, 2015). Engaged employees are cognitively attentive, emotionally vested, physically energetic, and willing to invest themselves fully in their work roles (Kahn, 1990; Rich, Lepine, & Crawford, 2010). Engaged employees are happy, enthusiastic individuals who are psychologically connected to their work and who are inspired to contribute extra effort when organisations are in need (Bakker, Demerouti, & Lieke, 2012; Leiter & Bakker, 2010). Engaged employees are attentive about the needs of their customers, organisational processes, systems, desired changes, and help organisations move in the right direction (Kazlauskaitė & Bučiūnienė, 2008). Researchers maintain that human resource practices can be used to facilitate and improve employee engagement, thereby helping organisations to achieve a competitive advantage (Albrecht, Breidahl, & Marty, 2018; Albrecht et al., 2015). Practices focus especially on intangible assets including the core competencies derived from employee knowledge, skills, attitudes, and behaviours, that are difficult to imitate by competitors (Alfes, Shantz, & Alahakone, 2016; Barney, Wright, & Ketchen, 2001; Kazlauskaitė & Bučiūnienė, 2008).

During recent decades, employee engagement has gained widespread attention in the human resource management and allied fields (Arrowsmith & Parker, 2013; Bailey, Madden, Alfes, & Fletcher, 2017). It is a construct that has attracted the attention of academics and practitioners alike. For example, a simple 2019 Google Scholar search (July 2019) resulted in 82,200 hits for "employee engagement", yet prior to 1990 there were only 206 hits for the same search term. Some researchers suggest that the concept of employee engagement originally evolved from the theorising of personal engagement proposed by Kahn in 1990 (Bailey et al., 2017; Guest, 2014; Saks, 2006; Shuck, Osam, Zigarmi, & Nimon, 2017). However, there is disagreement among researchers about the origin of the construct (Meyer, 2017). Other researchers suggest that the contemporary popularity of employee engagement has evolved because the construct has been highly marketed by consulting firms such as the Gallup

organisation (Little & Little, 2006; Luthans & Peterson, 2002; Macey & Schneider, 2008; Markos & Sridevi, 2010).

Gallup has been conducting employee engagement surveys globally for about three decades. Gallup data collected between 2014 and 2016 across 155 countries reveals that 15% of employees are fully engaged in their job, with two-thirds not engaged, and 18% actively disengaged (Gallup, 2017). According to Gallup, engaged employees are highly enthusiastic and involved in their work and workplace in comparison with disengaged employees who are unhappy and less productive employees who may spread negativity to co-workers (Gallup, 2017). The results of Gallup surveys suggest that low levels of employee engagement are a worldwide problem. However, the striking differences in Gallup results over time raises questions about the reliability of the survey. For example, in Sri Lanka the 2017 findings suggested that 38% of employees were engaged, 54% not engaged, and 8% actively disengaged (Gallup, 2017). In comparison, the 2013 data for Sri Lanka indicated that employee engagement levels were 14% engaged, 62% not engaged, and 24% actively disengaged (Crabtree, 2013). These results indicate that in four years Sri Lanka has increased the proportion of engaged employees from 14% to 38%, yet no clear intervention strategy or change initiatives have been acknowledged.

Researchers acknowledge that the meaning of employee engagement is ambiguous among both academic researchers and practitioners (Saks, 2017; Shuck & Wollard, 2010). It is a contested construct that does not have a consistently agreed-upon definition. Today, more than three decades after Kahn (1990) first introduced the personal engagement concept and Gallup began to market employee engagement surveys, disagreement continues over the meaning and measurement of employee engagement. Analysis of the literature reveals doubts from scholars about whether personal engagement equates to or relates to employee engagement. Zinger (2017) cites Kahn's own claims that employee engagement is different from personal engagement in numerous ways. However, other researchers have maintained that personal engagement is comparable to employee engagement (Saks, 2006; Singh, Burgess, Heap, & Al Mehrzi, 2016). Further complicating the conceptualisation of employee engagement are the multiple terms existing in the literature referring to potentially equivalent constructs. For example, terms such as task engagement (Matthews et al., 2002), job engagement (Rich et al., 2010), role engagement (Fletcher, 2016), work engagement (Schaufeli, Salanova, González-romá, & Bakker, 2002), and organisational engagement (Cherin, 1999; Nutov & Hazzan, 2014) are often used interchangeably. Moreover, the interrelatedness or distinctiveness of these concepts to employee engagement is often not

discussed. Accordingly, one of the main barriers to the development of scientific and practical understanding of employee engagement is the lack of agreement for how to define (Albrecht, 2010; Bakker, Albrecht, & Leiter, 2011; Byrne, 2015; Saks, 2017; Schaufeli, 2013; Shuck et al., 2017) or measure it (Albrecht, 2010; Bakker et al., 2011; Saks, 2017; Shuck et al., 2017). The above controversies surrounding the construct also limit the full utilisation of employee engagement in research and practice (Saks, 2017; Shuck et al., 2017).

When exploring the different theoretical perspectives existing in the literature it must be noted that a substantial volume of employee engagement research has used Schaufeli et al.'s (2002) definition of work engagement and their associated scale, the Utrecht Work Engagement Scale (UWES) (Bailey et al., 2015; Bakker et al., 2011). Work engagement is defined "as a positive, fulfilling, work-related state of mind that is characterised by vigour, dedication, and absorption". (Schaufeli et al., 2002, p. 74). Rather than a momentary and specific state, Schaufeli and colleagues' (2002) describe work engagement as "a more persistent and pervasive affective cognitive state that is not focused on any particular object, event, individual, or behaviour" (Schaufeli et al., 2002, p. 74). Their emphasis of "not focused on any object, event, individual, or behaviour" suggests that this definition embraces a generic attitudinal assessment of an employee's overall level of engagement with his or her work.

Conversely, there are some researchers who have highlighted the importance of adopting a target or foci approach in understanding employee engagement (Farndale, Beijer, Veldhoven, Kelliher, & Hope-Hailey, 2014; Welbourne, 2011). Saks (2006) maintains that employee engagement may also include different targets or foci of engagement, such as the job or organisation. Foci of employee engagement are the targets, such as the job, organisation, department, supervisor, or work group, to whom an employee may be engaged. Farndale et al. (2014) have argued that it is logical to anticipate that multiple foci of employee engagement exist, and that an employee may not only be engaged with their job or organisation, but also with other foci such as their team, profession, or union. Accordingly, Farndale et al. (2014) adjusted the definition recommending that employee engagement is "a multi-foci perspective acknowledging that employees might simultaneously be engaged to differing extents with different targets, e.g., their job or the organisation as a whole" (p. 161).

1.2 Problem Context

Researchers have emphasised that defining employee engagement is a challenge because of the uncertainty surrounding what elements to include and what elements to exclude (Schaufeli, 2013). As stated by Macey and Schneider (2008, pp. 3-4), "employee engagement

is a concept with a sparse and diverse theoretical and empirically demonstrated nomological net of the relationships among potential antecedents and consequences of engagement as well as the components of engagement have not been rigorously conceptualised, much less studied." Moreover, researchers have noted that clear boundaries should be drawn between the antecedents and outcomes of the construct and the construct itself (Suddaby, 2010). Klein, Becker, and Meyer (2012) similarly emphasised the need for greater attention to be given towards construct clarity because of the importance for generalising research knowledge. Some researchers have begun to acknowledge that it is important to apply a multiple foci perspective to the broader employee engagement literature to bring greater construct clarity (Farndale et al., 2014; Saks, 2017). However, multiple foci of employee engagement has not been well established in the literature (Meyer, 2017).

The work of Saks (2006) similarly suggests the importance of adopting a target or foci approach when measuring employee engagement. He empirically demonstrated that an employee's job and organisation were two potential foci of employee engagement with unique antecedents and consequences. However, the use and application of the model of employee engagement provided by Saks (2006) is limited in the literature (Byrne, 2015; Mahon, Taylor, & Boyatzis, 2014; Schaufeli, 2014; Shuck et al., 2017), and this may have occurred because of a lack of definitional clarity (Shuck et al., 2017).

Rich et al. (2010) conceptualised employee engagement with three dimensions; emotional, cognitive and behavioural based on the previous conceptualisation of personal engagement by Kahn (1990). They defined engagement as a "multidimensional motivational concept reflecting the simultaneous investment of an individual's physical, cognitive, and emotional energy in active, full work performance" (Rich et al., 2010, p. 619). Further, they developed the Job Engagement Scale (JES) to measure their conceptualisation of employee engagement. Researchers have accepted the credibility of the JES (Rich et al., 2010) because of its strong levels of psychometric validity and reliability (Byrne, 2015; Saks & Gruman, 2014; Shuck, Nimon, & Zigarmi, 2016). Even though Rich et al. (2010) proposed a psychometrically robust measure of job engagement, it has received less attention in the engagement literature (Shuck et al., 2017). Moreover, a review of the literature further demonstrates that Rich et al.'s conceptualisation has not been explored across different country contexts. This presents a challenge in understanding the applicability and generalisability of their scale.

A review of the literature demonstrates that there are a limited number of studies which have shown employee engagement is distinguishable among different foci (Andrew & Sofian,

2012; Farndale et al., 2014; Saks, 2006; Ünal & Turgut, 2015). Some of these studies have used Schaufeli et al.'s (2002) generic UWES trait-based engagement scale to measure employee engagement foci. However, the UWES does not provide a clear picture of "what" specifically is engaging the employee because it was not designed to measure a target or foci of engagement. Therefore, it is not an appropriate measurement scale for identifying a multiple foci perspective of employee engagement. Hence, there are gaps in the literature explaining how employees may be engaged to different targets or foci of their employment using a conceptualisation and measurement scale applicable to a multiple foci perspective of engagement.

Distinctions among the different foci of employee engagement are especially meaningful when considering respective antecedents and consequences (Becker, Billings, Eveleth, & Gilbert, 1996; Becker & Kernan, 2003). Saks (2006) demonstrated that there are different foci of employee engagement, each with potentially matching antecedents and outcomes. However, little additional empirical evidence exists for this delineation (Shuck & Wollard, 2010). In the broader domain of employee engagement research, authors have acknowledged the importance of person-job (P–J) and person–organisation fit (P–O) as antecedents of employee engagement (Byrne, 2015; Fleck & Inceoglu, 2010). However, the findings relevant to how P–J and P–O fit are the main types of fit for the foci of job and organisational employee engagement are not clear. There is empirical research supporting P–J fit is an antecedent for work engagement (Valero & Hirschi, 2016) and employee engagement (May, Gilson, & Harter, 2004; Memon, Salleh, & Baharom, 2015). Other findings demonstrate that P–O fit is an antecedent of organisational engagement (Ünal & Turgut, 2015), work engagement (Ünal & Turgut, 2015), and employee engagement (Biswas & Bhatnagar, 2013; Shuck, Reio Jr, & Rocco, 2011). However, there are no systematic studies integrating the different types of fit with different foci of employee engagement. Although the work of Saks (2006) did suggest antecedents of job and organisational employee engagement, he has not investigated how P–J and P–O fit may operate as antecedents of each unique foci of engagement. Accordingly, the question arising from the preceding analysis is whether P–J fit and P–O fit differently predict employee engagement and whether this difference is reflected in a multiple foci perspective of employee engagement.

The relationship between employee engagement and performance outcomes is well established in the literature (Alagaraja & Shuck, 2015; Albrecht et al., 2015; Anitha, 2014; Bailey et al., 2017; Christian, Garza, & Slaughter, 2011; Markos & Sridevi, 2010). Engagement is considered more strongly related with performance than the other job-related attitudes (Rich

et al., 2010; Schaufeli, 2014). Empirical findings have linked different types of employee engagement with in-role performance (Bakker, Demerouti, et al., 2012; Christian et al., 2011; Rich et al., 2010; Shantz, Alfes, Truss, & Soane, 2013), organisational citizenship behaviour (Bakker, Demerouti, et al., 2012; Rich et al., 2010; Rurkkhum & Bartlett, 2012; Shantz et al., 2013), and organisational citizenship behaviour – individual (OCB–I) and organisational citizenship behaviour – organisation (OCB–O) (Saks, 2006). Analysis of the literature suggests that different types of engagement may differentially relate to in-role behaviour (IRB) and the two types of extra role performances (i.e., OCB–I and OCB–O). However, while some researchers have emphasised the importance of understanding the association of the above three performance dimensions with employee engagement (Williams & Anderson, 1991), there are no employee engagement studies which have explicitly examined these performance outcomes simultaneously. Further, while the multiple foci employee engagement study of Saks (2006) identified consequences of employee engagement, he found that job engagement predicted OCB–O and organisational engagement predicted both OCB–I and OCB–O. Such an outcome appears inconsistent with theoretical logic, for example, the target similarity model of Lavelle, Rupp and Brockner (2007) suggests that a given attitude is related to other target similar attitudes and behaviours. Hence, there are gaps in understanding the consequences of multiple foci of employee engagement.

1.3 The purpose of the research

In sum, the absence of a commonly agreed-upon definition and measurement scale for employee engagement has led to confusion regarding the constructs content domain and how it should be measured. The above gap analysis also identifies the potential theoretical and practical value in considering a conceptualisation of employee engagement using a multiple foci perspective. Thus, the current program of research brings together prior research (Farndale et al., 2014; Kahn, 1990; Rich et al., 2010; Saks, 2006) to provide a theoretical foundation for proposing a multiple foci perspective of employee engagement and empirically clarify some of the issues existing in the literature.

Accordingly, this research will empirically examine two foci of employee engagement, that is job and organisation, and the potential antecedents and consequences of these foci. The adoption of job and organisation as two foci of employee engagement, together with relevant antecedents and consequences will be used to determine whether it is possible to empirically differentiate among these foci of employee engagement. As there are no existing scales to

measure multiple foci of employee engagement, this research will adapt the existing job employee engagement scale of Rich et al. (2010).

1.4 Research Questions

The overall purpose of this program of research is to explore the phenomenon of employee engagement through a multiple foci approach. The research program builds on existing research to deepen our understanding of the unique relationship between the antecedents and consequences of multiple employee engagement foci. A systemic understanding of the nuanced nature of multiple foci of employee engagement will be achieved through examining three research questions.

- RQ1: To what extent do employees distinguish among and experience multiple foci of engagement in the workplace?
- RQ2: To what extent do the matching antecedents of person–job fit and person–organisation fit predict an employee's level of engagement with multiple foci in the workplace?
- RQ3: To what extent is a multiple foci perspective of employee engagement able to explain employee in-role and extra-role behaviour in the workplace?

1.5 Significance of the study

The current program of research is unique and extends the paradigm of employee engagement research by exploring a multiple foci approach. The concept of a multiple foci of employee engagement has received limited attention in the literature. The current research will enhance the theoretical and empirical understanding of employee engagement by focusing on its multidimensional nature. Moreover, defining employee engagement through the lens of a multiple foci perspective will avoid the use of similar terms for different constructs and multiple terms for potentially equivalent constructs. By clarifying the referent barrier of employee engagement, this research provides a new avenue for conceptualising a complete model of employee engagement.

This research is especially significant as it extends the original conceptualisation of employee engagement towards a multiple foci perspective. The current program of research advances the theoretical understanding of the employee engagement process not highlighted in Kahn's (1990) seminal study. Even though he defined engagement as a self in role process, his focus examined the "investment of self" in the work role. He did not analyse how the different targets related to an employee's work role influences for engagement. The antecedents and

consequences of employee engagement used in this research were established using a theoretical and conceptual framework informed by the target similarity model (Lavelle et al., 2007). The conceptual framework applied to the present research can be modified to examine other foci of employee engagement (such as the team or supervisor). Additionally, the present research contributes to the theoretical domain of employee engagement by explaining the limitations of commonly used conceptualisations of employee engagement which do not adopt a multiple foci perspective.

In addition to the theoretical contribution, the present research makes an important contribution to existing empirical knowledge. Analysis of the literature demonstrates that there is limited empirical evidence on factors which predict job and organisational employee engagement. The current research explores the person–environment fit as a mechanism or driving force behind the multiple foci of employee engagement. There is a lack of established empirical evidence relevant to a fit perspective with employee engagement. Moreover, there is limited empirical research linking P–J and P–O fit with job and organisational employee engagement simultaneously. In this regard, the current study sheds light on the mechanisms through which job and organisational employee engagement occurs.

Similarly, there is limited empirical evidence explaining how job and organisational employee engagement simultaneously relate to different performance outcomes. The current research fills this gap by empirically examining three types of performance outcomes with job and organisational employee engagement. Additionally, this research provides empirical evidence for the interrelationship between the antecedents and consequences of multiple foci of employee engagement. Hence, this research, to the best of my knowledge, is the first systematic study designed to examine the relationship between two foci of employee engagement and matching antecedents and consequences.

The present research also provides a methodological contribution by identifying the potential of the Job Engagement Scale of Rich et al. (2010) to be adopted to measure multiple foci of employee engagement. Having a measurement instrument suitable for measuring multiple foci of employee engagement will further extend the capacity of employee engagement research with additional foci. Further, successful use of JES in the public sector and university sector settings in Sri Lanka may also suggest its applicability in different social and cultural settings to measure different foci of employee engagement.

Analysis of the literature also reveals that a mixed methods approach is limited within employee engagement research. In this regard, the current research contributes to the development of employee engagement by using a mixed methodology design. A mixed method

approach allows the researcher to understand the complexity of the phenomenon of employee engagement more deeply by approaching it from different methods while offsetting the weaknesses inherent to using either quantitative or qualitative approaches alone. Further, it provides evidence of the benefits of pragmatism without having a detrimental effect on assumptions of quantitative and qualitative paradigms.

In addition to the above, this program of research also provides a practical contribution. The research links theory and practice by establishing a multiple foci approach to employee engagement. The topic of employee engagement has gained tremendous attention from industry practitioners because of its high practical relevance. However, researchers acknowledge that confusion in the employee engagement literature has been a significant hindrance to practitioners seeking to apply the construct to improve organisational effectiveness. By clarifying the conceptualisation of the employee engagement construct and adopting a multiple foci framework, the current research will assist in distinguishing between employee engagement targets such as the job and the organisation. The research will also reveal how these multiple foci predict employee work attitudes and behaviours, which can have important implications for organisational policies and practices. Hence, the outcomes of this research provide guidance for human resource managers and business leaders who are seeking strategies to enhance the level of employee engagement within their organisations.

1.6 Research Design

There is limited empirical evidence in the prior literature relevant to a multiple foci perspective of employee engagement. Hence, a more systemic approach is required to obtain a more comprehensive understanding. Accordingly, the current research program was designed as a mixed-methods program which includes both quantitative and qualitative perspectives. The integration of the qualitative and quantitative approaches enables a deeper understanding of the research problem and improves the reliability and validity of the findings through the principle of triangulation.

The quantitative phase includes two studies using a survey method. The first study was designed with an aim of modifying an existing valid and reliable instrument to measure the multiple foci of job and organisational employee engagement. A sample of employees working in three public sector organisations from Sri Lanka was used for the first study with 214 usable questionnaires collected through a paper-based self-report survey. A second quantitative study was then designed to examine the conceptual model with a sample of 323 university academics working in 13 public universities in Sri Lanka using an online self-report survey. Finally, a

qualitative study was designed to obtain additional insights on the experience of a multiple foci perspective of employee engagement. Semi-structured interviews were conducted with 22 university academics from three Sri Lankan universities who were purposely selected.

Analysing the data from two different samples and multiple organisational settings further strengthens the generalisability of the findings. Accordingly, this research will systematically provide sufficient knowledge to establish evidence for adopting a multiple foci perspective of employee engagement.

1.7 Outline of the thesis

The current dissertation consists of seven chapters. The first chapter has laid the foundations for the program of research, discussing the research background, and problem context and through a gap analysis provides the theoretical and empirical justification for the research, summarising the research problem. The research purpose and the main research questions were stated. The first chapter also overviewed the proposed contributions to be made by this research along with an overview of the structure of the thesis. Chapter two offers a comprehensive review of literature. It synthesises literature to provide the theoretical foundation for adopting a multiple foci perspective of employee engagement. Chapter three provides a discussion on the methodological approach used in the research. It justifies the research paradigm and the selection of the methodological approaches using a mixed methods research design combining qualitative and quantitative methods. Chapter four reports the first quantitative study, including participants, data collection procedures, data analysis and then reports the findings leading to the examination of the propositions. Chapter five reports the second quantitative study. It includes a brief literature review directing the formulation of hypotheses to examine the conceptual model followed by methodology which include data collection and data analysis techniques. Next it reports the findings of the examination of hypotheses of the study and then includes a discussion and conclusion. Chapter six reports the qualitative study, providing the additional insights and explanations that emerged relevant to a multiple foci perspective of employee engagement. The final chapter of the thesis, Chapter seven, provides an overall discussion of the key findings of the three studies. It also includes a discussion of the theoretical and practical implications of the present research. Moreover, it discusses the limitations of the current research program and provides directions for further research.

Chapter Two: Literature Review

2.1 Introduction

Chapter one introduced the thesis by discussing the background to the research, providing a justification, stating the purpose, and outlining the overall program of research. The purpose of the current chapter is to synthesise theories from existing literature and empirical evidence to develop an argument for adopting a multiple foci approach of employee engagement. In doing so, this study assumes not only the importance of the identification of different foci of employee engagement but also the composition of a conceptual framework with target similar antecedents and consequences of foci of job and organisational employee engagement. Therefore, this chapter focuses on proposing a framework which integrates potential antecedents and consequences with two foci of employee engagement. It explains the development of the three research questions based on important gaps evident in the literature of employee engagement, its antecedents and consequences.

The chapter consists of three main sections. The first section commences with a synthesis of the existing literature centred on explaining the evolution of employee engagement research. Then, a critical analysis of research related to a multiple foci perspective of employee engagement is conducted. The review promotes job and organisational engagement as two important foci of employee engagement, examining the empirical and theoretical literature associated with these foci in order to synthesise the debate and provide direction for the current program of research. In the second section, the review evaluates the perception of fit as an antecedent of employee engagement. The analysis focuses on person–job and person–organisation fit as unique antecedents of job and organisational employee engagement respectively. Focusing on three performance dimensions (i.e., in-role behaviour, organisational citizenship behaviour – individual and – organisation), the consequences of employee engagement are analysed next. Each section identifies research gaps leading to the formulation of research questions. The chapter concludes by proposing a conceptual framework to guide the current research agenda.

2.2 Overview: Evolution of employee engagement

Employee engagement research has evolved considerably over the last three decades. Nevertheless, analysis of the theoretical and empirical literature reveals disparity over the conceptualisation of the term "employee engagement". The discrepancy has arisen as research exploring employee engagement has not developed systematically, with different theoretical

foundations resulting in multiple definitions and the generation of different labels for potentially equivalent constructs. The theoretical meaning of employee engagement may also be considered ambiguous because the term has been used to refer to psychological states, traits, attitudes, and behaviours. Hence, the current section provides a synthesis of the key theoretical perspectives existing in the literature as a means of understanding employee engagement. Beginning with the personal engagement concept of Kahn (1990), this section reviews employee engagement conceptualisations including the inverse of burnout. Then, state and trait perspectives are evaluated for the purpose of differentiating them from an attitudinal perspective which forms the foundation of a multiple foci approach to employee engagement. The synthesis then focuses on a multiple foci explanation of employee engagement by streamlining scattered empirical evidence with theoretical arguments.

2.2.1 Personal engagement and disengagement

Kahn (1990) published the seminal literature on personal engagement and disengagement at work after interviewing 16 camp counsellors and 16 employees of an architecture firm. He described his findings of personal engagement as "the simultaneous employment and expression of a person's 'preferred self' in task behaviours that promote connections to work and to others through personal presence (physical, cognitive, and emotional), and active full role performances" (Kahn, 1990, p. 700). He explained that the contrast to the construct, personal disengagement, was "the uncoupling of selves from work roles such that in disengagement people withdraw and defend themselves physically, cognitively, or emotionally during role performances" (Kahn, 1990, p. 694).

Kahn was explicit that personal engagement at work was differentiated from other related constructs like organisational commitment, job satisfaction, and job involvement (Rich et al., 2010; Saks, 2006). Compared to other attitudes, Kahn's engagement describes investment of the complete self of a person towards a work role (Rich et al., 2010). Kahn (1990) concluded that the personal engagement process is facilitated by three psychological conditions, which is psychological meaningfulness, psychological safety, and psychological availability (Kahn, 1990; May et al., 2004; Rich et al., 2010). Although Kahn's (1990) research may have founded the theoretical construct of employee engagement, quantitative operationalisation did not immediately follow and his work received minimal citation in the first 20 years after publication (Saks & Gruman, 2014).

2.2.2 Employee engagement as the inverse of burnout

Not long after Kahn's (1990) publication of personal engagement at work, a new school of thought emerged defining employee engagement as the theoretical corollary to burnout (Maslach and Leiter (1997). Burnout is characterised by exhaustion (or a lack of energy), cynicism (or a distant attitude towards work), and ineffectiveness (or a sense of inadequacy and losing confidence) (Maslach & Leiter, 1997). Extending their theory to incorporate employee engagement as the inverse of burnout, Maslach and colleagues described employee engagement as comprising energy, involvement, and efficacy. Thus, the engagement and burnout extremes of each dimension were explained as energy turning into exhaustion, involvement becoming cynicism, and efficacy regressing to ineffectiveness. To operationalise the conceptualisation, Maslach, Schaufeli, and Leiter (2001) used the inverse pattern of burnout scores on the three Maslach Burnout Inventory dimensions to measure engagement. Later, Maslach and Leiter (2008) offered evidence supporting their theoretical framework.

2.2.3 Employee engagement as work engagement

The persistent re-conceptualisation of employee engagement continued as some researchers began to question whether it was reasonable to expect engagement and burnout to be perfectly negatively correlated. For instance, while Schaufeli et al. (2002) acknowledged engagement as the positive antithesis of burnout, they argued that the constructs should be measured independently with different instruments. Building on their critique, Schaufeli and colleagues introduced the concept of "work engagement", defining the construct as a positive, fulfilling, work-related state of mind characterised by vigour, dedication, and absorption. Distinctively, rather than a momentary and specific state, work engagement was described by Schaufeli et al. (2002) as a "more persistent and pervasive affective-cognitive state that is not focused on any object, event, individual, or behaviour" (Schaufeli et al., 2002, p. 74). Their trait-based work engagement construct explained vigour as the experience of high levels of energy and mental resilience during work, dedication as an employee keenly involved in and experiencing a sense of significance, enthusiasm, and challenge from work, and absorption as the employee being happily engrossed and fully concentrating on their work (Schaufeli et al., 2002). Whilst Kahn (1990) proposed personal engagement at work, Maslach and Leiter (1997) employee engagement, and Schaufeli et al. (2002) work engagement, all were referring to state and trait-based employee engagement. Unfortunately, the ongoing re-conceptualisation of employee engagement continued, with the extant literature revealing that multiple terms have been used interchangeably to refer to employees being engaged in the workplace. For example,

terms such as work, employee, job, or organisational engagement have been used to refer to the concept of employees being engaged at work (Attridge, 2009; Babcock-Roberson & Strickland, 2010).

While also searching for clarification of the employee engagement construct, Bakker, Schaufeli, Leiter, and Taris (2008) noted that most researchers agree that engaged employees are characterised as having high levels of energy and a strong identification with their work. This implies the importance of energy and attachment to a "target". In a further attempt to refine the definition of employee engagement, researchers began advocating for a three-dimensional construct grounded on Kahn's (1990) original framing of personal engagement (Christian et al., 2011; Rurkkhum & Bartlett, 2012). For example, Bakker (2011, p. 268) concluded that an engaged employee is "physically, cognitively, and emotionally" attached to his or her work role. Schaufeli (2014) then additionally suggested that there was agreement between Kahn's (1990) conceptualisation of personal engagement at work and his own work engagement definition, maintaining that both engagement conceptualisations involved a physical-energetic (vigour) dimension, an emotional attachment (dedication) element, as well as a cognitive (absorption) component.

2.2.4 State and trait approaches to employee engagement

Central to the definitional debate of employee engagement arose another important issue based on the nature of engagement and its categorisation. It was argued whether engagement was best thought of as a relatively stable trait or whether it is a temporary dynamic state, or whether it can be described as both (Christian et al., 2011; Dalal, Baysinger, Brummel, & Lebreton, 2012). Assessment and analysis of employee engagement as a trait focusses on exploring differences between people, whereas state-based assessment examines differences within an individual over a defined period of time (Dalal, Brummel, Wee, & Thomas, 2008). The state-level or within-person view answers questions like why one person feels more engaged at work on specific days (or parts of a day) and not on other days (Sonnentag, Dormann, & Demerouti, 2010, p. 26). In contrast, trait-based analysis considers an employee's level of engagement as relatively stable, persistent, and enduring (Schaufeli et al. 2002). Traits are more global concepts and need no object specified for them to be meaningful (Sherman & Fazio, 1983). Work engagement as proposed by Schaufeli et al. (2002) is a dispositional personality trait. Recently, some researchers have used it to measure state engagement in diary studies which have examined the fluctuation of engagement levels through the working day (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009). However, it was originally developed

to measure work engagement in general and not to measure engagement on a daily basis (Breevaart, Bakker, Demerouti, & Hetland, 2011).

2.2.5 Employee engagement as an attitude

Adoption of an attitudinal perspective to conceptualise employee engagement also emerged (Dalal et al., 2012; Newman, Joseph, & Hulin, 2010; Robinson, 2004; Shuck, Ghosh, Zigarmi, & Nimon, 2013). Similar to traits, attitudes serve as a predisposition to behaviour (Ajzen, 1987). Although unlike traits, attitudes are evaluative in nature (Sherman & Fazio, 1983). Kahn's (1990) personal engagement conceptualisation displays a mixture of attitudinal-type states together with more fixed steady-state predisposition of traits (Welch, 2011).

Two decades after Kahn conceptualised personal engagement, the work of Rich et al. (2010) suggested that an employee's attitude was the fundamental mechanism underlying Kahn's conceptualisation of personal engagement. Introducing the concept of job engagement, Rich et al. (2010) explained the importance of a "target" in creating an employee's level of engagement relative to that target. They went on to define job engagement as a "multi-dimensional motivational concept reflecting the simultaneous investment of an individual's physical, cognitive, and emotional energy in active, full work performance" (Rich et al., 2010, p. 619), developing the Job Engagement Scale (JES) to operationalise their conceptualisation. The JES provides an evaluation of employee job engagement attitudes organised using the accepted psychological tripartite of cognitive, affective, and behavioural elements (Breckler, 1984). Further, they empirically demonstrated how job engagement results in-role and extra-role performances. Accordingly, the work of Rich and colleagues has explained how attitudinal engagement can foster active, complete role performances as described by Kahn (1990).

Importantly, Rich et al.'s (2010) findings demonstrated the discriminant validity of employee job engagement with three closely related attitudinal constructs, job involvement, job satisfaction, and intrinsic motivation. Their findings also indicated that the explanatory power of job engagement surpasses that of the three attitudes in predicting performance outcomes. Researchers have similarly maintained that engagement is more strongly related to performance than the other job-related attitudes because of the high level of energy evident (Schaufeli, 2014). May et al. (2004) also argue that employee engagement with cognitive, emotional and physical dimensions of themselves in their work demonstrate "complete human spirit at work" suggesting a stronger motivational nature of engagement in comparison with other employee attitudes. Taken together, the current study relies upon the evidence presented

to suggest that Rich et al.'s (2010) attitudinal engagement is a motivational construct that explains the complete human spirit at work.

2.2.6 Multiple foci of employee engagement

It has been well accepted that employees can be psychologically linked to multiple workplace targets (Becker, 2016; Rupp, Shao, Jones, & Liao, 2014). As explained by Farndale et al. (2014), a multiple foci approach to employee engagement acknowledges that employees might simultaneously be engaged to differing extents with different foci (targets) at work (Farndale et al., 2014). Originally introducing the concept of personal engagement, Kahn (1990) demonstrated how individuals are attached to workplace targets. People vary in their attachment to targets and the self-in-role process is a demonstration of their level of attachment or detachment (Byrne, Peters, & Weston, 2016; Welbourne, 2011). Kahn (1990) further explained that an individual's engagement may vary with multiple levels of influences within the workplace (such as individual, interpersonal, group, intergroup, and organisational). Therefore, personal engagement as described by Kahn (1990) extends to different targets or foci in the workplace. Accordingly, employees experience personal engagement directed toward various targets or foci such as, the job itself, a work team or peers, supervisors or senior management, customers, and so on.

A multiple foci contention for workplaces was additionally promoted in the writings of Reichers (1985) who argued for a multiple constituencies perspective of the organisation. Therefore, the "organisation" for many employees is an abstraction that is represented in reality by co-workers, superiors, subordinates, customers, and other groups and individuals that collectively comprise the organisation" (Reichers, 1985, p. 472). Reichers' pointed out that employees may hold differing perceptions resulting from different attitudes over these multiple constituencies and can also be differently attached to them. Accordingly, adopting a multiple foci approach is important for understanding the employee's level of engagement with different constituencies (Lavelle, Rupp, & Brockner, 2007). It offers the implication that employees may experience different levels of engagement with different foci. For example, an employee may report having a higher level of engagement with their job and a lower level of engagement with their organisation (Saks & Gruman, 2014).

A multiple foci approach has been beneficial for the explanation of other employee attitudinal constructs such as psychological contracts (Marks, 2001),organisational identification (Knippenberg & Schie, 2000), and organisational commitment (Becker & Kernan, 2003). A multiple foci perspective has also been useful with behavioural constructs

such as organisational justice (Lavelle et al., 2007) and workplace aggression (Hershcovis & Barling, 2010). However, it has yet to be fully established in relation to employee engagement (Meyer, 2017). Further, adopting a multiple foci approach to employee engagement will provide the opportunity to examine the importance of constituent components of engagement to explain the experience of work (Farndale et al., 2014).

Recently, research has begun applying a multiple foci perspective to employee engagement. Among this activity is the work of Farndale et al. (2014) which is particularly beneficial as they have offered a definition of multiple foci of employee engagement. They advise that "a multiple foci perspective of employee engagement acknowledges that employees might simultaneously be engaged to differing extents with different targets or foci within the workplace" (Farndale et al., 2014, p. 161). Another strength to Farndale et al.'s (2014) research is the recommendation of a theoretical framework, positioning employee multiple foci of engagement research with the target similarity model (Lavelle et al., 2007). Farndale and colleagues examined the distinctiveness of work and organisation employee engagement, exploring its relationship with potential consequences. Data were collected using an online survey of 298 employees from two multinational companies. Their findings suggested that work and organisational engagement are distinct constructs with different relationships to employee outcomes, such as, commitment, organisational citizenship behaviour, initiative, active learning, job satisfaction, and organisational performance. Accordingly, the research by Farndale et al. (2014) was able to demonstrate the importance of understanding the relationship between different employee engagement foci and personal and organisational outcomes.

What is not clear from Farndale et al.'s (2014) study is whether the authors have equated work employee engagement with job employee engagement. In other studies, work engagement (as distinct from job engagement) has provided a more generic assessment of an employee's overall level of engagement with his or her work (Albrecht et al., 2018; Crawford, Lepine, & Rich, 2010). Farndale et al. (2014) operationalised work employee engagement using the 17 item Utrecht Work Engagement Scale (UWES) of Schaufeli, Salanova, et al. (2002). However, when Schaufeli, Salanova, et al. (2002) definition of work engagement is considered, it is clear that the construct encompasses the employee's overall employment relationship, that is, not just the employee's job. Hence, in Farndale et al.'s findings, the distinction between work and organisational engagement is less meaningful because the scale of work engagement itself may include both job and organisational engagement. However, the findings suggest that job and organisational engagement are uniquely different while also having similar elements.

Similar to Farndale et al. (2014) conceptualisation, Ünal and Turgut (2015) considered "work engagement" and "organisational engagement" as subsets of employee engagement. They also intended to distinguish among the two types of engagement using a parallel instrument. Their objective was to examine the relationship between person–organisation fit and employee engagement, and to create a new scale for measuring organisational engagement. They measured work employee engagement using a shortened 9-item version of UWES developed by (Schaufeli, Bakker, & Salanova, 2006) and measured organisational engagement by constructing a 15-item scale including four items from the scale of Saks (2006). The data were collected from a total of 285 employees from health, education, and banking service sectors in Turkey. Questionnaires were sent via e-mail to participants selected through convenience and snowball techniques. Their findings indicate that person–organisation fit positively contributed to both work engagement and organisational engagement while person–organisation fit demonstrated more statistical explanatory power on organisational engagement ($\beta = 0.459$; $p < 0.001$) than work engagement ($\beta = 0.206$; $p < 0.001$). This differential relationship of person–organisation fit as an antecedent of organisational engagement supports the multiple foci approach to employee engagement by demonstrating the unique contribution of the antecedent to predicting the level of organisational engagement. Further, the results support a target specific relationship of antecedents and employee engagement. However, there are shortcomings in the measurement of employee engagement. Although the authors conceptualised both work and organisational engagement using the dimensions of vigour, dedication, and absorption, the resulting factor structure did not provide the expected results. Their study reported a two-factor structure for both work and organisational engagement, adding doubt regarding the suitability of the UWES in being adapted for multiple foci of employee engagement research.

2.2.7 Multiple foci of employee engagement using Social Exchange Theory

Social exchange theory (SET) as identified by Blau in 1964 provides a theoretical foundation for multiple foci of employee engagement research (Farndale et al., 2014; Lavelle, McMahan, & Harris, 2009; Rupp et al., 2014). SET can be considered one of the most influential conceptual frameworks that describes the formation of positive employee attitudes and the motivational basis of employee behaviour at work (Cropanzano, Anthony, Daniels, & Hall, 2017). In fact, many prior researchers have used SET to explain employee engagement (Andrew & Sofian, 2012; Biswas & Bhatnagar, 2013; Saks, 2006).

According to SET, any exchange relationship can be explained in terms of either social or economic principles and operates according to norms of reciprocity (Settoon, Bennett, & Liden, 1996). When one party treats the other party well, the reciprocity norm motivates the rewarded party to return the favour (Cropanzano et al., 2017). Further, SET enables clarity of social exchange relationships beyond economic exchange (Masterson, Lewis, Goldman, & Taylor, 2000; Settoon et al., 1996). Social exchange relationships tend to be longer-term and more likely to involve less tangible socio-emotional resources (Aryee, Budhwar, & Chen, 2002). For example, the employer and employee contract includes not only impersonal resources such as money, but also socio-emotional resources such as trust, recognition, and commitment (Dawley, Houghton, & Bucklew, 2010).

Considering the multiple constituent perspective of the organisation, several different foci within the organisation are relevant to the employee's social exchange relationships. Accordingly, employees can have different exchange relationships with different targets of the workplace such as their job, supervisor, colleagues, or organisation (Masterson et al., 2000). An employee may likely experience a higher level of social exchange with one target and at the same time report relatively lower levels of social exchange with another target (Lavelle et al., 2009). SET explains that employees feel obligated to reciprocate by adopting engagement towards the targets from which benefits are received. The level of engagement with a particular target can be contingent upon an employee's perception of the value received from that target. Therefore, SET helps to provide a theoretical rationale for multiple foci of employee engagement research.

2.2.8 Job and organisational engagement as multiple foci of employee engagement

The initial evidence for a multiple foci perspective of employee engagement was found by the landmark research of Saks (2006). In conceptualising employee engagement foci, Saks (2006) proposed two distinctive foci, that is, job and organisation. He also proposed unique antecedent and outcome variables associated with each foci of employee engagement, suggesting a target specificity conceptualisation. Using a sample of 102 employees working in a variety of jobs and organisations, Saks' (2006) research statistically demonstrated that while the foci were moderately correlated, job and organisational employee engagement were also different, potentially representing distinct dimensions of employee engagement. With respect to antecedents of employee engagement, job characteristics and organisational support were both significant predictors of job employee engagement, while organisational support was a significant predictor of organisational employee engagement (Saks, 2006). Further, he found

that organisational employee engagement was a much stronger predictor of most of the outcomes than job employee engagement. The results of Saks' (2006) study suggest that, although related, there is a distinctiveness between two foci of employee engagement with specific antecedents and consequences.

Additionally, Saks' (2006) research is important because he theorised employee engagement using the social exchange relationship. He argued that when an employee receives economic and socio-emotional resources from their working environment, the employee is more likely to feel obligated to reciprocate in the form of engagement. Accordingly, employees who have higher perceived organisational support can create an obligation to care about the organisation through organisational engagement, while employees who received care and concern associated with their job can create a sense of obligation to reciprocate with higher levels of job engagement (Saks, 2006). Accordingly, social exchange theory highlights the importance of a "target" in understanding employee engagement. Further, researchers also acknowledge that social exchange theory provides a rationale for multiple foci research (Lavelle et al., 2007; Rupp et al., 2014).

In an attempt to replicate Saks' (2006) study, Andrew and Sofian (2012) investigated the influence of antecedents of employee engagement on work outcomes, also report differences in job and organisational engagement. The study used three antecedents (co-employee support, employee development, and employee communication) related to work role performance of the employee and four additional outcome variables (job satisfaction, organisational commitment, intention to quit, and organisational citizenship behaviour). The findings of the study demonstrated that organisational engagement explained a significant level of variance in job satisfaction, organisational commitment, intention to quit, and organisational citizenship behaviour, whereas job engagement predicted small significant variances in those variables. However, unlike Saks (2006), the findings reported in Andrew and Sofian's study were significant at the level of $p < 0.10$, which deviates from the generally accepted significance level of $p < 0.05$. Hence, it appears that the empirical analysis underpinning this study is not strong.

The above studies differentiated job and organisational employee engagement with specific antecedents and outcomes. However, simultaneous examination of job and organisational engagement is rare in the literature (Byrne, 2015). According to Alfes, Shantz, Truss, and Soane (2013, p. 331) "although an engaged employee may be enthusiastic and personally invested in their job, this does not necessarily imply that engaged employees will uniformly behave in ways to benefit the organisation". The implication being that an employee

engaged with the foci of their job will demonstrate attitudes and behaviours focused on their job and may not necessarily strive to support the organisation generally. Therefore, measuring an employee's unique level of engagement with their job and organisation is valuable, and may provide an explanation of whether employees are differentially engaged. Accordingly, an interdependent relationship may exist between job and organisational employee engagement, providing evidence for the existence of a multiple foci of employee engagement.

In sum, the preceding literature demonstrates that there are conceptual issues related to the construct of employee engagement as different schools of thoughts have conceptualised employee engagement. The lack of agreement over the definition of employee engagement has caused knowledge gaps in the literature while disturbing the development of the construct. The arguments presented in the above sections justify the use of a multiple foci perspective in understanding the construct of employee engagement.

Further, the literature review reveals that there are a limited number of studies focused on the multiple foci perspective of employee engagement. Extensive database searches exposed only the above discussed studies supporting an investigation of multiple foci of employee engagement explicitly. The preceding discussion also demonstrates that studies which have been conducted with a multiple foci perspective of employee engagement have several limitations. Distinctions between employee engagement foci should be theoretically and empirically reliable and valid. The lack of conceptual distinction in the target of employee engagement creates measurement challenges when seeking to examine the multiple foci of engagement.

Researchers have also noted that adaption or extension of the model by Saks (2006) has been limited, even though he explored a novel application of employee engagement (Byrne, 2015; Schaufeli, 2014). Developing and building from Saks' (2006) work may have been intermittent because of several research shortcomings. For example, although Saks (2006) created two scales to measure job and organisational employee engagement, information regarding the psychometric properties of the scales was not fully articulated. Inadequate measurement scales can be problematic and result in imprecise findings (Venkatraman & Grant, 1986). Moreover, his conceptualisation of engagement as a "psychological presence in employee's role behaviour", is not widely used in the literature (Byrne, 2015). Hence, some of the above attempts may not be as beneficial to advancing the knowledge and understanding of employee engagement because the validity of the measurement scales used to differentiate multiple foci has not been established. Accordingly, the literature review demonstrates that the

multiple foci concept of employee engagement remains nascent and numerous questions remain to be answered.

