



**The Effect of Leadership Behavior on Employee Engagement:**

**A case study of hotels in Mandalay, Myanmar**

**Phyo Myint Zu**

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of  
Business Administration in Hospitality and Tourism Management (International Program)**

**Prince of Songkla University**

**2019**

**Copyright of Prince of Songkla University**



**The Effect of Leadership Behavior on Employee Engagement:  
A case study of hotels in Mandalay, Myanmar**

**Phyo Myint Zu**

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of  
Business Administration in Hospitality and Tourism Management (International Program)**

**Prince of Songkla University**

**2019**

**Copyright of Prince of Songkla University**



This is to certify that the work here submitted is the result of the candidate's own investigations.  
Due acknowledgement has been made of any assistance received.

\_\_\_\_\_ Signature

(Asst. Prof. Dr. Nareeya Weerakit)

Major Advisor

\_\_\_\_\_ Signature

(Miss Phyo Myint Zu)

Candidate

I hereby certify that this work has not been accepted in substance for any degree, and is not being currently submitted in candidature for any degree.

\_\_\_\_\_ Signature

(Miss Phyo Myint Zu)

Candidate

<b>ชื่อวิทยานิพนธ์</b>	ผลกระทบของพฤติกรรมความเป็นผู้นำต่อความผูกพันของพนักงาน: กรณีศึกษาโรงแรมในมณฑลเฉิงเต๋อ ประเทศพม่า
<b>ผู้เขียน</b>	นางสาว เพ็ญ เมียนซุน
<b>โปรแกรมสำคัญ</b>	การจัดการการบริการและการท่องเที่ยว(หลักสูตรนานาชาติ)
<b>ปีการศึกษา</b>	2561

### บทคัดย่อ

วัตถุประสงค์ของการศึกษานี้เพื่อ (1) สำรวจพฤติกรรมความเป็นผู้นำของผู้จัดการโรงแรมความผูกพันของพนักงานในเมืองมณฑลเฉิงเต๋อ ประเทศพม่า; (2) วิเคราะห์ผลกระทบ ของลักษณะในด้าน เพศอายุการศึกษา และประสบการณ์การทำงานในอุตสาหกรรมที่เกี่ยวข้องกับการบริการ ต่อความผูกพันของพนักงาน; และ (3) วิเคราะห์ความสัมพันธ์ระหว่างพฤติกรรม ความเป็นผู้นำและความผูกพันของพนักงานในอุตสาหกรรมโรงแรมในเมืองมณฑลเฉิงเต๋อ ประเทศพม่า การศึกษานี้เป็นการวิจัยเชิงปริมาณ โดยใช้แบบสอบถามในการเก็บข้อมูลจากพนักงานโรงแรมชว พม่าในเมืองมณฑลเฉิงเต๋อ มีการแจกแบบสอบถามไปทั้งหมด 1,500 ชุด และได้รับการตอบกลับ และสามารถใช้ได้เป็นจำนวน 459 ชุด ผลการศึกษา พบว่า พนักงานโรงแรมพม่ามีความผูกพันในระดับปานกลางโดยภาพรวม ผู้ตอบแบบสอบถามส่วนใหญ่รู้สึกว่ามีผู้บังคับบัญชาโดยตรงของเขามีการให้ข้อมูล มีการโค้ช สนับสนุนทีม นำหรือสอนโดยการแสดงให้เห็นเป็นแบบอย่างการปฏิบัติงานที่มีประสิทธิภาพ และมีศีลธรรมจรรยา ในขณะที่มีพนักงานส่วนน้อยที่เห็นด้วยว่า ผู้จัดการของเขามีการเปิดโอกาสให้มีส่วนร่วมในการตัดสินใจ และให้ความสำคัญกับความเป็นอยู่ที่ดีของสมาชิกในทีม ผลการศึกษา ยังพบว่า เพศไม่มีผลทำให้ การรับรู้ต่อพฤติกรรมความเป็นผู้นำของหัวหน้าพวกเขาแตกต่างอย่างมีนัยสำคัญ นอกจากนี้ ผลการศึกษายังแสดงให้เห็นว่า อายุ การศึกษา และประสบการณ์การทำงาน ในอุตสาหกรรมบริการค่อนข้างมีผลกระทบต่อรับรู้พฤติกรรม ความเป็นผู้นำของหัวหน้าพวกเขาอย่างมีนัยสำคัญ โดยปัจจัยด้านอายุมีความแตกต่างอย่างมีนัยสำคัญในการรับรู้พฤติกรรม ความเป็นผู้นำในด้าน การโค้ช การสนับสนุนทีม และการนำหรือสอนโดยการ แสดงให้เห็นเป็นแบบอย่าง ปัจจัยด้านการศึกษาที่มีความแตกต่างอย่างมีนัยสำคัญต่อการรับรู้ พฤติกรรมความเป็นผู้นำด้าน การสนับสนุนทีม และปัจจัยด้านประสบการณ์การทำงานของพนักงานในอุตสาหกรรมบริการมีความแตกต่างอย่างมีนัยสำคัญต่อการรับรู้ในด้าน การให้ข้อมูล การโค้ช การสนับสนุนทีม การให้ความสำคัญกับความเป็นอยู่ที่ดีของสมาชิกในทีม และการปฏิบัติงานอย่างมีประสิทธิภาพ สำหรับระดับความผูกพัน ผลการวิจัย พบว่า มีความแตกต่างระหว่างเพศ อายุ และระดับการศึกษาของผู้ตอบแบบสอบถามและความผูกพันของพนักงาน

อย่างไรก็ตาม ประสบการณ์การทำงานในอุตสาหกรรมบริการทำให้ความผูกพันของพนักงานมีความแตกต่างอย่างมีนัยสำคัญ

ผลการศึกษา พบว่า การมีศีลธรรมจรรยา การ โเค้ช การให้ข้อมูล และการสนับสนุนทีม มีความสัมพันธ์เชิงบวกกับความผูกพันของพนักงาน ในขณะที่ การเปิดโอกาสให้มีส่วนร่วมในการตัดสินใจ มีความสัมพันธ์เชิงลบกับความผูกพันของพนักงาน ในทางตรงกันข้าม การปฏิบัติงานอย่างมีประสิทธิภาพ การนำหรือสอนโดยการแสดง ให้เห็นเป็นแบบอย่าง และการให้ความสำคัญกับความเป็นอยู่ที่ดีของสมาชิกในทีม ไม่มีผลกระทบต่อความผูกพันของพนักงาน

ผลของการศึกษานี้จะเป็นประโยชน์สำหรับผู้จัดการโรงแรมทำให้รู้ระดับความผูกพันของพนักงานของเขา และรู้ว่าพฤติกรรมความเป็นผู้นำอะไรบ้างที่ทำให้พนักงานมีความผูกพันมากขึ้น ผลการศึกษานี้ยังทำให้นายจ้างได้ว่าปัจจัยอะไรบ้างที่เขาควรให้ความสำคัญในการคัดเลือกผู้จัดการ นอกจากนี้ ผู้วิจัยเสนอให้มีการศึกษาในหัวข้อนี้ในทุกภาคส่วนธุรกิจโรงแรม

**คำสำคัญ :** พฤติกรรมความเป็นผู้นำ ความผูกพันของพนักงาน ความผูกพันเชิงอารมณ์  
ความผูกพันเชิงพฤติกรรม ความผูกพันเชิงความคิด พนักงานโรงแรม

**Thesis Title** The Effect of Leadership Behavior on Employee Engagement:  
A case study of hotels in Mandalay, Myanmar

**Author** Miss Phyo Myint Zu

**Major Program** Hospitality and Tourism Management (International)

**Academic Year** 2018

### ABSTRACT

The objectives of this study were (1) to examine hotel managers' leadership behaviors and their employees' engagement in Mandalay, Myanmar: (2) to investigate the impact of employee characteristics in terms of gender, age, education and work experience in the service related industry on employee engagement: and (3) to investigate the relationship between leadership behavior and employee engagement in hotel industry in Mandalay, Myanmar. Quantitative research using questionnaires was applied to collect data from Myanmar employees. One thousand five hundred were distributed and 459 usable completed were returned.

The results showed that Myanmar hotel employees are somewhat engaged. Overall, most of the respondents perceived that their immediate supervisors exercise Informing, Coaching, Supports Team, Leading by Example, Effective Performance and Displays Integrity while only a few of the employees agreed that their managers exercise Participative Decision Making and Shows concern for the team members well-being.

The results also showed that gender does not have any significant differences on the perception towards their leadership behavior. The results further showed that age, education and work experience in the service industry have some significant differences on the perception towards their leadership behavior. Employees' age has significant differences on the leadership behavior of "Coaching, Supports Team and Leading by Example". Employees' education has significant differences on the leadership behavior of "Supports Team" and employees' work experience in the service industry has significant differences on the leadership behavior of "Informing, Coaching, Supports Team, Shows concern for the team members' well-being and Effective Performance".

For the engagement level, the research found that there are significant differences between gender, age, education level and work experience in the service industry of the respondents and employee engagement.



The results also showed that display integrity, coaching, informing and supports team have a positive relationship with employee engagement when participative decision making has a negative relationship with employee engagement. In contrast, effective performance, leading by example and showing concern for employees' well-being do not have any impact on employee engagement.

The results of the study will be useful for the hotel managers to know about the engagement level of their employees. This further suggested the managers to know which leadership behaviors to exercise to make the employees in Myanmar more engaged. This research also suggested the employers to know which factors they should concern while hiring managers. More research should be done in every sector in Myanmar

**Keywords:** Leadership behavior, Employee Engagement, Emotional Engagement, Behavioral Engagement, Cognitive Engagement, Hotel Employee

## ACKNOWLEDGEMENTS

In completing this graduate project, I have been very fortunate to have support and encouragement from many people. I would like to acknowledge them for their good support and cooperation.

First of all, I would like to express sincere gratitude for Asst. Prof. Dr. Nareeya Weerakit, my thesis advisor who gave me excellent suggestions and in-depth guidance through each and every step of the process with a lot of time and energy to help me complete my master's degree. Thank you very much for each and every piece of your advice, guidance, encouragement, motivations, care and assistance.

Second, I would like to thank all the lecturers of Prince of Songkla University, Phuket Campus, who greatly helped by providing me with necessary academic knowledge, vision and valuable experience. In addition, I would also like to express high appreciation to the thesis committee for all the comments and suggestions which make my thesis more complete.

Thirdly, I would like to thank to those people who allowed me and helped me to collect data in their organizations.

Next, I would like to express my love and thanks to my parents who support me with everything during the journey of Master's degree. I would like to dedicate all benefits of this thesis to them for always encouraging me to continue my education.

I would also like to thank my friends for their tremendous encouragement, motivation and great help and support throughout my MBA studying period.

Moreover, I would also like to thank the authors in the reference for their research articles which helped me with different ideas and gave me a good starting point for this research.

Last, but not least, I would like to express a special thanks to those whose names are not listed here. Without their kindness, help and support, this thesis would not have been successfully achieved.

Phyo Myint Zu

## CONTENTS

	<b>Page</b>
<b>นำอุนมัติ</b> .....	<b>i</b>
<b>บทคัตย๋อ</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>ix</b>
<b>CONTENTS</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>xiii</b>
<b>LIST OF FIGURES</b> .....	<b>xix</b>
<b>CHAPTER</b>	
<b>1 INTRODUCTION</b> .....	<b>1</b>
1.1 Myanmar.....	1
1.2 Hospitality and Tourism industry in Myanmar.....	2
1.3 Mandalay.....	8
1.4 Hospitality and Tourism industry in Mandalay.....	9
1.5 Justification of the Research.....	12
1.6 Research Objectives.....	13
1.7 Expected Contribution of Research.....	14
1.8 Definition of Key Terms .....	14
<b>2 LITERATURE REVIEW</b> .....	<b>16</b>
2.1 Leadership.....	16
2.2 Employee characteristics in terms of gender, age, education and work experience in the service related industry on the perception of their managers' Leadership Behavior.....	24
2.3 Employee Engagement.....	26
2.4 Employee characteristics in terms of gender, age, education and work experience in the service related industry with Employee Engagement.....	31
2.5 Leadership and Engagement.....	33

## CONTENTS (Continued)

	<b>Page</b>
2.6 Myanmar Context.....	40
2.7 Conceptual Framework.....	41
<b>3 METHODOLOGY.....</b>	<b>43</b>
3.1 Overall Research Design.....	43
3.2 Target Population and Scope of the study .....	44
3.3 Type of Research .....	45
3.4 Research Instrument .....	45
3.5 Validity and Reliability Test .....	50
3.6 Data Collection .....	52
3.7 Data Analysis .....	53
3.8 The level of Agreement .....	53
<b>4 RESULTS.....</b>	<b>54</b>
4.1 Demographic Characteristics of the Respondents.....	54
4.2 Leadership Behavior .....	56
4.3 Employee Engagement .....	63
4.4 Independent Sample t-test on the influence of respondents' employee characteristics on the perception towards their supervisor's leadership behavior.....	64
4.5 One-way ANOVA of the influence of employee characteristics on the perception towards their supervisor's leadership behavior .....	69
4.5.1 The impact of age on the perception towards their supervisors' leadership behavior.....	69
4.5.2 The impact of education on the perception towards their supervisors' leadership behavior.....	75
4.5.3 The impact of respondents' experience in the service industry on the perception towards their supervisors' leadership behavior .....	80

## CONTENTS (Continued)

	<b>Page</b>
4.6 Independent Sample t-test on the influence of respondents' employee characteristics on employee engagement.....	89
4.6.1 The impact of Gender on Employee Engagement.....	89
4.6.2 The impact of Age on Employee Engagement.....	90
4.6.3 The impact of Education on Employee Engagement.....	91
4.6.4 The impact of respondents' experience in the service industry on Employee Engagement.....	92
4.7 Regression Analysis of Leadership Behavior and Employee Engagement .....	94
<b>5 CONCLUSION AND SUGGESTION.....</b>	<b>100</b>
5.1 Summary of key findings.....	101
5.1.1 Profile of the Respondents.....	101
5.1.2 Leadership Behavior and Employee Engagement.....	101
5.1.3 Employee Characteristics (gender, age, education, experience in the service industry) and Leadership Behavior.....	102
5.1.4 Employee Characteristics (gender, age, education, experience in the service industry) and Employee Engagement .....	103
5.1.5 Relationship between Leadership Behavior and Employee Engagement.....	103
5.2 Discussion.....	107
5.3 Recommendation.....	112
5.4 Limitations and Future Research.....	115
<b>BIBLIOGRAPHY.....</b>	<b>116</b>
<b>APPENDIX.....</b>	<b>131</b>
<b>VITAE.....</b>	<b>137</b>

## LIST OF TABLES

	<b>Page</b>
1.1 Visitors Arrivals in Myanmar.....	3
1.2 Largest cities or towns in Myanmar, 2014 census.....	9
1.3 Population of Mandalay usual activity status .....	11
3.1 Variables used in the questionnaires and Sources of references.....	46
3.2 Reliability Test .....	51
3.3 Total number of hotels in Mandalay as of in 2017 and Number of participated hotels.....	52
3.4 Level of Agreement.....	53
4.1 Respondents' Profile and Work Characteristics.....	55
4.2 Informing .....	57
4.3 Coaching .....	57
4.4 Participative Decision Making .....	58
4.5 Support Team .....	59
4.6 Leading by Example .....	60
4.7 Shows concern for the team members' well-being .....	61
4.8 Effective Performance .....	62
4.9 Displays Integrity .....	63
4.10 Employee Engagement .....	64
4.11 The effect of Gender on the perception towards their supervisors' leadership behavior on "Informing" .....	65
4.12 The effect of Gender on the perception towards their supervisors' leadership behavior on "Coaching" .....	65
4.13 The effect of Gender on the perception towards their supervisors' leadership behavior on "Participative Decision Making" .....	66
4.14 The effect of Gender on the perception towards their supervisors' leadership behavior on "Support Team" .....	66
4.15 The effect of Gender on the perception towards their supervisors' leadership behavior on "Leading by Example" .....	67

### LIST OF TABLES (CONTINUED)

	<b>Page</b>
4.16 The effect of Gender on the perception towards their supervisors' leadership behavior on "Shows concern for team members' well- being".....	67
4.17 The effect of Gender on the perception towards their supervisors' leadership behavior on "Effective Performance".....	67
4.18 The effect of Gender on the perception towards their supervisors' leadership behavior on "Display Integrity".....	68
4.19 The effect of Age on the perception towards their supervisors' leadership behavior on "Informing".....	70
4.20 The effect of Age on the perception towards their supervisors' leadership behavior on "Participative Decision Making".....	70
4.21 The effect of Age on the perception towards their supervisors' leadership behavior on "Shows concern for team members' well- being".....	70
4.22 The effect of Age on the perception towards their supervisors' leadership behavior on "Effective Performance".....	71
4.23 The effect of Age on the perception towards their supervisors' leadership behavior on "Display Integrity".....	71
4.24 The effect of Age on the perception towards their supervisors' leadership behavior on "Coaching".....	72
4.25 Multiple comparisons (LSD) between age and their perception towards their supervisors' leadership behavior of "Coaching".....	72
4.26 The effect of Age on the perception towards their supervisors' leadership behavior on "Support Team".....	73
4.27 Multiple comparisons (LSD) between age and their perception towards their supervisors' leadership behavior of "Support Team".....	73
4.28 The effect of Age on the perception towards their supervisors' leadership behavior on "Leading by Example".....	74

## LIST OF TABLES (CONTINUED)

	<b>Page</b>
4.29 Multiple comparisons (LSD) between age and their perception towards their supervisors' leadership behavior of "Leading by Example".....	74
4.30 The effect of Education on the perception towards their supervisors' leadership behavior on "Informing".....	75
4.31 The effect of Education on the perception towards their supervisors' leadership behavior on "Coaching".....	76
4.32 The effect of Education on the perception towards their supervisors' leadership behavior on "Participative Decision Making".....	76
4.33 The effect of Education on the perception towards their supervisors' leadership behavior on "Leading by Example".....	76
4.34 The effect of Education on the perception towards their supervisors' leadership behavior on "Shows concern for team members' well- being".....	77
4.35 The effect of Education on the perception towards their supervisors' leadership behavior on "Effective Performance".....	77
4.36 The effect of Education on the perception towards their supervisors' leadership behavior on "Display Integrity".....	78
4.37 The effect of Education on the perception towards their supervisors' leadership behavior on "Support Team".....	78
4.38 Multiple comparisons (LSD) between education and their perception towards their supervisors' leadership behavior of "Support Team".....	79
4.39 The effect of working experience in the service industry on the perception towards their supervisors' leadership behavior on "Participative Decision Making".....	80
4.40 The effect of working experience in the service industry on the perception towards their supervisors' leadership behavior on "Leading by Example".....	80
4.41 The effect of working experience in the service industry on the perception towards their supervisors' leadership behavior on "Display Integrity".....	80



### LIST OF TABLES (CONTINUED)

	<b>Page</b>
4.42 The effect of working experience in the service industry on the perception towards their supervisors' leadership behavior on "Informing" .....	81
4.43 Multiple comparisons (LSD) between respondents' experience in the service industry on the perception towards their supervisors' leadership behavior of "Informing" .....	81
4.44 The effect of working experience in the service industry on the perception towards their supervisors' leadership behavior on "Coaching" .....	82
4.45 Multiple comparisons (LSD) between respondents' experience in the service industry on the perception towards their supervisors' leadership behavior of "Coaching" .....	82
4.46 Multiple comparisons (LSD) between respondents' experience in the service industry on the perception towards their supervisors' leadership behavior of "Coaching" .....	83
4.47 Multiple comparisons (LSD) between respondents' experience in the service industry on the perception towards their supervisors' leadership behavior of "Coaching" .....	83
4.48 Multiple comparisons (LSD) between respondents' experience in the service industry on the perception towards their supervisors' leadership behavior of "Coaching" .....	84
4.49 The effect of working experience in the service industry on the perception towards their supervisors' leadership behavior on "Support Team" .....	84
4.50 Multiple comparisons (LSD) between respondents' experience in the service industry on the perception towards their supervisors' leadership behavior of "Support Team" .	85
4.51 Multiple comparisons (LSD) between respondents' experience in the service industry on the perception towards their supervisors' leadership behavior of "Support Team"	85

## LIST OF TABLES (CONTINUED)

	<b>Page</b>
4.52 The effect of working experience in the service industry on the perception towards their supervisors' leadership behavior on "Shows concern for team members' well-being" .....	85
4.53 Multiple comparisons (LSD) between respondents' experience in the service industry on the perception towards their supervisors' leadership behavior of "Shows concern for the team members' well-being" .....	86
4.54 The effect of working experience in the service industry on the perception towards their supervisors' leadership behavior on "Effective Performance" .....	86
4.55 Multiple comparisons (LSD) between respondents' experience in the service industry on the perception towards their supervisors' leadership behavior of "Effective Performance" .....	87
4.56 Multiple comparisons (LSD) between respondents' experience in the service industry on the perception towards their supervisors' leadership behavior of "Effective Performance" .....	87
4.57 Multiple comparisons (LSD) between respondents' experience in the service industry on the perception towards their supervisors' leadership behavior of "Effective Performance" .....	87
4.58 The Impact of Gender on Employee Engagement .....	89
4.59 The Impact of Age on Employee Engagement .....	90
4.60 The Impact of Education on Employee Engagement .....	91
4.61 The Impact of Experience in the service industry on Employee Engagement .....	92
4.62 Multiple comparisons (LSD) between respondents' experience in the service industry on the engagement level of "Overall, I am satisfied with my job".....	92
4.63 Multiple comparisons (LSD) between respondents' experience in the service industry on the engagement level of "Overall, I would recommend this organization as a great place to work".....	93

### LIST OF TABLES (CONTINUED)

	<b>Page</b>
4.64 Multiple comparisons (LSD) between respondents' experience in the service industry on the engagement level of "I feel inspired to go to extra mile to help this organization succeed" .....	93
4.65 Multiple Regressions on Leadership Behavior and Employee Engagement ...	94
4.66 Multiple Regressions on Leadership Behavior and Emotional Engagement.....	95
4.67 Multiple Regressions on Leadership Behavior and Behavioral Engagement.....	97
4.68 Multiple Regressions on Leadership Behavior and Cognitive Engagement.....	98

### LIST OF FIGURES

	<b>Page</b>
1.1 Number of hotels in Myanmar.....	4
1.2 Number of hotel rooms in Myanmar.....	5
1.3 The share of respondents that find skill shortages as a major obstacle to business.....	7
1.4 Visitors Arrival in Mandalay.....	10
1.5 Number of hotels in Mandalay.....	10
2.1 Conceptual Framework.....	42
3.1 Overall Research Design.....	43
5.1 The relationship between leadership behavior and Employee Engagement.....	104
5.2 The relationship between leadership behavior and Emotional Employee Engagement...	105
5.3 The relationship between leadership behavior and Behavioral Employee Engagement...	106
5.4 The relationship between leadership behavior and Cognitive Employee Engagement....	107

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Myanmar**

Myanmar, which is known as “The Republic of the Union of Myanmar”, is located in Southeast Asia. The neighboring countries are China in north and northeast, Laos and Thailand in the east and southeast, the Andaman Sea and the Bay of Bengal in the south and Bangladesh and India in the west. It is the largest of the nations of mainland Southeast Asia and the second largest country by geographical area in Southeast Asia, which has the area of 676,578 square kilometers (Ministry of Hospitality and Tourism, 2018). The country is made up of seven states and seven regions (Central Intelligence Agency, 2019). Myanmar's population is about 54 million (Worldometers, 2019) and it is made up of many different national races and religions. There is a wide diversity of ethnic groups which are comprised of 135 indigenous ethnic groups (Central Intelligence Agency, 2019). Myanmar citizens are known to be friendly, peaceful and honest and they are also famous for their warm hospitality.

The significant topographical features are horseshoe-shaped mountain complex and the valley of Ayeyarwady river system. The Ayeyarwady river is the life-blood of Myanmar citizens (Central Intelligence Agency, 2019). Ancient kingdom capitals such as Mandalay, Tagaung, Amarapura, Sagaing, Innwa, Bagan and Pyay stand along its bank. There are many old monuments and buildings which reveal the greatness of their time of glory in these ancient cities. Among these cities, Bagan, the place where the first Myanmar empire was founded, is the most famous destination which is recognized by the world’s travelers as one of the world’s wonders as well as one of the world’s greatest archaeological sites (Jepson, 2013) because of its thousands of old pagodas. Moreover, it has been recognized as the United Nations Educational, Scientific and Cultural Organisation (UNESCO) World Heritage status (Kipgen, 2019). There are over 2000 ancient pagodas just in Bagan alone. Not only in Bagan, there are many more pagodas and temples around the country. Beautifully golden pagodas, preserved temples and thick tropical forests are filled in the country. Therefore, Myanmar is also known as ‘Golden Land’ which is famous for its glittering pagodas (SEAD Asia, 2014). These golden temples are proof of the rich cultural heritage of Myanmar and the ancient, religious and vernacular architectural work of

sculptures, designs and decorations are very artistic. They are the archeological treasure houses in Asia. Moreover, Myanmar, a coastline of 2,832 km, the Myeik Archipelago, covering 5.6% of the country, including 36 protected areas of natural and cultural tourism is rich in resources and assets. Other tourist attractions in Myanmar are long, white, sandy and unspoiled beaches such as Ngapali, ChaungTha, NgweSaung, etc. (Ministry of Hotels and Tourism, 2013). One can enjoy peace and tranquility as well as feel the nature of untouched sceneries at its best. Alongside with opening up the country to tourism market, the hospitality and tourism industry in Myanmar is booming gradually.

## **1.2 Hospitality and Tourism industry in Myanmar**

The hospitality and tourism industry is the fastest growing economic sector in recent years generating 10.4% of global GDP and 319 million jobs in 2018, which one out of every tenth of the world's population in the global economy is employed in this industry according to the Travel and Tourism Economic Impact Report of World Travel & Tourism Council (2019). Growth in hospitality and tourism industry can create jobs and opportunities and generate prosperity as this industry is one of the world's largest economic sectors. Moreover, this creates opportunities for the developing countries where tourism industry becomes a worldwide sector with significant special economic. Therefore, tourism development has been prioritized by the Government of Myanmar (GOM) in its Framework for Economic and Social Reforms. The vision for tourism of Myanmar, adopted in Myanmar Responsible Tourism Policy in 2012, is 'to make Myanmar a better place to live in by using tourism —to provide the employment and business opportunities for all the citizens, to make contributions for the conservation of our natural and cultural heritage and to share the rich cultural diversity.' Myanmar tourism master plan has also been proposed by the Ministry of Hotels and Tourism Myanmar with the purpose to make sure that the social and economic advantages are distributed impartially and to maximize employment and income with the contribution from tourism and this master plan is being utilized as a blueprint to structure Myanmar's future of tourism. This has been planned to use from 2013 to 2020 (Ministry of Hotels and Tourism, 2013)

As a result of sweeping political and economic reforms, Myanmar has been experiencing rapid increase in the arrivals of international tourist and tourism receipts. As

international travelers are willing to experience the abundant wealth of cultural and natural heritage and genuine hospitality, Myanmar has become a very popular destination for everyone to visit. So, the bigger the tourism industry is growing, the more important role hotels are playing.

According to the Ministry of Hospitality and Tourism, Myanmar, tourists arriving in Myanmar in 2017 has been almost triple when compared with data from 2012. (see Table 1.1). In 2012, total visitors arrived in Myanmar was over one million, the number of tourist arrivals gradually increasing to almost three million in 2016 although there was a big drop in tourists in 2016 because of unfolding refugee crisis in northern Rakhine if compared from the previous year (Thu, 2018). A total of 3.1 million international tourists were present at the end of October 2017 which is a growth of 20 percent from the same period last year (Thant, 2017) and it is expected that the number of international tourists' arrival to Myanmar could be 7.5 million according to the Asian Development Bank (Promchertchoo, 2016).

Table 1.1 Visitor Arrivals in Myanmar

Name of Entry Points	2012	2013	2014	2015	2016	2017
Yangon	559,610	817,699	1,022,081	1,180,682	1,080,144	1,146,069
Mandalay	32,521	69,596	900,11	107,066	128,387	157,860
Mawlamyine/ Myeik/ Muse/Tachileik/ Tamue/ Myawaddy/ Hteekhee	-	1,024	271	-	47,841	41,942
Nay Pyi Taw	1,250	11,842	19,261	13,835	16,224	17,077
Border Gateways	465,614	1,144,146	1,949,788	3,379,437	1,634,611	2,080,185
<b>Grand Total</b>	<b>1,058,995</b>	<b>2,044,307</b>	<b>3,891,512</b>	<b>4,681,020</b>	<b>2,907,207</b>	<b>3,443,133</b>

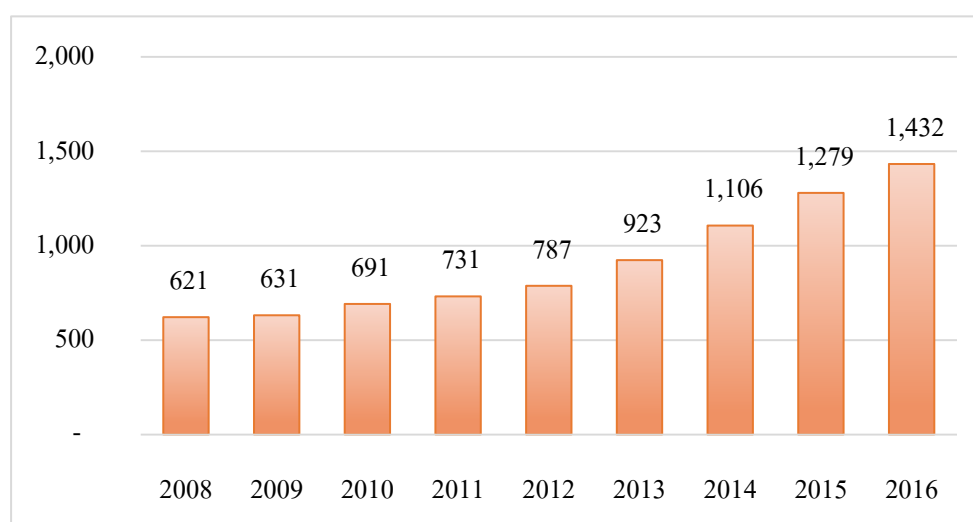
Source: Ministry of Hospitality and Tourism (The Republic of the Union of Myanmar)

Such growth in tourist industry is happening due to the scheduled inbound flights rapidly expanding, visa on arrival privileges at gateway airports being easy, business and investment conditions being opened up and enhanced and the demand for the international travel

between regional and long haul markets being on the increase. Although visitors' arrival decreased significantly in 2016, due to some political conflicts, it has been increasing gradually again. Tourism revenue is anticipated to rise from 534 million dollars in 2012 to 10.18 billion dollars by the year 2020, with the corresponding number of tourism-related jobs rising from 293,700 to 1.49 million (Ministry of Hospitality and Tourism, 2013).

As more tourists are coming, more hotels are being set up in tourist attraction areas within the country. In 2012, there are over 700 hotels and motels with over 28000 rooms, which then, doubled up to over 1400 hotels and motels with over 56000 rooms in 2016 across the country. (See Fig 1.1 and 1.2). (Ministry of Hospitality and Tourism, 2018).

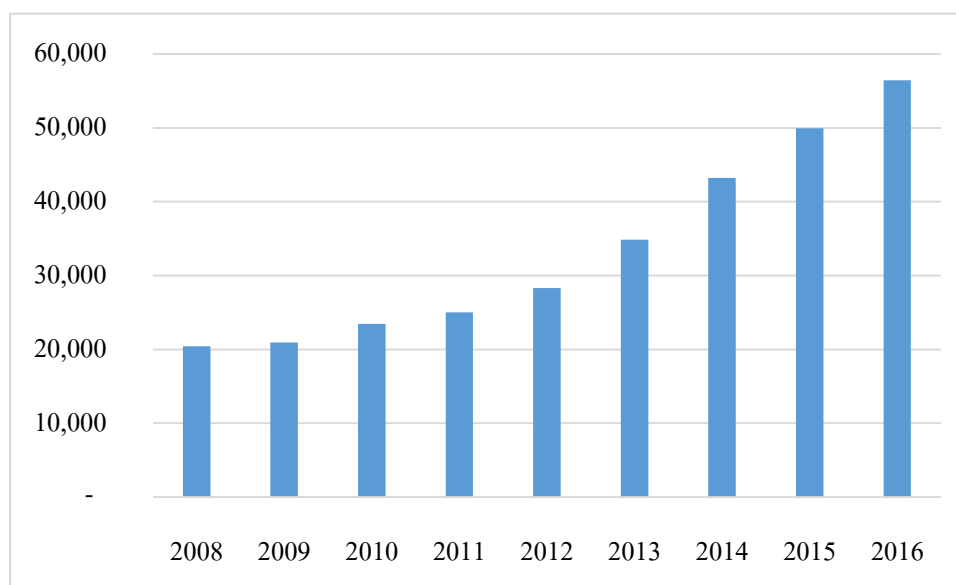
Figure 1.1 Number of hotels in Myanmar



Source: Ministry of hotels and tourism statistics (The Republic of the Union of Myanmar)



Figure 1.2 Number of hotel rooms in Myanmar



Source: Ministry of hotels and tourism statistics. (The Republic of the Union of Myanmar)

This creates more job opportunities. In Jobnet.com.mm, Myanmar's Leading Online Job Search Site and a job portal in Myanmar, where every Myanmar citizen can apply for various kinds of job positions suitable with his/her own education level, starting from entry level to director level, from different industries. What's more, there had been some recent developments and programs in Myanmar which many of the citizens have consecutively taken initiative for many reforms and improvements. For example, in 2013, there was a job fair for Myanmar citizens in Singapore which attracted many local and foreign companies to participate and make investment which generated employment opportunities in their hometown, Myanmar. The fair was held in Peninsula Excelsior Hotel of Singapore on August 17-18 in 2013 (National Employment & Skill Development, 2012).

