

**INSTITUTIONAL FACTORS CONTRIBUTING TO LOW LEVEL OF
EMPLOYEES' ENGAGEMENT IN DECISION MAKING AT
MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY,
TANZANIA**

BY

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**A Dissertation Submitted in Partial/Fulfilment of the Requirements for the
Degree of Masters of Science in Human Resource Management (MSc. HRM) of
Mzumbe University**

2019

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled “*Institutional Factors Contributing to low Level of Employees’ Engagement in Decision Making at Mbeya University of Science and Technology, Tanzania*”, in Partial Fulfillment of the Requirements for Award of Master Degree of Science in Human Resources Management (MSc. HRM) of Mzumbe University.

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DEDICATION

This dissertation is dedicated to my lovely daughter Gracious Meshack Nyuha and my beloved parents Mr. and Mrs. Nebart Aliloni Kunde Mahenge.

ABBREVIATION

CET	-	College of Engineering and Technology
CoSTE	-	College of Science and Technology with Education
CSR	-	Civil Service Reform Programme
DAHRM	-	Director of Administration and Human Resource Management
DVC-PFA	-	Depute Vice Chancellor Planning Finance and Administration
EEDM	-	Employees' Engagement in Decision Making
EEPSDM	-	Employees Engagement in Public Sector Decision Making
HEI	-	Higher Education Institution
HoD	-	Head of Department
IST	-	Institute of Science and Technology
ILO	-	International Labour Organisation
PSRP	-	Public Service Reform Programme
MCB	-	MUST Consultancy Bureau
MTC	-	Mbeya Technical College
MUST	-	Mbeya University of Science Technology
MUSTASA	-	MUST Academic Staff Association
OPRAS	-	Open Performance Review and Appraisal System
RAAWU	-	Researcher for Academician Allied Workers Union
SHBS	-	School of Humanities and Business Studies
TEA	-	Tanzania Education Authority
TCU	-	Tanzania Commission for Universities
THTU	-	Tanzania Higher Learning Institutions Trade Union
UNESCO	-	United Nations Education Scientific and Cultural Organisational

ABSTRACT

The study explores views on institutional factors that contribute to low level of employees' engagement in decision making. Specifically, the study explored how institutional factors such as rules and regulations, norms and values, as well as cognitive factors established by public sector organizations contribute to low level of employees' engagement in decision making using Mbeya University of Science and Technology (MUST), as the case. The study utilized a descriptive case study design from a sample size of 82 study participants who obtained through the use of both, non-probability sampling and probability sampling technique. The data for this study were collected through the use of questionnaires, interview guide, Focus Group Discussion (FGD) guide and documentary review. While the qualitative data were analysed through narrative content analysis, quantitative data on the other hand were analysed descriptively through a Software Package for Social Science (SPSS), and presented by using tables, charts and figures.

The study found that employees' had a relative little knowledge on public sector decision making due to poor provision of awareness seminars. Also, there were various institutional rules and regulations that limited the level to which employees would have engaged in decision making. Among others were lack of formal procedure for direct engagement and absence of the employee culture of reading MUST policies and regulations. It was also reported that the recurring trend of transactional leadership style which characterise leader-follower relationship at MUST limits employees' engagement in public sector decision making. Evidently, the MUST management prefer strictness on rules and regulations, instead of creating a transformational culture that develops both, an individual employee and organisational as well. Based on the findings, the study concludes that engagement in public sector decision making is both a process and outcome that should be policy tied instead of being left voluntarily. Further, engagement should reflect local context needs such as use of both English and Swahili language so as to allow all employees to be part of the process. The study ends up by recommending several issues such as: bridging communication gaps between employees and management in order to improve feedback mechanism, improve on-job training as well as addressing other institutional factors that limit employees' engagement in public sector decision making.

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CHAPTER ONE

INTRODUCTION

1.1 General Introduction

There are grounding evidences established at the Mbeya University of Science and Technology (MUST) that reveals low level of employees' engagement in decision making (Interview with MUST human resource officials on December 6, 2017). Similar observations are also made in Mutai's study (2015). The current study investigates institutional factors that contribute to the low level to which employees engage in public sector decision making, using Mbeya University of Science and Technology (MUST) in Tanzania as a case. This introductory chapter is structured to include the background to the problem, statement of the research problem, objectives of the study, research questions, significance of the study, limitations as well as study's delimitation.

1.2 Background of the Problem

Public sector organisations, whether local authorities, national government, public bodies, or government owned institutions such as universities make decisions every day. The common theme for all public bodies, when making decisions, is that, at all times, they must act within their statutory powers or vires and comply with the common law. This is because those made decisions may have an effect on an individual, a group or community, sector of industry or, indeed, the public at large. While the existing studies on public sector decision making have focused more on the supply side by analysing how public institutions make decisions, little is known from the demand side, on how employees' engage in the process of decision making and factors that either fuel or limit the process of employee engagement in decision making.

Decision making is conceptualized by Herbert *et al.* (1986) as one among responsibilities of managers that revolves around evaluating course of action and choosing among alternative actions. It is also defined as the process by which

organizational members choose specific course of action in response to threats and opportunities (George and Jones, 1996).

In this study, decision making in the public sector is considered as a consultative process and outcome of implementing a specific course of action through engaging with various stakeholders who are either affected or affect the decision made. The concept of Employees' Engagement in Decision Making (EEDM) is a contested term. While Kingdon, (1984) views engagement in decision making stem from the agenda setting others scholars such as Fischer, Miller, and Sidney (2007) perceive engagement in decision making to have its origin from problem analysis. Indeed, the problem analysis covers four stages: identifying the nature of the problem, developing alternative options to address it, choose among alternatives, and implementing the best chosen alternative options (Mokhade, 2006). In stages, agenda setting and problem analysis, the processes can either be cooperative or complementing and quite often conflicting. In this study, employee's engagement in public sector decision making is analysed from the lens of their formal attendance in official meetings at institutional level while linking it with: Employee's level of knowledge, existing institutional rules and regulations as well as the nature of leader-follower relationship at MUST. Indeed, the process offers employees with the opportunities to contribute in organisational decision making for reaching both employee and organisational goals.

Low level of employee has been evidenced in various countries; India has been evidenced by International Labour Organisation [ILO] (2012) to have the increased low level to which employees engage in public sector decision making. India has experienced low level to which employees engage in public sector decision making in schemes such as Joint Management Council and Public Sector Unit during 1990's. Factors for failure of these schemes were ineffective leadership style, ineffective communication and employees' low morale. Moreover, the low level of employees' engagement in public sector decision making evidenced in Kenya by the Mutai, Cheruiyot and Kirui (2015) study conducted at MOI University. Mutai *et al.* (2015) findings revealed that low level of EEDM was caused by reluctance of the management to share power and lack of trust and confidence over employees'

contributions. MOI's study was virtuous but it focused more on weakness of management than individual employees.

In Tanzania low level of EEDM is existing in the public sector to the extent of necessitating a call for various civil reforms. Among policy interventions executed include the Civil Service Reform Program [CSRP] which started in 1993 albeit renamed in 1998 to Public Service Reform Programme [PSRP]. According to Teskey and Hooper (1999), CSRP was ineffective due to low level of stakeholders' engagement in decision making which was indicated by poor leadership style such as directive or top-down leadership style. Despite the efforts done by the Government of Tanzania on increasing level of employees engagement in decision making as stipulated by rules and regulations such as Public Service Negotiation Machinery Act of 2003, and Employment and Labour Relation Act (ELRA) of 2004, still the problem of low level of employees engagement in public sector decision making persist. Moreover the empirical evidence established at MUST that reveals low level of employees' engagement in decision stems from making through interviews with three officials from the Directorate of Administration Human Resources Management [DAHRM] (Interview with officials on December 6, 2017) call the exploration of the problem. Through the conducted interview, it was informed that few employees at the MUST had engaged in decision making in 2016 especially during preparation of the Workers Client Charter document. In the course of its preparation, the challenges to get inputs from employees aroused. To settle this down, MUST management decided to take extra efforts such as rewriting meeting invitations notes and calling key persons which in-turn caused wastage of time and resources.

Furthermore in 2017, the preparation of non-academician representative was postponed due to very poor attendance of non-academicians, (Interview with official from the Directorate of AHRM at MUST, December 6, 2017). Despite those challenges, MUST management have continued ensuring that employees are engaged in decision making through their representatives such as trade unions, workers council, workers association and individuals consultations in their departments. The management also has been loyal in following MUST policies and regulations such as

MUST Charter, Organisation Structure and MUST Staff Regulations, regarding employees engagement in decision making.

From the above observation which revealed existence of low level of employee engagement in decision making, little is known about factors contributing to low level of EEDM. This study strived to fill that gap by investigating factors contributing to low level of employee engagement in decision making.

This study is informed by an institutional theory in an attempt to explore: how existing institutional rules and regulations, employee's level of knowledge, or cognitive factors on decision making, as well as norms and values established by of leader-follower relationship at MUST contributes to employees' engagement towards public sector decision making. That was a knowledge gap filled by the study. Why institutional theory? The institutional theory facilitates the comprehension of institutionalised barriers as well as the challenges and obstacles employees have contended within their engagement for decision making. As noted by Weber, (1924) and Scott, (2008), three elements involved towards bringing institutional change revolve around regulative, normative, and cognitive dimensions. Indeed, various institutions established from political science, sociological studies, cultural, and management lens exist.

In this study, the institutional variables such as level of knowledge or cognitive factors, rules and regulations practices of the institutions were analysed if they affect employees' engagement towards decision making. It also provides guideline to understand how norms and values established by a leader-follower relationship such as transactional, situational and transformation affect employees' engagement towards decision making. Consequently, the study analysed Institutional frameworks within the lens of public sector decision making.

1.3 Statement of the Problem

The increased trend of low level to which employees engage in public sector decision making in Tanzanian Higher Education Institutions (HEIs) has been a recurring decimal since the adoption of Public Service Reform Programme (PSRP) in 1998. Employees engagement in decision making was expected would enhance the

realization of the objectives of the public sector and individual employees as well, however, it has never been the case.

It was also expected that, the provision of Public Service (Negotiating Machinery) Act, No 19 of 2003 Part V Section 30(1) and Employment and Labour Relation Act 2004 Part VI Section 70(1) would increase the level of employee engagement. On contrary yet the low level of employees' engagement in decision making exists.

Various authors and practitioners on public decision making have analysed the problem of low level to which employees engage in public sector decision making. Among others include [ILO] (2012) report which evidenced that there is increased low level to which employees engage in public sector decision making. Others such as Mutai *et al.* (2015) also found Moi University had low level of employee engagement in decision making. Moreover there are grounding evidences established that MUST reveals low level of employees' engagement in decision making (Interview with MUST human resource officials on December 6, 2017). Despite those contributions that evidenced there is low level of engagement in most of public sectors, little is known on institutional factors contributing to low level of employee's engagement in public sector decision making.

This gap observed raised issues for investigation by using MUST as the glaring example, the current study investigated that problem. What are the institutional factors that contribute to the low level to which employees engage in public sector decision making in MUST)? This is the knowledge gap filled by the study. As noted by Weber, (1924) and Scott, (2008), three institutional dimensions regulative, normative, and cognitive dimensions contribute to employees engagement in public sector decision making. Various types of institutional variables such as; level of knowledge on public sector decision making, level to which established norms and values by a leader-follower relationship affect their engagement in decision making, and perceptions on the input of institutional rules and regulations to their level of engagement.

1.4 Research Objectives

1.4.1 General objective

The general objective of the study was to investigate institutional factors contributing to the low level to which employees engage in public sector decision making, using MUST as a case study.