Conversely, many researchers acknowledge that the three-factor model of engagement based on the seminal conceptualisation by Kahn (1990) is important in developing the construct of engagement (Alfes et al., 2013; May et al., 2004; Rothmann & Rothmann Jr, 2010). Further, there have been no studies conducted to date to differentiate job and organisational engagement using an attitudinal engagement model such as that of Rich et al. (2010). This attitudinal engagement model captures the central characteristics of the seminal conceptualisation of Kahn (1990) while providing construct validity evidence. As pointed out by Saks (2017), the JES has the highest reliability (0.95) among the existing eight employee engagement scales. The JES is a psychometrically robust measure of job engagement so the less frequent usage of the scale in research is surprising (Shuck et al., 2017). Therefore, the current dissertation uses the conceptualisation of attitudinal engagement offered by Rich et al. (2010) to examine multiple foci of employee engagement. It is anticipated that a more systematic study will be helpful to understand an employee's unique level of engagement with their job and organisation by exploring whether employees are differentially engaged simultaneously to different engagement foci. Accordingly, the following research question guides this investigation:

RQ1. To what extent do employees distinguish among and experience multiple foci of engagement in the workplace?

2.3 Overview: Antecedents of multiple foci of employee engagement

The current section suggests person–environment (P–E) fit as a key antecedent of multiple foci of employee engagement. It includes person–job (P–J) fit and person–organisation (P–O) fit as the two main dimensions of fit in predicting employee engagement (Afsar, Badir, & Khan, 2015; Lauver & Kristof-Brown, 2001). The section synthesises the literature to demonstrate the distinctiveness of P–O and P–J fit as antecedents of job and organisational employee engagement separately. Further, unique antecedents of multiple foci research can be identified using target similar model of Lavelle et al. (2007). Accordingly, P–J fit can be identified as target similar antecedents of job employee engagement and P–O fit as target similar antecedent of organisational employee engagement. Based on that theoretical reasoning, the following section summarises key literature to argue P–J and P–O fit as unique antecedents of job and organisational employee engagement. It further suggests P–J and P–O

fit are more predictive of job and organisational employee engagement respectively when examined together.

2.3.1 Antecedents of multiple foci of employee engagement

Developing a highly engaged workforce depends in part on an organisation's ability to identify important antecedents of employee engagement. The importance of antecedents to predict the existence of employee engagement is well recognised in the literature (Rich et al., 2010; Saks, 2006; Wollard & Shuck, 2011). Antecedents of employee engagement are defined as "constructs, strategies, or conditions that precede the development of employee engagement and that come before an organisation or manager reaps the benefits of engagement-related outputs (e.g., higher levels of productivity, lower levels of turnover)" (Shuck et al., 2011, p. 432). Researchers have identified a wide range of antecedents as predictors of employee engagement (Saks, 2017; Wollard & Shuck, 2011). For example, Wollard and Shuck (2011) identified 42 antecedents of employee engagement using a structured review of a literature. In another structured literature review, Rana, Ardichvili, and Tkachenko (2014) proposed a theoretical model placing importance on the workplace environment as a major antecedent of employee engagement. Other researchers have concurred, similarly noting that dimensions of person–environment fit may be beneficial for predicting employee engagement (Fleck & Inceoglu, 2010; Shuck et al., 2011).

2.3.2 Person–environment (P–E) fit

Person–environment (P–E) fit has been studied in the research domains of human resource management and organisational behaviour for decades, and is defined as the similarity, match or congruence between the person and the environment (Boon, Den Hartog, Boselie, & Paauwe, 2011; Edwards, Caplan, & Van Harrison, 1998; Kristof-Brown, Zimmerman, & Johnson, 2005). Years of empirical evidence has found that a perceived similarity between the person and the environment is beneficial for predicting the mental and physical well-being of the individual (Edwards & Rothbard, 1999). P–E fit incorporates a cognitive appraisal and subjective evaluation of perceptions of internal standards, such as desires, values, or goals (Edwards & Rothbard, 1999), and external factors such as job requirements, expected behaviour, organisational culture, pay structures, and collegiality (Edwards & Billsberry, 2010, p. 477). Person–environment (P–E) fit serves as "a conceptual cornerstone for understanding optimal functioning of work" (Barrick & Parks-Leduc, 2019, p. 172).

As Kristof-Brown et al. (2005) have pointed out, attitudes will be influenced by perceptions of fit well before behaviours are changed. Moreover, it is well established that an individual's match with various aspects of the work environment is beneficial for predicting an individual's work-related attitudes and behaviours (Choi, 2004; Edwards & Shipp, 2007; Edwards & Rothbard, 1999; Jansen & Kristof-Brown, 2006). Accordingly, it is very likely that dimensions of person–environment fit will predict multiple foci of employee engagement.

2.3.3 Multidimensionality nature of person–environment fit

The multidimensionality of employees' fit is demonstrated by the compatibility between an individual and the multiple aspects of the work environment. A construct is multidimensional when it includes several distinct but interrelated attributes or dimensions (Edwards, 2001; Law, Wong, & Mobley, 1998). The literature further demonstrates several conceptually and empirically distinct types of P–E fit (Greguras & Diefendorff, 2009; Lauver & Kristof-Brown, 2001; Muchinsky & Monahan, 1987; Ravlin & Ritchie, 2006; Saks & Ashforth, 1997). Five common dimensions are person–vocation, person–job, person–organisation, person–group and person–supervisor fit (Kristof-Brown et al., 2005).

One main conceptualisation of P–E fit is supplementary and complementary fit. Supplementary fit occurs when a person and an organisation possess similar or matching characteristics (Cable & Edwards, 2004). The complementary fit occurs when the deficiency or needs of the environment are mutually offset by the strength of the individual, and vice-versa (Muchinsky & Monahan, 1987). Different types of P–E fit (i.e., value congruence, goal congruence, needs–supply fit, and demands–abilities fit) can be classified under supplementary and complementary fit (Cable & Edwards, 2004; Edwards & Shipp, 2007; Kristof-Brown, 2000; Resick, Baltes, & Shantz, 2007). Supplementary fit includes person–organisation fit, person–team fit, and person–supervisor fit (van Vianen, 2018). Needs–supply and demands–abilities fit are categorised under complementary types of fit (Kristof-Brown & Guay, 2011; Kristof-Brown, 1996; Sekiguchi, 2004).

Generally, the complementary fit tradition of the paradigm is conceptualised by psychological needs fulfilment (Cable & Edwards, 2004). Different to that, Greguras and Diefendorff (2009) pointed out how supplementary fit such as P–O fit leads to psychological needs fulfilment. They concluded that different person–environment fits satisfy different needs, drawing these conclusions from their examination of how different aspects of P–E fit relate to employee attitudes and behaviours. They found that consequences of various types of P–E fit (i.e., person–job, person–organisation, and person–group fit) are different. Their results imply

that that P–J and P–O fit perceptions can predict different outcomes relevant to employee engagement. The distinct ways of predictive capability of perception of fit can be understood based upon the theoretical definitions of different types of fit. P–J fit has been suggested as complementary, consisting of needs–supply fit (Resick et al. 2007; Sekiguchi, 2004), referring to the ability of the environment to satisfy individual needs of factors such as pay, job autonomy, and security. Whereas P–O fit satisfies an employee's basic psychological needs, such as the need for relatedness, which in turn is associated with individual growth and optimal functioning (Alfes et al. 2016; Greguras & Diefendorff 2009). Researchers have identified employee engagement as a need–satisfaction approach (Shuck, 2011; Truss, Shantz, Soane, Alfes, & Delbridge, 2013), thus arguing that as P–J and P–O fit are needs–satisfying approaches predictive of levels of employee engagement.

2.3.4 Person–job (P–J) fit

P–J fit is conceptualised as the match between an individual's knowledge, skills, and abilities, and demands of the job or the needs/desires of an individual and what is provided by the job (Carless, 2005; Edwards, 1991). When characteristics of an individual (required knowledge, skills, and abilities) complement the characteristic of an environment or "make whole" it is termed as demands–abilities fit. Whereas, needs–supplies fit or supplies–value fit is viewed from a person's perspective and concerns whether the environment provides individual's need (e.g., pay, benefits, and training) (Kristof-Brown & Guay, 2011). P–J fit research has typically focused on job characteristics such as job demand and work load, job autonomy, job security, promotional opportunities, supervisory support and the lack of role ambiguity (van Vianen, 2018)

2.3.5 Person–job fit as an antecedent of employee engagement

A review of the extant literature reveals empirical evidence that P–J fit is an antecedent of different foci of employee engagement. May et al. (2004) found empirical support for work role fit as a significant predictor of employee engagement in a study which introduced a three-dimensional concept (i.e., physical, emotional, cognitive) of employee engagement building on the work of Kahn (1990). However, the authors measured work role fit by averaging four items that measured an individuals' perceived fit with their jobs and self-concepts based on the scale of Kristof-Brown (1996). Accordingly, it includes items "My job 'fits' how I see myself; I like the identity my job gives me; The work I do on this job helps me satisfy who I am; and My job 'fits' how I see myself in the future." Although May et al. referred to the above items

as work role fit, those items measure P–J fit and highlights the nature of need satisfaction. Hence, their results suggest employee's perceptions regarding how well they fit with a particular job results in employee engagement. Further, empirical evidence supports that employees who perceive higher P–J fit are more likely to enhance job engagement with higher involvement of emotional cognitive and behavioural energy. For example, Chen, Yen, and Tsai (2014) examined the mediating role of P–J fit between job crafting and job engagement, using a sample of 246 front-line employees in international tourist hotels in Taiwan. They used existing well-established instruments including the six items modified by Cable and DeRue (2002) for P–J fit and the 18 items proposed by Rich et al. (2010) for job engagement, finding that P–J fit significantly influenced job engagement. It suggests that job crafting enables employees to adjust jobs matching with their needs, values, and knowledge, skills, and abilities resulting in a higher level of P–J fit, thereby improving the level of job engagement. When employees' skills and abilities are in accordance with the requirements of the job, they are more interested in their jobs compared to individuals who do not perceive that their skills and abilities match job demands (Cable & DeRue, 2002). Further, Crawford et al. (2010) demonstrated job demands that employees tend to perceive as challenges were positively associated with engagement, while job demands which employees tend to perceive as hindrances were negatively associated with engagement.

2.3.6 Person–organisation (P–O) fit

P–O fit refers to the compatibility between a person and an organisation. Researchers have acknowledged that P–O fit should be categorised as supplementary fit, that is, when a person and organisation possess matching characteristics (Cable & Edwards, 2004; van Vianen, 2018).

Value congruence or the match between an employee's and organisations' values is widely used in the literature to conceptualise and operationalise P–O fit (Cable & DeRue, 2002; Kristof-Brown et al., 2005; Piasentin & Chapman, 2006; Verquer, Beehr, & Wagner, 2003), although the P–O fit model has evolved with multiple conceptualisations and operationalisations.

2.3.7 Person–organisational fit as an antecedent of employee engagement

There are a few studies that show P–O fit to be an antecedent of employee engagement (Biswas & Bhatnagar, 2013), work engagement (Sortheix, Dietrich, Chow, & Salmela-Aro, 2013), and organisational engagement (Ünal & Turgut, 2015). Biswas and Bhatnagar (2013)

found P–O fit positively influenced employee engagement, which mediated the outcomes of P–O fit on organisational commitment and job satisfaction in a sample of 246 Indian managers from six Indian organisations. Additionally, their study is important because it demonstrated the impact of P–O fit on employee engagement as an attitudinal construct which captures the cognitive, emotional, and behavioural components of the work-related role.

In a longitudinal study, Sortheix et al. (2013) examined the role of P–O fit on work engagement across the transition from university education to working life. Work engagement was assessed with a short-form of the UWES and P–O fit measured with two items adapted from Maslach and Leiter's (1997) Areas of Work life Scale. Sortheix et al. found that P–O fit was associated with higher levels of work engagement, concluding that individual values alignment with the organisation is strongly associated with increased work engagement. Other studies examining P–O fit and employee engagement have also demonstrated a predictive relationship, including Shuck et al. (2011) study of 283 service sector workers. Although the authors indicated that they were measuring the degree to which a person believes their personality and values fit with their current job (i.e., P–J fit), they measured P–J fit with the 5-item P–O fit scale by Resick et al. (2007). Thus, their study has actually demonstrated that P–O fit predicted employee engagement. Additional empirical evidence of the predictive relationship between P–O fit characteristics such as value and goal congruence with employee engagement have also been revealed (Leiter & Maslach, 2003; Rich et al., 2010). Using a sample of 767 teachers, Li, Wang, You, and Gao (2015) demonstrated that teachers who felt that their values were congruent with their organisation's values showed higher levels of autonomous motivation and work engagement.

When an employee's values are consistent with an organisation's environment, it is more likely that employees will feel interested about the organisation. Employees who experience higher levels of P–O fit are more likely to invest emotional cognitive and behavioural energy towards the organisation thereby enhancing organisational employee engagement. However, studies which have been specifically designed linking P–O fit and employee organisational engagement are rare. One such study was conducted by Ünal and Turgut (2015) where they reported that P–O fit had greater explanatory power over organisational engagement than work engagement. Considering the study's two foci of engagement, these results suggest that P–O fit is highly predictive of organisational focused outcomes. Given the preceding gaps, the following research question is formulated.

- RQ2. To what extent do the matching antecedents of person–job fit and person–organisation fit predict an employee's level of engagement with multiple foci in the workplace?

2.4 Overview: Consequences of multiple foci of employee engagement

This section reviews the literature demonstrating how employee engagement results in performance outcomes. It examines how the two main foci of employee engagement (i.e., job and organisational engagement) predict employ performance focusing on the importance of three outcomes (i.e., IRB, OCB–O and OCB–I). The section synthesises the literature to claim job and organisational employee engagement are predictive of IRB, OCB–I, and OCB–O. Further, the target similarity model of Lavelle et al. (2007) will be used to promote an understanding of the unique performance outcomes of multiple foci of employee engagement.

2.4.1 Consequences of multiple foci of employee engagement

Consequences of employee engagement can be identified as constructs, strategies, or conditions that result from employee engagement. Many researchers highlight the positive consequences of employee engagement, reporting outcomes beneficial to both the employee and the organisation (Albrecht et al., 2015; Bakker, Demerouti, & Sanz-Vergel, 2014; Kahn, 1990; Schaufeli, 2012). Some researchers argue that employee engagement is a stronger predictor of positive organisational performance because of the two-way relationship between the employer and employee (Markos & Sridevi, 2010). There is an empirical evidence for a positive relationship between employee engagement and organisational performance outcomes such as customer satisfaction, productivity, profit, employee turnover, and safety (Harter, Schmidt, & Hayes, 2002).

The extant literature reveals that the majority of research has studied individual-level outcomes that may benefit both the individual and the organisation, such as better job performance (Bakker & Bal, 2010; Halbesleben, 2011). Scholars have pointed out that engaged employees have more positive attitudes than disengaged employees (Bakker & Demerouti, 2008). Engaged employees can be identified as self-efficacious individuals with a high level of energy (Bakker & Schaufeli, 2008; Rich et al., 2010). Engaged employees experience positive emotions, such as happiness, joy, and enthusiasm, have better health and are more likely to take initiative, give their best, go the extra mile, and persist in the face of difficulties than disengaged employees (Bakker & Demerouti, 2008). Engagement can be viewed as a proactive and fundamental approach to organisational performance and sustainability because engaged

workers have high levels of energy and are enthusiastic about their job, often involving themselves deeply in their work (Kim, Kolb, & Kim, 2012). A positive relationship exists between engaged employees and work attitudes such as job satisfaction (Andrew & Sofian, 2012; Biswas & Bhatnagar, 2013), organisational commitment (Andrew & Sofian, 2012; Biswas & Bhatnagar, 2013; Hakanen, Bakker, & Schaufeli, 2006; Saks, 2006), and reduced turnover intention (Agarwal, Datta, Blake-Beard, & Bhargava, 2012).

Researchers have also acknowledged that employee engagement is related to behavioural outcomes (Bakker, Rodríguez-Muñoz, & Vergel, 2016; Saks, 2006) such as in-role behaviour and extra role behaviour (Rich et al. (2010). Additionally, empirical evidence has also demonstrated that employee engagement mediates the relationship between several antecedents and performance outcomes. For example, Yalabik, Popaitoon, Chowne, and Rayton (2013) found that work engagement mediated job attitudes (e.g., affective commitment and job satisfaction) and employee outcomes (e.g., supervisor-rated job performance and intention to quit). Salanova and Schaufeli (2008) similarly found work engagement was a mediator between job resources and proactive behaviour. While Karatepe (2013) demonstrated that work engagement acted as a full mediator of the effects of high-performance work practices (HPWPs) on job performance and extra role customer service.

Taken together, it is clear that employee engagement in the workplace explains a wide range of positive outcomes for individuals and organisations. However, there have been limited studies addressing the consequences of multiple foci of employee engagement. Macey and Schneider (2008) pointed out that relationships among consequences of engagement and the components of engagement have not been rigorously conceptualised, much less studied. As noted by Halbesleben (2010), consequences of engagement have received less attention within the engagement literature because often engagement is the outcome measured in many studies. Macey and Schneider (2008) have also emphasised that both practitioners and researchers must be clear about the kind of engagement they are referring to, as employee engagement is defined both attitudinally and behaviourally. This matters in understanding the nomological network of employee engagement including its antecedents and consequences. Job performance is important for individuals and organisations alike, therefore, it is important to systematically review how employee engagement predicts job performance. In the current study, the research specifically seeks to understand how the different foci of employee engagement relate to different types of performance outcomes.

2.4.2 Employee job performance

Employee job performance is conceptualised as those actions and behaviours that are under the control of the individual and contribute to the goals of the organisation (Rotundo & Sackett, 2002). Murphy (1989, p. 185) explained that an individual's overall job performance was a "function of the individual's performances on specific tasks that comprise standard job descriptions, but is also affected by variables such as success in maintaining good interpersonal relations, limited absenteeism and withdrawal behaviours". Accordingly, overall job performance can be identified as a composite variable that reflects the extent to which individuals engage in work behaviours that contribute to, or detract from, the achievement of goals associated with their job (Murphy, 1989). Moreover, researchers have also noted the importance of defining performance in terms of behaviour rather than just results (Motowildo, Borman, & Schmit, 1997; Murphy & Kroeker, 1988) because it provides a more comprehensive understanding.

Performance is a multidimensional construct (Borman & Motowidlo, 1997; Demerouti, Xanthopoulou, Tsaousis, & Bakker, 2014), including job-specific behaviours such as core job responsibilities (task performance) (Conway, 1999), and behavioural patterns that support the psychological and social context in which task activities are performed (contextual performance) (Borman & Motowidlo, 1997; Van Scotter, Motowidlo, & Cross, 2000). As explained by Motowidlo and Van Scotter (1994), task performance is role prescribed but contextual performance is more typically discretionary. Contextual performance contains elements of organisational citizenship behaviour and prosocial organisational behaviour (Borman & Motowidlo, 1997, p. 99). Williams and Anderson (1991) emphasised the importance of distinguishing three job performance dimensions as in-role behaviour (IRB), organisational citizenship behaviour – individual (OCB–I), and organisational citizenship behaviour – organisation (OCB–O) because each of these outcomes have differing antecedents. Given this understanding, the present study utilises this tripartite understanding of job performance (i.e., IRB, OCB–I, OBC–O) to assess the outcomes of multiple foci of employee engagement.

2.4.3 In-role behaviour

In-role behaviour includes behaviours that are recognised by formal reward systems and are part of the job requirements as described in a job description (Williams & Anderson, 1991, p. 606). Christian et al. (2011) maintain that in-role performance reflects how well an individual performs the duties required by the job. According to Borman and Motowidlo (1997,

p. 99), in-role performance or task performance can be defined "as the effectiveness with which job incumbents perform activities that contribute to the organisation's technical core either directly by implementing a part of its technological process, or indirectly by providing it with needed materials or services".

2.4.4 Extra-role behaviour

Katz (1964) highlighted the importance of extra role behaviour for effective functioning of the organisation (Williams & Anderson, 1991). He emphasised the necessity of innovative and spontaneous behaviour in achieving organisational objectives that go beyond the role description. Building on that work, Organ (1988, p. 4) defined organisational citizenship behaviour (OCB) as "individual behaviour that is discretionary, not directly or explicitly recognised by the formal reward system, and that in the aggregate promotes the effective functioning of the organisation". Employees using their discretion he explained as "behaviour which is not formally required by the role or the job description and the behaviour based on employee's willingness to contribute for the organisation" (Organ, 1988). OCB is a contextual performance that includes activities such as volunteering for extra job activities, helping others, upholding workplace rules and procedures regardless of personal inconvenience, and contributing to the organisation's social and psychological context (Alfes et al., 2016). Moreover, in their review of the OCB literature, Podsakoff, MacKenzie, Paine, and Bachrach (2000) revealed that the construct is equivalent with extra role behaviour, contextual performance, and prosocial organisational behaviour. More than 30 dimensions of OCB have been identified in different studies (Teimouri, Dezhtaherian, & Jenab, 2015). However, while there are multiple classifications of OCB, most researchers argue that a two factor OCB model (i.e., OCB–I and OCB–O) is the most stable (Cheung, 2013; Decoster, Stouten, Camps, & Tripp, 2014; Fassina, Jones, & Uggerslev, 2008; Runhaar, Konermann, & Sanders, 2013). Therefore, in the present study OCB–I and OCB–O will be measured as dimensions of extra role behaviour.

2.4.4.1 OCB–I and OCB–O

Differentiating between OCB–I and OCB–O is important as these two forms of OCB may influence unique aspects of organisational success (Podsakoff et al., 2000). OCB–I refers to behaviours that immediately benefit specific individuals and indirectly contribute to the organisation, such as helping co-workers. Whereas OCB–O refers to behaviours that benefit the organisation in general (Williams & Anderson, 1991). Based on a critical review of the

OCB literature, (Podsakoff et al., 2000) argued that helping behaviour is an important form of citizenship behaviour with actions such as altruism, peacemaking, cheerleading, and interpersonal facilitation aligning with OCB–I. Whereas OCB–O has been referred to as generalised (Smith, Organ, & Near, 1983) and organisational compliance (Podsakoff et al., 2000). Based on their research Lee and Allen (2002) suggest OCB–I may involve more emotionally driven behaviour and OCB–O as more cognition-driven behaviour (Lee & Allen, 2002). These findings may also be important in predicting behaviour in line with target similar model. Taken together, understanding the differences between OCB–I and OCB–O when measuring outcomes of the multiple foci of employee engagement will provide significant insight into the impact of engagement at an individual and organisational level.

2.4.5 The relationship of multiple foci of employee engagement with IRB, OCB–O and OCB–I

A review of literature did not reveal any studies examining the relationship between multiple foci of employee engagement and in-role and extra-role performances. As with other employee engagement research, studies investigating consequences have considered work, job, and organisational employee engagement under a common engagement variable. The performance outcomes of employee engagement have received a great deal of theoretical attention in the literature (Bakker, Demerouti, et al., 2012; Christian et al., 2011; Kim et al., 2012). However, there is a lack of empirical research investigating the relationship between different foci of employee engagement and different performance outcomes (Bakker, 2008; Kim et al., 2012; Shuck & Wollard, 2010).

Kim et al. (2012) analysed the relationship between work engagement and performance by reviewing 20 empirical studies, 17 of which conceptualised work engagement using UWES. Among these studies, 11 reported a direct or indirect relationship between work engagement and performance, whereas seven studies found engagement to be a mediating factor between other constructs and performance, and two studies indicated a relationship mediated by another factor (Kim et al., 2012). Kim et al.'s study found performance was mostly conceptualised by in-role performance or extra-role performance such as OCB. Bailey et al. (2017) conducted a narrative evidence of a systematic synthesis of 214 studies on employee engagement and reported that 24 studies focused on the relationship between engagement and various forms of task performance while 19 studies out of these 24 studies explored the relationship between engagement and different aspects of extra-role performance. They found that engagement was positively related to individual morale, task performance, extra-role performance, and

organisational performance, and the evidence was most robust in relation to task performance. However, none of these findings distinguished between the multiple foci of employee engagement as predictors.

Researchers have emphasised the importance of understanding engagement related to different dimensions of performance (Bakker, Demerouti, et al., 2012; Christian et al., 2011; Rich et al., 2010). The relationship between job engagement and in-role and extra-role performance was previously examined by Rich et al. (2010) with a sample of firefighters. Rich and colleagues found that engaged employees did not distinguish among activities that reflect task performance and OCB. However, Rich et al. highlighted that the margin between task performance and OCB may be blurred with firefighters because successful task accomplishment requires cooperation and teamwork, elements which contribute to OCB. The authors further suggested that performance differences are more likely in job contexts where the distinction between task performance and OCB are large, such as commission-based sales. In such a job, helping behaviour directed towards another salesperson is more likely to be viewed as something clearly outside the bounds of normal role activities (Rich et al., 2010). A meta-analytic study conducted by Christian et al. (2011) found that work engagement is equally related to in-role and extra-role performance. However, they also emphasised the need for further investigation of whether engagement simultaneously leads to task and contextual performance, or whether engaged employees tend to prioritise in-role tasks (Christian et al., 2011). Moreover, the above studies have focused on a unidimensional perspective of employee engagement. Addressing these gaps, employee engagement is conceptualised in the current thesis as a multiple foci and multi-dimensional construct, with its different foci and dimensions potentially related to different performance outcomes.

The review of the literature did not reveal any studies examining the relationship between job and organisational employee engagement with in-role and extra-role performances. However, there are some studies examining the consequences of work engagement as both in-role and extra-role performances. Bakker and Bal (2010) investigated the relationship between weekly work engagement and weekly job performance (i.e., in-role and extra-role), finding that work engagement was positively related to job performance. Chughtai and Buckley (2011) examined the mediating role of learning goal orientation in the relationship between work engagement and two forms of performance: in-role and extra-role job performance (innovative work behaviour). The results of their study also found that work engagement was directly related to the two dimensions of job performance, and further that this relationship was partially mediated by learning goal orientation. In a longitudinal study by

Bakker, Tims, and Derks (2012), work engagement was significantly associated with in-role performance but not with OCB–I. In a study of work engagement as a mediator between job design and performance outcomes, Shantz et al. (2013) found that work engagement was more related to OCB than task performance. Runhaar et al. (2013) examined the influence of teachers' work context (autonomy and leader membership exchange) on the relationship between their work engagement and OCBs. The results provided evidence of a positive relationship between work engagement and OCB–I and OCB–O. The findings of the above studies have provided mixed results. For example, work engagement has been shown to be more strongly related to extra-role behaviour than in-role behaviour (Chughtai & Buckley, 2011; Shantz et al., 2013), predictive of in-role behaviour but not OCB–I (Tims, Bakker, & Derks, 2015), or equally related to OCB–I and OCB–O (Dávila & Finkelstein, 2013). All of these studies have measured work engagement using the 9-item version of UWES, which is a generic measurement for employee engagement. The inconsistent findings from these studies provides evidence to support the need for greater clarity over the measurement of multiple foci of employee engagement and the unique predictive ability of these foci on different employee outcomes.

In fact, there are very limited studies linking job and organisational employee engagement to extra-role performances. According to a pivotal study on job and organisation employee engagement by Saks (2006), job and organisational employee engagement are independently related to different outcomes. Saks' (2006) study clearly demonstrated that job and organisational employee engagement foci are differentially related to OCBs. His results indicated that organisation engagement predicted both OCB–I and OCB–O, while job engagement predicted only OCB–O. Further, he also found that organisation engagement was more strongly related to organisation focused OCBs. These results are consistent with the theoretical proposition of the target similarity model (Lavelle et al., 2007). However, the outcome of job engagement predicting OCB–O without predicting OCB–I is contrary to the target similarity model. As argued in the preceding analysis, it is anticipated that job engaged employees will demonstrate more OCB–I than OCB–O outcomes. Since proximal factors in an environment may have a dominant effect on behaviour (Becker et al., 1996), employees are expected to demonstrate more helping behaviour for individuals in their working environment than demonstrating helping behaviour for the organisation (OCB–O).

Another important study conducted by Alfes et al. (2013) examined the link between perceived human resource management practices, employee engagement, and employee behaviour. They measured employee engagement with a 12-item scale adapted from Rich et

al. (2010) and OCB directed towards the organisation with a 4-item scale developed by Lee and Allen (2002). As hypothesised, the study demonstrated that employee engagement mediated the relationship between perceived HRM practices and OCB–O. Their results revealed that engaged employees with positive perceptions of organisational support are more likely to translate their engagement into OCB that supports the organisation. These results suggest a relationship between a target similar antecedent and consequences of a mediatory engagement model. Specifically, their findings on how perceptions of fit as an organisational focused antecedent result in organisational focused behaviour through employee engagement, favours the understanding of antecedent and consequences proposed in the current thesis.

The analysis of the engagement literature demonstrates mixed findings relevant to the consequences of employee engagement. Further, it reveals that there is a lack of research on the impact of the different foci of employee engagement on specific employee performance outcomes. When investigating outcomes of other organisational behaviour constructs such as job satisfaction and organisational commitment, Williams and Anderson (1991) emphasised the importance of examining three distinct performances, IRB, OCB–I, and OCB–O. However, in foci of engagement research, none of the studies have examined the above three performance outcomes relative to distinct foci.

Despite those gaps, the review suggests that consequences of multiple foci of employee engagement can be understood using the theoretical models similar to the antecedents of multiple foci of employee engagement. Hence, the target similarity model (Lavelle et al., 2007) can be used to understand the consequences of multiple foci of employee engagement. As argued by Rich et al. (2010), job engaged employees invest their physical, cognitive, and emotional energies into job activities and tasks influencing their in-role performance (Rich, et al., 2010). Accordingly, it can be expected that employees with job focused engagement will more strongly demonstrate in-role than extra-role performance. Moreover, it is plausible to predict that job engaged employees will have deeper levels of engagement with his or her immediate work environment colleagues (OCB–I), in comparison with the organisation (OCB–O), a distal entity. According to target similarity model, immediate job performing environment and co-workers in that environment are more related to the job engaged employees than their organisation. Hence, job engaged employees may display extra-role behaviour towards helping their colleagues (OCB–I) more so than extra-role behaviour helping their organisation (OCB–O). Based on the target similarity model, it is also anticipated for organisationally engaged employees to display behaviour which facilitates the organisation at large, exhibiting more organisation directed behaviour (OCB–O) than in role behaviour which is job focused (IRB).

Accordingly, the explicit distinction between job and organisational employment engagement relevant to their outcomes is yet to be fully explored. It leads to the formulation of the following research question:

RQ3: To what extent is a multiple foci perspective of employee engagement able to explain employee in-role and extra-role behaviour in the workplace?

2.5 The proposed conceptual model

In view of the above analysis, a conceptual model is proposed to guide the development of the current program of research (Figure 2.1). The research is proposed to be guided by a mediatory model integrating the employee's perceptions of fit (P–J and P–O) as antecedents of job and organisational employee engagement, which in turn predict three performance outcomes, IRB, OCB–I and OCB–O. In building this model, the theory of target similarity (Lavelle et al., 2007) was adapted, maintaining that the foci of employee engagement will be associated with target similar antecedents and consequences. This model helps to frame the mechanism through which job and organisational employee engagement are predicted and lead to specific behavioural outcomes. Solid lines represent stronger proposed relationships while dashed lines represent potential relationships with lesser influence.
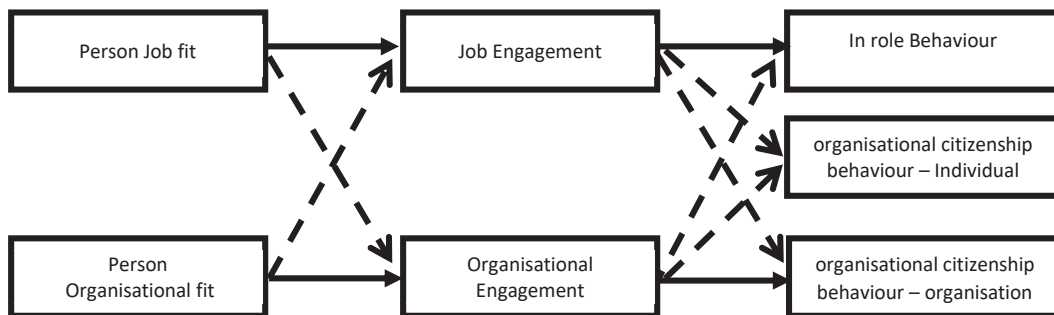
Figure 2.1. Conceptual model integrating antecedents, consequences with the multiple foci of job and organisational employee engagement.

2.6 Conclusion

The reviewed literature on employee engagement was framed using a multiple foci perspective and demonstrated the definitional and measurement challenges of the construct. Further, the review emphasised the importance of having a conceptualisation to capture the "targets" of broader construct of employee engagement. Understanding the employee's unique

level of engagement with different foci suggests that employees may be differentially engaged simultaneously to different engagement foci. Together, these arguments present insights into positioning employee engagement as a multiple foci construct. Moreover, the analysis has focused on identifying antecedents and consequences of different foci of employee engagement (i.e., job and organisation). The evidence presented demonstrates a need to deepen our conceptual understanding of the specific antecedents that are likely to influence the development of different foci of employee engagement. In addition to unique antecedents, the multiple foci of engagement are also likely to influence outcomes in different ways. Our conceptual insight in the multiple foci of employee engagement will provide researchers and organisations with insight into the design of strategies and interventions to facilitate enhancing the experience of work for employees and increasing the performance of organisations. The next chapter introduces the research ontology and the methodological approaches to operationalise the conduct of the studies.

Chapter Three: Methodology

3.1 Introduction

Chapter two reviewed the literature and discussed the key concepts relevant to the current research, including a conceptual framework for exploring the multiple foci of employee engagement. The current chapter discusses and justifies the research methodology used to address the three research questions proposed in the current research program. The research inquiry is undertaken using a mixed methods approach incorporating both quantitative and qualitative methodologies. The chapter begins with an overview of the research program. Then it discusses the rationale for the appropriateness of a mixed methods research design for the research program, a synthesis of the quantitative and qualitative approaches, and finally provides a brief conclusion.

3.2 Overview of the research program

The overall purpose of this research is to explore the phenomenon of a multiple foci conceptualisation of employee engagement using a multidimensional approach to build on existing research and deepen our understanding of the unique relationship between the antecedents and consequences of different employee engagement foci. The research adapts a multidimensional three-part conceptualisation of engagement incorporating emotional, cognitive and behavioural aspects (Kahn, 1990; Rich et al., 2010) to examine employee engagement foci. The theoretical model of target similarity (Lavelle et al., 2007) was synthesised with additional empirical evidence to generate the conceptual model guiding the research.

A mixed-methodology design has been adapted to include an initial quantitative study, followed by a second quantitative study with a different sample of participants, concluding with a third qualitative study. Since the nomological network of multiple foci of employee engagement constructs has not been fully established, the first study investigates propositions incorporating job and organisational employee engagement and potential corresponding antecedents and consequences. The second study examines the hypothesis of a mediatory model which integrates job and organisational foci of engagement with two antecedents (P–J and P–O) and three performance outcomes (IRB, OCB–I and OCB–O). While Studies 1 and 2 have been developed based on a priori theories, Study 3 attempts to generate theory by

focusing on providing insights into employees' perception of their lived experience of being engaged at work. The study sought to understand the employee's feelings, thoughts, and behaviours related to their job and organisational experience.

There are three research questions informing the design of the research program:

RQ1: To what extent do employees distinguish among and experience multiple foci of engagement in the workplace?

RQ2: To what extent do the matching antecedents of person–job fit and person–organisation fit predict an employee's level of engagement with multiple foci in the workplace?

RQ3: To what extent is a multiple foci perspective of employee engagement able to explain employee in-role and extra-role behaviour in the workplace?

3.3 Philosophical stance

Philosophical assumptions derived from research paradigms are fundamental to research design. Research paradigms are the basic belief systems consisting of ontology (or the nature of reality), epistemology (or the nature and forms of knowledge and how knowledge is created), and methodology (or how knowledge can be gained) (Guba & Lincoln, 1994; Tuli, 2010). Ontology defines epistemology, which in turn defines methodology, which then determines applied research methods (Slevitch, 2011). Epistemology is concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate (Crotty, 1998, p. 8). The differences of paradigm assumptions significantly influence the practical conduct of research as well as the interpretation of findings (Guba, 2005). The philosophical assumptions related to the acquisition of knowledge thus provide a guiding framework for the research process.

Quantitative and qualitative approaches are based on different assumptions about ontology and epistemology. Accordingly, these two approaches provide a different relationship between theory and the research process (Tuli, 2010). Positivism is the predominant epistemological assumption within the quantitative approach with an ontological assumption that maintains reality consists of a world of objectively defined facts. Hence, the positivist ontology claims an objective, single reality that is free and independent of the viewer and observer. Contrary to it, the qualitative approach as non-positivist inquiry, which suggests that reality is subjective and socially constructed (Yilmaz, 2013). It claims that multiple, individual, or socially constructed realities (i.e., both the researcher and the participant construct their own reality and knowledge) exist contextually (Tuli, 2010). Further, researchers acknowledge the diverse nature of paradigmatic assumptions relevant to the qualitative approach (Ritchie,

Lewis, Nicholls, & Ormston, 2013). The distinction between quantitative and qualitative approaches, which are based upon these two epistemological extremes, underpin the mixed-method approach (Yilmaz, 2013).

Mixed methods research is positioned ontologically as pluralism or multiple realism, and rejects singular reductionisms and dogmatisms (Johnson & Gray, 2010; Morgan, 2007). Researchers have pointed out the importance of taking a pragmatic and pluralist position in research philosophy to advance knowledge from different paradigms (Johnson & Onwuegbuzie, 2004). The importance of pragmatism as the philosophical foundation for mixed methods research is well accepted (Johnson & Onwuegbuzie, 2004; Morgan, 2007). Generally, pragmatic means a concern for practical matters and being guided by practical experience rather than theory (Robson & McCartan, 2016). Pragmatism accepts that all methods have strengths and weaknesses and diverse perspectives can be obtained based on triangulated insights into the problem being studied (Morgan, 2007; Patton, 2015). In relation to the current research, a pragmatist advocates using whatever philosophical approach works best for the particular research problem at issue (Robson & McCartan, 2016). Feilzer (2010, p. 8) stated that pragmatists are "anti-dualists" questioning the dichotomy of positivism and constructivism while calling for a convergence of quantitative and qualitative methods. Instead of a deductive–objective–generalising approach in quantitative research and an inductive–subjective–contextual approach in qualitative research, the pragmatic approach emphasises the abductive–intersubjective–transferable aspects of mixed method research (Morgan, 2007). As stated by Johnson and Onwuegbuzie (2004), pragmatism can provide a middle path to find a workable solution between two extreme paradigms. Further, pragmatism allows the researcher to integrate the inquiry framework and epistemological traditions as appropriate (Denzin & Lincoln, 2011, p. 157; Patton, 2015). Pragmatism emphasises the importance of the research questions, the value of experiences, and the practical consequences and understanding of real-world phenomenon (Creswell & Clark, 2017).

3.4 Rationale for using mixed methods research

The current research program adapted a mixed method approach to examine the multiple foci perspective of employee engagement. Using mixed methods for social inquiry enables a "better understanding" of the inherent complexities and contingencies of social phenomena (Greene & Hall, 2010). Employee engagement is a social phenomenon which includes numerous aspects of an employee's experience at work. As shown in the literature, employee engagement is a construct which lacks agreement on its meaning. The nuanced

nature of the construct suggests the importance of using different approaches to understand the construct.

Since a multiple foci perspective of employee engagement is not thoroughly established in the literature, a more complete understanding of the phenomenon is anticipated by using a mixed methods approach. Such an approach enables scope to investigate numerous foci of employee engagement simultaneously. Additionally, the over-reliance on a quantitative perspective is a limitation to understanding the construct of employee engagement (Bailey et al., 2015) suggesting the need for different methodological approaches. Bailey et al. further said that controversies over the existing conceptualisations and measures can be clarified by integrating different methodological approaches.

The current research design is consistent with the objectives of mixed methods research. The five main purposes of mixed methods research are triangulation, complementarity, development, initiation, and expansion (Greene, Caracelli, Graham, & analysis, 1989). Triangulation is a strategy for improving research validity (Morse, 1991). The combined use of quantitative and qualitative research is used to determine how far these approaches arrive at convergent findings (Bryman, 2004).

When generalisable quantitative findings are combined with contextual understanding, subsequent results are more rigorous and valid. For example, Study 2 of this research program intends to answer research questions by collecting data through an online survey of university academics. When using prearranged sets of standardised responses based on theory, they fail to provide insight into the participants' individual or personal experiences (Yilmaz, 2013). Hence, the survey does not provide contextual understanding about the university settings where the phenomenon is taking place. Accordingly, the use of a qualitative phase (semi-structured interviews with academics) can offset that shortcoming. Further, the use of both methods can complement each other as quantitative and qualitative methods are used to examine overlapping phenomena or different facets of a single phenomenon and results from one method are used to elaborate, enhance, or illustrate the results from the other (Greene et al., 1989).

The current research program also examines different facets of a single phenomenon. While a quantitative study attempts to differentiate among two foci of employee engagement, a qualitative study can seek more insights on additional foci of employee engagement. Initiation is also achieved as both methods deliberately seek areas not comparable to initiate interpretations and suggest areas for further analysis. Explanations of findings is another purpose of mixing methods to extend the scope, breadth, and range of enquiry by using

different methods for different enquiry components (Greene et al., 1989). As this research extends the scope and depth of understanding, the quantitative surveys are followed up with interviews of a sub sample of those surveyed to gain a deeper understanding. The findings of all three studies are then triangulated. All three studies complement each other, with the results of Study 1 facilitating the development of Study 2, while Study 3 expands the understanding of the findings of Studies 1 and 2.

3.5 Mixed methods research design for the current research program

Research designs are procedures for collecting, analysing, interpreting and reporting data in research studies (Creswell & Clark, 2017).The selection of an appropriate research design is crucial because it guides methodological decisions while facilitating answers to the research problem in the best possible way (Creswell & Clark, 2017). The research question drives research design and it demonstrates the type of research, whether mono method (quantitative or qualitative) or mixed method research (Onwuegbuzie & Leech, 2006). Particularly, less concrete research questions are answered through mixed method research designs (Creswell, Klassen, Plano Clark, & Smith, 2011). For example, the first research question of this research program, "To what extent do employees distinguish among and experience multiple foci of engagement in the workplace?", is non-directional in nature and seeks to discover and explore an employee's specific experience relevant to their engagement. This type of research question can be answered using different sample participants and different methodological approaches.

There are two types of mixed method designs: fixed and emergent (Creswell & Clark, 2017). In emergent design, a second approach (quantitative or qualitative) is added after the study is underway because one method is found to be inadequate (Creswell & Clark, 2017). Fixed designs, such as the design used in this dissertation, are mixed method studies in which the use of quantitative and qualitative methods is predetermined and planned at the beginning of the research process and the procedures are implemented as planned. The current program of research is a mixed method three-phase cross-sectional design, commencing with two quantitative studies and concluding with a qualitative study.

Moreover, the research design used in the current research can be categorised as a convergent design. The primary purpose of using a mixed method design in this research program is to bring together the differing strengths of quantitative and qualitative approaches to comprehensively understand the phenomenon of employee engagement. The convergent design is a triangulated design in which the two different methods (quantitative and qualitative)

are used to obtain a more complete understanding about a single topic (Creswell & Clark, 2017). Convergent design is beneficial in obtaining the divergent strengths of quantitative methods (i.e., large sample size, trends, generalisation) with those of qualitative methods (i.e., small sample, details, explanatory depth). The convergent design allows integration of results after the two types of data are analysed separately (Fetters, Curry, & Creswell, 2013).