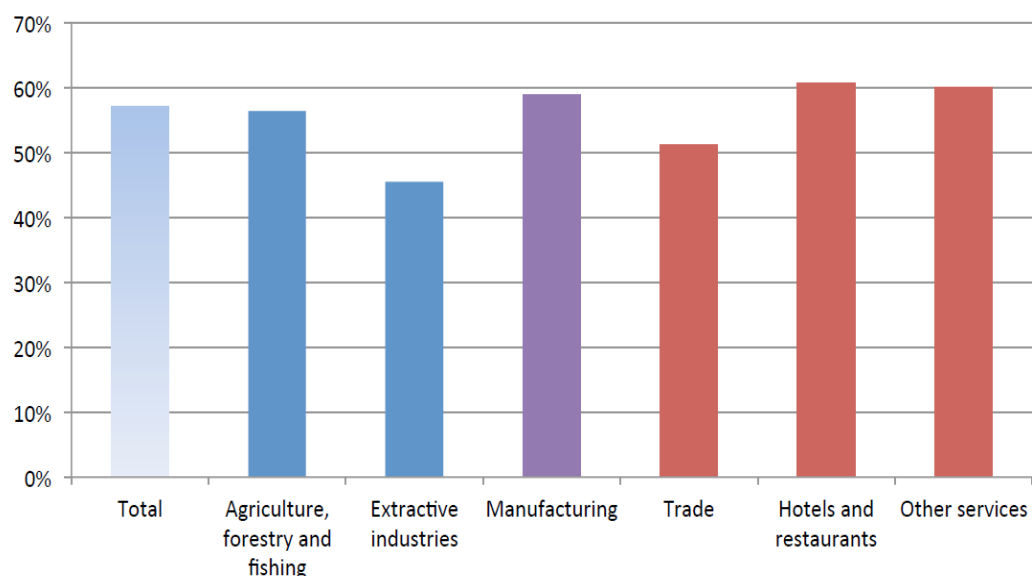
Similar job fair event has been held in Yangon very recently. Besides, according to the new foreign investment law enacted in 2012, at least 25% - 75% of the Myanmar workers must be appointed during the first six-year period of operation. Moreover, in accordance with the foreign investment law enacted in 2016, in "Chapter XIII (Employment of staffs and workers), the investor shall appoint only citizens for unskilled labours". (Pyidaungsu Hluttaw, 2012). As a result, the availability of work is becoming more widespread.

However, in every sectors, the main problem is finding and retaining skilled employees. In PWC's 2016 Annual Global CEO Survey, it has been reported that 77% of CEOs were having difficulties in securing employees and most of them are lack of ability (PwC, 2017). In considering the hospitality and tourism field, it has been reported that in United Kingdom, this industry requires 870,000 of the 993,000 employees to be replaced by 2022 (People 1st, 2015).

Similarly, nowadays, in Myanmar, every organization is suffering from recruiting the skilled labours. There are some factors which cause this problem. The first factor is scarcity of human resource. Due to political and economic instability, a lot of competent professionals and physical labours have left their own country and migrate to elsewhere for survival. A report made by ILO (International Labour Organization, 2013) described that Myanmar international migrants by destination was over two million. The efficiency in many large organizations and firms can be increased with the use of advanced technologies, skilled labours, best practices and education (Osborne & Hammoud, 2017).

Moreover, because of the weakened education system of Myanmar (Haydena & Martin, 2013) which involves memorization and repetition, highly – skilled workers and employees are hardly found in a 21<sup>st</sup> century working environment (Swe & Lu, 2019). Moreover, according to the research made by Roland Berger, Dale Carnegie Myanmar and JobNet.com.mm (2018), it is found out that only 11% of population in Myanmar finished higher education and 39% has not completed the primary education. There were less people with a quality education and they were scarce resources. Abe, Molnar & Dai (2014) identified that the shortage of skill labours in Myanmar is a huge barrier in operating business. According to the research made by OECD and UNESCAP 2014, it has been shown that a great barrier in operating business is the shortage of skill labours. Among 60 percent of all the participants have a significant issue with a lack of skills, with the largest number of participants in hotels and restaurants, other services as well as manufacturing among the main industries. (See Fig – 1.3)

Figure 1.3 The share of respondents that find skill shortages as a major obstacle to business



Source: OECD-UNESCAP-UMFCCI Business Survey 2014.

Poo-Udom, Srijumpa & Lertbuasin (2018) stated that unskilled labours not only have poor efficiency and low productivity, they also have poor discipline as well as lack of high quality knowledge. According to their study, Myanmar employees were not enthusiastic about increasing production or maximizing profit and lack of motivation on Myanmar employees is one of the most crucial factor. Putra, Cho & Liu's (2016) stated that intrinsic motivation played an important role in improving employees' work engagement.

The last factor is that even with the human resource that is available now, employees tend to change jobs a lot in a time and they are not engaged in an organization for a longer term and as a result, labour turnover rate is very high in Myanmar. It is reported in Blessing White (2013) that fewer than 1 in 3 employees are engaged globally and nearly 1 in 5 (17%) are disengaged. This is the same case in Myanmar too. There is an article (7th January, 2017) in Mizzima News (2017), which is one of the most popular multimedia news organization in Myanmar, reporting that HR Manager in Myanmar Distribution Group, which is one of the leading FMCG (Fast-moving consumer goods) distributors in Myanmar, stated that there was high turnover rate in their company and 50 new staffs per month have to be recruited to fill the gap. Moreover, according to a recent research (Bernhardt, De & Thida, 2017), it has been found that the average labour turnover rate is 57 percent for garment producers and 39 percent for food

processors. Moreover, it is mentioned that over the last four years, 54 percent of the staffs have been working for two or more businesses, and 18 percent have been working for 3 or more business in the last three years (Roland Berger, Dale Carnegie Myanmar and JobNet.com.mm, 2018).

Although there is no official data for labour turnover rate of hotel industry in Myanmar, according to a general manager from a three-star hotel, labour turnover rate in hotel is high especially around September because of high demand. Similarly, in Aung's (2018) study, it was mentioned that one of the biggest challenges in the hotel industry in Myanmar is employee turnover as the market is very competitive. This has been the same problem for big cities such as Yangon and Mandalay.

### **1.3 Mandalay**

Mandalay is the third capital and the second largest city in Myanmar with a population of 1.2 million (Myo, 2014). It was the last royal city in Myanmar before colonized by Britain in 1885, thus, Mandalay is also considered as city of royalty. King Mindon founded Mandalay and the royal palace, Mya Nan San Kyaw, which is surrounded by a moat, as a new capital at the foot of Mandalay Hill in 1857(O'Connor, 1907). There are also some other attractions which are reminiscence of Burmese kingdoms existence. Mandalay is the city with the Royal Palace as well as other historical buildings and structures built by the ancient emperors. Therefore, Mandalay is widely recognized as a culture city of Myanmar.

Another key thing about Mandalay is that Mandalay is Upper Myanmar's main commercial, educational and health centre (Myo, 2014). Mandalay is situated in the centre of Myanmar, and on the east bank of the Irrawaddy River. It is also surrounded by Sagaing Hill, Shan Yoma Hill, KyautSae Hill and Mandalay Hill. Moreover, it is home to the "world's biggest book". Mandalay which is Burma's cultural and religious center of Buddhism is a listed item on the Memory of UNESCO (Ministry of hotels and Tourism, 2018). Besides, there are numerous monasteries and more than 700 pagodas. Furthermore, it has been said that it is not worth visiting Mandalay if one does not visit Mandalay Hill as it is one of the most famous attractions in Mandalay. The fabulous landscape of the city, the view of sunrise or sunset make the scenery perfect and worth for everyone who visit there (Ministry of hotels and Tourism, 2018). There are

many more famous destinations within and around the city, which attracts the people around the world.

Table 1.2 Largest cities or towns in Myanmar, 2014 census

No.	Name	Division	Population
1	Yangon	Yangon	52,11,431
2	Mandalay	Mandalay	17,26,889
3	Naypyidaw	Naypyidaw	11,60,242
4	Bago	Bago	4,91,434
5	Hpa-An	Hpa-An	4,21,575
6	Taunggyi	Taunggyi	3,81,636
7	Monywa	Monywa	3,72,095
8	Myitkyina	Myitkyina	3,06,949
9	Mawlamyine	Mawlamyine	2,89,388
10	Magway	Magway	2,89,247

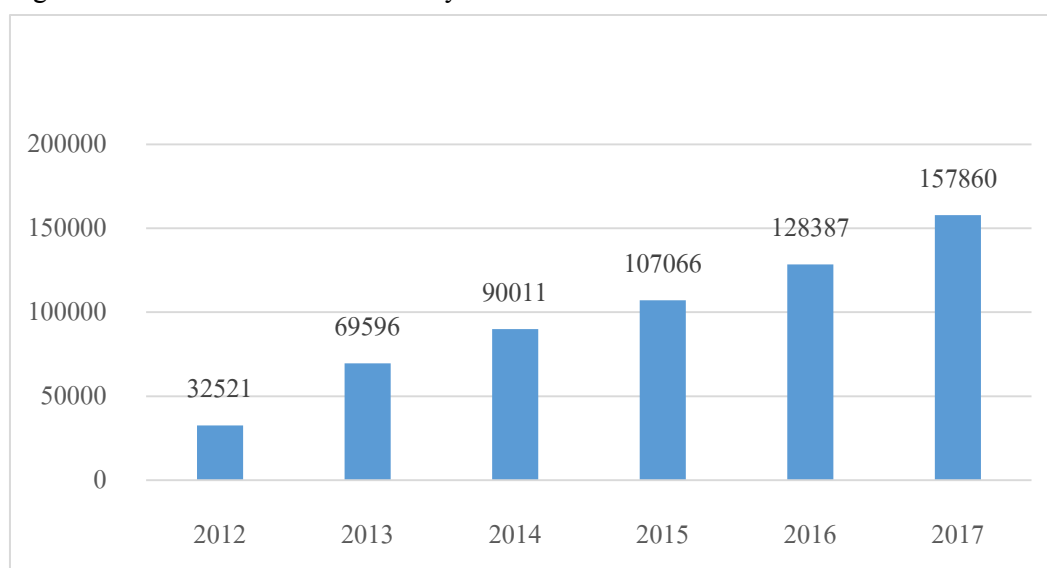
Source: Ministry of immigration and population, The Republic of the Union of Myanmar

(Note: 'Mandalay' is Mandalay city under Mandalay region)

#### 1.4 Hospitality and Tourism Industry in Mandalay

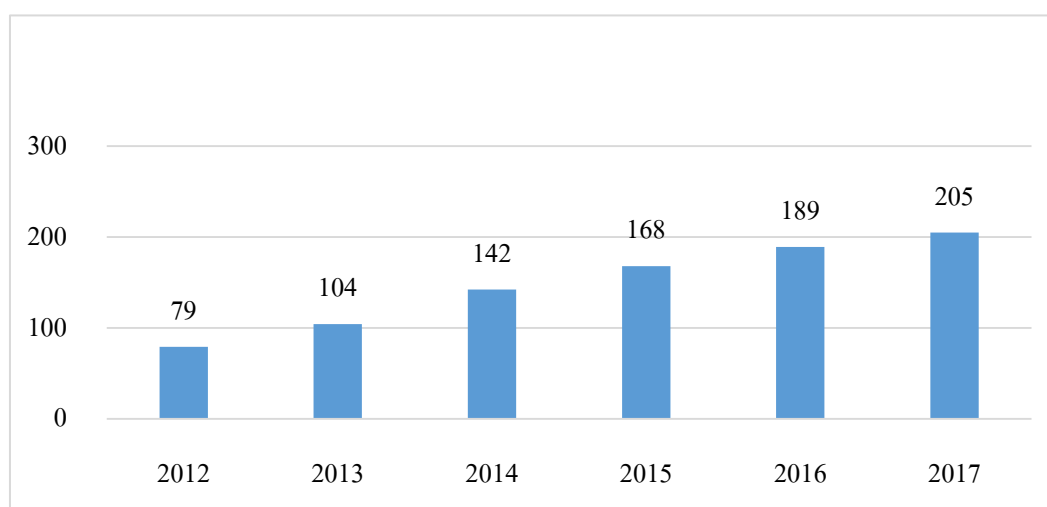
As Mandalay is the second largest city and the third capital of Myanmar and with the help of the plan for Economic and Social Reforms for the whole country, Mandalay became one of the top 5 attractive tourist destinations and there has been increasing interest from the tourists around the world. Along with the growth of country's tourism industry, the number of visitors to Mandalay has been increasing significantly. (See Fig – 4). Visitors arrival was increased four times from over thirty-two thousand in 2012 to over one hundred and twenty-eight thousand in 2016. At the same time, there has been a dramatic expansion of new hotels in Mandalay (Ministry of Hotels and Tourism, 2018). (See Fig – 5)

Figure 1.4 Visitors Arrival in Mandalay



Source: Ministry of Hotels and Tourism Statistics (The Republic of the Union of Myanmar)

Figure 1.5 Number of hotels in Mandalay



Source: Ministry of hotels and tourism statistics. (The Republic of the Union of Myanmar)

Despite of being the city which has the second most population and the hospitality and tourism industry being gone up at a dramatic rate, there are only 29.38% of private employees while others are government employees, employers, own account workers, unpaid family workers, workers who are seeking work, people who do nothing, full time students, household workers, pensioners and retired elderly, ill or disabled and others. See Table – 1.3 (Ministry of Labour, Immigration and population, Republic of the Union of Myanmar, 2014).

Those 29.38% of private employees are working in different industries. Therefore, there will be little percentage of employees working in the hotel industry.

Another issue is that in Mandalay, there were no training schools or universities for the hospitality and tourism until 2013. Starting from 2013, a college majoring in hospitality and tourism has been opened. Therefore, people have limited knowledge about this service industry. Moreover, one of the managers from a three-star hotel in Mandalay said that labour turnover rate in their hotel is about 25 percent and the main reason for this problem is because employees are not quite engaged in their workplace and some of the employees are persuaded to go to other competitors.

Overall, as there are not many employees in Mandalay and not only in Mandalay, the whole country is suffering from recruiting employees. That's why, the managers, leaders and the organizations themselves should know how to make employees stay longer in the organizations and one of the best ways to retain the employees longer in the organization is making the employees engaged in the work.

Table 1.3 Population of Mandalay usual activity status (2014)

Mandalay	Usual activity status					
	Employee (Government)	Employee (Private)	Employer	Own account worker	Unpaid family worker	Sought worker
Total	58,820	432,738	35,968	249,636	49,151	23,683
Male	30,856	276,075	24,884	141,296	24,151	14,246
Female	27,964	156,663	11,084	108,340	25,000	9,437
	Did not seek work	Full time student	Household worker	Pensioner	Ill, disabled	Other
Total	5,491	199,670	251,317	86,627	8,371	71,265
Male	3,447	97,897	8,283	37,799	4,629	49,067
Female	2,044	101,773	243,034	48,828	3,742	22,198

Source: Ministry of Labour, Immigration and population, The Republic of the Union of Myanmar, 2014 census

### **1.5 Justification of The Study**

Labour shortage comes from many problems but one of the very important issues is turnover and one of the problems for high turnover is low engagement. Employees who have higher engagement has lower turnover intentions (Lu, Lu, Gursoy & Neale, 2016). As the employees quit the job too often and in order to survive in this highly competitive service industry, the organizations should retain the existing employees in every way as they are one of the most important capitals in the service industry. Nowadays, as Myanmar is now suffering from labour shortage, one of the best ways for the organizations to settle this is to make the employees engaged in the work so that they would have lower turnover intention.

The topic “Employee engagement” has been gaining attention during recent years and there are many studies regarding it showing that it has positive relationship with many organizational outcomes such as job satisfaction (Lu et al., 2016) and organizational commitment (Albdour & Altarawneh, 2014). Moreover, it is now widely recognized by many employers that they can lower the risk of turnover, increase customer satisfaction, boost the organization success and create a more efficient and productive workforce by focusing on employee engagement (Kappel, 2018). Moreover, Meesangphrao (2015) mentioned that disengaged employees are one of the biggest threats for the recent business. Therefore, employee engagement becomes one of the most important tools for the organizations. Therefore, employers should promote more employees’ engagement in the organization to have a better performance for the employees as well as for the organization. Employee engagement results from leaders who lead in ways that engage employees. However, since the existing study of the role of leadership, employees’ engagement and employees’ performance in Myanmar is quite limited and there are very few direct related researches, a proper research will be needed to conduct.

Another factor is that as hotel industry is a service sector which needs mostly human resources, there is a need to find the factors for successful engagement of the employees. In order to survive and be distinctive in this competitive industry, an organization must provide better customer service and value than any other competitors. (Commey, Howard & Turkson, 2014). Solnet and Kandampully (2008) also stated that an organization must be customer-oriented in the service industry and this service orientation is provided by the employees in the



organization. Their engagement and satisfaction level may vary according to the individual characteristics, or job characteristics (Franek & Vecera, 2008).

Moreover, the attitudes and behaviors of employees which has the direct impact on the performance, are influenced by the leadership behavior. In Gallup research, it has been found that the influence of the supervisor or the manager over the employees' engagement and satisfaction level is important. Moreover, Barnes & Collier (2013) mentioned that if leaders prioritize the engagement of the followers, better performance can be achieved. There would be less performance for the employees as well as the organizations if the organizations failed to understand the employees' engagement factors, and consequently the hospitality and tourism industry in Myanmar would have lower chance for improvement and success despite of higher demands and growing tourist industry. There are many studies which is conducted in the Western context (Xu & Cooper Thomas, 2011, Erkutlu & Chafra, 2013, Cai, Cai, Sun & Ma, 2018) which studied the relationship between leadership behavior and employee engagement as well as the impact of employee characteristics on employee engagement, however, as Myanmar is still developing countries and as the country only starts to open to the tourism market during recent years, there are not many academic researches as well as lack of existing knowledge for the hospitality industry which are focused on these aspects. Therefore, this research aims to focus on leadership behavior and employee engagement in Myanmar. This research contributes to the past research by extending it to a new context.

## **1.6 Research Objectives**

Thus, the objectives of this study include;

1. To examine hotel managers' leadership behaviors and their employees' engagement in Mandalay, Myanmar.
2. To investigate the impact of employee characteristics in terms of gender, age, education and work experience in the service related industry on leadership behavior and employee engagement.
3. To investigate the relationship between leadership behavior and employee engagement in hotel industry in Mandalay, Myanmar.

### **1.7 Expected Contributions of the Research**

The results of the study are believed to contribute both theoretically and practically in many ways for hotels in Myanmar.

1. This study will help the managers to notice which leadership behaviors they are exercising according to the employees' point of view.
2. This study will help the managers to understand engagement level of the hotel employees.
3. This study can also provide suggestions for the leaders how to make their employees more engaged in their work.

### **1.8 Definition of Key Terms**

#### *Leadership Behavior*

Leadership Behavior is the ability to influence a group of individuals for achieving a common goal. (Robbins & Judge, 2016). Leadership behavior in this study refers to the behaviors how the hotel leaders in Mandalay exercise at work to influence employees to be engaged.

#### *Employee Engagement*

The meaning of employee engagement is "harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively and emotionally, during role performances" (Kahn, 1990). Employee Engagement in this study refers to the state in which individuals are emotionally, behaviorally and cognitively committed to the organization.

#### *Emotional Engagement*

Emotional engagement involves having positive job outlook and affective states such as passion, commitment and satisfaction for the job.

#### *Behavioral Engagement*

Behavioral engagement refers to the amount of exertion that the employees put into the job and involves the behaviors of the employees any of which factors that inspire them to work for the organization success.

*Cognitive Engagement*

Cognitive engagement refers to the state that the employees devote more attention to their work and are absorbed in their job.

*Hotel Employee*

An employee who is working in the hotel (Dymock and McCarthy, 2006).

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Leadership**

Employees are one of the most important capitals in an organization. Organizations cannot be operated without employees in every process, even the very basic step. Different types of people are employed according to the nature of workplace; they can be either physical or manual workers. At the same time, not only good management but also good leadership is required for the success of an organization. Leadership is the ability to influence a group of individuals for achieving a common goal. (Robbins & Judge, 2016). Leaders are people who can handle any kinds of situations, organize anything despite of the chaos and turbulence and strive till the end. (Pradeep & Prabhu, 2011). The difference between managers and leaders is that managers practice managerial skills while leaders inspire and motivate the employees. (Batista-Taran, Shuck, Gutierrez & Baralt, 2009).

There are many theories and definitions for the leadership and leadership has been mentioned with respect to traits theories, behavioral theories, etc. as well as many leadership styles which have been emerged from the past researches. There are more than 350 definitions for leadership according to Bennis (1982). Bass (1990) defined that leadership is an influencing process which have an impact on the perception of followers and further stated that leadership is not only viewed as a process, but also as a behavior and a role that is used in order to maintain a relationship. In other words, leadership is a relationship through which one person influences the behavior or actions of other people. Therefore, leadership can also be seen as a multi-dimensional concept. Kouzes & Posner (2003, p - 1) defined leadership as “a relationship between those who aspire to lead and those who choose to follow”. In short, leadership is all about inducing the followers to carry out the tasks, to perform strategies and to achieve the goals and objectives.

Earlier studies of leadership have been defined with respect to the personal attributes and traits of leaders. In the perspective of trait, Mullins (2005) suggests that certain people are born with special characteristics and qualities (such as physical factors, masculinity, intelligence, friendliness, personality feature and responsibility) and they are not made. However,

there is an impact on leadership behaviors with these factors. Moreover, Bass (1990) mentions that a person can become a leader without having these traits only and the leadership can be influenced by the subordinates' characteristics, activities and goals. Martin & Ernst (2005) claim that leadership is seen as the outcome of interactions between groups of people. The interaction of people in leadership behavior leads to direction, commitment and alignment (Marinakou, 2012). Malloch, 2014 also claims that leadership behavior can be adapted by everyone; it is not just a role available for some certain people. One of the advantages to study leadership behavior is that a leader can deliberately observe the behaviors and implement the appropriate behavior based on the situation. When motivating the employees, it is important for leaders to adapt their leadership behaviors to be effective and it is also important to match the group's characteristics.

After the approach of leadership as behavior, the focus has been shifted to the style of leadership. Many styles of leadership, such as autocratic leadership, democratic leadership, Laissez-faire leadership, transactional leadership and transformational leadership, have been mentioned in many researches. Autocratic leadership or authoritarian leadership is a management style where the manager controls the process and make all the decision making without letting other people give any suggestion or advice while democratic leadership is opposite of the autocratic leadership. Democratic leadership is a management style where manager interacts and communicates with the group during the decision making process and the members can voice and share their ideas and opinions (Northouse, 2016). Laissez-faire style is a style where the leader does not participate and engage in any activities, which in other words can be defined as the absence of leadership. The leaders just observe the members without giving feedback, delaying decisions and making little effort in any work. This leadership style is known to be ineffective style of the all the leadership styles. During the 1970-1980s, leadership style was conceptualized as transactional and transformational leadership by Burns (1978) which became the important discussion in the organizations. Leaders who practice transactional leadership promote compliance by followers through both rewards and punishments. Transactional leadership tends to order and direct employees and they try to link rewards for followers. After the work is done, the transactional leaders give recognition and rewards to the followers.

In contrast, transformational leadership is "a process in which leaders and followers raise one another to higher levels of morality and motivation" (Burns, 1978).

Transformational leaders challenge processes, inspire vision, convince the followers to act and produce extra effort as well as encourage them to have creative thinking and solutions to complex problems. (Bass, 1990, Kouzes & Posner, 2003). This leadership builds mutual trust between leaders and followers (Marinakou, 2012). As a consequent, high levels of performance are facilitated by the followers and this become their success which makes them more willing to cooperate with the organization in order to make more positive contributions to achieve the organizations' values and goals (Podsakoff, MacKenzie, Moorman & Fetter, 1990).

Transformational leadership theory has four components which are Idealized influence, Inspirational motivation, Intellectual stimulation and individualized consideration. Idealized influence includes the way the leaders behave with charisma such as sacrificing for group's benefit, setting a good example and demonstrating high ethical standards which cause the followers to respect and admire them. For inspirational motivation, leaders provide the meaning and challenge in the work of the followers and articulate visions that will be motivating and appealing for the employees. Northouse (2016) mentions that this type of leadership increases team spirit. Intellectual stimulation describes the behaviors of leaders who make challenges and new approaches to the followers for the performance of work in a blame free context. This type of leadership defines an action that challenge the followers to have creative thinking and find solution for difficult problems with their sense of logic and analysis. (Humphreys and Einstein, 2003). Lastly, Individualized consideration is the degree to which leaders listen and pay attention to followers' needs for the growth and development and listen to followers' concerns, give encouragement, mentor, coach and give constructive feedback.

Among all of the leadership styles, greater attention has been given to transformational leadership style and there are many researches conducting survey about transformational leadership which is measured as a behavior such as task oriented and relationship oriented behaviors. In the study of Alban&Metcalfe &Alimo&Metcalfe (2007), there are twelve dimensions of transformational leadership questions which are "showing genuine concern, enabling, being accessible, encouraging change, acting with integrity, being entrepreneurial, inspiring others, resolving complex problems, networking, focusing effort, building shared vision and facilitating change sensitively." Some of these leadership scales are relationship oriented such as taking genuine interest and displaying integrity while there are also

some of them which are task oriented such as solving complicated issues and concentrating efforts and their research demonstrates that such leadership behaviors are associated with employee engagement and more favorable attitudes from the employees.

In the same way, in the study of Xu and Cooper Thomas (2011), they also adopted transformational leadership as a framework and they measured the variables as task oriented and relationship behavior. They developed three factors for measuring the leadership behavior which are “supports team, performs effectively and displays integrity”. The components in supports team

refers to the behaviors with elevated team results and ongoing process development, as well as the members’ potential, encouraging both team pride and an excellent role in customer service. The second is the leaders’ skills for resolving complex problems, good time management and the ability to prioritize the important things while the high level of ethics and good interpersonal skills are included in the last factor. The sub factors for these three dimensions are as follows:

*Support Team*

- Takes a genuine interest in the personal development of his/her team members
- Helps his/her team members identify and develop their skills and potential
- Celebrates his/her team’s successes
- Encourages commitment to organization objectives
- Ensures his/her team members are sufficiently trained to do their jobs
- Promotes a sense of loyalty and pride within his/ her team
- Encourages other to deliver superior levels of customer service
- Approaches tasks with enthusiasm and energy
- Personally strives to excel in all activities
- Supports team decisions, even if they differ from his/her own view
- Seeks opportunities to improve the quality of service to customers
- Builds positive, long-term internal working relationships
- Willingly shares own knowledge and ideas with others

- Demonstrates good presentation skills

*Performs effectively*

- Makes timely decision, without unnecessary delay or haste
- Provides timely responses to requests, phone calls, or problem situations
- Deals effectively with multiple demands and conflicting priorities
- Takes action without prompting
- Anticipates workload and plans accordingly
- Handles multiple demands effectively
- Proactively deals with problems
- Keeps promise made
- Keeps others well informed
- Is readily accessible to discuss progress or assist with delegated task
- Communicates clear performance expectations

*Displays Integrity*

- Demonstrates high ethical standards
- Can be trusted with confidential information
- Is honest in dealings with others
- Communicates openly and honestly – no hidden agendas
- Accepts feedback (and criticism) constructively
- Is a good listener when others are speaking
- Maintains appropriate self control
- Demonstrates flexibility and open-mindedness

Correspondingly, Reddin (1967) described the behaviors of managers into two variables; task oriented and relationship oriented. The leader and the subordinates' efforts are directed to achieve the goal is about task orientation while the relationship such as trust, respect and consideration for the followers' ideas and feelings that a leader build with his subordinates is relationship orientation. Likewise, in the research made by Atwater & Brett, 2016, three factors for leadership behavior were developed namely employee development, consideration and



performance. The first two behaviors are relationship oriented while the last one is task oriented. Moreover, The Ohio State University also classified the leadership behavior as two underlying variables which are Initiating Structure and Consideration (Li, 2016). The University of Michigan also classified two leadership behaviors which are Goal Emphasis (Work facilitation) and Leader Support (Interaction Facilitation) (Hughes, Ginnett & Curphy, 2011, p – 246). These leadership behaviors from both of the universities are similar; goal emphasis is similar with initiating structure and leader support is similar to consideration which can also be identified as task oriented for the former behavior and the latter as relationship oriented.

Richmond (2018) also describes four effective ways that the leaders have been using and got the results they want. It is mentioned that sometimes there are leaders who are not able to outline the goals and expectations that the company wants. Therefore, it is important for the leaders to define the goal to gain success. Another way is to acknowledge successes and failures. There will be many times that they experience success as well as failures. When facing with failures, it is a good opportunity to learn and evaluate what went wrong; when acknowledging and celebrating successes, it can build a stronger energy and relationship among team members. The third way that the leaders should practice is to give employees what they need to excel. The employees should be given the tools that are needed to be productive. The tools include many things rather than gadgets and technology. They also include many opportunities such as incentives for goal, time-management and scheduling programs, leadership opportunities, access to knowledge-sharing as well as resources for training in order to enhance the employees' skills. The last way that Richmond (2018) describes is to gather buy-in from the employees. The employees will be interested in the opportunities and upward growth that are available for them. Therefore, a leader should take a genuine interest in their employees and offer mentorship programs and leadership incentives. Some of the factors that Richmond (2018) describe are consistent with other researchers' studies mentioned above.

Not only traditional leadership style, some organizations also practice empowering leadership. Empowering leadership is to enhance the motivation of the employees and accomplish the tasks and duties through a process which includes giving the responsibilities and authorities to the team members or followers with a specific set of leaders' behaviors. Leach, Wall & Jackson (2003) defined empowering leadership as a set of practices involving "the

delegation of responsibility down the hierarchy so as to give employees increased decision-making authority in respect to the execution of their primary work tasks”. Empowering leaders are defined as people who strive to empower their staff by giving them independence, discretion, control, decision-making latitude or authority (Albrecht & Andreetta, 2011). Encouraging participative decision making, leading by example, information sharing, coaching, and showing concern for employees are exemplars of empowering leader behaviours (Pearce & Sims, 2002). Over time, workers in empowered teams are granted more autonomy, self-direction, and control over their work environment. (Arnold, Arad, Rhoades & Drasgow, 2000). Therefore, Arnold et. al (2000) developed a scale for measuring empowering leader behavior called Empowering Leadership Questionnaire (ELQ). Their questionnaire consists of 38 items with five dimensions such as “Leading by example, Participative Decision Making, Coaching, Informing and Showing Concern with the team”. The sub items for each dimension are mentioned as follows:

*Leading by Example*

- Sets high standards for performance by his/her own behavior
- Works as hard as he/she can
- Works as hard as anyone in my work group
- Sets a good example by the way he/she behaves
- Leads by example

*Participative Decision-Making*

- Encourages work group members to express ideas/suggestions
- Listens to my work group's ideas and suggestions
- Uses my work group's suggestions to make decisions that affect us
- Gives all work group members a chance to voice their opinions
- Considers my work group's ideas when he/she disagrees with them
- Makes decisions that are based only on his/her own ideas

*Coaching*

- Helps my work group see areas in which we need more training
- Suggests ways to improve my work group's performance
- Encourages work group members to solve problems together

- Encourages work group members to exchange information with one another
- Provides help to work group members
- Teaches work group members how to solve problems on their own
- Pays attention to my work group's efforts
- Tells my work group when we perform well
- Supports my work group's efforts
- Helps my work group focus on our goals
- Helps develop good relations among work group members

#### *Informing*

- Explains company decisions
- Explains company goals
- Explains how my work group fits into the company
- Explains the purpose of the company's policies to my work group
- Explains rules and expectations to my work group
- Explains his/her decisions and actions to my work group

#### *Showing Concern/Interacting with the Team*

- Cares about work group members' personal problems
- Shows concern for work group members' well-being
- Treats work group members as equals
- Takes the time to discuss work group members' concerns patiently
- Shows concern for work group members' success
- Stays in touch with my work group
- Gets along with my work group members
- Gives work group members honest and fair answers
- Knows what work is being done in my work group
- Finds time to chat with work group members

## **2.2 Employee characteristics in terms of gender, age, education and work experience in the service related industry on the perception of their managers' Leadership Behavior**

The employees may have different perspectives for their managers or supervisors based on their employee characteristics such as gender, age, education, and work experience in the service related industry. However, no previous study has been found for the influence of employee characteristics on the perception of their leaders' behavior.