1.4.2 Specific objectives

The study was guided by four specific objectives namely to:

- i. Find out the level to which employees engage in public sector decision making at MUST,
- ii. Examine the extent to which employee's level of knowledge on public sector decision making contribute to their level of engagement at MUST,
- iii. Assess employee's perceptions and attitudes on the contribution of existing institutional rules and regulations on the level to which employees engage at MUST,
- iv. Determine the level to which established norms and values by a leader-follower relationship at MUST contributes to the level to which employees engage in decision making.

1.4.3 Research questions

The study was guided by four specific questions namely to:

- i. What is employee's level of engagement on public sector decision making at MUST?
- ii. To what extent does employee's level of knowledge on public sector decision making contribute to their level of engagement in at MUST?
- iii. What are the employee's perceptions and attitudes towards the contribution of existing institutional rules and regulations to the employees' level of engagement in public sector decision making at MUST?
- iv. What is the contribution of the present leader-follower relationship at MUST to the level to which employees engage in decision making?

1.5 The Significance of the Study

By and large, the significance of a study demands us to explain what new knowledge or developments are the research objectives/questions of one's study going to generate. This study has both the theoretical and practical significances that have been categorized as: contribution to the body of knowledge; call for a review of Employment and Labour Relation Act 2004 Part IV and informing the MUST management and her employees on lesson learnt from the study of institutional factors contributing to the low level of employees engagement in public sector decision making.

Contribution to the body of knowledge

Since this study is informed by four objectives, the significance of a study have thusly been informed by a number of issues emerging from those four objectives. First, the study contributes to the body of knowledge of public sector decision making, and specifically on institutional factors that contribute to the low level of employees engagement in public sector decision making.

Contribution to the execution of Employment and Labor Relation Act

Second, through assessing the extent to which various institutional factors (cognitive, regulative and normative structures of Higher Education Institutions) contribute to the low level of employees engagement public sector decision making, the study has produced important information for which the policy makers, researchers, bureaucrats can realize towards improving employees engagement public sector decision making in HEIs.

Contribution to the Stakeholders at MUST

Stakeholders from both, the supply and demand lens of the problem related to the increased trend of low level to which employees engage in public sector decision making will be informed. Thusly, the study has contributed towards transforming the present leader-follower relationship at MUST to improve the level to which employees engage in decision making. Moreover, the study is the ground for the formulation and improvement of the policies, rules and regulations that enforce and encourages engagement such as client service charter and staff regulations

1.6 Scope of the study

The study delimited its focus on Higher Education Institutions located at Mbeya Region. Within Mbeya region, Mbeya University of Science and Technology (MUST) was taken for an in-depth analysis. The findings of the study based on observations made from various sections of the MUST such as: Administration section, MUST Consultancy Bureau (MCB), Quality Assurance (QA), College of Engineering and Technology (CET), Institute of Science Technology (IST), School of Humanities and Business Studies (SHBS) as well as College of Science and Technology with Education (CoSTE). These sections were selected because of their complexity and nature in decision making than other section such as confidential registry.

Within the theoretical lens, the study is informed by an institutional theory. Institutional theory asserts that the behaviours of people in an institution are governed by institutional factors such as regulative, cognitive as well as normative domains. Consequently, the study explored how regulative structures (established institutional rules and regulations towards engaging employees for decision making), cognitive (participants level of knowledge on decision making in the public sector) and normative (values, morals, established by leader-follower relationship) at MUST contributes to the low level of employees engagement in public sector decision making.

MUST is indicated as a study area, with population of 502 whereby sampling procedures which used to get sample size were simple random sampling and purposive sampling and the sample size taken was 82 respondents. However data collection methods used were interview, questionnaires and focus group discussion and data collection tools used in primary data were as follows; In the questionnaires the well-structured questionnaires copies were used while in the interview and group focus discussion the researcher used both the structure and unstructured interview guide and focus group discussion guide were used in order to collect in deep information through face to face conversation with respondent. Both quantitative and qualitative methods were used in the study. Finally the data were analysed through the Statistical Package for Social Sciences (SPSS) programme.

1.7 Limitation of the study

The data collection process faced three main limitations. These were: Openness and transparency of the study participants; time for data collection; as well as co-operation from respondents.

(i) Openness and transparency of respondents: Some of the public officials were reluctant to respond to questions that required them to indicate their level of engagement on decision making at MUST especially in attending meeting and contributing on respective agenda. This reluctance was caused by unfounded fear of being investigated as suspects for insubordination. Measures to overcome this problem included counter checking the information with other respondents in the same department/section were taken. Also, the researcher tried as much as possible to reduce any possible mistrust by creating rapport with the study participants.

(ii) Time: It was difficult to reach respondents especially key informants because they were either too occupied with their responsibilities or the interviews overlapped with other schedules. To counteract this, most of the interviews were rescheduled to their convenient time.

(iii) Support and co-operation from respondents: During data collection few officials declined to participate in the study because they mistakenly believed that the research was investigating issues concerning their performance towards work. In this case, they feared they could be implicated by the University administration. To mitigate this problem, more time was spent to sensitize study participants on the nature and purpose of the study.

Moreover, the study was conducted using the sample size from the Administration Sections, MCB, QA, CET, IST, SHBS as well as CoSTE of MUST in Mbeya region, Tanzania. Therefore the findings of the study might be specific for MUST.

1.8 Organization of the dissertation

Chapter One introduces the study. It provides a general background to the study, a statement of the problem, objectives of the study, research questions, significance, delimitation as well as limitations of the study. Chapter Two explicates a review of

the relevant literature linked to institutional factors contributing to low level of employees' engagement in public sector decision making. The overriding essence is to create a new understanding of the theoretical debates and empirical literature reviewed. Theoretical literature reviewed offers a historical overview of how regulative structures (established institutional rules and regulations) cognitive (participants' level of knowledge) and normative (values, morals, social obligations established by the leader-follower relationship) at MUST contributes to the low level of employee engagement in public sector decision making. Basically, it discusses institutional theory linked to the study objectives. Apart from the theoretical literature, the empirical literature critically analyses and synthesizes various studies linked with the study objectives. The chapter also composed of research gap as well as conceptual framework.

While Chapter Three provides the methodology used to pre-empt the unknown, Chapter Four presents analyses the findings on: institutional factors contributing to low level of employees' engagement in public sector decision making. Chapter Five discusses the findings on: institutional factors contributing to low level of employees' engagement in public sector decision making. The last, Chapter Six, summarizes the key findings, conclusion, policy implications and recommendations of the study as well as suggesting further studies in this subject area.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A literature review is both a summary and description of the current state of knowledge on a limited topic as found in academic books and journal articles. This chapter presented knowledge on theoretical party on institutional factors contributing to low level of employees' engagement in decision making at MUST. It also addressed the empirical part by examining various scholars' studies, as far as institutional factors contributing to low level of employees' engagement are concerned as well as synthesis' section. Basically the focus laid on finding level of knowledge or cognitive factors of employees towards decision making, a level to which established norms and values by a leader-follower relationship affect employee engagement in decision making, and perceptions on the input of institutional rules and structures to employee level of engagement

2.2 Theoretical Perspectives

This section concerns with an overview of the problem definitions of key terms of the study, the concept of low level of employees' engagement in public sector decision making, a survey of issues related to the objective of the study as well as a conceptual framework.

2.2.1 Definition of key terms and concepts

Decision: Harrison (1981) defined decision as a minute in an ongoing process of evaluating alternatives related to the end, at which the expectation of decision maker with regard to a particular form of action impels him to create a choice. It also refers to a conscious choice to behave or to think in a particular way in a given set of circumstances (Duncan, 1973). In this study decision has been utilized as the conclusion reached with MUST employees and the management after determination of various alternatives.

Decision making: Decision making has various meanings according to user; scholars have viewed it as managers mechanism of working, such as Herbert *et al.* (1986) argued that decision making is one among the works of managers which concerned with evaluating courses of action and choosing among alternative actions. Other scholars perceive decision making as the process made by all institutional members; George and Jones, (1996: 428) stated that, decision making is the process by which organizational members choose a specific course of action in response to threats and opportunities.

Abdulai and Shafiwu (2014), Harrison, (1987) generalized decision making as a moment in an ongoing process of evaluating alternatives for attaining an objective, at which expectations about a particular course of action most require the decision maker to select courses of action that most likely to result in attaining the objective. In this study decision making is the cognitive process by which MUST employees and management identify, evaluate course of action and select among alternative actions to solve matters that concerned employees' welfares.

Employee: Section 4 of ELRA 2004 has defined an employee as an individual who entered a contract of employment to work for the other party known as an employer. Dacri (2004) cited in Black's Law Dictionary which defines an employee as a person in the service of another under any contract of employment, direct or indirect, oral or written, where the employer has the right or the power to control and direct the employee in the material details of how the work is to be performed. Employees are the sturdiest pillar of any organization; they are the most valuable asset that contributes significantly to organizational success and prosperity, Essays (2013). In this work an employee is referred as a person who hired in permanent term by the government for a specific job to provide labor and who works in the service of the MUST in the exchange of compensation.

Employees' engagement in decision making: Employees' engagement in decision making is the process which viewed in various ways in institutions, while scholars see it as a shared decision making other scholars perceive it as a psychological mechanism of creating a sense of belonging. Also academician interprets it as a

source of extracting more inputs in order to achieve institutional goals, for instance, Locke and Schweiger (1979) see it as a 'joint decision making' between managers and subordinate. Whereas Kearney, (1997) view it as the process of developing a feeling of psychological ownership among organizational members accomplished through participation of employees in decision making and problem solving. Sofijanova and Chatleska (2013) interpret it as a process of involving and empowering employees in order to use their input towards achieving higher individual and organizational goals. In this study employee engagement in decision making has been utilized as the process to which employees contribute their views in decision making to the management in matters that concerned their welfares as per MUST rules, policies and regulations.

Low level of employees' engagement in decision making: the concept utilized as a spirit of employees' reluctance to give employer their best, argued by Sheahan (2017). Low level of employees' engagement in decision making indicated by failing to think critically, working with too little or faulty information, ineffective communication as well as low morale, (Ohits, 2012). In this study low level of employees' engagement in decision making has been utilised as the spirit of reluctance to give the best in participatory decision making.

The researcher measured low level of employees through establishing scales; low engagement, moderate/fairly engagement and high engagement. The indicators which determined the three levels of engagement were; the level of responding to MUST orders obediently and regular attendance of MUST meetings. The tool utilised to measure level of employees' engagement in decision making was Likert scale.

Public sector: Institute of Internal Auditors (2011) defined it as sectors that comprise of government and all publicly controlled, funded agencies, enterprises and other entities that deliver public program, services or goods. It is the part of the government that deals with ownership, production, provision, delivery and allocation of goods and services by and for the government or its citizens, whether at regional, municipal or local, and national level, (Kiwoly, 2016). According to IFAC (2010),

the term “public sector” comprises of national governments, sub-national governments, and local government unit. Generally public sector composed of organizations that are operated and owned by the government.

2.2.2 Operationalization of Variables

The Operationalization of the variables intended to put a variable into valid, precise, and measurable terms. The indicative variables provided light on how to apply a method appropriate to a specific objective and the indicator variables.

Objective 1: Find out the level to which employees engage in public sector decision making at MUST. The researcher utilized this variable in order to find out evidence of low level of EEDM at MUST. The indicative variables were level of attending meetings and the level to which employees are responding to institutional orders. The level to which employees are engaged in decision making was measured through establishing a scale; high, moderate/fair and low scale by using Likert scale tool through the interview, questionnaire and focus group discussion data collection methods.