The convergent mixed method design used in this research program is illustrated in Figure 3.1. In this figure, quantitative and qualitative data are collected separately for different questions related to the same phenomenon, and then the results are converged (by comparing and contrasting the different results) during the interpretation. The selection of a research design is determined by three main factors. The timing of the use of collected data (i.e., the order in which the data are used in a study), the relative weight of the quantitative and qualitative approaches (i.e., the emphasis given to each), and the approach to mixing the two datasets (i.e., how the three datasets will be related or connected) (Creswell & Clark, 2017). The two quantitative approaches of the research are used sequentially where the first study is used to facilitate the design of the second quantitative study. Regarding the timing of the quantitative and qualitative phases, the order of data collection is not as important because the two phases can be conducted independently. Weighting decisions are made based on the relative importance of the quantitative and qualitative methods in answering the study's questions. As depicted in Figure 3.1, the point at which the data are integrated is only during the final stage of the research program (interpretation).
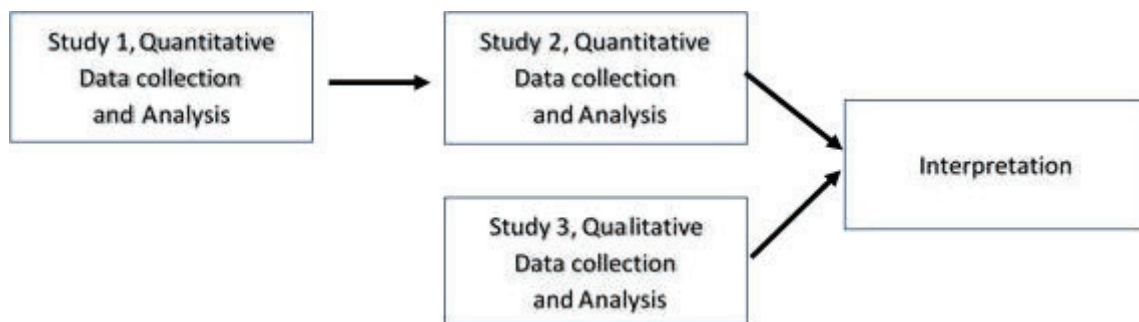
Figure 3.1: Graphical presentation of the research design of the current program

3.6 The quantitative approach of the research

Quantitative approaches to research come under a positivist paradigm (Bryman, 2012) and are informed by objectivist epistemology (Yilmaz, 2013). The 'standard view' of positivism is that objective knowledge (facts) can be gained from direct experience or

observation, scientific propositions are founded on facts and hypotheses are tested against these facts (Robson & McCartan, 2016). The objective form of knowledge specifies the need of precise regularities and relationships among phenomena facilitating generalisable knowledge based on systematic, comparative, and replicative observation and measurement (Lee, 1992). The current research examining multiple foci of employee engagement is developed on the work of prior researchers. There is a scientific body of knowledge on the concept of multiple foci, empirically established by researchers which is generalisable to different contexts. This emphasises that structural aspects of the concept of multiple foci are similar across all organisations. Hence, the present research focuses on applying theories and models such as the target similarity model (Lavelle et al., 2007), which are used to identify the objective truth of multiple foci research. The quantitative phase of the research was designed more systematically to replicate existing work on job and organisational employee engagement while addressing the shortcomings of those studies. Further, both Studies 1 and 2 use large samples (more than 200), ensuring better representativeness and generalisability of findings.

A distinctive feature of the quantitative approach is use of the hypothetico-deductive method (Henwood & Pidgeon, 1992). Research proceeds by developing a hypothesis in a way which can be falsifiable using a test on observable data. A priori theory is assumed to direct the processes of collection, analysis, and interpretation of data (Henwood & Pidgeon, 1992). Theories and models such as the target similarity model (Lavelle et al., 2007) were synthesised with additional empirical evidence to generate the conceptual model guiding the research. The Study 1 propositions were formulated using a priori theory, while the Study 2 hypotheses were formulated in part based on the results of Study 1, thereby allowing explanations of theories to be assessed. Examining propositions in Study 1 provided the theoretical verification of antecedents and consequences of the two foci of employee engagement, before those constructs were further investigated in a hypothesised structural equation model in Study 2.

The quantitative approach emphasises standardised measures and is grounded in statistical analysis (McEvoy & Richards, 2006; Yilmaz, 2013). Hence, all aspects of the study were carefully designed before the data were collected. Both studies emphasise measurement, focusing on the collection and analysis of data by quantifying perception, attitude and behaviours of employees to make generalisations and interpretations. Structured research instruments such as social surveys were used for data collection. Study 1 used a paper-based survey, while Study 2 used an online survey. Both surveys were cross sectional as data were collected at one point in time. The advantages of using social surveys are well cited. As explained by Bryman (1984, p. 77), "through questionnaire items concepts can be

operationalised; objectivity is maintained by the distance between observers and observed along with the possibility of external checks upon one's questionnaire; replication can be carried out by employing the same research instrument in another context; and the problem of causality has been eased by the emergence of path analysis and related regression techniques to which surveys are well suited ". Further, both studies employed statistical analyses such as descriptive statistics, correlations, and exploratory factor analysis. Additionally, Study 2 employed structural equation modelling in order to understand the relationship between variables in the hypothesised model. Structural equation modelling (SEM) is a comprehensive analytical tool for statistical analysis of quantitative data in social sciences (Kline, 2015). SEM allows the analysis of a number of interdependent relationships and has excellent prediction and explanatory capability of endogenous (dependent) latent variables in model estimations (Byrne, 2016; Kline, 2015).

3.7 The qualitative approach of the research

The qualitative approach is also important due to its potential to generate new understanding of emerging concepts such as multiple foci of employee engagement. Qualitative approaches to social enquiry are holistic processes which consider the larger picture or process (Yilmaz, 2013). "The word qualitative implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity, or frequency" (Denzin & Lincoln, 2011, p. 8). Qualitative approaches recognise that multiple realities may exist because of different individual perspectives (Johnson & Onwuegbuzie, 2004). Qualitative approaches are grounded in a philosophical position of constructivism suggesting that meanings are constructed by humans as they engage with the world they are interpreting (Crotty, 1998; Robson & McCartan, 2016). Sometimes constructivism is referred to as the interpretivist paradigm, indicating a focus on how the social world is interpreted by those involved in it (Grant & Giddings, 2002; Johnson & Onwuegbuzie, 2004; Robson & McCartan, 2016).

Qualitative paradigms are focused on the subjective nature of research (Slevitch, 2011). The qualitative approach seeks to understand the social world in which the researcher observes, describes, and interprets the experiences and actions of specific people and groups in societal and cultural context (Robson & McCartan, 2016). In this research program, Study 3 qualitatively explored the employees' lived experience of engagement in the workplace. Qualitative approaches are used for exploring and understanding the meanings individuals or groups ascribe to a social or human problem (Creswell & Creswell, 2017). Researchers interact

with participants in order to understand the experiences of participants and the meaning they assign to them (Grant & Giddings, 2002). It is based on the notion that context is necessary to understand human behaviour (Patton, 2015). Accordingly, a qualitative approach facilitates obtaining the intended meaning and underlying social processes of engagement. Further, the qualitative paradigm can capture the complexity of the social world more effectively than a quantitative paradigm (Creswell & Clark, 2017). Hence, it can be used to grasp the meanings, motives, reasons, and patterns which are not measured in quantitative approaches. Therefore, a qualitative approach was chosen in Study 3 to complement the findings of the quantitative analyses.

Interviews are an effective technique when little is known about the study phenomenon or where detailed insights are required from individual participants (Gill, Stewart, Treasure, & Chadwick, 2008). Further, semi-structured interviews are flexible techniques compared to structured interviews (Gill et al., 2008). It has the advantage of being objective because it contains the use of predetermined questions, while allowing in-depth understanding of the respondent's views (Doody & Noonan, 2013). It has a framework which allows new ideas to be brought up from interviewees during the interview (Doody & Noonan, 2013). In line with these objectives, Study 3 used semi-structured interviews to understand the employees' experiences, feelings, thoughts, and behaviours. Semi-structured interviews allowed for thematic analysis of the qualitative data.

Qualitative approaches are largely inductive with logic flowing from specific to general (e.g., explanations are generated inductively from the data) (Johnson & Onwuegbuzie, 2004; Ritchie et al., 2013). It is well established that qualitative approaches are used to generate theories rather than testing theories. Qualitative approaches are most useful for answering 'why' and 'how' questions (Robson, 2016). Qualitative approaches are directed at providing an in-depth and interpreted understanding of the phenomenon and, therefore, data are detailed, rich, and complex (Ritchie et al., 2013). Hence, the use of a qualitative perspective in the last phase of the research program permitted a deeper exploration of the phenomenon of multiple foci of employee engagement.

3.8 Conclusion

It has been argued that integrating quantitative and qualitative approaches provides a better understanding of the construct of multiple foci of employee engagement. The philosophical understanding of pragmatism guides the mixed methodology to respond to the research questions. Further, the current research program uses a convergent mixed method

design, which is based on the principle of triangulation to enhance the credibility of the research. Since a multiple of foci approach to employee engagement is nascent in the engagement literature, a more rigorous methodology is required. Accordingly, mixed methods research provides a methodological option enabling valid and well-substantiated conclusions about the phenomenon of employee engagement to be generated.

Chapter Four: Study 1

4.1 Introduction

The previous chapter discussed the methodological process guiding the three studies of the research program. The current chapter provides the results of Study 1, with data collected from a sample of 214 public sector employees in Sri Lanka. First, this chapter provides a brief introduction to the study, followed by the theoretical background and propositions framing Study 1. Then it reports the study method including participants, data collection procedure and data screening process. Next the chapter provides the results of statistical analyses of the data collection instrument including a detailed explanation of the measurement scales. The latter part of the chapter presents the statistical analyses examining the two propositions and includes a discussion and conclusion of the study.

The overall purpose of this program of research was to explore a multiple foci perspective to employee engagement while clarifying the multidimensional nature and measurement of the construct. Study 1 is designed as a preliminary study to support the overarching purpose of this research program by examining whether a multiple foci approach to employee engagement provides an appropriate direction for studying the phenomenon. Considering the first research question, Study 1 is focused on "To what extent do employees distinguish among multiple foci of engagement in the workplace?" To formulate propositions for the study, the target similarity model (Lavelle et al., 2007) provided additional theoretical direction for exploring the antecedents and consequences of similarly focused constructs relevant to the two foci of employee engagement chosen to examine.

4.2 Theoretical background and Propositions for Study 1

The literature reviewed in Chapter two revealed emerging research interest into a multiple foci perspective of employee engagement. Saks (2006) published the first empirical study of job and organisational employee engagement arguing that there is a meaningful difference between these two dimensions of employee engagement. Further, the findings of Saks (2006) research suggest that a multiple foci perspective of employee engagement is valuable because the employee's broader work role provides different targets for the development of employee attitudes. However, there is limited additional empirical research that has taken a multiple foci perspective of employee engagement. Therefore, more systematically designed research is needed to examine evidence for the existence of multiple foci perspective of employee engagement.

The "target similarity" model proposed by Lavelle et al. (2007) has been suggested by Farndale et al. (2014) as a theoretical framework that can be adapted to conceptualise and integrate research on employee engagement predictors and consequences. The ability to align the employee engagement multiple foci constructs together with respective antecedents and consequences with a similar focus is important to meaningfully distinguish the implications of the approach (Becker & Kernan, 2003; Farndale et al., 2014).

Antecedents of the multiple foci of job and organisational employee engagement corresponding with the target similarity model include the variables of the job and organisational fit framework (Fleck and Inceoglu (2010). Currently, no existing research has examined the predictive capability of job and organisational fit with job and organisational employee engagement. Nevertheless, empirical evidence supports the predictive ability of P–J fit with job engagement (Chen, Yen, & Tsai, 2014), and P–O fit with organisational engagement (Ünal & Turgut, 2015). By integrating with the target similarity model, it can be expected that the prediction of multiple foci will be associated with target similar antecedents as compared to dissimilar targets. Accordingly, Study 1 explores the proposition that the target similar antecedents of P–J and P–O fit will be predictive of the level of employee job and organisational engagement respectively.

> Proposition 1: Levels of job and organisation employee engagement will be predicted by the target similar antecedents of person–job fit and person–organisation fit.

The literature reviewed in Chapter two has similarly demonstrated that target-specific outcomes of multiple foci of employee engagement have not been systematically examined. As with the predictors of multiple foci of employee engagement, adapting a target similarity model suggests that it is likely that outcomes of job and organisational employee engagement will differ. Accordingly, the focus of the present study is to investigate the outcomes associated with job and organisational employee engagement. Prior research found job engagement as a predictor of in-role behaviour (IRB) (Rich et al., 2010), and organisational engagement as a predictor of organisational citizenship behaviour – organisation (OCB–O) (Saks, 2006). Also, it can be argued that when employees perform jobs, helping behaviour aimed at other individuals (such as peers and supervisors) are likely, highlighting the importance of organisational citizenship behaviour – individual (OCB–I). Hence, it is anticipated that employee levels of job engagement will be associated with in-role behaviour (IRB) and organisational citizenship behaviour – individual (OCB–I). Whereas levels of organisational

employee engagement will be predictive of target similar consequence such as organisational citizenship behaviour – organisation (OCB–O).

> Proposition 2: Levels of employee job and organisational engagement will predict target specific employee performance outcomes of in-role behaviour (IRB), organisational citizenship behaviour – individual (OCB–I), and organisational citizenship behaviour – organisation (OCB–O).

Hierarchical regression analysis is used to examine Propositions 1 and 2. The outcomes of these propositions, in conjunction with the analysis of prior research, will inform the development of hypotheses to investigate Study 2. Additionally, in Study 1 factor analyses were conducted to examine the dimensionality of the construct of employee engagement and to explore the adaptability of the Job Engagement Survey (JES) (Rich et al., 2010) to measure organisational employee engagement.

4.3 Method
4.3.1 Participants
The participant sample for Study 1 were derived from employees of three public sector organisations situated in the southern province of Sri Lanka. Sri Lanka is a small country with a low-to middle-income economy located in the South Asian region with an overall population of approximately 21 million. Sri Lanka has a large public sector workforce relative to other Asian countries with approximately 57 public sector employees per 1,000 people (Herath, 2015). In the Sri Lankan public sector, more than 55% of all employees are employed in institutions of the Ministries, while about one third are working in institutions directed under Provincial Councils. About 90,000 people are employed in District Secretariats and Divisional Secretariats (Department of Census and Statistics, 2017). Accordingly, the public service in Sri Lanka consists of employees of the central government, provincial governments, and semi-government sectors. Within the public sector there are a large number of occupational categories. Major occupational groups include senior officials and managers, professionals, administrative workers, technicians, clerical workers, and service workers.

A convenience sampling approach was undertaken to select the participating organisations. It is estimated that the total population of employees among the three organisations was approximately 1,600. An appropriate sample size for the study was estimated based on the data analytic methods to be used, that is, factor and hierarchical regression

analyses. In regression analysis, the general rule of thumb recommends no less than 50 participants, with the number increasing for larger numbers of independent variables (VanVoorhis & Morgan, 2007). Costello and Osborne (2005) have noted that there are no strict rules for exploratory factor analysis. While in contrast, Hair, Black, Babin, and Anderson (2010) suggest a sample size of 100 or greater is preferable with populations of at least five observations for each variable recommended. The conceptual model of current research includes seven constructs measured using a total of 77 items. Therefore, a sample of at least 200 employee respondents was considered adequate.

4.3.2 Materials

An 84-item self-report pencil-and-paper questionnaire was designed by combining 10 previously validated scales. It included 77 Likert scale type questions which were scored using 7-point scale from 1 (strongly disagree) to 7 (strongly agree) and seven questions to examine demographic information. Designing the questionnaire with structured and validated questionnaire items was undertaken as it consumes less time and effort for respondents, provides for ease of data collection, and facilitates analysis that is reliable and efficient (Hair et al., 2010). As the measurement scales used in this questionnaire are sourced from existing instruments, the psychometric properties have also been previously established. The one exception being the questionnaire items modified to measure organisational employee engagement (Appendix A.1).

The questionnaire was divided into five sections. The first section contained the antecedent constructs of person–job and person–organisation fit, sections two and three measured job and organisational employee engagement respectively, section four assessed the consequence constructs of organisational citizenship behaviour – individual and organisational, and in-role behaviour respectively. The final section included seven questions seeking the respondents' demographic information: gender, age group, marital status, highest educational level attained, job position, tenure in the organisation, and tenure in their present job. The questionnaire layout was improved by providing clear, concise, and consistent instructions throughout.

4.4 Antecedent variables

4.4.1 Person–job fit

Person–job fit (P–J) was measured with the scale developed by Cable and DeRue (2002) (Appendix A.1). Cable and DeRue's conceptualisation of P–J fit includes the

dimensions of needs–supply and demands–abilities fit. Sample items of these dimensions of fit include, "There is a good fit between what my job offers me and what I am looking for in a job" and "My abilities and training are a good fit with the requirements of my job." The questionnaire uses a 7-point Likert survey response scale ranging from 1-strongly disagree to 7-strongly agree. The present study demonstrated a Cronbach internal consistency reliability value $\alpha = 0.863$ for P–J fit. Previous research has also demonstrated strong internal consistency for needs–supply (i.e., $\alpha = 0.89$ in a single-firm sample and 0.93 in a multiple-firm sample) and demands–abilities fit (i.e., $\alpha = 0.89$ in a single-firm sample and 0.84 in a multiple-firm sample) (Cable & DeRue, 2002). The literature review reveals that Cable and DeRue's scale has been widely used to measure P–J fit (Boon & Biron, 2016; Chen et al., 2014; Lu, Wang, Lu, Du, & Bakker, 2014; Nolan & Morley, 2014; Tims, Derks, & Bakker, 2016).

4.4.2 Person–organisation fit

Person–organisation (P–O) fit was measured by combining two scales (Appendix A.1). Both measures adapted a 7-point Likert scale ranging from 1-strongly disagree, to 7-strongly agree. The first scale included the three item P–O fit instrument developed by Cable and DeRue (2002). A sample item of the Cable and DeRue P–O fit scale includes, "My personal values match my organisation's values and culture." An internal consistency Cronbach alpha reliability coefficient of $\alpha = 0.843$ was calculated for the scale. As with the P–J fit scale, Cable and DeRue (2002) scale has been widely used to measure P–O fit (Boon & Biron, 2016; Hoffman, Bynum, Piccolo, & Sutton, 2011; Kim, Aryee, Loi, & Kim, 2013; Vianen, Shen, & Chuang, 2011). Previous reliability coefficients of the scale include $\alpha = 0.91$ in a single-firm sample and $\alpha = 0.92$ in a multiple-firm sample.

The second scale included three goal congruence items developed by Supeli and Creed (2013) with those three items resulting in a reliability coefficient of $\alpha = 0.908$. Goal congruence is also important for conceptualising P–O fit (Kristof-Brown et al., 2005) although it has been less frequently measured (Carless, 2005; Siegall & McDonald, 2004). Supeli and Creed (2013) validated their scale with existing P–O fit scales and three widely assessed work attitudes. The results of their study demonstrated that goal congruence explained meaningful variability in all three work attitude variables, over and above the variance accounted for by the existing scales. Based on the findings of their study, Supeli and Creed (2013) emphasised the importance of goal congruence in measuring P–O fit. As such, the present research has also included the three highest factor loading items from Supeli and Creed's goal congruence measure. A sample item from the scale is, "My personal goals are compatible with this organisation's goals." The

overall Cronbach alpha internal consistency reliability coefficient for the combination of all six items was α = 0.863.

4.5 Focal variables

4.5.1 Multiple foci of employee engagement

In the extant literature, there is no single established scale to measure multiple foci of employee engagement. Rich et al. (2010) highlighted the importance of the original conceptualisation of employee engagement by Kahn (1990) for measuring attitudinal employee engagement and prepared a scale to measure job engagement. The scale developed by Rich et al. (2010) has provided strong construct validity evidence in previous research (Byrne et al., 2016). Accordingly, it can be considered a suitable measurement instrument of employee attitudinal engagement. Generally, multiple foci research in organisational behaviour uses parallel measurement items to distinguish numerous foci (Morin et al., 2011; Rupp & Cropanzano, 2002). It is surprising to note that only two research studies on the multiple foci of employee engagement (Farndale et al., 2014; Ünal & Turgut, 2015) adapted parallel measurement scales. Hence, in the current study job and organisational employee engagement were measured using scales that are similar, differing only in the focus of engagement.

4.5.2 Job employee engagement

The job employee engagement were measured using the Job Engagement Scale (JES) scale developed by Rich et al. (2010) (Appendix A.1). This 18-item instrument scale demonstrated internal consistency of α = 0.932 in the present study. The JES measures the multidimensional nature of employee engagement, including six items each for cognitive, emotional, and physical aspects of job engagement. Prior researchers have maintained that this scale is a valid and reliable measurement of Kahn's original conceptualisation of employee engagement (Alfes et al., 2013; Byrne, 2015; Christian et al., 2011; Shuck, Twyford, Reio, & Shuck, 2014). Example items respectively for the cognitive, emotional, and physical dimensions of job engagement are, "My mind is focused on my job", "I feel positive about my job", and "I exert my full effort to my job". The questionnaire is measured with a 7-point Likert survey response scale ranging from 1-strongly disagree to 7-strongly agree. The EFA provided three factor structure and the Cronbach's alpha results for factor 1, 2, and 3 are α = 0.911, 0.878 and 0.851 respectively.

4.5.3 Organisational employee engagement

Saks (2006) originally developed a scale to measure organisational employee engagement (Appendix A.1). It demonstrated internal consistency of $\alpha = 0.744$ in the present study. A sample item from the scale includes, "I really throw myself into my job." Even though Saks' (2006) instrument demonstrated good internal consistency in the original study some authors have argued that the psychometric properties of the scale have not been properly established (Byrne, 2015). Therefore, the present study also adapted an existing validated scale of job engagement, the JES. As noted above, the JES was developed by Rich et al. (2010) and has credibility for its validity and reliability in measuring Kahn's original conceptualisation of personal engagement at work. Accordingly, the JES was modified to measure organisational employee engagement as a parallel measurement instrument to the job employee engagement scale. In adapting the JES to measure organisational employee engagement, the items were reworded to specify the "organisation" as the target of engagement. Accordingly, the "job" focus was replaced with an "organisation" focus or "organisational matters / affairs / activities" as appropriate (Appendix A.1). The adapted 18-item measurement scale demonstrated internal consistency of $\alpha = 0.944$ in the present study. Example items for the cognitive, emotional, and physical aspects of organisation focused employee engagement respectively are, "I devote a lot of attention to organisational matters / affairs / activities", "I am proud of my organisation", and "I work with intensity on organisational matters / affairs / activities". As with the JES, the questionnaire uses a 7-point Likert survey response scale ranging from 1-strongly disagree to 7-strongly agree. The alpha values received for physical emotional and cognitive aspects of organisational employee engagement were $\alpha = 0.95$, 0.89, and 0.87 respectively.

4.6 Consequence variables

The current research examines three types of employee performance outcomes: organisational citizenship behaviour that immediately benefits the individuals (OCB–I), along with those behaviours that benefit the organisation as a whole (OCB–O), and in-role behaviour. Williams and Anderson (1991) and many prior researchers have used these three constructs to measure employee outcomes (Halbesleben & Bowler, 2007; Huang, You, & Tsai, 2012; Turnley, Bolino, Lester, & Bloodgood, 2003).

4.6.1 Organisational citizenship behaviour – individual (OCB–I)

OCB–I was measured using Lee and Allen (2002) scale (Appendix A.1). It is an eight-item measure with previous internal consistency reliability reported as $\alpha = 0.83$.

Example items include, "Show genuine concern and courtesy toward co-workers, even under the most trying business or personal situations" and "Help others who have been absent". Xu, Huang, Lam, and Miao (2012) used this eight-item, seven-point scale reporting an internal consistency outcome of α = 0.90, while Tse and Chiu (2014) used six items from the scale and received an alpha coefficient of α = 0.82. The present study computed a Cronbach's alpha of α = 0.821for the scale.

4.6.2 Organisational citizenship behaviour – organisation (OCB–O)

OCB–O was also measured using a scale devised by Lee and Allen (2002) (Appendix A.1). As with OCB–I, OCB–O is also an eight-item measure with a previously reported internal consistency reliability of α = 0.88. The Cronbach's alpha for the OCB–O scale in the present study was α = 0.84. Sample items from the OCB–O scale include, "Attend functions that are not required, but that help the organisational image" and "Demonstrate concern about the image of the organisation". Xu et al. (2012) used the eight-item, seven-point scale reporting a Cronbach's alpha coefficient for both OCB–O and OCB–I of α = 0.90. Prior researchers have also commonly used this scale for measuring OCB–O (Matta, Scott, Koopman, & Conlon, 2015; Ozer, Chang, & Schaubroeck, 2014; Runhaar et al., 2013).

4.6.3 In-role behaviour (IRB)

In-role performance was measured by using the seven-item scale developed by Williams and Anderson (1991) who reported a reliability outcome of α = 0.91 (Appendix A.1). Example items are, "Fulfils responsibilities specified in job description" and "Adequately complete assigned duties". As with the other instruments, the IRB scale is a well-established instrument demonstrating adequate psychometric properties across multiple empirical research articles (Bakker, Tims, et al. (2012). The Cronbach's alpha coefficient computed for the current study was α = 0.70, a sufficient reliability result.

4.7 Design and Procedure
4.7.1 Questionnaire translation

The questionnaires used in the survey were all originally developed in English and were translated into Sinhala for use in the current study. The back-translation method described by Prieto (1992) was used to translate the items from English to Sinhala, and then translated back into English. The back-translation process was conducted using three main steps. Initially one bilingual individual, a native speaker in Sinhala (the researcher) translated the questionnaire

from English into Sinhala. The resulting Sinhala version was then back translated into English by another four bilingual individuals who had not seen the initial questionnaire in English. Finally, all four versions of back translations were compared with the original English version to ensure that no changes in meaning had occurred. To establish the face validity of the translated survey, another individual who understood the topic was given the questionnaire to read and determine whether the questions captured the topic under investigation. In order to check that the questions were clear and understandable, the survey was pre-tested with three prospective participants who were selected for convenience. Several items were reworded to improve interpretation of the questions. Accordingly, the survey was improved to avoid ambiguous and vague terms, while ensuring clarity and comprehensiveness.

4.7.2 Data collection procedure

A paper-based survey approach was selected as the most appropriate data collection technique for Study 1. Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2013). Given the self-report style of the survey items, the characteristics of the sample, and the available facilities of the selected organisations, it was decided that a paper-based survey was more practical and would achieve a higher response rate.

The first step in undertaking data collection for the study was to obtain approval from QUT's Ethics Committee (1600001169). The data collection commenced during the second week of January, 2017. The organisations were visited personally by the researcher, and approval was obtained from relevant authorities to conduct the survey. An invitation letter seeking volunteers to participate in the survey was distributed internally to all employees of the participating organisations and included the participant information sheet (Appendix A.2). The surveys were anonymous and there was no way to identify individual employees as no names or any other identifying information was requested. The surveys and instructions on how to participate were distributed to each organisation together with self-addressed envelopes and a sealed collection box. The surveys and the collection box were located in the employees' common room for the duration of one week (Monday to Friday). Volunteer participants were invited to complete the survey during their free time, seal it within the provided envelope, and then lodge it in the collection box. A total of 500 surveys were distributed among three public sector organisations with 218 questionnaires returned, representing a 43.6% response rate. Four surveys were discarded due to incompleteness, leaving a total of 214 usable questionnaires with a 42.8% response rate.

4.7.3 Data screening

The data from the 214 useable surveys were entered into a data file using Statistical Package for Social Sciences (SPSS version 23) (George & Mallery, 2016). There were three questionnaire items which were reverse-worded (e.g., items 51 of the scale of organisational employee engagement (Saks (2006), and items 75 and 76 of the IRB scale (Williams & Anderson, 1991)) and these were recoded into the same variable. Data screening was conducted prior to the data analysis to ensure the accuracy of the data file by examining the presentation of missing data, outliers, and to check the suitability of the data file to apply the desired statistical techniques (Tabachnick & Fidell, 2013). The data analytic techniques required for Study 1 include exploratory factor analysis and hierarchical multiple regression. Thus, the assumptions of linearity, reliability of measurement, homoscedasticity, and normality are important (Tabachnick & Fidell, 2013).

4.7.3.1 Missing data

Missing values in the data set can cause problems in data analysis. Therefore, researchers need to address the issues raised by missing data (Hair et al., 2010). The seriousness of missing data depends upon the pattern of the missing data, the amount of missing data, and the potential reasons for missing data (Tabachnick & Fidell, 2013). It is likely that some respondents may not have answered some questions purposely or accidentally. The data were screened for potential missing data using descriptive and frequency statistics. The outcomes showed that the surveys were 99.56% complete with only 0.44% data missing. Out of 77 construct measurement items of the survey, 40 items were found to have incomplete data. The univariate statistics table revealed that the highest percentage of missing values item-wise was 2.3% for two items from the in-role behaviour questionnaire (numbers 5 and 7). Another two items, the fifth question of the person–organisational fit scale, and the third question from the organisational employee engagement scale accounted for the next highest amount (1.9%). There were then three questions which had three missing values each, six questions which were missing two values each, and another 27 items missing a single data point. As a rule of thumb, Hair et al. (2010, p. 54) have stated that any of the imputation methods can be applied when missing data is under 10%. As the percentage of missing data was very small, missing values were replaced using the series mean using SPSS version 23 (George & Mallery, 2016).

4.7.3.2 Outliers

Outliers are data points that deviate markedly from others. Among continuous variables, univariate outliers are cases with standardised scores in excess of 3.29 ($p < 0.001$) on one or more variables (Tabachnick & Fidell, 2013, p. 73). In the current study, no univariate outliers were detected from the standardised scores. To test for multivariate outliers, Mahalanobis distance was used (Tabachnick & Fidell, 2013). Seven cases were identified as multivariate outliers and were thus removed from the sample, leaving a total sample of 207 cases for analysis.

4.7.3.3 Normality

The assumption of normality is a prerequisite for multivariate data analysis. Normality occurs when the distribution of means across the sample is normal and can be depicted using a symmetrical, bell shaped curve. Skewness and kurtosis can be used to assess normality among single variables (Tabachnick & Fidell, 2013). Skewness is used to describe asymmetry of the distribution whereas kurtosis is used to describe the "peakedness" or "flatness" of the distribution (Hair, et al., 2010; Tabachnick & Fidell, 2013). Curran, West, and Finch (1996) suggested that univariate skewness of 2.0 and kurtosis of 7.0 are the cut off values for more extreme levels. Accordingly, all continuous data were examined for skewness and kurtosis. The present study demonstrated only minor divergence from normality with minimal non-normal skewness and kurtosis with results below the above cut-off values (Table1, Appendix A. 3). According to the central limit theorem, the sampling distribution in big samples tends to be normal regardless of the shape of the data collected (Field, 2009). Since the sample size of the current study is 207, it was considered that somewhat skewed or kurtotic data will not have substantial impact on results.

4.7.3.4 Linearity

Linearity is an important assumption in all multivariate techniques because correlations represent only the linear association between variables, so nonlinear effects will not be represented in the correlation value (Hair et al., 2010, p. 74). Linearity between variables was assessed by examination of bivariate scatter plots (Hair et al., 2010; Tabachnick & Fidell, 2013), with all scatter plots revealing a linear relationship.

4.7.3.5 Homoscedasticity

Homoscedasticity refers to the assumption that dependent variable(s) exhibit equal levels of variance across the range of predictor variable(s) (Hair et al., 2010, p. 72). A specific type of scatterplot, known as a residual plot which plots residual Y values along the vertical axis and observed or predicted Y values along the horizontal (X) axis is helpful in evaluating homoscedasticity violations (Salkind, 2010). Homoscedasticity exists, if a constant spread in the residuals is observed across all values of X (Salkind, 2010). Accordingly, residual scatter plots were examined, and the data did not violate the assumption of homoscedasticity.

4.7.3.6 Multicollinearity and singularity

Multicollinearity and singularity are problems that may occur when variables are too highly correlated. Factor analysis identifies interrelated sets of variables and therefore some degree of multicollinearity is required (Hair, et al., 2010). However, it is important to avoid extreme multicollinearity (variables that are highly correlated) and singularity (variables that are perfectly correlated) (Field, 2009). Multicollinearity can be identified in correlation values greater than 0.90 (Tabachnick & Fidell, 2013). Hence, bivariate correlations between all variables were examined with no evidence of extreme multicollinearity or singularity occurring.

4.8 Results
4.8.1 Descriptive statistics

The sample gender distribution was a majority of females (75%) with 25% male respondents. Most respondents (41%) were in the age group of 31-40, with 13% aged between 20-30, 35% aged 41-50, and 11% aged 50 and older. Most respondents (83%) reported that they were married, while 16% reported being single, and the remaining 1% other. With respect to education level, there were 38% advanced-level and 5% ordinary-level passed respondents, while the other 57% were graduates of which 6% reported a post graduate qualification. The occupational distribution of the respondents varied widely. The largest group of the respondents were executive officers (55%), followed by administrative officers (17%) and 17% field officers, 5% managers, 3% clerical staff and 1% technical officers. The remaining 2% of the sample did not indicate their current position. The majority of the respondents (41%) had been employed by the organisation for between three and five years, followed by 28% serving one-three years. There were 16% of respondents with 10-20 years of service and 6% respondents with 5-10 years of service. The longest work experience of more than 20 years

was reported by 4% of respondents, while 5% of respondents reported less than one year of service. With regard to job tenure, 9% of respondents reported the longest work experience in the present job with more than 20 years of service, while 31% reported 10-20 years of service, 7% with 5-10 years of service, 33% with 3-5 years, 19% with 1-3 years of service, while 1% of respondents reported less than one year in their current job.

4.8.2 Data reduction through exploratory factor analysis

Most of the scales used in the current questionnaire have been previously validated demonstrating acceptable psychometric properties. The exception is the new scale designed to measure organisational employee engagement which was adapted from Rich et al.'s (2010) job engagement scale. However, as the data were collected in a Sri Lankan context using a questionnaire that was backtranslated to Sinhala no comparable validity or reliability statistics are available. To the best of my knowledge none of these measures have been previously translated into Sinhala nor used in a Sri Lankan context with a sample of public sector employees. Thus, it is important to examine whether the factor structures of the scales are replicable. Hence, prior to the statistical analysis of the propositions developed for the study, the factor structures of each scale were examined.

The questionnaire contained continuous variable data for 77 items related to eight scales, that is, P–J fit (6 items) (Cable & DeRue, 2002), P–O fit (3 items) (Cable & DeRue, 2002) and goal fit (3 items) (Supeli & Creed, 2013), job employee engagement (18 items) (Rich et al., 2010), organisation employee engagement (18 items) (adapted from Rich et al., 2010), organisational engagement (6 items) (Saks, 2006), organisational citizenship behaviour – individual (OCB–I) (8 items) (Lee & Allen, 2002), organisational citizenship behaviour – organisation (OCB–O) (8 items) (Lee & Allen, 2002), and in-role behaviour (IRB) (7 items) (William & Anderson, 1991). SPSS version 23 was used to conduct principal axis factoring with an oblimin rotation to examine the factor structure of each construct.

4.8.2.1 Job and organisational employee engagement

An exploratory factor analysis was conducted for the items job employee engagement. The Kaiser-Meyer-Olkin (KMO) measure verified sampling adequacy (0.908), and the significant Bartlett's test of sphericity (χ^2= 2722.609, df = 153, $p < .001$) reveals that the scale is suitable for the analysis. The pattern matrix extracted revealed a three-factor model consistent with Rich et al.'s (2010) research (Appendix A.3). As expected, items one through six were clustered together and can be identified as a factor describing the dimension of

physical engagement. Items seven through twelve were intended to measure the dimension of emotional engagement, and items 13-18 were intended to measure the dimension of cognitive engagement. However, item number eight (i.e., I feel energetic at my job) cross-loaded and was thus deleted and the analysis repeated. The final results revealed that the factor identified as the physical dimension of employee engagement factor was robust and accounted for the largest variance (47%), followed by the factor identifying the emotional dimension (9.9%), with the final factor identifying the cognitive dimension (4.9%) of the Job employee engagement. The internal consistency for each of these factors was calculated with Cronbach's alpha coefficients for factors 1, 2 and 3 $\alpha = 0.911$, $\alpha = 0.878$ and $\alpha = 0.851$ respectively.

4.8.2.2 Organisational employee engagement

The scale for organisational employee engagement is a new measurement device adapted from the 18 item Job Engagement Scale by Rich et al. (2010). Bartlett's test of sphericity was significant (χ^2 (153) = 3270.339, indicating that it was appropriate to use the factor analytic model and the Kaiser-Meyer-Olkin measure of sampling adequacy indicated that the strength of the relationships among variables was high (KMO = 0.906). The communalities were all above 0.3 indicating that each item shared some common variance with other items.

The correlation matrix revealed three factors with eigenvalues greater than 1.00. As anticipated, items one through six were intended to measure the physical dimension of organisational employee engagement, and those six items received strong loadings on the first factor. Items seven through twelve were intended to measure the emotional dimension of organisational employee engagement; however, these items did not cleanly extract into one factor. There were three items, numbers seven, eight and nine, which cross-loaded with other dimensions. Therefore, those three items were removed, and the factor analysis repeated, with factor loadings less than 0.35 omitted to improve the clarity. The results of the pattern matrix revealed a similar pattern to that of job engagement, with the factor representing the physical dimension of organisational employee engagement accounting for the largest amount of variance (50.8%), followed by the emotional (13.3%) and cognitive dimensions (4.7%) of engagement. Cronbach alpha coefficients were calculated for the three factors. The alpha values received for factors 1 (physical), 2 (emotional) and 3 (cognitive) were $\alpha = 0.946$, 0.895 and 0.872 respectively.

4.8.2.3 Organisational employee engagement using an extant scale

The organisational employee engagement scale suggested by Saks (2006) was examined for its factor structure. KMO measure of sampling adequacy obtained was 0.782 and Bartlett's test of sphericity was significant (χ^2 (15) = 491.630, $p < 0.001$). Initially two factors were extracted, however, item three (a reverse worded item) did not load adequately with either of the two. Therefore, the item was deleted, and the analysis was rerun with the remaining five items clustering as one factor (Appendix A.3) accounting for 55% of the total variance. The Cronbach's alpha internal consistency reliability for the scale was $\alpha = 0.852$.

4.8.2.4 P–J and P–O fit

The principal axis factoring with an oblimin rotation was conducted with the 12 items intended to measure P–J and P–O fit revealing the expected extraction of two factors with eigenvalues great than 1.0 (Appendix A.3). The first factor accounted for the greatest amount of variance (49%) and contained all six items of P–J fit scale, while the second factor containing the six items of the P–O fit scale accounted for an additional 9.5% of the variance. The Cronbach alpha internal consistency reliabilities for the P–J and P–O fit scales were $\alpha = 0.863$ and $\alpha = 0.908$. These findings suggest that the factor structure is reliable and appropriate for use in the current study to measure the constructs of P–J and P–O fit.

4.8.2.5 OCB–I and OCB–O

Principal axis factoring was conducted with the data to measure the eight items scale of OCB-I (Lee & Allen, 2002). The KMO = 0.818 and Bartlett's test of sphericity (χ^2 (28) = 495.359, $p < 0.001$) demonstrate that the set of data are appropriate for factor analysis. All items were extracted as one factor with the scree plot also indicating a one factor solution (Appendix A.3). The communalities were all above 0.3, suggesting that each item shared some common variance with other items. However, the values received for communalities of the variables were low, with the total variance explained by this factor 38.55%. The Cronbach alpha internal consistency reliability for the OCB–I scale was $\alpha = 0.821$, indicating acceptable internal consistency.

The eight items of the OCB–O (Lee & Allen, 2002) scale produced a significant Bartlett's test of sphericity (χ^2 (28) = 595.954, $p < 0.001$) and high sampling adequacy KMO = 0.831 supporting the use of a factor analytic model. Two factors with eigenvalues greater than one were extracted instead of the expected single factor. The first item, "Attend functions that are not required but that help the organisational image" was equally extracted with both

factors. After removing the first item, the analysis was re-run, and a single factor was extracted (Appendix A.3) accounting for 44% of variance. The initial Cronbach's alpha value of α = 0.840 for the eight items increased to α = 0.845 for the remaining seven items.

4.8.2.6 In-role behaviour

Similar to the other consequence variables, the KMO measure of sampling adequacy was adequate (0.727) and Bartlett's test of sphericity (χ^2 (21) = 572.416, $p < 0.001$) significant. However, the initial pattern matrix indicated a three-factor solution instead of the expected single factor. Item number seven of the scale revealed a low communalities value (0.053) suggesting a poor correlation with the other items. As recommended by Child (2006), communalities below 0.2 should were deleted. After deleting the item, the factor analysis was repeated resulting in the extraction of two factors with a total variance explained of 50.7%. However, as the theory suggests a single factor solution, the next highly deviating item (question number five) was similarly deleted, and the factor analysis repeated. Deletion of the second item resulted in a single factor solution, however, the communalities value for item number six was low (0.053) and it was deleted accordingly. After deletion of the three items, that is, questions five, six, and seven, the factor analysis for IRB accounted for 60.267% of the total variance. The Cronbach's alpha internal consistency for the remaining four items was α = 0. 851.

4.9. Data analysis for proposition testing

The initial data screening process ensured no violation of the assumptions of normality, linearity, and homoscedasticity although some variables included slightly skewed data. Means, standard deviations, and intercorrelations for all variables were then examined with correlations among the variables retested after examining their psychometric properties. Accordingly, Table 4.1 reports the item intercorrelations, internal consistency reliabilities, and descriptive statistics for all independent and dependent variables used in the analyses. All predictor variables were statistically correlated with dependent variables except P–O fit with IRB ($r = 0.045$). This would suggest that P–O fit does not relate to job-focused in role behaviour. The other correlations between the predictor variables and the dependent variables were weak to moderately strong, ranging from $r = 0.21$ to $r = 0.63$, $p < .01$. (Table 4.1).

Table 4.1: Correlation Matrix of the Study Constructs

	Mean	SD	(1)	(2)	(3)	(4)	(5)	(6)	(7)
P-J fit (1)	4.72	1.27	(0.86)						
P-O Fit (2)	4.34	1.33	0.64**	(0.91)					
JE (3)	5.85	0.81	0.49**	0.26**	(0.87)				
OE (4)	5.68	0.83	0.37**	0.26**	0.60**	(0.90)			
OCB-I (5)	5.72	0.78	0.21**	0.25**	0.29**	0.37**	(0.73)		
OCB-O (6)	5.85	0.72	0.34**	0.30**	0.53**	0.63**	0.41**	(0.81)	
IRB (7)	6.19	0.62	0.23**	0.04	0.52**	0.45**	0.39**	0.53**	(0.85)

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

Notes: Values in parenthesis along the diagonal are reliabilities (Cronbach's alpha)

As previously discussed, the first research question focused on determining whether employees identified multiple foci of engagement and was examined through the analysis of two propositions. Hierarchical multiple regression analyses using SPSS (Ho 2013) version 23 was used to examine the propositions. Hierarchical multiple regression is useful in examining the extra amount of variance accounted for in a dependent variable by a specific independent variable (Cohen, Cohen, West, & Aiken, 2003). In hierarchical regression, researchers assign the order of entry according to logical or theoretical consideration (Tabachnick & Fidell, 2013). As explained by Wampold and Freund (1987, p. 377), the coefficient of interest in the hierarchical regression is "the proportion of variance accounted for at a particular step over and above that accounted for by the independent variables entered previously." The theoretical prioritisation of this research is on the predictive ability of the target similar independent variable on levels of employee engagement across multiple foci.

4.9.1 Predicting job and organisational employee engagement

The first proposition sought to examine the levels of job and organisational employee engagement predicted by target similar antecedents of person–job fit and person–organisation fit. It also suggested that P–J fit would be more predictive of levels of job employee engagement than P–O fit, while P–O fit would be more predictive of levels of organisational employee engagement than P–J fit. Accordingly, two hierarchical regression models were conducted to explore the predictive ability of target similar and dissimilar antecedents of job and organisational employee engagement. Table 4.2 depicts summary of the hierarchical regression analysis for proposition 1.

In the first step, the entrance of P–J fit (B= 0.311, t=7.963, $p < 0.001$) explained 23.6% of variance of job employee engagement and it was statistically significant (R^2 =.236, F (1, 205) = 63.41, $p < 0.001$). Adding P-O fit to the model, explained an additional 0.3% of the variation in job employee engagement and was not significant (ΔR^2 = .003, ΔF (1, 204) = 0.888, p = .347). These results support Proposition 1, confirming that P–J fit is a better predictive of higher levels of job employee engagement than P–O fit.

The second hierarchical regression model was conducted to examine the influence of P–J and P–O fit on organisational employee engagement. P-O fit was entered in step one and the results revealed that P–O fit (B= 0.161, t=3.795, $p < 0.001$) contributed significantly to the prediction of levels of organisational employee engagement, explaining 6.6% of the variation in organisational employee engagement (R^2 = 0.066, ΔF (1, 205) = 14.4, $p < .001$). In the second step, the entry of P-J fit (B= 0.229, t=4.162, $p < 0.001$) to the model was statistically significant contributing additional variance of 7.3% to the regression equation (R2 = 0.073, ΔF (1, 204) = 17.325, $p < .001$). Moreover, P–O fit was not found statistically significant (B= 0.398, t=398, p = 0.691) in the final model. These results did not suggest P–O fit would be more predictive of levels of organisational employee engagement than P–J fit. Hence, Proposition 1 was not supported through the second regression model of this study.