Therefore, the previous studies of employee perception on human resource management. One research which studied about the employees' perception towards leadership effectiveness competencies in Indian manufacturing industries hypothesized that the perception of employees in terms of demographic factors which are age, gender, education level, job tenure (experience) and different industries (private and public sectors) do not have any differences on leadership effectiveness competencies and their results revealed that all the hypothesis were accepted except job tenure which has significant differences with p value of 0.02. However, this research does not mention any details and discussion. (Sandhya, Singh & Kumar, 2014)

Moreover, McCann & Holt (2008) studied to what degree are leaders in the manufacturing industry ethical from the perception of employees and it was found out that different gender does not have any significant differences on the perception towards their leaders' behavior. However, employees who are older perceived higher that their immediate supervisor demonstrated high ethical level while the youngest employees perceived that the level was moderate. They mentioned that the young respondents may perceive this because of distrust of management. However, they also stated that the question for this factor requires further study.

Saravanan & Vasumathi (2018) studied the impact on strategic HRM practices of the demographic profile in IT firm in India. Their study revealed that male respondents have more conflict with their supervisors. Moreover, it was found out that respondents who were between 18-25 years mentioned that the firm has organized more employee engagement initiatives while employees who are between 36-40 perceived the least for the same factor. For the company's succession planning programs, respondents who were between 18-25 years perceived higher than other respondents who are older than them while respondents who were in the age group of 36-40 years old perceived the least for this factor. However, 26-30 age group found that the appraisal system followed by the company is more effective whereas employees

who were between 31-35 years perceived this as less effective. In conclusion, it was found out that respondents who were between 18-25 years were extremely motivated through employee engagement, succession planning and effective appraisal system while 31-35 years are less motivated for the same factors.

Wachira, Kalai & Tanui's study, 2016 made a research for the satisfaction of the teachers from demographic characteristics perspectives when the head teachers practice the various leadership style and the data was collected from primary school teachers from Nakuru County, Kenya. Their study shows that males are more likely to be satisfied when the head teacher practices the various leadership styles. In regards to age, the teachers who are between the age group of 20 – 29 are the most satisfied group when the leader use different leadership styles. Moreover, their study shows that the qualifications have positive correlations to leadership styles. Respondents who have master degree for education were most satisfied with achievement, directive and supportive leadership styles. Respondents who have 5-10 years of teaching experience shows the most satisfaction with directive, supportive and participative leadership styles and for teachers who have 16-20 years of experience were more satisfied with achievement leadership style. Moreover, their study shows that more experienced teachers are less satisfied with participative and achievement leadership style. Moreover, Thompson & Vecchio's, 2009 study show that employees who have more job experience would prefer the leaders with greater autonomy. Fernandez & Vecchio (1997) also stated that managers need to provide a great job structuring leadership for newly hired employees. Kerr & Jermier (1978) stated that the employees who are in the lower hierarchy of the organization might expect their leaders to direct and train them, monitor and give fair judgement in doing their job whereas the members from the top team might expect the opposite way.

Little research on the topic of the influence of employee characteristics on the perception of their leaders' behavior. Therefore, in this study, the following hypothesis are proposed:

Hypothesis 1: Employee characteristics in terms of gender, age, education and work experience in the service related industry have an impact on the perception towards their leaders' behavior.

In order to test Hypothesis 1, 4 sub-hypotheses were developed as follows:

H 1.1: Gender has no significant impact on the perception towards their leaders' behavior.

H 1.2: Age has significant impact on the perception towards their leaders' behavior.

H 1.3: Education has significant impact on the perception towards their leaders' behavior.

H 1.4: Work Experience in the service related industry has significant impact on the perception towards their leaders' behavior.

### **2.3 Employee Engagement**

Many theories, definitions and researches for employees' engagement have emerged as this has been a hot topic during the past few years. There are many definitions from various organizations which are for employees' engagement are described as follows. The Caterpillar Company states employees' engagement as "the extent of employees' commitment, work effort and desire to stay in an organization". Vance, 2006 (p – 3), Storey, Wright & Ulrich, 2009 (p - 300), Mello, 2015 (p – 181). Dell Inc. explains engagement as "to compete today, companies need to win over the minds (rational commitment) and the hearts (emotional commitment) of employees in ways that lead to extraordinary effort." Vance, 2006 (p – 3), Storey, Wright & Ulrich, 2009 (p - 300), Mello, 2015 (p – 181). Intuit, Inc. defines engagement as how an employee considers and feels about his or her jobs, experience as the as the company, and acts towards it. Vance, 2006 (p – 3), Mello, 2015 (p – 181). The Corporate Leadership Council (2004) clarifies engagement as "the extent to which employees commit to something or someone in their organization, how hard they work and how long they stay as a result of that commitment". Vance, 2006 (p – 3), Storey, Wright & Ulrich, 2009 (p - 300), Mello, 2015 (p – 181). Development Dimensions International states that "engagement is the extent to which people enjoy and believe in what they do, and feel valued for doing it." Vance, 2006 (p – 3), Mello, 2015 (p – 181). The Gallup Organization describes engagement as "the involvement with, and enthusiasm for, work". Krueger & Killham, 2006, Vance, 2006 (p – 3), Mello, 2015 (p – 181). Institute for Employment Studies defines engagement as "a positive attitude held by the employee toward the organization and its values. Vance, 2006 (p – 3), Mello, 2015 (p – 181). Kenexa states that "engagement is the

extent to which employees are motivated to contribute to organizational success, and are willing to apply discretionary effort (extra time, brainpower and effort) to accomplishing tasks that are important to the achievement of organizational goals.” Vance, 2006 (p – 3), Mello, 2015 (p – 181). Towers Perrin describes engagement as “the extent to which employees put discretionary effort into their work, beyond the required minimum to get the job done, in the form of extra time, brainpower or energy.” Vance, 2006 (p – 3), Mello, 2015 (p – 181). The definition of engagement implied by Chartered Institute of Personnel and Development (CIPD, UK) 2007 as ‘passion for work’ and the willingness to go the extra mile (Alfes, Bailey, Soane, Rees & Gatenby (2010).

Blessing White (2013) defines employee engagement as one’s contribution to the success of the company as well as his/her personal role satisfaction and the most engaged employee has the most satisfaction and contribution of his/her job and it is also mentioned that engaged employees are more than just committed, passionate or proud. They are more concentrated on their future as well as the mission and goals of the company or the organization. According to Blessing White, there are five levels of employees’ engagement which are “the engaged, the almost engaged, the Honeymooners and hamsters, the Crash and Burners and lastly the disengaged”. The brief explanation is that the engaged employees have the full contribution to the organization success and have great satisfaction of their work. The almost engaged employees are ones who need more attention from the organization as they are likely to be highly employable, which in contrast, they can be lured away as well. Honeymooners and Hamsters are new to the organization and they have high satisfaction of their role but their contribution for the success of the organization is not high as they usually work on task which are of no importance. Crash and Burners are high producers but they are not really satisfied with their job. They also complain about the boss’s decision or the colleague’s way of working. The disengaged employees are those who are most disconnected from organizational priorities and mostly care for their paycheck while looking for another job, therefore, they can be considered as negative for the organization.

The definition of employee engagement made by Hewitt Association is defined as “the state in which individuals are emotionally and intellectually committed to the organisation or group.” Aon Hewitt, 2017 (p - 2). In Hewitt Association report, it is stated that employee engagement is measured with Say-Stay-Strive model: Say (Employees talk about the organization

favorably to people in and out of the organization), Stay (Employees are strongly willing to be a member of the organisation) and Strive (Employees work extra hard to achieve company successes).”

Another three factors of employee engagement provided by Tower Watson (2009) is “rational, emotional and motivational”. Rational means how well the employees comprehend their responsibilities and duties whereas emotional means how much enthusiasm they convey in the job they do and their organizations and motivational means how eager when contributing discretionary attempts to play out their parts well. Their findings suggest that when people are under effective and caring leaders, their engagement goes up.

International Survey Research (ISR) defines employee engagement as a process by which an organization makes its staff more committed to achieving superior outcomes. ISR defines engagement from three aspects: think, feel and act. “Think” means the belief and support to the goals and values of an organization that the employees. “Feel” means the degree to which the employees feel attached emotionally and have pride for the company. The ‘act’ component is divided into ‘Act-Extra Effort’ and ‘Act-Stay’. ‘Act-Extra Effort implies how much the employee is willing to make extra effort for the job while Act-Stay implies whether the employee wishes to stay with the company. (Storey, Wright &Ulrich, 2009, p - 300).

Another prominent definition for high employee engagement described in (Achieve Forum, 2016) is that the employee feels involved in the organization and they commit wholly in their work, then productivity increase and improve in employees’ performance as well as the organization. Moreover, employees who are highly engaged in the organization are willing to give more personal effort and time than what is expected.

Many researchers focused on developing academic theories as well as aspects of engagement concerned with the engagement. The concept of engagement was introduced by Kahn, 1990 as “harnessing of organization members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively and emotionally, during role performances”. In other words, there are different dimensions of people and the concept of employees’ engagement was defined as “expressing a person’s preferred-self according to the situation, where they become involved physically, cognitively and emotionally in the service of the work.” This concept is overlapped with others which portray a cognitive, affective and



behavioral connection of each employee with the role and organization (Xu & Cooper Thomas, 2011). In Kahn's study, three psychological behaviors were noticed i.e. psychological meaningfulness, psychological availability and psychological safety. Psychological meaningfulness refers to how the employees think that the work is meaningful to them according to their perception of their belief and which will guarantee their safety psychologically. Then they will be psychologically available when they are dedicated to that work. It has been suggested that these three conditions were significant for the engagement concept and this structure has been widely used in many researches to study employee engagement. (Luthans & Peterson, 2002, May, Gilson & Harter, 2004, Xu and Cooper Thomas, 2011).

Schaufeli, Salanova, González-romá & Bakker, 2002 mentioned that employees who are engaged are vigorous and have an effective connection with their job and they feel competent to get done their task and demands and they classified the components for engagement as 'vigor', 'absorption' and 'dedication'. Vigor is characterized by people who have high engagement and those who are active and energetic in both physically and mentally and are willing to put a lot of effort and persistence in their work even while facing with problems and difficulties. Dedication is characterized by highly engaged employees who find their work meaningful and who feel significance, inspiration and pride for their work. Absorption is characterized by highly engaged employees who are fully involved and concentrated in their work regardless for any thought of time or surroundings.

Seijts & Crim (2006) defined an engaged employee as a very passionate and deeply involved person in his/her work. Employees who are engaged will be committed, fascinated and inspired by their work. They will be willing to go extra mile for the organization's success. Moreover, engaged employees have confidence in the knowledge, skills and abilities, therefore, they believe the organization can be different by their work. Similarly, Cheese, Thomas & Craig (2008) states that engagement includes combination factors such as "motivation, commitment, passion, desire, ambition, trust, empathy, solidarity, inspiration, selflessness". They further added that an engaged person has a sense of belonging, feeling valued and being supportive from his/her colleagues. Moreover, Alfes, Bailey, Soane, Rees & Gatenby, 2010 defined engagement as "being positively present during the performance of work by willingly

contributing intellectual effort, experiencing positive emotions and meaningful connections to others”

There are three different bases for employees’ engagement according to Macey & Schneider, 2008. They are trait engagement, state engagement and behavioral engagement. The meaning of trait engagement is defined as the “positive views of life and work”, state engagement as “feelings of energy and absorption, and behavior engagement as “extra-role behavior”. Among them, state engagement is described in aspect of satisfaction, involvement and commitment. Kahn’s meaning of engagement which involve physical, cognitive and emotional is consistent with the meaning of these three terms. Likewise, the definition of Shuck & Wollard’s (2010) engagement is “an individual employees’ cognitive, emotional and behavioral state directed toward desired organizational outcomes”, which can be seen that initial thoughts of Kahn’s engagement may be pivotal to understand how leaders should manage the employees by looking through the elements and factors of how employees really feel.

As reviewed by Bedarkar & Pandita (2014), about ten researches are mentioned in the article which includes the drivers of employees’ engagement from different researchers’ view. After doing lots of literature review, their study, which is based on articles of other researchers, focuses on three drivers: communication, leadership and work life balance. They concluded that the organizations should adopt employee engagement, which should include continuous process of learning, improvement and action, as their own culture.

Xu and Cooper Thomas (2011) studied the employee engagement, including the aspects of satisfaction, involvement, commitment and extra role or citizenship conduct, which covers both job and organizational engagement. The items included emotional, behavioral and cognitive.

The two emotional items are

- Overall, I’m satisfied with my job
- I feel a sense of commitment to this organization

The two cognitive items are

- I take an active interest in what happens in this organization
- Overall, I would recommend this organization as a great place to work

The two behavioral items are

- I feel inspired to go the extra mile to help this organization succeed
- I look for ways to do my job more effectively.

Overall, the engagement can be defined from different aspects which include motivation, job involvement, job satisfaction, organizational commitment, organizational identification and organizational citizenship behaviors. These are the concepts that are included in engagement and there are studies investigating these concepts with leadership. Engaged employees tend to make use of their abilities in a positive way (Kahn, 1990), therefore, they are more productive, and they stay in one organization for longer time. (Saks, 2006; Schaufeli & Bakker, 2004).

Employee engagement is a critical factor for every organization. Richmond, 2018 stated that engaged employees are committed emotionally to diligently pursuing and achieving the company's goals and objectives whereas disengaged employees are toxic to the company and the company can end up costing money in the long run. Cheese, Thomas & Craig (2008) also mentioned that employee engagement can eliminate job stress, lower the turnover rate and lead to job satisfaction and organizational commitment.

#### **2.4 Employee characteristics in terms of gender, age, education and work experience in the service related industry with Employee Engagement**

According to the previous studies, it has been said that engagement level depends on demographic characteristics such as gender, age, marital status and educational level. There are different researches showing different results for the relationship between demographic characteristics and employees' engagement.

Pitt-Catsouphe and Matz-Costa (2008) found that females have higher engagement level than males at work while Schaufeli & Bakker (2004) found that males are slightly more engaged than females. There are another studies showing no significance difference between males and females in engagement levels (Marcus & Gopinath, 2017, Rigg, Sydnor, Nicely & Day, 2013, Tshilongamulenzhe&Takawira 2015).

In regards to employees' age and engagement, similar with gender, different research shows different results. In Schaufeli & Bakker's, 2004, Pitt-Catsouphe&Matz-Costa's, 2008, Simpson's (2009) studies, it has been found that older employees are more engaged than

younger employees. Similarly, in Blessing White's (2013) research, which is conducted worldwide, older employees are more engaged than younger workers. Moreover, a research made by Zeng, Zhou, & Han (2009) showed the result stating that employees between 31 to 40 age groups are more engaged than younger age groups but engagement decreased for age group of 41 and older. However, in Rigg, Sydnor, Nicely & Day's (2013) result, it has been shown that employees who are more than 42 years' old are the most engagement while the employees between 26 – 41 years are the least engaged. Robinson, Perryman & Hayday, 2004 shows that the older the employees become, the more the engagement levels decrease, however, the oldest group are the most engaged as the engagement level rises again when they reach 60.

For the relationship between education and employees' engagement, most studies showed no relationship. (Burke, Koyuncun, Jing & Fiksenbaum, 2009, Karatepe & Olugbade, 2009) and Rigg, Sydnor, Nicely & Day, 2013). However, Di Pietro&Pizam (2008) and Zeng, Zhou, & Han (2009) studies showed that employees who have higher education are less engaged and they are more likely to change jobs. Moreover, it was found that employee engagement could affect nine performance outcomes and higher education had the most relevance with six of the outcomes (Gallup, 2013).

There are also some studies for the relationship of length of service and employees' engagement. Blessing White (2011) and Shukla, Adhikari& Singh (2015) reports that employees' engagement increase with longer length of service. Similarly, Swaminathan&Ananth (2012) found that the employees who have more experience have higher commitment and involvement in their work. However, Burke, Koyuncun, Jing & Fiksenbaum (2009), Karatepe & Olugbade (2009) research show opposite result, stating that if the employees have longer length of service, they are less engaged. Similarly, Robinson, Perryman & Hayday (2004) research describes that engagement levels decline as length of service increases. However, Rigg, et al. (2013) research shows no significant difference between the two.

Based on the previous research, the following hypothesis are proposed in this study.

Hypothesis 2: Employee characteristics in terms of gender, age, education and work experience in the service related industry have an impact on employee engagement.

In order to test Hypothesis 1, 4 sub-hypotheses were developed as follows:

H 2.1: Gender has no significant impact on employee engagement.

H 2.2: Age has significant impact on employee engagement.

H 2.3: Education has no significant impact on employee engagement.

H 2.4: Work Experience in the service related industry has significant impact on employee engagement.

## **2.5 Leadership and Engagement**

Macey & Schneider (2008) stated that leadership is one of the single biggest components which contributes to employee perceptions and engagement in the workplace. Cheese, Thomas & Craig (2008) stated that the key influence of engagement is the relationship between the supervisor or the manager and the employees. Their survey at their own firm showed that more than 80 per cent of the engagement rating issues is related to support and the supervisor or manager's relationship, therefore, they He also developed a model named Six-C model showing how employee engagement can be affected by the leaders. These six factors are Content, Coping, Compensation, Community, Congruence and Career. Content means whether employees enjoy their work and feel interested their work. The leaders or managers can either motivate their employees for their work or make the employees to feel pessimistic about their work. Coping means whether the employees are supported by the leaders and others. In order to gain confidence and feel empowered for their job, the employees need support and resources to accomplish their tasks and achieve their goals. The leaders can either support what the employees need or they can deny their followers' request. Compensation refers whether the employees feel rewarded or neglected for their work done. Compensation means not only rewards financially but also includes praises and recognition which can uplift the employees' feelings and make them feel valued. For Community, the leaders can build the relationship by creating either a comfortable environment or the awkward environment for their followers. Congruence refers how leaders communicate with the employees to align with the organization's core values and culture with the employees' expectation of their daily work. The way the supervisors influence employees towards the organization values is important. Lastly, Career refers whether the employees are provided opportunities as the managers' decision can most influence for career advancement.

Blessing White (2013) mentioned that senior level managers are imperative for creating and securing an environment that can support to make contribution and as it has also been mentioned that Blessing White's definition of engagement is the contribution to the organization's success and the personal satisfaction on their work. Kara, Uysal, Sirgy & Lee (2013) stated that managers motivating the employees to make best use of their ability, to make logical decisions, to be engaged and to adapt the change is one of the main components to be successful in a hospitality organization.

Moreover, Seijts & Crim, (2006) stated that the level of engagement should be determined by the leaders in their organization and put the behavioral strategies in practice which can encourage full engagement. If the employees are not engaged, the leaders will have difficulties to reach the goals and objectives of the organizations which are important in improving the organizational performance. As employee engagement is a direct reflection of the relationship of the employees and the boss, Seijts & Crim, 2006 summarized that leaders can engage employees by considering doing the ten C's of employee engagement. The ten C's of employee engagement are

- Connect – Leaders need to show that the employees are valuable for them and create a good relationship with them. The leaders should also focus on employees' needs and show that they care for them.
- Career – Leaders need to create work that will be challenging and meaningful for the employees, at the same time, the employees have the opportunities for the advancement of their career path.
- Clarity – Leaders have to communicate clearly about the vision they have for the organization as the employees need to understand well about the organization's goal, the importance of the goals and how these goals can be achieved.
- Convey – Leaders clarify the expectation about employees and provide feedback on their work.
- Congratulate – Leaders need to praise and tell the employees for the good performance. Good leaders give recognition for the effort that the employees have done. Moreover, they coach and deliver.

- Contribute – Leaders also need to help the employees know that their work is contributing for the success of organization.
- Control – Employees value control over the flow and pace of their jobs so, leaders can create opportunities for them and allow them to exercise this control. Leaders need to be flexible, make the employees participate in decision-making, and give them a chance to voice their ideas so that the employees will feel involved in the work they are doing. Creating room for employees to contribute to decision making has a positive effect on their engagement as well as organizational performance.
- Collaborate – Leaders should let the employees work in groups and teams and collaborate with other employees so that they will have trust and create a good relationship within the team.
- Credibility – Leaders should strive to maintain the organization's image and reputation and they should also demonstrate high ethical standards.
- Confidence – Leaders should also create confidence in the organization by setting themselves as a good example for high ethical and performance standards.

According to Hewitt, 2015, the key factor for success of a company is leadership and employee engagement. And the main difference between a highly engaged workforce and a disengaged workforce is the leader. Leadership that provides a supportive, trusting environment allows employees to fully invest their energies into their work roles. Xu and Cooper Thomas (2011). If the employees' engagement is in high level, their performance and productivity will be increased consequently.

Wiley (2010) stated that the organizations should make sure that leaders are empowered to create a culture of motivated employees to meet the goals and objectives of the organizations in order to have a higher level of employees' engagement. He added that leadership may have a significant impact on the employee engagement level. There are many researches showing that various types of leadership (e.g., charismatic, transformational, authentic, ethical, empowering and servant leadership) are related to work engagement (Saks 2006, Alban-Metcalf)

and Alimo-Metcalfe 2008, Zhu, Avolio, & Walumbwa, 2009, Xu and Cooper Thomas, 2011, Alok & Israel, 2012, Amoo & Singh, 2018.)

Zhu, Avolio, & Walumbwa (2009) made a hypothesis that transformational leadership is positively related with employee engagement and they measured engagement by using Gallup GWA Q12 and made the empirical testing. Data collection was done in multiple industries in South Africa and 140 senior managers and 48 top executives were included. The finding showed that transformational leadership had positive relationship with employee engagement.

Alban-Metcalfe and Alimo-Metcalfe (2008) also made research for the positive correlations between their Transformational Leadership Questionnaire, consisting of work and organizational commitment, motivation and work satisfaction as criterion variables which the variables for leadership include relationship-oriented such as showing genuine concern, and acting with integrity as well as task-oriented behaviors such as focusing effort and problem solution while the variables for engagement include job and organizational commitment, motivation, and job satisfaction which are antecedents of engagement. Their result suggests that engagement is associated both with the task-oriented and relationship-oriented behaviors are associated.

May, Gilson & Harter, (2004) also study the relationship between supervisor support with engagement and their result indicates that supportive supervisor relations have positive correlation with engagement. Bakker, Hakanen, Demerouti, & Xanthopoulou's, (2007) study showed that the managers who practice more relationship-oriented behaviors have the employees who have higher level of engagement.

Xu and Cooper Thomas (2011) also mentioned that leadership is a key antecedent of engagement and leaders are the core creator of engagement. In other words, an engaged workplace can be created by the leaders at all levels (Achieve Forum, 2016). So, Xu and Cooper Thomas (2011) have investigated a study regarding the direct link between leadership and engagement. Their study was done in an insurance company in New Zealand. In their study, the variables for leadership behavior were adapted from transformational leadership and JRA's 360-degree instrument was evaluated for the items. There are three variables which are supports team, display integrity and performs effectively which the first two factors are classified as relationship-



oriented and the latter as task-oriented. For the measurement of engagement scale, they use JRA Employee Engagement scale which includes three components namely cognitive, emotional and behavioral components which are consistent with the conceptualization of employee engagement by Kahn (1990). Their result showed that both the relationship-oriented and task-oriented leadership factors are positively associated with engagement.

Aryee, Walumbwa, Zhou & Hartnell (2012) studied how much transformational leadership can contribute to work engagement. The participants are subordinate-supervisor in China. They use 20-item Multifactor Leadership Questionnaire to measure leadership and a 15 item version of work engagement measurement was used to measure engagement. Translation from English into Chinese was done for the questionnaires as the participants were from China and translated back to English for data analysis. The result showed positive and significant relationship with work engagement.

Furthermore, there has been a survey made in a petroleum company in the Egyptian petroleum sector. Their study was to find the correlation between transactional and transformational leadership and employee engagement. The transaction leadership in their study includes items such as provides assistance in exchange for effort, express satisfaction when expectations are met, focus attention on addressing inaccuracies, complaints and failures, keep track of errors and take corrective action on failures. Their result showed that there is a positive relationship between both types of leadership and engagement. (Essays, UK, November 2018).

For empowering leadership, according to Albrecht & Andretta (2011), there may have indirect effects on engagement (Erkutlu & Chafra, 2013) investigated the relationship between empowering leadership and work engagement. This survey was conducted on private commercial banks of Turkey. Empowering leadership was measured by 15-item scale developed by Arnold et al. (2000) using Empowering Leadership Questionnaire (ELQ) and the engagement is measured with a 17-item scale which includes vigor, dedication and absorption. The result indicates that the empowering leadership has positive relationship with employee work engagement.

There are leadership behaviors that show the significant effect on employee engagement. It includes informing, coaching, participative decision-making, support team,

leading by example, shows concern for the team members' well-being, effective performance and display integrity. All these mentioned leadership behaviors had been used and validated in some studies (Arnold et al., 2000, Wang, Wu, Zhang & Chen, 2008, Xu & Cooper Thomas, 2011, Erkutlu & Chafra, 2013).

**Informing** refers to how well the leaders can disseminate the company information and this includes behaviors such as keeps others well informed, explains company decisions and goals, explains his/ her decisions and actions to the team, explains the purpose of the company's policies to the team and explains how the team fits into the company. (Arnold et al., 2000). This behavior is similar with the inspirational motivation of transformational leadership as it can promote the positive expectation and motivation of the followers with the shared goals and clear visions.

**Coaching** is the behavior for both transformational and empowering leadership which have a positive impact on employee commitment and employee engagement (Wong, Tjosvold & Lu, 2010). They can also have interaction among the team members which they can learn from their experiences and mistakes (Kale, Singh and Perlmutter, 2000).

**Participative decision-making** can help employees feel psychologically safe, which is one of the attributes of employee engagement, by showing them that they are able to identify and solve problems together. According to Manz & Sims (1987), letting the employees engaged in participative goal setting, the leaders are the ones who can enhance the employees' ability of self-determination as well as their feelings for their own capability which can increase employee engagement.

**Leading by example** is defined as leaders contributing before followers and studies have stated that this leadership behavior is an effective behavior to improve group performance (Potters, Sefton & Vesterlund, 2007). Moreover, Qiu, Zhang, Hou & Wang (2018) study found that by leading as an example, the leaders can have positive impact on both the group and individual level of followers.

**Effective performance** is one of the behavior that a leader should have. This behavior relates to leaders' skills for resolving complex problems, good time management and the ability to prioritize the important things. As leaders are the important people in the organization, they should have the capability to manage everything, anticipate workload and approach tasks

with energy. Moreover, they should also know what work is being done in the team. Xu & Cooper Thomas (2011) also mentioned that leaders may be able to increase employee engagement by making good decision and managing the tasks effectively.

**Supporting team** and valuing the employees is useful for gaining outcomes such as satisfaction and productivity according to Bass (1990). The behavior of Support Team includes items such as takes a genuine interest in team members' personal development, shows concern for the team members' success and celebrates the team success, etc. which helps in achieving high level of team performance and developing the ongoing process as well as the members' potential (Xu & Cooper Thomas, 2011) and their study pointed out that the leadership behavior of "Supports Team" has a positive relationship with the employee engagement. These results are consistent with many studies such as Alban-Metcalf and Almio-Metcalf (2007), Atwater & Brett (2006), May, Gilson & Harter, (2004).

**Showing concern for the team members' well-being** is one of the behaviors of transformational leadership called "individualized consideration". It is also the type of behaviors that supportive leaders use. Supervisors who practice the supportive work environment can enhance the self-determination and interest of employees in their work. This leadership behavior is open, friendly and approachable which includes the behaviors such as cares about the member's personal problems, finds time to chat with members, treats team members fairly and equally, etc. Many researchers have identified that this leadership behavior has positive effects on employee engagement (Alban-Metcalf & Almio-Metcalf, 2007, Aryee et al., 2012, May, Gilson & Harter, 2004).

**Displaying integrity**, for example, by setting an example for the employees to let them achieve moral awareness and moral self-actualization is one of the prominent leadership behaviors apart from performing tasks effectively (Zhu, May & Avolio, 2004). Moreover, it is mentioned that leaders can get employees' trust which influences their performance, and their turnover intention. Leadership behaviors of display integrity includes the items such as demonstrates high ethical standards, communicates openly and honestly, can be trusted with confidential information, etc. (Xu & Cooper Thomas, 2011). Moreover, display integrity is one of the relationship oriented leadership behaviors and it has been suggested that this behavior also has

a positive impact on employee engagement (Atwater & Brett, 2006, Alban-Metcalf and Alimo Metcalf, 2007, Xu & Cooper Thomas, 2011).

Many previous researchers have surveyed the relationship between leadership behavior and employees' engagement in various industries and countries. However, there has been no research conducted in hotel industry in Myanmar. Therefore, in this research, the following hypothesis is proposed:

Based on the previous research, the following hypothesis are proposed in this study.

Hypothesis 3: There is a significant relationship between leadership behavior and employee engagement in hotels in Mandalay, Myanmar.

In order to test Hypothesis 3, 4 sub-hypotheses were developed as follows:

H 3.1: There is a significant relationship between leadership behavior and overall employee engagement in hotels in Mandalay, Myanmar.

H 3.2: There is a significant relationship between leadership behavior and emotional employee engagement in hotels in Mandalay, Myanmar.

H 3.3: There is a significant relationship between leadership behavior and behavioral employee engagement in hotels in Mandalay, Myanmar.

H 3.4: There is a significant relationship between leadership behavior and cognitive employee engagement in hotels in Mandalay, Myanmar.

## **2.6 Myanmar Context**

Myanmar people were ruled by the authoritarian military regime since 1962 until 2015 (Dukalskis & Raymond, 2017). Despite of opening up to tourist market from 1990, it only starts to widely open and welcome international tourists after 2010 (Sonenshine, 2013) and the government enacted a new foreign investment law in 2012 which opened up the investors overseas and offered tax breaks in a bid to improve its economy (Xu & Albert, 2016). Although Myanmar is undergoing a period of unprecedented transformation, as Myanmar still has a culture of high power distance, the society accept for the unequally distribution of power. This is consistent with other Asian countries where head members hold authoritative power and young members follow them (Jamesaung, 2014).

Moreover, Myanmar traditional social values politeness and courtesy in interpersonal relationships, and because of these reasons, Myanmar people normally apply the authoritarian measures. In other words, Myanmar people will less likely to talk back or give any opinions or advice to people who are of a higher socioeconomic status (Hman, 2012). The researcher further described in his study that as Myanmar people are taught to control their emotions regardless of a situation and to avoid social involvement since childhood, many of them are introverts.