Objective 2: Examine the extent to which employee’s level of knowledge on public sector decision making contributes to their level of engagement at MUST. The researcher utilized employees level of knowledge on public sector decision making as level of knowledge on institutional rules, regulations and policies that guide MUST activities concerning employees’ welfares. The indicator variable was employee conversant/knowledge on institutional rules on MUST activities. This also was measured through establishing a scale; high, moderate/fair and low scale by using Likert scale tool through the interview, questionnaire and focus group discussion data collection methods

Objective 3: Assess employee’s perceptions and attitudes on the contribution of existing institutional rules and regulations on the level to which employees engage at MUST. The researcher utilized employees’ perceptions and attitudes as opinions on the contributions of the existing institutional rules and regulations to the level of employees’ engagement at MUST. The indicator variable was, a reflection of

institutional rules and regulations to the level of EEDM. The term reflection utilized as a “concern” of institutional rules and regulations to the level EEDM. This also was measured by establishing measurement of positive and negative through interview, questionnaire and focus group discussion data collection methods.

Objective 4: Determine the level to which established norms and values by a leader-follower relationship at MUST contributes to the level to which employees engage in decision making. The researcher utilized norms and values as behaviors which raises in the relationship of leader-follower. Leader follower relationship utilized as employee-employer relationship. The indicator variable was, norms and values linked to the organization leadership style. Methods utilized to collect data were through interview, questionnaire and focus group discussion.

2.2.3 Overview of the problem

The problem of low level to which employees engage in public sector decision making in Tanzanian Higher Education Institutions (HEIs) has been trending since the adoption of Public Service Reform Programme (PSRP) in 1998. Employees’ engagement in decision making was expected would enhance the realization of the objectives of the public sector and individual employees but it has never been the case.

Findings of scholars revealed that factors contributing to low level of employees’ engagement in decision making are the specialization of work, technological advancement, management superiority culture, employee incompetence, employees fear to be criticized, inadequate time to involve employees in emergence circumstances and fear of exposing confidential information (Mtenda, 2016). The problem of low level of employees’ engagement has been associated with the impact such as; delay in decision making, lack of communication, employees’ poor performance, lack of employees’ performance and conflict as well (Mtenda, 2016).

The institutional factors contributing to low level of employees’ engagement in decision making does not exist only in Tanzania, the magnitude of the problem exists Regionally, African wide as well as Worldwide. For instance, in Kenya, Mutai *et al.*

(2015) conducted a study concerning employees engagement in decision making at MOI University, whereby they found that the University has low level of employees' engagement in decision making which contributed by weak management systems. Moreover In New Zealand the study concerning employees engagement in decision making revealed that the management style used in the government contributed to the low level of employees engagement in decision making (Holland, Teicher and Gough 2013). In South Africa Kok, Lebusa and Joubert (2014) in their study conducted at the University of Technology, findings revealed that unconducive environment created for employees to engage in decision making contributed to the low level of employees' engagement in decision making.

The observation from scholars and researchers concerning institutional factors contributing to low level of decision making shows there is the gap as the findings were too general such as Mutai *et al.* (2015) and Holland *et al.* (2013) said the management system and style were not supporting EEDM whereas Kok *et al.* (2014) said there were unconducive environment for employees to engage in high level in decision making. These findings are not specific enough for knowing the root of the problem. So far the Government of Tanzania has at several times intervened this issue through the established Public Service (Negotiating Machinery) Act, No 19 of 2003 Part V, Section 30 (1) and Employment and Labor Relation Act 2004 Part VI Section 70 (1). Yet, low level of employees' engagement in decision making persist.

This study went further by investigating the institutional variables such as level of employees' knowledge on public sector decision making, a level to which established norms and values by a leader follower relationship affect their engagement in decision making and the perception on the input of institutional rules and regulation toward the level of employee engagement.

2.2.4 Employees' engagement in decision making in the public sector, public universities being among them.

This section discusses the situations of employees' engagement in decision making by focusing on the structure and form of engagement in decision making.

i. The structure of participative decision making in the public sector, public universities being among them.

In any institution, decision making is vested by the protocol existing in the particular organisation, (Rwekaza and Anania, 2018); likewise in Tanzanian public Universities decision making are relying on the structures of the particular University. Most of Tanzanian Universities have top-down decision making which starts from Council then Vice Chancellor thereafter Deputy Vice Chancellors', then decisions drop to Principals, Deans, Directors then to their departments and Units, (MUST Organisation Structure 2017; Leadership and Administration document of University of Dar es Salaam 2018; and Leadership document of Sokoine University; 2018).

The top-down structure of public universities has created a complex norm and values of the of leader-follower relationship since the structure vested the great power to the leaders as the result the level of employee engagement in decision is uncertain. However the government has intervened through establishment chances for a bottom-up, a participatory decision making through employee engagement through ELRA (2004) Section 9 (6) (b) (ii) which shows that an institution that have 10 members and above can establish workers union. But still the problem exists. In that course it is necessary to investigate the level in which norms and values for the leader - follower relationship contribute to the low level of EEDM in public sectors, public universities being among them.

ii. Forms of Employees' Engagement in Decision Making in Tanzanian Universities

Forms of employee engagement concern with methods which used by various organizations as the means of employee involvement in decision making. Forms of employees' engagement in decision making are categorised into two; direct and indirect employees' engagement (Cole, 1997). In direct form of engagement in

decision making, usually public university members are engaging through consultation and quality circles, (Jones, 2018). In indirect form of engagement in decision making, public universities are engaged through the academician association of the particular organisation and trade unions. This has been evidenced at Mzumbe University through the interview conducted with the Human Resource Officer on 1st November 2017 whereby the official reported that Mzumbe University Academic Staff Association (MUASA) is the association utilised by Mzumbe academic staff, whereas RAAWU and THTU are the trade unions which utilised by both academic staff and non-academic staff. Likewise during the interview with MUST DAHRM on 6th December, 2017 it was reported that MUST Academic Staff Association (MUSTASA) is the association utilised by academic staff only while RAAWU and THTU are the trade unions which utilised by both academic and non-academic staff.

The trend of low level of employee engagement in decision making has been recurring in public universities since only academic staff have an association which discusses and represent academician in matters that concern their welfares but non-academic staff do not have their own associations despite of having rules which guide university to have representatives or associations of non-academic staff (Section *Part IV, Article 24* of MUST Charter, 2013). This trend raise issue for investigation, hence the study investigated the level to which employees perceive inputs of institutional rules to the level of EEDM.

Outcome of Effective Employees' Engagement in Decision Making

Job satisfaction

Job satisfaction can be known as pleasurable or positive emotional state resulting from the judgement of one's job or job experiences, (Locke, 1976). It can be also referred to how well a job provides fulfilment of a need or individual positive or negative feeling about the job, (Gautham, 2012). When employees have morale to share their opinion they get a positive feeling concerning their job, hence they found themselves pleased with their work. The popular strategy targeted at improving job satisfaction is that, allowing employees to participate in job-related decisions

(Ramsay, Scholarios and Harley, 2000). However the employees who are actively engaged in decision making of an organisation have higher job satisfaction than those who does not have the morale to engage in decision making. In Tanzania there are evidences that show that when employees involving in organizational decision making, increase levels of job satisfaction of employees (Mtenda, 2016).

Commitment

Commitment concerns with dedicating to a work with a responsibility or trust. The one who is committed is keen to do his or her job well. Cotton, Vollrath, Froggatt, Lengnick-Hall and Jennings, (1988) found that the highest satisfaction, commitment and performance outcomes were derived from participation, whereby employees had a voice or say in decisions that affected them at the work place. McElroy (2001), Pashiardis (1994) and Gifford *et al.* (2005) commented that, when employees involved in the decision making process, they feel valued and found themselves dedicated to the organisation and work as the result their emotional and normative commitment can be increased to meet organisational goals.

Performance improvement

According to the Hrzone, (2018) performance improvement is a practise of organisational development focused on increasing output and improving efficiency for a particular process or procedure. Performance improvement can arise at different levels, including the employee level, team level, the division or unit level as well the organisation at large. Employee morale to participate in decision making has been linked to performance improvement by various scholars, for instance, in the findings of the study conducted by Udu and Aghedo (2016) revealed that the command and control strategy is no longer an adequate model; but a more collaborative framework creates greater organisational commitment and improved performance. Sofijanova and Chatleska (2013) also found there are positive relationship between employee involvement and perceived operational performance. Moreover Lines and Selart (2013) embrace that knowledge-sharing, charge-taking, levels of effort and high performance are mostly intervened by positive employee willingness to participate in

decision making. Therefore, high level of employee involvement and employee willingness to contribute in decision improves organisational performance.

2.2.5 Levels of employee engagement in a public sector decision making

Employee' engagement in decision making can differ according to the level at which it takes place, the extent to which decision making is shared and the degree to which the mechanisms are formal or informal (Dessler, 1997). Evans (1999) recognizes three levels of any organisation which are government participation, management participation and job - centred participation.

- i. Governmental participation, involve policy decision in general.
- ii. Management participation, comprise of all decisions which made under board level.
- iii. Job-centred participation, consist of individual employees or work groups in decision making on how to do the job.

Despite of these categories yet regulations require employees' involvement in almost all work matter except confidential issues which reserved purposefully, and in other matter the nature of decision will determine directly or indirectly involvement of employees.

Weaknesses of EEDM

On the other hand, scholars perceiving employee engagement in decision making as cost idea than beneficial to the organisation. James, Debra and Laurie (2006) argued that the cost of implementing employees' engagement in decision making systems may far exceed the actual return. DeBrin (2007) added that employee engagement in decision making consumes time, it is incompetent and indecisiveness. Employee engagement in decision making also may lead to leakage of confidential information; it is a hiding place for incompetence managers as well as threatening mandate of managers, (Mutai, *et al.* 2015). Once leaders are more threatened by these weaknesses likely the relationship towards participatory decisions with their follower will also be weak.

Strength of EEDM

However, since employees are the implementers of decisions, involving them cannot be avoided. Various studies on employees' participation have been evidenced to have a positive impact to the organisations. Likert (1961), Bhuiyan (2010), Michelle and Lori (2007) as well as Bonner and Sprinkle (2002) supported that by acknowledging that high level of employees' engagement in decision making is a source of employees self-actualization, motivation, increases employees job performance as well as increase sense of belonging to the organisation.

2.2.6 Survey of aspects of issues linked with objectives of the study with employee level of engagement in decision making in the public sector

Level in which employees are engaged in decision making

This study investigated level in which employees are engaging in decision making by investigating level of attending meetings and level of responding to institutional orders.

Level of attending meetings: Attending meetings is the problem which faces organisations in public sectors. Academic employees usually see attending to meetings is the time waster by assuming that it always takes long for a meeting to end, (Mutai *et al* 2015). Since most of decision process is taking place at meetings, this tendency of the dodging meetings lower level of employees to engage in decision making. This study explored low level of EEDM through investigating the level of employees in attending meetings.

Level of responding to institutional orders: when organisation, management gives instructions to employees to contribute their views concerning a certain issue which concern their welfare it expect a high turn up, but that is not always the case. For instance Dellice (2013) argued that when employees ordered to fill OPRAS they are reluctant because they are not sure of the results provided from OPRAS. Emmanuel, Chux and Charles, (2014), argued that employees usually respond to institutional orders or instructions concerning their engagement in decision making only if there is results. For this unpredictability, this study investigated the level of MUST staff in responding to MUST orders.

Level of knowledge on public sector decision to the level of engagement in decision making

Employee conversant on institutional rules on MUST activities

Various scholars have acknowledged the importance of employees to have knowledge on the issue they are engaging with. Walker, (1975) cemented that the level of employee to engage in decision making mainly depend on the level of ability and skills on the particular issue they are engaging with. For instance, if a MUST employee engages in decision making on matters concerning employees' promotions, it is then expected to be familiar with the requirement for a qualified staff who deserve promotion, factors for unqualified staff as well as the required grade for a qualified staff. But this is contrary to McMillan (2018) who argued that many times public workers do not have necessary skills to make proper decisions in participatory decision making. This raised issue will be investigated by this study.