Table 4.2: Summary of the hierarchical regression analysis for proposition 1

DV	Step	Predictor	R^2	ΔR^2	$\Delta F(P)$	B	SE	β	t(p)
JE	1		.236	0.236	63.4 (<.001)				
		P-J Fit				.311	.039	.486	7.963(<.001)
	2		.240	.003	.888(.347)				
		P-J Fit				.341	.051	.533	6.744(<.001)
		P- O Fit				-.046	.048	-.075	-.942(.347)
OE	1		.066	.066	14.404(<.001)				
		P- O Fit				.161	.042	.256	3.795(<.001)
	2		.139	.073	17.325(<.001)				
		P- O Fit				.021	.053	.033	.398(.691)
		P-J Fit				.229	.055	.350	4.162(<.001)

B= unstandardised beta, SE= standardised error, β =standardised beta

4.9.2 Predicting performance outcomes job and organisational employee engagement

Three specific employee performance outcomes of IRB, OCB–I and OCB–O (Williams & Anderson, 1991) were examined through Proposition 2. It suggested that levels of job and organisational employee engagement will predict target specific employee performance. To examine the Proposition three hierarchical multiple regression analyses were conducted using SPSS. The results of the hierarchical regression analysis are presented in Table 4.3.

In the first regression equation, the influence of job employee engagement and organisational employee engagement on IRB was examined. Initially, the entrance of job employee engagement (B= 0.395, t=8.688, $p<0.001$) explained 26.9% of the variance in IRB ($R^2 = 0.269$, $\Delta F (1, 205) = 75. 489$, $p<0.001$). The introduction of organisational employee engagement accounted for an additional 3.1% increment in variance on IRB, and this change was statistically significant ($R^2 = 0.031$, $\Delta F (1, 204) = 9.088$, $p <0.05$). Accordingly, the entrance of job and organisational employee engagement to the regression model caused changes in R^2 equal to 26.9% and 3.1% of the explained variance in IRB respectively. Further, job employee engagement and organisational employee engagement were statistically significant, with the job employee engagement recording a higher beta value (B= 0.294, t=5.249, $p<0.001$) than the organisational employee engagement (B= 0.165, t=3.015, $p<0.05$). These results indicated that job employee engagement is a better predictor of higher levels of IRB than organisational employee engagement, supporting Proposition 2.

The second hierarchical regression model was conducted to examine the influence of job and organisational employee engagement on OCB–I. Initially the entrance of job employee engagement (B= 0.283, t=4.749, $p<0.001$) explained 9.9% of the variance in OCB–I ($R^2 = 0.099$, $\Delta F (1, 205) = 22.55$, $p<0.001$). The introduction of organisational employee engagement (B= 0.287, t=4.074, $p<0.001$) to the model explained 6.8 % of variance in OCB–I ($R2 = 0.068$, $\Delta F (1, 204) = 16.597$, $p<0.001$). The proportion of variance of OCB–I explained by the predictor variables (R^2) suggests that job employee engagement is a better predictor of higher levels of OCB–I than organisational employee engagement, supporting Proposition 2.

In the third regression equation, the influence of job and organisational employee engagement on OCB–O was examined. The entrance of organisational employee engagement (B= 0.545, t=11.58, $p<0.001$) explained 39.5% of the variation in OCB–O and was significant ($R^2 = 0.395$, $\Delta F (1, 205) = 134.096$, $p<0.001$). The addition of job employee engagement (B= 0.423, t=7.366, $p<0.001$) in the next step contributed an additional 3.5% of variation on OCB–O ($R^2 = 0.035$, $\Delta F (1, 204) = 12.438$, $p<0.001$). The comparison of the values of R^2 (explaining 39.5%, 3.5% of variation in OCB–O by organisational and job employee engagement

respectively) suggest organisational employee engagement is a better predictor of higher levels of OCB–O than job employee engagement, supporting Proposition 2.

The above regression models demonstrate that job employee engagement significantly predicts IRB and OCB–I, while organisational employee engagement significantly influences OCB–O. When considering the level of influence on performance the results have demonstrated that job employee engagement is more predictive of IRB, and organisational employee engagement is more predictive of OCB–O. Accordingly, Proposition 2 was supported suggesting that job and organisational employee engagement is predictive of the target similar employee performance outcomes of in-role behaviour (IRB) and organisational citizenship behaviour–organisation (OCB–O).

DV	Step	Predictor	R^2	ΔR^2	$\Delta F(P)$	B	SE	β	$t(p)$
					Table 4.3: Summary of the hierarchical regression analysis for proposition 2				
IRB	1		.269	.269	75.489(<.001)				
		JE				.395	.046	.519	8.688(<.001)
	2		.300	.031	9.088(.003)				
		JE				.294	.056	.385	5.249(<.001)
		OE				.165	.055	.221	3.015(.003)
OCB-I	1		.099	.099	22.55(<.001)				
		JE				.283	.060	.315	4.749(<.001)
	2		.167	.068	16.597(<.001)				
		JE				.106	.072	.118	1.474(.142)
		OE				.287	.070	.326	4.074(<.001)
OCB-O	1		.395	.562	134.096(<.001)				
		OE				.545	.047	.629	11.58(<.001)
	2		.430	.035	12.438(<.001)				
		OE				.423	.057	.488	7.366(<.001)
		JE				.207	.059	.234	3.527(<.001)

B= unstandardised beta, *SE*= standardised error, *β* =standardised beta

4.10. Discussion and conclusion

Multiple foci of employee engagement suggest the existence of different targets or foci of engagement within the workplace, enabling employees to be simultaneously engaged to differing extents with those targets. The design of Study 1 focused on distinguishing job and organisational employee engagement by examining target similar antecedents and

consequences and thus addressed Research Question 1 "To what extent do employees distinguish among and experience multiple foci of engagement in the workplace?"

Based on the literature review, perception of fit was identified as a potential antecedent of employee engagement foci using the target similarity model. Accordingly, P–J fit was estimated to be antecedent of job employee engagement and was well supported by the data. However, contrary to first proposition, the findings of this study did not suggest P-O fit as a better predictor of organisational employee engagement than P–J fit. This discrepancy of results might have occurred due to the operationalisation of the construct of P-O fit. The present study combined the value congruence scale of Cable and DeRue (2002) with half of the goal fit scale of Supeli and Creed (2013) also used to measure P–O fit. Prior research has shown that the way P–O fit is measured influences the outcome variables (Hoffman & Woehr, 2006). Hence, it suggests improvement of the measurement scale and re-analysing the impact of P-O fit as an antecedent of organisational employee engagement.

To differentiate the consequences of job and organisational employee engagement, informed by the target similarity model, three performance outcomes (i.e., IRB, OCB-I and OCB–O) were analysed. The findings demonstrated that the two employee engagement foci differentially predicted the three types of performance. Specifically, the findings demonstrated that job employee engagement influences the matched outcome variables IRB and OCB–I, and that organisational employee engagement influenced the matched outcome variable (OCB–O). Accordingly, the notion (Proposition 2) of the existence of specific consequences of job and organisational employee engagement according to the target similarity model is supported.

Saks (2006) also examined OCB–I and OCB–O as consequences of job and organisational employee engagement. As shown by his results, job engagement did not predict OCB–I, while organisational employee engagement predicted OCB–O followed by OCB–I. Hence, the findings of current study deviate somewhat from Saks (2006) as the current study demonstrated both job and organisational employee engagement predicted target similar outcomes of OCB–I and OCB–O respectively. However, the study of Saks (2006) did not examine IRB as a job-focused outcome of job engagement. Accordingly, the present study expands on the study of Saks (2006) by examining three performance outcomes matched with job and organisational employee engagement.

Moreover, this research program also identified the JES (Rich et al., 2010) as an appropriate scale to measure job employee engagement with an adaptation to measure organisational employee engagement. As originally intended, the three-factor solution for both foci of employee engagement was evident even though it was measured in a different cultural

context. Hence, the present study additionally suggests the suitability of adapting the JES of Rich et al. (2010) to measure different foci employee engagement.

In conclusion, the overall findings of the study suggest the feasibility of applying the rationale of adopting the target similarity model to identify predictors and consequences of distinctive foci of employee engagement. Even though Proposition 1 on the predictive ability of the target similar antecedent on levels of job and organisational was partially supported, Proposition 2 which described the target specific employee performance outcomes of job and organisational engagement was adequately supported. The availability of target similar antecedents and outcome variables for job and organisational employee engagement provide evidence for their distinctiveness, answering research question one, as well as providing insight for the development of Study 2.

Chapter Five: Study 2

5.1 Introduction

The outcomes of the first study have demonstrated that adopting a multiple foci approach to examine employee engagement provides unique insight into the engagement phenomenon. In conjunction with the outcomes of Study 1 and the analysis of prior research, the current chapter reports the findings of Study 2 with data collected from a sample of 323 academic employees in Sri Lanka.

First, the chapter begins with an introduction to Study 2, then a brief literature review integrated with the findings of Study 1 is provided to inform the generation of hypotheses. Next, the chapter reports the study method including participants and data collection procedure. The chapter then presents the data analysis procedure which includes exploratory factor analysis for data reduction and structural equation modelling (SEM) for examining the hypotheses. Hypotheses for direct and mediatory relationships are explored using three structural models. Finally, the chapter concludes with a discussion of the findings.

Study 2 was designed to provide evidence to establish the existence of a multiple foci of employee engagement focusing on two foci, job and organisational employee engagement. Study 2 examined the uniqueness of job and organisational employee engagement, including respective antecedents and consequences, to enable the distinction among the different foci of employee engagement more meaningful. Extending on the work of prior research (Byrne, 2015; Fleck & Inceoglu, 2010) and the findings of Study 1, Study 2 examines P–J and P–O fit as antecedents of job and organisational employee engagement. Study 2 also examines the predictive capability of job and organisational employee engagement across three performance outcomes, IRB, OCB–I and OCB–O. Study 1 provided initial evidence indicating the potential of the constructs as antecedents and consequences of job and organisational employee engagement. In Study 2, the constructs will be examined simultaneously in a complete model of job and organisational employee engagement together with specific antecedents and consequences. Accordingly, Study 2 addresses following three research questions.

- RQ1. To what extent do employees distinguish among and experience multiple foci of engagement in the workplace?
- RQ2. To what extent do the matching antecedents of person–job fit and person–organisation fit predict an employee's level of engagement with multiple foci in the workplace?

- RQ3: To what extent is a multiple foci perspective of employee engagement able to explain employee in-role and extra-role behaviour in the workplace?

5.2 Conceptual framework and development of hypothesis

Drawing on the literature review presented in Chapter 2, Study 2 examines the conceptual framework as illustrated in Figure 5.1. Six hypotheses have been proposed based on the framework and are presented and discussed below.
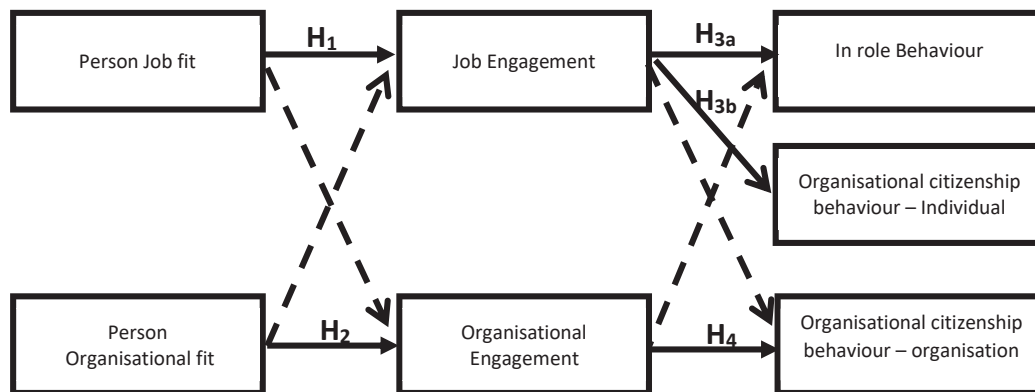
Figure 5.1. Conceptual framework of multiple foci of job and organisational employee engagement

5.2.1 Antecedents of job and organisational employee engagement

P–J fit refers to the congruence between a person's characteristics and the job characteristics or tasks performed on the job (Kristof-Brown et al., 2005). A two-dimensional conceptualisation of P–J fit includes needs–supplies (N-S) and demands–abilities (D-A) fit (Cable & DeRue, 2002; Kristof-Brown et al., 2005). N–S fit occurs when the employee's needs, desires, or preferences are met by the job, while D–A fit occurs when the employee's knowledge, skills and abilities match with their job requirements. P–J fit has been reported as an essential predictor of positive work-related attitudes (Edwards & Shipp, 2007). When individuals perceive a high degree of P–J fit they generally experience a favourable attitude towards their job. Therefore, employees who perceive a high degree of P–J fit are more willing to invest into their job resulting in job employee engagement. There is also empirical evidence supporting P–J fit as an antecedent of job engagement (Chen et al., 2014).

On the other hand, P–O fit refers to the congruence between individuals and organisations. Value and goal congruence are used to conceptualise P–O fit. When individuals perceive that their personal values and goals are congruent with those of the organisation for which they work, they will generate a favourable attitude towards the organisation. Thus,

employees who perceive a high degree of P–O fit are more willing to invest into their resulting organisational employee engagement. Prior research has found P–O fit as an essential predictor of organisational engagement (Ünal & Turgut, 2015).

The review of P–O and P–J fit constructs with the employee engagement literature demonstrates that the impacts of these two variables have been largely studied separately. Hence, Study 1 of the current research program examined both types of fit perceptions as an antecedent of the respective target similar employee engagement foci. The results of Study 1 demonstrated that both P–J and P–O fit were antecedents of job and organisational employee engagement. Moreover, the results demonstrated that P–J fit had greater influence as an antecedent of job employee engagement compared to P–O fit. In another study, Ünal and Turgut (2015) examined the impact of P–O fit on a multiple foci model of employee engagement reporting that the explanatory power of P–O fit on organisational engagement was greater than for work engagement.

The above analysis of the antecedents of job and organisational employee engagement is theoretically grounded using the target similarity model (Lavelle et al., 2007) and the principle of compatibility (Ajzen, 1989). Therefore, it can be expected that P–J fit will be predictive of job engagement and P–O fit will be predictive of organisational engagement. Accordingly, the following hypotheses are formulated:

H1: P–J fit will be the strongest predictor of employee job engagement.
H2: P–O fit will be the strongest predictor of employee organisational engagement.

5.2.2 Consequences of job and organisational employee engagement

It is well established that employee engagement leads to performance outcomes (Albrecht et al., 2015; Anitha, 2014; Kahn, 1990; Rich et al., 2010). In measuring performance, Williams and Anderson (1991) pointed out the importance of differentiating between IRB, OCB–I and OCB–O as these three forms of performance outcomes may relate to different antecedents. Although no employee engagement empirical studies have examined all three performance outcomes, the landmark research of Saks (2006) demonstrated employee engagement foci are differentially related to two types of OCBs. Levels of organisation employee engagement showed greater variance in OCB–O results than OCB–I.

Moreover, in Study 1 the foci of job employee engagement explained more variance in IRB than the organisational foci. The organisational foci explained more variance in OCB–O than the job foci. It is very likely that job engaged employees invest higher levels of their

physical, cognitive, and emotional energies into job focused activities than organisational focused activities displaying higher in-role behaviour (IRB) than extra-role behaviour helping their organisation (OCB–O). Moreover, it is plausible to predict that job engaged employees will have deeper levels of engagement with their immediate work environment colleagues (OCB–I), in comparison with the organisation (OCB–O), a distal entity. Conversely, it is anticipated that organisationally engaged employees will invest higher levels of their physical, cognitive, and emotional energies into organisational-focused activities and tasks than job-focused activities. These employees will thus report behaviour which facilitates the organisation at large, exhibiting more organisation-directed behaviour (OCB–O) than in-role behaviour which is job focused (IRB). Based on the above reasoning, hypotheses for the consequences of multiple foci of engagement are:

H3: Job-focused employee engagement will be positively related to levels of (a) IRB, and (b) OCB–I.

H4: Organisational-focused employee engagement will be positively related to OCB–O.

5.2.3 Mediating effect of job and organisational employee engagement

There are several studies which examined employee engagement as a mediator between numerous antecedent and performance outcomes (Alfes et al., 2013; Biswas & Bhatnagar, 2013; Saks, 2006). The study of Saks (2006) found that employee engagement was a partial mediator between several antecedent variables and performance outcomes. A small number of studies have examined the mediation effect of employee engagement on fit perception and performance outcomes. Rich et al. (2010) found that job engagement mediates the relationship between value congruence, perceived organisational support, core self-evaluations, and two job performance dimensions: task performance (IRB) and OCB. Another study of job engagement by Christian et al. (2011) found that engagement serves as mediator in the P–E fit–performance relationship. They used perception of fit with the job characteristics model and another three factors (i.e., transformational leadership, conscientiousness, and positive effect) and two performance dimensions (i.e., task performance and contextual performance). Biswas and Bhatnagar (2013) also demonstrated the mediating role of employee engagement between perceived organisational support and P–O fit as the antecedents, and organisational commitment and job satisfaction as the consequences. The evidence from these studies suggested a mediating effect of employee engagement between the perception of fit and performance outcomes (IRB, OCB).

Further, the social exchange theory which explains the norm of reciprocity can be used to understand the mediating effect of employee engagement. Social exchange in an employment relationship has been widely used to describe formation of positive employee attitudes and the motivational basis for employee behaviours (Aryee et al., 2002; Davies & Gould-Williams, 2005; Kim & Kuo, 2015). Employees feel obligated to reciprocate by adopting a more positive attitude toward the workplace when they are exposed to a favourable work environment. Therefore, social exchange theory (SET) provides a theoretical basis in understanding the mediating role of attitudinal employee engagement between perception of environment fit and behavioural outcomes. Additionally, social exchange theory suggests the relationship between the actor and the target (Cropanzano et al., 2017). Therefore, employee engagement is a reciprocation to the extent of employee's positive experiences by the different targets of the employment relationship. Accordingly, employee perception of fit towards the job can result in the investment of emotional, cognitive, and behavioural energies towards their job (job employee engagement) resulting in positive behaviours toward the job. Similarly, employee perception of fit towards the organisation may result in their investment of emotional, cognitive, and behavioural energies towards their organisation (organisational employee engagement) and result in positive behaviours toward the organisation.

In the person-environment fit literature there is evidence for P-J fit and P-O fit as predictors of in-role and extra-role performances (Farzaneh et al., 2014; Gregory, Albritton, & Osmonbekov, 2010). Further, the literature also demonstrates that person-job fit is more related to in-role behaviour than person-organisation fit (Kristof-Brown et al., 2005; Van Loon, Vandenabeele, & Leisink, 2017). As previously discussed, P-J fit and P-O fit can be considered target similar antecedents of job and organisational employee engagement respectively, with target similar performance outcomes of job and organisational employee engagement expected. However, no prior evidence for a mediatory effect of a multiple foci model of employee engagement between antecedents and outcome variables has been established. As with the hypotheses generated for the direct effect of employee engagement foci, the principal of compatibility (Ajzen, 1989; Fishbein & Ajzen, 1975) and target similarity (Lavelle et al., 2007) can be used to explain the mediatory effect. Accordingly, target-specific relationships between the perception of fit and performance are most likely to be mediated by target-specific employee engagement. It leads to the formulation of the following hypotheses.

H5: Job employee engagement has the strongest positive mediatory relationship between P–J fit and the performance outcomes of IRB and OCB–I.

H6: Organisational employee engagement has the strongest positive mediatory relationship between P–O fit and the performance outcome of OCB–O.

5.3 Methodology
5.3.1 Participants

Participants of this study are a sample of university academics from 13 public universities in Sri Lanka. There are a total of 5,669 university academics across all 15 public sector universities in Sri Lanka (University Grant Commission, 2017). Among them, the profile is 54% male and 46% female, with Professors accounting for 13% of the total population, while there were 55% Senior Lecturers, and 32% of Lecturers (University Grant Commission, 2017). Of the 15 universities, two universities were not included in the data pool as one university did not display the email addresses of the majority of their academic staff, while another university was closed during the survey period. The potential sample population for the study included 4,738 academics from 13 universities with a demographic representation of 53% male and 47% female academics, 12.5% Professors, 55% Senior Lecturers, and 32.5% Lecturers (University Grant Commission, 2017). Hence, the sample population for Study 2, as discussed below, is a representative sample of the total population, enhancing the generalisability of the results.

5.3.2 Materials
5.3.2.1 Survey Instrument Development

The English version of the questionnaire used in Study 1 was used in Study 2 because the sample of university academics are competent in English. The Study 2 questionnaire was formulated by undertaking minor revisions to the survey used in Study 1. The complete questionnaire for Study 2 is provided in Appendix B.1. It contained 86 items with 79 items structured using Likert scale responses adopting a 7-point scale from 1 (strongly disagree) to 7 (strongly agree). Similar to Study 1, the Study 2 questionnaire was divided into five sections. Sections 2, 4, and 5 remained unchanged from Study 1. Section 3 measuring organisational employee engagement included only the 18 adapted items of the Rich et al. (2010) Job Engagement Scale. The six item scale of organisational engagement by Saks (2006) was removed from Section 3. In Section 1, eight items were added to the scales of P–J and P–O fit with the objective of improving the measurement comprehensiveness as described below.

P–J fit was designed using a combination of scales. Even though research has widely used the scale developed by Cable and DeRue (2002) to operationalise person–job fit, including both needs–supplies and demands–abilities fit, it lacks the "personality" dimension. In a later review after conducting Study 1, the importance of including a personality dimension when measuring P–J fit was identified. For example, a highly cited article by Donavan, Brown, and Mowen (2004) emphasised that P–J fit is more than just a person's abilities, and it extends to the personality of the worker. Moreover, based on the theory of vocational development by Super (1953), Donavan et al. (2004) noted that people choose vocations on the basis of fit between their own personalities and the career. Holland (1977, 1985) highlighted both that the worker and the particular job have personalities and that fit is determined by the congruence between the two personalities. Nadler and Tushman (1980) argue that when the demands of the job tasks match the characteristics of the worker, performance is enhanced. As such, the five-item scale of P–J fit by Lauver and Kristof-Brown (2001) which included a personality dimension was added to improve the measure. Thus, in Study 2 there were 11 items to measure P–J fit. Sample items from the scale include: "My personality is a good match for this job" and "I am the right type of person for this type of work."

The scale of P–O fit was revised because the used scale in Study 1 did not provide reliable results. The findings of Study 1 suggested the need for improvement of the scale of P–O fit. In Study 1, the P–O fit was measured by the three-item scale developed by Cable and DeRue (2002) together with three items from a six-item scale of goal congruence developed by Supeli and Creed (2013) (Appendix B-1). Therefore, in Study 2 it was decided to add the complete six-item scale of goal congruence developed by Supeli and Creed (2013) to help improve the reliability of the scale.

5.3.3 Data Collection Procedure

An online survey was selected as the data collection strategy. This method was considered the most appropriate as university academics often use computers and the internet in their day-to-day work. Further, an online survey was more suitable for this research because all public universities are geographically scattered throughout the country. Online surveys have been described as a good strategy for geographically dispersed populations (Evans & Mathur, 2005). Further, there are many advantages to online surveys. The cost effectiveness, speed of delivery and response, and allowing respondents to answer the survey at a time which is convenient for them are some of those (Robson & McCartan, 2016; Smith, Roster, Golden, & Albaum, 2016).

The QUT Key Survey software was used to host the online survey. The format of the questionnaire was modified according to the online format sheet. "Participant Information" was presented at the beginning of the online survey, providing information on maintaining anonymity, privacy and the confidentiality of participant. The research adhered to the Australian National Statement on Ethical Conduct in Human Research (2007). Ethical approval was obtained from Queensland University of Technology (QUT) Human Research Ethics Committee (UHRE) and the approval number is 1700001024 (Appendix B-2). The 13 universities were contacted to obtain permission to circulate the online survey among academics.

Data collection commenced on 14 December, 2017. Letters of invitation to participate and participant consent forms along with the link to the questionnaires were circulated using the email addresses of the academic staff. The use of Key Survey to circulate questionnaires enabled collecting data anonymously. The Participant Information Sheet (PIS) which explained the purpose and the research strategy was presented at the beginning of the online survey to inform participants about the details of the research. Participants were advised that participation in the study was voluntary and they were free to withdraw from the study at any time, without prejudice or any consequences. Submission of the questionnaire was considered as consent to participate. A follow up reminder was sent 10-14 days after distributing the survey. After sending an email invitation and one follow up reminder to all 13 universities, the survey was closed on 14 March, 2018. By that time, the researcher had circulated the survey among 2,102 email addresses, receiving 323 completed surveys, 176 in-progress surveys, with 1,603 surveys not commenced, yielding an overall response rate of 15.4%.

The low response rate is perhaps due to many reasons. From discussions with a sample of academics after conducting the questionnaire, the researcher determined that a significant percentage of academics may not have received the questionnaire sent to their public email addresses. It was also learnt that some universities display details of their staff which were published 5-10 years ago and that staff details have not been updated annually. Some academics said that they have several email addresses and therefore they did not check the displayed email address frequently. Further, many universities were closed for up to two weeks for the Christmas vacation so the distribution of the survey during this vacation period was another reason for a low response rate. There were also a considerable number of "in-progress" responses (176) and according to QUT Key Survey (2015) advice, such an outcome may occur because of technical errors or respondents leaving the questionnaire rashly or completely by passing the "submit" button. Researchers also acknowledged that low response rates are a

disadvantage of the online survey method (Nulty, 2008; Robson & McCartan, 2016). Nulty (2008) reports that response rates of QUT online surveys are as low as 23% without email reminders and without any form of incentive scheme. The online questionnaire sent to Sri Lankan academics did not provide an incentive and only a single reminder was issued.

5.4   Data Analysis

Data analysis were performed using Statistics Package for the Social Sciences (SPSS, version 23) and Amos (SPSS, version 25). The technique of Structural Equation Modelling (SEM) was applied as the main method of analysing the hypothesised relationships among the variables. Descriptive statistics were used to analyse demographic characteristics. Several exploratory and confirmatory factor analyses were conducted for scale reduction.

5.4.1 Data Screening

A careful examination of the data was conducted prior to data analysis in order to ensure the accuracy of the data. A final sample of 323 questionnaires was available for analysis. Initially there were two negatively worded items (i.e., 77 and 78 of the IRB scale) in the questionnaire and these were recoded into the same variable. Researchers are required to examine the nature of data and the relationship among variables prior to applying any of the multivariate techniques (Hair, Black, Babin, & Anderson, 2010). Accordingly, assumptions for multivariate analysis such as normality, linearity, homoscedasticity, and multicollinearity were examined with the data to determine its appropriateness for multivariate techniques.

5.4.1.2 Outliers

There were no univariate outliers, so Mahalanobis distance was employed to detect multivariate outliers. There were nine multivariate outliers identified with Mahalanobis distance at $p = <.001$ (Tabachnick & Fidell, 2013). Accordingly, these outliers were removed from the data set (Appendix B.3).

5.4.1.3 Normality

The current study examined the skewness and kurtosis of each item to assess the measurement of normality. According to Curran et al. (1996), skewness values of less than two and kurtosis values of less than seven suggest there are no serious violations of normality. Each measurement scale was examined for skewness and kurtosis with the results demonstrating that the data were slightly negatively skewed, although no serious violations of the normality

assumption were identified (Appendix B.3). Moreover, the negative effects of non-normality of data reduces with the larger sample size, that is, sample sizes exceeding 200 (Hair et al., 2010).

5.4.1.4 Linearity and Homoscedasticity

Linear relations and homoscedasticity (uniform distributions) among residuals are aspects of multivariate normality (Kline, 2015). Linearity between two variables can be assessed by examination of bivariate scatter plots (Hair et al., 2010; Tabachnick & Fidell, 2013). A specific type of scatterplot known as a residual plot, which plots residual Y values along the vertical axis and observed or predicted Y values along the horizontal (X) axis, is helpful in evaluating homoscedasticity violations (Salkind, 2010). The data in Study 2 did not violate the assumptions for linearity and homoscedasticity.

5.4.1.5 Multicollinearity and Singularity

Absence of correlation is another important assumption of multivariate normality (Hair, Black, Babin, & Anderson, 2014). Extreme collinearity is likely when separate variables measure the same thing. Means and standard deviations for each scale of measurement using Pearson's correlation between scales is provided in Table 5.1. All continuous data were checked for skewness and kurtosis. All items were slightly negatively skewed with values ranging from -.590 to -1.924 and had kurtosis values less than 7 except two. According to Byrne (2016), kurtosis values equal to or greater than 7 are indicative of the departure from normality. Further, the squared multiple correlation between each variable ($R^2 => 0.90$) can be considered as criterion to examine multicollinearity (Kline, 2015). The correlation matrix showed no extreme multicollinearity and the highest correlation between scales was 0.56. The combined scale of P–O fit demonstrated a standard deviation of 1.05 revealing that the individual responses were on average a little over 0.05 point away from the mean.

5.5   Results

5.5.1 Descriptive statistics

The demographic profile of the respondents is discussed below. A total of 323 respondents completed the survey. Among the respondents, 52% were female and 48% were male. This profile deviates marginally from the total population of 53% male and 47% female. In terms of age, the majority of the sample (44%) comprised those in the 'middle' age group, aged between 31 and 40. The next highest number of respondents were in the age category of

41-50 and represented 28% of the sample. There were 15% of the sample aged over 51, while the youngest group was 13% of the sample. The data shows that the majority (83%) of the respondents were married, while 15% of the sample were single at the time of the study and there were 2% of respondents belonging to the "other category". According to the educational level of the sample, the highest number of respondents (45%) had a PhD degree, followed by 42% with a Master's degree and finally forty-two respondents (13%) with a Bachelor's degree. With regard to the job position held, the largest group of the respondents were Senior Lecturers (50%), followed by Lecturers (41%), with Professors accounting for 9% of the sample. A similar profile is found in the total population which included 55% Senior Lecturers, 32.5 % Lecturers and 12.5% Professors. Regarding the length of the service in the current organisation, 15% respondents served more than 20 years, 10% served between 16-20 years and 22% 10-15 years. 35% of respondents reported less than five years of service and 18% of sample served 5-10 years. The distribution of the sample based on tenure of the present job revealed that 11% had been working in their present job more than 20 years, 12% have been working for between 16-20 years, and 21% had 10-15 years of service. 41% of respondents had 3-9 years experience and the remaining 15% served less than two years.

5.5.2 Data reduction through exploratory factor analysis

Even though the factor structure of the variables were examined in Study 1, Study 2 used the English version of the scales and was administered to a different sample. Therefore, EFA was undertaken to examine the factor structure of the constructs. Prior to running the factor analysis, the main assumptions of the factor analysis, including adequacy of sample size, normality and factorability, were examined. All analyses used principal axis factoring with oblique (oblimin) rotation. Since some variables of current study include marginally skewed data, principal axis factoring was beneficial. Principal axis factoring requires no distributional assumptions and therefore it can be used when the data is not normally distributed (Tabachnick & Fidell, 2013). Oblique rotations are appropriate because the factors are correlated in many real world situations (Hair et al., 2010). The number of factors to retain was determined using the criteria that eigenvalues associated with the extracted factors should equal or be greater than 1 (EV ≥ 1) and examining the scree plot solution that accounts for the highest proportion of variance while providing an interpretable solution.

5.5.2.1 EFA for person–job fit

The current study used the six-item scale of Cable and DeRue (2002), which includes needs–supplies and demands–abilities fit together with the five-item scale of P–J fit by Kristof-Brown (2000). The Kaiser-Meyer-Olkin measure of sampling adequacy was 0.880, and Bartlett's test of sphericity was significant (χ^2 = 1,705.211, df = 55, p < .001). Although it is anticipated to have three factors for needs–supplies, demands–abilities fit and personality, two factors were extracted with eigenvalues greater than one. Two demands–ability fit items and all five-items of the Kristof-Brown scale extracted as factor one (Appendix B.3). There were four items in factor two of which three needs–supplies fit items were extracted together with one item of demand–abilities fit (PJF 4). After deleting a problematic item in factor two (PJF 4), a two-factor model was obtained. The results showed that the first factor can be identified as demands–abilities fit and personality together and accounted for the highest amount of variance (43.9%), whereas the factor for needs–supplies fit accounted for only 11.1% of variance. The Cronbach's alpha for P–J fit with remaining 10 items is α = 0.865.

5.5.2.2 EFA for person–organisational fit

The P–O fit scale which combined the three-item scale of value congruence (Cable & DeRue, 2002) and the six-item scale of goal congruence (Supeli & Creed, 2013) was examined for its factorability. The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, KMO = 0.912, and Bartlett's test of sphericity χ^2 = 2,370.668, df = 190, p < .001 indicating appropriateness for factor analyses and yielding a single factor (Appendix B.3). An examination of the scree plot confirmed this indication. This factor explained 63.61% of the total variance. Although value congruence and goal congruence are two dimensions of P–O fit scale, the EFA results suggest a single factor solution. This may be due to the highly correlated nature of values and goals of the university by the surveyed participants. Cronbach's alpha for all nine items of P–O fit is α = 0.940 indicating high internal consistency.

5.5.2.3 EFA for OCB–I

EFA was undertaken to explore the factor structure of the eight item OCB-I scale (Lee & Allen, 2002). The KMO statistic was 0.86, and Bartlett's test of sphericity was significant (χ^2= 817.94, df = 28, p < .001). The results demonstrated a two-factor extraction although it was intended to have one factor. The best solution was sought and the highest total variance for the remaining seven items was obtained by deleting OCB-I item 4 (Appendix B.3). Moreover, that judgment was supported by considering the magnitude of communalities of

items because OCB–I item 4 reported the lowest value of communalities (0.240). The remaining seven items resulted in a factor with a 42.5% of total variance. With the deletion of OCB-I item 4, initial Cronbach's alpha value of $\alpha = 0.823$ narrowly increased to $\alpha = 0.824$.

5.5.2.4 EFA for IRB

EFA was conducted to determine the underlying factor structure of the IRB scale (Williams & Anderson, 1991). The KMO statistic was 0.736, and Bartlett's test of sphericity was significant ($\chi^2 = 947.098$, df = 21, $p < .000$). The pattern matrix demonstrated a two-factor extraction. However, the data should fit a single factor according to the theory. Inspection of the factor loadings revealed that IRB 7 did not load onto either of the two factors and revealed the lowest communality (0.063). Hence, initially IRB 7 was removed and the analysis rerun. Again, the analysis yielded a two-factor solution including IRB 5 and 6 into one separate factor, with IRB 6 showing the highest extraction for factor 2 (0.897). Therefore, IRB 6 was deleted resulting in a single factor solution which accounted for a total variance of 50.22% with a Cronbach's alpha value of $\alpha = 0.670$. The final solution is presented in Appendix B.3.

5.5.2.5 EFA for OCB-O

The eight items of the OCB-O scale (Lee & Allen, 2002) were subject to a principal axis factoring with oblique rotation and the Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, KMO = .904, and Bartlett's test of sphericity $\chi^2 = 1,258.719$, df = 20, $p < .001$. It yielded a one factor solution as the best fit for the data, accounting for 52.2% of the total variance. This one factor solution is supported with the hypothesised theory (Cable & DeRue, 2002). However, it was observed that deleting the item OCB–O 1 increased the total explained variance from 52.22 to 55.45%. Further, OCB–O 1 reported the lowest value of communality (0.298). The selected model was obtained after deleting OCB–O 1 (Appendix B.3), resulting in a Cronbach's alpha of $\alpha = 0.889$ for the seven items.

5.5.2.6 EFA for Job Engagement Scale

The 18-item Job Engagement Scale (JES) (Rich et al., 2010) was subjected to EFA to explore the factor structure. The Kaiser-Meyer-and Olkin measure of sampling adequacy was 0.920 and Bartlett's test of sphericity was significant ($\chi^2 = 3,906.758$, $p < .001$). In accordance with the theory, the pattern matrix showed three clear factors. However, one item did not extract as predicted (JE12) and another item cross loaded (JE1). The results indicated that the majority of extracted values of communalities exceeded the score of 0.50 except for JE12 (0.198).

Therefore, the EFA was repeated after deleting the problematic items one at a time. Accordingly, four items (items 12, 1, 2 and 3) were deleted to obtain a clean three-factor structure (Appendix B.3). The resulting three-factor solution accounted for 66.48% of the total variance and the Cronbach's alpha was α = 0.919. The first factor explained 48% of the variance for six items and is associated with the cognitive aspect of JES. The emotional component of JES accounted for 10% of the variance followed by the physical component of JES accounting for 7.8% of variance. Cronbach's alpha for cognitive, emotional, and physical factors were α = 0.875, 894, and 864 respectively.

5.5.2.7 EFA for organisational employee engagement

The factor structure of the 18 items of the organisational employee engagement scale (Rich et al., 2010) was examined, resulting in a KMO statistic of 0.936, and Bartlett's test of sphericity was significant (χ^2 = 5,358.821, df = 153, p < 0.000). Three factors with eigenvalues greater than 1.00 were extracted. The results are consistent with the theory of emotional, cognitive, and physical dimensions of employee engagement. However, the initial pattern matrix showed several cross-loaded items. Hence, the EFA was repeated after removing three items (OE7, OE8 and OE9) in successive steps. The final selected three factor model of organisational employee engagement (Appendix B.3) explained 72% of the total variance. It reported Cronbach's alpha of α = 0.944. The first factor accounted for 56.78% of the variance and can be identified as the physical component of organisational employee engagement. The second factor accounted for 10.3%, and the third factor accounted for 5.3% of total variance and can be identified as the emotional and cognitive aspects of organisational employee engagement respectively. The corresponding Cronbach's alpha for physical, emotional and cognitive factors are α = 0.936, 0.830 and 0.940 respectively.

5.5.3 Use of Structural Equation Modelling (SEM) for data analysis

The current study uses structural equation modelling (SEM) to investigate the hypothesised relationships between the variables of the conceptual framework. SEM is a multivariate technique which integrates features of multiple regression and factor analysis (Hair et al., 2014). SEM is a more effective technique compared to traditional multivariate techniques for several reasons. For example, since the error can be estimated and removed leaving only common variance, the relationships are free of measurement error (Byrne, 2016; Tabachnick & Fidell, 2013). SEM is the only analysis which allows complete and simultaneous tests of all the relationships when the considered phenomenon is complex and

multidimensional (Tabachnick & Fidell, 2007). Hence, SEM is well suited for the current study because it enables the simultaneous examination of the two foci of the multidimensional construct of employee engagement with multiple antecedent and consequence relationships.

Generally, SEM is considered a large sample technique (Hair et al., 2014). In the literature, there are different views regarding acceptable sample sizes for SEM because several factors affect sample size (Kline, 2015). For example, the analysis of a complex model generally requires more cases because complex models have more parameters than simpler models (Kline, 2015). As suggested by Hoe (2008), above 200 is usually sufficient to provide statistical power for data analysis of SEM. Considering the model complexity and basic measurement characteristics, (Hair et al., 2014) suggest a minimum sample size should be 150 for models with seven or fewer constructs with modest communalities (0.5) and no under-identified constructs. The conceptual model of Study 2 consists of seven constructs. Hence, the sample size of about 300 respondents is considered sufficient to conduct the analysis of Study 2 using SEM.

In SEM, establishing acceptable levels of goodness-of-fit is a key factor which needs to be considered when determining model-data fit (Hair et al., 2014). Many researchers recommended reporting multiple fit indices (Hair et al., 2014; Hu & Bentler, 1999; Jackson, Gillaspy Jr, & Purc-Stephenson, 2009). There are three types of fit indices: absolute fit indices, incremental fit indices, and parsimony fit indices (Hair et al., 2014). Absolute fit indices measure how well the specified model reproduces the observed data. The one main absolute fit index is the model chi-square (χ^2), nevertheless, many researchers acknowledge that χ^2 has limitations including sensitivity to sample size (Hair et al., 2014). Hence, the normed chi-square (χ^2/df) was used in the current study because it has been suggested by a number of researchers as a better indices of fit (Hooper, Coughlan, & Mullen, 2008). However, there is no consensus regarding an acceptable ratio for this statistic and recommendations range from as high as 5.0 (Hooper et al., 2008). A frequently used absolute fit index is RMSEA with values less than 0.05 corresponding to a "good" fit while values less than 0.08 corresponds to an "acceptable" fit (McDonald & Ho, 2002). SRMR is another absolute fit index with a range from zero to 1.0, with values such as 0.08 acceptable, although well-fitting models require values less than 0.05 (Hooper et al., 2008). Incremental fit indices examine absolute fit relative to a baseline model and examples of incremental fit are the normed fit index (NFI), the non-normed fit index (NNFI), and the comparative fit index (CFI) (Hooper et al., 2008). A cut-off criterion of higher than 0.90 was initially established for CFI while 0.80 have been preferred

for NNFI (Hooper et al., 2008). However, some researchers have suggested cut off values higher than 0.95 as indicative of good fit for both NNFI and CFI (Hu & Bentler, 1999).

SEM is a two-step approach commencing with the establishment of the measurement model followed by the path model (Anderson & Gerbing, 1988; McDonald & Ho, 2002). Generally, the measurement model is a confirmatory factor analysis (CFA) model (McDonald & Ho, 2002). The CFA process includes defining individual constructs, developing the overall measurement model, designing a study to produce empirical results and assessing the measurement model, while the path model consists of specifying the structural model and assessing the structural model validity (Hair et al., 2014). Accordingly, this current study follows the two-step approach as recommended by prior researchers (Anderson & Gerbing, 1988; Hair et al., 2014). Analysis of Moment Structures (AMOS version 25) was used to analyse the data (Arbuckle, 2017; Byrne, 2016).

5.5.4 CFA for Individual Constructs
5.5.4.1 CFA for person–job fit

The 10 item, two-factor model of P–J fit resulting from the EFA was adopted for CFA. Although the EFA extracted two factors out of the expected three factors, the literature review outcomes indicated the importance of the personality dimension in measuring P–J fit. Therefore, it was decided to attempt the CFA model of P–J fit as a three-factor model consisting of needs–supply, demands–ability, and personality. It was accepted that a latent construct should be indicated by measuring at least three items (Hair et al., 2014). Even though the EFA extracted the three items of personality and three items of demands–ability fit together in a single factor, the CFA model of P–J fit was drawn with three factors in accordance with the theory. The first measurement model did not fit the data well with the largest modification index of 31.146 associated with the covariance between the error terms for PJF 6 and PJF 5. After eliminating PJF 6 from the model, fit indices were improved (χ^2/df = 3.18, RMSEA = 0.08; SRMR = 0.050; GFI = 0.947; TLI = 0.941; CFI = 0.961). The final CFA is given in (Appendix B.4). According to Hair et al. (2014) standardised factor loading estimates should be 0.5 or higher and ideally 0.7 or higher. In keeping with this rule of thumb, the selected model has standardised regression weights of 0.53, 0.95 and 0.92 for needs–supply fit, demands–ability fit and personality respectively. Further, all items of three subcomponents range from 0.63 to 0.87. The standardised factor loadings of items demonstrate the convergent validity and reliability of the scale.

5.5.4.2 CFA for person–organisational fit

The nine-item scale of P–O fit which combined three-item scale of value congruence (Cable & DeRue, 2002) and the six-item scale of goal congruence (Supeli & Creed, 2013) which resulted single item through EFA was examined using CFA. The first measurement model did not fit the data well (χ^2/df = 15.05 RMSEA = 0.114; SRMR = 0.055; GFI = 0.732; TLI = 0.786; CFI = 0.840). There were six goal congruence items and three value congruence items in the selected model. Theoretically, value congruence is the dominant conceptualisation for P–O fit, thus attempts were made to improve the scale without deleting items of value congruence. Accordingly, three goal congruence items were removed while also considering the modification indices. The three items of goal congruence deleted were items 5, 7 and 8, and modification indices were added to three items of value congruence to obtain an adequate model fit. The selected model which includes three items of value congruence and three items of goal congruence are presented in Appendix B.4. The fit indexes for improved model are χ^2/df = 2.398, RMSEA = 0.067, SRMR = 0.020, GFI = 0.985, TLI = 0.986, CFI = 0.994.