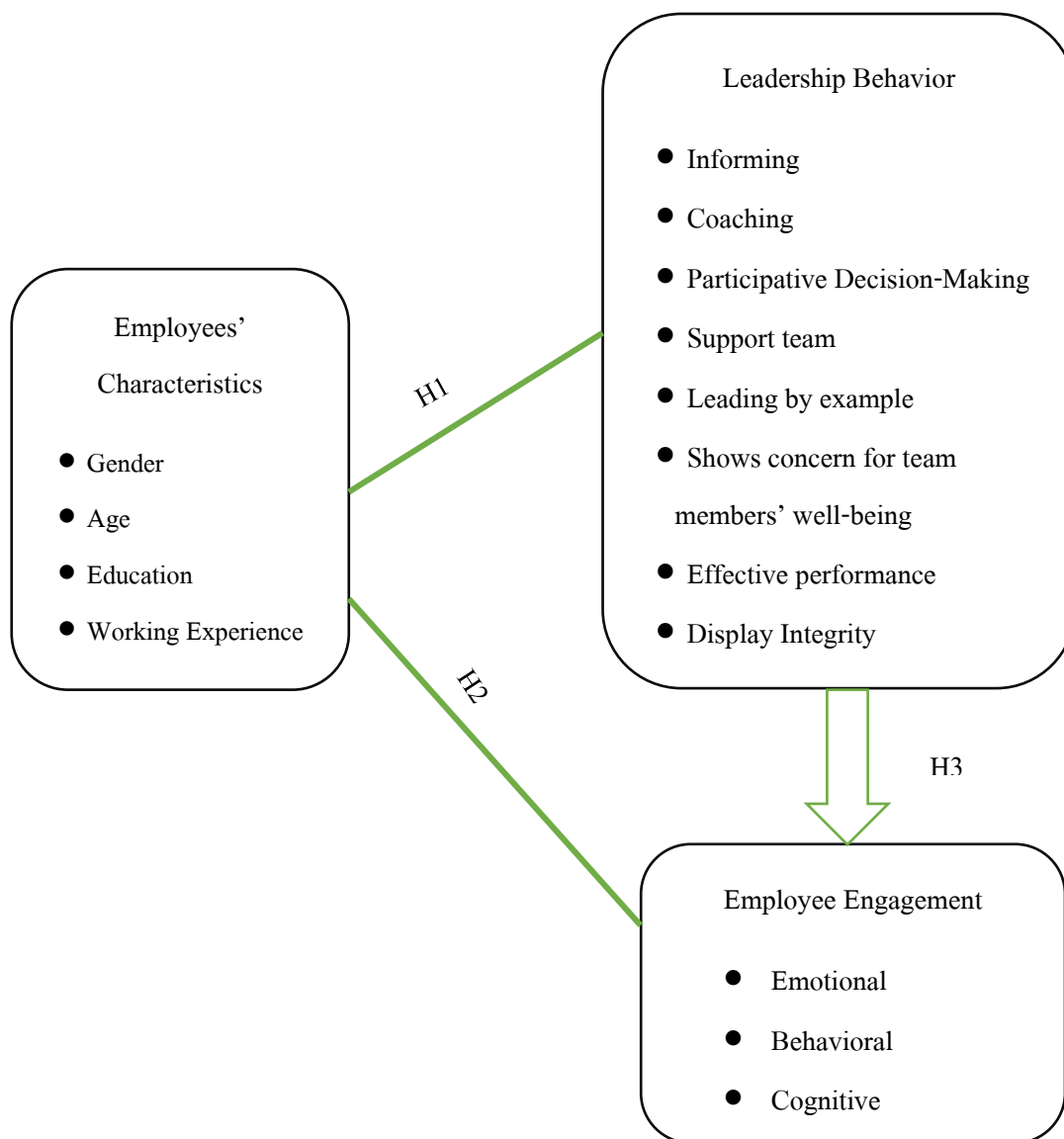
Moreover, Myanmar society operates on a characteristic or feeling that has no English equivalent. This has been explained by a former associate professor of psychology at Yangon University and British-trained clinical psychologist. He described that there is a “face-saving” social norm in Myanmar culture and most of the people will avoid embarrassing others. He further mentioned that Myanmar people tend not to speak out or express their true thinking and feelings (Hman, 2012).

## **2.7 Conceptual Framework**

As this research will study the effect of leadership behavior on employee engagement in hotels in Myanmar, variables for leadership behavior will be adapted from two studies; firstly, from Xu & Cooper-Thomas (2011) which are “support team, display integrity and perform effectively”. In the above mentioned three categories, nine sub-components are included which are teamwork, relationship building, coaching and training, relationship building, problem solving, decision making, planning/ work allocation, communication and lastly personal effectiveness. The second study, which other variables for leadership behavior are adopted, is from Arnold et al. (2000) of the empowering leadership questionnaire. The items included in the latter studies are “leading by Example, participative decision-making, coaching, informing and showing concern/interacting with the team”. There are some statements with similar meaning in the above two studies, therefore, those repeating items will be removed.

The items of employees’ engagement will consist of six items which will include the cognitive, emotional and behavioral components of engagement and this is adapted from Xu & Cooper-Thomas (2011) which is also consistent with Kahn’s (1990) three components.

Figure 2.1 Conceptual Framework

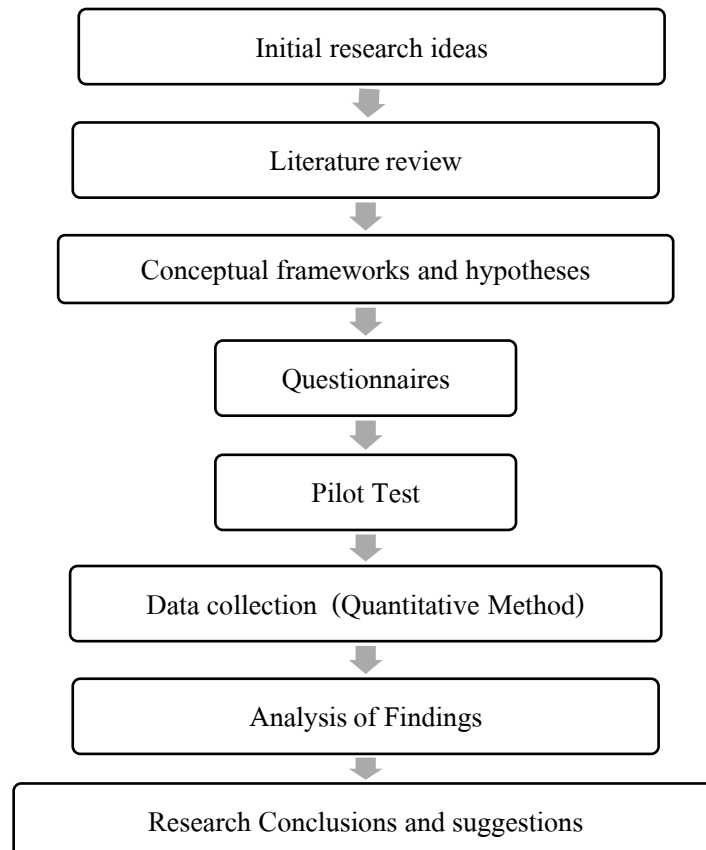


## CHAPTER 3

### METHODOLOGY

#### 3.1 Overall Research design

Figure 3.1 Overall Research Design



This research is intended to study the leadership behaviors of the hotel managers and the engagement level of employees who are working in the hotels in Mandalay, Myanmar. This study had both primary and secondary data collections which the information and data, principle, theories and other relevant literatures were used. Primary data were collected through the questionnaires which were used to investigate to answer the research questions and objectives. The secondary data were used from the reliable sources from the previous studies such as academic journals, papers, theses, reports, relevant research, websites such as google scholar and science direct, and other related document sources. The study used quantitative method to collect data from the employees of the hotels in Myanmar. In the following sections, target population

and scope of the study, sample size, research instruments, data collection and analysis methods are described.

### 3.2 Target population and Scope of the study

The target population of the study is hotel employees in Myanmar. The target respondents were both from the front of the house and the back of the house. The proposed area of the study was in Mandalay which is one of the top ten tourist attraction destinations in Myanmar and it is listed as one of the top three places in Myanmar where most hotels are situated. (Ministry of Hospitality and Tourism, 2018). There were over two hundred hotels in Mandalay in 2017. Moreover, in the statistics report of Myanmar tourism published by MOHT Myanmar, Mandalay, being the third capital city of Myanmar, is the city where the second most tourists visit. Most of the hotels in Mandalay are established by local people and most of them independent. There are only two international chain hotels. Survey and questionnaires were used in this study and they were distributed to the hotels in Mandalay, Myanmar. There are over two hundred hotels with more than eight thousand three hundred rooms. However, the information for specific numbers of employees who are working in hotels in Mandalay is not available. Therefore, to estimate the minimum sample size that is required for this research, the formula of Cochran (Cochran, 1963, p.75), discussed in his book ‘Sampling Techniques’ was used.

Formula:

$$n_0 = \frac{z^2 \times p(1 - p)}{e^2}$$

Where,

- $n_0$  Sample size, which was estimated
- $z^2$  Selected critical value of desired level of confidence or risk
- $p$  Estimated proportion of an attribute that is present in the population or maximum variability of the population
- $e$  Desired level of precision or margin of error

The following values can be used for estimating the sample size-

$n_0$  - ?

$z^2$  - 95% confidence level (The value of  $(1-\alpha)$  in Standard Normal

Distribution  $z$ -table, which is 1.96 for 95%)



p - 50% variability of the population (which is maximum)

e - 5% margin of error

Put the value in given formula –

$$n_0 = \frac{(1.96)^2 \times 0.5 (1 - 0.5)}{(0.5)^2} = 384.16$$

Therefore, the sample may be used as sample with a minimum size of 384 or more.

### 3.3. Type of research

This research used a quantitative method that conducted questionnaires distributed to the hotel employees of any position in Mandalay, Myanmar. Non-probability convenience sampling method was used in this study. On the basis of previous literatures, the questionnaire was adopted and developed.

### 3.4. Research Instrument

The questionnaire was comprised of three parts. (See Appendix) The type of questionnaire was close ended and it included demographic profile of the employees, hotel characteristics, leadership behavior ranking for the direct managers, and the employees' engagement factors. The first part of the questionnaire consisted of questions which were related to personal demographic characteristics and work characteristics of the respondents.

#### **Part 1: Demographic and Work characteristics of respondents**

- Gender
- Age
- Education
- Department
- Level
- Years of service
- Income

## Part 2: Leadership Behavior

The second part was created to examine the leadership behaviors in managers who are working in hotels in Mandalay, Myanmar. For the assessment for leadership ratings for managers, it is said that “self-ratings of leadership, are unrelated to team performance and are essentially useless and the only valid way is to get the result from the subordinates’ view (Hogan and Hogan (2001). They also stated that the results for the performance of a manager are reliable from the subordinates’ ratings. Moreover, McEvoy and Beatty (1989) also compared the data collected from the managers with the anonymous ratings of their direct reports, which was for predicting the managers’ performance, it was found after two and four years later that the latter was more accurate. So, the author concluded that subordinate ratings are more reliable. Therefore, the respondents were asked to indicate the extent they agree with the statements which mentioned about their direct manager or team leader using 50 items questions.

Fifty items of leadership behavior scale developed from the studies of Arnold et al. (2000) and Xu & Cooper Thomas (2011). The items asked how much the respondents agreed on their managers’ practice of leadership behavior. To determine how the managers in Mandalay apply leadership behaviors from the view point of their subordinates/employees, a five-point Likert type scale was used.

Table 3. 1 Variables used in the questionnaires and Sources of references

Variables	Sources of reference
<i>Informing</i>	
Keeps others well informed	Xu & Cooper Thomas (2011), Arnold, Arad, Rhoades & Drasgow (2000)
Explains company decisions and goals	Arnold, Arad, Rhoades & Drasgow (2000)
Explains his/her decisions and actions to my team	Arnold, Arad, Rhoades & Drasgow (2000)
Explains the purpose of the company's policies to my team	Arnold, Arad, Rhoades & Drasgow (2000)
Explains how my team fits into the company	Arnold, Arad, Rhoades & Drasgow (2000)
<i>Coaching</i>	
Helps the team members identify and develop their skills and potential	Xu & Cooper Thomas (2011)
Suggests ways to improve my team 's performance	Arnold, Arad, Rhoades & Drasgow (2000)

Table 3.1 (continued)

Variables	Sources of reference
Encourages the team to deliver superior levels of customer service	Xu & Cooper Thomas (2011)
Ensures the team members are sufficiently trained to do their jobs	Xu & Cooper Thomas (2011)
Teaches team members how to solve problems on their own	Arnold, Arad, Rhoades & Drasgow (2000)
Encourages team members to solve problems together	Arnold, Arad, Rhoades & Drasgow (2000)
Encourages team members to exchange information with one another	Arnold, Arad, Rhoades & Drasgow (2000)
<i>Participative Decision Making</i>	
Encourages team members to express ideas/suggestions	Arnold, Arad, Rhoades & Drasgow (2000)
Gives all team members a chance to voice their opinions	Arnold, Arad, Rhoades & Drasgow (2000)
Considers my team's ideas when he/she disagrees with them	Xu & Cooper Thomas (2011), Arnold, Arad, Rhoades & Drasgow (2000)
<i>Support Team</i>	
Takes a genuine interest in the personal development of his/her team members	Xu & Cooper Thomas (2011)
Encourages commitment to organization objectives	Xu & Cooper Thomas (2011)
Helps my team focus on the goals	Arnold, Arad, Rhoades & Drasgow (2000)
Supports my team's efforts	Arnold, Arad, Rhoades & Drasgow (2000)
Pays attention to my team 's efforts	Arnold, Arad, Rhoades & Drasgow (2000)
Tells my team when we perform well	Arnold, Arad, Rhoades & Drasgow (2000)
Shows concern for team members' success	Arnold, Arad, Rhoades & Drasgow (2000)
Celebrates the team's successes	Xu & Cooper Thomas (2011)
<i>Leading by Example</i>	
Works as hard as he/she can	Arnold, Arad, Rhoades & Drasgow (2000)
Sets a good example by the way he/she behaves	Arnold, Arad, Rhoades & Drasgow (2000)

Table 3.1 (continued)

Variables	Sources of reference
<i>Shows concern for team members' well-being</i>	
Cares about team members' personal problems	Arnold, Arad, Rhoades & Drasgow (2000)
Takes the time to discuss team members' concerns patiently	Arnold, Arad, Rhoades & Drasgow (2000)
Finds time to chat with team members	Arnold, Arad, Rhoades & Drasgow (2000)
Be a good listener when others are speaking	Xu & Cooper Thomas (2011)
Treats team members fairly and equally	Arnold, Arad, Rhoades & Drasgow (2000)
<i>Effective Performance</i>	
Anticipates workload and plans accordingly	Xu & Cooper Thomas (2011)
Approaches tasks with enthusiasm and energy	Xu & Cooper Thomas (2011)
Personally strives to excel in all activities	Xu & Cooper Thomas (2011)
Makes timely decisions, without unnecessary delay or haste	Xu & Cooper Thomas (2011)
Provides timely responses to requests, phone calls, or problem situations	Xu & Cooper Thomas (2011)
Deals effectively with multiple demands	Xu & Cooper Thomas (2011)
Be readily accessible to discuss problems	Xu & Cooper Thomas (2011)
Stays in touch with my team	Arnold, Arad, Rhoades & Drasgow (2000)
Knows what work is being done in my team	Arnold, Arad, Rhoades & Drasgow (2000)
Seeks opportunities to improve the quality of service to customers	Xu & Cooper Thomas (2011)
Demonstrates good presentation skills	Xu & Cooper Thomas (2011)
<i>Displays Integrity</i>	
Builds positive, long-term internal working relationships	Xu & Cooper Thomas (2011)
Willingly shares own knowledge and ideas with others	Xu & Cooper Thomas (2011)
Communicates openly and honestly – no hidden agendas	Xu & Cooper Thomas (2011)
Can be trusted with confidential information	Xu & Cooper Thomas (2011)
Demonstrates high ethical standards	Xu & Cooper Thomas (2011)

Table 3.1 (continued)

Variables	Sources of reference
Maintains appropriate self-control	Xu & Cooper Thomas (2011)
Accepts feedback and criticism constructively	Xu & Cooper Thomas (2011)
Demonstrates flexibility and open-mindedness	Xu & Cooper Thomas (2011)
Keeps promise made	Xu & Cooper Thomas (2011)

### Part 3: Employee Engagement

The third part of the questionnaire was not only for identifying the level of engagement of the employees who are working in the hotels of Mandalay, Myanmar, but also to examine the relation between leadership behaviors and employee engagement. The items for employees' engagement consisted of six items from three dimensions of emotional, cognitive and behavioral which were adapted from the previous study of Xu and Cooper Thomas (2011). In order to measure emotional engagement, two items were combined which are

#### Emotional

- Overall, I am satisfied with my job.
- I feel a sense of commitment to this organization.

#### Cognitive

- I take an active interest in what happens in this organization.
- Overall, I would recommend this organization as a great place to work.

#### Behavioral

- I feel inspired to go the extra mile to help this organization succeed.
- I look for ways to do my job more effectively.

A five-point Likert type scale was used to evaluate how the managers in Mandalay apply leadership behaviors from the view point of their subordinates/employees and to access the engagement level from the employees themselves. The employees were given the statements and the meaning of each point of the score is provided as follows:

Strongly agree	=	5 points
Agree	=	4 points

Neutral	=	3 points
Disagree	=	2 points
Strongly disagree	=	1 point

### 3.5 Validity and Reliability Test

After getting a drafted questionnaire, the questionnaire was sent out to the three professors who are experts in this field in order to check the validity of the instrument. The validity was checked by using Item-Objective Congruence (IOC). The index of item-objective congruence is a method for assessing content validity during the item development stage used in the test development which is developed by Rovinelli & Hambleton (1976). On the other hand, the index of item-objective congruence is a method through which content specialists and experts evaluate the items on the basis of the measure of the particular goals mentioned by the test developer. To be more specific, an expert on the contents will assess each item by providing a score of 1 (clearly measuring), -1 (clearly not measuring) or 0 (not clear content) for each item. Once the experts have finished the assessment of the items, they combine the scores to give indices of congruence of item-objective measures for each item. The index score is ranged from -1 to 1 which indicates that in case of a value of 1, it means all the experts agree that the item is measuring clearly only on the objectives and not measuring other objectives. On the contrary, a value of -1 would suggest that the hypothesized objective is not measured which instead is measuring all the objectives (Turner & Carlson, 2003). The items of the questionnaire were evaluated using IOC on the basis of the scores ranging from -1 to +1.

Congruent	=	+1
Questionable	=	0
Incongruent	=	-1

The items below 0.5 were amended while the items with values of 0.5 and above were reserved. All the items for this study are higher than 0.5.

Afterwards, the questionnaire was modified according to the experts' comments and the final version of the questionnaire was developed. Then, the questionnaire was translated into Myanmar language in order for them to have better understanding of the questions as the target population are the employees working in Myanmar. After translating into Myanmar

language, it was validated again by giving to the Myanmar native and let her translate back into English again to see whether it matched with the English version.

After all of these steps, a pilot study was conducted to assess the reliability test from SPSS. The researcher contacted a general manager from one hotel to participate in the pilot test. 50 questionnaires were sent to the hotel and 40 questionnaires were returned but, only 31 questionnaires were completed. After the pilot study, the reliability test was conducted and the results were presented as follows (See Table 3.2). Cronbach Alpha coefficient is one of the most commonly used indicators and the ideal index of a scale is above .7 (De Vellis, 2012). Table 3.2 showed that the Cronbach alpha for all the items used are more than 0.7.

Table 3.2 Reliability test

<b>Constructs and Items</b>	<b>Cronbach Alpha (<math>\alpha</math>)</b>
<i>Leadership Behavior</i>	
● Informing (5 variables)	0.91
● Coaching (7 variables)	0.92
● Participative Decision Making (3 variables)	0.85
● Supportive (8 variables)	0.88
● Leading by Example (2 variables)	0.90
● Shows concern for the team members' well-being (5 variables)	0.74
● Effective performance (11 variables)	0.81
● Displays Integrity (9 variables)	0.92
<i>Employees' engagement</i>	
	0.91

### 3.6 Data Collection

#### Primary Data

After the reliability and validity test of the questionnaire, primary data was collected from the hotel employees who are working both in front office and back office. The data was collected from July-August 2018. The list of the hotel was attained from the hotel association in Mandalay and there were over two hundred hotels in the list. Each hotel was contacted by phone and the researcher made appointments to meet with the managers from each hotel to show the information of the questionnaire together with the letter from the university. According to the rules and regulations of the hotels in Mandalay and as the hotels were worried that their information would be exposed to other people, most hotels did not agree to participate in the survey that made it harder to obtain assistance from the hotels. There were thirty-eight hotels in total that participated in the survey.

Table 3.3 Total number of hotels in Mandalay as of in 2017 and number of participated hotels

<b>Hotel star-rating</b>	<b>No. of hotels participated in this study</b>
Less than 3 stars	18
3 stars	18
4 stars	2
5 stars	0
Total	38

The participated hotels were still very sensitive and worried that the internal information of the hotel would be mentioned in the report. Therefore, the researcher made sure to keep the information as the confidential information.

The researcher sent out the questionnaires to the general managers as well as human resource department of the participating hotels who helped the researcher to distribute the questionnaires to the target sample. Some of the hotels agree to distribute to every employee in the hotel, however, some of them only agree for a part of employees which they used a random sampling method. Different hotels were needed to be given different amount of time according to the size of the hotel. 1500 questionnaires were distributed and 1000 questionnaires were returned.



Out of all the returned questionnaire paper, only 459 questionnaires were completed and the rest were not usable due to the missing information.

### 3.7 Data analysis

The main study was the quantitative study which includes developing the questionnaires and distributing them to the target employees in the hotels. After collecting the data using quantitative method, raw data was input, computed and analyzed with SPSS (24<sup>th</sup> version) software. The demographic and work characteristics of the respondents were analyzed with the descriptive statistical methods. Moreover, an independent sample t-test was used to determine whether demographic and work characteristics have an impact on employees' engagement. Multiple regression was used to measure the impact of leadership behavior on employees' engagement.

### 3.8 The level of Agreement

It can range the agreement factor in five levels with the interval of  $1-5 = 0.08$  (Vagias& Wade, 2006)

$$\begin{aligned} \text{By the interval level} &= \frac{\text{the difference of the highest and lowest points}}{\text{Number of Level}} \\ &= (5-1)/5 \\ &= 0.8 \end{aligned}$$

Table 3. 4 Level of Agreement

Assessed Level	Weight of answer	Meaning determined with weight
1	1.00 – 1.80	Strongly disagree
2	1.81 – 2.60	Disagree
3	2.61 – 3.40	Neutral
4	3.41 – 4.20	Agree
5	4.21 – 5.00	Strongly Agree

## CHAPTER 4

### RESULTS

#### 4.1 Demographic Characteristics of the Respondents

Table 4.1 showed demographic characteristics of the respondents such as gender, department, age, position, education, experience in service related industry, salary and length of employment. According to the results, for gender, male respondents were slightly higher than female, 237 or 51.6% of males and 222 or 48.4% of females.

The age group were divided into four groups and the majority of participants were 20-29 years of age group which was 270 or 58.8% of all the population. Then the second most population was 85 people or 18.5% of 30-39 years' old which was followed by 70 people or 15.3% of the group of age under 20. The rest of the respondents were above 40 which is 7.5%.

In terms of educational background, the majority of the respondents, 213 (46.4%) had bachelor degree. The second majority of respondents were below bachelor degree (191 or 41.6%) which was followed by the respondents who held postgraduate (50 or 10.9%).

In terms of department, 53.8% of respondents worked in the front office and the rest of the 46.2% respondents worked in the back office. For level of respondent work, 73.2% worked in non-managerial position and 18.1% of people were working in managerial position. In terms of length of employment, the respondents had the following, 87 or 19% worked for less than six months, 218 or 47.5% of respondents working for less one year, 150 respondents working from one to three years, and 91 or 19.9% of respondents working for more than three years.

In terms of experience of respondents in the service related industry, 133 (29%) of the respondents had experience for less than one year, 160 (34.9%) had for one to three years, and 166 (36.1%) of the participants had over three years of experience. In terms of monthly income, 244 (53.2%) of the respondents earned between 80,000 – 150,000 MMK and 164 (35.7%) of them earned between 150,001 – 300,000 MMK. A minority of 38 (8.3%) respondents earned between 300,001 – 450,000 MMK, 13 (2.8%) respondents earned between more than 450,001 – 600,000 MMK.

Table 4.1 Respondents' Profile and Work Characteristics

<b>Characteristics</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	237	51.6
Female	222	48.4
<b>Age</b>		
under 20	70	15.3
20-29	270	58.8
30-39	85	18.5
Above 40	34	7.5
<b>Education</b>		
Below Bachelor Degree	191	41.6
Bachelor degree	213	46.4
Postgraduate	50	10.9
Other	5	1.1
<b>Department</b>		
Front of the house	247	53.8
Back of the house	212	46.2
<b>Position</b>		
Managerial	83	18.1
Non - Managerial	336	73.2
other	40	8.7
<b>Experience in service related industry</b>		
Less than one year	133	29
1 - 3 year	160	34.9
more than five years	166	36.1
<b>Length of employment</b>		
less than one year	218	47.5
1 - 3 year	150	32.7
more than three years	91	19.9

Table 4.1 (continued)

<b>Characteristics</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Hotel Star Rating</b>		
One-star	84	18.3
Two-star	76	16.6
Three-star	208	45.3
Four-star	91	19.8
<b>Salary</b>		
80,000 - 150,000 MMK	244	53.2
150,001 - 300,000 MMK	164	35.7
300,001 - 450,000 MMK	38	8.3
More than 450,001 MMK	13	2.8
Total	459	100.0

## 4.2 Leadership Behavior

In order to investigate how the managers exercise leadership behaviors, the respondents were asked to rate their level of agreement toward how their immediate supervisor exercise leadership behavior at work. The leadership behavior was determined from eight dimensions which were (1) informing, (2) coaching, (3) participative decision-making, (4) supporting team, (5) leading by example, (6) showing concern for team members' well-being, (7) effective performance, and (8) displays integrity. The results were shown in Table 4.2 – 4.9.

### Informing

Five statements were used to investigate. Table 4.2 showed that the respondents agreed that their supervisor “explains the purpose of the company's policies to the team” (mean = 3.65, S.D = 0.95), “keeps others well informed” (mean = 3.61, S.D. = 0.90), “explains company decisions and goals” (mean = 3.61, S.D. = 0.92), “explains how the team fits into the company” (mean = 3.53, S.D. = 0.98) and “explains his/her decisions and actions to the team” (mean = 3.51, S.D. = 0.97). Overall, the respondents perceived that their leaders did well in informing them (Grand mean = 3.58 and S.D. =0.94).

Table 4. 2 Informing

<b>Informing</b>	<b>Mean</b>	<b>S.D.</b>	<b>Agreement Level</b>
Explains the purpose of the hotel's policies to my team	3.65	0.95	Agree
Explains hotel's decisions and goals	3.61	0.92	Agree
Keeps other well informed	3.61	0.90	Agree
Explains how my team fits into the hotel	3.53	0.98	Agree
Explains his/her decisions and actions to my team.	3.51	0.97	Agree
<b>Informing*</b>	<b>3.58</b>	<b>0.94</b>	<b>Agree</b>

\* Cronbach's alpha = 0.87

### Coaching

The perception of the participants towards this dimension was investigated through seven statements. Table 4.3 showed that the employees agreed that their manager or supervisor “encourages the team to deliver superior levels of customer service” (Mean = 3.92, S.D. = 0.96), “suggests ways to improve my team 's performance” (Mean = 3.71, S.D. = 0.91), “helps the team members identify and develop their skills and potential” (Mean = 3.67, S.D. = 0.98), “encourages team members to exchange information with one another” (Mean = 3.62, S.D. = 1.00), “ensures the team members are sufficiently trained to do their jobs” (Mean = 3.57, S.D. = 0.95), “encourages team members to solve problems together” (Mean = 3.57, S.D. = 1.00) and “teaches team members how to solve problems on their own” (Mean = 3.50, S.D. = 0.95). Generally, the respondents perceived that their leaders have good coaching skills. (Grand Mean = 3.65, S.D = 0.96)

Table 4. 3 Coaching

<b>Coaching</b>	<b>Mean</b>	<b>S.D.</b>	<b>Agreement Level</b>
Encourages the team to deliver superior levels of customer service	3.92	0.96	Agree
Suggests ways to improve my team's performance	3.71	0.91	Agree
Helps my team members identify and develop their skills and potential	3.67	0.98	Agree

Table 4.3 (continued)

<b>Coaching</b>	<b>Mean</b>	<b>S.D.</b>	<b>Agreement Level</b>
Encourages team members to exchange information with one another	3.62	1.00	Agree
Ensures the team members are sufficiently trained to do their jobs	3.57	0.95	Agree
Encourages team members to solve problems together	3.57	1.00	Agree
Teaches team members how to solve problems on their own	3.50	0.95	Agree
Coaching*	3.65	0.96	Agree

\* Cronbach's alpha = 0.89

### Participative Decision Making

The third dimension that was measured for leadership behavior is "Participative Decision Making". The respondents' perception of this dimension was investigated by three statements. Table 4.4 showed that most of the respondents agreed that the supervisor "encourages team members to express ideas and suggestions" (Mean = 3.45, S.D. = 1.01), however, they neither agreed nor disagreed that the supervisor "gives all team members a chance to voice their opinions" (Mean = 3.38, S.D. = 1.01) and the supervisor "considers the team's ideas when he/she disagrees with them" (Mean = 3.31, S.D. = 1.06).

Table 4. 4 Participative Decision Making

<b>Participative Decision Making</b>	<b>Mean</b>	<b>S.D.</b>	<b>Agreement Level</b>
Encourages team members to express ideas/suggestions	3.45	1.01	Agree
Gives all team members a chance to voice their opinions	3.38	1.01	Neutral
Considers my team's ideas when he/she disagrees with them	3.31	1.06	Neutral
Participative Decision Making	3.38	1.02	Neutral

\* Cronbach's alpha = 0.83

### Support Team

The fourth dimension is “Support Team” and The perception of the participants towards this dimension was investigated through eight statements. In table 4.5, it was indicated that the majority of the respondents agreed that their supervisor “encourages commitment to organization objectives” (Mean = 3.61, S.D. = 1.03), “helps my team focus on the goals” (Mean = 3.44, S.D. = 1.03), “pay attention to my team’s efforts” (Mean = 3.44, S.D. = 1.03), “tells my team when we perform well” (Mean = 3.43, S.D. = 1.06), “supports my team’s efforts (Mean = 3.42, S.D. = 1.32), and “shows concern for team members’ success” (Mean = 3.40, S.D. = 1.02), however, only some of them agreed that their supervisor “takes a genuine interest in the personal development of his/her team members” (Mean = 3.39, S.D. = 1.02), and “celebrates his/her team’s success” (Mean = 3.28, S.D. = 1.11). In general, the respondents agreed that their leaders have good skills in supporting the team.

Table 4. 5 Support Team

Support Team	Mean	S.D.	Agreement Level
Encourages commitment to organizational objectives	3.61	1.03	Agree
Pays attention to my team's efforts	3.44	1.03	Agree
Helps the team focus on the goal	3.44	1.03	Agree
Tells my team when we perform well	3.43	1.06	Agree
Shows concern for team members' success	3.40	1.02	Neutral
Takes a genuine interest in the personal development of his/her team members	3.39	1.02	Neutral
Supports my team's efforts	3.38	0.99	Neutral
Celebrates the team’s success	3.28	1.11	Neutral
Support Team	3.43	1.16	Agree

\* Cronbach’s alpha = 0.87

### Leading by Example

Next, the fifth dimension is “Leading by Example” and the perception of the participants on this dimensions was investigated by two statements. In table 4.6, it was shown that the respondents agreed that their leaders “work as hard as he/she can” (Mean = 3.73, S.D. = 1.01) and they “set a good example by the way he/she behaves” (Mean = 3.59, S.D. = 1.04). Overall, the respondents agreed that their supervisor leads them by example.

Table 4. 6 Leading by Example

Leading by Example	Mean	S.D.	Agreement Level
Works as hard as he/she can	3.73	1.01	Agree
Sets a good example by the way he/she behaves	3.59	1.04	Agree
Leading by Example	3.66	1.02	Agree

\* Cronbach’s alpha = 0.84

### Shows concern for team members’ well-being

Another dimension that was used to measure leadership behavior was “Shows concern for team members’ well-being” and there were 5 statements that were used to analyze respondents’ understanding of this dimension. It was shown in Table 4.7 that the respondents agreed that the supervisor “treats team members fairly and equally” (Mean = 3.50, S.D. = 1.05), “cares about team member’s personal problems” (Mean = 3.44, S.D. = 1.02) and their supervisor “is a good listener when others are speaking” (Mean = 3.43, S.D. = 1.02) but they neither agreed nor disagreed that their supervisor “takes the time to discuss team members’ concerns patiently” (Mean = 3.29, S.D. = 1.01) and “finds time to chat with the team members” (Mean = 3.28, S.D. = 1.02). In general, only some of the respondents thought that their managers show concern for the team members’ well-being.



Table 4. 7 Shows concern for the team members' well-being

<b>Shows concern for the team members' well-being</b>	<b>Mean</b>	<b>S.D.</b>	<b>Agreement Level</b>
Treats team members fairly and equally	3.50	1.05	Agree
Cares about team member's personal problems	3.44	1.02	Agree
Be a good listener when others are speaking	3.43	1.02	Agree
Takes the time to discuss team members' concerns patiently	3.29	1.01	Neutral
Finds time to chat with team members	3.28	1.02	Neutral
Shows concern for the team members' well-being	3.39	1.02	Neutral

\* Cronbach's alpha = 0.79

### **Effective Performance**

The seventh dimension that was used to measure the perception of respondents towards the leadership behavior was "Effective Performance" and eleven statements were used to ask the respondents. In table 4.8, the result was shown. The respondents agreed that their leaders personally strive to excel in all activities (Mean = 3.74, S.D. = 0.93), "provide timely responses to requests, phone calls, or problem situations" (Mean = 3.61, S.D. = 0.98), "anticipate workload and plans accordingly" (Mean = 3.59, S.D. = 0.92), "stay in touch with the team" (Mean = 3.58, S.D. = 1.01), "make timely decisions, without unnecessary delay or haste" (Mean = 3.56, S.D. = 0.95), "knows what work is being done in my team" (Mean = 3.55, S.D. = 0.95), "seeks opportunities to improve the quality of service to customers" (Mean = 3.54, S.D. = 0.98), "are readily accessible to discuss problems" (Mean = 3.52, S.D. = 0.99), "demonstrates good presentation skills" (Mean = 3.49, S.D. = 1.01), "approach tasks with enthusiasm and energy" (Mean = 3.44, S.D. = 0.95), and "deals effectively with multiple demands" (Mean = 3.43, S.D. = 0.97). Overall, the respondents agreed that the leaders have effective performance at the work.