Moreover, in order for the employees to engage in higher level, it is also important to be familiar with Dos' and Don'ts of public sectors decision making. For instance, it is important for employees who engage in decision making to have a knowledge that all public organisations decision required to tally and conveyed as government decision. Standing Orders for Public Service of 2009 Section C.13 cemented that, when Government decisions have to be taken they shall be communicated as decisions of the organization concerned and not as decisions of the individual public servant who happens to make the decision. In these base participants should have this knowledge of public sector decision making in order to avoid unnecessary misunderstanding when participants criticised because of deciding contrary to government requirements. But McMillan (2018) found that in many times public workers do not have necessary skills to make proper decisions. This study investigated if MUST employees have public sector knowledge of making decisions.

However, not all decisions require to stick to institutional rules only, people should have knowledge that in un-programmed decisions, flexibility is necessary therefore management should not be too rigid in all situations. This has been supported by Standing Orders for Public Service of 2009 Section C.13 whereby it allows to take

individual decisions as an organisation decision with exceptions of special reasons for doing so, therefore employees and employers who engage in decision making should be aware of these guidelines, so that they can use them properly during the process of making decisions. But this has not been a case in public institutions; hence it raises the issue for investigating.

While weak organization just trust their employees in involvement, strong organization emphasizes on raising up level of their employees' knowledge and skills for effective engagement in decision making by providing training and development programs, Cummings and Worley, (2008). Abdulai and Shafiwu (2014) went further by arguing that, it is important to know level of individual capabilities so that one can be able to provide them the required training in order to strengthen employees' participation. This study investigated whether MUST provide knowledge on public sector decision making to their employees.

Norms and values linked with organisation leadership style

Leadership is the intended influence employed over other people to guide, structure, and facilitate activities and relationships in a group or organization, (Yukl, 2013). Leadership is about enunciating visions, expressing values, and creating the environment within which things can be accomplished, (Richards and Engle, 1986). In sum, one can describe leadership as the ability to influence, motivate and inspire follower to act towards achieving common goals. Whereas follower means employees as elaborated in section 2.2.1.

Normally norms and values of leader-follower relationship revealed in leadership style applied (Bass, 2008; Burns, 1978; Hersey and Blanchard, 1969; 1979; 1996; 1980; 1981; and Yukl, 1999). The following are the leader follower relationship in a transaction, transformation and transaction leadership style in which level of EEDM is determined.

i. Norms and values of leader-follower relationship in transaction leadership style to the level of EEDM

Transactional leadership is the style which focuses on the exchanges of resources between leaders and followers. These exchanges help leaders to achieve their objectives, accomplish required tasks, maintain the existing organizational situation, motivate followers through contractual bond, direct behaviour of followers toward attainment of established goals, lay emphasis on extrinsic rewards, avoid preventable risks, as well as making efforts on improving organizational efficiency, (Bass 1985; 2008 and Burns 1978). This style focuses on outcomes, fit into the existing structure of an organization and measures success according to that organization's system of rewards and punishments. Leaders who fall into this style are usually possess formal authority and positions of responsibility in an organization. The most common way to judge employees is through performance review, (Spahr 2014 and McCleskey 2014).

Transaction leadership style comprises of three dimensions which are contingent reward, active management by exception, and passive management by exception. *Contingent reward* concerns the degree to which leaders' arrange the constructive contract of exchange of reward for performance with followers. They explain expectations to followers and provide rewards for meeting those expectations. *Active Management by exception* is the degree to which leaders observe followers and take actions according to their performance. These leaders watch for deviations from rules and standards and keep away followers from mistakes. *Passive management by exception* intervenes only when principles are not met or when the performance is not as per the expectations, (Bass, 1997).

Following the norms and values of this type of leadership; the relationship of leader - follower based on directive and not participative oriented as subordinates need to follow leaders' desires, also the style does not rewards personal initiative because such leaders have a tendency of ignoring ideas that do not fit with current plans and goals (Yukl, 1999 and Bass, 1997). However (Yukl, 1999 and Bass, 1997) arguments do not have clear research evidence-based such as sample taken and environment

taken to generalise weakness of transactional leadership in leader follower relationship toward improving the level of EEDM. Therefore, this study fills that gap.

ii. Norms and values of leader – follower relation in transformation leadership style towards level of EEDM

James Macgregor Burns in his work of descriptive research on political leader, he introduced transformation leadership style in 1978 (Odumeru and Ifeanyi, 2013). The concept defined as the process of persuading major changes in the attitudes and assumptions of follower and building commitment for the organization's mission, objectives, and strategies. A transformational leader usually pursues to raise the consciousness of followers by empowering them to participate in the transformation process, appealing to higher standards and values such as liberty, peace, equality, justice, and humanitarianism, not to baser emotions such as fear, greed, jealousy, or hatred hence followers feel motivated, trust and respect toward the leader, (Burns, 1978). Transformation leader also has been defined as is a person who encourages and transforms followers to accomplish extraordinary outcomes. They change followers perceptions by assisting them to look old problems in a new way, and they are able to excite inspire and awaken followers to put out extra efforts to achieve group goals. The style is all about leadership that forms a positive change in followers whereby they take care of each other's interest and act in the group's interest, (Odumeru and Ifeanyi, 2013; Robbins and Coulter, 2007; Warrilow, 2012).

Transformational leadership consists of four dimensions which are; charisma or idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. *Charisma or idealised influence* is the degree to which, a leader serve as a positive model, inspired by follower on an emotional level as he or she “walk the talk”, to mean he or she never says one thing and does another. *Inspirational motivation* relates to the leader's ability to arouse confidence, motivation challenge to follower with high standards, communicate assurance about future goal attainment and offer meaning for the tasks at hand. *Intellectual stimulation* is the degree to which the leader challenges followers to be creative and

innovative by challenging expectations, takes risks and implores followers' ideas. *Individualized consideration* is the degree to which a transformational leader demonstrates sincere concern for the needs and feelings of followers by attending each followers' needs and act as a mentor or coach and gives respect and appreciation to the individual's contribution to the team, (Bass and Riggio 2006; Judge and Piccolo; 2004 Odumeru and Ifeanyi; 2013 as well as Warrilow, 2012).

Transformational leadership has been associated with improving the level of EEDM as it implores followers' ideas in aiming at performing higher standards (Bass 1998; and Burns, 1978). However the empirical evidence shows there are some original transformational behaviours, norms and values omitted, which emphasised on improving the level of EEDM, Example; improving followers' skills and self-confidence, and empowering them by providing substantial voice and discretion, this regard providing platforms which will make followers free to raise voices for their betterment and the organisation, (Yukl, 1999). This study investigated whether norms and value of leader-follower relationship in transformational leadership style affect level of EEDM.

iii. Norms and values of leader - follower relationship in situational leadership style with level of EEDM

Situational leadership is the style which developed by Keneth Blanchard and Paul Hersey in 1969 in their book called Management of Organizational Behavior, by that time the theory named "Life Cycle Theory of Leadership" but renamed in the mid-1970s, as "situational leadership theory" (Spahr, 2014). According to Wyld (2010), situational leadership is the style which is flexible and it uses the needed leadership style to cherish a given development level of a follower to be successful in a given work environment. Mwai (2011) cited the leadership journal which defined the style as the one which changes according to the followers' knowledge and skills in a given task. In a situational leadership style, a leader should be able to place more or less emphasis on the task and less or more emphasis on the relationship with the workers he or she is leading, depending on what is needed to get the job done successfully. In general situational leadership style refers to an adaptive leadership style. This

strategy encourages manager or leader of an organisation to adjust his style so as to fit the developmental level of the followers he is trying to influence.

This style consists of two components which are maturity level of employees and leadership qualities. *Maturity level* refers to individual development level, it incorporates individual development levels; M1, M2, M3 and M4. M1 stands for unable and unwilling followers or low competent – low committed followers, M2 stands for unable but willing or somehow competent but not committed followers, M3 stands for able but unwilling followers or highly competent but not committed followers and M4 stands for able and willing followers or high competence and high committed followers. *Leadership qualities* are the specific skills of the leader which helps to adapt followers' maturity levels. It is represented by S1, S2, S3 and S4; S1 stands for telling or directing followers, S2 is for selling or coaching followers, S3 stands for participating or supporting and S4 stands for delegating or observing followers, (Spahr, 2014).

Situational leadership style has been linked to EEDM by various authors that in maturity level M3 and M4 leader apply involvement in decision making, (Bass, 2008; Hersey and Blanchard, 1969; 1979; 1996; 1980; 1981; and McCleskey, 2014). Despite of its contributions to level of EEDM still there are setbacks such as lack of consistency means of dealing with followers' behaviour and oversimplification on relationship between followers and leaders in handling ability and maturity (Bass, 2008; Blake and Mouton, 1982; Glynn and DeJordy, 2010; Graeff, 1983; Nicholls, 1985 as well as Yukl, 1989). However the mentioned criticisms have been evidenced in their area of study thus it is unwise to generalise in all areas. This study investigated whether norms and values of leader-follower relationship in situational leadership style influence level of EEDM.

Perceptions and attitudes on the contribution of existing institutional rules and regulations on the level EEDM

Institutional rules (policies, rules and regulations)

Institutional rules comprise policies, rules and regulations of the particular organisation, Food and Agriculture Organisation (FAO) Corporate Document Repository, (2018) conceptualized policy as a specific set of decisions designed by either government, institutions, a group of people or individual with the related actions designed to implement them, usually policy determine present and future decisions. The policy also has been referred as the general guideline that direct how the management intends to manage employees and what is expected from them in the work place (Cumming, 1985; Armstrong, 2006). North Carolina State University (2019) defined rule as a standard, statement or procedure, other than policy or regulation, adopted to implement policy or regulation. Surbhis (2015) defined regulation as the directives or statute enforced by law, in a particular country.

Perception and attitude on the contributions of Institutional rules, regulations and policies to the level of EEDM

Armstrong (2008) argued that human resource management policies are designed to develop employee commitment, flexibility and quality of work, so to employees engagement as well. An organisation which intend to have effective employees engagement in decision making usually design the organisational rules that join management and employees to promote high level of involvement and performance through personnel policies. Although the organization may have well-written policies concerning employee engagement, and top management may even see it being practiced, but these policies, rules and beliefs are worthless until the individual perceives them as something important (Vandenberg, Richardson, and Eastman, 1999). In that course, it is hard to improve the level of employee engagement if policies and rules are wrongly perceived by employees. This study investigates perception on the inputs of institutional rules to the level of employee engagement in decision making at MUST.

2.2.7 Theoretical framework

Theoretical framework constructed from institutional theory whereby the researcher described the originality of the theory, founder(s) of the theory, what does the theory say, assumption of the theory, applicability of the theory in the context of the study, relevance of the theory to the study as well as its contribution and gaps existing

Institutional Theory

The study utilised institutional theory. According to Scott, (2004) the origin of the theory was a late 19th century from the grounded works of social economics from Germany and Institutionalism (Hodgson, 1998). The theory had gained different roots, including employee engagement in decision making. In creating the reality of employees' engagement both actors employee and employer must work as one in the system and the level to which employees are engaged will be realised through cognitive, normative as well as regulative aspects. This study concerns institutional factors contributing to low level of employees' engagement in decision making. Various theories have addresses shared decision making, such as participative management theory, democratic theory as well as continuum leadership pattern theory. However, institutional theory seems to be more relevant to employee engagement in decision making, therefore this theory was used in this study.