5.5.4.3 CFA for job employee engagement

After removing four items from the 18-item scale of job employee engagement (Rich et al., 2010) through the EFA process, a CFA was conducted to specify its factor structure. The table of regression weights indicated that all regression weights have the critical ratio (CR)>1.96, and all paths are significant at the $p<.001$ level (Appendix B.4). The standardised regression weights range from 0.6 to 0.8, supporting the convergent validity and reliability of the items. However, it was found that model fit was poor for the initial model (χ^2/df = 4.665, RMSEA = 0.108; SRMR = 0.060; GFI = 0.858; TLI = 0.892; CFI = 0.912). Accordingly, modification indices were examined to modify the model. The largest modification index was 118.89 and was associated with the covariance between the error terms for JE11 and JE10. Item 11 was then dropped from the model. The improved model was adequate resulting in the fit indices of χ^2/df = 2.92, RMSEA = 0.078; SRMR = 0.048; TLI = 0.944; GFI = 0.921; CFI = 0.956). The final modified job employee engagement scale is presented in Appendix B.4. It was selected for further analysis because it was suitable theoretically and empirically. The standardised loadings of the final selected model of job engagement for physical, emotional and cognitive aspects are 0.68, 0.8 and 0.83 respectively. Further, the standardised loadings of all items range from 0.6 to 0.89, supporting the convergent validity and reliability of the scale. Moreover, the regression coefficient (R^2) for physical, emotional and cognitive aspects are 0.47, 0.63 and 0.69 respectively.

5.5.4.3 CFA for organisational employee engagement

After deleting three items (i.e., 7, 8, 9) from the 18-item scale of organisational engagement (modified from Rich et al., 2010) through the EFA, the factor structure of the scale was further examined using CFA. First, regarding the adequacy of parameter estimates all the critical ratio values are greater than 1.96, which indicates that all the estimates are statistically significant (Appendix B.4). However, the fit indices revealed that the sample data are inconsistent with the implied model. Hence, modification indices were examined to specify the model. The largest modification index was 82.33 and was associated with the covariance between the error terms for OE5 and OE4. The two items are worded very similarly in the questionnaire. Further, OE5 reported error covariances with a number of items (1, 2, 3, 4 and 11) more so than OE 4 (2 and 3). Hence, OE 5 was deleted. Since the adequate model fit was not received, modification indices were further examined after deleting OE 5. The error term for OE18 was correlated with all three sub dimensions of organisational employee engagement (i.e., emotional, cognitive and physical). Accordingly, OE18 was deleted, resulting in a model with satisfactory fit indices. The final improved model had 13 items and resulted in a Cronbach's alpha of $\alpha = 0.932$. All regression weights of the model are above 0.5 ensuring convergent validity. Although the improved model has satisfactory fit indices, the model demonstrates the occurrence of standardised regression and correlations greater than one. In the improved model, the regression coefficient (R^2) for the physical, emotional and cognitive dimensions of organisational employee engagement were 0.53, 0.31 and 1.05 respectively. Hair et al. (2010, p. 614) have noted that it is unreasonable to have very large parameter estimates, such as standardised factor loadings and correlations among the constructs outside the range of +1.0 to -1.0. Further, it was observed that the initial model with all 18 items did not have those issues (Appendix B.4). These issues emerged with the deletion of items. Therefore, the model was further improved by removing another two items (i.e., 17 and 3). Accordingly, the final selected model is provided in Appendix B.4. The fit indexes for improved model are $\chi^2/df = 3.09$, RMSEA = 0.082; SRMR = 0.05; GFI = 0.933; TLI = 0.957; CFI = 0.968.

5.5.4.4 CFA for OCB–I

The OCB–I scale with seven items resulting from the EFA proceeded with CFA. Most of the goodness-of-fit indices suggested an acceptable fit. However, the χ^2/df was inadequate for this model ($\chi^2/df = 6.062$, RMSEA = 0.12; SRMR = 0.061; GFI = 0.913; TLI = 0.853, CFI = 0.902). Hence, modification indices were examined. The largest modification index was 37.705 and was associated with the covariance between the error terms for OCB–I 1 and OCB–

I 2. Out of the two items, OCB–I 2 was deleted because it resulted in a better model fit. The improved model is given in Appendix B.4. Fit indices of the final measurement model of OCB–I are $\chi^2/df = 2.995$, RMSEA = 0.08; SRMR = 0.04; GFI = 0.972; TLI = 0.942; CFI = 0.965.

5.5.4.5 CFA for OCB–O

After EFA, the remaining seven-item scale of OCB–O (Lee & Allen, 2002) was used to proceed with CFA. The initial model showed that the χ^2/df and the RMSEA indices were inadequate for the model. The modification indices showed that item 4 has an MI value greater than 15 with two items, 7 and 3. Removing item 4 provided a satisfactory model fit. The selected model of OCB–O is given in Appendix B.4. The fit indices of the selected model for OCB-O are $\chi^2/df = 3.671$, RMSEA = 0.09; SRMR = 0.03; GFI = 0.965; CFI = 0.974.

5.5.4.6 CFA for IRB

After deleting two items during the EFA process, the remaining five-item scale of IRB (Williams & Anderson, 1991) proceeded to CFA. The results demonstrated good model fit for the observed data, $\chi^2/df = 2.968$, RMSEA = 0.79; SRMR = 0.026; GFI = 0.982; TLI = 0.967; CFI = 0.984, AGFI = 0.947. However, item 5 of IRB indicated a factor loading of less than four (i.e., 0.32) (Appendix B.4). Generally, low standardised loadings are considered to be candidates for deletion (Hair et al., 2010). However, it was observed that deletion of item 5 of IRB resulted in poor model fit ($\chi^2/df = 6.250$, RMSEA = 0.13; SRMR = 0.026; GFI = 0.982; TLI = 0.945; CFI = 0.982; AGFI = 0.909). Specifically, the value of CMIN/df increased from 2.968 to 6.250. Regarding the adequacy of parameter estimates, all the critical ratio values are greater than 1.96 and all parameter estimates are positive and within the expected range of values (i.e., no correlations exceed the value of 1.00 and no negative values were obtained) (Appendix B.4). Therefore, the five-item scale of IRB was considered as the final model without deleting item 5 even though its factor loading was poor.

5.5.5 CFA for the overall measurement model

CFA was conducted combining all seven measurement scales into one measurement model. The initial model did not provide satisfactory fit ($\chi2/df = 2.040$, RMSEA = 0.058; SRMR = 0.075; GFI = 0.749; TLI = 0.868; CFI = 0.876). Therefore, the modification indices and the standardised residual values were examined to improve the model. As stated by Hair et al. (2014), standardised residual values greater than four suggest an unacceptable degree of error. Hence, items with standardised residual values greater than four were deleted.

Modification indices were thoroughly examined with the questionnaire items and only more meaningful modifications consistent with the theory were applied. Accordingly, nine items (JE16, JE13, JE10, JE 6, OE12, OE4, PJF8, OCB-O8, and OCB-I 8) were removed from the initial model. Two modification indices were added for related items (i.e., PO4, POF6 and OE 14, and OE16). The fit statistics of the model thus became satisfactory χ^2/df = 1.830, RMSEA = 0.052, SRMR = 0.06, GFI = 0.807, TLI = 0.909, CFI = 0.916. Figure 5.2 displays the final selected measurement model.
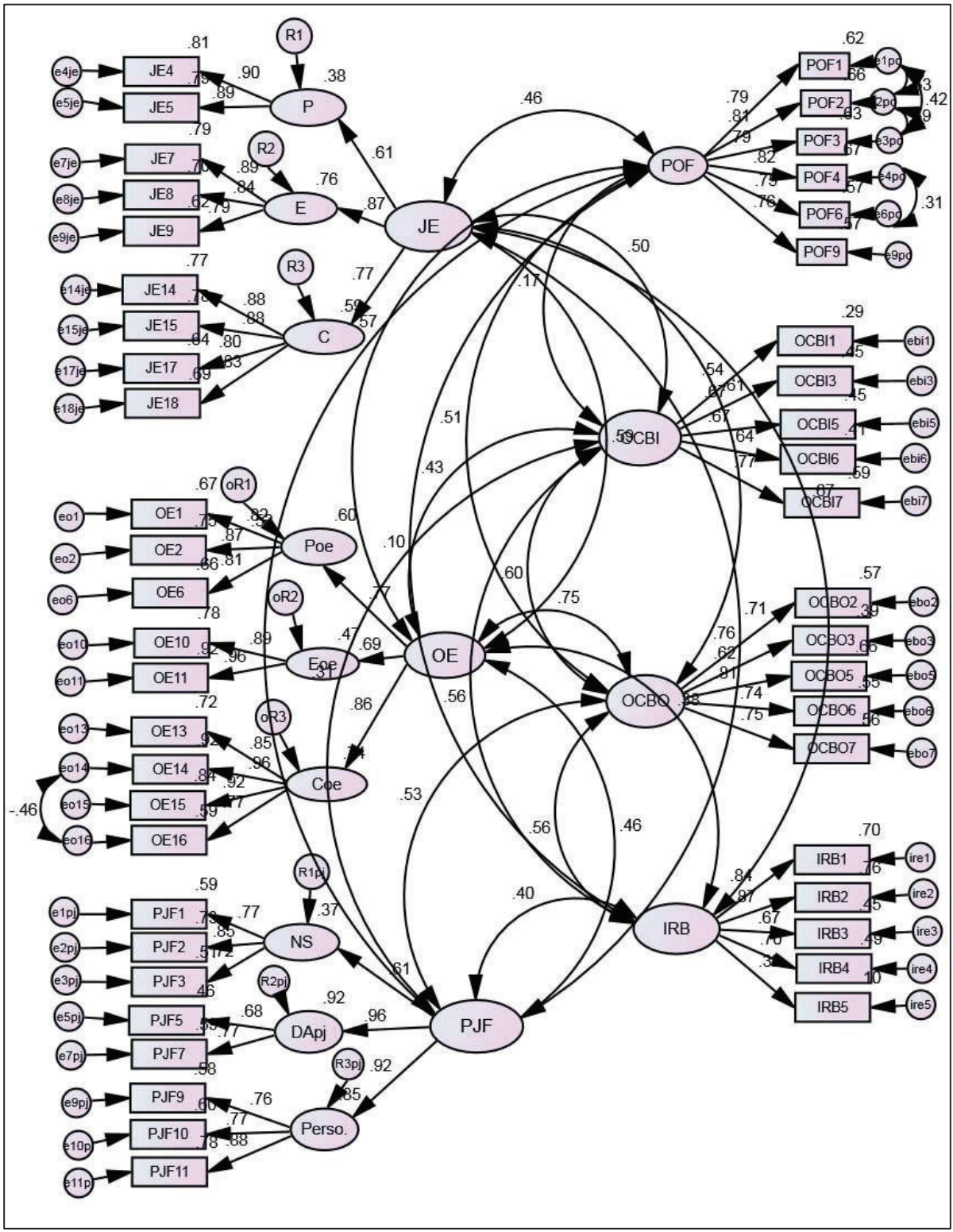
Figure 5.2: Selected overall measurement model (for seven measurement scales)

5.5.6 Descriptive statistics, reliability and validity of measures

Table 5.1 presents the means, standard deviations, reliability estimates (composite reliabilities, Cronbach's alpha), Average Variance Extracted (AVE) and bivariate correlations for all measures used in Study 2. All correlations among the study measures were statistically significant except the relationship between P–O fit and IRB. The P–J and P–O fit scales had the highest correlation ($r = 0.54$). This value is similar to the results found in previous studies (Saks & Ashforth, 1997). However, it is different from the findings of Lauver and Kristof-Brown (2001), where a low value for the correlation ($r = 0.18$) was reported. With regard to the correlation between job and organisation employee engagement, the present study resulted in a moderate correlation ($r = 0.48$, $p<0.001$). This value is less than the $r = 0.62$ correlation value identified in the study by Saks (2006). The lower correlation reported in the current study is especially noteworthy as it demonstrates the distinctiveness of employees' job and organisation engagement more clearly.

Regarding the performance dimensions, the present study used scales suggested by Williams and Anderson (1991). Correlations of 0.52, 0.55 and 0.56 for OCB–I and IRB, OCB–O and IRB and OCB–I and OCB–O respectively. As shown in Table 5.1 the present study resulted in estimates lower than the findings of Williams and Anderson (1991) demonstrating correlation values of 0.39 (OCB–I and IRB), 0.35 (OCB–O and IRB) and 0.49 (OCB–I and OCB–O).

Table 5.1: Means, Standard Deviations, reliability, validity among the study variables in the Measurement Model

Construct	Mean	SD	CR	AVE	(1)	(2)	(3)	(4)	(5)	(6)	(7)
P-J fit (1)	5.97	0.68	0.92	0.60	(0.84)						
P-O fit (2)	5.19	1.11	0.91	0.62	0.54**	(0.92)					
JE (3)	6.33	0.53	0.96	0.72	0.52**	0.32**	(0.90)				
OE (4)	5.76	0.79	0.96	0.76	0.43**	0.49**	0.48**	(0.91)			
OCB-I (5)	6.00	0.61	0.79	0.44	0.24**	0.13*	0.38**	0.35**	(0.78)		
OCB-O (6)	6.07	0.71	0.85	0.54	0.45**	0.45**	0.49**	0.61**	0.49**	(0.84)	
IRB (7)	6.30	0.63	0.82	0.50	0.24**	-0.01	0.46**	0.21**	0.39**	0.35**	(0.67)

Notes: CR, composite reliability; AVE, average variance extracted.
Values in parenthesis along the diagonal are reliability values (Cronbach's alpha).
* $p< 0.05$; ** $p< 0.001$

Convergent validity can be evaluated by means of: (a) Factor loadings; (b) Reliability, and (c) Average Variance Extracted (AVE) (Hair et al., 2014). The results demonstrated that the standardised factor loadings of all items are greater than 0.5 (Figure 5.2) supporting the convergent validity of all measurement scales. The calculated Cronbach's alpha for seven constructs are presented in Table 5.1 and it indicates the reliability estimates of the six scales

(with the exception of IRB) exceed the criterion of 0.70 which is typically considered as acceptable (Nunnally, 1975). High construct reliability indicates that internal consistency exists, meaning that the items all consistently represent the same latent construct. The IRB scale reliability of 0.67 was below 0.7, but only marginally and is considered a minor deviation. It is advisable to report the composite reliability in the context of structural equation modelling (Bagozzi & Yi, 1988). As shown in Table 5.1, the constructs' composite reliabilities range from 0.79 to 0.96. Composite reliabilities greater than .60 are generally confirmed the convergent validity of the measurement scales (Bagozzi & Yi, 1988). Moreover, the majority of constructs have values of over 0.50 for AVE, with the exception of OCB–I which has an AVE value of 0.44 suggesting it has more error variance than explained variance. Having AVE results higher than the value of 0.50 demonstrates that more than half of variances in constructs are explained by their corresponding measures (Hair et al., 2014). Together these outcomes support the convergent validity of the measures.

Discriminant validity is the extent to which a construct is truly distinct from other constructs (Hair et al., 2014). Discriminant validity is obtained when correlation coefficients among the study constructs do not exceed the value of 0.85 (Kline, 2015). As shown in Table 5.1, bivariate correlations among variables in this study demonstrate discriminant validity at an acceptable level. A rigorous method to establish discriminant validity is to compare the squared correlation between two constructs with either of their individual AVE estimates (Hair et al., 2010). The current study confirms discriminant validity because all AVE>r^2. The main research constructs (i.e., perception of fit, employee engagement, and employee performance) are all multidimensional and the nature of these constructs are related. Therefore, strict distinction is not possible. However, discriminant validity suggest that individual measured items should represent only one latent construct. Hence, attempts were taken to minimise cross loadings and high multicollinearity ensuring discriminant validity when selecting the final measurement model.

5.5.7 Assessment of common method variance

Researchers have pointed out the importance of examining common method variance (CMV) because of the substantial impact it can have on the relationships of constructs due to systematic error of measurement from the method (Chang, Van Witteloostuijn, & Eden, 2010; Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Common method variance is "variance that is attributable to the measurement method rather than to the constructs the measures represent" (Podsakoff et al., 2003, p. 879). Common method variance may be more threatening when self-

report questionnaires are used to collect data at the same time from the same participants and when both the dependent and focal explanatory variables are perceptual measures derived from the same respondent(Chang et al., 2010). Accordingly, possible precautions were taken during the design and administration stage of the questionnaire by assuring the anonymity and confidentiality of the study and by encouraging participants to answer as honestly as possible. There are also post statistical analyses to detect the common method variance. One of the most widely used methods by researchers is Harman's single-factor test in which all the items of the measurement scales are allowed in the EFA to be loaded into a single factor to test whether one single factor does emerge. If the majority of the variance in the unrotated solution is explained by this single factor, then common method variance is an issue (Podsakoff et al., 2003). The present research used Harman's single-factor test and found that common-method factor accounted for 29% of the total variance (Appendix B.5). Using data simulation, Fuller, Simmering, Atinc, Atinc, and Babin (2016) demonstrated that lower to moderate levels of CMV do not inflate correlations. They further concluded that a relatively high level of CMV (approaching 70% or more) must exist to bias true relationships among substantive variables at generally reported reliability levels. Hence, it was concluded that the study results are unlikely to inflate the observed relationships among variables in a manner which would make significant influence on the full structural model.

5.5.8 Specifying the structural model and assessing its validity

Specifying the structural model includes assigning relationships among the latent variables based on the proposed theoretical model. Structural models emphasise the relationship between latent constructs and their measured variables to establish the nature and magnitude of the relationship between constructs (Hair et al., 2014). The final CFA results of the measurement model were satisfactory for forwarding to the structural model in order to investigate the relationships as hypothesised. Accordingly, the proposed structural model consists of seven major latent constructs, of which two are exogenous (P–J fit and P–O fit) and five are endogenous variables (JE, OE, OCB–I, OCB–O and IRB). The structural model was used to examine direct relationships as well as mediatory relationships.

Prior to hypothesis testing, the overall fit of the structural model was assessed. It is an accepted practice to examine alternative models to decide which model best explains the hypothesised relationships among the variables. Even though an acceptable overall model fit may be established, competing models are encouraged to support a model's superiority (Hair et al., 2014). Accordingly, the current research examined two models including a fully

structured model and one nested model. The results indicated adequate fit between the hypothesised model and the data. Model A is the hypothesised fully structured model corresponding to the measurement model which replaced correlational paths with structural paths. In addition to the proposed model, another alternative model is compared with fully structured models. Model B was the second structural model specified, nested within the model after removal of two paths (P–O fit-JE and P–J fit-OE). As shown in Table 5.2, Model A, the hypothesised fully structured model provided a better fit for the data than the nested model.

Table 5.2: Fit indices for Measurement model and structural models

Model	χ^2	df	χ^2/df	RMSEA	SRMR	GFI	NFI	CFI	TLI
Measurement Model	1828.6	999	1.83	.052	.068	.807	.833	.916	.909
Hypothesised Model A	1903.2	1004	1.89	.053	.074	.802	.827	.909	.902
Nested Model B	1918.6	1006	1.90	.054	.086	.802	.825	.908	.901

5.5.9 Testing of Hypotheses

The hypotheses generated from the literature review are examined in this section. There are six hypothesised direct and mediating relationships. Two structural models are used to examine the hypotheses with comparison of competing models examined to provide a better understanding of research questions.

In order to test mediatory hypotheses, the bias-corrected percentile bootstrap method (2,000 samples) was employed. According to Preacher and Hayes (2008), bootstrapping is a nonparametric resampling procedure, and is an additional method advocated for testing mediation which does not impose the assumption of normality of the sampling distribution, providing the most powerful and reasonable method of obtaining confidence limits for specific indirect effects under most conditions. When data deviates from multivariate normality without having a sufficient sample size to utilise distribution-free estimation methods, bootstrap resampling provides a potential solution for estimating model test, statistic p values and parameter standard errors under non normal data conditions (Nevitt & Hancock, 2001). The present study has a sample of 314 which may be inadequate if 10 observations are required per estimated parameter. Therefore 2,000 bootstrap samples were drawn to obtain overall model fit.

5.5.9.1 Testing Hypothesis using Model A

Model A is the hypothesised fully structured model and depicted in Figure 5.3. It provides a better fit for the data than the other nested model (Table 5.3). It includes paths to understand all hypothesised relationships. Figure 5.4 shows the standardised results for the full model.
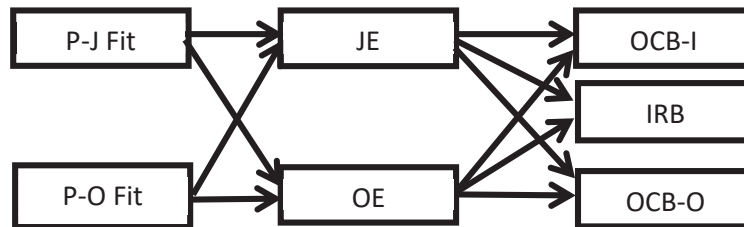
Figure 5.3: Model A the hypothesised fully structured model
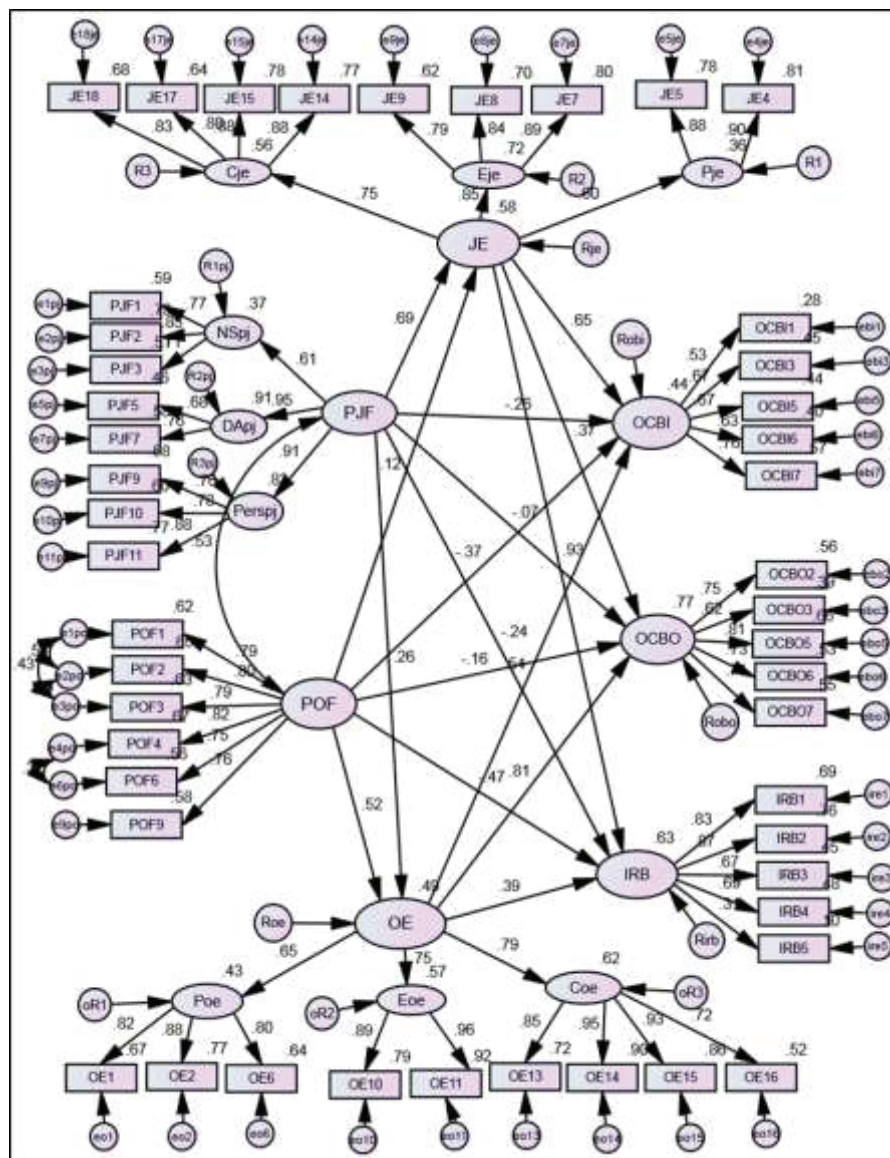
Figure 5.4: Model A the hypothesised fully structured model with standardised path estimates

5.5.9.2 Direct effect of antecedents of JE and OE in Model A

There are two hypotheses regarding the antecedents of the foci of job and organisational employee engagement. The hypotheses were constructed to identify the matching antecedents of each foci of employee engagement by comparing the relationship of target similar and dissimilar antecedents. Thus, Hypothesis 1 stated that P–J fit will be the strongest predictor of job employee engagement and Hypothesis 2 that P–O fit will be the strongest predictor of organisational employee engagement. As shown in Table 5.3, the comparison of β values of path coefficients provided the expected results, demonstrating that P–J fit has a stronger predictive relationship with job employee engagement in comparison with organisational employee engagement supporting Hypothesis 1. Similarly, P–O fit has a stronger predictive relationship with organisational employee engagement in comparison with job employee engagement, supporting Hypothesis 2. As expected, these results confirmed the influence of a target similar antecedent for predicting levels of job and organisational employee engagement.

Table 5.3: Direct effect of antecedents of JE and OE using Model A

Hypothesis	Path	β	p value	Accept/ Reject
H1: P–J fit will be the strongest predictor of employee job engagement.	P-J fit →JE	.687	.001	Accept
	P-J fit → OE	.261	.034	
H2: P-O fit will be the strongest predictor of employee organisational engagement.	P-O fit →OE	.523	.007	Accept
	P-O fit →JE	.124	.280	

5.5.9.3 Direct effect of consequences of JE and OE using Model A

Table 5.4 demonstrates the direct effect of consequences of JE and OE using model A. The results indicated all path coefficients were significantly positive and in the expected direction. Hypothesis 3 examined the performance outcomes of job employee engagement. The results demonstrated that job employee engagement mostly influences IRB (β=.927, p=.012) followed by OCB-I (β=.652, p=.013). Accordingly, Hypothesis 3 which stated that job focused employee engagement will be positively related to levels of (a) IRB, and (b) OCB–I was supported. Hypothesis 4 examined OCB–O as consequence of organisational employee engagement. As shown in Table 5.4, organisational employee engagement has a significant positive relationship with OCB–O (β=.809, p=.001). Accordingly, all hypothesised relationships were supported.

Table 5.4: Direct effect of JE and OE on performances outcomes using Model A

Hypothesis	Path	β	p value	Accept/ Reject
H3: Job focused employee engagement will be positively related to levels of (a) IRB, and (b) OCB-I.	JE →IRB	.927	.012	Accept
	JE → OCB-I	.652	.013	Accept
H4: Organisational focused employee engagement will be positively related to OCB-O.	OE → OCB-O	.809	.001	Accept

5.5.9.4 Mediatory effect of JE and OE between perception of fit and performance outcomes using Model A

The results of mediatory effects of job and organisational employee engagement foci between the perceptions of fit and performance outcomes are presented in Table 5.5. As shown, the highest mediatory influence was found for JE with P–J fit and IRB (β=.738, p=.008), followed by P–J fit and OCB-I (β=.590, p =.012). The least mediatory influence for JE was with P–J fit and OCB–O (β=.464, p =.018). Hence, Hypothesis 5 which examines JE has the strongest positive mediatory relationship between P–J fit and IRB, followed by OCB–I among the three performance outcomes was supported. With regard to the mediatory effect of organisational employee engagement, Table 5.5 shows non-significant results for all hypothesised paths. Accordingly, Hypothesis 6 which stated that OE has the strongest positive mediatory relationship between P–O fit and OCB–O among the three performance outcomes was rejected.

Table 5.5: Mediatory effect of JE and OE between perception of fit and performance outcomes using Model A

Hypothesis	Path	β	p value	Mediation effect	Accept/ Reject
H5: JE has the strongest positive mediatory relationship between P–J fit and IRB, followed by OCB–I among the three performance outcomes studied	PJF→JE→IRB	.738	.008	Full	Accept
	PJF→JE→OCB-I	.590	.012	Full	
	PJF→JE→OCB-O	.464	.018	Full	
H6: OE has the strongest positive mediatory relationship between P–O fit and OCB–O among the three performance outcomes studied	POF→OE→IRB	.317	.133	Nil	Reject
	POF→OE→OCB-I	.365	.098	Nil	
	POF→OE→OCB-O	.469	.079	Nil	

5.5.9.5 Testing of Hypothesis using Model B

Model B is an alternative structural model, nested within Model A. It was computed after eliminating the two direct paths, P–J fit on OE and P–O fit on JE. Model B with all its structural paths is presented in Figure 5.5. The standardised path estimates for all items of Model B is depicted in Figure 5.6. The fit indices of this model were lower than the Model A. Since P–J fit →OE and P–O fit →JE paths were removed, Hypotheses 1 and 2 which examine target similar antecedents against target dissimilar antecedents of two foci of employee engagement cannot be examined. However, Model B is useful for examining the consequences and mediatory influences of multiple foci of employee engagement with target similar antecedents. Eliminating the impact of target dissimilar antecedents, Model B provides a better understanding of how target similar antecedents together with the relevant foci of employee engagement relate to performance outcomes.
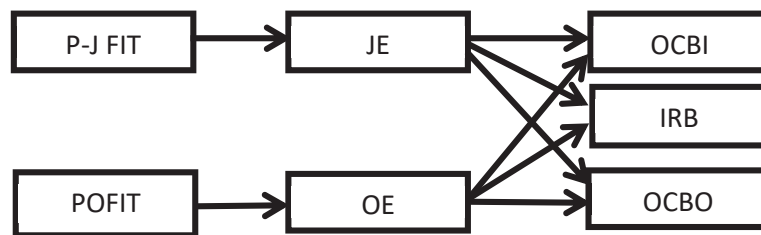
Figure 5.5: Model B
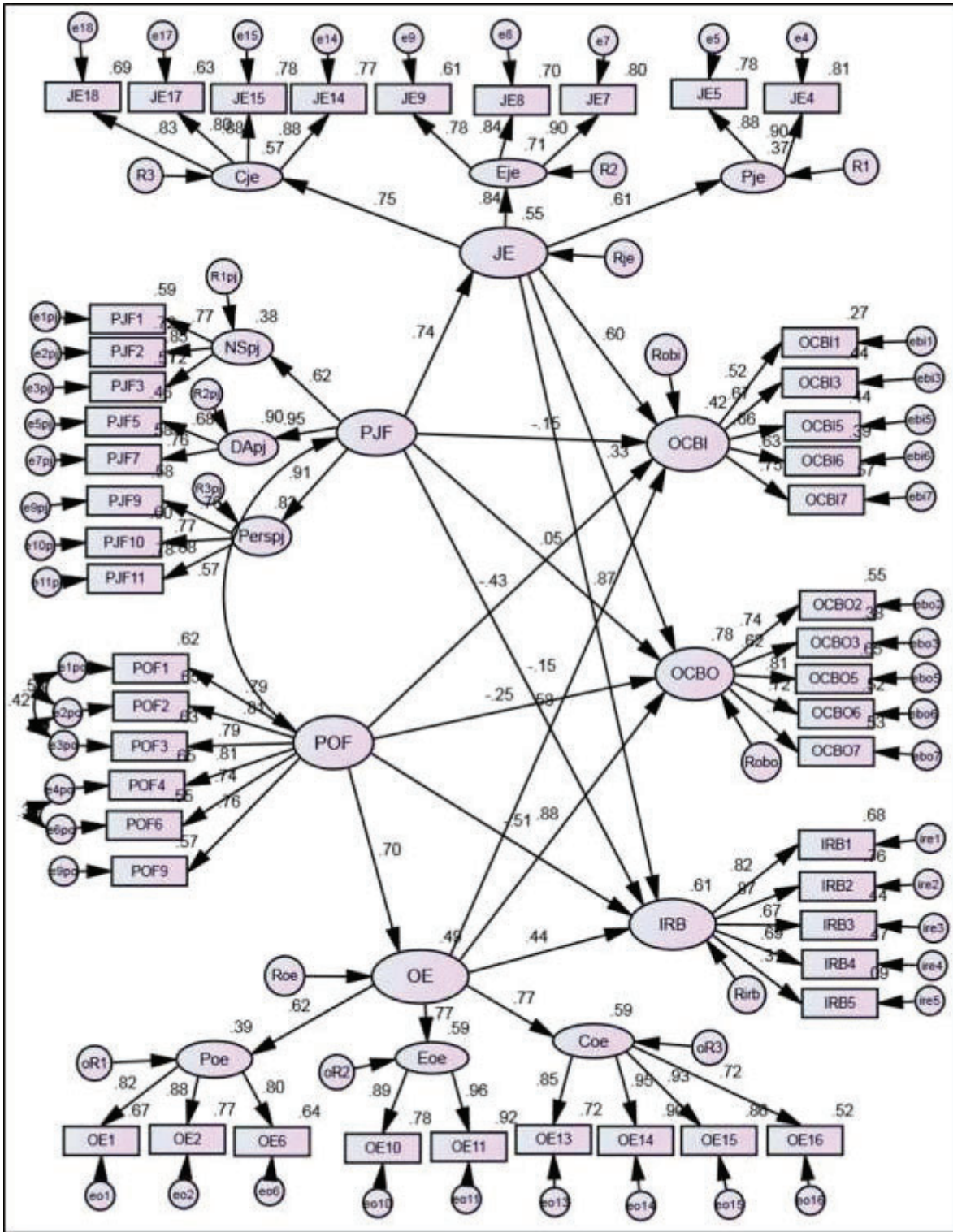
Figure 5.6: Model B with standardised path estimates

5.5.9.6 Direct effect of consequences of JE and OE using Model B

The findings of direct effects of JE and OE on performances outcomes using Model B is provided in Table 5.6. With regard to job employee engagement, the model reveals that it mostly influences IRB (β=.874, p=.005) followed by OCB–I (β=.602, p=.010). The pattern of results of JE is consistent with the theory of the target similarity model because IRB is a more closely related performance target for JE than OCB–I. The result supports Hypothesis 3 which states that job focused employee engagement will be positively related to levels of (a) IRB, and (b) OCB–I. Organisational employee engagement also provides significant positive results for OCB–O (β=.878, p=.000) and supports Hypothesis 4 that organisational focused employee engagement will be positively related to OCB–O. Accordingly, both job and Organisational employee engagement predict positive performance outcomes as anticipated.

Table 5.6: Direct effect of JE and OE on performances outcomes using Model B

Hypothesis	Path	β	p value	Accept/ Reject
H3: Job focused employee engagement will be positively related to levels of (a) IRB, and (b) OCB-I.	JE →IRB	.874	.005	Accept
	JE →OCB-I	.602	.010	Accept
H4: Organisational focused employee engagement will be positively related to OCB-O.	OE → OCB-O	.878	.000	Accept

5.5.9.7 Mediatory effect of JE and OE between perception of fit and performance outcomes using Model B

The results of the mediatory effect of job and organisational employee engagement foci between the perceptions of fit and performance outcomes using Model B are depicted in Table 5.7. The results demonstrate a full mediatory relationship between JE for paths between P–J fit and IRB and OCB–I. However, mediatory impact of JE on relationship between P–J fit and OCB–O is not significant (β=.244, p=.057). Accordingly, Hypothesis 5 stating that JE has the strongest positive mediatory relationship between P–J fit and IRB, followed by OCB–I among the three performance outcomes studied was supported. With regard to the organisational employee engagement, the results indicated that a positive mediatory influence was reported only between P–O fit and OCB–O. Organisational employee engagement resulted in a negative partially mediated relationship between P–O fit and the two additional performance outcomes (IRB and OCB–I). Accordingly, Hypothesis 6 stating that OE has the strongest positive

mediatory relationship between P–O fit and OCB–O among the three performance outcomes studied was supported.

Table 5.7: Mediatory effect of JE and OE between perception of fit and performance outcomes using Model B

Hypothesis	Path	β	p value	Mediation effect	Accept/ Reject
H5: JE has the strongest positive mediatory relationship between P–J fit and IRB, followed by OCB–I among the three performance outcomes studied	PJF→JE→IRB	.651	.004	Full	Accept
	PJF→JE→OCB-I	.448	.007	Full	
	PJF→JE→OCB-O	.244	.057	Nil	
H6: OE has the strongest positive mediatory relationship between P–O fit and OCB–O among the three performance outcomes studied	POF→OE→IRB	-.429	003	Partial (negative)	Accept
	POF→OE→OCB-I	-.285	.000	Partial (negative)	
	POF→OE→OCB-O	. 218	.001	Full	

5.6 Summary of Findings

The central focus of the Study 2 was to investigate the hypothesised six relationships to answer the research questions. The hypotheses were examined in two ways using direct and mediatory paths with two structural equation models (Model A and Model B). Model A is the hypothesised fully structured model and was used to examine all the proposed hypotheses.

The direct paths of Model A provide a better understanding of the antecedents of multiple foci of employee engagement as it includes both target similar and dissimilar antecedents. As expected, the results supported Hypotheses 1 and 2. Accordingly, the study found that P–J fit as a matching antecedent for Job employee engagement was a superior predictor, while P–O fit as a matching antecedent for organisational foci employee engagement was a stronger predictor. These results support the target similarity nature of the antecedents of job and organisational employee engagement. Together, these results enable the generation of greater understanding of the antecedents of multiple foci of employee engagement. Even though prior research has demonstrated P–J fit was the antecedent of job engagement (Chen et al., 2014)

and P–O fit as the antecedent of organisational engagement (Ünal & Turgut, 2015), there was no prior empirical evidence for understanding the perception of fit as the antecedent of employee engagement from multiple foci perspective.

With regard to the consequences of a multiple foci perspective of employee engagement, both Model A and Model B provided the expected results supporting Hypotheses 3 and 4. Both models indicated that job employee engagement has the highest influence on IRB followed by OCB–I. Further, both models demonstrated that OCB–O was a consequence of organisational employee engagement. Theoretically, JE should be more related to IRB which is based on the tasks associated with an individual's job description rather than citizenship behaviour which is more commonly related to an individual's job environment. In a similar vein, organisational employee engagement should be more related to organisational focused outcomes as explained by the target similarity model. The results are consistent with such a theoretical understanding.

The mediatory effects of JE and OE between the perceptions of fit and performance outcomes were also explored using Model A and Model B to examine Hypotheses 5 and 6. The two models differ slightly regarding the antecedents of JE and OE. Model A includes both target similar and dissimilar antecedents while Model B includes only target similar antecedents.

The results of model A indicated that job employee engagement fully mediated the P–J fit and IRB relationship, P–J fit and OCB–I relationship and P–J fit and OCB–O relationship. The mediatory effect of job employee engagement between P–J fit and all three performance outcomes provided significant positive influence reporting the highest value for P–J fit and IRB relationship supporting Hypothesis 5. The results of Model B also supported Hypothesis 5. However, in Model B a positive mediatory effect was demonstrated for JE between P–J fit and the two performance outcomes (IRB and OCB–I), while there was no mediatory effect of JE between P–J fit and OCB–O. Nevertheless, it is important to note that both Models A and B demonstrate similar patterns related to the influence of job employee engagement on the three performances. Moreover, a comparison of the results of Model A with Model B indicates that the mediatory results of Model B are more consistent with the target similarity model in predicting all three performance outcomes because it did not demonstrate a positive mediatory effect between P–J fit and OCB–O which is a target dissimilar outcome. Hence, Model B is superior in predicting performance outcomes consistent with target similarity.

Regarding the mediatory effect of organisational employee engagement, results of Model A did not indicate any mediation effect for examined three relationships. Hence, Hypothesis 6 which suggests that organisational employee engagement has the strongest positive mediatory

relationship between P–O fit and OCB–O among the three performance outcomes was rejected using Model A. The results of Model B indicated that organisational employee engagement fully mediated the P–O fit and OCB–O relationship while partially negatively mediating the P–O fit and OCB–I relationship and P–O fit and IRB relationship. Accordingly, Hypothesis 6 was supported through Model B demonstrating the strongest positive mediatory effect between P–O fit and OCB–O. Therefore, Model B which examined the mediatory effect between target similar antecedents and performance outcomes provided better results compared to Model A which examined the mediatory effects between both target similar and dissimilar antecedents and performance outcomes.

The mediatory results of Model B suggest the importance of the effect of target similar antecedents for both job and Organisational employee engagement in order to obtain target similar performance outcomes. Overall, the results of job employee engagement suggest the highest influences are for IRB followed by OCB–I and lastly for OCB–O. These results are different from the prior results of Rich et al. (2010) as they found job engagement equally related to IRB and OCB. Further, Christian et al. (2011) studied job engagement (labelled as work engagement) and found an equal relationship with task and contextual performance. Both Rich et al. (2010) and Christian et al. (2011) did not examine OCB–I and OCB–O separately. Instead, they examined the combined effect of OCB and demonstrated that job engagement equally predicting OCB and IRB. As they have not studied a multiple foci perspective of employee engagement, the specific consequences of the foci of job employee engagement was not clear. The above findings of the present study demonstrated that job employee engagement predicts more task performance (IRB) followed by OCB–I than OCB–O.

The current research demonstrated job and organisational foci have distinctive antecedents and consequences. As anticipated, the findings suggest the importance of the target similarity model in understanding the antecedents and consequences of multiple foci of employee engagement. Accordingly, person–job and person–organisation fit were identified as the matching antecedents for job and organisational employee engagement respectively. Further, the results also found that the influence of job and organisational employee engagement in predicting employee in-role and extra-role behaviour in the workplace is also consistent with the theory of target similarity. Accordingly, the contribution of Study 2 is the provision of evidence for the uniqueness of job and organisational employee engagement with matching antecedents and consequences.

Chapter Six: Study 3

6.1 Introduction

The previous chapter reported the findings of Study 2, which examined the conceptual model of adapting a multiple foci perspective of employee engagement. It differentiated job and Organisational employee engagement and explored the unique antecedents and consequences associated with each engagement foci. The results demonstrated that an employee's perception of job and organisational fit are predictive of target similar levels of job and Organisational employee engagement. Further, the results also found that job engaged employee levels predicted job focused performance outcomes, while the levels of organisational engagement were predictive of employee's organisational focused performance. Taken together these findings support a multiple foci approach to employee engagement, demonstrating that employees do experience varying levels of engagement with different foci, and that these engagement levels are predicted by target associated antecedents and result in target associated consequences.

However, a quantitative approach alone may only provide a partial understanding of the multiple foci of employee engagement phenomenon. The complexity and subtleness regarding the construct under investigation is generally unexplored in many positivistic inquiries (Creswell & Creswell, 2017). In contrast, adapting a qualitative approach using an interpretive and naturalistic method will help to make sense of, or to interpret, the meaning people bring to employee engagement (Denzin & Lincoln, 2011). Qualitative approaches have been used to explore human behaviour, personality characteristics, emotions, motives, reasons, and patterns, which may be unobservable in a quantitative approach. Hence, employee engagement researchers have begun emphasising the importance of in-depth studies using qualitative methods to understand the phenomenon (Bailey et al., 2017; Schaufeli, 2012).

The objective of this chapter is to delve deeply into the multiple foci of employee engagement from the employee's perspective to understand how an employee experiences and describes the different foci of engagement. Therefore, Study 3 provides insights into the employees' perceptions of their lived experience of being engaged with different employment foci. Specifically, the study sought to understand the employee's feelings, thoughts, and behaviours related to their job and organisational engagement experience. As mentioned in Chapter three, the study supports the first research question: "To what extent do employees distinguish among and experience multiple foci of employee engagement in the workplace?'

The chapter commences by describing the context of the study, providing the reader with the societal background of the research participants. Then the participant sample and demographic data of the employees interviewed is presented, followed by the detailed procedure for the study. The results are presented for three foci of employee engagement (i.e., job, organisation, and team). Finally, a discussion and conclusion for the study is provided.

6.2 Research context

Participants for this study were a sub-sample of the University population of academics in Sri Lanka who were invited to participate in Study 2. Three universities agreed to participate in the research from among the 13 state universities in Sri Lanka participating in Study 2. Sri Lankan public universities are semi-autonomous entities with their own governing bodies (Dundar et al., 2017). They adapt the classic British Commonwealth governance structures, consisting of a University Council, a Senate (Academic Board), and Deans who are responsible for faculties (Dundar et al., 2017). The Vice Chancellor of a Sri Lankan University is appointed by the President from three candidates nominated by the Council, which is the governing authority of the university. The Vice Chancellor is accountable to the University Council and responsible for academic and financial management. A Registrar is responsible for general administration of the university (University Grant Commission, 2018). Although Sri Lankan universities seem to enjoy procedural, academic, and financial autonomy, some of these powers are constrained as they operate within the regulations, guidelines and procedures emerging from the University Grant Commission and Ministry of Higher Education (Dundar et al., 2017).