Table 4. 8 Effective Performance

<b>Effective Performance</b>	<b>Mean</b>	<b>S.D.</b>	<b>Agreement Level</b>
Personally strives to excel in all activities	3.74	0.93	Agree
Provides timely responses to requests, phone calls or problem situations	3.61	0.98	Agree
Anticipates workload and plans accordingly	3.59	0.92	Agree
Stays in touch with my team	3.58	1.01	Agree
Makes timely decisions, without unnecessary delay or haste	3.56	0.95	Agree
Knows what work is being done in my team	3.55	0.95	Agree
Seeks opportunities to improve the quality of service to customers	3.54	0.98	Agree
Be readily accessible to discuss problems	3.52	0.99	Agree
Demonstrates good presentation skills	3.49	1.01	Agree
Approaches tasks with enthusiasm and energy	3.44	0.95	Agree
Deals effectively with multiple demands	3.43	0.97	Agree
Effective Performance	3.55	0.97	Agree

\* Cronbach's alpha = 0.95

### **Displays Integrity**

The last dimension is "Displays Integrity" and nine statements were used to ask the respondents towards this dimension. Table 4.9 showed that the respondents agreed that their manager "willingly shares own knowledge and ideas with others" (Mean = 3.64, S.D. = 1.05), "builds positive, long-term internal working relationships" (Mean = 3.64, S.D. = 1.01), "can be trusted with confidential information" (Mean = 3.57, S.D. = 1.08), "communicates openly and honestly – no hidden agendas" (Mean = 3.53, S.D. = 1.09), "demonstrates high ethical standards" (Mean = 3.53, S.D. = 1.05), "demonstrates flexibility and open-mindedness" (Mean = 3.52, S.D. = 0.99), "keeps promise made" (Mean = 3.49, S.D. = 1.08), "accepts feedback and criticism constructively" (Mean = 3.47, S.D. = 0.94) and "maintains appropriate self-control" (Mean = 3.43, S.D. = 1.10). Overall, the respondents agreed that the managers are good at displaying integrity.

Table 4. 9 Displays Integrity

<b>Displays Integrity</b>	<b>Mean</b>	<b>S.D.</b>	<b>Agreement Level</b>
Willingly shares own knowledge and ideas with others	3.64	1.05	Agree
Builds positive, long-term internal working relationships	3.64	1.01	Agree
Can be trusted with confidential information	3.57	1.08	Agree
Communicates openly and honestly - no hidden agendas	3.53	1.09	Agree
Demonstrates high ethical standards	3.53	1.05	Agree
Demonstrates flexibility and open-mindedness	3.52	0.99	Agree
Keeps Promise Made	3.49	1.08	Agree
Accepts feedback and criticism constructively	3.47	0.94	Agree
Maintains appropriate self-control	3.43	1.10	Agree
Displays Integrity	3.54	1.04	Agree

\* Cronbach's alpha = 0.94

### 4.3 Employee Engagement

The employee engagement was measured by using three dimensions with two statements each. There were six statements which were asked the employees to indicate the level of their own engagement. The three dimensions were "Emotional, Cognitive and Behavioral". The respondents agreed with the statements "I feel a sense of commitment to this hotel" (Mean = 3.90, S.D. = 0.97), "I look for ways to do my job more effectively" (Mean = 3.86, S.D. = 1.00), "I take an active interest in what happens in this hotel" (Mean = 3.82, S.D. = 0.95), "I feel inspired to go to extra mile to help this organization succeed" (Mean = 3.76, S.D. = 1.00), "Overall, I am satisfied with my job" (Mean = 3.64, S.D. = 0.97) and "Overall, I would recommend this organization as a great place to work" (Mean = 3.61, S.D. = 1.08). Overall, the result was shown in Table 4.10 that the respondents mentioned that they are engaged emotionally, cognitively and behaviorally.

Table 4.1010 Employee Engagement

Dimensions	Employee Engagement	Mean	S.D.	Agreement Level
Emotional	I feel a sense of commitment to this hotel.	3.90	0.97	Agree
	Overall, I am satisfied with my job.	3.64	0.97	Agree
<b>Emotional Grand Mean</b>		3.77	0.87	Agree
Behavioral	I look for ways to do my job more effectively.	3.86	1.00	Agree
	I feel inspired to go to extra mile to help this organization succeed.	3.76	1.00	Agree
<b>Behavioral Grand Mean</b>		3.81	0.93	Agree
Cognitive	I take an active interest in what happens in this hotel.	3.82	0.95	Agree
	Overall, I would recommend this organization as a great place to work.	3.61	1.08	Agree
<b>Cognitive Grand Mean</b>		3.72	0.88	Agree

\* Cronbach's alpha = 0.90

#### 4.4 Independent Sample t-test on the influence of respondents' employee characteristics on the perception towards their supervisor's leadership behavior

##### *The impact of gender on the perception towards the supervisor's leadership behavior*

In order to test hypothesis 1.1, the independent sample t-test was utilized to determine whether there were significant differences between males' and females' employees' perception towards the supervisor's leadership behavior. Table 4.11 – 4.18 showed the result that No significant differences were noted between males and females on the perception towards their supervisors' leadership behavior.

Table 4.11 The effect of Gender on the perception towards their supervisor's leadership behavior of Informing

Informing	Male		Female		t-value	p-value
	Mean	SD	Mean	SD		
Keeps other well informed	3.62	0.91	3.60	0.89	0.15	0.88
Explains hotel's decisions and goals	3.66	0.9	3.56	0.94	1.11	0.27
Explains his/her decisions and actions to my team.	3.54	1.00	3.48	0.94	0.60	0.55
Explains the purpose of the hotel's policies to my team	3.66	0.98	3.64	0.92	0.16	0.87
Explains how my team fits into the hotel	3.61	0.99	3.44	0.95	1.88	0.06

Table 4.12 The effect of Gender on the perception towards their supervisor's leadership behavior of "Coaching"

Coaching	Male		Female		t-value	p-value
	Mean	SD	Mean	SD		
Helps my team members identify and develop their skills and potential	3.74	0.96	3.59	1.00	1.67	0.10
Suggests ways to improve my team's performance	3.74	0.92	3.67	0.89	0.9	0.37
Encourages the team to deliver superior levels of customer service	3.94	0.94	3.91	0.99	0.35	0.46
Ensures the team members are sufficiently trained to do their jobs	3.56	0.98	3.59	0.91	-0.37	0.71
Teaches team members how to solve problems on their own	3.49	0.94	3.52	0.96	-0.37	0.71
Encourages team members to solve problems together	3.59	1.00	3.55	1.00	0.35	0.73
Encourages team members to exchange information with one another	3.65	0.97	3.59	1.04	0.59	0.55

Table 4.13 The effect of Gender on the perception towards their supervisor's leadership behavior of "Participative Decision Making"

Participative Decision Making	Male		Female		t-value	p-value
	Mean	SD	Mean	SD		
Encourages team members to express ideas/suggestions	3.49	1.05	3.41	0.96	0.80	0.42
Gives all team members a chance to voice their opinions	3.43	1.02	3.33	0.99	1.03	0.3
Considers my team's ideas when he/she disagrees with them	3.33	1.09	3.28	1.02	0.5	0.62

Table 4.14 The effect of Gender on the perception towards their supervisor's leadership behavior of "Support Team"

Support Team	Male		Female		t-value	p-value
	Mean	SD	Mean	SD		
Takes a genuine interest in the personal development of his/her team members	3.44	1.02	3.34	1.02	1.10	0.27
Encourages commitment to organizational objectives	3.60	1.06	3.61	1.00	-0.10	0.92
Helps the team focus on the goal	3.51	0.99	3.36	1.06	1.62	0.11
Supports my team's efforts	3.39	1.02	3.37	0.97	0.11	0.91
Pays attention to my team's efforts	3.50	1.04	3.37	1.00	1.30	0.20
Tells my team when we perform well	3.46	1.04	3.41	1.08	0.51	0.61
Shows concern for team members' success	3.44	1.02	3.36	1.02	0.78	0.44
Celebrates our team's success	3.22	1.15	3.34	1.06	-1.10	0.27

Table 4.15 The effect of Gender on the perception towards their supervisor's leadership behavior of "Leading by example"

Leading by example	Male		Female		t-value	p-value
	Mean	SD	Mean	SD		
Works as hard as he/she can	3.75	1.04	3.71	0.97	0.42	0.67
Sets a good example by the way he/she behaves	3.58	1.07	3.61	1.01	-0.31	0.76

Table 4.16 The effect of Gender on the perception towards their supervisor's leadership behavior of "Shows concern for team members' well-being"

Shows concern for team members' well-being	Male		Female		t-value	p-value
	Mean	SD	Mean	SD		
Cares about team member's personal problems	3.45	1.07	3.43	0.98	0.20	0.84
Takes the time to discuss team members' concerns patiently	3.25	1.06	3.33	0.96	-0.80	0.42
Finds time to chat with team members	3.30	1.08	3.25	0.95	0.59	0.56
Be a good listener when others are speaking	3.41	0.99	3.45	1.04	-0.44	0.66
Treats team members fairly and equally	3.53	1.08	3.48	1.01	0.51	0.61

Table 4.17 The effect of Gender on the perception towards their supervisor's leadership behavior of "Effective Performance"

Effective Performance	Male		Female		t-value	p-value
	Mean	SD	Mean	SD		
Anticipates workload and plans accordingly	3.61	0.94	3.57	0.90	0.47	0.64
Approaches tasks with enthusiasm and energy	3.46	0.95	3.42	0.95	0.46	0.64

Table 4.17 (continued)

Effective Performance	Male		Female		t-value	p-value
	Mean	S.D	Mean	S.D		
Personally strives to excel in all activities	3.73	0.96	3.74	0.91	-0.15	0.88
Makes timely decisions, without unnecessary delay or haste	3.59	0.94	3.52	0.95	0.82	0.41
Provides timely responses to requests, phone calls or problem situations	3.58	1.02	3.63	0.92	-0.53	0.60
Deals effectively with multiple demands	3.49	0.97	3.37	0.96	1.28	0.20
Be readily accessible to discuss problems	3.50	1.01	3.55	0.97	-0.56	0.58
Stays in touch with my team	3.53	1.03	3.63	0.99	-1.00	0.32
Knows what work is being done in my team	3.51	0.97	3.59	0.92	-0.95	0.34
Seeks opportunities to improve the quality of service to customers	3.52	1.04	3.55	0.90	-0.34	0.73
Demonstrates good presentation skills	3.49	1.02	3.49	1.01	-0.06	0.95

Table 4.18 The effect of Gender on the perception towards their supervisor's leadership behavior of "Display integrity"

Display integrity	Male		Female		t-value	p-value
	Mean	SD	Mean	SD		
Builds positive, long-term internal working relationships	3.65	1.01	3.63	1.01	0.30	0.77
Willingly shares own knowledge and ideas with others	3.65	1.03	3.64	1.07	0.06	0.95
Communicates openly and honestly - no hidden agendas	3.51	1.14	3.56	1.03	-0.56	0.58
Can be trusted with confidential information	3.54	1.09	3.60	1.08	-0.58	0.56
Demonstrates high ethical standards	3.58	1.07	3.47	1.02	1.08	0.28



Table 4.18 (continued)

Display integrity	Male		Female		t-value	p-value
	Mean	SD	Mean	SD		
Maintains appropriate self-control	3.50	1.07	3.36	1.13	1.38	0.17
Accepts feedback and criticism constructively	3.42	0.95	3.51	0.94	-1.04	0.30
Demonstrates flexibility and open-mindedness	3.57	0.98	3.47	1.01	1.04	0.30
Keeps Promise Made	3.47	1.08	3.52	1.09	-0.49	0.62

H 1.1: Gender has no significant impact on the perception towards their leaders' behavior.

From Table 4.11 – 4.18, it can be concluded that hotel employee characteristics in term of gender do not have impact on their perception toward their leader behaviour. Therefore, H1.1 was accepted.

#### **4.5 One-way ANOVA of the influence of employee characteristics on their perception towards their supervisors' leadership behavior**

One-way ANOVA was calculated to determine whether an interval between more than two groups was a significant difference in each dependent variable.

##### **4.5.1 The impact of Age on the perception towards their supervisors' leadership behavior**

In order to test H 1.2, one-way ANOVA was applied. In terms of the different age groups of respondents, the result in table 4.19 – 4.23 showed that, statistically, between the age groups of participants, no significant difference was found and their perception towards their supervisors' leadership behavior in all attributes of “Informing, Participative Decision Making, Shows concern for team members' well-being, Effective Performance and Display Integrity” while there were significant differences for the leadership behavior of “Coaching, supports team and leading by example”.

Table 4.19 The effect of age on the perception towards their supervisors' leadership behavior of "Informing"

<b>Informing</b>	<b>F- Test</b>	<b>p-value</b>
Keeps other well informed	0.91	0.44
Explains hotel's decisions and goals	0.23	0.88
Explains his/her decisions and actions to my team.	0.42	0.74
Explains the purpose of the hotel's policies to my team	0.88	0.45
Explains how my team fits into the hotel	0.83	0.48

Table 4.20 The effect of age on the perception towards their supervisors' leadership behavior of "Participative Decision Making"

<b>Participative Decision Making</b>	<b>F- Test</b>	<b>p-value</b>
Encourages team members to express ideas/suggestions	1.55	0.20
Gives all team members a chance to voice their opinions	0.46	0.71
Considers my team's ideas when he/she disagrees with them	1.29	0.28

Table 4.21 The effect of age on the perception towards their supervisors' leadership behavior of "Shows concern for team members' well-being"

<b>Shows concern for team members' well-being</b>	<b>F- Test</b>	<b>p-value</b>
Cares about team member's personal problems	2.12	0.10
Takes the time to discuss team members' concerns patiently	1.40	0.24
Finds time to chat with team members	1.89	0.13
Be a good listener when others are speaking	0.11	0.96
Treats team members fairly and equally	0.58	0.63

Table 4.22 The effect of age on the perception towards their supervisors' leadership behavior of "Effective Performance"

<b>Effective Performance</b>	<b>F- Test</b>	<b>p-value</b>
Anticipates workload and plans accordingly	0.87	0.46
Approaches tasks with enthusiasm and energy	0.07	0.97
Personally strives to excel in all activities	0.69	0.56
Makes timely decisions, without unnecessary delay or haste	1.02	0.39
Provides timely responses to requests, phone calls or problem situations	1.82	0.14
Deals effectively with multiple demands	0.58	0.63
Be readily accessible to discuss problems	0.33	0.80
Stays in touch with my team	0.50	0.68
Knows what work is being done in my team	0.52	0.67
Seeks opportunities to improve the quality of service to customers	0.15	0.93
Demonstrates good presentation skills	0.28	0.84

Table 4.23 The effect of age on the perception towards their supervisors' leadership behavior of "Display Integrity"

<b>Display Integrity</b>	<b>F- Test</b>	<b>p-value</b>
Builds positive, long-term internal working relationships	0.58	0.63
Willingly shares own knowledge and ideas with others	1.62	0.19
Communicates openly and honestly - no hidden agendas	0.37	0.78
Can be trusted with confidential information	0.24	0.87
Demonstrates high ethical standards	0.70	0.55
Maintains appropriate self-control	0.24	0.87
Accepts feedback and criticism constructively	0.57	0.64
Demonstrates flexibility and open-mindedness	0.98	0.40
Keeps Promise Made	0.31	0.82

Table 4.24 showed that, statistically, the significance value, p is 0.04, which is below 0.05 and, therefore, there were substantial differences between different age group of respondents and their perception towards their supervisors' leadership behavior when the

supervisors “help the team members identify and develop their skills and potential”. As for other factors, there was no significant difference between age groups and other behaviors of “Coaching”.

Table 4.24 The effect of age on the perception towards their supervisors’ leadership behavior of “Coaching”

Coaching	F- Test	p-value
Helps my team members identify and develop their skills and potential	2.77	0.04*
Suggests ways to improve my team's performance	2.35	0.07
Encourages the team to deliver superior levels of customer service	1.74	0.16
Ensures the team members are sufficiently trained to do their jobs	0.20	0.90
Teaches team members how to solve problems on their own	0.37	0.78
Encourages team members to solve problems together	0.12	0.95
Encourages team members to exchange information with one another	0.57	0.64

Remarks: \*p<0.05

The results were shown in table 4.25 that no significant differences between employees who are under the age of 20, 30-39 and above 40 were observed except respondents who were between the age of 20-29 perceived this “Coaching” of “Helps the team members identify and develop their skills and potential” significantly different to those who are under 20 and between 30-39 but employees who are above 40 do not have any significant differences with any other age group.

Table 4.25 Multiple comparisons (LSD) between age and their perception towards their supervisors’ leadership behavior of “Coaching”

Age	N	Mean	SD	Letter*
under 20	70	3.84	0.96	a
20-29	270	3.56	0.98	b
30-39	85	3.82	0.95	a
above 40	34	3.79	1.01	ab

\*Same letter indicates no significant difference (+/-5% variation)

Of 8 statements for Support Team, the results showed that, statistically, there was a significant difference in different age group of respondents and the perception towards their supervisors' leadership behavior of "Takes a genuine interest in the personal development of his/her team members". (Table 4.26)

Table 4.25 The effect of age on the perception towards their supervisors' leadership behavior of "Support Team"

Support Team	F- Test	p-value
Takes a genuine interest in the personal development of his/her team members	2.73	0.04*
Encourages commitment to organizational objectives	0.15	0.93
Helps the team focus on the goal	0.55	0.65
Supports my team's efforts	1.29	0.28
Pays attention to my team's efforts	0.68	0.57
Tells my team when we perform well	1.02	0.39
Shows concern for team members' success	1.31	0.27
Celebrates our team's success	0.68	0.56

Remarks: \*p<0.05

The results from table 4.27 showed that the employees who are within the age of 30-39 perceived stronger than that of any other groups that their supervisors exercise leadership behavior of "Takes a genuine interest in the personal development of his/her team members".

Table 4.27 Multiple comparisons (LSD) between age and their perception towards their supervisors' leadership behavior of "Support Team"

Age	N	Mean	SD	Letter*
under 20	70	3.29	1.13	a
20-29	270	3.33	0.98	a
30-39	85	3.67	1.00	b
above 40	34	3.41	1.08	a

\*Same letter indicates no significant difference (+/-5% variation)

The results in Table 4.28 showed that, the p-value is 0.016 which is less than 0.05, therefore, statistically, there was a significant difference in different age group of respondents and the perception towards their supervisors' leadership behavior of "Sets a good example by the way he/she behaves" among two statements for Leading by Example.

Table 4.28 The effect of age on the perception towards their supervisors' leadership behavior of "Leading by Example"

<b>Leading by Example</b>	<b>F- Test</b>	<b>p-value</b>
Works as hard as he/she can	1.99	0.12
Sets a good example by the way he/she behaves	3.46	0.02*

Remarks: \*p<0.05

The results from table 4.29 showed that employees who are between within 20-29 years old perceived stronger than the age group of under 20 and 20-29 that their supervisors exercise "Leading by Example" to the factor of "Sets a good example by the way he/she behaves". Employees who are above 40 did not have any significant differences with any other age group.

Table 4.29 Multiple comparisons (LSD) between age and their perception towards their supervisors' leadership behavior of "Leading by Example"

<b>Age</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Letter*</b>
under 20	70	3.84	1.02	a
20-29	270	3.47	1.06	b
30-39	85	3.78	0.99	a
above 40	34	3.56	0.96	ab

\*Same letter indicates no significant difference (+/-5% variation)

H 1.2: Age has significant impact on the perception towards their leaders' behavior.

From Table 4.19-4.29, it can be concluded that hotel employee characteristics in term of age do not have significant impact on their perception toward their leader behavior except coaching, supports team and leading by example. The results showed that hotel employees who are in the age of 20-29 perceived that their leader helps them to identify and develop their skills

and potential and also sets a good example by the way he/she behaves not as strong as the employees in the younger and older age group. On the other hand, hotel employees in the age of 30-39 perceived that their leader takes a genuine interest in the personal development of his/her team members more than the employee in the younger and older age groups. Therefore, the hypothesis 1.2 is partially accepted.

#### **4.5.2 The impact of Education on the perception towards their supervisors' leadership behavior**

It can be seen that the result from the table 4.30-4.36 showed that the education of the respondents had no impact on the perception towards their supervisors' leadership behavior (i.e.  $p < 0.05$ ) of "Informing, Coaching, Participative Decision Making, Leading by Example, Showing concern for the team members' well-being, Effective Performance and Displays Integrity" whereas there was a significant difference between respondents with different education level with only one variable of "Supports Team" leadership behavior.

Table 4.30 The effect of education on the perception towards their supervisors' leadership behavior of "Informing"

<b>Informing</b>	<b>F-Test</b>	<b>p-value</b>
Keeps other well informed	1.25	0.29
Explains hotel's decisions and goals	1.28	0.28
Explains his/her decisions and actions to my team.	0.32	0.81
Explains the purpose of the hotel's policies to my team	0.78	0.51
Explains how my team fits into the hotel	0.24	0.87

Table 4.3126 The effect of education on the perception towards their supervisors' leadership behavior of "Coaching"

<b>Coaching</b>	<b>F-Test</b>	<b>p-value</b>
Helps my team members identify and develop their skills and potential	0.91	0.44
Suggests ways to improve my team's performance	1.45	0.23
Encourages the team to deliver superior levels of customer service	1.92	0.13
Ensures the team members are sufficiently trained to do their jobs	0.68	0.56
Teaches team members how to solve problems on their own	2.30	0.08
Encourages team members to solve problems together	0.46	0.71
Encourages team members to exchange information with one another	0.72	0.54

Table 4.32 The effect of education on the perception towards their supervisors' leadership behavior of "Participative Decision Making"

<b>Participative Decision Making</b>	<b>F-Test</b>	<b>p-value</b>
Encourages team members to express ideas/suggestions	0.06	0.98
Gives all team members a chance to voice their opinions	1.09	0.35
Considers my team's ideas when he/she disagrees with them	0.04	0.99

Table 4.33 The effect of education on the perception towards their supervisors' leadership behavior of "Leading by Example"

<b>Leading by Example</b>	<b>F-Test</b>	<b>p-value</b>
Works as hard as he/she can	2.57	0.05
Sets a good example by the way he/she behaves	1.22	0.30



Table 4.34 The effect of education on the perception towards their supervisors' leadership behavior of "Showing concern for the team members' well-being"

<b>Showing concern for team members' well being</b>	<b>F-Test</b>	<b>p-value</b>
Cares about team member's personal problems	1.25	0.29
Takes the time to discuss team members' concerns patiently	1.06	0.36
Finds time to chat with team members	0.44	0.72
Be a good listener when others are speaking	0.28	0.84
Treats team members fairly and equally	0.31	0.82

Table 4.35 The effect of education on the perception towards their supervisors' leadership behavior of "Effective Performance"

<b>Effective Performance</b>	<b>F-Test</b>	<b>p-value</b>
Anticipates workload and plans accordingly	0.45	0.72
Approaches tasks with enthusiasm and energy	0.25	0.86
Personally strives to excel in all activities	0.17	0.92
Makes timely decisions, without unnecessary delay or haste	0.33	0.80
Provides timely responses to requests, phone calls or problem situations	0.99	0.40
Deals effectively with multiple demands	1.18	0.32
Be readily accessible to discuss problems	2.24	0.08
Stays in touch with my team	0.08	0.97
Knows what work is being done in my team	2.37	0.07
Seeks opportunities to improve the quality of service to customers	0.04	0.99
Demonstrates good presentation skills	0.10	0.96

Table 4.27 The effect of education on the perception towards their supervisors' leadership behavior of "Displays Integrity"

<b>Displays Integrity</b>	<b>F-Test</b>	<b>p-value</b>
Builds positive, long-term internal working relationships	1.41	0.24
Willingly shares own knowledge and ideas with others	0.12	0.95
Communicates openly and honestly - no hidden agendas	0.19	0.91
Can be trusted with confidential information	1.29	0.28
Demonstrates high ethical standards	0.64	0.59
Maintains appropriate self-control	1.05	0.37
Accepts feedback and criticism constructively	0.87	0.46
Demonstrates flexibility and open-mindedness	0.13	0.94
Keeps Promise Made	1.02	0.38

Among all the leadership behavior, it was shown that there was an impact of the education of the respondents on the leadership behavior of "Supports Team". In table 4.37, it was shown that among all the "support team" leadership behavior, different respondents with different level of education perceived differently when their supervisors "Celebrate their team success" for which p-value is 0.038.

Table 4.287 The effect of education on the perception towards their supervisors' leadership behavior of "Support Team"

<b>Support Team</b>	<b>F-Test</b>	<b>p-value</b>
Takes a genuine interest in the personal development of his/her team members	0.28	0.84
Encourages commitment to organizational objectives	0.98	0.40
Helps the team focus on the goal	1.30	0.27
Supports my team's efforts	0.47	0.70
Pays attention to my team's efforts	0.04	0.99
Tells my team when we perform well	0.32	0.81
Shows concern for team members' success	0.22	0.88
Celebrates our team's success	2.84	0.04*

Remarks: \*p<0.05

The results from table 4.38 showed that there were no substantial differences between the employees who have below bachelor degree and those who have bachelor degree and other degrees. The employees who have higher than bachelor degree had different perception towards this leadership behavior “Celebrates our team’s success” with the respondents who have below bachelor degree and bachelor degree but the respondents who have higher than bachelor degree perceived this factor the same as those who had other degrees.

Table 4.38 Multiple comparisons (LSD) between education and their perception towards their supervisors’ leadership behavior of “Support Team”

Education	N	Mean	SD	Letter*
Below Bachelor Degree	191	3.31	1.10	a
Bachelor Degree	213	3.34	1.12	a
Higher than bachelor Degree	50	2.86	1.03	b
Others	5	3.60	0.89	a

\*Same letter indicates no significant difference (+/-5% variation)

H 1.3: Education has significant impact on the perception towards their leaders’ behavior.

From Table 4.30-4.38, it can be concluded that hotel employee characteristics in terms of education do not have significant impact on their perception toward their leader behavior except supports team. The results showed that hotel employees who have higher than bachelor degrees perceived that their leader celebrates their team’s success not as strong as the employees who have lower than bachelor degree and others. Therefore, hypothesis 1.3 is partially accepted

#### **4.5.3 The impact of respondents’ experience in the service industry on the perception towards their supervisors’ leadership behavior**

Another one-way ANOVA was tested in order to analyze how the experience of the respondents in the service industry can impact the perception towards their supervisors’ leadership behavior. Table 4.39 - 4.41 showed that the experience of the respondents had no influence on the perception towards their supervisors’ leadership behavior of “Participative

Decision Making, Leading by Example and Displays Integrity” for all attributes whereas there were differences significantly on the leadership behavior of Informing, Coaching, Support Team, Shows concern for the team members’ well-being and Effective Performance

Table 4.39 The effect of working experience in the service industry on the perception towards their supervisors’ leadership behavior of “Participative Decision Making”

<b>Participative Decision Making</b>	<b>F-Test</b>	<b>p-value</b>
Encourages team members to express ideas/suggestions	1.15	0.32
Gives all team members a chance to voice their opinions	1.18	0.31
Considers my team's ideas when he/she disagrees with them	1.21	0.30

Table 4.40 The effect of working experience in the service industry on the perception towards their supervisors’ leadership behavior of “Leading by Example”

<b>Leading by Example</b>	<b>F-Test</b>	<b>p-value</b>
Works as hard as he/she can	1.50	0.23
Sets a good example by the way he/she behaves	2.79	0.06

Table 4.41 The effect of working experience in the service industry on the perception towards their supervisors’ leadership behavior of “Displays Integrity”

<b>Displays Integrity</b>	<b>F-Test</b>	<b>p-value</b>
Builds positive, long-term internal working relationships	2.76	0.06
Willingly shares own knowledge and ideas with others	2.26	0.11
Communicates openly and honestly - no hidden agendas	1.66	0.19
Can be trusted with confidential information	0.23	0.80
Demonstrates high ethical standards	2.34	0.10
Maintains appropriate self-control	2.02	0.13
Accepts feedback and criticism constructively	2.63	0.07
Demonstrates flexibility and open-mindedness	2.54	0.08
Keeps Promise Made	2.33	0.10

The results from table 4.42- 4.57 of ANOVA showed that some attributes such as Informing, Coaching, Support Team, Shows concern for the team members' well-being and Effective Performance showed significant differences.

Table 4.42 The effect of working experience in the service industry on the perception towards their supervisors' leadership behavior of "Informing"

<b>Informing</b>	<b>F-Test</b>	<b>p-value</b>
Keeps other well informed	1.99	0.14
Explains hotel's decisions and goals	3.02	0.05*
Explains his/her decisions and actions to my team.	0.26	0.77
Explains the purpose of the hotel's policies to my team	0.66	0.52
Explains how my team fits into the hotel	0.83	0.44

Remarks: \*p<0.05

Table 4.43 showed that the respondents who had an experience of more than 3 years perceived stronger than the other groups that the leaders exercised the leadership behavior of "Explains hotel's decisions and goals"

Table 4.43 Multiple Comparisons (LSD) between respondents' experience in the service industry on the perception towards their supervisors' leadership behavior of "Informing"

<b>Explains hotel's decisions and goals</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Letter*</b>
less than one year	133	3.69	0.81	a
1-3 years	160	3.47	0.89	b
more than 3 years	166	3.69	1.01	a

\*Same letter indicates no significant difference (+/-5% variation)

Table 4.44 The effect of working experience in the service industry on the perception towards their supervisors' leadership behavior of "Coaching"

<b>Coaching</b>	<b>F-Test</b>	<b>p-value</b>
Helps my team members identify and develop their skills and potential	3.95	0.02*
Suggests ways to improve my team's performance	2.23	0.11
Encourages the team to deliver superior levels of customer service	3.97	0.02*
Ensures the team members are sufficiently trained to do their jobs	6.08	0.00*
Teaches team members how to solve problems on their own	2.70	0.07
Encourages team members to solve problems together	3.25	0.04*
Encourages team members to exchange information with one another	0.31	0.73

Remarks: \*p<0.05

Table 4.45 showed that the participants who have an experience of less than one year perceived stronger than the other groups that the leaders exercised the leadership behavior of "Helps my team members identify and develop their skills and potential".

Table 4.45 Multiple Comparisons (LSD) between respondents' experience in the service industry on the perception towards their supervisors' leadership behavior of "Coaching"

<b>Helps my team members identify and develop their skills and potential</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Letter*</b>
less than one year	133	3.86	0.90	a
1-3 years	160	3.56	0.96	b
more than 3 years	166	3.62	1.04	b

\*Same letter indicates no significant difference (+/-5% variation)

Table 4.46 showed that the participants who had an experience of 1-3 years in hotels perceived stronger than other respondents that the leaders exercised the leadership behavior of "Encourages the team to deliver superior levels of customer service".

Table 4.46 Multiple Comparisons (LSD) between respondents' experience in the service industry on the perception of leadership behavior of "Coaching"

<b>Encourages the team to deliver superior levels of customer service</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Letter*</b>
less than one year	133	4.00	0.90	a
1-3 years	160	3.75	0.98	b
more than 3 years	166	4.20	0.97	a

\*Same letter indicates no significant difference (+/-5% variation)

Table 4.47 showed that the respondents who have an experience of less than one year perceived stronger than the other groups that the leaders exercised the leadership behavior of "Ensures the team members are sufficiently trained to do their jobs".

Table 4.47 Multiple Comparisons (LSD) between respondents' experience in the service industry on the perception of leadership behavior of "Coaching"

<b>Ensures the team members are sufficiently trained to do their jobs</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Letter*</b>
less than one year	133	3.79	0.96	a
1-3 years	160	3.41	0.89	b
more than 3 years	166	3.56	0.96	b

\*Same letter indicates no significant difference (+/-5% variation)

Table 4.48 showed that no substantial differences were found between respondents who have an experience of less than one year with other groups. However, the participants who had over 3 years of experience in the hotel perceived stronger than the respondents who have experience of 1 - 3 years that the leaders exercised the leadership behavior of "Encourages team members to solve problems together".