What does the institutional theory say? What are the link and applicability of institutional theory in this study? A critical analysis of the theory discussed hereunder. Institutional theory pioneered by Richard W. Scott (2004). It is defined as multifaceted, durable social structures, social activities, made up of figurative elements, and material resources (Sahay, Molla, Saebo, and Gizaw 2010). Institutional theory consists of a practical area of operation, a system of genuine rules, a group of persons with sincere interest in the interpretation and application of the rules, a group of actors pursuing their goals within the utilitarian area (Berger, 2001).

The theory comprises three pillars which are cognitive, normative and regulative; Cognitive refers to the shared concepts that constitute the nature of social reality and the frames through which meaning is made. Regulative emphasis focuses on the

ability of institutions to compel and regularize behaviour. Normative Stresses on the normative rules

Relevant and applicability of the theory:

The theory helps to understand employee engagement in decision making in four levels;

First, the theory helps to find out the level to which employees engage in public sector decision making at MUST. Mtenda, (2016) recommended that practice and degree are the variables to measure the level of employee engagement in decision making. However, for the organisational practices to be firm and persisted, institutional theory insist on conforming to rules and regulation, (Scott, 2001). In public organisation the practice of EEDM has been stipulated by Public Service Negotiation Machinery Act of 2003, thus in order for EEDM practices and rate to be of higher level, institutional theory expects MUST to be loyal to Negotiation Machinery Act of 2003. The theory helped to know EEDM institutionalisation norms and the rate of practice as per regulation requirements at MUST.

Second, the theory helps to find out contributions of knowledge or cognitive factor on public sector decision making towards level of employee engagement in decision making. Cognitive aspect created on more deeply set of beliefs and assumptions and emphasizes on shared notions that institute the nature of social reality and the frames through which meaning is made (Scott 2001; Tolbert and Zucker 1996). Frank and Meyer (2007) argued that knowledgeable organizational society are empowered therefore they can perform better. Mokyr, (1992) added that an institutional organization requires to improve knowledge system for their employee in order to encourage technical improvement. Institutional theory insists the nature of social reality by determining how individuals take action, interprets the particular action and share their understandings with others (Bakar, 2013). The theory helps to know the social reality of the organization by analysing how power of learning undermined or strengthened in order to determine its contributions to the level of employees' engagement in decision making.

Third, the theory helps to know employee perception towards contributions of the existing institutional rules and regulations to the employees' level of engagement in decision making. Since the regulative aspect of the institution theory emphasise on the ability of institutions to induce and regularize organisational member behaviour (Scott, 2001); matching with that perspective, employees' perception must be regulated toward EEDM policies in order to institutionalise high level of employees' engagement in decision making in the particular organisation. Scott (2001) added that in order for the organization to survive it must conform to the rules and belief systems prevailing in the environment, for the reason that institutional isomorphism, both procedural and structural, will get the organization legitimacy. It also seems that conformity to the social expectations may led to the organizational achievements and survival (DiMaggio and Powell 1983; Scott, 1987). Relating to the study, the theory helped to examine employees' perceptions (positive and negative) to the contributions of the existing MUST EEDM rules, regulations and policies towards level of employee engagement in decision making.

Fourth, the theory informs upon normative aspects on leader – follower relationship towards the level of employees' engagement in decision making. In essence institutional theory helps to stress on rules that advocate rights, privileges, responsibilities as well as duties (Scott, 2001), in order to comply with these, leaders and followers must create the relationship which match with institutional demand. Both actors must institutionalise the social context by exercising right, responsibilities and duties so as to strengthen their relationship towards employee engagement in decision making. Cox and Marchington (2006) acknowledged that some leaders obstruct their relationship with employees in engagement in decision making either by choice or ignorance of lacking necessary skills on exercising the rights and duties of employees during an engagement in decision making practices. Therefore, through the knowledge from institutional theory, this study was able to find out contribution of leader-follower relationship toward the level of employees engagement in decision making.

Contributions and Gaps of the theory:

The theory has provided knowledge in all of objectives of the study through its elements; cognitive, normative and regulative and their assumption as shown above. Despite of its relevancy with this study yet it is not enough for conclusion because the theory was developed in Europe and has never been tested in the study area therefore the given assumptions are not final until the investigation conducted.

2.3 Critical Review of Empirical Literature

This part reviews other studies linked with the objectives of this study critically. The objectives of my study measured level to which employees engaged in decision making, employees' level of knowledge on public sector decision making toward level of EEDM, perception on the inputs of institutional rules to the level of EEDM as well as norms and values of leader-follower relationship towards level of EEDM are the basis for reviewing other studies which touched them either direct or indirect.

EEDM is not only involving employees in the decision making process, but it also concerns with the level to which employees are engaging or been engaged in decision making (Donde, and Dennis 1998). One among objectives investigated in this study was the *level to which employees are engaged in decision making*. Dellice (2013) in her study concerning OPRAS conducted at Monduli, she found that one among the contributions of employees reluctant to organisational order in filling OPRAS forms is lack of provisions of results and feedback on what they have contributed. These results found in Monduli which geographically differ to MUST, thus it is worthy to investigate level of responding to institutional orders at MUST. Others such as Mutai *et al.* (2015) in their study concerning EEDM they found unsatisfactory level of EEDM at MOI but they didn't show tool they used to measure level of EEDM at MOI University. This study filled that gap by measuring level to which employees are engaged in decision making by establishing scales such as low, moderate / fair and high through Likert scale tool.

Employees' level of knowledge on public sector decision making toward level of EEDM: Kok et al. (2014) in their study conducted at the University of Technology in South Africa they found that, improving employees' knowledge, skills and ability are the aspects which boost employees' level of EEDM. Supported by Jones, Kalmi and Kauhanen (2006) who acknowledged in his study that effective employees' engagement in decision making require to develop employees with appropriate knowledge and skills on participation field. These findings imply that, the degree of knowledge possessed by the employee influences the level to which employee is engaging in decision making. But Kok et al (2014) and Jones et al (2006) findings did not specify which knowledge employees required to possess in boosting their level of engaging in decision making. This study will cover that gap by investigating employees' knowledge on institutional rules on MUST activities.

Focusing on employees perception towards contributions of institutional rules to the level of employees' engagement; Ramsay et al. (2000) in their study concerned employee participation and gender in retail in British they found one among the things which improves the level of EEDM is the ability of management to make employees perceive participation policies is being taken seriously by the management through involving employees in the formation and being fair in implementation as well as in evaluation of participation policies (Ramsay et al. 2000). However there is the gap in Ramsay et al 2000 findings since they found it in British they cannot generalise it worldwide, MUST might not necessarily found same results because these two places differ in geographical location, cultural, politically, economically and socially, thus this study will examine employees perception towards contributions of institutional rules to the level of EEDM at MUST. While some management strive to build employee positive attitude towards institutional rules that govern EEDM, others are ruining it. This has been evidenced in Irawanto (2014) and Moeljono (2003) studies conducted in Indonesia whereby they found other managers perceive participation policies as setback because they guide them what to do while they prefer to utilise their prerogative power and see themselves as dominator of the policies and employees are just followers. Following this observation, it seems reflection and implementation of institutional policies to

EEDM is an issue, this study investigated employees' perception on the contributions of MUST rules, policies and regulations towards the level of EEDM by utilising the indicator of the reflection of MUST's rules to the employees' engagement in decision making.

Norms and values of leader-follower relationship towards level of EEDM: The researchers accept as true that Norms and values associated with organization leadership style, (Hammer, Bayazit and Wazeter 2009). Lau, (2014) in his study concerned EEDM with leadership styles he found that the norms and values characterised in the study area were of *transaction leadership style* since they utilised consultative style and they recognise followers' desires and how those desires encountered with the exchange of followers' effort on works. However (Yukl, 1999) evidenced the leader-follower relationship in transactional leadership style is for short term, results oriented, participation only intended to fulfil leaders expectations and at last the leader is the final decision maker. Thus transaction leadership style may demoralise employees creativity and sense of belonging as well as lowering level of EEDM. This evidence call an issue for examining to whether MUST leader-follower relationship built in transactional leadership style and how does it impact level of EEDM at MUST, this is study will cover that because Lau (2014) findings evidenced in America, MUST being different place it is important to explore that.

Norms and values of leader - follower relationship in *Transformational leadership style* has been confirmed by various researchers to improve level of EEDM (House, Spangler and Woycke 1991; Bass, 1985). Lau (2014) in his findings evidenced that leader – follower relation in transformational leadership is a more shared, emotionally involve followers, vested higher level of autonomous to employee to the extent that it seeks consensus with employees before making final decisions. Following this observation it seems leader-follower relationship in transformational leadership improve the level of EEDM. This evidence call an issue for examining to whether MUST leader-follower relationship built in transformational leadership style and how does it impact level of EEDM at MUST, this is study will cover that because Lau (2014) findings evidenced in America, MUST being different place it is

important to explore norms and values of leader-follower relationship in transformational leadership style towards level of EEDM.

Norms and values of situational leadership style have been proven by Lau (2014) that it has a positive relationship with effective EEDM. Lau (2014) also found norms and values of leader – follower relation in this style enhance higher level of involvement, because it takes individual as a partner in decision making as well as self-autonomous in a particular context as guided by the leader. Experience shows public institutions are governed by respective rules and regulations, MUST being the one among public institution, will situational leadership style help leader-follower relationship enhance level of EEDM? This issue calls for investigation of the contribution of norms and values of leader-follower relationship in situational leadership style towards level of EEDM.

2.4 Research Gap

Silverman, (2006) argued that research gaps can be methodological, theoretical or conceptual in nature. Basing on theoretical review and empirical literature in this study, there are various scholars from different countries such as South Africa, India, New Zealand as well as Kenya investigated level of employee engagement in decision making and found low level of engagement in decision (ILO, 2012; Holland *et al* (2013), Kok *et al* (2014) and Mutai *et al.* (2015). In Tanzania Teskey & Hooper (1999), Mtenda (2016) and DAHRM (2017) evidenced that there is low level of employee engagement in decision making. Despite the efforts shown in investigating level of employee engagement in decision making, little is known concerning factors contributing to low level of employee engagement, this study strived to fill that gap by exploring institutional factors contributing to low level of EEDM.

2.5 Conceptual Framework

This study intended to examine the extent to which various institutional factors such as cognitive, regulative and normative structures of public sector contribute to the low level of employees' engagement in decision making. Thus the following variables were examined to whether they are contributing to the level of employee engagement in decision making; level of employees' engagement in decision

making, employees' level of knowledge on public sector decision making, employee attitude and perception on the contributions of institutional rules as well as norms and values in a leader - follower relationship.

Variable 1: Level to which employees engage in public sector decision making at MUST. The researcher utilized this variable in order to find out evidence of the level of EEDM at MUST. The indicative variables were level of attending meetings and the level to which employees are responding to institutional orders. The indicative variables were examined to find out whether they are impacting level of EEDM at MUST.