Highly qualified and experienced academic staff are considered a major strength for the university system. According to the University Grant Commission (2017), there were 5,669 academic staff in the university system. Professors and Associate Professors account for 13% of the total academic staff population, while there were 55% Senior Lecturers and 32% Lecturers. The job of an academic in Sri Lanka consists of three discrete categories of work, that is, teaching, research, and service. Teaching is considered a core aspect of the job, with each academic required to teach a given number of hours recommended by the respective faculty board. Even though teaching is a responsibility and condition of employment of every state university academic in Sri Lanka, career promotion is based on research activity and administrative responsibility (Banda, 2008). Other than teaching and research, Sri Lankan university academics are involved in numerous aspects of social, economic, and cultural projects thereby contributing to society at local, regional and national levels (Banda, 2008).

Quality and relevance of education to secure employment is one of the major criticisms of the public universities in Sri Lanka (Wickramasinghe, 2018). Sri Lanka belongs to the small group of countries which have extremely high student teacher ratios in higher education (Dundar et al., 2017). As stated by Dundar et al. (2017) academic research in Sri Lankan universities is extremely low and its relevance is elusive due to numerous reasons such as high teaching loads, a lack of resources including good research databases and research grants. The quality of university education varies considerably depending upon the standard of the academic staff. Presently the university system is undergoing a period of expansion as reforms for higher education aim to support the development of academic staff (Wickramasinghe, 2018). The Sri Lankan government are seeking motivated and productive academic staff to upgrade universities to meet national needs and to reach international standards. Therefore, exploring academic staff attitudes towards employee engagement foci is important.

6.3 Method

6.3.1 Participants

A sample of academics employed in Sri Lankan universities who were invited to participate in the second study were invited to participate in this study. Participants were personally invited to participate via email, telephone, or in person. The sample was identified through a combination of convenience and purposive techniques. First, convenience sampling was used to select universities accessible to the researcher, then purposive sampling was applied to achieve maximum sample variation (Patton, 1990). In the sample selection, the researcher used personal networks in three universities to identify potential participants. This was done after obtaining ethical approval from QUT (1700001155) and receiving permission to conduct interviews at respective universities (Appendix C.1).

After obtaining the contact numbers of potential participants, the researcher contacted them by phone and email, outlining the purpose of the research and asking for their willingness to participate in an interview. Researchers accept that qualitative inquiry should typically focus on a small sample due to the labour-intensive nature of the research (Crouch & McKenzie, 2006). Initially, a minimum sample of 15 participants was targeted. Later, an additional seven interviews were included until data saturation occurred. The majority of interviewees participated in the interview after completing the online survey described in Study 2 (Chapter five). However, after interviewing some participants, the researcher became aware that they had not completed the online survey, although these participants had expressed their willingness to complete the online survey after being interviewed. Therefore, the online survey

was sent to 10 interviewed participants who were interested in the engagement survey. The survey was re-opened to enable the participants to undertake the survey. However, given the anonymity of the survey it was not possible to determine if any of the interviewees had completed the online survey.

The researcher also attempted to ensure maximum sample variation. Accordingly, participants were chosen after considering different age groups, diversity in job levels, experience, job and organisational role, gender and department. The final sample comprised 11 male and 11 female academics from three universities, including two Professors, 14 Senior Lecturers, four Lecturers, two probationary Lecturers, one Head of Department, two former Deans, and one Director of a research centre. The participants' ages ranged from 29 to 63 years, with 13 PhD holders (Table 6.1).

Table 6.1: Demographics of Interview Participants for Study 3

Respondent	Position	Admin Positions hold	PhD	Job years	Tenure in Organisation	Age	Gender
A	Senior Lecturer Gr 1			15	15	45	Female
B	Senior Professor	Former Dean	PhD	40	38	63	Male
C	Lecturer			6	6	35	Male
D	Lecturer			6	6	31	Female
E	Senior Lecturer			10	10	35	Male
F	Senior Lecturer Gr 1	Former Dean Former HOD	PhD	27	5	56	Male
G	Lecturer probationary			2	2	29	Female
H	Senior Lecturer		PhD	10	10	40	Male
I	Senior Lecturer	Head of Dept	PhD	18	18	46	Male
J	Senior Lecturer		PhD	9	9	40	Male
K	Professor	Former HOD	PhD	19	19	48	Female
L	Lecturer		PhD	8	8	35	Female
M	Senior Lecturer		PhD	13	13	39	Female
N	Lecturer probationary			4	4	29	Female
O	Senior Lecturer		PhD	8	8	38	Male
P	Senior Lecturer		PhD	13	13	39	Male
Q	Senior Lecturer Gr 1		PhD	32	31	57	Female
R	Senior Lecturer		PhD	14	14	40	Female
S	Senior Lecturer			5	5	36	Female
T	Senior Lecturer Gr 1	Director Research centre	PhD	23	23	52	Male
U	Senior Lecturer			9 years	9 years	36	Male
V	Lecturer			7 years	7 years	35	Female

The sample was considered adequate as data saturation was reached. In theory-based interview studies, operationalising data saturation can be achieved through sample diversity (Guest, Bunce, & Johnson, 2006). The data saturation in qualitative research is a function of the purpose of the study and the complexity, range and distribution of experiences or views of interest (Francis et al., 2010). This method of data saturation assures adequate theoretical elements for the analysis ensuring content validity of the research (Francis et al., 2010; Fusch & Ness, 2015).

6.3.2 Materials

Semi-structured interviews were used, with the interviews organised by an interview protocol (Robson, 2016) (Appendix C.2). The interview protocol identified the topics to be covered as well as suggested questions, while still allowing for flexibility to enable the interviewees to share their lived experience (Ritchie et al., 2013). The interview guide was first developed in English and then translated into Sinhala by the researcher. Conducting interviews in the interviewees native language is beneficial as it allows the participants to fully express themselves confidently while enhancing data accuracy (Murray & Wynne, 2001). Therefore, the researcher decided to conduct the interviews using the native language of participants even though the participants use English as their language for academic work. The questions included in the interview were developed based on the review of literature. Academics were asked to explain their experience about their job and organisation focusing on their feelings, thoughts, and behaviour. Then participants were asked about how they engage in the workplace with an emphasis placed on the job and organisation as well as the reasons for their engagement.

6.3.3 Design and procedure

Face-to-face interviews were arranged with the participants personally, with interviews conducted primarily in the interviewees' respective office or meeting room. Prior to commencing the interview, participants were informed about the study using the Participant Information Sheet (Appendix C.1) and were provided with two Informed Consent Forms, one to sign and return, and one to keep (Appendix C.1). Participants were also given the opportunity to discuss the study before and after the interview. Participants were informed (in writing and orally) that they could refuse to answer any questions, terminate the interview at any time, or withdraw their data from the study without penalty. In order to protect the confidentiality of

participants codes were used in the analysis (Dearnley, 2005). Participants were also provided with information about how the confidentiality of collected data will be maintained. Each interview was approximately 60 minutes in length and was audio recorded after obtaining permission from respondents. The interviews were conducted in Sinhala and then later transcribed and back translated into English. In addition to the principal researcher, a translator was obtained to translate and transcribe the data from Sinhala to English. A confidentiality agreement was signed to prevent any disclosure of information related to the interviews. The interviews were conducted from January 2018 to April 2018. The essence of the interviews, the meaning and the perceptions were checked for accuracy through follow-up discussions with 12 participants from the interviewed sample. The qualitative software NVivo version 12 (Bazeley & Jackson, 2013) was used to store and sort all the data in one platform.

6.4 Data analysis

The interview data which were translated into English were analysed using thematic analysis. Thematic analysis is a widely used method of analysing qualitative data. According to Braun and Clarke (2006, p. 79), thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. During the first phase of analysis, the researcher becomes familiar with the data by re-reading the transcripts multiple times and noting initial observations. In the next phase, coding was conducted systematically through the entire dataset. Coding is a way of relating data to the researcher's ideas about the data (Boyatzis, 1998). A good code is one that captures the qualitative richness of the phenomenon (Boyatzis, 1998). Codes were developed and revised, and then sorted into themes. There are two types of codes: a priori and inductive codes. A priori codes are derived from the theoretical framework and generated deductively while inductive codes are generated from raw information (Boyatzis, 1998). For this study, the main themes were developed based on a priori theory and the results from the previous two empirical studies of the current program of research. Therefore, employee job and organisation are the two foci of engagement applied as a priori themes in this research. Further, the current research also adapted the employee engagement conceptualisation of Rich et al. (2010), which describes engagement as the simultaneous investment of individual's physical, cognitive, and emotional energy. Thus, in the current study, the concept of physical, cognitive and emotional energy was applied to each foci of employee engagement. Further, abductive reasoning that moves back and forth between induction and deduction (Morgan, 2007) was also important in the current study. Accordingly, the constant comparison between existing theoretical concepts and emerging themes was used.

Triangulation is a good strategy to enhance credibility of qualitative research (Patton, 1999). Therefore, the cross-checking of information and conclusions through justification of evidence from numerous participants was conducted.

6. 5 Findings: overview

In line with the research question, the findings of the qualitative study additionally inform how an employee distinguishes among numerous foci of engagement within the broader employee engagement construct. They described being engaged with different foci at work. The study explored the employees' attitudes towards their engagement, identifying job, organisation, and team as the three main foci of engagement. The participants demonstrated how each foci of engagement incorporated emotional, cognitive and behavioural energy further supporting the multidimensional nature of employee engagement.

6.5.1 Job employee engagement
6.5.1.1 Emotional energy of job employee engagement

The interview data revealed the identification of five emotional energies among the academics relevant to engagement with their job (see Table 6.2). Almost all participants stated more than two positive emotions towards the job when describing their engagement. The most commonly expressed emotions were happiness and satisfaction, with the majority of participants stating that they were happy with their job. Many participants were happy with their teaching, with some specifically mentioning when discussing their engagement with the job, how happy they were to work with students. Prior research has also maintained that engaged employees often experience happiness (Bakker, 2008; Rich et al., 2010)). Some participants also expressed that their job was enjoyable (Participant P). The interviewees mentioned the different intensity within the category of emotion, suggesting different levels of engagement. Another emotional energy which was expressed was satisfaction. How positive energy varied among participants was clear with some highlighting that fact, while others merely stated that they were satisfied. Some researchers have pointed out that there is an overlap between the nature of satisfaction and engagement, while emphasising attitudinal employee engagement as a higher-order attitudinal construct (Newman et al., 2010). Pride is another important emotional energy among the participants. Some participants also mentioned their enthusiasm towards their job. The JES of Rich et al. (2010) includes pride and enthusiasm as important dimensions of emotional energy. The current findings also support the outcomes

of prior research which has acknowledged that engagement, as a specific type of attitude, involves activating positive affect, such as feelings of enthusiasm (Bindl & Parker, 2010).

Table 6.2: Emotional energy, Job employee engagement	
Happiness	*"It is really happy to work with students."* Participant C
Enjoyment	*"I am continuously learning; this is an enjoyable job."* Participant P
Satisfaction	*"Extremely satisfied with the job."* Participant F
Pride	*"One of the best jobs in the country, so I am proud of my job."* Participant V
Enthusiasm	*"This job is the most enthusiastic and the highest involving job and I feels no tired of doing this."* Participant U

6.5.1.2 Cognitive energy of job employee engagement

Analysis of the data revealed five job related factors which were associated with the generation of cognitive energy for these job-engaged employees (Table 6.3). The employees appraised the meaningfulness of their job using two main categories: responsibility and importance. Previous research has demonstrated that individuals experience their job as meaningful when they perceive it to be challenging, worthwhile, and rewarding (Brown & Leigh, 1996; Kahn, 1990). Many respondents (77%) acknowledged responsibility was an important feature of their job engagement. Highly responsible jobs have been demonstrated to provide psychological meaningfulness, highlighting an individual's search for ways to feel important (Kahn, 1990). The data shows that participants have a high psychological readiness towards performing their job in the best way possible.

Another theme identified was the importance of their job. The narratives of the participants explained the importance of their job to their lives. For example, according to participant B, "*This job gives a meaningful life*". Past research has also acknowledged the importance of meaningfulness for engagement (Kahn, 1990), job engagement (Rich et al., 2010), and employee engagement (May et al., 2004). According to Kahn (1990, pp. 703-704), "psychological meaningfulness can be seen as a feeling that one is receiving a return on investments of one's self in a currency of physical, cognitive, or emotional energy". Hence, cognitive energies for job employee engagement are evident through the importance and responsibility of a job while resulting in high psychological meaningfulness.

University academics are a community of scholars and have academic autonomy as a right to determine the nature of their work (Henkel, 2005). The majority of participants (68%) appreciated the value of autonomy received from their job. According to self-determination

theory, autonomy is important for both intrinsic and extrinsic motivation (Ryan & Deci, 2000). Using a review on autonomy in the workplace, Gagné and Bhave (2011) concluded that autonomy is an essential ingredient to employee engagement.

Some participants clearly mentioned the variety of the job as an important dimension of their engagement with the job. Task variety can provide more meaningfulness, demonstrating job engagement (Saks, 2006). The data also suggest that cognitions related to job variety are diverse. For example, some participants were interested in variety of the student community, while others stated that the job of academics provides opportunities to link with various sectors thereby resulting in variety.

Table 6.3: Cognitive Energy, Job employee engagement	
Importance	*"This job gives a meaningful life."* Participant B
Responsibility	*"Even if I am going to assess a question paper, I am not doing in a hurry within a short time. If it's difficult to do, I stop it and restart. Because we are very responsible for the students in addition to earning money."* Participant U
Autonomy	*"With this freedom in our job, we work without limits."* Participant R
Variety	*"My job is not routine. It provides variety. Hence, I Like my job."* Participant O
Confidence	*"Definitely I am suitable for this job."* Participant Q

The interviews clearly demonstrated confidence among participants with their job. The majority of participants positively described their confidence with their job competencies, that is, knowledge, skill, and experience. Further, the results also demonstrated how confidence with their job varied among participants due to their level of experience. Some early career participants stated that after completing their PhD they will be able to do their job in a better way.

6.5.1.3 Physical energy of job employee engagement

Four physical energies relevant to the employees' job were also evident among all 22 participants. Physical energies were mainly identified through initiation, hardworking, willingness to sacrifice time and resources for the job, and vigour (Table 6.4). In the current research, initiation and hardworking were prominent physical energies expressed among the majority of participants. In prior research, Rich et al. (2010) demonstrated initiation and

hardworking as physical energies relevant to job engagement. Adapting their model, the results of the factor analysis of Study 2 in the current research program found a strong association for the hardworking dimension of physical energy.

Vigour is characterised by high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence in the face of difficulties (Schaufeli, et al., 2002, p. 74). Several participants demonstrated a willingness to invest in their job and persistence in the face of difficulties (Participants R and F). Therefore, the current study uses job vigour as a physical energy to explain the willingness of interviewees to invest in their job and to persist in the face of difficulties. Many prior studies have used vigour to explain physical strength, although it can be conceptualised as tri-facet construct (Shirom, 2011). Hence, it suggests physical strength as a dominant component of the construct of vigour. While vigour has been indicated as a dimension of employee engagement, (Ghosh, Rai, & Sinha, 2014) also suggested that job vigour is a dimension of job employee engagement.

Table 6.4: Physical Energy, Job employee engagement	
Hardworking	*"I'm trying hard to teach considering the weakest students in my class."* Participant D
Initiation	*"To achieve that, I myself conducted an one year program for students including 8 workshops and 8 assignments…* *I have achieved my dream. Now my students are helping many students* *of other departments when completing their thesis."* Participant T
Willingness to sacrifice time and resources for job	*"My room is full of students every day. I'm listening to their problems and helping them. I'm a mentor, counsellor for them. I'm volunteer to help them. A teacher cannot be confined for a few hours of teaching."* Participant F
Job vigour	*"I also can just work number of hours assigned to me for the week... But I would never stop from there."* Participant R *"I do my job even under a less facilities."* Participant F

In sum, the thematic data analysis has revealed three dimensions of employee engagement job foci, categorised as emotional, cognitive and behavioural energies. Emotional energies included happiness, enjoyment, satisfaction, pride and enthusiasm. Cognitive energies were described as importance, responsibility, autonomy, variety and confidence. The physical energies identified were hardworking, initiation, willingness and job vigour. Participant comments revealed how these energies are linked. Interaction effects among these three types of energies are also evident in prior empirical research. For example, Patrick, Skinner, and Connell (1993) found how autonomy uniquely contributed to both behaviour ($0 = .25, p < .001$)

and emotion ($0 = .27$, $p < .001$) using children's motivation. Based on the job demands resources model (Bakker, Demerouti, & Verbeke, 2004), prior researchers have found a reciprocal relationship between job resources, personal resources and work engagement (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009). It suggests how an employee's job attitude towards their work environment is influencing personal resources resulting in levels of job engagement revealing numerous factors to enhance energy under the three a priori themes. The data analysis empirically supports the definition and conceptualisation of job engagement by Rich et al. (2010) as a multidimensional motivational concept reflecting the simultaneous investment of an individual's physical, cognitive, and emotional energy towards the foci of the job

6.5.2 Organisational employee engagement
6.5.2.1 Emotional energy of organisational employee engagement

Emotional energies among the participants focusing on the foci of the organisation employee engagement are presented in Table 6.5. The results of these interviews have demonstrated that employees are engaged with the foci of their organisation and it accounts for a high level of variation of emotions among the participants. Among the 22 participants, the most commonly expressed emotion was satisfaction. The level of satisfaction can suggest their level of engagement with the organisation foci. Researchers (Newman et al., 2010; Wefald & Downey, 2009) and practitioners (Harter, Schmidt, Killham, & Asplund, 2013) accept that satisfaction is required for employee engagement.

Among the 22 participants, five participants described happiness as part of their organisational engagement. There is prior evidence to support that happiness is evident within organisational engagement (Sirisunhirun & Dhirathiti, 2015). Among the interviewed 22 participants, seven academics also clearly stated that they are proud of their university. Schaufeli, Martínez, Pinto, Salanova, and Bakker (2002) include "I am proud of the work that I do" in measuring the dedication factor of the UWES. Also, one dimension of the emotional aspect of the job engagement scale is that "I am proud of my job". As such, it is apparent that "pride" generated due to organisational factors contributes to the emotional energy experienced for those who are organisationally engaged. Another emotional energy discussed by the participants was respect. Having due regard or high consideration towards the organisation can strengthen relationships towards the organisation. Prior research has shown the influences of respect for social engagement and psychological well-being (Huo, Binning, & Molina, 2010). Therefore, respect towards the organisation is important as an emotional energy for organisational engagement.

Five participants clearly explained that they enjoyed working for the organisation. As previously discussed, joy builds psychological resources within an individual (Fredrickson, 2003). Hence, joy as an emotional energy focused on the organisation can lead to the investment of both cognitive and behavioural energy within an employee's organisational engagement. Taken together, the above evidence demonstrates the importance of the dimension of emotional energy among the organisation foci of employee engagement. Further, variations of emotional energies among participants suggests differences of their level of engagement with organisation.

Table 6.5: Emotional Energy, Organisational employee engagement	
Satisfaction	*"High self-satisfaction."* Participant B
Happiness	*"It is pleasure to work for this type of organisation."* Participant C
Pride	*"I like the organisation, proud to be a member of this institution."* Participant E
Respect	*"I am having great respect to this university."* Participant G
Enjoyment	*"I really enjoy working for the organisation."* Participant R

6.5.2.2 Cognitive energy of organisational employee engagement

Individuals are differently engaged with their organisation as described with their report of cognitive energies. Table 6.6 presents extracts from participant comments regarding the cognitive energies of organisational employee engagement. As shown in results, importance related to the context of organisation can create cognitive energy necessary for organisational employee engagement. For example, some participants perceived the importance of organisational work based on the overall image of the organisation (Participant E). Perceived importance facilitates psychological meaningfulness, a necessary component of engagement (Kahn, 1990)

The results reveal that organisational autonomy is an important factor of cognitive energy. Discussion with some participants revealed how they appreciate freedom within the university compare to other organisations (Participant R). Albrecht et al. (2018) found the importance of organisational autonomy for organisational engagement climate. Taking a foci perspective of employee engagement, organisational autonomy is a cognitive energy generating factor of organisational employee engagement.

The diversity of individuals within the organisation can result in different levels of cognitive energy among participants. The extract from Participant R's narration indicated how

organisational work was perceived positively by having an opportunity to work with people from other departments in the organisation.

Another theme identified for cognitive energy towards the organisation is the core-organisation evaluation. An employee's central and overall evaluation about the organisation was a dimension of cognitive energy towards the organisation. For example, Participant F has low core organisational evaluation associated with less cognitive energy generation.

Table 6.6: Cognitive Energy, Organisational employee engagement	
Importance	*"I have the impression that the organisational work is important Generally, our university has a better level than many other universities in our country. So I have the thought that we should help in organisational work. I try my best to provide maximum support for the organisation."* Participant E
Organisational Autonomy	*"Compared to other organisations, university is a better place. We don't have big pressure from top management"* Participant R
Variety	*"I think working with people from other departments so much enjoyable…So working with outside my department has a variety."* Participant R
Core organisation -evaluation	*"If we travel in a desert, we might have to drink muddy water. Similar thing here"* *"This organisation needs to be developed more."* Participant F
Core self-evaluation	*"We are less able to do things within a large university. Because inefficiencies of others are influencing for us."* Participant M *"I often participate in student activities, functions in the institution…"The other thing is that Not just teaching, I can do many things I am a good mason, I am a good carpenter, I am a good barber, I am a good tailor, I have all these talents, That is my nature. I need to be doing something all the time. I can't just wait while someone else is at work."* Participant T

The results demonstrated core self-evaluation as another important factor of organisational engagement. Core self-evaluation explains beliefs in one's capabilities (to control one's life), competence (to perform, cope, persevere, and succeed) and a general sense that life will turn out well for oneself (Extremera, Rey, & Durán, 2010). They further demonstrated core self-evaluations as a personal resource to describe employee engagement as measured by the UWES of Schaufeli et al. (2002). In this research, cognitive appraisal as discussed by Participant M demonstrates how she evaluates her capabilities and competence in the organisational context. It also suggests her level of cognitive energy.

6.5.2.3 Physical energy of organisational employee engagement

Physical energies towards the organisation are presented in Table 6.7. Some participants demonstrated their readiness to act on behalf of the organisation (Participants Q and R). They explained about the persistence of behaviour for the organisation. Employee's vigorous feeling about the organisation mainly suggests his or her physical energy towards the organisation. Therefore, organisational vigour can be used to explain the level of physical energy among several participants. Some researchers have conceptualised vigour as an affective construct, suggesting a link between emotional and cognitive energy (Shirom, 2011). Based on the work of Bakker and Demerouti (2008), Shirom (2011) argued that the strongest predictor of vigour is organisation-based self-esteem. Organisation-based self-esteem is defined "as the degree to which organisational members believe that they can satisfy their needs by participating in roles within the context of an organisation" (Pierce, Gardner, Cummings, & Dunham, 1989, p. 625). Participant Q described perceiving her role as a duty to protect the university. Accordingly, the narrative of Participant Q clearly demonstrated how her level of organisation-based self-esteem linked with organisational based vigour. The narrative of Participant R also demonstrated that she has experienced organisational vigour while participating with top management. In prior research, Shirom (2011) also pointed out that organisational resources predicted an employee's vigour. As shown by the results of the current study, the physical strength of the participant towards the organisation can be identified through organisational vigour.

Hard work for the organisation is an important physical energy mentioned by some participants. Working with intensity, trying hard, and contributing effort represent physical energies of employee engagement (Rich et al., 2010). Adapting their model, the results of factor analysis of Study 2 demonstrated how the dimension of hard work strongly represented physical energy of organisational employee engagement. Accordingly, motivation for the organisation is evident through investing physical energy of hardworking.

Several participants clearly demonstrated their dedication towards the organisation. Extra effort and a willingness to sacrifice time and effort for the organisation is evident through the narratives of several participants. Therefore, organisational dedication also demonstrates physical energy of the participants. Vigour and dedication are used to measure work engagement (Schaufeli et al., 2002). Some researchers use organisational vigour and organisational dedication to measure organisational engagement. For example, Ünal and Turgut (2015) used organisational vigour, dedication and absorption to measure organisational engagement.

Table 6.7: Physical Energy: Organisational employee engagement

Organisational Vigor	*"This is the university which I studied.* *This is the university in my village* *It is my duty to protect this university.* *When there is a problem at the university, I can't ignore it."* Participant Q
Hardworking (High effort)	*"But I am here always. I am available any day. Come to university all days, go home late night…I was the one who planned the (zz) lab and wrote the proposal. We actually received the entire grant…One reason is, for most places people recommend me. People propose my name for committees. Likewise, Dean sometimes requested me to join."* Participant R
Organisational Dedication	*"Being a member of this Institute, I receive lot of invitations from outside organisations to contribute for various programs… As a lecturer of this university, I am invited to attend many radio and television programs. I go to those programs representing this university. I think, those are organisational work. Those are helping to enhance image of our organisation."* Participant T *"There are various common activities in this institution by connecting academics, students and non-academic staff. If I want, I can finish my lectures or research work and go home. But, I find my time to participate many extra activities within the organisation."* Participant B *"I've done a lot of things like that.* *One example, when we built this building project, we worked with a great dedication. We spent our personal money on certain things…At that time, we did not have adequate staff, buildings. Now we have…My work helps to develop the faculty and I too got the benefits."* Participant I

In sum, five emotions were identified as the main emotional energies among the participants relevant to organisational employee engagement. Those were satisfaction, happiness, pride, respect and enjoyment. The identified factors for cognitive energy were responsibility, importance, organisational autonomy, variety, core-organisation evaluation and core-self-evaluation. The physical energies of organisational engagement were highlighted as hardworking, organisational vigour and organisational dedication. Data revealed how employees generated different levels of cognitive energy for the organisation based on those factors.

6.5.3 Team employee engagement

Team employee engagement was another foci which emerged from the interview analysis. Researchers explain team engagement differently. Teams are "a distinguishable set of two or more people who interact, dynamically, interdependently, and adaptively towards a

common and valued goal/objective/mission, who have been assigned specific roles or functions to perform, and who have a limited lifespan of membership" (Salas, Dickinson, Converse, & Tannenbaum, 1992, p. 4). Team engagement has also been previously suggested as a foci of employee engagement (Saks, 2017). According to Guchait (2016, p. 140) " team engagement refers to the extent to which team members are collectively involved in performing collaborative tasks, are emotionally connected with teammates' task work and teamwork, and are cognitively vigilant". The findings of this research reveal specific types of emotions, cognitions and physical energies corresponding to team work. The results suggest facilitation of simultaneous investment of unique sets of energies positively for teams thereby resulting in team employee engagement. Further, the data analysis showed a considerable amount of organisational work as teamwork.

6.5.3.1 Emotional energy of team employee engagement

Emotional energy among academics relevant to their teamwork is presented in Table 6.8. Experience of team work can bring positive emotions. Two participants mentioned how they were happy together as a team. It suggests that effective teamwork carries shared happiness. Experience of trust among teammates may also bring positive emotions (Jones & George, 1998). Enjoyment also emerged as another important positive emotion. Teamwork engagement can be identified as a shared psychological state (Costa, Passos, & Bakker, 2014), suggesting positive emotions experienced as a team member may be different from that for an individual person.

Table 6.8: Emotional Energy: Team employee engagement	
Shared Happiness	*"It was a very good teamwork… We're all were happy together."* Participant V
Team Enjoyment	*"Our group did a significant role to make that event successes. By doing this we enjoyed a lot."* Participant N
	"Fieldwork is more than 8.am to 4. pm work. But we enjoy those work so much." Participant L

6.5.3.2 Cognitive Energy: Team

Some cognitive energies relevant to teamwork also emerged (Table 6.9). Team cohesiveness can be understood as a main dimension for the generation of cognitive energy. Work teams characterised by mutual trust and understanding are very cohesive. It is important

to understand how team cohesiveness generates cognitive energy among participants. Shared responsibility, synergy, core team evaluation, core self-evaluation are other cognitive energy generation factors for team employee engagement.

Many participants explained the importance of having a shared responsibility for teamwork. The extract from Participant H and Participant L clearly showed that their level of engagement was less due to a lack of shared responsibility of the team. Participants also explained how synergy influences the generation of cognitive energy towards team engagement. When the team consists of individuals who can complement each other's competencies, increased cognitive energy towards teamwork is very likely (Participant V).

Table 6.9: Cognitive Energy: Team employee engagement

Team cohesiveness	*"Our group was so united."* Participant N
Shared Responsibility	*"When we go for the committee, many are absent, only few members are actively participating. In such situations, We lost willingness to work."* Participant H *"We are given responsibilities of the various committees in the department, institution. When others do not work up to our expected level, it disturbs our engagement."* Participant L
Synergy	*"The strengths of others were able to overcome the shortcomings of working individually…This was the best harmonious work I have ever experienced in my life."* Participant V
Core Team evaluation	*"In my committee, some of my teachers were there They are also very committed people like me."* Participant N
Core Self -evaluation	*"I worked in teams from the day I joined here as a contract lecturer. No one's angry with me. I think no one here hates me or jealous of me."* Participant I *"I am a person who likes teamwork."* Participant P

Another theme which emerged was core team evaluation. Highlights from Participant N's explanation demonstrates her cognitive energy towards that team through her evaluation of the team. Employees' central evaluation about teamwork is an important factor in generating cognitive energy towards teamwork. Individuals like to work in teams when there are complementary effects such as working with like-minded people, or people who hold similar values and beliefs.

Core self-evaluation is another important factor for team engagement. Participant I believes that everybody likes him (*"No one's angry with me. I think no one here hates me or is jealous of me"*). Such self-efficacy beliefs are very important for teamwork. As previously discussed, engagement explains positive energy generated through self-regulation (Kahn, 1990). Accordingly, positive core self-evaluation towards teamwork is important for team engagement

6.5.3.3 Physical Energy: Team

Physical energy for team foci of engagement was evident from the narratives of some participants (Table 6.10). Participant N explained her willingness to work for a committee with committed people like herself. Being members of such a group, she stated how they were able to work day and night to make an event a success. As defined by Costa et al. (2014, p. 418) "Team vigour stands for high levels of energy and for an expression of willingness to invest effort in work and persistence in the face of difficulties (e.g., conflict, bad performance feedback)". High levels of energy for the team work is evident from the narrative of Participant N. Prior research has also pointed out that group level resources generate vigour (Shirom, 2011). Moreover, Shirom (2011, p. 55) explains "the crossover of vigour from one employee to another could be accounted for by a modelling process in which employees imitate each other's facial expressions, postures, and behaviours". Thus, an employee working with a vigorous colleague with whom he or she communicates frequently may become more vigorous. Team vigour indicates availability of high physical energy (Participant N).

The narratives of some participants mentioned their dedication to teamwork. Dedication or commitment towards teamwork includes high effort, intensity of working towards the team and teamwork. It demonstrates physical energy for team foci of engagement.

Table 6.10: Physical Energy: Team employee engagement	
Vigour towards Team work	*"In my committee, some of my teachers were there They are also very committed people like me …* *Having such a group, we were able to work day and night."* Participant N
Dedication towards teamwork	*"We as a team comprised from different faculties committed to that work. We thought that we have to do that work well for our good name as well as for the institution."* Participant A

In sum, the results suggest a specific set of emotional, cognitive and physical energies towards teamwork. Drawing on the conceptualisation of attitudinal engagement based on Rich et al. (2010), and empirical results from the current study, team engagement can be understood as another foci of employee engagement. Accordingly, the simultaneous investment of three types of specific energies towards a team or teamwork can result in team employee engagement. Saks (2017) pointed out that team engagement is a different foci of employee engagement. Costa et al. (2014) proposed a theoretical model for teamwork engagement and they proposed teamwork engagement as a multidimensional construct characterised by affective and cognitive dimensions including team vigour, team dedication, and team absorption (Costa et al., 2014). Further they highlighted that there is very limited research in teamwork engagement. Using a different conceptualisation, the current research found evidence for team employee engagement. Applying the conceptualisation of engagement by Rich et al. (2010), the current research identifies some specific emotions, cognitions and behavioural energy necessary for team employee engagement.

6.6 Discussion and Conclusion

Study 3 sought to understand the complex meaning of the phenomenon of employee engagement from the perspective of employees. It was designed with the purpose of supporting research question 1: To what extent do employees distinguish between, and experience multiple foci of engagement in the workplace? Accordingly, the current study used three a priori themes of emotional, cognitive and behavioural energy to describe the experience of each foci of employee engagement. Further, the study explored two foci of employee engagement using the a priori themes of job and organisation. As discussed in the findings, emotional, cognitive, and behavioural energies related to these foci were highlighted. Additionally, the current study also identified team as important foci of employee engagement. Hence, the findings demonstrate the presence of job, organisational, and Team employee engagement among the sample of 22 university academics in three state universities in Sri Lanka. These findings further revealed how employees are simultaneously engaged to different foci in the workplace. Hence, a multiple foci perspective was supported due to the presence of three foci of employee engagement (i.e., job, organisation and team).

The results also provide evidence of the multidimensionality of the construct of employee engagement with the presence of emotional, cognitive, and physical energies. Rich et al. (2010) used enthusiasm, interest, pride, feeling positive, feeling energetic, and excitement to measure the emotional energy component of the Job Engagement Scale. The results of this study also found that happiness, enjoyment, satisfaction, pride, and enthusiasm were the positive emotional energies among university academics who were reporting being engaged with their job. As shown by prior research, the degree of activations of emotions vary considerably (Bakker, Albrecht, & Leiter, 2011). Accordingly, the availability of different emotions suggests variation in the level of engagement among academics. The Job Engagement Scale of Rich et al. (2010) focuses on attention, absorption and concentration to measure cognitive energy of engagement. These components determine the level of cognitive energy of job engagement. Different to that, the present study found importance, responsibility, autonomy, variety and confidence as the cognitive energy descriptors for job engagement. Further, the above constituents provide evidence for the motivational nature of job engagement. As shown in the literature, autonomy (Ryan & Deci, 2000), responsibility (Ramlall, 2004), variety (Etkin & Ratner, 2012) and confidence (Bénabou & Tirole, 2002) are determinants of motivation. Employee engagement is well established as a motivational construct. Further, prior researchers have shown that cognitive energy simultaneously influences for both emotional and physical energy in the process of motivation. For example, Patrick et al. (1993) found that autonomy (cognition) contributed uniquely to both behaviour and emotion. Accordingly, it is apparent that cognitive energy is critical in determining the simultaneous investment of emotional, cognitive and physical energies towards the job (or foci). This rationale is applicable to other foci of employee engagement as well. Even though emotions, cognition and behavioural energies are all common to the three foci of employee engagement, the results offer some variation across those energies due to the target effect. For example, happiness is an emotional energy for the foci of job employee engagement, whereas shared happiness is an emotional energy for the foci of team employee engagement. There are also some similarities. The results of team and organisational employee engagement suggest core organisational evaluation and core team evaluation represents an overall central cognitive evaluation of the foci. Accordingly, the results suggest the importance of core target evaluation as a cognitive energy relevant to different foci.

In sum, this study explored the construct of employee engagement through the lens of the employees' unique employment experiences. It found that employees demonstrated three foci of employee engagement: job, organisation and team. Further, the multidimensionality of

each employee engagement foci was evident with descriptions of physical, cognitive, and emotional energies. These findings are aligned with the attitudinal conceptualisation of employee engagement offered by Rich et al. (2010). Taken together, the results suggest the value and importance of adapting a multiple foci approach to conceptualising employee engagement.

Chapter Seven: Discussion and Conclusion

7.1 Introduction

The purpose of the current chapter is to discuss the major findings of the research program. The chapter begins by providing an overview of the three studies that comprised the research program. Next, a summary of the findings as these relate to the three major research questions is provided. It is followed by a discussion of the theoretical, empirical and methodological contributions of the research. Then the practical implications of the findings and directions for future study are presented. Finally, the limitations of the research is presented with the chapter and thesis conclusion.

7.2 Overview of the research program

As argued in Chapter 1, synthesising research understanding of employee engagement has become challenging because of the manifestation of numerous construct definitions and conceptualisations. The seminal conceptualisation is credited to the identification of personal engagement by Kahn (1990), with the next significant approach arising from Maslach and Leiter (1997) who suggested employee engagement was the opposite of burnout. However, the most popular definition of work engagement used in the empirical literature was developed by Schaufeli et al. (2002) who provided an operationalisation of work engagement as a trait-oriented concept. Finally, Rich et al. (2010) developed an instrument based on the conceptualisation of employee job engagement as attitudinal in nature. Unfortunately, these different conceptualisation have led to confusion regarding the content domain of the construct and have presented both the research and practice communities with measurement challenges that have ultimately disturbed the advancement of the construct.

Nevertheless, research has continued, and scattered evidence among the empirical and theoretical literature has begun suggesting the importance of adapting a multiple foci perspective to the conceptualisation of employee engagement. The multiple foci perspective highlights the value of understanding the employee's multiple relationships at work with multiple entities. However, the contribution of a multiple foci perspective to understanding employee engagement remains minimally established and has accordingly been the focus of the current research program. The current research has investigated a multiple foci perspective to understanding employee engagement through the lens of Rich et al.'s (2010) attitudinal model of engagement.

While the adaption of a multiple foci perspective is not well developed within the employee engagement literature (Meyer, 2017), it is well established in other organisational behaviour literature, such as organisational commitment, psychological contract, and workplace aggression. The adaption of a multiple foci approach among these organisational behaviour concepts has resulted in valuable implications for organisational practice. Since multiple entities in the workplace act as targets, multiple foci research is useful for understanding different outcomes based on different targets, and when describing employee attitudes and behaviours (Aryee et al., 2002). Employee engagement is also not solely about an employee's relationship with one entity within the organisation. However, the extant literature has often referred to employee engagement as a generalised attitude within which different attitudinal engagement occurs because different targets are embedded. This lack of specificity disturbs the nuanced understanding of employee engagement towards different workplace targets. Therefore, theoretical exertion of employee engagement into multiple foci is important for advancement of the employee engagement construct.

In designing a multiple foci framework for investigating employee engagement, the current research was informed by the theoretical foundations of Farndale et al. (2014), Saks (2006), and Lavelle et al. (2007), while adapting the attitudinal engagement model of Rich et al. (2010). The employee engagement multiple foci definition of Farndale et al. (2014) was accepted to provide a common understanding of the construct. The empirical findings of Saks' (2006) whose research demonstrated a meaningful difference between job employee engagement and organisation employee engagement was utilised in guiding the framework of current research. Even though work of Saks (2006) suggested the importance of employee engagement as a multiple foci construct, the approach has not been thoroughly examined during the last fifteen years. Some researchers have also pointed out the weaknesses existing in his definitional and measurement clarity (Shuck et al., 2017). For example, although Saks (2006) argued for the importance of a tripartite conceptualisation of employee engagement, he did not apply that conceptualisation when operationalising job and organisation employee engagement. Moreover, the literature analysis also demonstrated additional limitations to employee engagement multiple foci research due to a lack of definitional and operational clarity. The differences among numerous foci need to be determined using a robust conceptualisation of employee engagement and correspondingly valid scales. Hence, the current research was designed using the conceptualisation of attitudinal employee engagement of Rich et al. (2010), adapted their tripartite measurement scale which includes emotional cognitive, and behavioural elements of employee engagement.

Further, this research also sought to investigate the unique antecedents and consequences of employee engagement foci because previous research emphasised the value of a construct's nomological network when distinguishing foci. Insights for identification of the antecedents and consequences of multiple foci of employee engagement were drawn theoretically using the target similarity model of Lavelle et al. (2007). The target similarity model was built on social exchange theory and focuses on target-specific social exchange relationships (Lavelle et al., 2007; Rupp et al., 2014). Thus, the target similarity model is beneficial for identifying potential organisational behaviour constructs useful for inclusion in the employee engagement multiple foci framework (Lavelle et al., 2007). Analysis of previous research further identified an existing gap in the literature whereby job and organisational employee engagement together with corresponding antecedents and consequences had not been distinguished in a single model. P–J fit and P–O fit were subsequently identified as potential antecedents of job and organisational employee engagement and then examined simultaneously in a model with three potential performance outcomes (i.e., IRB, OCB–I, and OCB–O) as consequences of job and organisational employee engagement.

The critical review of literature revealed three major gaps in the current literature when seeking rationalisation for multiple foci approach. Mixed method approach with two quantitative studies (Study 1and Study 2) and one qualitative study (Study 3) was utilised to obtain a more complete understanding. The first research question (RQ1), To what extent do employees distinguish among and experience multiple foci of engagement in the workplace? was answered through using all three studies. The second question (RQ2), "To what extent do the matching antecedents of person–job fit and person–organisation fit predict an employee's level of engagement with multiple foci in the workplace?" and the third research question (RQ3), "To what extent is a multiple foci perspective of employee engagement able to explain employee in-role and extra-role behaviour in the workplace?" were answered through quantitative studies.

The first quantitative study contained two propositions designed to explore employee job and organisational engagement and whether levels of engagement were predicted by the target similar antecedents and could predict target specific employee performance outcomes. The sample comprised 214 Sri Lankan public sector employees who completed a paper-based survey. Hierarchical regression analysis was employed to analyse the job and organisational employee engagement and the statistical relationship between antecedents and consequences. The second quantitative survey of 323 Sri Lankan public university academics adapted structural equation modelling to investigate the three research questions and six hypotheses

generated from the literature analysis and the outcomes of the first study. The final study in the mixed method research program qualitatively explored how employees described being engaged with different foci in the workplace. The participants included 22 academics employed at three of the universities. Thematic analysis was used for data analysis.

The following section integrates and discusses the major findings of the three studies in conjunction with previous literature.

7.3 Discussion

This mixed method research program adapted a multiple foci approach to investigating employee engagement and associated antecedents and consequences. The investigation of employee engagement used Rich et al.'s (2010) tripartite attitudinal conceptualisation comprising emotional, cognitive, and behavioural elements. As anticipated, both the quantitative and qualitative studies provided pieces of evidence supporting the distinctiveness among different foci of employee engagement. This distinctiveness suggests that employees' experience engagement to differing extents with different foci at work simultaneously. These results offer empirical support for a multiple foci conceptualisation of employee engagement.

The quantitative studies distinguished between job and organisational employee engagement. The distinctiveness was evident through their unique relationship with target similar antecedents and consequences. The results revealed the uniqueness of job employee engagement with job focused antecedents of P–J fit and job focused consequences of IRB. Similarly, the results found uniqueness with organisational employee engagement and the organisational focused antecedents of P–O fit and organisational focused consequences of OCB–O. These results are consistent with the pioneering study of Saks (2006) who initially found that there is a meaningful difference between job and organisational employee engagement with a unique set of antecedents and consequences. The findings of the present study further explain the differences in the experience of job and organisational employee engagement through target similar antecedents and consequences. These outcomes support the argument of previous researchers who have suggested that the differences of numerous foci is more meaningful when considered together with matching antecedents and consequences (Becker & Kernan, 2003; Farndale et al., 2014). Consistent with that theoretical reasoning, the present research provides convincing results for the differences between the job and Organisational employee engagement by identifying job and organisational employee engagement together with matching antecedents and consequences.

Moreover, the qualitative inquiry provided evidence for three foci of employee engagement, job, organisation and team. This is consistent with prior researchers who have argued that employees may be engaged with numerous foci at work (Farndale et al., 2014; Saks & Gruman, 2014). However, no previous research has attempted to find empirical evidence for the diversity of employee engagement foci. The qualitative inquiry provides additional insights for the distinctiveness of the three foci of employee engagement with employee descriptions of physical, cognitive, and emotional energies. The current research program has revealed that differences exist among numerous foci of employee engagement and the exploration of those differences has strengthened the value of the findings while answering RQ1. Moreover, as both the quantitative and qualitative studies were informed by the employee engagement conceptualisation of Rich et al. (2010), the results provide additional support for the importance of the emotional, cognitive, and behavioural components of employee engagement (Saks & Gruman, 2014; Schaufeli, 2014; Shuck et al., 2017).