Table 4.48 Multiple Comparisons (LSD) between respondents' experience in the service industry on the perception of leadership behavior of "Coaching"

<b>Encourages team members to solve problems together</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Letter*</b>
less than one year	133	3.62	1.00	ab
1-3 years	160	3.41	0.94	a
more than 3 years	166	3.68	1.03	b

\*Same letter indicates no significant difference (+/-5% variation)

Table 4. 49 The effect of working experience in the service industry on the perception towards their supervisors' leadership behavior of "Support Team"

<b>Support Team</b>	<b>F-Test</b>	<b>p-value</b>
Takes a genuine interest in the personal development of his/her team members	1.30	0.28
Encourages commitment to organizational objectives	1.83	0.16
Helps my team focus on the goal	3.83	0.02*
Supports my team's efforts	2.98	0.05*
Pays attention to my team's efforts	1.06	0.35
Tells my team when we perform well	1.45	0.24
Shows concern for team members' success	1.03	0.36
Celebrates our team's success	1.72	0.18

Remarks: \*p<0.05

Table 4.50 and 4.51 showed that the respondents with less than one year of experience in the service industry perceived stronger than the other respondents who have an experience of less than one year and more than three years that the leaders exercised the leadership behavior of "Helps my team focus on the goal" and "Supports my team's efforts".



Table 4.50 Multiple Comparisons (LSD) between respondents' experience in the service industry on the perception towards their supervisors' leadership behavior of "Support Team"

<b>Helps my team focus on the goal</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Letter*</b>
less than one year	133	3.58	1.00	a
1-3 years	160	3.26	0.99	b
more than 3 years	166	3.49	1.07	a

\*Same letter indicates no significant difference (+/-5% variation)

Table 4.51 Multiple Comparisons (LSD) between respondents' experience in the service industry on the perception of leadership behavior of "Support Team"

<b>Supports my team's efforts</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Letter*</b>
less than one year	133	3.47	0.98	a
1-3 years	160	3.23	0.96	b
more than 3 years	166	3.46	1.03	a

\*Same letter indicates no significant difference (+/-5% variation)

Table 4.5229 The effect of working experience in the service industry on the perception towards their supervisors' leadership behavior of "Shows concern for the team members' well-being"

<b>Shows concern for the team members' well being</b>	<b>F-Test</b>	<b>p-value</b>
Cares about team member's personal problems	2.78	0.06
Takes the time to discuss team members' concerns patiently	1.42	0.24
Finds time to chat with team members	3.32	0.04*
Be a good listener when others are speaking	1.06	0.35
Treats team members fairly and equally	2.81	0.06

Table 4.53 showed that the respondents who have an experience of less than one year perceived stronger than the other groups that the leaders exercised the leadership behavior of "Finds time to chat with team members".

Table 4.53 Multiple Comparisons (LSD) between respondents' experience in the service industry on the perception towards their supervisors' leadership behavior of "Shows concern for the team members' well-being"

<b>Finds time to chat with team members</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Letter*</b>
less than one year	133	3.47	1.08	a
1-3 years	160	3.18	0.97	b
more than 3 years	166	3.22	1.00	b

\*Same letter indicates no significant difference (+/-5% variation)

Table 4.54 The effect of the experience of the respondents in the service industry on the perception towards their supervisors' leadership behavior of "Effective Performance"

<b>Effective Performance</b>	<b>F-Test</b>	<b>p-value</b>
Anticipates workload and plans accordingly	0.90	0.41
Approaches tasks with enthusiasm and energy	2.98	0.05*
Personally strives to excel in all activities	3.01	0.05*
Makes timely decisions, without unnecessary delay or haste	2.53	0.08
Provides timely responses to requests, phone calls or problem situations	3.55	0.03*
Deals effectively with multiple demands	2.36	0.10
Be readily accessible to discuss problems	2.12	0.12
Stays in touch with my team	1.30	0.27
Knows what work is being done in my team	0.64	0.53
Seeks opportunities to improve the quality of service to customers	2.06	0.13
Demonstrates good presentation skills	1.71	0.18

Table 4.55 and 4.56 showed that no significant differences were observed between respondents who have an experience of more than 3 years in the service industry with other groups. However, the respondents with less than one year of experience in the service industry perceived stronger than the respondents who had experience of 1 - 3 years that the leaders exercised the leadership behavior of "Approaches tasks with enthusiasm and energy and Provides timely responses to requests, phone calls or problem situations".

Table 4.55 Multiple Comparisons (LSD) between respondents' experience in the service industry on the perception towards their supervisors' leadership behavior of "Effective Performance"

<b>Approaches tasks with enthusiasm and energy</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Letter*</b>
less than one year	133	3.60	0.91	a
1-3 years	160	3.34	0.93	b
more than 3 years	166	3.41	1.00	ab

\*Same letter indicates no significant difference (+/-5% variation)

Table 4.56 Multiple Comparisons (LSD) between respondents' experience in the service industry on the perception of leadership behavior of "Effective Performance"

<b>Provides timely responses to requests, phone calls or problem situations</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Letter*</b>
less than one year	133	3.78	0.84	a
1-3 years	160	3.48	1.00	b
more than 3 years	166	3.58	1.03	ab

\*Same letter indicates no significant difference (+/-5% variation)

Multiple Comparisons (LSD) from table 4.57 showed that the respondents who have an experience of less than one year perceived stronger than the other groups that the leaders exercised the leadership behavior of "Personally strives to excel in all activities".

Table 4.57 Multiple Comparisons (LSD) between respondents' experience in the service industry on the perception of leadership behavior of "Effective Performance"

<b>Personally strives to excel in all activities</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Letter*</b>
less than one year	133	3.90	0.84	a
1-3 years	160	3.68	0.92	b
more than 3 years	166	3.66	1.00	b

\*Same letter indicates no significant difference (+/-5% variation)

H 1.4: Work Experience in the service related industry has significant impact on the perception towards their leaders' behavior.

From Table 4.42-4.57, it can be concluded that hotel employee characteristics in terms of work experience in the service related industry have significant impact on their perception toward their leader behavior except Participative Decision Making, Leading by Example and Displays Integrity. The results showed that hotel employees who have work experience of 1-3 years perceived lower than the other groups who have less than one year of experience and more than 3 years on the perception towards their leadership behavior of "Informing: Explains hotel's goals and discussion, Coaching: Encourages the team to deliver superior levels of customer service, Encourages team members to solve problems together, supports team: Helps my team focus on the goal and Supports my team's effort, Effective Performance: Approaches tasks with enthusiasm and energy, Provides timely responses to requests, phone calls or problem situations". However, respondents who have experience of less than one year perceived the strongest on the leadership behavior of "Coaching: Helps my team members identify and develop their skills and potential, Ensures the team members are sufficiently trained to do jobs, Shows concern for the team members' well-being: Finds time to chat with team members and Effective Performance: Personally strives to excel in all activities". Therefore, the hypothesis 1.4 is partially accepted.

#### 4.6 Independent Sample t-test on the influence of respondents' employee characteristics on employee engagement

##### 4.6.1 The impact of Gender on Employee Engagement

In order to test hypothesis 2, t-test was used to identify if the engagement level would be different between males and females. Table 4.58 showed the result that there were no substantial differences between different gender for the engagement level.

Table 4.58 The impact of Gender on employee engagement

Employee engagement	Male		Female		t-value	p-value	
	Mean	SD	Mean	SD			
Emotional	Overall, I am satisfied with my job.	3.65	1.03	3.63	0.9	0.31	0.76
	I feel a sense of commitment to this hotel.	3.95	0.95	3.83	0.99	1.33	0.18
Cognitive	I take an active interest in what happens in this hotel.	3.84	1.00	3.80	0.90	0.47	0.64
	Overall, I would recommend this organization as a great place to work.	3.62	1.12	3.60	1.04	0.21	0.84
Behavioral	I feel inspired to go to extra mile to help this organization succeed.	3.72	1.04	3.8	0.95	-0.91	0.36
	I look for ways to do my job more effectively.	3.90	0.99	3.83	1.01	0.75	0.45

H 2.1: Gender has no significant impact on employee engagement.

From Table 4.58, it can be concluded that hotel employee characteristics in term of gender do not have impact on their engagement. Therefore, H 2.1 was accepted.

#### 4.6.2 The impact of Age on Employee Engagement

In order to test hypothesis 2.2, one-way ANOVA was used to determine if the engagement level would be different in different age groups. Table 4.59 showed the result that there were no significant differences between different age groups with the engagement level.

Table 4.59 The impact of Age on employee engagement

	Employee Engagement	F- Test	p-value
Emotional	Overall, I am satisfied with my job	1.74	0.16
	I feel a sense of commitment to this hotel	0.30	0.83
Cognitive	I take an active interest in what happens in this hotel	0.68	0.57
	Overall, I would recommend this organization as a great place to work.	2.37	0.07
Behavioral	I feel inspired to go to extra mile to help this organization succeed	0.31	0.82
	I look for ways to do my job more effectively	1.41	0.24

H 2.2: Age has significant impact on employee engagement.

From Table 4.59, it can be concluded that hotel employee characteristics in term of age do not have impact on their engagement. Therefore, H 2.2 was rejected.

#### 4.6.3 The impact of Education on Employee Engagement

In order to test hypothesis 2.3, one-way ANOVA was tested for analyzing the impact of education on the employee engagement level. It was shown that the level of education has no impact on the level for the engagement of the employee as the p-value is less than 0.05. (See table 4.60).

Table 4.60 The impact of Education on employee engagement

	<b>Employee Engagement</b>	<b>F- Test</b>	<b>p-value</b>
Emotional	Overall, I am satisfied with my job	1.31	0.27
	I feel a sense of commitment to this hotel	1.44	0.23
Cognitive	I take an active interest in what happens in this hotel	0.77	0.51
	Overall, I would recommend this organization as a great place to work.	2.08	0.10
Behavioral	I feel inspired to go to extra mile to help this organization succeed	2.44	0.06
	I look for ways to do my job more effectively	0.92	0.43

H 2.3: Education has no significant impact on employee engagement.

Table 4.60 showed that hotel employee characteristics in term of education do not have impact on their engagement. Therefore, H 2.3 was accepted.

#### **4.6.4 The impact of respondents' experience in the service industry on Employee Engagement**

In order to analyze the relationship between respondents' experience in the service industry with the employees' engagement, one-way ANOVA was used and the result described that there is a significant relationship with three of the attributes of the employees' engagement which are "Overall, I am satisfied with my job" (p-value = 0.034), "Overall, I would recommend this organization as a great place to work" (p-value = 0.004) and "I feel inspired to go to extra mile to help this organization succeed" (p-value = 0.043).(See Table 4.61)

Table 4.61 The impact of Experience in the service industry on employee engagement

Employee Engagement		F- Test	p-value
Emotional	Overall, I am satisfied with my job	3.40	0.03*
	I feel a sense of commitment to this hotel	1.08	0.34
Cognitive	I take an active interest in what happens in this hotel	1.45	0.24
	Overall, I would recommend this organization as a great place to work.	5.68	0.00*
Behavioral	I feel inspired to go to extra mile to help this organization succeed	3.16	0.04*
	I look for ways to do my job more effectively	1.25	0.29

Multiple Comparisons (LSD) from table 4.62 and 4.63 showed that there was a significant difference between the respondents who have an experience of 1-3 years in the service industry with the other groups on the engagement level of “Overall, I am satisfied with my job and Overall, I would recommend this organization as a great place to work”.

Table 4.62 Multiple Comparisons (LSD) between respondents' experience in the service industry on the engagement level of “Overall, I am satisfied with my job”

Overall, I am satisfied with my job	N	Mean	SD	Letter*
less than one year	133	3.71	1.01	a
1-3 years	160	3.48	0.96	b
more than 3 years	166	3.74	0.93	a

\*Same letter indicates no significant difference (+/-5% variation)



Table 4.63 Multiple Comparisons (LSD) between respondents' experience in the service industry on the engagement level of "Overall, I would recommend this organization as a great place to work".

<b>Overall, I would recommend this organization as a great place to work.</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Letter*</b>
less than one year	133	3.77	1.09	a
1-3 years	160	3.39	1.03	b
more than 3 years	166	3.70	1.09	a

\*Same letter indicates no significant difference (+/-5% variation)

Table 4.64 showed that there was no significant difference between the respondents who have experience of less than one year on perceived factor "I feel inspired to go to extra mile to help this organization succeed" with the other two groups. However, the respondents who have experience of more than 3 years are more engaged than those who have 1-3 years of experience in the service industry on the engagement factor of "I feel inspired to go extra mile to help the organization succeed".

Table 4.64 Multiple Comparisons (LSD) between respondents' experience in the service industry on the engagement factor of "I feel inspired to go to extra mile to help this organization succeed".

<b>I feel inspired to go to extra mile to help this organization succeed</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Letter*</b>
less than one year	133	3.83	1.00	ab
1-3 years	160	3.60	0.95	a
more than 3 years	166	3.86	1.02	b

\*Same letter indicates no significant difference (+/-5% variation)

H 2.4: Work Experience in the service related industry has significant impact on employee engagement.

Table 4.61-4.64 showed that hotel employee characteristics in terms of work experience in the service related industry has no significant impact on the employee engagement

except three variables which are “Overall, I am satisfied with my job, Overall, I would recommend this organization as a great place to work and I feel inspired to go to extra mile to help this organization succeed”. Therefore, H 2.3 was partially accepted.

#### 4.7 Regression Analysis of leadership behavior and employee engagement

In order to measure the engagement level of employee, three aspects of employee engagement which are emotional, behavioral and cognitive engagement were analyzed. Below are the results to check whether leadership behavior had relationship with employee engagement.

Table 4.65 Multiple Regressions on Leadership Behavior and Employee Engagement

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	1.20	0.15		7.84	0.00
Displays integrity	0.30	0.06	0.32	5.33	0.00
Coaching	0.30	0.07	0.28	4.36	0.00
Informing	0.15	0.06	0.14	2.57	0.01
Participative Decision-Making	-0.15	0.06	-0.17	-2.79	0.01
Supports Team	0.12	0.06	0.13	2.07	0.04

Note: Dependent Variable: engagement, Adjusted R – square = 0.404

In order to test hypothesis 3, a multiple regression was conducted using the variable of employees’ engagement as a dependent variable, and the eight dimensions from the leadership behavior were independent variables. (See - Table 4.65) Three dimensions of leadership behavior was not accepted in the model as the significant was more than 0.05. According to the result, it can be seen that five dimensions of leadership behavior have relationship with employee engagement where four dimensions of “Displays Integrity, Coaching, Informing and Support Team” were positively correlated with the employees’ engagement. The

adjusted R square value indicated that 40.4% of the dependent variable was explained by 5 factors. Moreover, p value is less than 0.05 and it indicates that the regression model explained a statistically significant relationship for leadership behavior and employee engagement and among the eight factors, five variables were statistically significant. Linear regression was applied to find out the relationship between 8 dimensions of leadership behavior and employees' engagement variable.

The result showed that the dimension of “displays integrity” scored the highest beta value 0.32 which was followed by “coaching, informing and Supports Team” for which (beta=0.279, 0.142 and 0.125 respectively). Therefore, it can be concluded that if the supervisors and managers exercise more on displaying integrity, coaching, informing and supporting team, the employees will be engaged in their work. However, the dimension of “Participative Decision Making” was negatively correlated with the employees' engagement which means that if the leaders asked the employees to participate in decision making process, the employees will feel less engaged.

H 3.1: There is a significant relationship between leadership behavior and employee engagement in hotels in Mandalay, Myanmar.

The results partially accepted this hypothesis because multiple regression analysis indicated that there was a significant relationship with five variables of leadership behavior and overall employee engagement while the rest of three leaderships had no significant impact on emotional engagement of the employees.

Table 4. 66 Multiple Regressions on Leadership Behavior and Emotional Engagement

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	1.33	0.18		7.59	0.00
Displays integrity	0.29	0.06	0.29	5.03	0.00
Informing	0.22	0.07	0.20	3.34	0.00
Coaching	0.17	0.07	0.15	2.44	0.02

Note: Dependent Variable: Emotional Engagement, Adjusted R – square = 0.318

The relation between the leader behavior and three dimensions of employee engagement is also interesting to examine. For further analysis, hypothesis 3.2 was developed to test whether the relationship between leadership behavior and emotional employee engagement existed. In order to test hypothesis 3.2, emotional employee engagement was used as a dependent variable by conducting a multiple regression, and the eight dimensions from the leadership behavior were independent variables. (See – Table 4.66) Five dimensions of leadership behavior was not accepted in the model as the significant was higher than 0.05. According to the result, it can be seen that three dimensions of leadership behavior had relationship with employee emotional engagement and all three dimensions were positively correlated with the employee emotional engagement. The adjusted R square value indicated that 31.8% of the dependent variable was explained by 3 factors. Moreover, p value is less than 0.05 and it indicated that the regression model explained a statistically significant relationship for leadership behavior and employee emotional engagement and three out of the eight factors were statistically significant. Linear regression was applied to find out the relationship between 8 dimensions of leadership behavior and employee emotional engagement variable.

The result showed that the dimension of “displays integrity” scored the highest beta value 0.287 which is followed by “informing and coaching” for which (beta=0.196 and 0.152 respectively). Therefore, it can be concluded that if the supervisors and managers exercised more on displaying integrity, informing and coaching, the employees will be engaged emotionally in their work.

H 3.2: There is a significant relationship between leadership behavior and emotional employee engagement in hotels in Mandalay, Myanmar.

The results partially accepted this hypothesis because multiple regression analysis indicated that three variables of leadership behavior had positive relationship with emotional employee engagement while the rest of the variables had no significant impact on emotional employee engagement.

Table 4.67 Multiple Regressions on Leadership Behavior and Behavioral Engagement

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	1.28	0.18		7.10	0.00
Coaching	0.42	0.08	0.35	5.55	0.00
Displays integrity	0.29	0.07	0.27	4.00	0.00
Participative Decision-Making	-0.14	0.06	-0.14	-2.29	0.02
Leading by Example	0.13	0.06	0.13	2.17	0.03

Note: Dependent Variable: Behavioral engagement, Adjusted R – square = 0.322

Interestingly, the relationship between leader behavior and three dimensions of employee engagement was also investigated. For further analysis, hypothesis 3.3 was developed to test whether leadership behavior had a relationship with behavioral engagement. In order to test hypothesis 3.3, employee behavioral engagement was used as a dependent variable to conduct multiple regression, and the eight dimensions from the leadership behavior were independent variables (See – Table 4.67). Four dimensions of leadership behavior was not accepted in the model as the significant was more than 0.05. According to the result, it can be seen that four dimensions of leadership behavior had relationship with employee behavioral engagement where four dimensions of “Coaching, Displays Integrity, Participative Decision-Making and Leading by example” were positively correlated with the employees’ engagement. The adjusted R square value indicated that 32.2% of the dependent variable was explained by 4 factors. Moreover, p value is less than 0.05 and it indicated that the regression model explained a statistically significant relationship for leadership behavior and employee behavioral engagement and statistically significant were four out of eight variables. Linear regression was applied to find out the relationship between 8 dimensions of leadership behavior and employee behavioral engagement variable.

The result showed that the dimension of “coaching” scored the highest beta value 0.347 which was followed by “displays integrity, Participative Decision-Making and

Leading by example” for which (beta=0.266, -0.136 and 0.130 respectively). Therefore, it can be concluded that if the supervisors and managers exercise more on coaching, displaying integrity and Leading by example, the employees will be engaged behaviorally in their work which means that they will work harder for the work given. However, the dimension of “Participative Decision Making” was negatively correlated with the employee behavioral engagement which means that if the leaders asked the employees to participate in decision making process, the employees will feel less engaged behaviorally.

H 3.3: There is a significant relationship between leadership behavior and behavioral employee engagement in hotels in Mandalay, Myanmar.

The results partially accepted this hypothesis because multiple regression analysis indicated that four variables of leadership behavior had positive relationship with behavioral employee engagement while the rest of the variables had no significant impact on behavioral employee engagement.

Table 4.68 Multiple Regressions on Leadership Behavior and Cognitive Engagement

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	1.17	0.17		7.00	0.00
Displays Integrity	0.32	0.06	0.31	5.20	0.00
Coaching	0.35	0.07	0.30	4.95	0.00
Supports Team	0.17	0.06	0.17	2.67	0.01
Participative Decision-Making	-0.13	0.06	-0.13	-2.11	0.04

Note: Dependent Variable: Cognitive engagement, Adjusted R – square = 0.358

The employee cognitive variable as a dependent variable has been used to analysis a multiple regression and the eight dimensions from the leadership behavior were independent variables. Four dimensions of leadership behavior was not accepted in the model as the significant was higher than 0.05. (See Fig – 4.68) According to the result, it can be seen that four dimensions of leadership behavior have relationship with employee cognitive engagement

where three dimensions of “Displays Integrity, Coaching and Support Team” were positively correlated with the employee cognitive engagement. The adjusted R square value indicated that 35.8% of the dependent variable was explained by 4 factors. Moreover, p value is less than 0.05 and it indicated that the regression model explained a statistically significant relationship for leadership behavior and employee engagement and four out of the eight factors were statistically significant. Linear regression was applied to find out the relationship between 8 dimensions of leadership behavior and employee cognitive engagement variable.

The result showed that the dimension of “displays integrity” scored the highest beta value 0.312 which was followed by “coaching and Supports Team” for which (beta=0.300 and 0.167 respectively). Therefore, it can be concluded that if the supervisors and managers exercised more on displaying integrity, coaching and supporting team, the employees will be engaged cognitively in their work. However, the dimension of “Participative Decision Making” was negatively correlated with the employees’ cognitive engagement which means that if the leaders asked the employees to participate in decision making process, the employees will feel less engaged cognitively.

H 3.4: There is a significant relationship between leadership behavior and cognitive employee engagement in hotels in Mandalay, Myanmar.

The results partially accepted this hypothesis because multiple regression analysis indicated that four variables of leadership behavior had significant relationship with cognitive employee engagement while the rest of the variables had no significant impact on cognitive employee engagement.

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTION**

The researcher has identified an area of Mandalay, Myanmar hospitality industry as it will be crucial in the coming years due to the growing number of tourists and the hotels are booming competitively. As hotels are service industry, service is in high priority to make the customers satisfied and employees play important roles to survive in this competitive industry. Employee engagement is essential to providing quality of service. This study investigates the level of hotel employee engagement in Mandalay and identifies the leadership behavior that the managers are exercising as well as suggests the factors that the leaders should follow in order to make the employees engaged.

This chapter is finalized and discussed on the basis of key outcomes of the survey, which is based on the research objectives which were described in Chapter 1 as followings:

1. To examine hotel managers' leadership behaviors and their employees' engagement in Mandalay, Myanmar
2. To investigate the impact of employee characteristics in terms of gender, age, education and work experience in the service related industry on employee engagement
3. To investigate the relationship between leadership behavior and employee engagement in Mandalay, Myanmar

This study revealed how the hotel managers in Mandalay, Myanmar are exercising the leadership behavior based on the perception of the follower employees and how engaged the employees are in those hotels. Therefore, the researcher used the quantitative research method. The questionnaire was initially composed in English and then, once completed, translated into Myanmar language. In order to make sure that the questionnaires were clear and concise and have the potential to produce the correct statistics for the study, a pilot study was undertaken. After this, the questionnaires were sent out to the general managers and HR managers who help the researcher distribute to the hotel employees of all levels. 459 valid questionnaires



were usable. By using descriptive statistics, Independent Samples t-test, One – Way ANOVA and Regression method, the quantitative data was analyzed.

## 5.1 Summary of key findings

### 5.1.1 Profile of the respondents

The participants included 237 males and 222 females out of 459 valid questionnaires. Most of the respondents were between the age of 20-29 followed by the group of 30-39 years old group. The education of the respondents was mostly bachelor degree (46.4%), followed by students who are below bachelor degree (41.6%). In addition, slightly more than half of the respondents (53.8%) were working at the front of the house while the rest were from the back of the house and most of them were working in non-managerial position which is 73.2% of them. The majority of respondents had experience in the service related industry for more than five years (166 or 36.1%) and the second most respondents had 1-3 years of experience (160 or 34.9%) in this industry. In terms of monthly income, 53.2% of the respondents earned from 80,000 – 150,000 MMK and the second most earning income group is 35.7% who earned between 150,001 – 300,000 MMK.

### 5.1.2 Leadership Behavior and Employee Engagement

In terms of leadership behavior, Descriptive Statistics was performed and it was discovered that most of the hotel employees in Myanmar agreed that their leaders did well in *“informing, coaching, leading by example, performing effectively and displaying integrity to the employees”*. Most of the employees agreed in all the variables of these leadership behaviors whilst only some of the employees agreed that their leaders support team. When the employees were asked about how the leaders *support their team*, although most of the employees agreed that their leaders “encourages commitment to organization objectives, helps the team focus on the goal, pays attention to the team’s efforts, tells the team when they perform well and supports the team’s efforts”, only some of that agreed that their leaders show concern for team members’ success, takes a genuine interest in the personal development of his/her team members as well as celebrates the team’s success.

However, a few of them agreed that their managers exercised the leadership behavior of *“Participative Decision Making”*. Most of them agreed that their leaders encourage

them to express ideas/suggestions however only some of them agreed that their leaders give them a chance to voice their opinions and consider the team ideas when he/she disagrees with them. Similarly, most of the employees felt that their leaders do not *show concern for the team members' well-being* as well as they do not take the time to discuss team members' concerns patiently or finds time to chat with the members”.

However, although most of the employees agreed that their leaders exercise most of the behaviors at the workplace, the results showed that the employees are somewhat engaged in their work.

### **5.1.3 Employee characteristics (gender, age, education, experience in the service industry) and leadership behavior**

For employee characteristics, the results showed that no significant difference existed between males and females on the perception of their leaders' behavior. In terms of age, the results showed that different age groups of employees showed insignificant differences on the perception of the leadership behaviors except leadership behavior of “Coaching, Supports Team and Leading by Example”. The result further described that the employees who are between the age of 20-29 perceived differently to the leadership behavior “Coaching” of “Helps my team members identify and develop their skills and potential” as well as the leadership behavior “Leading by Example” of “Sets a good example by the way he/she behaves” while the employees who are in the age group of 30-39 perceived differently with other groups of people on the leadership behavior “Supports team” of “Takes a genuine interest in the personal development of his/her team members”.

In terms of education, there were insignificant differences on the perception of their leaders' behavior apart from “Supports Team”. People who have higher than bachelor degree perceived less than the employees who have below bachelor degree and bachelor degree for “Supports Team” of “Celebrates our team's success”.

With regard to working experience in the service industry, it was found out that there was a significant difference between different working experience in the service industry in 5 factors that were “Informing, Coaching, Supports Team, Shows concern for the team members' well-being and Effective Performance”. The respondents who have 1-3 years of experience perceived the least on the perception of leadership behavior of “Informing: Explains hotel's

decisions and goals”, “Coaching: Encourages the team to deliver superior levels of customer service”, “Coaching: Encourages team members to solve problems together”, “Effective Performance: Provides timely responses to requests, phone calls or problem situations” and “Supports Team: Helps the team focus on the goal” while the employees who have less than one year of experience perceived the most compared to other groups of people on the perception of leadership behavior of “Coaching: Helps my team members identify and develop their skills and potential, Ensures the team members are sufficiently trained to do their jobs”, “Shows concern for the team members' well-being: Finds time to chat with team members” and “Effective Performance: Personally strives to excel in all activities”.

#### **5.1.4 Employee characteristics (gender, age, education, experience in the service industry) and Employee Engagement**

In order to compare the engagement level depending on different employee characteristics which included gender, age and education and experience in the service industry, Independent Sample t-test was undertaken. No significant differences between males and females were found regarding to the engagement level. Similarly, there were no significant differences between employees with different age and employee engagement level as well as no impact of education level on the employee engagement level.

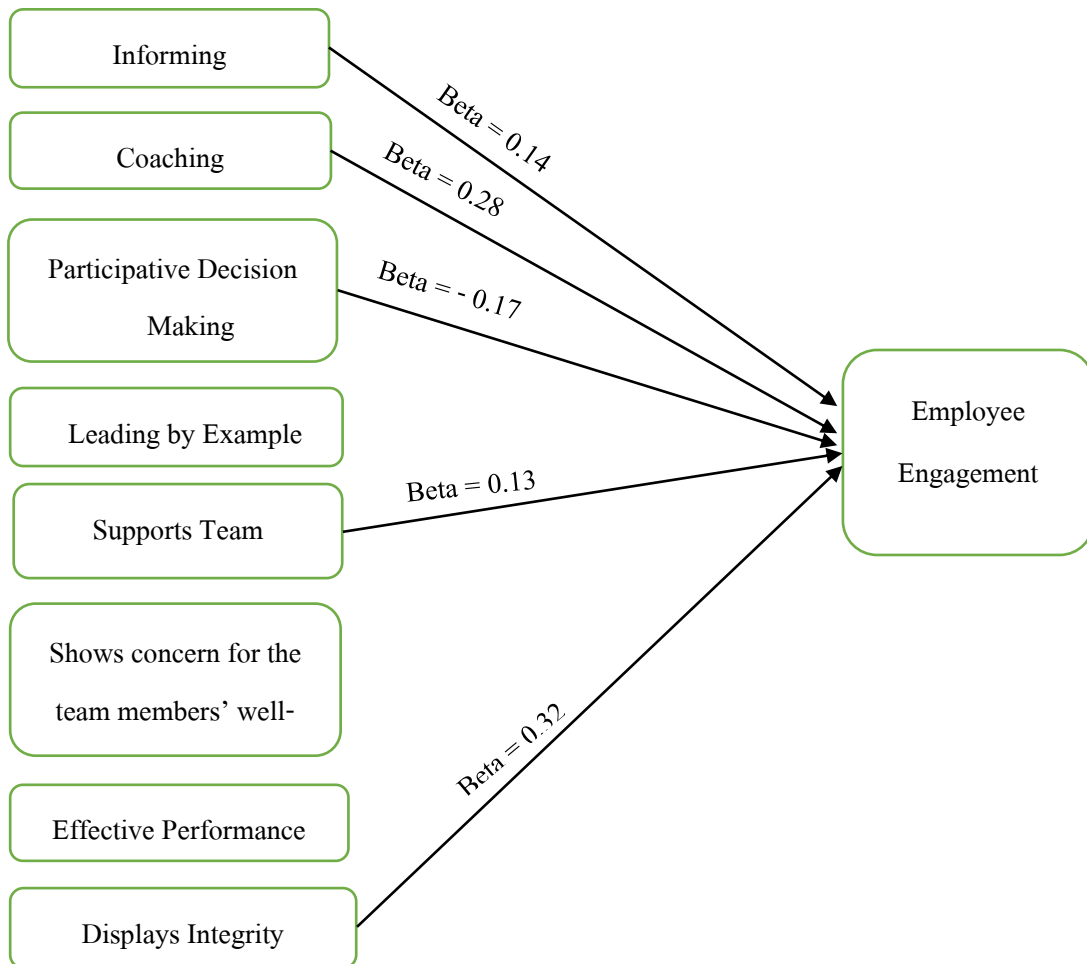
On the other hand, the results showed that depending on the experience of the respondents in the service industry, the employees had different perception on some of the engagement factors. It was found out that people who had an experience of 1-3 years are the least engaged on the engagement factor of “Overall, I am satisfied with my job”, “Overall, I would recommend this organization as a great place to work” and “I feel inspired to go to extra mile to help this organization succeed”. On the other hand, employees who had experience of more than 3 years are the most engaged on the engagement factor of “Overall, I am satisfied with my job” and “I feel inspired to go to extra mile to help this organization succeed”.