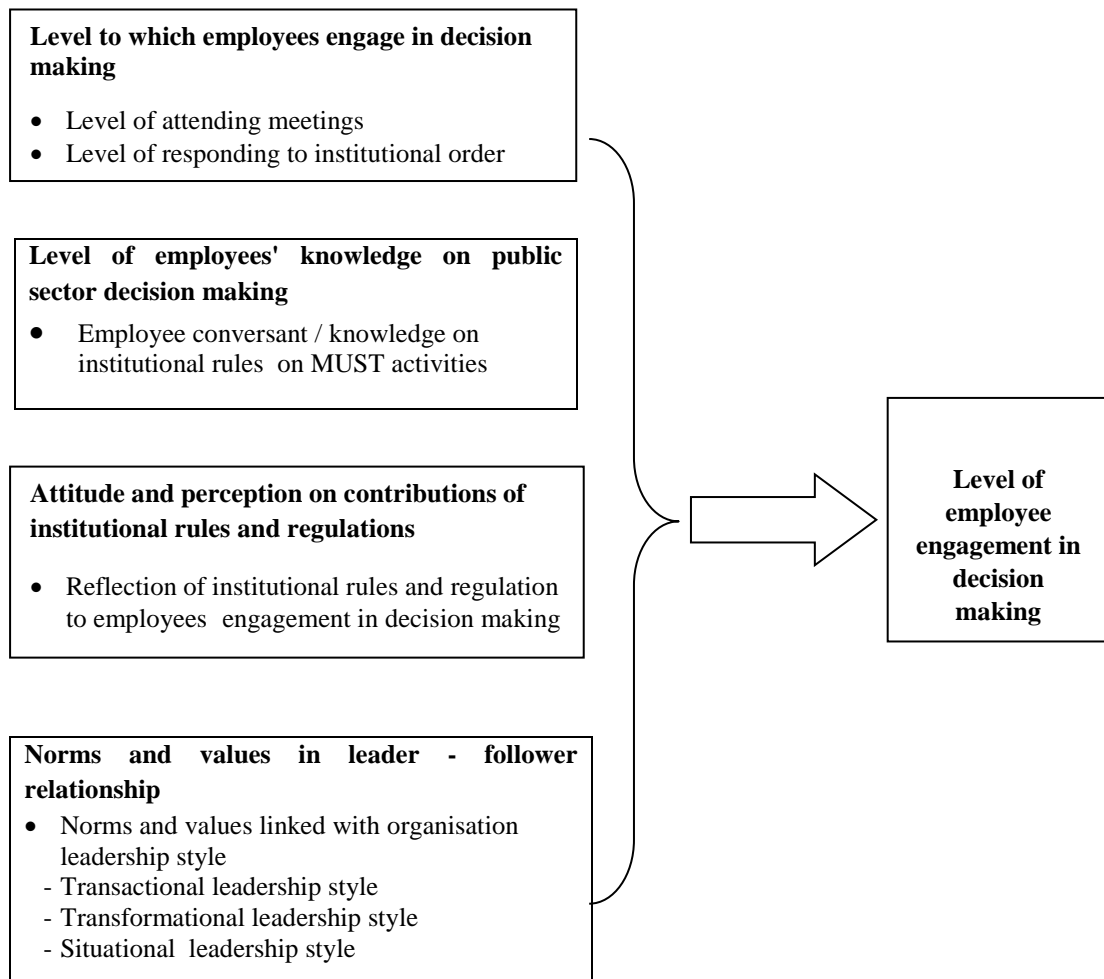
Variable 2: The extent to which employee's level of knowledge on public sector decision making contributes to their level of engagement at MUST. The researcher utilized employees level of knowledge on public sector decision making as level of knowledge on institutional rules, regulations and policies that guide MUST activities concerning employees' welfares. The indicator variable was employee conversant/knowledge on institutional rules on MUST activities. This indicator was investigated to find out whether it contributes to the level of EEDM at MUST.

Variable 3: Employee's perceptions and attitudes on the contribution of existing institutional rules and regulations on the level to which employees engage at MUST. The researcher utilized employees' perceptions and attitudes as opinions on the contributions of the existing institutional rules and regulations to the level of employees' engagement at MUST. The indicative variable was a reflection of institutional rules and regulations to the level of EEDM. The term reflection utilized as a "concern" of institutional rules and regulations to the level EEDM. This was explored in order to determine whether they contributes to the level of EEDM at MUST

Variable 4: The level to which established norms and values by a leader-follower relationship at MUST contributes to the level to which employees engage in decision making. The researcher utilized norms and values as behaviors which raises in the relationship of leader-follower. Leader-follower relationship utilized as employee-

employer relationship whereby the indicative variables were, norms and values linked to the leader-follower relationship in transactional, transformational and situational leadership style to determine whether they affect level of EEDM.

Figure 2.1: Conceptual Framework



Source: Researcher constructs 2018

2.6 Summary of Chapter Two

The chapter covered introduction, then theoretical perspectives whereby key terms such as decision making, employees engagement in decision making, low level of employees' engagement, direct employee engagement, indirect employee engagement, where defined. Also the section comprised overview of the problem of low level of EEDM, survey of aspect of issues linked with objective of the study such as literatures of employees engagement in decision making and tried to find

what other authors have wrote concerning institutional factors which affect engagement of employees in decision making regionally, and word wide in other public institutions. The issues raised were; do the employees' level of knowledge on public sector decision making affect employees' engagements? Do employees have a satisfactory level of knowledge towards EEDM? Do leaders provide enough seminars or training to employees? Likewise on norms and values of leaders-followers relationship toward level of EEDM reviewed, issues like the relationship of norms and values appeared in the transaction, transformation and situation leadership style and the level of EEDM rose. Moreover on the perception of contributions of institutional rules, the review on the reflection of institutional rules and administration to the level of EEDM raised.

Thus the gap was synthesized from each objective of the study for the study to bridge. The chapter also covered theoretical framework whereby the study was informed by an institutional theory in an attempt to explore: level of employees knowledge on public sector decision making, how existing perception on the input of institutional rules and regulations towards the EEDM, as well as norms and values established by leader-follower relationship at MUST to the level of EEDM. Those were knowledge gaps filled by this study.

Critical review of empirical literatures were conducted whereby the examining of various scholars' studies, as far as institutional factors contributing to low level of employees' engagement are concerned. The gap was created from reviewing theoretical and empirical literature review whereby the issue to investigate raised.

At the end conceptual framework was constructed to show how cognitive factor, norms and values of leader follower relationship and perception of employees on the contributions of institutional rules and regulations contribute to low level of EEDM.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents various methods adopted by researcher in studying the research problem along with the rationale, reason behind the use of the method or choice of the study area or techniques. It comprises of; research design, study area, population of the study, sampling procedures and sample size, data collection methods and data analysis.

3.2 Research Design

The study utilised a case study research design. The study investigated institutional factors contributing to low level of employees' engagement in decision making at MUST. This design is suitable because it helped researcher to focus on the real situation therefore the researcher had detailed and in-depth information about the study. The design provided the opportunity for the researcher to employ interviews by asking questions individual or group with different background, questionnaire and secondary sources of collecting data.

3.3 Study Area

The study was conducted at Mbeya University of Science and Technology, the rationale for this study area based on the following facts: Firstly, the transformation of Mbeya Institute of Science and Technology (MIST) to Mbeya University of Science and Technology (MUST). MUST is a public Higher Learning Institution which historically started in 1986 as Mbeya Technical College (MTC), in 2005 it was transformed to MIST and later in 2012 it was transformed to MUST. Since the occurrence of the last transformation (2012), the organization experienced various changes and still changes are continuing to happen till to date. The changes which are continuing to happen include changes of employees' positions and salaries; elimination and establishment of units, departments, directorates, colleges and schools. Due to these changes the organization structure, scheme of service as well as policies and regulation of the organization have also changed and some are still

amended to cope with the new status of the organization. In the situations like these the organization is making various decisions that directly or indirect affect working life of employees.

Secondly, through an interview with the Director of Administration and Human Resource Management on 6th December, 2017, she acknowledged that employee engagement in decision making has been a challenge at MUST thus this study bridge that gap. Lastly, the topic of the study has not been researched at MUST. Therefore due to these reasons the area was suitable to explore institutional factor contributing to low level of employees' engagement in decision making.

3.4 Population of the Study

This is the units of enquiries from which the research's questions were answered. The targeted population of the study at MUST consisted of a total population of 502 employees. As provided in Table 3.1, the specific target groups of the population included; top executive officers; academic colleges, schools and institutes namely; CET, IST, SHBS, BS and CoSTE, Head of Department/Units and other staff.

Table 3.1: Population of the Study

Number of Inquiries in MUST	Frequency	Percent
Top Executive Officers	3	0.6
Principal, Deans, Directors	12	2.4
Heads of Departments, Sections and Units	49	9.8
Other staff	438	87.3
Total	502	100.0

Source: Field data, 2018

3.5 Sampling Procedures and Sample Size

3.5.1 Sampling procedures

This study utilised simple random sampling and purposive sampling procedures. The tool utilised for simple random sampling was through coupon in the bowl which mixed and picked randomly to get the sample from employees. Purposive sampling was utilised in selecting leaders of departments, units, colleges, schools directorates as well as top executive officers. Thus each individual has equal chance of being

chosen at any stage during sampling process except leaders' positions whereby they were chosen purposively due to their positions.

3.5.2 Sample size

Initially the sample size taken was 90 but due to various factors 8 respondents were omitted due to various reasons including official travel, unwillingness to answer questions, and misinformation of respondents thus the actual size remained was 82 respondents out of total population of 502 in Mbeya University of Science and Technology. As shown in Table 3.2, their distribution involved; (1) Top Executive Officers, (6) Principal / Dean of Schools, Director, (15) Heads of Departments, Sections and Units of administration and academic section, 10 employees' representatives and as well as (50) Employees. Roscoe (1975), argued that a suitable sample sizes for most of the research should be larger than 30 and less than 500. Being relatively high this study's sample thereof is enough.

Table 3.2: Sample Size

Number of Inquiries in MUST	Frequency	Percent
Top Executive officer	1	1.2
Principals, Dean, Director	6	7.3
Heads of Departments, Sections and Units	15	18.3
Employees representatives	10	12.2
Other staff	50	61.0
Total	82	100.0

Source: Researcher's data, 2018

3.6 Data Collection Methods

The researcher utilised both primary and secondary data collection methods in order to obtain data for the investigation.

3.6.1 Primary data collection methods

Primary data are those data which collected direct from the field, they are referred to first-hand information. These data included; respondents' demographic characteristics and respondent answers on engagement in decision making, they were collected using questionnaires interviews and focus group discussion.

i. Questionnaires

Two groups, 50 subordinates/employees and 15 leaders/supervisors were supplied with questionnaires of structured and semi-structured questions in order to collect relevant information for the study.

ii. Interviews

The researcher utilised both the structure and unstructured interviews in order to collect in deep information through face to face conversation with respondent. This method was utilised to two groups; key respondents and the representatives. In key respondents interviews were conducted to the Deputy Vice Chancellor of Planning Finance and Administration of the University, 3 Principals from IST, CET and SBS, 1 DAHRM as well as Head of Human Resource Office. Interview was employed because it is flexible, convenient and original.

Concerning interview with representatives, 2 trade unions' leaders from THTU and RAAWU were interviewed, 1 leader from MUST Academic Staff Association (MUSTASA) and 7 work council representatives of employees were also interviewed. The researcher utilised interview to avoid delay of getting feedback as answers are obtained immediately in the conversation.

iii. Focus Group Discussion (FGD)

This method was applied to obtain in depth information on institutional factors contributing low level of employee engagement in decision making. A set of open-ended questions served as a guide for the focused group discussion conducted at MUST to investigate explanation concerning the study.

Focus group participants were selected from among those who were served with questionnaire and willing to be involved also in a focus group discussion. Two focus group discussions were conducted in the university, one for employees /subordinates the second with the leaders/supervisors. 6 participants were included in each group.

3.6.2 Secondary data collection methods

Secondary data are those which have already been collected by someone else and which have already been passed through the statistical process. These data included;

MUST policies, staff regulations, charter, workers council contract, MUST corporate strategic plan, workers database were used to review employees' data and aspects related with employees' engagement in decision making.

The study involved the collection of quantitative and qualitative data. In this method the researcher collected information from data which already available such as office documents, circulars, files, meeting attendance register, reports, library documents and minutes of meetings related to the research problem. The researcher utilised this method because these data were already available and accessed quickly and cheaply. Also it can cover wider geographical area and longer reference period without much cost as it is just a matter of desk work. This secondary data were utilised in the absence of, or to supplement primary data.