The current research examined whether matching antecedents of person–job fit and person–organisation fit were able to predict an employee's level of engagement with multiple foci in the workplace. The results corroborate the findings of prior research (Byrne, 2015; Fleck & Inceoglu, 2010), supporting the predicative capability of person–job fit and person–organisation fit and employee engagement. Further, the present study provides a better understanding of how each type of fit predicts each unique foci of employee engagement. The findings indicate that P–J and P–O fit are target similar antecedents for job and organisational employee engagement respectfully. Although prior empirical evidence has demonstrated P–J fit as an antecedent of job employee engagement (Chen et al., 2014) and P–O fit as an antecedent of organisational employee engagement (Ünal & Turgut, 2015), no previous studies have examined the simultaneous influence of both types of perception of fit on employee engagement foci to compare the unique impacts. Therefore, the current study answered RQ2 by filling the existing research gap of identifying matching antecedents of multiple foci perspective of employee engagement. These findings suggest employee's perception of fit with a particular workplace focus is reflective of the caring and concern associated with that foci and an employee's sense of obligation to reciprocate is reflective of engagement to that target. The findings support the logic which confirms the importance of perception of environmental fit towards creating employee engagement at work.

While Study 2 reported person–job fit and person–organisation fit were matching antecedents of job and organisational employee engagement, the distinctiveness of organisational employee engagement with matching antecedents was not prominent in the first

study. The results of Study1 did not suggest P–O fit was a unique antecedent of organisational employee engagement as it showed P–O fit as less predictive of organisational employee engagement than P–J fit. The deviated result may be due to the weaknesses of the measurement scale of the person–organisation fit. P–O fit can be defined fit on many attributes such as, values, personality, organisational culture, purposeful work goals, interest and so on (Barrick & Parks-Leduc, 2019). The current research measured P–O fit in Study 1 using values (Cable & DeRue, 2002) and goal congruence (Supeli & Creed, 2013) only. The use of less attributes to measure person–organisational fit may have made it difficult to identify the unique difference with P–J fit. Therefore, replicating this study with a measurement of P–O fit including more dimensions was undertaken in Study 2 yielding the expected findings of target similar antecedents.

Performance outcomes of adapting a multiple foci perspective of employee engagement were also examined, responding to RQ 3. Positive performance outcomes of employee engagement are well cited in literature (Albrecht et al., 2015; Bailey et al., 2017). However, few studies have undertaken multiple foci research and thus the previous results provide only a partial understanding of the performance outcomes of employee engagement focusing on extra role behaviour without in role behaviour (Andrew & Sofian, 2012; Saks, 2006). However, other researchers have highlighted the importance of three performance outcomes (i.e., IRB, OCB–I and OCB–O) (Williams & Anderson, 1991). Moreover, research has also focused on performance outcomes using only one aspect of employee engagement without considering simultaneous understanding of multiple foci (Alfes et al., 2013; Rich et al., 2010). In fact, there is no prior understanding published on how multiple employee engagement foci predict the three main employee performance outcomes (i.e., IRB, OCB–I and OCB–O). Addressing these gaps, performance outcomes of multiple employee engagement foci was addressed through the third research question. As hypothesised, the results of both quantitative studies revealed that job employee engagement predicted job focused performance outcomes (IRB followed by OCB–I), while organisational employee engagement predicted organisation focused performance outcomes (OCB–O). The findings demonstrate that an employee's attitudinal engagement with particular targets is most likely to influence behaviour related to that target and is consistent with the theoretical model of target similarity (Lavelle et al., 2007). Therefore, the findings of the current research are more theoretically meaningful in comparison to that of Saks (2006) who found that job employee engagement predicted OCB–O and organisational employee engagement predicted both OCB–I and OCB–O. Further, the results of the current research demonstrate that performance outcomes of multiple foci of employee

engagement is different from the findings of prior which did not adapt a multiple foci perspective. For example, Rich et al. (2010) found job engagement equally related to IRB and OCB while Christian et al. (2011) found work engagement equally related to task and contextual performance. Those results are difficult to explain using social exchange theory. Contrary to that, this research program indicated attitudinal employee engagement towards a target predicted target related performance as distinct to other performance. Therefore, the findings of the current research provide a more comprehensive understanding of performance behaviour of attitudinal employee engagement through the application of a multiple foci perspective.

Another important finding of this study is the demonstration of the mediating role of job and organisational employee engagement between target similar antecedents and consequences. The results are in line with prior research which reported mediatory influences for employee engagement (Saks, 2006), job engagement (Rich et al., 2010), and organisational engagement (Malinen, Wright, & Cammock, 2013) between antecedents and consequences. Additionally, the findings of the current research found a mediatory impact of two employee engagement (job and organisation) foci and the perception of fit and performance outcomes consistent with the target similarity model. Accordingly, job employee engagement fully mediated the P–J fit and IRB relationship and the P–J fit and OCB–I relationship with lesser impact for latter, while there was no mediation effect for P–J fit and OCB–O relationship. The results also indicated that organisational employee engagement fully mediated the P–O fit and OCB–O relationship while partially negatively mediating the P–O fit and OCB–I relationship and P–O fit and IRB relationship. Accordingly, the current research suggests the importance of different foci of employee engagement as a mechanism through which perceptions of fit influence performance outcome variables.

According to prior researchers, employees may also be engaged with numerous foci such as their job, team, profession, or union (Farndale et al., 2014; Saks & Gruman, 2014). The findings of the current research revealed the existence of three foci employee engagement foci, job, team and organisation. Even though there may be numerous foci of employee engagement, the importance of other foci was not highlighted in this research. For example, a supervisor may be important foci for non-academic roles. As academics are relatively independent, the nature of the role may explain why other employee engagement foci were not identified. Therefore, existing differences among numerous foci of employee engagement may be different depending upon the nature of the role and the context of employment.

This research found evidence for multiple foci employee engagement in a Sri Lankan context using two samples including three public sector organisations and public sector universities. The employee's attitudinal engagement towards workplace targets can also be understood by analysing organisational context. Generally, Sri Lankan public sector organisations provide life-time employment and job security and as such employees stay with the organisation for a long period of time. According to social exchange theory, an employee has an obligation to reciprocate for the care provided by the organisation through their engagement. Moreover, in Sri Lanka, a hierarchical nature and high power distance are common characteristics of the selected organisations. These characteristics represent collectivist cultures with Sri Lanka considered to be a country with a collectivism culture(Jayatilleke & Gunawardena, 2016). Some other characteristics of collectivism include interdependence, in-group harmony, family security, group-oriented goals, cooperation, and a low level of competition (Gundlach, Zivnuska, & Stoner, 2006; Triandis, 1989). Collectivist cultures are different with individualistic cultures. The individualism and collectivism dichotomy may be important to understand employment relationships and an employee's attitudinal engagement. In individualistic cultures, individual goals are considered more important than group goals, unlike collectivist cultures which tend to demonstrate cooperative behaviour, help others and give priority to the goals of the group rather than their individual goals(Choi, Oh, & Colbert, 2015). Individuals from collectivists societies maintain high social relationships (Gundlach et al., 2006) and therefore collectivists are more likely to adhere to group targets, sacrificing their individual targets. The above characteristics also suggest how employee's person-environment fit can vary in individualistic and collectivist cultures. Researchers argue that organisations in collectivist societies do not merely focus on the person–job fit or are limited to formal job description but generally expect employees to fit with organisational values and assist other employees who may need assistance (Ramamoorthy, Kulkarni, Gupta, & Flood, 2007). These arguments carry important implications for the target-specific nature of employee engagement, particularly for engagement with group targets. It implies the capability of investing tripartite energies towards group targets such as peers, supervisors, teams, unions easily among collectivists. Therefore, multiple foci of employee engagement which explains employees' simultaneous engagement to differing extents with different targets may be prominent in countries like Sri Lanka compared to individualistic countries.

Concerning the context, all three studies of this research used samples from the public sector. Literature suggests the importance of considering the values of the public sector in

understanding the motivations and behaviour of public sector employees (Gould-Williams, Mostafa, & Bottomley, 2015; Levitats & Vigoda-Gadot, 2020). Some researchers have argued that public sector employees exhibit a unique form of employee engagement due to the sector's unique characteristics (Jin, McDonald, & Park, 2018; Vigoda-Gadot, Eldor, & Schohat, 2013). Therefore, multiple foci of employee engagement in the public sector is likely to be influenced by the unique set of values specific to the public sector.

Public sector organisations are considered as highly bureaucratic, seniority-based environments with strong managerial authority, control, and influence (Vigoda-Gadot et al., 2013). These characteristics are common to Sri Lankan public sector organisations as well. However, academics of public sector universities enjoy more job autonomy compared to other public sector institutes because universities maintain a fair degree of autonomy in the job of academics due to the inherent nature of such types of jobs. Even though there are some differences among institutes due to the nature and complexity of the sector, public sector organisations are mainly driven by the mission of serving the public. According to Perry and Wise (1990, p. 398), "an individual's predisposition to respond to motives grounded primarily or uniquely in public institutions and organisation" can be termed as public sector motivation. It includes motives, such as altruism, self-sacrifice civic duty, and compassion (Perry & Vandenabeele, 2015). Researchers have also pointed out that individuals are drawn to careers in public service mainly by a unique set of altruistic motives not found among private-sector employees (Levitats & Vigoda-Gadot, 2020). Grounded on these views, Levitats and Vigoda-Gadot (2020) proposed a theoretical model for public employee's multilevel engagement including engagement towards social community, organisation and individual. Similarly, a multiple foci of employee engagement of public sector employees can include more altruistic types of engagement such as community engagement. Unlike private-sector employees, the presence of altruistic motives can drive public sector employees to simultaneously engage with numerous altruistic targets together with or beyond self-serving targets such as their job. Accordingly, the concept of multiple foci of employee engagement which describe simultaneous engagement with different targets can be unique among public sector employees compared to the private sector. Since the current research was designed to understand multiple foci of engagement using two foci of employee engagement, it did not provide a comprehensive understanding of an employee's engagement with other targets such as peer engagement or community engagement. Therefore, further research into the multiple foci of employee engagement with different targets in different settings will provide greater clarity into the contextual effect.

Additionally, the above arguments suggest public sector employees' have a tendency to serve other people in society or targets beyond themselves by sacrificing their own benefit because they have motives like altruism, self-sacrifice. Hence, there is a potentially a stronger tendency for public sector employees to have a higher level of engagement with targets such as organisation or community rather than with their job. On the contrary, the current research found a higher level of job engagement than organisational engagement with a sample of state employed university academics. There are some potential explanations for these findings. Changes happening in the Sri Lankan university sector may result in attitudinal changes of employees. Over the recent years, the government is on the agenda of enhancing competition among its state universities to obtain a higher university ranking (Dundar et al., 2017; Wickramasinghe, 2018). Further university reforms emphasise academic performance and take measures to inculcate performance-oriented culture (Dundar et al., 2017; Wickramasinghe, 2018). It may have resulted in academics to discourage qualities such as self-sacrifice and altruism and get higher interest on their own job focusing on themselves. Researchers also argue that competitiveness as a reason for employees to be more self-centered and less empathic toward one another (Lopez, Sayers, & Cleary, 2017). While the above arguments can provide justification, future research including new datasets is required to establish the robustness of the current study's findings.

7.4 Theoretical, empirical and methodological contributions of the study

The current research program adapted multiple foci approach to understanding employee engagement. The multiple foci perspective has highlighted the employee's unique relationships at work with multiple entities. The results support the theoretical perspective that an employee's attitudinal engagement cannot be adequately understood using a single foci because employees interact with multiple distinct entities (e.g., job, organisation, peers, supervisor) within an organisation. However, three decades of employee engagement research has examined engagement as a single generalised attitudinal construct neglecting the numerous foci of an employee's engagement.

The multiple foci approach can be understood using social exchange theory (Rupp et al., 2014) as it explains how employees reciprocate obligation based on their evaluation on different entities of the organisation, that is, one entity might be evaluated fairly while another is not. Additionally, social exchange theory argues how employees maintain distinct perceptions, attitude or behaviour toward, multiple organisational foci (Lavelle et al., 2007; Rupp et al., 2014). Prior researchers have mentioned the importance of social exchange theory

in understanding employee engagement (Malinen & Harju, 2017; Saks, 2006). Therefore, adapting a multiple foci approach grounded on social exchange theory has extended the development of employee engagement research.

The current research extends the work of Saks (2006) who suggested differences may occur between numerous foci of employee engagement. Further, identifying different foci together with their antecedents and consequences provides additional clarification about nomological network of each foci of employee engagement. As Suddaby (2010) pointed out, boundaries should be drawn between the antecedents and outcomes of the construct and the construct itself. The proposed conceptual model adapted in the current research with antecedents and consequences based on the theory of target similarity is an important theoretical contribution and can be adapted to study numerous foci of employee engagement in the future. As demonstrated in the current research, target similarity (Lavelle et al., 2007) was helpful in identifying matching antecedents and consequences of the job and organisational employee engagement foci investigated. Therefore, obtaining empirical evidence to clarify employee engagement through use of target similarity model is another important contribution.

The current research is also unique as it adapted the conceptualisation of employee engagement by Rich et al. (2010) to examine the multiple foci perspective of employee organisational engagement. Rich et al. (2010) highlighted the multidimensional nature of engagement. They emphasised the importance of cognitive, affective, and behavioural elements to capture the core essence of the seminal conceptualisation of engagement by Kahn (1990). Grounded on their work, the current research maintains employee engagement as an attitudinal construct which measurement using a tripartite definition of attitude. It also argued the non-suitability of trait-based measures (such as most widely used UWES) in measuring attitudinal employee engagement. Further, the use of refined tripartite attitudinal measure enhances the construct validity of measuring different foci of employee engagement. None of the extant studies have examined the multiple foci perspective of employee engagement using a conceptualisation of engagement which includes cognitive, affective, and behavioural elements. Hence, the current research has methodologically contributed to the development of multiple foci employee engagement research.

The current research program combines the work of several prior researchers. It was built on the pioneering study of Saks (2006) which distinguished job and organisational employee engagement with specific antecedents and consequences. Even though his study suggested evidence for the existence of multiple foci of employee engagement, his objective was limited to investigating the antecedents and consequences of job engagement and

organisation engagement. He did not utilise the target similarity model (Lavelle et al., 2007) to identify matching antecedents and consequences of job and organisational employee engagement. But the present study also used the conceptualisation of Farndale et al. (2014) to identify unique antecedents of job and organisational employee engagement. Further, the few extant research adapting a multiple foci perspective have not provided a clear conceptualisation on the type of engagement they are focusing. Saks (2006) maintains engagement is not an attitude, while Farndale et al. (2014) used a trait measurement scale (i.e., UWES) in operationalising multiple employee engagement foci. Conversely, the current research recognised the importance of attitudinal employee engagement of Rich et al. (2010). Further, one limitation of the work of Rich et al. (2010) is not explicitly differentiating job engagement with employee engagement. Addressing all these limitations and incorporating the strengths of prior research, the current research provides a strong theoretical framework to examine employee engagement using a multiple foci perspective. Accordingly, it combines the work of Saks (2006), Lavelle et al. (2007), Farndale et al. (2014) and Rich et al. (2010) in establishing evidence for the existence of a multiple foci perspective of employee engagement. Since the present research adapts the conceptualisation and operationalisation of Rich et al. (2010), which was developed based on Kahn (1990), this approach of multiple foci of engagement is consistent with original conceptualisation of engagement.

Prior studies have not identified target similar antecedents which are common to numerous foci of employee engagement. For example, Saks (2006) found job characteristics as an antecedent of job engagement and procedural justice as an antecedent of organisation engagement. However, it is difficult to use his findings to identify a common antecedent which can be extended to predict numerous foci of employee engagement. Contrary to those, the current research suggests perception of fit as common antecedent which can be extended to predict numerous foci of employee engagement matching with the corresponding target or foci. Accordingly, the current research suggests person–environment fit as a predictor of employee engagement. This notion is in line with the findings of several prior researchers (Byrne, 2015; Rana et al., 2014).

In addition to adaptation of the conceptualisation of employee engagement, the use of JES of Rich et al. (2010) to assess multiple foci model is another important contribution of this research. The results have indicated that the three-factor scale for both job and organisational employee engagement was apparent in both samples in the Sri Lankan context (public sector employees and university employees). The measurement device was able to identify distinctive differences between the foci of job and organisational employee engagement. In prior research,

the JES was not used to measure other foci of employee engagement. Accordingly, the current research identified the scale of Rich, et al. (2010) as a measurement device which could be adapted to measure different foci of employee engagement in various job and organisational contexts. This suggests a measurement scale for multiple foci model of engagement based on an extant valid scale is an added advantage.

In particular, the current research adapted a variation of the JES to measure organisational employee engagement. There is a lack of research regarding organisational employee engagement and no established scale to measure organisational employee engagement. Moreover, some prior researchers perceive employee engagement and organisational engagement concurrently in literature. Hence, the work of the current research clarifies relationship of organisational employee engagement as a one focus of the broader construct of employee engagement.

To date, no study has examined job and organisational employee engagement concurrently as mediators in the perception fit and performance, but these have separately been identified as mediators. Some prior researchers who studied job end organisational employee engagement have investigated the combined mediatory effect of employee engagement using job and organisation together (Andrew & Sofian, 2012; Saks, 2006). Therefore, the findings of the current research are empirically important as they demonstrate how job and organisational foci variables differentially mediate the relationship between perception of fit and performance outcomes.

Using a qualitative perspective, this study provides additional insights into employee engagement by exploring employees lived experience of being an engaged employee. It used three a priori themes of emotional, cognitive and behavioural energy to identify each foci of employee engagement. The results revealed how emotions, cognitions and behavioural energies linked with a target. Even though most of the emotions, cognition and behavioural energies are common to the three foci of employee engagement, the results offer some variation across those energies due to the target effect. For example, happiness is an emotional energy for the foci of job whereas shared happiness is an emotional energy for foci of team. Cognitive energy of job autonomy was associated with job employee engagement whereas organisation autonomy associated with organisational employee engagement. Hence, qualitative inquiry provides additional understanding of differences among the three foci of employee engagement by analysing descriptors of emotional, cognitive and behavioural energy.

The current study facilitated triangulation of the results. The findings of the two approaches were generally consistent while providing different perspectives for the same

phenomenon, with the qualitative data enabling a more in-depth and richer explanation. In literature, there were no empirical research outcomes for a multiple foci perspective of engagement using a mixed method approach. Understanding the multiple foci perspective of employee engagement through mixed methods is another empirical contribution.

7.5 Implications of the study and directions for future research

The results of the study have important implications for future practice. Given its practical significance, employee engagement is a highly popular topic in the corporate world. The present research found employee engagement is a multiple foci construct. It makes a valuable contribution in understanding the broader construct of employee engagement by highlighting the importance of examining its numerous foci. Three foci of employee engagement (i.e., job, organisation and team) were evident in the current research. There may also exist additional targets (such as peers, supervisors) relevant to an employees' engagement at the workplace (Saks, 2017). Hence, it is likely to improve the scope of research with examining several targets of employee engagement. The target-specific nature of employee engagement carries important implications for organisational practice.

The theoretical model suggested by the present research is very useful in distinguishing numerous foci in employee engagement. The current research found two foci of engagement with target similar antecedents and consequences. It demonstrates how numerous foci employee engagement act as a mechanism through which the target similar antecedents of employee engagement impact on target similar performances. Differentiating foci of engagement with target similar antecedent and consequences carries important implications. This information can guide managers and practitioners in managing employee engagement in the workplace. It suggests ways and means of enhancing employee engagement relevant to different targets at the workplace to obtain the desired outcome. The findings of this research with perception of fit as a target similar antecedent of distinct foci of employee engagement has high practical significance. Accordingly, tailored programs can be prepared depending on different foci of employee engagement, such as whether job, team, peer or organisational engagement is desired. For example, if an organisation needs organisational engagement, fostering an organisational environment to enhance an employee's perception of organisational fit will be helpful. Therefore, identifying target similar antecedents for numerous foci of engagement allows organisations to make more informed decisions about allocation of resources.

In the literature, the majority of research used the definition of work engagement proposed by Schaufeli et al. (2002) and their measurement scale (Bailey et al., 2015). Work engagement suggests a trait-based approach and the resulting measurement scale, the UWES, was designed as a more generic scale. Their conceptualisation of work engagement as a "more persistent and pervasive affective-cognitive state which is not focused on any object" (Schaufeli et al., 2002, p. 74) neglects target specific nature of employee engagement. Hence, the UWES cannot be extended to examine numerous foci of employee engagement. Contrary to that, the current research identifies the JES of Rich, et al. (2010) as a measurement device which could be adapted to measure different foci of employee engagement, and provides many benefits for practitioners. It enables development of measurement scales for numerous foci of broader construct of employee engagement. In particular, the present research adapted JES to measure organisational engagement while addressing the issues of not having established a scale for organisational engagement. Scales of current study indicated an acceptable level of reliability. However, there is a possibility for future research to refine these scales using factor analysis with a larger sample size. In particular, further development of a rigorous measurement scale common to measure the multiple foci of employee engagement will be useful. Therefore, the present research guides the research community and practitioners alike in adapting the JES when examining different foci of employee engagement.

The present research found evidence for the multiple foci perspective by conceptualising it as attitudinal construct. This study had to use a cross-sectional design due to limited time and resources. Therefore, testing the current study's model through a longitudinal research design is desirable to ensure stability of attitudinal engagement over time. Further, attitudinal employee engagement as a multiple foci construct can be generalisable for many settings because it is likely that multiple entities at the workplace act as targets for numerous foci of employee engagement. However, the findings of this study have limited generalisability as it examines attitudinal employee engagement within two settings in Sri Lankan context. Moreover, numerous foci of the multiple foci construct can vary according to the context because attitudes are target bound. For example, the present research found evidence for the existence of three foci of engagement using a sample of public sector universities and this is likely to vary in other university settings. Accordingly, future research can replicate this study with diverse samples drawn from different social settings, especially in countries with different cultural backgrounds, including individualistic cultures which maintain fewer social relationships, different job categories, and different organisational structures.

Qualitative studies might also assist in a better understanding of the numerous foci of employee engagement. When investigating the complexity of the employee's lived experience with different context-based interpretations, additional research is required. In particular, research exploring employees lived experience of being engaged with different employment foci can be conducted to understand an employee's emotional, cognitive and behavioural energy relevant to different engagement foci. Further, interviewing with some participants suggested job level, scope as moderating variables for multiple foci engagement. Uncovering those factors is possible in future studies.

Many authors discussed the present challenges of engagement research. Among them, Meyer (2017) in an article entitled "Has engagement had its day?", noted that many of the same principles that have been demonstrated effective in fostering organisational commitment, and job satisfaction, will be helpful in engagement. As suggested, the present study utilised a multiple foci approach grounded organisational behaviour theory. Further, Meyer (2017) doubted the difficulty of separating engagement from affective commitment when the targets are consistent. Since the present research provides a solid foundation for adapting a multiple foci perspective of employee engagement, future researchers can address the theoretical gap associated with distinguishing multiple foci while clarifying the nomological network.

Employee engagement is a growing field in the literature. The concept has evolved during the last 30 years, and yet there is still much to be understood. According to Bakker and Albrecht (2018), it is important for researchers to focus on how engagement can be translated to practice by focusing on individual, team and organisational aspects while enhancing the understanding of its nature, causes, and consequences. Some researchers have already tended to highlight the context. For example, Albrecht et al. (2018) expanded current engagement research towards organisational-level resources and organisational engagement. Grounded on prior research, the current research established clear lines of inquiry for the context-based engagement and has provided a road map to future investigations.

7.6 Limitations of the study

Despite the importance of this research, it has several limitations. This study involved a cross-sectional design and the use of self-report data. Even though the cross sectional self-report design is useful for measuring perceptual variables of how people view, feel about, and respond to their jobs, it does not permit confident causal conclusions (Spector, 1994). The current research assumed employee engagement as longer term attitude and investigated it using cross sectional data. However, its stability could have been examined through

longitudinal data. Further, cross sectional designs are inadequate for attitude–behaviour relationships (Lindell & Whitney, 2001).

Another weakness is data were completely self-report, including measurement of employee's in role and extra role behaviour. The self-report data may be subject to concerns of common-method bias (Podsakoff et al., 2003). In this context, Harman's single-factor test was conducted and found that this common-method factor did not pose significant problems in the analysis as it only accounted for 29% of the total variance. However, future research would benefit from using a variety of measurement instruments.

The sample representativeness of quantitative methods was another issue. Two types of survey instruments were used and there were several limitations with both methods. Since the surveys were not handled in face-to-face environment, it was difficult to explain details about the study. This makes problems in providing clarity, if participants had any doubts. For the paper-based survey, only three organisations located in the southern province of Sri Lanka were approached due to time and resource limitations. Since the data collection did not occur with a geographically dispersed sample, it may present some limitations for generalisability of findings. Additionally, a paper-based method has some concerns as there were possibilities of introducing mistakes during the manual procedure of data entering. The paper-based survey was costly as it included expenses for questionnaire administration including paper, printing, travel and expenses for data entry. The received low response rate of 15.4% for the online survey for Study 2 was another shortcoming. This was due to many reasons. The email message including the questionnaire did not reach expected participants as some had unused and incorrect email addresses with some participants having more than one email address. Others did not publish updated email addresses on their university websites. The technical problems due to poor internet service was also a reason for less participation. The current research did not provide incentives due to limited resources. Response rates could have been increased with the use of incentives (Nulty, 2008). Low response rates might lead to issues relating to non-response bias. Nevertheless, a sample including 13 universities out of 15 universities suggest that samples were reasonably representative of the population and sample: population ratio (323:5176) provide satisfactory representativeness.

Even though the study scales (such as organisational employee engagement) indicated an acceptable level of reliability, there is a possibility for future research to further refine these scales using factor analysis with a larger sample size. In the present research, measurement scales of IRB achieved an acceptable level of reliability. The scale of OCB–I was also weak, resulting in only 38% (Study 1) and 42.5% of the total variance (Study 2). These problems

could have been avoided with a larger sample. Further, impact of perception of fit on performances was not significant in the present study. There are different ways of operationalising perceptions of fit. Therefore, future studies can use other definitions of perception of fit to assess possibility of significant direct effect and whether fully mediated models become partially mediated models under such circumstances It is also likely to obtain significant results using a larger sample.

Further, this research acknowledges employee engagement as an attitudinal construct. Multiple foci perspective which suggests that employees simultaneously engaged to differing extents with different targets can be true for many settings. However, generalisability of the construct is limited. For example, the data for this study were collected from university academics from Sri Lanka and found that employees are simultaneously engaged with three main type of foci (i.e., job, organisation and team). These findings may not be generalisable to other university contexts. Employee's work is a broad term. Further, employee's attitudes are highly contextual. Attitudinal differences on different targets at employee's work role can vary due to numerous factors. Hence, employee engagement as being focused on different targets simultaneously within employee's workplace can differ from job to job and organisation to organisation.

Another limitation related to the study scales. Study1 used versions of the questionnaire in Sinhala which was translated from English. Since it is likely that some words and phrases may not mean the same thing in different languages, researchers may be concerned over validity issues across translated versions. After data collection, both Study 1 and 2 modified original measurement scales to use them in the Sri Lankan context. Specifically, Study 1 and 2 enabled the refining of scales by reducing the number of items. Some researchers have pointed out that possibility of loss of criterion validity, loss in composite reliability when removing items in order to maximise coefficient alpha (Raykov, 2008).

The study 3 also has limitations which are inherent to qualitative research. The contextually bound nature of the research findings cannot be generalised to other contexts. The limitations in data collection occurred due to the inherent constraints around time, other resources and accessibility to participants. Researcher used a convenience strategy for sample selection considering the easiness of data collection. It resulted underrepresentation of minority ethnic groups. Hence, selected sample for qualitative inquiry does not represent ethnic variation. Interviewing participants allowing maximum sample variation could have been important in providing more insight.

There are further concerns regarding the generalisability of these results. This study was limited to sample of public sector and university academics of one country. Thus, future research is needed to test the relationships reported in this study on other samples of different countries.

7.7 Conclusion

The current research expands the theoretical and empirical understanding of construct of employee engagement through applying multiple foci perspectives. Employee engagement is a broad construct which has been manifested through different theoretical frameworks including psychological states, traits, attitudes, and behaviours. The attitudinal perspective of employee engagement provided the guiding framework for this research. Further, the current research highlighted unsuitability of understanding employee engagement using single generalised attitude because employees interact with multiple distinct entities at work. Streamlining scattered little empirical evidence, with the current research addressing the missing links and gaps in literature to design a comprehensive model for multiple foci of employee engagement. It intended to understand employee's unique level of engagement with different foci. The findings revealed the existence of three foci of employee engagement as job, organisation and team. Accordingly, the multiple foci conceptualisation of employee engagement which suggests employees simultaneously engage to differing extents with different targets was supported. This research also found existence of differing job and organisational employee engagement with unique antecedents and consequences. Hence, person–job fit as matching antecedents of Job employee engagement and person–organisation fit as matching antecedents of Organisational employee engagement were supported. With regard to consequences, job employee engagement has the job focused performance outcomes (IRB followed by OCB–I), while organisational employee engagement has the organisation focused performance outcomes (OCB–O). Moreover, applying the target similarity model to identify unique antecedent and consequences is another important contribution. The current research is unique as it utilised the tripartite conceptualisation of Rich et al. (2010) in capturing the numerous "targets' of broader construct of employee engagement. Additionally, qualitative aspect of research provided a more in-depth and richer explanation of emotional, cognitive and behavioural energy relevant to explored three foci of employee engagement. Hence, multidimensional nature of attitudinal engagement was evident through mixed method approach while enhancing validity of the research. Identifying conceptual distinction in the

target of employee engagement has high practical implications. It helps to clarify content and measurement domain of construct of employee engagement. Moreover, employee engagement through multiple foci perspective will enhance clarity in literature by avoiding the use of similar terms for different constructs and multiple terms for potentially equivalent constructs. This research was limited to samples from the Sri Lankan context. Therefore, it is useful to examine the generalisability of the findings in other settings. Building on the current research, future research can examine the existence of numerous foci of employee engagement supporting multiple foci perspectives. The current research is a landmark research in the employee engagement discipline which is paramount for researchers and practitioners alike.

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Appendices

Appendix A.1, Survey, Employee Engagement, Study 1

Dear Participant,

Thank you for your interest to participate in this survey. Your participation to this survey is completely voluntary. This survey is part of a PhD dissertation. Therefore, it is very important that you read the questions carefully and answer all the questions honestly and truthfully. This research aims to gain insight of the employee engagement in Sri Lankan organizations. By contributing in this research you will provide valuable information enabling researchers to understand the concept of employee engagement and its consequences.

Your kind cooperation to complete this survey is greatly appreciated.

Section I: Job Fit, and Organizational Fit

The following statements are about your job and organization please indicate how much you agree or disagree with each statement by crossing the number according to a scale from 1 (strongly disagree) to 7 (strongly agree)

	Statement	1 Strongly Disagree	2 Disagree	3 somewhat disagree	4 Undecided	5 Somewhat Agree	6 Agree	7 Strongly Agree
1.	There is a good fit between what my job offers me and what I am looking for in a job	1	2	3	4	5	6	7
2.	The attributes that I look for in a job are fulfilled very well by my present job	1	2	3	4	5	6	7
3.	The job that I currently hold gives me just about everything that I want from a job	1	2	3	4	5	6	7
4.	The match is very good between the demands of my job and my personal skills	1	2	3	4	5	6	7
5.	My abilities and training are a good fit with the requirements of my job	1	2	3	4	5	6	7
6.	My personal abilities and education provide a good match with the demands that my job places on me	1	2	3	4	5	6	7

	Statement	1 Strongly Disagree	2 Disagree	3 somewhat disagree	4 Undecided	5 Somewhat Agree	6 Agree	7 Strongly Agree
7.	The things that I value in life are very similar to the things that my organization values	1	2	3	4	5	6	7
8.	My personal values match my organization's values and culture	1	2	3	4	5	6	7
9.	My organization's values and culture provide a good fit with the things that I value in life	1	2	3	4	5	6	7
10.	My personal goals match the goals of this organization	1	2	3	4	5	6	7
11.	My personal goals are consistent with the goals of this organization	1	2	3	4	5	6	7
12.	My personal goals are compatible with this organization's goals	1	2	3	4	5	6	7

Section II: Job Engagement

Listed below are a series of statements that represent possible feelings thoughts that employees might have about their job. Please indicate the extent to which you agree or disagree with each of the given below statements.

When answering, kindly remember to **focus only on your job** not the organization.

	Statement	1 Strongly Disagree	2 Disagree	3 somewhat disagree	4 Undecided	5 Somewhat Agree	6 Agree	7 Strongly Agree
13.	I work with intensity on my job	1	2	3	4	5	6	7
14.	I exert my full effort to my job.	1	2	3	4	5	6	7
15.	I devote a lot of energy to my job	1	2	3	4	5	6	7
16.	I try my hardest to perform well on my job	1	2	3	4	5	6	7
17.	I strive as hard as I can to complete my job	1	2	3	4	5	6	7
18.	I exert a lot of energy on my job	1	2	3	4	5	6	7
19.	I am enthusiastic in my job	1	2	3	4	5	6	7
20.	I feel energetic at my job	1	2	3	4	5	6	7

21.	I am interested in my job	1	2	3	4	5	6	7
22.	I am proud of my job	1	2	3	4	5	6	7
23.	I feel positive about my job	1	2	3	4	5	6	7
24.	I am excited about my job	1	2	3	4	5	6	7
25.	My mind is focused on my job	1	2	3	4	5	6	7
26.	I pay a lot of attention to my job	1	2	3	4	5	6	7
27.	I focus a great deal of attention on my job	1	2	3	4	5	6	7
28.	I am absorbed by my job	1	2	3	4	5	6	7
29.	I concentrate on my job	1	2	3	4	5	6	7
30.	I devote a lot of attention to my job	1	2	3	4	5	6	7

Section III: Organizational Engagement

Listed below are a series of statements that represent possible feelings thoughts that employees might have about their organization for which they work.
Please indicate the extent to which you agree or disagree with each of the given below statements. When answering, kindly remember to focus on your organization not your job.
Here you are required to answer the questions considering your involvement to organizational matters / affairs/ activities **beyond your job role**.

	Statement	1 Strongly Disagree	2 Disagree	3 Somewhat	4 Undecided	5 Somewhat	6 Agree	7 Strongly Agree
31.	I work with intensity on organizational matters / affairs/ activities	1	2	3	4	5	6	7
32.	I exert my full effort to organizational matters / affairs/ activities	1	2	3	4	5	6	7
33.	I devote a lot of energy to organizational matters / affairs/ activities	1	2	3	4	5	6	7
34.	I try my hardest to perform well on organizational matters / affairs/ activities	1	2	3	4	5	6	7
35.	I strive as hard as I can to complete organizational matters / affairs/ activities	1	2	3	4	5	6	7
36.	I exert a lot of energy on my organizational matters / affairs/ activities	1	2	3	4	5	6	7
37.	I am enthusiastic in doing organizational activities/ affairs/ matters	1	2	3	4	5	6	7

	Statement	1 Strongly Disagree	2 Disagree	3 Somewhat	4 Undecided	5 Somewhat	6 Agree	7 Strongly Agree
38.	I feel energetic at organizational matters / affairs/ activities	1	2	3	4	5	6	7
39.	I am interested in organizational matters / affairs/ activities	1	2	3	4	5	6	7
40.	I am proud of my organization	1	2	3	4	5	6	7
41.	I feel positive about my organization	1	2	3	4	5	6	7
42.	I am excited about my organization	1	2	3	4	5	6	7
43.	When there is organizational matters / affairs/ activities to do, my mind is focused on those.	1	2	3	4	5	6	7
44.	When there is organizational matters / affairs/ activities to do, I pay a lot of attention to those	1	2	3	4	5	6	7
45.	When there is organizational matters / affairs/ activities to do, I focus a great deal of attention to those	1	2	3	4	5	6	7
46.	When I am doing organizational matters / affairs/ activities, I am absorbed by organizational work	1	2	3	4	5	6	7
47.	I can concentrate on organizational matters / affairs/ activities	1	2	3	4	5	6	7
48.	I devote a lot of attention to organizational matters / affairs/ activities	1	2	3	4	5	6	7
49.	Being a member of this organization is very captivating.	1	2	3	4	5	6	7
50.	One of the most exciting things for me is getting involved with things happening in this organization	1	2	3	4	5	6	7
51.	I am really not into the "goings-on" in this organization (R)	1	2	3	4	5	6	7
52.	Being a member of this organization make me come "alive."	1	2	3	4	5	6	7
53.	Being a member of this organization is exhilarating for me.	1	2	3	4	5	6	7
54.	I am highly engaged in this organization	1	2	3	4	5	6	7

Section IV

Listed below are a series of statements that describe positive outcomes which employees might have in different circumstances in their working environment. Please read the following statements carefully and cross the number that best reflects your level of agreement using a 7-point scale below.

	Statement	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 undecided	5 Somewhat Agree	6 Agree	7 Strongly Agree
OCB-I Items								
55.	Help others who have been absent.	1	2	3	4	5	6	7
56.	Willingly give your time to help others who have work-related problems.	1	2	3	4	5	6	7
57.	Adjust your work schedule to accommodate other employees' requests for time off.	1	2	3	4	5	6	7
58.	Go out of the way to make newer employees feel welcome in the work group.	1	2	3	4	5	6	7
59.	Show genuine concern and courtesy toward coworkers, even under the most trying business or personalsituations.	1	2	3	4	5	6	7
60.	Give up time to help others who have work or nonwork problems.	1	2	3	4	5	6	7
61.	Assist others with their duties.	1	2	3	4	5	6	7
62.	Share personal property with others to help their work.	1	2	3	4	5	6	7
OCB-O Items								
63.	Attend functions that are not required but that help the organizational image.	1	2	3	4	5	6	7
64.	Keep up with developments in the organization.	1	2	3	4	5	6	7
65.	Defend the organization when other employees criticize it.	1	2	3	4	5	6	7
66.	Show pride when representing the organization in public.	1	2	3	4	5	6	7
67.	Offer ideas to improve the functioning of the organization.	1	2	3	4	5	6	7
68.	Express loyalty toward the organization.	1	2	3	4	5	6	7

	Statement	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 undecided	5 Somewhat Agree	6 Agree	7 Strongly Agree
69.	Take action to protect the organization from potential problems.	1	2	3	4	5	6	7
70.	Demonstrate concern about the image of the organization.	1	2	3	4	5	6	7
In role Behavior								
71.	Fulfills responsibilities specified in job description	1	2	3	4	5	6	7
72.	Performs tasks that are expected of him/her	1	2	3	4	5	6	7
73.	Adequately complete assigned duties	1	2	3	4	5	6	7
74.	Meets formal performance requirements of the job	1	2	3	4	5	6	7
75.	Failed to perform essential duties (R)	1	2	3	4	5	6	7
76.	Neglects aspects of the job he/she is obligated to perform (R	1	2	3	4	5	6	7
77.	Engages in activities that will directly affects his or her performance evaluvations	1	2	3	4	5	6	7

Section V

Please answer each question by ticking in the appropriate box.
Demographic Questions

78.   What is your Gender: ☐ Male   ☐ Female

79.   What is your Age Group?   ☐ 20-30   ☐ 31-40   ☐ 41-50
      ☐ 51-60

80.   What is your marital status?   ☐ Single   ☐ Married   ☐ Other

81.   What is the highest level of education attained?
      ☐ GCE O/Level Passed
      ☐ GCE A/Level Passed
      ☐ Bachelor's Degree
      ☐ Master's Degree
      ☐ Other (please specify)

_____

82.   What is your Job Position/ Employment Status:
      ☐ Managers

☐ Administrative Officers
☐ Technical Officers
☐ Clerical
☐ Executives
☐ Field Officer
☐ Other (please specify)

_____

83. How long have you been working at your current organization?
☐ Less than one year
☐ 1-3 years
☐ 3-5 years
☐ 5-10 years
☐ 10 -20 years
☐ More than 20 years

84. Your Job experience / How long have you been working in your present job
☐ Less than one year
☐ 1-3 years
☐ 3-5 years
☐ 5-10 years
☐ 10 -20 years
☐ More than 20 years

Thank you for taking the time to complete this survey.

QUT Queensland University of Technology Brisbane Australia	**PARTICIPANT INFORMATION FOR QUT RESEARCH PROJECT** **– Survey –**

Insights into impact of Value Congruence on Multiple Foci of Engagement

QUT Ethics Approval Number 1600001169

RESEARCH TEAM

Principal Researcher:	G. K. Hemamali Ganewatta	PhD student
Associate Researchers:	A/Prof Amanda Gudmundsson	Principal Supervisor
	Dr Bernd Irmer	Associate Supervisor
	School of Management, QUT Business School	
	Queensland University of Technology (QUT)	

DESCRIPTION

This survey is being undertaken as part of a PhD research program of Hemamali Ganewatta.

The purpose of our research project is to understand different types of employees' engagement. It is investigating how job fit and organisational fit relate to different types of employees engagement and consequences such as organisational citizenship behaviour. This survey is being undertaken as part of the main research project and it is aiming at validating the instrument designed. We anticipate that this research will benefit both academics and practitioners understanding employee engagement and its consequences. This may facilitate development of Human resource strategies targeted at organizational development thereby mutually benefitting employees and organisations.

You are invited to participate in this project because you are considered a valuable employee in your organization

PARTICIPATION

This Participation will involve completing 84 item survey that will take approximately 10-15 minutes of your time.

Sample questions include: There is a good fit between what my job offers me and what I am looking for in a job (1 – strongly disagree to 7 strongly agree) ; and How long have you been working in your present job.

There is no right or wrong answers in this survey. Upon completing the survey, please place it in the envelope that was distributed with it and seal it. Place the envelope inside the sealed collection box. The survey will be available from 02 January 2017 to 06 January 2017

Your participation in this project is entirely voluntary.

Your decision to participate or not participate will in no way impact upon your current or future relationship with QUT or your employer. If you do agree to participate you can withdraw at any time during your participation without comment or penalty. However, as the survey is anonymous once it has been submitted it will not be possible to withdraw.

BENEFITS

It is expected that this project will not directly benefit you. However, this survey will help to create a valid and reliable instrument which can be used in measuring employee engagement. Hence it will help both academics and practitioners in organisations in understanding the employee engagement

It may also benefit you in by providing a self-reflection of your attitude towards your job and your organization.

If you are interested in findings of this study, a summary of the survey results is available upon request by emailing the principal researcher (g.hemamali@hdr.qut.edu.au) by April 2017.

RISKS

There are no risks beyond normal day-to-day living associated with your participation in this project.

PRIVACY AND CONFIDENTIALITY

All comments and responses are anonymous and will be treated confidentially. The names of individual persons are not required in any of the responses. Findings from this research may be published in academic publications, but the level of information provided by you will not allow for identification.

Any data collected as part of this project will be stored securely as per QUT's Management of research data policy.

Please note that non-identifiable data from this project may be used as comparative data in future projects or stored on an open access database for secondary analysis.

CONSENT TO PARTICIPATE

The return of the completed survey is accepted as an indication of your consent to participate in this project.

QUESTIONS / FURTHER INFORMATION ABOUT THE PROJECT

If you have any questions or require further information please contact one of the researchers listed below.

Hemamali Ganewatta	g.hemamali@hdr.qut.edu.au	9 44 122 27015	extension 3901
Amanda Gudmundsson	a.gudmundsson@qut.edu.au	6 17 3138 5387	
Bernd Irmer	b.irmer@qut.edu.au	61 73138 2654	

CONCERNS / COMPLAINTS REGARDING THE CONDUCT OF THE PROJECT

QUT is committed to research integrity and the ethical conduct of research projects. However, if you do have any concerns or complaints about the ethical conduct of the project you may contact the QUT Research Ethics Advisory Team on +61 7 3138 5123 or email humanethics@qut.edu.au. The QUT Research Ethics Advisory Team is not connected with the research project and can facilitate a resolution to your concern in an impartial manner.

THANK YOU FOR HELPING WITH THIS RESEARCH PROJECT.