#### **5.1.5 Relationship between Leadership Behavior and Employee Engagement**

Regression analysis of leadership behavior and employee engagement showed that display integrity, coaching, informing and support team have a positive relationship with employee engagement when participative decision making showed negative relationship with employee engagement and the other three variables which are Effective performance, showing

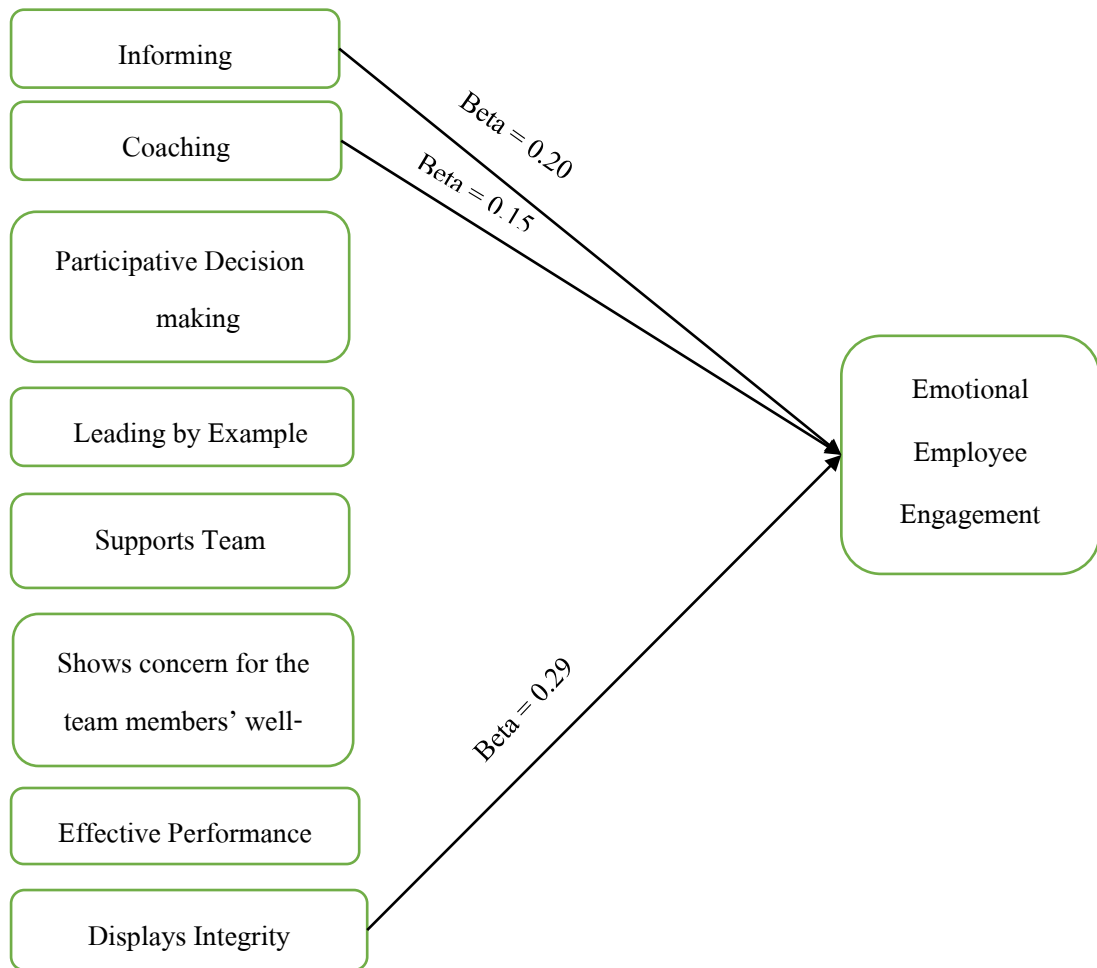
concern for the employees' well-being and leading by example had insignificant relationship with the employee engagement. (See Fig 5.1)

Figure 5.1 The relationship between leadership behavior and Employee Engagement.



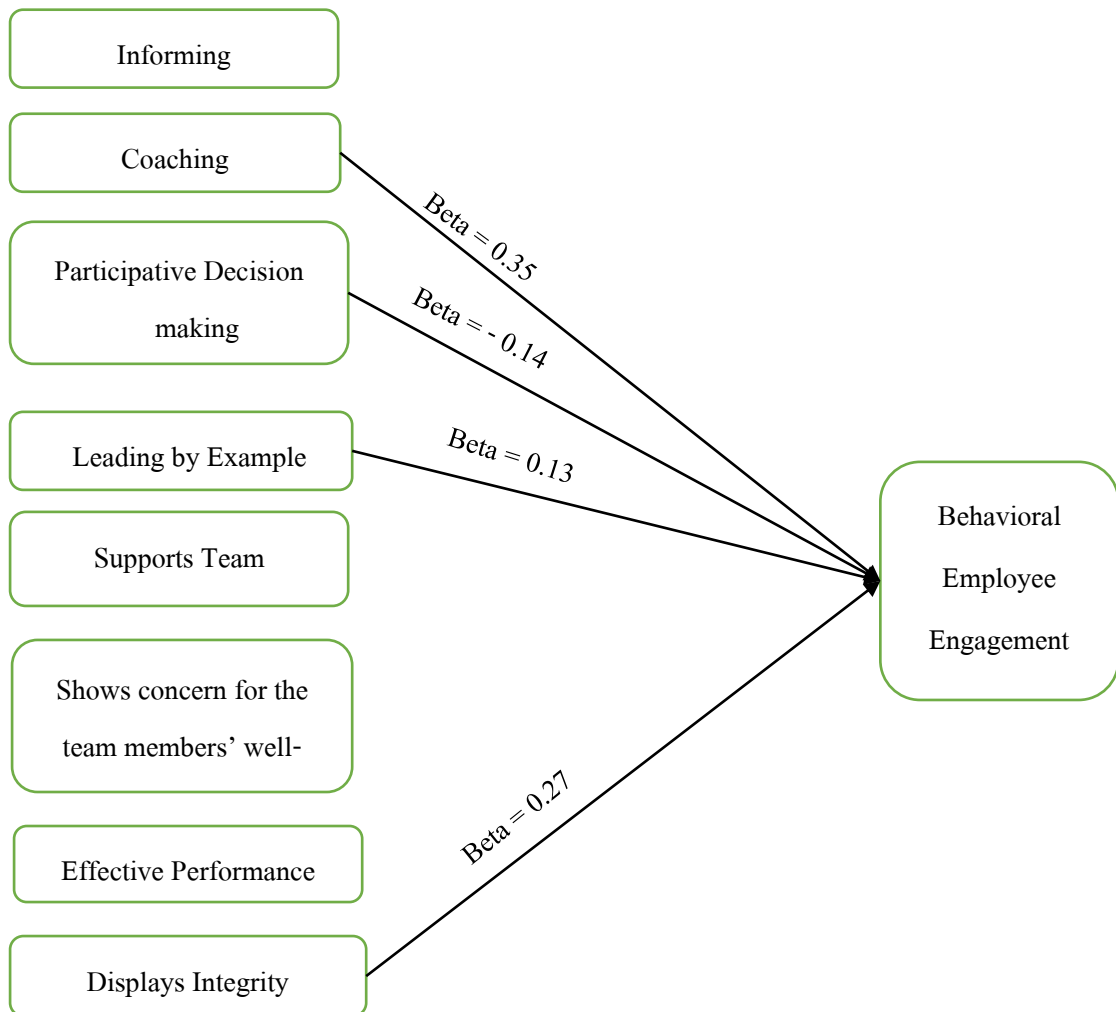
Each aspect of the employee engagement, which are emotional, behavioral and cognitive engagement were analyzed as well. In this study, emotional engagement consisted of two variables which are “Overall, I am satisfied with my job” and “I feel a sense of commitment to this organization”. The results showed that displays integrity, informing and coaching have positive relationship with emotional engagement while the rest of the variables did not have significant relationship. (See Fig 5.2)

Figure 5.2 The relationship between leadership behavior and Emotional Employee Engagement.



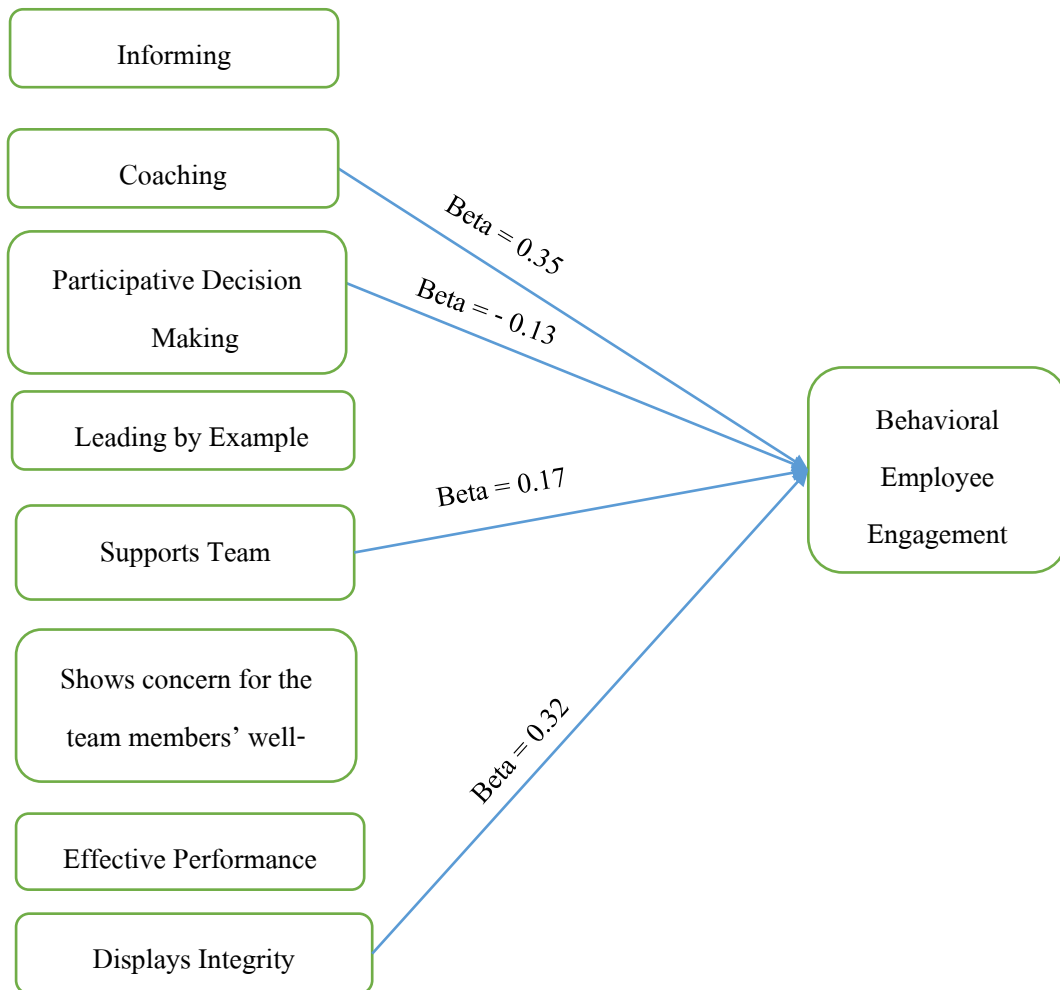
In terms of behavioral engagement, two variables were combined which are “I feel inspired to go the extra mile to help this organization succeed” and “I look for ways to do my job more effectively”. The results indicated that coaching, displays integrity and leading by example had positive relationship while participative decision making had negative relationship with behavioral employee engagement. The rest of the variables had no significant relationship. (See Fig 5.3)

Figure 5.3 The relationship between leadership behavior and Behavioral Employee Engagement.



From the aspect of cognitive engagement, the two variables used to analyze were “I take an active interest in what happens in this organization” and “Overall, I would recommend this organization as a great place to work”. The results indicated that displays integrity, coaching and supports team having positive relationship whereas other variables having no relationship while participative decision-making had a negative relationship with cognitive engagement. (See Fig 5.4)

Figure 5.4 The relationship between leadership behavior and Cognitive Employee Engagement.



## 5.2 Discussion

The discussions were based on the research objectives and the objectives of this study were as follows:

**Objective number one** was *to examine hotel managers' leadership behavior based on the employees' view and their employees' engagement in Mandalay, Myanmar*. This study found that most of the employees agree that the leaders exercise more informing, coaching, leading by example, supports team, performing effectively and displaying integrity to the employees. However, only a few of them agreed that their leaders exercise participative decision making.

The tendency to express voice is the trait of individualism and for the individualists, they would think it is a loss of face if they are not called to participate in decision making which is different with collectivists. (Chelminski& Coulter 2007). Americans who are individualists prefer to have participative input (Pheng& Leong, 2000). Therefore, it is not surprising that the leaders in Myanmar did not exercise these very often as they exercise based on the culture. It can also be seen in the result that if the employees are asked to participate in the decision-making process, they are less engaged as most of them are afraid to speak out their own opinions as well as oppose other people's ideas as described in the literature review of Myanmar culture.

For employee engagement, it was found that the employees are somewhat engaged in their job. This can be because of some reasons. It was mentioned that engagement is negatively associated with turnover intentions i.e. an engaged employee would never think about leaving the organization (Brummelhuis, Bakker & Euwema, 2010). Ngobeni&Bezuidenhout (2011) stated that the more engaged the employees are, the longer they would stay committed and these employees will stay longer in the organization. Labour turnover rate is high in Myanmar and this has been mentioned in a news article (7th January, 2017) in Mizzima News (2017), which is one of the most popular multimedia news organization in Myanmar, stating that the turnover rate in one of the leading FMCG companies is very high and they have to recruit around 50 new staffs every month and according to the research of Bernhardt, De &Thida, (2017), the average labour turnover rate is 57 percent for garment producers and 39 percent for food processors. Moreover, it was also mentioned in the recent survey done by the cooperation of the big firms Roland Berger, Dale Carnegie Myanmar and JobNet.com.mm (2018) that the labour turnover rate is high. Therefore, the employers and managers should think of the ways to make the employees engaged in the organization.

**Objective number two** was *to investigate the impact of employee characteristics in terms of gender, age, education and work experience in the service industry on leadership behavior and employee engagement.* The results described no differences for gender on the perception towards their leadership behavior. This result is consistent with the study of Sandhya, Singh & Kumar (2014) which was about the demographic with the leadership effectiveness competencies.



The results showed that age group of 20-29 perceived lower for the perception towards their leader behavior of coaching, and leading by example while employees who were in the age of 30-39 perceived higher than the other groups for leadership behavior of supports team. This may be because employees who were between 20-29 were still new to the industry and organization and they might require the managers' help to coach them as well as lead them by example more than other groups of employees. However, the employees who were within 30-39 might be settled in the organization and they perceived that their leader supported them more than other groups of employees. This is consistent with the study of Saravanan & Vasumathi (2018) study which stated that younger employees perceived higher for the employee engagement initiatives organized by the company, succession planning programs and effective appraisal system more effective than other age groups whereas employees in age of 31-35 were less motivated for the same factors but contrasts with Sandhya, Singh & Kumar (2014) showing no differences.

In terms of education, it was found out that there were significant differences on one variable of Supports team which respondents who have higher than bachelor degree perceived the lowest that their supervisor celebrates their team's success. It can be said that this study is consistent with Wachira, Kalai&Tanui's (2016) study which showed that respondents who had master degree were most satisfied with supportive leadership style.

In terms of work experience in the service industry, the results revealed that employees who had work experience of 1-3 years had lower perception towards their leaders' behavior of informing, coaching, supports team and effective performance" while employees who were working for less than one year perceived the strongest on leadership behavior of "Informing, Coaching, shows concern for the team members' well-being and effective performance" as well. The reason may be because the respondents with less years of experience may not know all the information well and clearly but their managers might seem same as the employees who had more experience which may cause the leaders to exercise less for informing. Moreover, the leaders might consider that these employees might not be necessary to coach them, support them and show them effective performance as hard as the rookies as they might seem to settle down in the industry for more than one year. On the other hand, the employees with less than one year of experience perceived the strongest on leadership behavior of coaching, showing concern for the

team members' well-being and performing effectively. This result may not be a surprise as it is usual that the new employees need their leaders to coach them, show concern for them as well as shows effective performance to them as they could set the standard according to their leaders. This study is partially consistent with Wachira, Kalai&Tanui's (2016) study which stated that respondents with less years of experience were the most satisfied with directive, supportive and participative leadership style.

In terms of employee characteristics and employee engagement, no significant differences were found between different genders and different education level regarding to the engagement level. This study supports the studies of Zeng, Zhou & Han (2009), Kim, Shin & Swanger (2009), Rigg, Sydnor, Nicely & Day, (2013), Burke, Koyuncun, Jing & Fiksenbaum (2009), Karatepe & Olugbade (2009) and Rigg, Sydnor, Nicely & Day (2013).

The results further showed that there was insignificant difference between employees with different age and employee engagement. This study contrasts previous studies such as Zeng, Zhou & Han (2009) which states that employees between 31-40 are more engaged; Rigg, Sydnor, Nicely & Day's (2013) which states that employees who are more than 42 years old are most engaged; Blessing White (2011) stating that older employees are more engaged than younger workers while Robinson, Perryman & Hayday (2004) stating that the older the employees become, the less engagement level become. The main reason for this contrast would be because according to Myanmar culture as Myanmar is a collectivism country which base their identity in social system and they are fear of being ostracized (Stadler, 2013), as a consequence, they pursue harmony, thus even if it could lead to better situation, they are not likely to take a stand (Diener&Suh 2003) and their needs for harmony is associated with high power-distance which is also linked with the unfair beliefs (Furnham 1993), acceptance of unpleasant emotions (Diener&Suh 2003) and authority. Kimmelmeier et al., (2003) reesearch verified that collectivist people live efficiently under the authoritarian structures of government and this leads to practicing the ideal of harmony where individuals engage in more negotiation, less confrontation, and more peaceful alternatives (Li, 2006). Therefore, mostly, people tend to be afraid of and aware of those who are in higher position regardless of the age. Even though they are in older age, they would not feel respected and they would not be treated with specialties. 73.2% of the

respondents participated in this study hold non-managerial position which can mean that most of them do not have any different opinion on their work regardless of their age.

Moreover, it was found out that people who had an experience of 1-3 years were the least engaged group compared to other respondents on 3 engagement factors while employees who had more than 3 years of experience were the most engaged on two engagement factors. This study was consistent with the previous studies such as Blessing White (2011), Swaminathan&Ananth (2012) and Shukla, Adhikari& Singh (2015) which stated that employees with more experience were more engaged as they have more stability and maturity in their work. Furthermore, these employees have more ability when organizing and making decisions in the workplace than the employees who have less work experience (Pathalung, 2018). In Myanmar, the case would be the same for the people with more experience.

**The third objective** was *to investigate the relationship between leadership behavior and employee engagement in Mandalay, Myanmar*. Previous researches have suggested that leadership behaviors have positive impact on employees' engagement. The result in this study showed that support team, display integrity, coaching, informing and participative decision making have a positive relationship with employees' engagement. This finding supports Xu & Cooper Thomas (2011) partially which showed that support team and display integrity had positive effect on employee engagement. This study also confirms partially with Erkutlu & Chafra (2013) for coaching and informing behavior and with Wang et al. (2008) by demonstrating that leadership behavior of coaching had positive impact on employees' engagement.

On the other hand, this study contrasts with Erkutlu & Chafra (2013) and Deci, Olafsen& Ryan (2017) in that leadership behavior of participative decision making had a negative relationship with employees' engagement. The difference may be because of the culture and social norm of the country. Luo (2009) mentioned that eastern and western has different thinking mode, value view as well as behavior rule.

Moreover, three variables of leadership behavior such as "Leading by Example", "Shows concern for the team members' well-being" and "Effective Performance" had no significant relationship with employee engagement which contrasts with the previous literature (Xu & Cooper Thomas, 2011, Erkutlu & Chafra, 2013). The reason may be because of the culture difference. The previous two studies were done in New Zealand and Turkey respectively which

may have different culture with Myanmar. Luo (2009) mentioned that eastern and western has different thinking mode, value view as well as behavior rule. Besides, as mentioned in the literature review, Myanmar has a culture of high power distance which is similar with other Asian countries (Jamesaung, 2014). Therefore, the employees could not force their leaders to exercise these behaviors, so, the employees just followed their leaders' orders no matter they agree or disagree with their leader and they might not expect their leaders to lead them by example as well as performs effectively for their work. Moreover, it was said that in high power distance society, the emotional distance between subordinates and their supervisors has a big gap and the subordinates are not likely to approach their bosses (Hofstede, 1991). Without approaching each other, the leaders might not have a chance to show concern for the employees well-being. Lowe (2012) stated that employee engagement which is a byproduct of leadership can be increased when leaders and employees have direct relationship each other.

However, the leaders should exercise and apply these behaviors in the workplace. As Myanmar has collectivism culture (Jamesaung, 2014), employee expects their supervisor to act as a good parent. As the employees will still follow according to what the leaders perform and regard their leaders as their ideal person in the workplace, leaders have to performs effectively and leads them as an example. Moreover, as mentioned above, leaders are like parents in the work place, so, they should also show more concern for their followers well-being to make a huge impact on employee engagement. Besides, it was mentioned in other researches (Xu & Cooper Thomas, 2011, Erkutlu & Chafra, 2013) that these leadership behaviors have positive impact on employee engagement. Although the result showing no significant effect for the three variables, it could not be concluded that these leadership behaviors are not necessary for the Myanmar employee engagement.

### **5.3 Recommendation**

There are several implications which can be applied from the findings of this study. This finding can be helpful for the managers and employers in Myanmar to understand that which type of leadership behavior can be suitable when managing the employees and how they can modify their behavior to have a better and more effective result. The findings suggested that if someone is assigned to become a manager in a hotel in Myanmar, he/she should exercise more

on displaying integrity, coaching, informing, and supporting team in order to maximize employee engagement.

The leaders who are not very good at interpersonal skills, they can display integrity by showing high ethical standards and communicates with the employees openly and honestly and share every information as this is the behavior which can make the employees in Mandalay, Myanmar the most engaged. By doing this, under a strong collectivism culture in Myanmar, very formal communication channel, such as formal meeting, which turns very effective in individualism culture does not work in this culture. Just as individualists are more probable to be activists, they are probably more active at work by participatory consultation, therefore, individualists will feel engaged at work by being consulted at the workplace (Merkin, 2015) which is contrary to the collectivism culture where informal communication channels work better. Therefore, in order to encourage employee to communicate openly and honestly, the manager should create close relationship with their employee to make them feel free to talk even when they feel disagree. Moreover, the managers should also act as a good role model by doing such things as treat the employees fairly and equally, accepts the feedback and criticism constructively while maintaining appropriate self-control and work as a professional which are the ways to display integrity to the employees.

When coaching the employees, the leaders should encourage the team to deliver superior levels of customer service, suggest ways to improve the team's performance as well as helps the team members identify and develop their skills and potential as these behaviors can help the team members know their strengths and shortcomings while enhancing the motivation level and the capacity to fulfill their goals (Tuckey, Bakker & Dollard, 2012).

The leaders should also exercise the leadership behavior of "informing" well as the results suggested that if the leader explains company decisions and goals as well as his own decisions and actions, the followers can have positive expectation and motivation with the shared goals and clear visions which the engagement level will be increased consequently. Moreover, the leaders can support the team by paying attention to the team efforts and helping the team to focus on the goal. They also should take more genuine interest in the personal development of the team members, show more concern for the team members' success and celebrates the team's success

more as most of the hotel employees in Mandalay assumed that the managers in Mandalay exercise these behaviors less.

According to the culture of Myanmar people, if the managers let employees participate a lot in decision-making as they could be afraid of voicing their opinion and can become less engaged in their work. However, regardless of the result, in order to support the staff's creativity and innovation at work to gain a sustainable competitive advantage in the long term, the leaders should train the employees by praising them in front of many people and giving them confidence to have them participate willingly in the decision making process as this is also a way to shape the employees to become future leaders of the organization.

Moreover, the leaders should capitalize on their current strengths and should practice more on other leadership behavior that they are not very excel at. The findings also suggested that when hiring new managers for the hotels, they should look for someone who can show these leadership behaviors and give more specific trainings to the leaders as organizations providing higher level of trainings believes that it can lead to success (Khalaf, Morsy, Khalifa & Ali, 2016)

As Mandalay is starting to gain popularity among the tourists, more international chain hotels will be established later or sooner and this can create higher competition. Therefore, for these independent hotels to survive in this competitive industry, they also need to prepare training and development programs for the managers as well as the employees in order to have self-efficacy to empower them. Moreover, as both the employers and employees do not have much experience with international culture, the managers and supervisors should work very hard to change the attitude and behavior of the employees.

In order to support managers to exercise all of this, the employers should also redesign the evaluation programs for the leaders to check how well the leaders are exercising the leadership behavior and in order to inspire for the managers to exercise these behaviors in a daily basis.

In overall, there are four behaviors that managers should exercise to increase employee engagement. Apart from those four behaviors, further results show for each engagement that managers should exercise "Informing" more as it can enhance the employees' emotional engagement. The managers should also apply the leadership behavior of "leading by

example” as the employees will be engaged more behaviorally and they will work harder for the organization.

Moreover, it was found that the employees in Myanmar are somewhat engaged in their work. Many studies have mentioned that highly engaged workforce have many benefits. Employee engagement results in higher productivity, return on investment, retention, loyalty, lower absenteeism and better performance (Shukla, Adhikari& Singh, 2015, Bakker &Demerouti, 2008). Moreover, employees who are highly engaged can be role models for the rest of the employees which can help build the environment and culture which can make greater number of people to be engaged and it is also stated that moderately engaged employees could easily turn into negative environment which can result in repercussions of productivity and morale. (Shukla, Adhikari& Singh, 2015). Therefore, the managers should try their best in order to make the employees engaged. Last but not least, more researches are needed in every industry in Myanmar in order to have better understanding of the employees so that happy workforce is created in the workplace and have better outcomes for all the organization. Therefore, more employers should cooperate with the future researchers which in turn can benefit to every organization.

#### **5.4 Limitations and Future Research**

There are some limitations which should be considered. Firstly, as the hotel industry is just emerging in Mandalay, the majority of the hotels are mostly independent three or four star hotels. As Myanmar is starting to gain popularity among the tourists and more international chain hotels can be found in Yangon these years and it can be assumed that there will be more international chain hotels in Mandalay sooner or later. In the future, when more international hotels with different management systems are operated, similar research should be conducted again based on periodical changes in order to witness what changes have occurred as the results from international chain hotels may differ. Secondly, in this research, leadership behavior ratings are given by the employees so, the results are in the view of employees. Further research should be done on how managers think of themselves when and how they practice leadership behaviors from their viewpoint. Besides, more research should be done in every aspects of business in Myanmar as there are quite limited research which can be found for Myanmar.

## BIBLIOGRAPHY

- Abe, M., Molnar, M., & Dai, D. (2014). *Myanmar Business Survey 2014: Survey Results*, OECD and UNESCAP. The Hanns Seidel Foundation. Retrieved December 6, 2017 from [https://www.unescap.org/sites/default/files/MBS\\_Survey\\_Results.pdf](https://www.unescap.org/sites/default/files/MBS_Survey_Results.pdf)
- Achieve Forum (2016). *How Great Leaders Drive Results Through Employee Engagement*. Retrieved December 5, 2017 from [https://www.achievetheforum.com/docs/How\\_Great\\_Leaders\\_Drive\\_Results\\_Through.pdf](https://www.achievetheforum.com/docs/How_Great_Leaders_Drive_Results_Through.pdf)
- Alban-Metcalfe, J., & Alimo-Metcalfe, B. (2007). Development of a private sector version of the (Engaging). *Transformational Leadership Questionnaire*. *Leadership & Organization Development Journal*, 28(2), 104-121. doi: 10.1108/01437730710726813
- Albdour, A., & Altarawneh, I. (2014). Employee Engagement and Organizational Commitment: Evidence from Jordan. *International Journal of Business*, 19(2). 192-212
- Albrecht, S., & Andreetta, M. (2011). The influence of empowering leadership, empowerment and engagement on affective commitment and turnover intentions in community health service workers. *Leadership in Health Services*, 24(3), 228-237. doi: 10.1108/17511871111151126
- Alfes, K., Bailey, C., Soane, E., Rees, C., & Gatenby, M. (2010). *Creating an Engaged Workforce (CIPD Research Report)*. Retrieved January 2, 2018 from [https://www.researchgate.net/publication/253279910\\_Creating\\_an\\_Engaged\\_Workforce\\_CIPD\\_Research\\_Report](https://www.researchgate.net/publication/253279910_Creating_an_Engaged_Workforce_CIPD_Research_Report)
- Alok, K., & Isarael, D. (2012). Authentic Leadership & Work Engagement. *Indian Journal of Industrial Relations*, 47(3), 498-510.
- Amoo, A., & Singh, S. (2018). The Mediating and Moderating Role of Job Satisfaction in the Leadership Behavior and Work Engagement Relationship. *Expert Journal of Business Management*, 6(1), 12-18.
- Aon Hewitt. (2017). *2017 Trends in Global Employee Engagement*. Retrieved December 15, 2017 from <https://www.aon.com/unitedkingdom/attachments/trp/2017-Trends-in-Global-Employee-Engagement.pdf>



- Arnold, J., Arad, S., Rhoades, J., & Drasgow, F. (2000). The empowering leadership questionnaire: the construction and validation of a new scale for measuring leader behaviors. *Journal of Organizational Behavior*, 21(3), 249-269. doi: 10.1002/(SICI)1099-1379(200005)21: 33.0.CO;2-#
- Aryee, S., Walumbwa, F., Zhou, Q., & Hartnell, C. (2012). Transformational Leadership, Innovative Behavior, and Task Performance: Test of Mediation and Moderation Processes. *Human Performance*, 25(1), 1-25. doi: 10.1080/08959285.2011.631648
- Atwater, L., & Brett, J. (2006). 360-Degree Feedback to Leaders: Does it relate to changes in employee attitudes? *Group & Organization Management*, 31(5), 578-600. doi: 10.1177/1059601106286887
- Aung, P. (2018). HRM Practices and Employee Retention: The case of hotels in Yangon. *Journal of Myanmar Academic Arts Sci*, 16(8). 27-47 Retrieved from September 16, 2018 [http://www.maas.edu.mm/Research/Admin/pdf/2.%20Dr%20Phu%20Pwint%20Nyo%20Win%20Aung\(27-48\).pdf](http://www.maas.edu.mm/Research/Admin/pdf/2.%20Dr%20Phu%20Pwint%20Nyo%20Win%20Aung(27-48).pdf)
- Bakker, A., Hakanen, J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology*, 99(2), 274-284. doi: 10.1037/0022-0663.99.2.274
- Barnes, D., & Collier, J. (2013). Investigating work engagement in the service environment. *Journal of Services Marketing*, 27(6), 485-499. doi: 10.1108/jsm-01-2012-0021
- Bass, B. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31. doi: 10.1016/0090-2616(90)90061-s
- Batista-Taran, L. C., Shuck, M. B., Gutierrez, C. C., & Baralt, S. (2009). *The role of leadership style in employee engagement*. M. S. Plakhotnik, S. M. Nielsen, & D. M. Pane (Eds.), Proceedings of the Eighth Annual College of Education & GSN Research Conference, Miami: Florida International University, 15-20.
- Bedarkar, M., & Pandita, D. (2014). A Study on the Drivers of Employee Engagement Impacting Employee Performance. *Procedia - Social and Behavioral Sciences*, 133, 106-115.
- Bennis, W. (1989). Managing the Dream: Leadership in the 21st Century. *Journal of Organizational Change Management*, 2(1), 6-10. doi: 10.1108/09534818910134040

- Bernhardt, De, Thida, T. (2017). *Myanmar labour issues from the perspective of enterprises: Findings from a survey of food processing and garment manufacturing enterprises* (1st ed.). Myanmar: International Labour Organization, Myanmar Center for Economic and Social Development, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, International Development Research Center 2017. Retrieved August 23, 2018 from [http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/ilo--yangon/documents/publication/wcms\\_546641.pdf](http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/ilo--yangon/documents/publication/wcms_546641.pdf)
- Blessing White (2013). *Employee Engagement Research Update*. Princeton, NJ, USA.: Blessing White. (A Division of GP Strategies). Retrieved February 13, 2018 from <http://blessingwhite.com/wp-content/uploads/2014/10/Employee-Engagement-Research-Report-2013UK.pdf>
- Brummelhuis, L., Bakker, A., & Euwema, M. (2010). Is family-to-work interference related to co-workers' work outcomes?. *Journal of Vocational Behavior*, 77(3), 461-469. doi: 10.1016/j.jvb.2010.06.001
- Burke, R., Koyuncu, M., Jing, W., & Fiksenbaum, L. (2009). Work engagement among hotel managers in Beijing, China: potential antecedents and consequences. *Tourism Review*, 64(3), 4-18. doi: 10.1108/16605370910988791
- Burns, J. M. (1978). *Leadership*. New York: n/d : Harper and Row.
- Cai, D., Cai, Y., Sun, Y., & Ma, J. (2018). Linking Empowering Leadership and Employee Work Engagement: The Effects of Person-Job Fit, Person-Group Fit, and Proactive Personality. *Frontiers in Psychology*, doi: 10.3389/fpsyg.2018.01304
- Central Intelligence Agency. (2019). *East Asia/Southeast Asia: Burma — The World Factbook. United States of America: Central Intelligence Agency*. Retrieved May 25, 2019 from <https://www.cia.gov/library/publications/the-world-factbook/geos/bm.html>
- Cheese, P., Thomas, R., & Craig, E. (2008). *The talent powered organization*. London: Kogan Page.
- Chelminski, P. & Coulter, R. A. (2007). The effects of cultural individualism and self-confidence on propensity to voice: From theory to measurement to practice. *Journal of International Marketing*, 15, 94-118.
- Cochran, W.G. (1963). *Sampling Technique*. Wiley : New York.