3.7 Research Ethics

The study tailed with the ethical principles for conducting an academic research. The researcher asked for the research clearance letter from Mzumbe University. The researcher significantly required for the respondents' informed consent. The respondents were allowed to select whether to remain anonymous or known (even to the researcher) throughout the study so as they may be assured of their privacy. The researcher also ensures confidentiality to respondents who wished to hide some information.

3.8 Data Collection Tools

Data collection tools concerned with instruments utilised to conduct assessment of the study. Three types of data collection tools for primary data were utilised which are; structured questionnaire, face-to-face interview guides and focus group discussion guide. In the questionnaires the well-structured questionnaires copies were served for the two mentioned groups in order to collect information in line with the objectives of the study. Whereas in the interview and group focus discussion the researcher utilised both the structured and unstructured interview and group focus guide in order to collect in deep information through face to face conversation with respondents.

Moreover in secondary data collection the researcher utilised data that came from internet access, computer and notebook. Internet access in websites such as Google scholars utilised to search soft copies' documents such as article, journal and thesis/dissertation. Notebook was utilised to record information obtain from office documents, circulars, files and the computer was utilised to record data obtained from the two sources.

3.9 Data Processing and Analysis

The responses from the interviews and from focus group discussion were edited, corrected and summarized in order to minimize errors. Narrative content analysis method was utilised to analyse qualitative data from open ended questionnaires, interview and focus group discussion whereby some data were measured through establishing likert scale while others were, edited and summarized in a descriptive statistics such as percentages and frequencies. The Statistical Package for Social Sciences (SPSS) was utilised as a tool to analyse quantitative data such as closed questionnaires whereby the data were first summarized in tabular form showing frequencies, sums, percentages and rank them in orders. This was done by editing and coding the obtained data then categorizing them into themes for the purpose of creating meaningful units of analysis which appeared in terms of words, phrases and sentences.

Both qualitative and quantitative research approach were utilised in the study. Qualitative approach were utilised in this study in order to explore detailed data of individual employee knowledge on public sector decision making, norms and values of leader follower relationship as well as employee perception on the contribution of institutional rules. Whereas quantitative approach were used where researcher required factual data.

3.10 Summary of Chapter Three

This chapter presented research methodology whereby the researcher utilised case study design whereby MUST indicated as a study area, with population of 502. Sampling procedures which utilised to get sample size were simple random sampling and purposive sampling. The sample size taken at first was 90 but 8 respondents were omitted due to various reasons including official travel, unwillingness to

answer questions, and misinformation of respondents thus the actual size remained was 82 respondents. However data collection methods utilised were interview, questionnaires and focus group discussion and data collection tools utilised in primary data were as follows; In the questionnaires the well-structured questionnaires copies were utilised while in the interview and group focus discussion the researcher utilised both the structure and unstructured interview guide and focus group discussion guide in order to collect in deep information through face to face conversation with respondent. The research ethics principals were applied in order to ensure confidentiality to respondents. The research method utilised where both qualitative and quantitative research. Data were analysed through the Narrative content analysis method for qualitative data Statistical Package for Social Sciences (SPSS) programme for quantitative data.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

This chapter presents the findings from the study that investigate institutional factors contributing low level of employees' engagement in decision making. It aims to inform evidence-based in public institutions whereby Mbeya University of Science and Technology used by the study as a unit of analysis to generate a body of knowledge in line with the objectives of the study as stated in chapter one.

This chapter is organized into six main sections, namely; section 4.2, provides the social demographic characteristics of respondents; 4.3 analyses level to which employees engage in decision making; 4.4 analyses level of knowledge towards EEDM; 4.5 analyses perception on the contribution of institutional rules and regulation to the level which employees engage in decision making; 4.6 analyses norms of leaders-followers relationship towards level of EEDM; and 4.7 offers the summary of the chapter.

4.2 Socio Demographic Characteristics of Respondents

A total number of respondents sampled were 90; but at the end of the investigation only 82 respondents were valid for analysis. The remained 8 were ruined for various reasons which include official travel, unwillingness to answer questions, and misinformation of respondents. The questionnaires were distributed to 50 employee respondents and 15 head of department and unit respondents; 10 employees' representatives and 7 key respondents were selected for interview. However 6 respondents from leader/supervisors and other staff from those sampled respondents who were given questionnaires were also included in focused group discussion.

Understanding socio-demographic characteristics of respondents:

Four variables which include age, gender, level of education and work experience were employed to understand socio-demographic characteristics of respondents.

Table 4.1: Socio-Demographic Characteristics of Respondents

Variables	Option	Frequency	Percentage
Gender	Male	44	53.7
	Female	38	46.3
	Total	82	100.0
Age	18-35 Years	34	41.5
	36-45 Years	20	24.4
	46-55 Years	18	22.0
	More than 55 Years	10	12.2
	Total	82	100.0
Level of education	Secondary education	2	2.4
	Certificates	7	8.5
	Diploma	7	8.5
	Bachelor degree	28	34.1
	Postgraduate	38	46.3
	Total	82	100.0
Work experience	1 year and below	14	17.1
	2-7 years	38	46.3
	8-12 years	19	23.2
	13 years and above	11	13.4
	Total	82	100.0

Source: Field data, 2018

i. Gender

Table 4.1, shows that 44 (53.7 %) of the respondents were males and 38 (46.3 %) were females.

ii. Age

Table 4.1 also shows that, 34 (41.5%) of the respondents aged 18 up to 35, 20 (24.4%) aged 36 up to 45, 18 (22%) aged 46 up to 55 and 10 (12.2%) of the respondents aged above 55.

iii. Level of education

Findings from Table 4.1 shows that 2 (2.4%) of the respondents have secondary education, 7 (8.5%), have diploma, 28 (34.1%) have bachelor degree and 38 (46.3%) have post graduate level of education.

iv. Work experience

However, work experience revealed that, employees with experience of 1 year and below was 14 (17.1%), respondents with experience of 2 up to 7 years were 38 (46.3%), respondents with experience of 8 up to 12 years were 19 (23.2%) and respondents with the experience above 13 years were 11 (13.4%).

4.3 Level to which Employees Engage in Decision Making

Basically level to which employees engage in decision making was determined through the level of attending meetings and the level of responding to MUST orders which concern employees' engagement in decision making.

4.3.1 Employees level of attending meetings:

The researcher investigated employees' level of attending meeting by asking questions to all respondents. The aim was to collect data from all employees with their representatives as well as leaders as in public sector most of participatory decisions are conducted in meetings.

Figure 4.1: Employees level of attending meetings

Source: Field data, 2018

Figure 4.1 indicates that 15(18.3%), 26(31.7%) and 41(50%) of the respondents are highly, moderately and lowly attending meetings respectively.

Reasons for low attendance of meetings:

The researcher wanted to explore the detail justifications as to why respondents have low level of attending meetings.

Table 4.2: Reasons for low attending meetings

<i>A: Reasons for not attending meeting</i>	<i>Frequency</i>	<i>Percent</i>
Time wastage	26	31.7
Lack of information concerning meeting schedules	9	11
Management neglect our views	26	31.7
Lack of allowances	9	11
Employee culture	12	14.6
Total	82	100

Source: Field data, 2018

Table 4.2 indicates that 26(31.7%), of the respondents justified that attending to meetings is the time waster, 9(11%) of the respondents justified that lack of information concerning meeting schedules is the reason, 26(31.7%) of the respondents justified that management neglect employees views is the reason, 9 (11%) of the respondent justified that lack of allowance demoralise them to attend meetings whereas 12 (14.6%) revealed that employees culture at must has resulted to low attendance of meetings.

Majority who argued that time wastage is the reason for low attending of meeting said,

... Attending to meeting wastes time especially for employees who have many responsibilities in different offices.
(Focus Group Discussion with employees on 17/04/2018).

Other employees supported that by saying,

MUST meeting are taking time to end because during the meeting people keep on discussing the same issue for a long time the thing which cost others time. As a result if my timetable is tight I choose not to attend some meetings so that I can clear my works.
(Focus Group Discussion with employees on 17/04/2018).

A certain HoD also added that,

It is MUST Employees culture not to attend departmental meetings without genuine reasons.

(Focus Group Discussion with leaders on 23/04/2018).

Management neglecting employee views also was justified by many respondents as reason to have low tendency of attending meetings, for instance a certain employee argued that,

...I don't like to attend meetings because our management usually do what is right for them and not employees view, as implementers it is meaningless to sit in the meeting and give view which I know it will be neglected.

(Focus Group Discussion with employees on 17/04/2018).

Others such as a certain HoD justified having low tendency of attending meeting due to lack of information concerning meeting schedule by saying,

MUST prefer giving short notice to people through advertisement boards and memos instead of providing almanac. This tendency is not comfortable to me because I like planning my activities schedules thus I don't entertain interference as it disturb my timetable, so I found myself missing many meetings.

(Focus Group Discussion with leaders on 23/04/2018).

Some employees viewed lack of allowance as the reason not to attend meetings, this was argued by a certain employee that,

MUST does not motivate us in contributing our views, because allowances are not provided to some meetings the thing which demoralised us to attend all meetings.

(Focus Group Discussion with employees on 17/04/2018).

A certain representative cemented on that by saying;

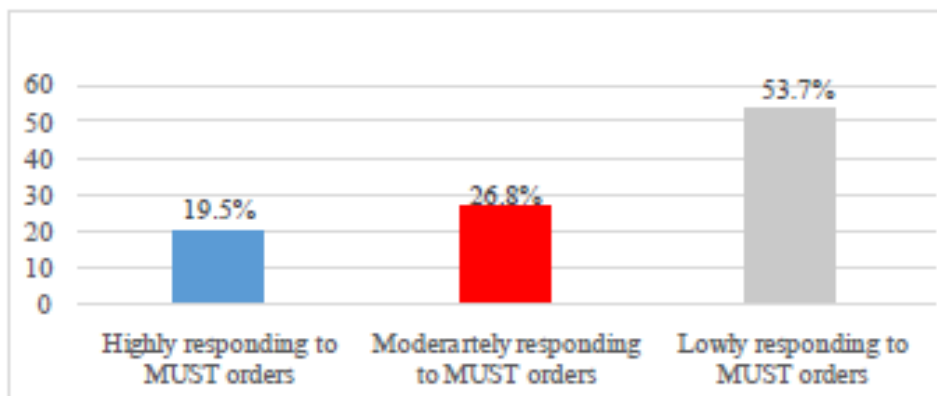
Most of our members are more concerned with meeting allowances than the agenda of the meeting, when we announce to have a meeting with allowances the turn up is satisfactory but there is no allowance the turn up for the next meeting will be unsatisfactory to the extent that sometimes we even postpone the meeting due to low column of attendance.

(Interview with representatives 06/04/2018)

4.3.2 Level of responding to MUST orders:

The researcher wanted to know the level to which employees engage in decision making through investigating the response of MUST staff to their organisational orders/directives/instructions which either direct or indirect concern with employees' welfares.

Figure 4.2: Level of responding to MUST orders



Source: Field data, 2018

Figure 4.2 revealed that 16(19.5%), 22(26.8%) and 44(53.7%) of the respondents were highly, moderately and lowly responding to MUST orders concerning employees engagement in decision making respectively.

Reasons for low response to MUST orders:

The researcher wanted to explore the detail justifications as to why respondents have low level of responding to MUST orders.

Table 4.2: Reasons for low response to MUST orders

<i>A: Reasons for not attending meeting</i>	<i>Frequency</i>	<i>Percent</i>
Lack of confidence	34	58.5
Lack of feedback	48	41.5
Total	82	100

Source: Field data, 2018

Table 4.2 indicated that 34 (58.5%) of employees justified that they are lowly responding to MUST orders because they lack confidence and 48 (41.5%) appeared to justify that lack of feedback is the reason to have low response to MUST orders concerning employees engagement in decision making.