PLEASE KEEP/PRINT THIS SHEET FOR YOU

Appendix A. 3

Some details regarding Data Analysis, Study 1

Table 1: Skewness and Kurtosis values	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
		Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
P-J fit	207	1.67	7.00	4.7221	1.27481	-.662	.169	-.429	.337
P-O Fit	207	1.00	7.00	4.3498	1.33072	-.541	.169	-.501	.337
JE	207	3.00	7.00	5.8520	.81457	-.950	.169	1.288	.337
OCB-I	207	3.25	7.00	5.7504	.73308	-1.084	.169	1.523	.337
OE	207	2.40	7.00	5.6809	.83363	-1.151	.169	2.092	.337
OCB-O	207	3.00	7.00	5.8538	.72206	-.959	.169	1.666	.337
IRB	207	3.50	7.00	6.1947	.62086	-1.031	.169	2.549	.337

Table 2 : Pattern Matrix for selected JE	Factor		
	1	2	3
JE1	.678		
JE2	.875		
JE3	.844		
JE4	.807		
JE5	.773		
JE6	.745		
JE7		.585	
JE9		.874	
JE10		.726	
JE11		.876	
JE12		.444	
JE13			.377
JE14			.472
JE15			.555
JE16			.786
JE17			.694
JE18			.469

Table 3 : Pattern Matrix for selected OE	Factor		
	1	2	3
OE1	.872		
OE2	.940		
OE3	.936		
OE4	.829		
OE5	.768		
OE6	.757		
OE10		.869	
OE11		.881	
OE12		.616	
OE13			.596
OE14			.581
OE15			.776
OE16			.780
OE17			.598
OE18			.621

Table 4: Factor Matrix, OE (Sak's Scale)	
	Factor
	1
OE1SAK	.831
OE2SAK	.705
OE4SAK	.798
OE5SAK	.845
OE6SAK	.470

Table 5: Pattern Matrix P–J fit and P-O fit		
	Factor	
	1	2
PJF1	.793	
PJF2	.735	
PJF3	.651	
PJF4	.652	
PJF5	.722	
PJF6	.689	
POF1		-.449
POF2		-.550
POF3		-.500
POF4		-.884
POF5		-.897
POF6		-.927

Table 6: Factor Matrix, OCB-I	
	Factor
	1
OCB-I1	.568
OCB-I2	.662
OCB-I3	.599
OCB-I4	.661
OCB-I5	.580
OCB-I6	.601
OCB-I7	.637
OCB-I8	.623

Table 7b: Pattern Matrix, OCB-O	
	Factor
	1
OCB-O2	.541
OCB-O3	.674
OCB-O4	.762
OCB-O5	.672
OCB-O6	.703
OCB-O7	.702
OCB-O8	.602

Table 7a: Pattern Matrix, OCB-O		
	Factor	
	1	2
OCB-O1		.767
OCB-O2		.367
OCB-O3	.635	
OCB-O4	.614	
OCB-O5	.431	.390
OCB-O6	.883	
OCB-O7	.744	
OCB-O8	.432	

Table 8b: Pattern Matrix, IRB	
	Factor
	1
IRB1	.803
IRB2	.733
IRB3	.905
IRB4	.640

Table 8a: Pattern Matrix, IRB			
	Factor		
	1	2	3
IRB1	.736		
IRB2	.787		.373
IRB3	.862		
IRB4	.604		
IRB5	.510	.694	
IRB6	.565	.612	
IRB7			

APPENDIX B- I

Study 2, Survey, University Academics

Dear Sir/Madam,
Thank you for your interest to participate in this survey. Your participation to this survey is completely voluntary. This survey is part of a PhD dissertation. Therefore, it is very important that you read the questions carefully and answer all the questions honestly and truthfully. This research aims to gain insight of the employee engagement in Sri Lankan organizations. By contributing in this research you will provide valuable information enabling researchers to understand the concept of employee engagement and its consequences. Your kind cooperation to complete this survey is greatly appreciated.

Section I: Job Fit, and Organizational Fit

The following statements are about your job and organization please indicate how much you agree or disagree with each statement by crossing the number according to a scale from 1 (strongly disagree) to 7 (strongly agree)

	Statement	1 Strongly Disagree	2 Disagree	3 somewhat disagree	4 Undecided	5 Somewhat Agree	6 Agree	7 Strongly Agree
1	There is a good fit between what my job offers me and what I am looking for in a job	1	2	3	4	5	6	7
2	The attributes that I look for in a job are fulfilled very well by my present job	1	2	3	4	5	6	7
3	The job that I currently hold gives me just about everything that I want from a job	1	2	3	4	5	6	7
4	The match is very good between the demands of my job and my personal skills	1	2	3	4	5	6	7
5	My abilities and training are a good fit with the requirements of my job	1	2	3	4	5	6	7
6	My personal abilities and education provide a good match with the demands that my job places on me	1	2	3	4	5	6	7
7	My abilities fit the demands of this job	1	2	3	4	5	6	7
8	I have the right skills and abilities for doing this job	1	2	3	4	5	6	7

9	There is a good match between the requirements of this job and my skills" and personality/temperament	1	2	3	4	5	6	7
10	My personality is a good match for this job	1	2	3	4	5	6	7
11	I am the right type of person for this type of work	1	2	3	4	5	6	7
12	The things that I value in life are very similar to the things that my organization values	1	2	3	4	5	6	7
13	My personal values match my organization's values and culture	1	2	3	4	5	6	7
14	My organization's values and culture provide a good fit with the things that I value in life	1	2	3	4	5	6	7
15	My personal goals match the goals of this organization	1	2	3	4	5	6	7
16	Achieving this organization's goals also means attaining my personal goals	1	2	3	4	5	6	7
17	My personal goals are consistent with the goals of this organization	1	2	3	4	5	6	7
18	The goals of this organization are similar to my work-related goals	1	2	3	4	5	6	7
19	My personal goals are compatible with this organization's goals	1	2	3	4	5	6	7

Section II: Job Engagement

Listed below are a series of statements that represent possible feelings thoughts that employees might have about their job. Please indicate the extent to which you agree or disagree with each of the given below statements.

When answering, kindly remember to **focus only on your job** not the organization.

	Statement	1 Strongly Disagree	2 Disagree	3 somewhat disagree	4 Undecided	5 Somewhat Agree	6 Agree	7 Strongly Agree
21	I work with intensity on my job	1	2	3	4	5	6	7
22	I exert my full effort to my job.	1	2	3	4	5	6	7
23	I devote a lot of energy to my job	1	2	3	4	5	6	7
24	I try my hardest to perform well on my job	1	2	3	4	5	6	7

25	I strive as hard as I can to complete my job	1	2	3	4	5	6	7
26	I exert a lot of energy on my job	1	2	3	4	5	6	7
27	I am enthusiastic in my job	1	2	3	4	5	6	7
28	I feel energetic at my job	1	2	3	4	5	6	7
29	I am interested in my job	1	2	3	4	5	6	7
30	I am proud of my job	1	2	3	4	5	6	7
31	I feel positive about my job	1	2	3	4	5	6	7
32	I am excited about my job	1	2	3	4	5	6	7
33	My mind is focused on my job	1	2	3	4	5	6	7
34	I pay a lot of attention to my job	1	2	3	4	5	6	7
35	I focus a great deal of attention on my job	1	2	3	4	5	6	7
36	I am absorbed by my job	1	2	3	4	5	6	7
37	I concentrate on my job	1	2	3	4	5	6	7
38	I devote a lot of attention to my job	1	2	3	4	5	6	7

Section III: Organizational Engagement

Listed below are a series of statements that represent possible feelings thoughts that employees might have about their organization for which they work.

Please indicate the extent to which you agree or disagree with each of the given below statements.
When answering, kindly remember to focus on your organization not your job.

Here you are required to answer the questions considering your involvement to organizational matters / affairs/ activities **beyond your job role**.

	Statement	1 Strongly Disagree	2 Disagree	3 Somewhat	4 Undecided	5 Somewhat	6 Agree	7 Strongly Agree
39	I work with intensity on organizational matters / affairs/ activities	1	2	3	4	5	6	7
40	I exert my full effort to organizational matters / affairs/ activities	1	2	3	4	5	6	7
41	I devote a lot of energy to organizational matters / affairs/ activities	1	2	3	4	5	6	7
42	I try my hardest to perform well on organizational matters / affairs/ activities	1	2	3	4	5	6	7

	Statement	1 Strongly Disagree	2 Disagree	3 Somewhat	4 Undecided	5 Somewhat	6 Agree	7 Strongly Agree
43	I strive as hard as I can to complete organizational matters / affairs/ activities	1	2	3	4	5	6	7
44	I exert a lot of energy on my organizational matters / affairs/ activities	1	2	3	4	5	6	7
45	I am enthusiastic in doing organizational activities/ affairs/ matters	1	2	3	4	5	6	7
46	I feel energetic at organizational matters / affairs/ activities	1	2	3	4	5	6	7
47	I am interested in organizational matters / affairs/ activities	1	2	3	4	5	6	7
48	I am proud of my organization	1	2	3	4	5	6	7
49	I feel positive about my organization	1	2	3	4	5	6	7
50	I am excited about my organization	1	2	3	4	5	6	7
51	When there is organizational matters / affairs/ activities to do, my mind is focused on those.	1	2	3	4	5	6	7
52	When there is organizational matters / affairs/ activities to do, I pay a lot of attention to those	1	2	3	4	5	6	7
53	When there is organizational matters / affairs/ activities to do, I focus a great deal of attention to those	1	2	3	4	5	6	7
54	When I am doing organizational matters / affairs/ activities, I am absorbed by organizational work	1	2	3	4	5	6	7
55	I can concentrate on organizational matters / affairs/ activities	1	2	3	4	5	6	7
56	I devote a lot of attention to organizational matters / affairs/ activities	1	2	3	4	5	6	7

Section IV

Listed below are a series of statements that describe positive outcomes which employees might have in different circumstances in their working environment. Please read the following statements carefully and cross the number that best reflects your level of agreement using a 7-point scale below.

	Statement	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 undecided	5 Somewhat Agree	6 Agree	7 Strongly Agree
OCB-I Items								
57	Help others who have been absent.	1	2	3	4	5	6	7
58	Willingly give your time to help others who have work-related problems.	1	2	3	4	5	6	7
59	Adjust your work schedule to accommodate other employees' requests for time off.	1	2	3	4	5	6	7
60	Go out of the way to make newer employees feel welcome in the work group.	1	2	3	4	5	6	7
61	Show genuine concern and courtesy toward coworkers, even under the most trying business or personal situations.	1	2	3	4	5	6	7
62	Give up time to help others who have work or nonwork problems.	1	2	3	4	5	6	7
63	Assist others with their duties.	1	2	3	4	5	6	7
64	Share personal property with others to help their work.	1	2	3	4	5	6	7
OCB-O Items								
65	Attend functions that are not required but that help the organizational image.	1	2	3	4	5	6	7
66	Keep up with developments in the organization.	1	2	3	4	5	6	7
67	Defend the organization when other employees criticize it.	1	2	3	4	5	6	7
68	Show pride when representing the organization in public.	1	2	3	4	5	6	7
69	Offer ideas to improve the functioning of the organization.	1	2	3	4	5	6	7
70	Express loyalty toward the organization.	1	2	3	4	5	6	7
71	Take action to protect the organization from potential problems.	1	2	3	4	5	6	7
72	Demonstrate concern about the image of the organization.	1	2	3	4	5	6	7
In role Behavior								
73	Fulfills responsibilities specified in job description	1	2	3	4	5	6	7
74	Performs tasks that are expected of me	1	2	3	4	5	6	7

	Statement	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 undecided	5 Somewhat Agree	6 Agree	7 Strongly Agree
75	Adequately complete assigned duties	1	2	3	4	5	6	7
76	Meets formal performance requirements of the job	1	2	3	4	5	6	7
77	Failed to perform essential duties (R)	1	2	3	4	5	6	7
78	Neglects aspects of the job I am obligated to perform (R	1	2	3	4	5	6	7
79	Engages in activities that will directly affects my performance evaluvations	1	2	3	4	5	6	7

Section V: Demographic Questions

Please answer each question by ticking in the appropriate box.

80. What is your Gender: ☐ Male ☐ Female

81. What is your Age Group? ☐ 20-30 ☐ 31-40 ☐ 41-50 ☐
    over 51

82. What is your marital status? ☐ Single ☐ Married ☐ Other

83. What is the highest level of education attained?
    ☐ Bachelor's Degree
    ☐ Master's Degree
    ☐ PhD
    ☐ Other (please specify) _____

84. What is your Job Position/ Employment Status:
    ☐ Lecturer
    ☐ Senior Lecturer
    ☐ Professor
    ☐ Other (please specify) _____

85. How long have you been working at your current organization? …………. Years

86. Your Job experience / How long have you been working in your present job?……………Years

Thank you for taking your time to complete this survey.

QUT	PARTICIPANT INFORMATION FOR QUT RESEARCH PROJECT – Survey –
	Multiple Foci of Employee Engagement **QUT Ethics Approval Number 1700001024**

RESEARCH.

Principal Researcher:	Mrs G K Hemamali Ganewatta	PhD student
Associate Researchers:	A/Prof Amanda Gudmundsson	Principal Supervisor
	Dr Bernd Irmer	Associate Supervisor
	School of Management, QUT Business School	
	Queensland University of Technology (QUT)	

DESCRIPTION

This online survey is being undertaken as part of a PhD research program of Hemamali Ganewatta.

The purpose of our research project is to understand multiple foci employee engagement. It is investigating how job fit and organisational fit relate to different types of employees' engagement and its antecedents and consequences. We anticipate that this research will benefit both academics and practitioners understanding employee engagement and its consequences. This may facilitate development of Human resource strategies targeted at organizational development thereby mutually benefitting employees and organisations.

You are invited to participate in this project because you have been randomly selected to the sample.

PARTICIPATION

Participation will involve completing 86 item anonymous survey that will take approximately 10-15 minutes of your time. There are no right or wrong answers in this survey.

Sample questions include:
> There is a good fit between what my job offers me and what I am looking for in a job
> How long have you been working in your present job.

The survey will be available from 15th November to 15h February 2018.

Your participation in this project is entirely voluntary. Your decision to participate or not participate will in no way impact upon your current or future relationship with QUT or your employer. If you do agree to participate you can withdraw at any time during your participation without comment or penalty. Once you have submitted the survey however, it is not possible to withdraw your responses as the survey is anonymous. Partially completed surveys will not be included in the analysis.

EXPECTED BENEFITS

It is expected that this project will not directly benefit you. However, it will help both academics and practitioners in organisations in understanding the employee engagement

It may also benefit you in by providing a self-reflection of your attitude towards your job and your organization.

If you are interested in findings of this study, a summary of the survey results is available upon request by emailing the principal researcher (g.hemamali@hdr.qut.edu.au) during March-April 2018.

RISKS

There are no foreseeable risks involved in participating in this study and it is not anticipated that the survey will cause anxiety or distress.

PRIVACY AND CONFIDENTIALITY

All comments and responses are anonymous and will be treated confidentially. The names of individual persons are not required in any of the responses. Findings from this research may be published in academic publications, but the level of information provided by you will not allow for identification.

Any data collected as part of this project will be stored securely as per QUT's Management of research data policy.

Please note that non-identifiable data from this project may be used as comparative data in future projects or stored on an open access database for secondary analysis

CONSENT TO PARTICIPATE

Submitting the completed online survey is accepted as an indication of your consent to participate in this research project.

QUESTIONS / FURTHER INFORMATION ABOUT THE RESEARCH PROJECT

If you have questions at any time about the study or the procedures, please contact one of the researchers listed below.

Hemamali Ganewatta	g.hemamali@hdr.qut.edu.au	9 44 122 27015	extension 3901
Amanda Gudmundsson	a.gudmundsson@qut.edu.au	61 7 3138 5387	
Bernd Irmer	b.irmer@qut.edu.au	61 73138 2654	

CONCERNS / COMPLAINTS REGARDING THE CONDUCT OF THE RESEARCH PROJECT

QUT is committed to research integrity and the ethical conduct of research projects. However, if you do have any concerns or complaints about the ethical conduct of the research project you may contact the QUT Research Ethics Advisory Team on +61 7 3138 5123 or email humanethics@qut.edu.au. The QUT Research Ethics Advisory Team is not connected with the research project and can facilitate a resolution to your concern in an impartial manner.

THANK YOU FOR HELPING WITH THIS RESEARCH PROJECT.
PLEASE PRINT/KEEP THIS SHEET FOR YOUR INFORMATION.

aSample approach email
Subject Title:
Request to participate in a Survey
Participate in a research study: Employee Engagement

Dear Sir/Madam

I am G. K. Hemamali Ganewatta, a lecturer from University of Ruhuna Sri Lanka and presently a PhD student of School of Management, Queensland University of Technology (QUT).

I'm conducting my PhD research on "Multiple foci of Employee Engagement". As a part of my research, I 'm seeking a sample of 400 academic staff comprising of professors, senior lecturers and lecturers to take part in an online survey. In this regard, I have obtained permission from relevant university authorities to conduct my study. Your email contact has been obtained from university websites.

You are invited to participate in this survey because you have been randomly selected according to a sample frame. Your participation to this study is completely voluntary and you are free to withdraw your participation from the study at any time prior to submitting the survey.

The information collected in this survey is anonymous. There are no foreseeable risks involved in participating in this study other than the amount of time taken to complete the survey. This survey will take around 10 to 15 minutes to complete.

To participate, please click on the following link and you will be directed to the online survey.
xxx

If you have any questions about completing the questionnaire or about being in this study, please contact me via email.

Please note that this study has been approved by the QUT Human Research Ethics Committee (approval number 1700001024).

Many thanks for your consideration of this request.

G. K. Hemamali Ganewatta
PhD Candidate
g.hemamali@hdr.qut.edu.au

A/Professor Amanda Gudmundsson
Principal Supervisor
a.gudmundsson@qut.edu.au
QUT Business School, Queensland University of Technology

APPENDIX B.3

Some details regarding Data Analysis, Study 2

Table 1: Multivariate outliers of sample 2

Mahalanobis distance	p < .001	case
30.01341	.00009	78
24.69779	.00086	107
25.11582	.00072	112
27.10392	.00032	163
29.73247	.00011	177
40.15454	.00000	184
38.53359	.00000	204
28.83284	.00016	225
25.15566	.00071	226

Table 2 :Skeweness and Kurtosis values									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
		Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
P-J fit	314	3.82	7.00	6.0293	.63467	-.921	.138	1.153	.274
P-OFit	314	1.44	7.00	5.2357	1.05588	-1.001	.138	.969	.274
JE	314	4.00	7.00	6.2834	.53000	-.737	.138	.743	.274
OCB-I	314	2.78	7.00	5.7222	.78181	-.877	.138	1.012	.274
OE	314	4.13	7.00	5.9686	.58822	-.390	.138	.147	.274
OCB-O	314	3.50	7.00	6.0569	.68778	-.909	.138	1.145	.274
IRB	314	4.00	7.00	5.9850	.64181	-.495	.138	-.266	.274

Table3a: Pattern Matrix for JE			
	Factor		
	1	2	3
JE1	.302		.345
JE2			.552
JE3			.604
JE4			.823
JE5			.837
JE6			.731
JE7		.596	
JE8		.580	
JE9		.733	
JE10		.796	
JE11		.905	
JE12	.332		
JE13	.731		
JE14	.828		
JE15	.850		
JE16	.604		
JE17	.807		
JE18	.732		

Table3b: Pattern Matrix for selected JE			
	Factor		
	1	2	3
JE4			.863
JE5			.887
JE6			.633
JE7		.607	
JE8		.591	
JE9		.749	
JE10		.810	
JE11		.914	
JE13	.710		
JE14	.848		
JE15	.873		
JE16	.624		
JE17	.826		
JE18	.768		

Table 4a: Pattern Matrix for OE			
	Factor		
	1	2	3
OE1	.731		
OE2	.807		
OE3	.889		
OE4	.820		
OE5	.867		
OE6	.791		
OE7	.352	.344	
OE8	.415		-.350
OE9	.324		
OE10		.885	
OE11		.945	
OE12		.551	
OE13			-.853
OE14			-.945
OE15			-.950
OE16			-.670
OE17			-.705
OE18	.335		-.692

Table 4b: Pattern Matrix for selected OE			
	Factor		
	1	2	3
OE1	.727		
OE2	.808		
OE3	.882		
OE4	.825		
OE5	.862		
OE6	.781		
OE10		.887	
OE11		.949	
OE12		.525	
OE13			-.853
OE14			-.947
OE15			-.946
OE16			-.670
OE17			-.703
OE18			-.687

EFA for P–J fit six item scale

Table 5a: Pattern Matrix for PJF		
	Factor	
	1	2
PJF1	.718	
PJF2	.842	
PJF3	.795	
PJF4	.559	
PJF5		.836
PJF6		.672

After deleting P–J fit item 4

Table 5b: Pattern Matrix for PJF		
	Factor	
	1	2
PJF1	.690	
PJF2	.896	
PJF3	.726	
PJF5		.820
PJF6		.694

EFA for P–J fit Modified Scale (Combing two scales, 11 items)

Table 5c: Pattern Matrix for PJF		
	Factor	
	1	2
PJF1		.743
PJF2		.861
PJF3		.733
PJF4		.560
PJF5	.567	
PJF6	.461	
PJF7	.771	
PJF8	.709	
PJF9	.690	
PJF10	.790	
PJF11	.855	

After deleting P–J fit item 4

Table 5d: Pattern Matrix for PJF		
	Factor	
	1	2
PJF1		.713
PJF2		.913
PJF3		.675
PJF5	.577	
PJF6	.469	
PJF7	.783	
PJF8	.715	
PJF9	.707	
PJF10	.776	
PJF11	.854	

EFA for P-O Fit

Table 6: Factor Matrix for POF	
	Factor
	1
POF1	.801
POF2	.833
POF3	.807
POF4	.845
POF5	.813
POF6	.829
POF7	.716
POF8	.763
POF9	.764

EFA for OCB-I

Table 7a: Pattern Matrix for OCB-I		
	Factor	
	1	2
OCB-I1		-.705
OCB-I2		-.835
OCB-I3	.375	-.417
OCB-I4	.440	
OCB-I5	.523	
OCB-I6	.768	
OCB-I7	.631	
OCB-I8	.647	

After deleting OCB-I 4

Table 7b Factor Matrix for OCB-I	
	Factor
	1
OCB-I1	.586
OCB-I2	.705
OCB-I3	.721
OCB-I5	.649
OCB-I6	.619
OCB-I7	.742
OCB-I8	.515

EFA for OCB-O

Table 8a: Pattern Matrix for OCB-O	
	Factor
	1
OCB-O1	.546
OCB-O2	.755
OCB-O3	.648
OCB-O4	.710
OCB-O5	.801
OCB-O6	.740
OCB-O7	.754
OCB-O8	.791

OCB-O 1 deleted

Table 8b: factor Matrix for OCB-O	
	Factor
	1
OCB-O2	.725
OCB-O3	.638
OCB-O4	.715
OCB-O5	.801
OCB-O6	.753
OCB-O7	.763
OCB-O8	.804

EFA for IRB

Table 9a : Pattern Matrix for IRB	
Factor	
1	2
.769	
.885	
.699	
.729	
	-.888
	-.869

After deleting IRB 6, 7

Table 9b: factor Matrix for IRB	
	Factor
	1
IRB1	.801
IRB2	.894
IRB3	.685
IRB4	.708
IRB5	.316

Figure 5.2: P–J fit selected Model
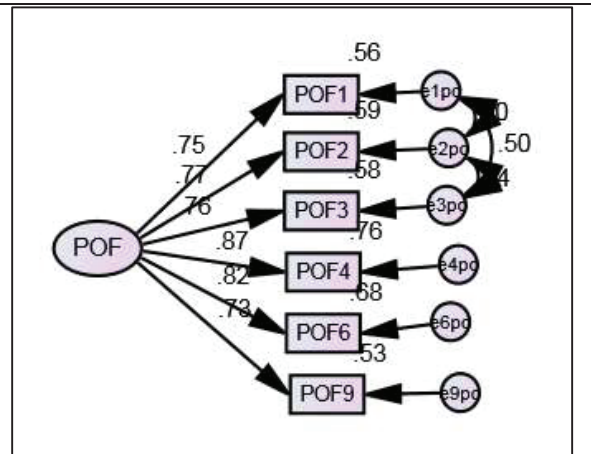
Figure 5.3: P-O Fit Selected Model

Figure 5.4: Selected model of JE
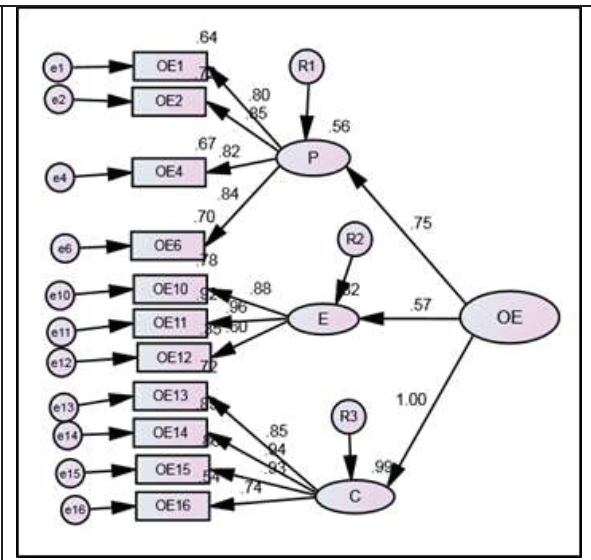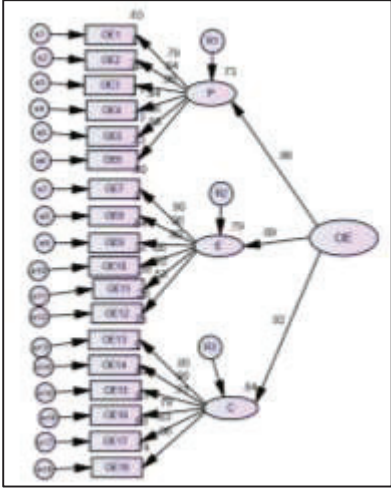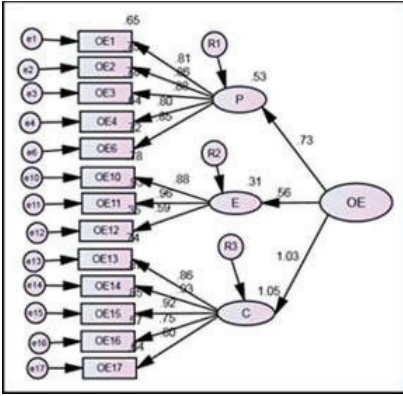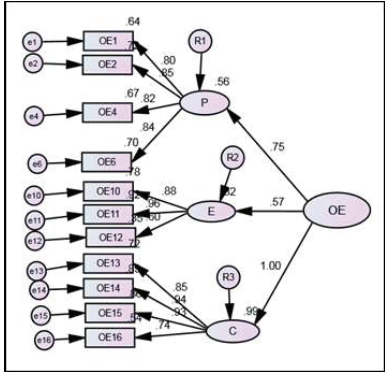
Figure 5.5: Selected model of OE

Models of OE		
Model A : Initial model Before EFA (all 18 items)	Improved Model C (13 items)	Improved Model D (11 items): selected model
C <---OE=0.92, R2=0.84	C <---OE=1.033, R2=1.05	C <---OE=1.00, R^2=0.99
Items were not deleted	Deleted 5, 18	Deleted 5, 17, 18, 3
Cronbach's alpha=0.	Cronbach's alpha=0.932	Cronbach's alpha=0.916
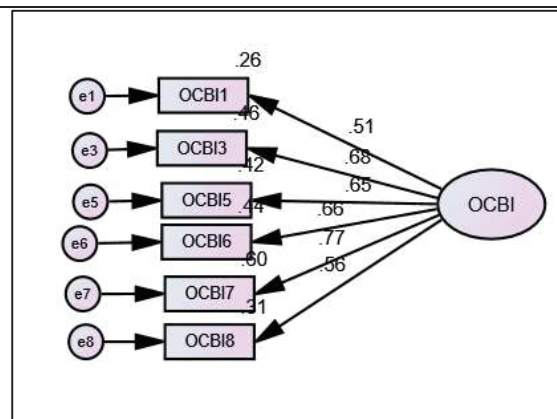
Figure 5.6: Selected model of OCB-I
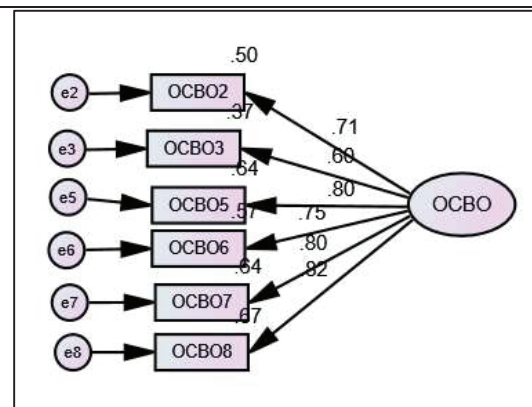
Figure 5.7: Selected model of OCB-O

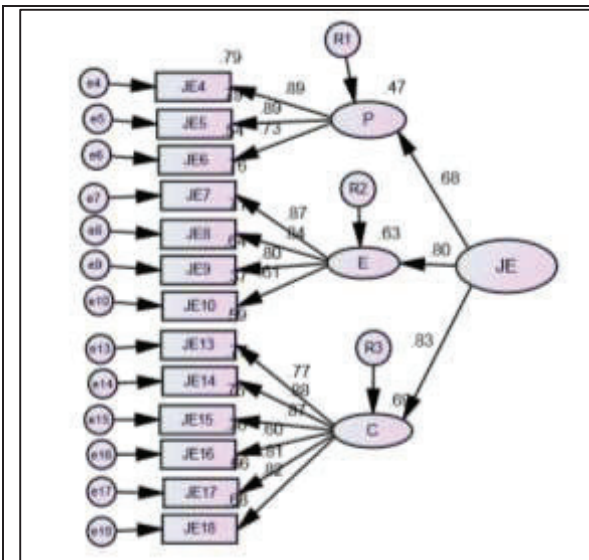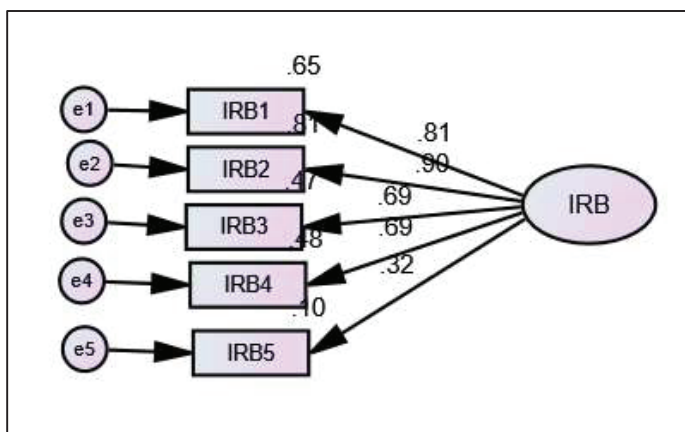Figure 5.8: Selected model of IRB

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APPENDIX B.5
Assessment of Common Method Variance

Total Variance Explained						
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	14.399	30.637	30.637	13.728	29.209	29.209
2	4.802	10.216	40.853			
3	3.227	6.865	47.718			
4	2.314	4.923	52.642			
5	1.936	4.119	56.761			
6	1.635	3.478	60.239			
7	1.500	3.191	63.429			
8	1.215	2.586	66.015			
9	1.171	2.491	68.506			
10	.992	2.111	70.617			
11	.899	1.913	72.530			
12	.843	1.793	74.324			
13	.766	1.630	75.954			
14	.704	1.497	77.451			
15	.643	1.369	78.820			
16	.604	1.286	80.106			
17	.584	1.243	81.349			
18	.547	1.164	82.513			
19	.537	1.142	83.655			
20	.519	1.105	84.760			
21	.465	.990	85.750			
22	.455	.968	86.718			
23	.432	.920	87.638			
24	.425	.905	88.543			
25	.404	.859	89.401			
26	.396	.843	90.245			
27	.369	.786	91.031			
28	.345	.734	91.765			
29	.335	.713	92.478			
30	.320	.682	93.160			
31	.301	.640	93.800			
32	.293	.624	94.424			
33	.286	.609	95.033			
34	.254	.541	95.574			
35	.248	.527	96.101			

36	.232	.493	96.593			
37	.209	.444	97.037			
38	.194	.413	97.450			
39	.185	.394	97.844			
40	.169	.360	98.204			
41	.165	.352	98.556			
42	.144	.307	98.863			
43	.136	.289	99.152			
44	.117	.249	99.401			
45	.111	.236	99.637			
46	.091	.194	99.831			
47	.079	.169	100.000			
Extraction Method: Principal Axis Factoring.						

QUT	**PARTICIPANT INFORMATION FOR QUT RESEARCH PROJECT** **– Interview –**
	Multiple Foci of Employee Engagement **QUT Ethics Approval Number 1700001155**

RESEARCH TEAM

Principal Researcher:	Mrs G K Hemamali Ganewatta	PhD student
Associate Researchers:	A/Prof Amanda Gudmundsson	Principal Supervisor
	Dr Bernd Irmer	Associate Supervisor
	School of Management, QUT Business School	
	Queensland University of Technology (QUT)	

DESCRIPTION

This study is being undertaken as part of Hemamali Ganewatta's PhD research program.

The purpose of our research project is to understand and explore the multiple foci of employee engagement. This study is designed to seek new insights into employee engagement focusing on job and organisational engagement. Specifically, this phase of the study will investigate employee perceptions of the differences between job and organisational engagement relevant to its predictors and consequences. We anticipate that this research will benefit both academics and practitioners understanding employee engagement and its consequences. This may facilitate development of human resource strategies targeted at organisational development, thereby mutually benefitting employees and organisations.

You are invited to participate in this project due to your experience and knowledge as a university academic.

PARTICIPATION

I am seeking your participation as a university academic. I am gathering your own personal perceptions and experiences, and do not expect you to officially represent any organisational positions or decisions. Your participation will involve a semi structured interview. It will take approximately 60 minutes of your time. The interview will be audio recorded with your permission. If you do not wish to be recorded, I will take notes.

Questions will include:
    In general, how do you describe your perception of your job?
    How do you generally feel about organisational work?

Your participation in this research project is entirely voluntary. If you do agree to participate you can withdraw from the research project without comment or penalty. You can withdraw anytime during the interview. If you withdraw with 4 weeks after your interview, on request any identifiable information already obtained from you will be destroyed. Your decision to participate or not participate will in no way impact upon your current or future relationship with QUT.

After interview participation, you will be contacted again for a follow up discussion. This will help the researcher to check accuracy of the transcribed data and also to verify whether your views have been captured accurately.

EXPECTED BENEFITS

It is expected that this project will not directly benefit you. However, it will help both academics and practitioners in organisations in understanding the employee engagement. It may benefit you in by providing a self-reflection of your attitude towards your job and your organisation.

After participating for the follow-up discussion, you will be given a token of appreciation worth of AUD 20 for your contributions towards this research.

If you are interested in findings of this study, a summary of the study results is available upon request by emailing the principal researcher (g.hemamali@hdr.qut.edu.au) by October 2018.

RISKS

There are no risks beyond normal day-to-day living associated with your participation in this research project.

PRIVACY AND CONFIDENTIALITY

All comments and responses will be treated confidentially unless required by law. The names of individual persons are not required in any of the responses.

The following procedure will be used to ensure confidentiality
- The names of individual persons and attached organisations are not required in any of the responses.
- Only members of the research team will have access to the data.

As the research project involves an audio recording:
- You will have the opportunity to verify your comments and responses prior to final inclusion.
- The recording will be destroyed 5 years after the last publication.
- The recording will not be used for any other purpose.
- Only the named researchers will have access to the recording.
- It is possible to participate in the research project without being recorded.

Any data collected as part of this research project will be stored securely as per QUT's Management of research data policy.

Please note that de-identified data from this research project will be used in the PhD thesis of the Principal Researcher and may be used in future academic publications or as comparative data in future research projects or stored on an open access database for secondary analysis.

CONSENT TO PARTICIPATE

We would like to ask you to sign a written consent form (enclosed) to confirm your agreement to participate.

QUESTIONS / FURTHER INFORMATION ABOUT THE RESEARCH PROJECT

If you have any questions or require further information please contact one of the listed

researchers:

Hemamali Ganewatta	g.hemamali@hdr.qut.edu.au	9 44 122 27015	extension 3901
Amanda Gudmundsson	a.gudmundsson@qut.edu.au	61 7 3138 5387	
Bernd Irmer	b.irmer@qut.edu.au	61 73138 2654	

CONCERNS / COMPLAINTS REGARDING THE CONDUCT OF THE RESEARCH PROJECT

QUT is committed to research integrity and the ethical conduct of research projects. However, if you do have any concerns or complaints about the ethical conduct of the research project you may contact the QUT Research Ethics Advisory Team on +61 7 3138 5123 or email humanethics@qut.edu.au. The QUT Research Ethics Advisory Team is not connected with the research project and can facilitate a resolution to your concern in an impartial manner.

THANK YOU FOR HELPING WITH THIS RESEARCH PROJECT.
PLEASE KEEP THIS SHEET FOR YOUR INFORMATION.

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![QUT]	**CONSENT FORM FOR QUT RESEARCH PROJECT** **– Interview**
	Multiple Foci of Employee Engagement **QUT Ethics Approval Number: 1700001155**

RESEARCH TEAM

Principal Researcher:	Mrs G K Hemamali Ganewatta	PhD student
Associate Researchers:	A/Prof Amanda Gudmundsson	Principal Supervisor
	Dr Bernd Irmer	Associate Supervisor
	School of Management, QUT Business School	
	Queensland University of Technology (QUT)	

STATEMENT OF CONSENT

By signing below, you are indicating that you:

- Have read and understood the information document regarding this research project.
- Have had any questions answered to your satisfaction.
- Understand that if you have any additional questions you can contact the research team.
- Understand that you are free to withdraw anytime up to four weeks after your participation in the interview without comment or penalty and that the data collected from you in this project (such as audio recording, transcriptions) will not be used and will be destroyed.
- Understand that if you have concerns about the ethical conduct of the research project you can contact the Research Ethics Advisory Team on +61 7 3138 5123 or email humanethics@qut.edu.au.
- Understand that non-identifiable data from this project may be used as comparative data in future research projects.
- Agree to participate in the research project.

Please tick the relevant box below:

☐ I **agree** for the interview to be audio recorded.
☐ I **do not agree** for the interview to be audio recorded.

Name _____

Signature _____

Date _____

PLEASE RETURN THE SIGNED CONSENT FORM TO THE RESEARCHER.

	TRANSCRIBER CONFIDENTIALITY AGREEMENT FOR QUT RESEARCH PROJECT

Multiple Foci of Employee Engagement

QUT Ethics Approval Number : 1700001155

RESEARCH TEAM CONTACTS

Hemamali Ganewatta	g.hemamali@hdr.qut.edu.au	9 44 122 27015 extension 3901
Amanda Gudmundsson	a.gudmundsson@qut.edu.au	+61 7 3138 5387
Bernd Irmer	b.irmer@qut.edu.au	+61 73138 2654

School of Management, QUT Business School, Queensland University of Technology (QUT)

THE AGREEMENT

As this research involves questioning individuals about their perceptions, experiences on their job and organisation, I the Principal Researcher in this research project, require you to sign this transcriber confidentiality agreement.

As the transcriber for this research project you must:

- Keep all information related to this project secret and confidential.
- Not disclose to any person or make known in any manner any part of the project's information.
- Keep the project's information in a secure place to ensure that unauthorised persons do not have access to it.

SIGNATURES

This Agreement shall be effective when signed and dated by all parties.

Transcriber   **Name**
_____

Signature
_____

Date
_____

Witness   **Name**
_____

Signature
_____

Date
_____

APPENDIX C. 2
Interview Protocol for Study 3

Introduction

Thank you for agreeing to participate in the interview. The purpose of our research project is to understand and explore the multiple foci of employee engagement.

I am seeking your participation as a university academic. I am gathering your own personal perceptions and experiences, and do not expect you to officially represent any organisational positions or decisions. Your participation will involve a semi structured interview. It will take approximately 60 minutes of your time. There are no right, wrong, desirable or undesirable answers. Please feel free to take a few moments to gather your thoughts before responding to each question. I would like you to feel comfortable with saying what you really think and how you really feel. I assure you that all your comments will remain confidential.

Before we get started, please take a few minutes to read this consent form. This consent form is important to ensure that you understand the purpose of this study and your involvement. Please sign this form, to certify your consent to participate for the interview.

Moreover, I would like to record this interview, if it is okay with you. The purpose of this is to carry on an attentive discussion while receiving all the details at the same time. If you agree to record this interview, please sign the section on the consent form where it says "I agree to the interview being audio recorded."

To protect the anonymity of participants, their names will not be used, instead of that pseudonyms will be used. Your name is Participant A (B, C, D, E, F, G, H, ……)

At any time, Please feel free to ask me to repeat a question. Do you have any questions before we begin?

Let us start our discussion by focusing on your job

Job related experience
1. Please tell me about your current job and responsibilities

2. How long have you been working at your current Job?

3. Could you describe your perception of your job-related experiences using a few (5-6) adjectives?

4. How would you describe the followings?
    - i.   Your feelings, about your job?
    - ii.   Your, thoughts about your job?
    - iii. Your behaviours about your work relevant to job?

5. Please share with me,
    - i.   your thoughts about employee engagement
    - ii.   your job experience and how it relates to employee engagement

6. I would like to get your opinion about the concept of "job engagement" How would you describe it in your own words?

Now I would like to briefly describe the characteristics that the literature suggests are of an engaged person. An engaged person is immersed in his or her work. He or she is dedicated, feels absorbed and energetic. He/she is enthusiastic and find his/her work interesting and enjoyable. While doing work, he/she rarely feels tired, exhausted and time can fly.

Job engagement can be described as simultaneous investment of an individual's physical, cognitive, and emotional energy in active, full work performance related to job

7. Do you feel engaged at your job? If so, with what type of work? What facilitates engaging with your job? If not, what is really lacking?

8. How would you explain your engagement with your job, your level of job engagement?

9. Tell me about how often you are engaged with your Job?

10. Can you remember an occasion /time when you were really engaged with your job? What was the situation, and what were the consequences (for you, others, organisation)? Explain

11. When thinking about your job, are you are well suited to your present job? For example, when thinking about your personality, skills, abilities, needs and the demands of your job. Please Explain

12. The previous explanation is about Job fit .In your opinion, how can job fit contribute to job engagement?

13. In engaging with your job, what do you find to be the most important factor?

Organisation related experience
Now let us discuss about your organisation

14. How long have you been working at your current organization?
15. How do you generally feel about organisational work? Can you describe your experience of organizational work using few words/5-6 adjectives?

16. How would you describe the followings?
  i. Your feelings, about your organisation?
  ii. Your, thoughts about your organisation?
  iii. Your behaviours about your work relevant to your organisation?

17. Please share with me,
  i. your thoughts about employee engagement
  ii. your organisational work experience and how it relates to employee engagement

18. Do you feel engaged with your organisation? If so, how? What facilitates engaging with your organisation?

19. I would like to get your opinion about the concept of "organisational engagement" How would you describe it in your own words?

Employee Engagement is a broader term. It can include job engagement, organizational engagement etc.,   Not only with their job, it is possible for people to engage with their organisation

Organistional engagement can be described as simultaneous investment of an individual's physical, cognitive, and emotional energy in active, full work performance related to organisational work.

20. Now I'd like to know about engagement with your organisation, Do you feel engaged with your organisation ? If so, with what type of organisational work? What facilitates engaging with your organisation ? If not, what is really lacking?

21. How would you explain your engagement with your organisation, your level of organizational engagement?

22. Tell me about how often you are engaged with your Organisation?

23. Can you remember an occasion /time when you were really engaged with your Organisation?   What was the situation and what were the consequences (for you, others, organisation)? Explain

24. When thinking about your organisation, are you well suited to your organisation?
     For example when thinking about your personality, values, goals with the organisation's goals and objectives, values …Please Explain

25. The previous explanation is about organizational fit. In your opinion, How can organisational fit contribute to organisational engagement?

26. In engaging with your Organisation, what do you find to be the most important factor?

Engagement with multiple foci
27. We have spoken about engaging with job, and engaging with your organisation. Do you think that there are other types of employee engagement? Can you explain your views……….?

28. How does your engagement vary between the above mentioned two targets (e.g., job and organisation)?

29. Are the outcomes varied with different types of employee engagement (e.g., job and organisation)?

30. Are the causing factors varied for different types of employee engagement (e.g., job and organisation)?

31. Can common factors create both job and organizational engagement?

32. Do you think that is it possible for people to simultaneously engage with different types of employee engagement (e.g., job and organisation)? How …..? Any Examples

33. How would you describe a fully engaged lecturer/professor?

Background Information
34. Demographic info (age, gender, profession,)

Closing

35. Finally, Is there any other information which would be useful for me to know? (regarding your experience relevant to our discussion)

Thank you for your time and participation in this interview.