- Commeey, V., Howard, E., & Turkson, J. (2014). Assessment of Sustainable Competitive Advantage of Selected Hotels in Kumasi using the generic functions of Human Resource Management. *The IJBM' Best Business Management Journal*.
- Corporate Leadership Council. (2004). *Driving Performance and Retention Through Employee Engagement*. Washing DC: Corporate Executive Board. Retrieved June 24, 2018 from [https://www.stcloudstate.edu/humanresources/\\_files/documents/supv-brown-bag/employee-engagement.pdf](https://www.stcloudstate.edu/humanresources/_files/documents/supv-brown-bag/employee-engagement.pdf)
- Deci, E., Olafsen, A., & Ryan, R. (2017). Self-Determination Theory in Work Organizations: The State of a Science. *Annual Review of Organizational Psychology and Organizational Behavior*, 4(1), 19-43. doi: 10.1146/annurev-orgpsych-032516-113108
- Diener, E., & Suh, E. M. (2003). *22 National Differences in Subjective Well-Being*. N.Y.: Russell Sage Foundation.
- Dukalskis, A., & Raymond, C. (2017). Failure of authoritarian learning: explaining Burma/Myanmar's electoral system. *Democratization*, 25(3), 545-563. doi:10.1080/13510347.2017.1391794
- Thant, H. (2017). *Tourist arrivals rise 22 percent in 8 months*. Myanmar Times. Retrieved August 23, 2018 from <https://www.mmtimes.com/news/tourist-arrivals-rise-22pc-8-months.html>
- Erkutlu, H., & Chafra, J. (2013). *Empowering leadership and work engagement: the roles of self-efficacy and identification with leader*. In 2nd Multidisciplinary Academic Conference (MAC-EMMM 2013). Prague: Research Gate, 2-9.
- Essays, UK. (2018). *Relationship Between Leadership Style and Employee Engagment*. Retrieved November 22, 2017 from <https://www.ukessays.com/essays/management/the-relationship-between-leadership-style-and-employee-engagement-management-essay.php?vref=1>
- Fernandez, C., & Vecchio, R. (1997). Situational leadership theory revisited: A test of an across-jobs perspective. *The Leadership Quarterly*, 8(1), 67-84. doi: 10.1016/s1048-9843(97)90031-x
- Franěk, M., & Večeřa, J. (2008). Personal Characteristics and Job Satisfaction. *Ekonomika A Management*, 11(4), 63-76.

- Furnham, A. (1993). Just World Beliefs in Twelve Societies. *Journal of Social Psychology*, 133(3), 317-329.
- Haydena, M., & Martin, R. (2013). Recovery of the Education System in Myanmar. *Journal of International and Comparative Education*, 2(2), 47-57. doi: 10.14425/00.50.28
- Hewitt, A. (2015). 2015 Trends in Global Employee Engagement. Retrieved February 26, 2018 from <https://www.aon.com/attachments/human-capital-consulting/2015-Trends-in-Global-Employee-Engagement-Report.pdf>
- Hman, N. (2012). *Change yourself, change the nation*. *Myanmar Times*. Retrieved May 22, 2019 from <https://www.mmmtimes.com/opinion/3546-change-yourself-change-the-nation.html>
- Hogan, R., & Hogan, J. (2001). Assessing Leadership: A View from the Dark Side. *International Journal of Selection and Assessment*, 9(1&2), 40-51. doi: 10.1111/1468-2389.00162
- Hughes, R., Ginnett, R., & Curphy, G. (2011). *Leadership*. New York: McGraw-Hill Irwin.
- Humphreys, J., & Einstein, W. (2003). Nothing new under the sun: transformational leadership from a historical perspective. *Management Decision*, 41(1), 85-95. doi: 10.1108/00251740310452934
- International Labour Organization. (2013). *International Labour Migration in Myanmar*. The Republic of the Union of Myanmar: International Labour Organization.
- Jamesaung, Y. (2014). *Myanmar's consumer behavior in cultural perspective*. Retrieved April 20, 2019 from <https://yanjamesaung.wordpress.com/tag/collectivism/>
- Jepson, T. (2013). *Bagan: Trip of a Lifetime*. *The Telegraph*. Retrieved April 20, 2019 from <https://www.telegraph.co.uk/travel/destinations/asia/myanmar/articles/Bagan-Trip-of-a-Lifetime/>
- Kahn, W. (1990). Psychological Conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692-724.
- Kale, P., Singh, H., & Perlmutter, H. (2000). Learning and protection of proprietary assets in strategic alliances: building relational capital. *Strategic Management Journal*, 21(3), 217-237. doi: 10.1002/(sici)1097-0266(200003)21:3<217: aid-smj95>3.3.co;2-p
- Kappel, M. (2018). *How to Establish a Culture of Employee Engagement?* Retrieved May 15, 2018 from <https://www.forbes.com/sites/mikekappel/2018/01/04/how-to-establish-a-culture-of-employee-engagement/#5ec1c2bb8dc4>

- Kara, D., Uysal, M., Sirgy, M., & Lee, G. (2013). The effects of leadership style on employee well-being in hospitality. *International Journal of Hospitality Management*, 34, 9-18. doi: 10.1016/j.ijhm.2013.02.001
- Karatepe, O., & Olugbade, O. (2009). The effects of job and personal resources on hotel employees' work engagement. *International Journal of Hospitality Management*, 28(4), 504-512. doi: 10.1016/j.ijhm.2009.02.003
- Kimmelmeier, M., Burnstein, E., Krumov, K., Genkova, P., Kanagawa, C., & Hirshberg, M. et al. (2003). Individualism, Collectivism, and Authoritarianism in Seven Societies. *Journal of Cross-Cultural Psychology*, 34(3), 304-322. doi: 10.1177/0022022103034003005
- Kerr, S., & Jermier, J. (1978). Substitutes for leadership: Their meaning and measurement. *Organizational Behavior and Human Performance*, 22(3), 375-403. doi: 10.1016/0030-5073(78)90023-5
- Khalaf, S., Morsy, M., Khalifa, G., & Ali, N. (2016). Impact of Effective Training on Employee Performance in Hotel Establishments. *Journal Of Faculty Of Tourism And Hotels, Fayoum University*, 10(1/2).
- Khan, A., & Ahmed, J. (2017). *Influence of National culture on internal communication process. A study on universities in Bangladesh & Sweden (Master)*. Sweden : University of Gävle.
- Kim, H., Shin, K., & Swanger, N. (2009). Burnout and engagement: A comparative analysis using the Big Five personality dimensions. *International Journal of Hospitality Management*, 28(1), 96-104.
- Kipgen, N. (2019). *Commentary: Bagan's UNESCO World Heritage a win for Myanmar in more than one way* Retrieved July 24, 2019 from <https://www.channelnewsasia.com/news/commentary/bagan-world-heritage-site-unesco-myanmar-rohingya-crisis-rakhine-11703712>. CNA.
- Kouzes, J., & Posner, B. (2003). *The Five Practices of Exemplary Leadership*. Pfeiffer, A Wiler Imprint. Retrieved October 17, 2018 from <http://www.pnbhs.school.nz/wp-content/uploads/2015/11/The-Five-Practices-of-Exemplary-Leadership.pdf>
- Krueger, J, & Killham, E. (2006). *Who's Driving Innovation at Your Company?* Retrieved November 18, 2018 from <https://news.gallup.com/businessjournal/24472/whos-driving-innovation-your-company.aspx>

- Leach, D., Wall, T., & Jackson, P. (2003). The effect of empowerment on job knowledge: An empirical test involving operators of complex technology. *Journal of Occupational and Organizational Psychology*, 76(1), 27-52. doi: 10.1348/096317903321208871
- Li, C. (2006). The Confucian Ideal of Harmony. *Philosophy East & West*, 56(4), 583-603
- Li, Y. (2016). *The Impact of Leadership Behavior on Employee Engagement (Doctor)*. USA: Lawrence Technological University.
- Lowe, G. (2012). How Employee Engagement Matters for Hospital Performance. *Healthcare Quarterly*, 15(2), 29-39.
- Lu, L., Lu, A., Gursoy, D., & Neale, N. (2016). Work engagement, job satisfaction, and turnover intentions. *International Journal of Contemporary Hospitality Management*, 28(4), 737-761. doi: 10.1108/ijchm-07-2014-0360
- Luo, P. (2009). Analysis of Cultural Differences between West and East in International Business Negotiation. *International Journal of Business and Management*, 3(11). doi: 10.5539/ijbm.v3n11p103
- Luthans, F., & Peterson, S. (2002). Employee engagement and manager self-efficacy. *Journal of Management Development*, 21(5), 376-387. doi: 10.1108/02621710210426864
- Macey, W., & Schneider, B. (2008). The Meaning of Employee Engagement. *Industrial and Organizational Psychology*, 1(01), 3-30.
- Malloch, K. (2014). Beyond Transformational Leadership to Greater Engagement: *Inspiring Innovation in Complex Organizations*. *Nurse Leader*, 12(2), 60-63. doi: 10.1016/j.mnl.2014.01.004
- Manz, C., & Sims, H. (1987). Leading Workers to Lead Themselves: The External Leadership of Self- Managing Work Teams. *Administrative Science Quarterly*, 32(1), 106. doi: 10.2307/2392745
- Marcus, A., & Gopinath, N. (2017). Impact of The Demographic Variables On The Employee Engagement - An Analysis. *ICTACT Journal On Management Studies*, 03(02), 502-510. doi: 10.21917/ijms.2017.0068
- Marinakou, E. (2012). *An investigation of gender influences on transformational leadership style in the Greek hospitality industry*. UK: University of Strathclyde.

- Martin, A., & Ernst, C. (2005). Exploring leadership in times of paradox and complexity. *Corporate Governance: The International Journal of Business in Society*, 5(3), 82-94. doi: 10.1108/14720700510604724
- May, D., Gilson, R., & Harter, L. (2004). The Psychological Conditions of Meaningfulness, Safety and Availability and The Engagement of the Human Spirit at Work. *Journal of Occupational and Organizational Psychology*, 77(1), 11-37. doi: 10.1348/096317904322915892
- McCann, J., & Holt, R. (2008). Ethical Leadership and Organizations: An Analysis of Leadership in the Manufacturing Industry Based on the Perceived Leadership Integrity Scale. *Journal of Business Ethics*, 87(2), 211-220. doi: 10.1007/s10551-008-9880-3
- Meesangphrao, O. (2015). *The Study of Employee Engagement in Republic of the Union of Myanmar, A Case Study of Thai Company*. Thailand: Graduate School of Human Resource Development, National Institute of Development Administration. Retrieved September 25, 2018 from [http://www.hrd.nida.ac.th/hrmd2015/UploadFile/datachange/datachange6\\_2015-09-10.pdf](http://www.hrd.nida.ac.th/hrmd2015/UploadFile/datachange/datachange6_2015-09-10.pdf)
- Mello, J. (2015). *Strategic Human Resource Management*. Stamford: Cengage Learning.
- Merkin, R. (2015). The Relationship between Individualism / Collectivism: Consultation and Harmony Needs. *Journal of Intercultural Communication*, (39). Retrieved June 27, 2019 from [https://www.researchgate.net/publication/272747249\\_The\\_Relationship\\_between\\_IndividualismCollectivism\\_Consultation\\_and\\_Harmony\\_Needs](https://www.researchgate.net/publication/272747249_The_Relationship_between_IndividualismCollectivism_Consultation_and_Harmony_Needs)
- Ministry of Hospitality and Tourism. (2018). Myanmar Tourism Statistics 2017. Myanmar: Ministry of Hospitality and Tourism. Retrieved January 18, 2018 from <https://tourism.gov.mm/wp-content/uploads/2019/06/MTS-2017.pdf>
- Ministry of Hotels and Tourism. (2013). *Myanmar Tourism Master Plan 2013-2020*. The Republic of the Union of Myanmar: Ministry of Hospitality and Tourism. Retrieved July 11, 2018 from [https://themimu.info/sites/themimu.info/files/documents/Core\\_Doc\\_Myanmar\\_Tourism\\_Master\\_Plan\\_2013-2020.pdf](https://themimu.info/sites/themimu.info/files/documents/Core_Doc_Myanmar_Tourism_Master_Plan_2013-2020.pdf)
- Ministry of Labour, Immigration and Population. (2014). *Mandalay Economic Activity*. Myanmar: Ministry of Labour, Immigration and Population. Retrieved July 11, 2018 from

<https://myanmar.unfpa.org/sites/default/files/pub-pdf/Mandalay%20Region%20Census%20Report%20-%20ENGLISH.pdf>

Mizzima News. (2017). Forty-six percent of Myanmar employees happy at work: survey. Retrieved March 20, 2018 from <http://mizzima.com/business-domestic/forty-six-percent-myanmar-employees-happy-work-survey>

Mullins, L. J. (2005). *Management and Organizational Behavior*. London: FT Pitman.

Myo, H. (2014). *Mandalay, Myanmar*. Myanmar: Mandalay City Development Committee. Retrieved March 20, 2018 from [https://www.unescap.org/sites/default/files/2a.1\\_Mandalay\\_HlaMyo.pdf](https://www.unescap.org/sites/default/files/2a.1_Mandalay_HlaMyo.pdf)

National Employment & Skill Development (2012). *Job Fairs. Myanmar: Government*, Retrieved March 18, 2018 from <http://www.nesdmyanmar.org/job-fairs/>

Newstrom, J., & Davis, K. (1993). *Organizational Behavior: Human Behavior at Work*. New York: McGraw-Hill.

Ngobeni, E., & Bezuidenhout, A. (2011). Engaging employees for improved retention at a higher education institution in South Africa. *African Journal of Business Management*, 5(23), 9961-9970.

Northouse, P. (2016). *Leadership: Theory and Practice (7th ed.)*. The United States of America: SAGE Publications.

O'Connor, V. (1907). *Mandalay and other cities of the past in Burma, by V.C. Scott O'Connor*. London: Hutchinson.

Osborne, S., & Hammoud, M. (2017). Effective Employee Engagement in the Workplace. *International Journal of Applied Management and Technology*, 16(1), 50-67. doi: 10.5590/IJAMT.2017.16.1.04

Otto, S., & Puech, B. (2019). *Advancing Myanmar's gender equality*. *Myanmar Times*. Retrieved June 23, 2019 from <https://www.mmtimes.com/news/advancing-myanmars-gender-equality.html>

Pathalung, R. (2018). *The Relationship between Values, Work-Life Balance and Employee Committee: A Case Study of Generation Y Hotel Employees in Phuket*. Thailand: Prince of Songkla University.



- Pearce, C., & Sims, H. (2002). Vertical versus shared leadership as predictors of the effectiveness of change management teams: An examination of aversive, directive, transactional, transformational, and empowering leader behaviors. *Group Dynamics: Theory, Research, And Practice*, 6(2), 172-197. doi: 10.1037//1089-2699.6.2.172
- People 1st. (2015). *The skills and productivity problem: Hospitality and tourism sector*. UK: People 1st. Retrieved September 15, 2017 from <http://www.people1st.co.uk/getattachment/Research-Insight/People-and-productivity/Report-The-Skills-and-productivity-problem-Oct-15.pdf/?lang=en-GB>
- Podsakoff, P., MacKenzie, S., Moorman, R., & Fetter, R. (1990). Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors. *The Leadership Quarterly*, 1(2), 107-142. doi: 10.1016/1048-9843(90)90009-7
- Poo-Udom, A., Srijumpa, R., & Lertbuasin, S. (2018). Employee Behavior in Yangon, Myanmar. In *The 7th Business, Economics and Communications International Conference*. November 29 – 30, 2018, 23 – 30.
- Potters, J., Sefton, M., & Vesterlund, L. (2007). Leading-by-example and signaling in voluntary contribution games: an experimental study. *Economic Theory*, 33(1), 169-182. doi: 10.1007/s00199-006-0186-3
- Pradeep, D. D & Prabhu, N. R. V. (2011). The Relationship between Effective Leadership and Employee Performance. *International Conference On Advancements in Information Technology with Workshop of ICBMG IPCSIT* Vol.20 IACSIT Press, Singapore, 198-207.
- Promchertchoo, P. (2016). Myanmar's tourism boom faces manpower challenges. *CNA*. Retrieved May 25, 2019 from <https://www.channelnewsasia.com/news/asia/myanmar-s-tourism-boom-faces-manpower-challenges-7656020>
- Putra, E., Cho, S., & Liu, J. (2016). Extrinsic and intrinsic motivation on work engagement in the hospitality industry: Test of motivation crowding theory. *Tourism and Hospitality Research*, 17(2), 228-241. doi: 10.1177/1467358415613393
- PwC. (2017). *20th CEO Survey: Serbian insights*. UK, Belfast, Northern Ireland: PwC.

- Pyidaungsu Hluttaw. (2012). Foreign Investment Law. The Republic of the Union of Myanmar. Retrieved April 12, 2019 from [http://www.burmalibrary.org/docs15/Foreign\\_Investment\\_Law-21-2012-en.pdf](http://www.burmalibrary.org/docs15/Foreign_Investment_Law-21-2012-en.pdf)
- Qiu, H., Zhang, Y., Hou, G., & Wang, Z. (2018). The Integrative Effects of Leading by Example and Follower Traits in Public Goods Game: A Multilevel Study. *Frontiers in Psychology*, 9, 1-12. doi: 10.3389/fpsyg.2018.01687
- Reddin, W. (1967). The 3-D Management Style Theory. *Training & Development Journal*, 21(4), 8-17.
- Richmond, J. (2018). *Assessing Employee Engagement: 4 Ways Leadership Can Step Up*. Retrieved February 28, 2019 from <https://www.business.com/articles/how-leadership-influences-engagement/>
- Rigg, J., Sydnor, S., Nicely, A., & Day, J. (2013). Employee Engagement in Jamaican Hotels: Do Demographic and Organizational Characteristics Matter? *Journal of Human Resources in Hospitality & Tourism*, 13(1), 1-16. doi: 10.1080/15332845.2013.807391
- Robbins, S., & Judge, T. (2016). *Essentials of organizational behavior*. Harlow: Pearson Education Limited.
- Robinson, D., Perryman, S., & Hayday, S. (2004). *The Drivers of Employee Engagement*. Great Britain: Institute for Employment Studies.
- Roland Berger, Dale Carnegie Myanmar and JobNet.com.mm. (2018). *Finding and retaining talent in Myanmar*. Myanmar: Roland Berger, Dale Carnegie Myanmar and JobNet.com.mm. Retrieved March 22, 2019 from <https://www.rolandberger.com/fr/Publications/Myanmar-Business-Survey-2.html>
- Rovinelli, R., & Hambleton, R. (1976). *On the Use of Content Specialists in the Assessment of Criterion-Referenced Test Item Validity*. Annual Meeting of the American Educational Research Association. San Francisco, California.
- Saks, A. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600-619. doi: 10.1108/02683940610690169.
- Sandhya, Singh, R., & Kumar, R. (2014). Employees' Perception Analysis towards Leadership Effectiveness Competencies in Indian Manufacturing Industries. *International Scholarly and Scientific Research & Innovation*, 8(2), 575-582.

- Saravanan, P., & Vasumathi, A. (2018). The impact of demographic profile on SHRM strategies of middle-level HR managers in IT firm, India. *International Journal of Services and Operations Management*, 30(3), 383. doi: 10.1504/ijssom.2018.10013781
- Schaufeli, W., & Bakker, A. (2004). Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study. *Journal of Organizational Behavior*, 25(3), 293-315. doi: 10.1002/job.248
- Schaufeli, W., Salanova, M., González-romá, V., & Bakker, A. (2002). The Measurement of Engagement and Burnout: A Two Sample Confirmatory Factor Analytic Approach. *Journal of Happiness Studies*, 3(1), 71-92. doi: 10.1023/a:1015630930326.
- SEAD Asia. (2014). Welcome to the "Golden Land" - Myanmar | South East Asia Dreams. Retrieved April 11, 2019 from <https://www.southeastasiadreams.com/destination/myanmar/>
- Seijts, G., & Crim, D. (2006). *What Engages Employees the Most OR, the Ten Cs of Employee Engagement*. Retrieved March 12, 2018 from <https://iveybusinessjournal.com/publication/what-engages-employees-the-most-or-the-ten-cs-of-employee-engagement/>
- Shuck, B., & Wollard, K. (2009). Employee Engagement and HRD: A Seminal Review of the Foundations. *Human Resource Development Review*, 9(1), 89-110. doi: 10.1177/1534484309353560
- Shukla, S., Adhikari, B., & Singh, V. (2015). Employee Engagement - Role of Demographic Variables and Personality Factors. *Amity Global HRM Review*. 65-73.
- Solnet, D., & Kandampully, J. (2008). How some service firms have become part of “service excellence” folklore? *Managing Service Quality: An International Journal*, 18(2), 179-193. doi: 10.1108/09604520810859229
- Sonenshine, T. (2013). *Myanmar Opening to Tourism, Investment—and Reform?* Retrieved March 11, 2019 from <https://news.nationalgeographic.com/news/2013/08/130817-myanmar-burma-tourism-democracy-culture/>
- Stadler, S. (2013). Cultural Differences in the Orientation to Disagreement and Conflict. *China Media Research*, 9(4), 66-75.
- Stogdill, R. (1950). Leadership, membership and organization. *Psychological Bulletin*, 47(1), 1-14. doi: 10.1037/h0053857

- Storey, J., Wright, P., & Ulrich, D. (2009). *The Routledge companion to strategic human resource management*. London: Routledge.
- Swaminathan, J., & Ananth, A. (2012). *Impact of demographic factors on employee engagement: A study with reference to Vasan publications private limited, Chennai*. Retrieved March 25, 2019 from [https://mpa.ub.uni-muenchen.de/39768/1/MPRA\\_paper\\_39768.pdf](https://mpa.ub.uni-muenchen.de/39768/1/MPRA_paper_39768.pdf)
- Swe, K., & Lu, L. (2019). The Enhancement of Employee Engagement to Reduce Employee Turnover Intention and Improve Employee Job Satisfaction: An Action Research on Mirac Company in Yangon, Myanmar. *ABAC ODI Journal Vision*, 6(1), 123-147.
- Thompson, G., & Vecchio, R. (2009). Situational leadership theory: A test of three versions. *The Leadership Quarterly*, 20(5), 837-848. doi: 10.1016/j.leaqua.2009.06.014
- Thu, E. (2018). *Fixing the tourism industry*. *Myanmar Times*. Retrieved May 22, 2019 from <https://www.mmtimes.com/news/fixing-tourism-industry.html>
- Tshilongamulenzhe, M., & Takawira, N. (2015). Examining the Gender Influence on Employees' Work Engagement within a South African University. *Risk Governance and Control: Financial Markets & Institutions*, 5(2), 110-119. doi: 10.22495/rgcv5i2c1art5
- Tuckey, M., Bakker, A., & Dollard, M. (2012). Empowering leaders optimize working conditions for engagement: A multilevel study. *Journal of Occupational Health Psychology*, 17(1), 15-27. doi: 10.1037/a0025942
- Turner, R., & Carlson, L. (2003). Indexes of Item-Objective Congruence for Multidimensional Items. *International Journal of Testing*, 3(2), 163-171. doi: 10.1207/s15327574ijt0302\_5
- Úbeda-García, M., Claver Cortés, E., Marco-Lajara, B., & Zaragoza-Sáez, P. (2014). Strategy, training and performance fit. *International Journal of Hospitality Management*, 42, 100-116. doi: 10.1016/j.ijhm.2014.06.001
- Vagias, Wade M. (2006). *Likert-type scale response anchors*. Clemson International Institute for Tourism & Research Development, Department of Parks, Recreation and Tourism Management. Clemson University.
- Vance, R. (2006). *Employee engagement and commitment*. Alexandria, VA: SHRM Foundation.
- Wachira, T., Kalai, J., & Tanui, K. (2016). Relationship between Demographic Characteristics and Leadership Styles on Teachers Job Satisfaction in Primary Schoolskenya: A Case of

- Nakuru County. *International Journal of Science and Research (IJSR)*, 5(10), 19-24. doi: 10.21275/27091601
- Wang, H., Wu, C., Zhang, Y., & Chen, C. (2008). The Dimensionality and Measure of Empowering Leadership Behavior in the Chinese Organizations. *Acta Psychologica Sinica*, 40(12), 1297-1305. doi: 10.3724/sp.j.1041.2008.01297
- Way, R. (1985). Burmese Culture, Personality and Mental Health. *Australian & New Zealand Journal of Psychiatry*, 19(3), 275-282. doi: 10.3109/00048678509158832
- Wiley, J. (2010). The impact of effective leadership on employee engagement. *Employment Relations Today*, 37(2), 47-52. doi: 10.1002/ert.20297
- Wong, A., Tjosvold, D. and Lu, J. (2010). Leadership values and learning in China: The mediating role of psychological safety. *Asia Pacific Journal of Human Resources*, 48(1), pp.86-107.
- World Travel & Tourism Council. (2019). *Travel and Tourism Economic Impact 2019*. London: World Travel & Tourism Council. Retrieved March 27, 2019 from <https://www.wttc.org/-/media/files/reports/economic-impact-research/regions-2019/world2019.pdf>
- Worldometers. (2019). *Myanmar Population*. Retrieved March 23, 2019 from <https://www.worldometers.info/world-population/myanmar-population/>
- Xu, B., & Albert, E. (2016). *Understanding Myanmar*. Retrieved March 23, 2019 from <https://www.cfr.org/background/understanding-myanmar>
- Xu, J., & Cooper-Thomas, H. D. (2011). How can leaders achieve high employee engagement? *Leadership and Organization Development Journal*, 32(4), 399-416. doi:10.1108/01437731111134661
- Zeng, H., Zhou, X., & Han, J. (2009). *Employee engagement and personal performance in hotel service industry of China*. Proceedings from ICSSSM '09: The Sixth International Conference on Service Systems and Service Management, Xiamen, China. June 8-10, 2009, 710-715, doi: 10.1109/ICSSSM.2009.5174973
- Zhang, T., C. Avery, G., Bergsteiner, H., & More, E. (2014). The relationship between leadership paradigms and employee engagement. *Journal of Global Responsibility*, 5(1), 4-21. doi: 10.1108/jgr-02-2014-0006

- Zhang, X., & Bartol, K. (2010). Linking Empowering Leadership and Employee Creativity: The Influence of Psychological Empowerment, Intrinsic Motivation, and Creative Process Engagement. *Academy of Management Journal*, 53(1), 107-128. doi: 10.5465/amj.2010.48037118
- Zhu, W., Avolio, B., & Walumbwa, F. (2009). Moderating Role of Follower Characteristics with Transformational Leadership and Follower Work Engagement. *Group & Organization Management*, 34(5), 590-619. doi: 10.1177/1059601108331242

## APPENDIX



**Master of Business Administration in Hospitality and Tourism Management,  
Prince of Songkla University,  
Phuket Campus International Program**

Subject: The effect of leadership behavior on employee engagement: A case study of hotels in Mandalay, Myanmar

Dear Respondents,

This questionnaire is provided to facilitate the thesis research for the student of MBA in Hospitality and Tourism management of Prince of Songkla University, Phuket campus. The research: The effect of the leadership behavior on employees' engagement: A case study of hotels in Mandalay, Myanmar, was conducted to identify the leadership behaviors of managers from the employee point of view, to measure the level of employee engagement from the employees' point of view and to study the relationship between leadership behavior and employee engagement. This research will be able to study how much the managers in Myanmar practices leadership behavior.

All of the information filled in this questionnaire is only for the academic works which do not harm the security of respondents, and they will be kept as the confidential information. Every opinion and information of respondent is worth for this research, so the accurate and complete data is needed for the accountability and reliability of this research. Please fulfil every question in the questionnaire carefully.

Thank you for the participation.

Ms. PhyoMyintZu

Researcher

Remarks: This questionnaire comprises 3 parts and 5 pages as follows:

Part 1: The general information of respondents

Part 2: The respondents' opinion on their manager/team leader toward 50 items questionnaire

Part 3: The respondents' opinion towards 6 items questionnaire

### Questionnaire

#### **Part 1: Demographic characteristics of respondent**

Please choose one of the below for each of the items.

1. Gender

Male       Female

2. Age

Younger than 20 years old    20-29 years old       30-39 years old  
 40-49 years old                       50-59 years old       60 and older

3. Education

No education                       Primary school                       Middle school  
 High school                       Diploma                       Bachelor  
 Post – Graduate                       Vocational school                       Other (.....)

4. Which of the following department you work for?

Front of the House                       Back of the House

5. Which level you work for?

Non-managerial                       Managerial                       Other (.....)

6. How long have you been working in hotel industry or other service related industry?

Less than 6 months       6 months – 1 year                       1-2 years  
 2-3 years                       3-5 years                       More than 5 years

7. How long have you been working for this hotel?

Less than 6 months       6 months – 1 year                       1-2 years  
 2-3 years                       3-5 years                       More than 5 years

8. What is your estimated monthly income (including salary, tip, bonus and service charge)?

80,000 – 150,000 MMK                       150,001 – 300,000 MMK



- 300,001 – 450,000 MMK       450,001 – 600,000 MMK  
 600,001 – 750,000 MMK       750,001 – 900,000 MMK  
 More than 900,000 MMK

### Part 1.2: Hotel Characteristics

- What is your hotel star rating?  
 1     2     3     4     5
- Number of rooms  
 1-20       21-50       51-100       101-150       151-250  
 >250
- Type of hotel  
 Independent       Chain Affiliation       Other (Please Specify ..... )

### Part 2 – Leadership Behavior

The following statements refer to your direct manager or team leader. Please state the level of agreement for each of the following statements according to your opinion on your manager.

- 1= Totally disagree      2= Somewhat disagree      3= Neutral  
 4= Somewhat agree      5= Totally agree

No.	Questions	Agreement Level				
		1	2	3	4	5
<b>Informing</b>						
1	Keeps others well informed					
2	Explains company decisions and goals					
3	Explains his/her decisions and actions to my team					
4	Explains the purpose of the company's policies to my team					
5	Explains how my team fits into the company					
<b>Coaching</b>						
6	Helps the team members identify and develop their skills and potential					
7	Suggests ways to improve my team 's					

	performance					
8	Encourages my team to deliver superior levels of customer service					
9	Ensures the team members are sufficiently trained to do their jobs					
10	Teaches team members how to solve problems on their own					
11	Encourages team members to solve problems together					
12	Encourages team members to exchange information with one another					
<b><i>Participative Decision-Making</i></b>						
13	Encourages team members to express ideas/suggestions					
14	Gives all team members a chance to voice their opinions					
15	Considers my team's ideas when he/she disagrees with them					
<b><i>Support Team</i></b>						
16	Takes a genuine interest in the personal development of the team members					
17	Encourages commitment to organization objectives					
18	Helps my team focus on the goals					
19	Supports my team's efforts					
20	Pays attention to my team 's efforts					
21	Tells my team when we perform well					
22	Shows concern for team members' success					
23	Celebrates the team's successes					

	<b><i>Leading by Example</i></b>					
24	Works as hard as he/she can					
25	Sets a good example by the way he/she behaves					
	<b><i>Shows concern for team members' well-being</i></b>					
26	Cares about team members' personal problems					
27	Takes the time to discuss team members' concerns patiently					
28	Finds time to chat with team members					
29	Be a good listener when others are speaking					
30	Treats team members fairly and equally					
	<b><i>Effective Performance</i></b>					
31	Anticipates workload and plans accordingly					
32	Approaches tasks with enthusiasm and energy					
33	Personally strives to excel in all activities					
34	Makes timely decisions, without unnecessary delay or haste					
35	Provides timely responses to requests, phone calls, or problem situations					
36	Deals effectively with multiple demands					
37	Be readily accessible to discuss problems					
38	Stays in touch with my team					
39	Knows what work is being done in my team					
40	Seeks opportunities to improve the quality of service to customers					
41	Demonstrates good presentation skills					
	<b><i>Display integrity</i></b>					
42	Builds positive, long-term internal working relationships					
43	Willingly shares own knowledge and ideas with					

	others					
44	Communicates openly and honestly – no hidden agendas					
45	Can be trusted with confidential information					
46	Demonstrates high ethical standards					
47	Maintains appropriate self-control					
48	Accepts feedback and criticism constructively					
49	Demonstrates flexibility and open-mindedness					
50	Keeps promise made					

### Part 3 – Employee Engagement

Please specify the following statements according to your feelings on your job.

1= Totally disagree

2= Disagree

3= Neutral

4= Agree

5= Totally Agree

Items	Questions	Agreement Level				
		1	2	3	4	5
1	Overall, I'm satisfied with my job.					
2	I feel a sense of commitment to this organization.					
3	I take an active interest in what happens in this organization.					
4	Overall, I would recommend this organization as a great place to work.					
5	I feel inspired to go the extra mile to help this organization succeed.					
6	I look for ways to do my job more effectively					

**VITAE**

**Name** Miss Phyo Myint Zu

**Student ID** 6030121003

**Educational Attainment**

<b>Degree</b>	<b>Name of Institution</b>	<b>Year of Graduation</b>
Bachelor of Arts (English)	Mandalay University of Foreign Languages	2016

**Scholarship Awards during Enrolment**

This work was supported by the Higher Education Research Promotion and the Thailand's Education Hub for Southern region of ASEAN Countries Project Office for the Higher Education Commission.