One among those who said they had low response to MUST order because of lack of confidence, explained in details his lack of confidence during negotiating the OPRAS marks with his supervisor;

...It was very difficult to respond to the supervisor calling of negotiating OPRAS marks because I am not comfortable with the great gap between us, thus I lose confidence and keep on giving excuses to that order.

(Focus Group Discussion with employees on 17/04/2018).

A certain Principal cemented that,

Some employees do not like to be criticised, once you correct some staff, they tend to lose confidence to respond again.

(Focus Group Discussion with principals on 04/04/2018).

Lack of feedback was evidenced by majority as the reason not to respond to MUST orders, for instance a certain employee said,

It doesn't make sense to provide contributions as per MUST Order requirement with no feedback. How can I know my contributions were valued without receiving feedback? In general MUST has no good feedback mechanism, thus it discourage to respond to their instructions as it feels like talking alone.

(Focus Group Discussion with employees on 17/04/2018).

4.4 The Extent to which Employee's Level of Knowledge on Public Sector Decision Making Contribute to their Level of Engagement in Decision Making at MUST.

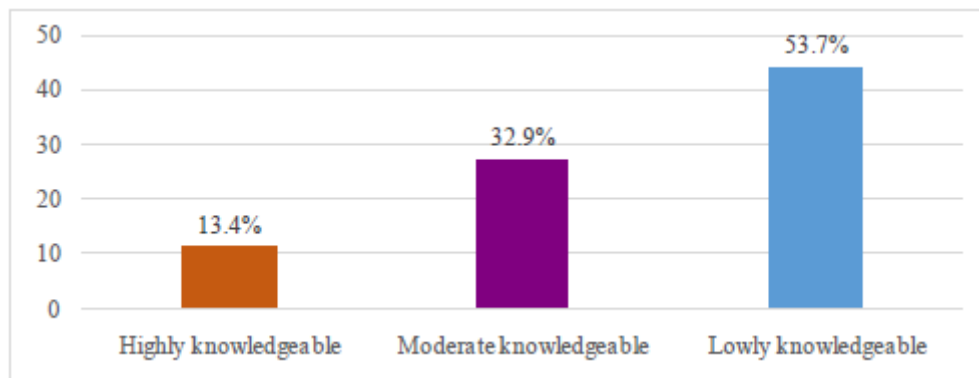
One among the objective of the study was to examine the extent to which employee level of knowledge on public sector decision making contribute to the level of engagement in decision making at MUST. The following four themes emerged from the respondents' questionnaires, interview and focus group discussion. Themes one concerned with examining employees' level of knowledge on MUST rules, regulations and policies, theme two concerned contributions of the level of employees' knowledge on MUST rules, regulations and policies, theme three regarding the mechanism used to enhance employees' level of knowledge on public sector decision making toward improving level of EEDM and theme four concern challenges encountered mechanisms used in providing knowledge on MUST rules,

regulations and policies in improving level of EEDM. The findings of the above mentioned themes were presented as follows;

4.4.1 Current employee conversant/knowledge on institutional rules on MUST activities:

The researcher intended to find out the level to which employees are familiar with institutional rules in regard to the level of EEDM.

Figure 4.3: Current level of employees' knowledge on institutional rules to MUST activities



Source: Field data, 2019

Figure 4.3 illustrates that 11(13.4%), 27(32.9%) and 44(53.7%) of respondents appeared to have highly knowledgeable, moderate knowledgeable and lowly knowledgeable on institutional rules on MUST activities.

Majority of respondents evidenced that most of MUST staff have low knowledge concerning public sector decision making, for instance a certain employee argued that;

... Majority of MUST employees depend on their representatives by believing that they know all about institutional rules that govern MUST activities.

(Focused group discussion with employees on 17th April 2018).

A certain HoD cemented that;

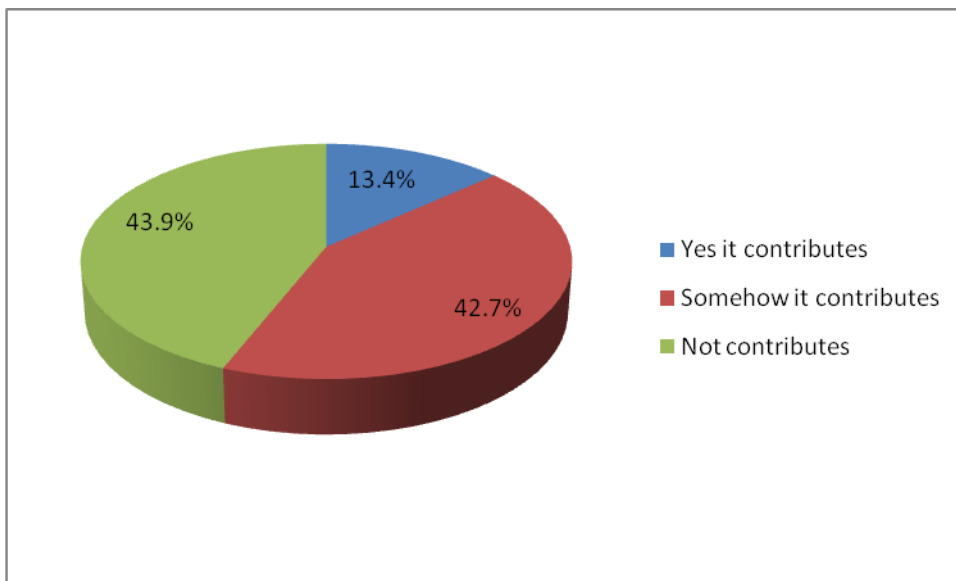
...Most of my subordinates are only interested to read policies, rules and regulations (public sector's decision making guidelines) when they are in trouble, generally they do not have a culture of making themselves familiar with things which guide public sector decision without any pressure.

(Focused group discussion with leaders on 23th April 2018).

4.4.2 Contributions of the current level of employees' knowledge on MUST rules to the level of EEDM:

The researcher was interested to know how far does level knowledge of public sector decision making contributes to the level of employee engagement in decision making.

Figure 4.4: Contributions of the current level of employees' knowledge on MUST rules, regulations and policies to the level of EEDM



Source: Field data 2018

Figure 4.4 indicated 11(13.4%), 35(42.7) and 36(43.9) said yes it contribute, somehow it contribute and not contribute respectively to the level of EEDM.

Some respondents declared that their current level of knowledge on MUST rules, regulations and policies contributes to their level of engagement in decision making. Among others, a certain employee said,

... Through a seminar I attended concerning budget guideline, I am sure of contributing matters concerns budget with confidence.
(Interview conducted on 17/04/2018)

In supporting that another Head of Department said,

... Am motivated to contribute my views in meetings because I know what I am saying.
(Employees focus group discussion conducted on 17/04/2018).

Whereas majority evidenced that current level of knowledge on MUST rules, regulations and policies does not contribute to the improvement of the level of EEDM. A certain Principal argued that,

... the trend of contributions in meeting is unsatisfactory I think people awareness on things which are discussing is low, as employees are not contributing meaningful ideas.
(Interview conducted on 4/04/2018)

4.4.3 Mechanism used in providing knowledge on MUST rules, regulations and policies toward level of EEDM:

The researcher wanted to find out if MUST take any effective mechanism in providing knowledge on public sector decision making in improving level of EEDM.

Table 4.3: Mechanism for providing knowledge on MUST rules, regulations and policies

Mechanism for providing knowledge	Frequency	Percent
Meetings	29	35.4
Seminars	51	62.2
I don't know	2	2.4
Total	82	100.0

Source: Field data 2018

Table 4.3 illustrates that 51(62.2%) of the respondents said seminar 29(35.4%) of the respondents said through meeting and 2(2.4%) said they don't know which mechanism used by MUST to provide knowledge on public sector decision making.

4.4.4 Challenges encountered mechanisms used in providing knowledge on MUST rules, regulations and policies in improving level of EEDM.

The intention of the researcher in this section was to find out setbacks which encounter mechanism used to provide knowledge on public sector decision making.

Table 4.4: Challenges encountered mechanism for providing knowledge

Mechanism for providing knowledge	Challenges encountered mechanism for providing knowledge	Frequency	Percent
Meetings	Time limit	11	13.8
	Poor attendance	18	22.5
Seminar	Negligence of trainees	10	12.5
	Budget constrain	38	47.5
	Many information kept confidentially	3	3.8
Total		80	100.0

Source: Field data 2018

Table 4.4 illustrates those who mentioned *meeting* as a mechanism used in providing knowledge on public sector decision making said; 11(13.8%) of the respondent said time limit, 18(22.5%) of the respondents indicated poor attendance.

In Table 4.4 there were respondents who mentioned *seminar* as a mechanism used in providing knowledge on public sector decision making; 10(12.5%) of the respondents said negligence of trainees, 38(47.5%) of the respondents show budget constrain and 3(3.8%) indicated that many information are kept confidentially.

Concerning challenges that face meeting as a mechanism of providing knowledge on public sector decision making, a certain respondent said;

Our representatives are not serious on what we have entrusted them, most of them are more concerned with getting allowances than doing what we sent them for in the meeting.

(Focused group discussion with employees on 17/04/2018).

Another respondent cemented that;

Our representatives are ignoring giving us feedback after sitting in various meetings, this cause misunderstanding between us and our employer because we are lacking information about decision made concerning our welfares.

(Focused group discussion with employees on 17/04/2018).

Concerning challenges that face seminar as a mechanism of providing knowledge on public sector decision making, DAHRM had this to say concerning negligence of trainees,

...seriousness during seminars is unsatisfactory, first; attendance is poor, secondly concentration is poor as you may find trainees in the seminar room are charting through their phones while others are listening without taking any note or asking/recommending anything. Thirdly; during seminars we have a tendency of providing notes through emails and distributing books of rules and regulations for further leading but you may find other staff have not write down their e - mails, at the end they go without gaining new knowledge or a reminder note.

(Interview conducted on 14/04/2018).

Moreover a majority of respondents have evidenced seminars as the common mechanism at MUST to transform knowledge but there is the challenge which faces it during provision of seminar, a certain Director revealed that,

...Financial constrains is the challenge in conducting seminars, sometimes we plan to conduct seminars but we fail due to budget limit.

(Interview conducted on 04/04/2018).

Another respondent cemented that;

...usually seminars are provided to new employees and left existing employees by assuming they are aware which is not always true.

(Employee focus group discussion conducted on 17/04/2018).

4.5 Employees' Perception and Attitude towards the Contribution of Existing Institutional Rules and Regulations to the Employees' Level of Engagement in Decision Making at MUST

Among its objectives, this study examined employees' perception and attitude towards the contribution of existing institutional rules and regulations to the employees' level of engagement in public sector decision making. The following themes are concerned; theme one, perception and attitude of employees toward contribution of MUST's policies and regulations to EEDM and theme two, justification for employee perception and attitude towards contributions of existing institutional rules and regulations towards employees engagement in decision making.

4.5.1 Perception and attitude of employees toward contribution of MUST's policies and regulations to the EEDM:

Table 4.5: Employees perception and attitude toward contribution of MUST's policies and regulations to the EEDM

Employees perception and attitude toward contribution of MUST's policies and regulations to the EEDM	Frequency	Percent
I don't know	10	16.7
Negative	26	43.3
Positive	24	40
Total	60	100.0

Source: Field data, 2018

In investigating this theme the researcher asked both employees and their leaders on their attitude and perception on the inputs of MUST policies and regulation towards EEDM, the response shown in Table 4.5 indicate that 10(16.7%) of the respondents said "they don't know", 26(43.3%) of the respondents indicated they have negative attitude and perception towards contribution of MUST rules and regulations towards EEDM while 24(40%) of the respondents indicated they have positive view concerning inputs of MUST policies and regulation towards EEDM.

4.5.2 Justification for employee perception and attitude towards contribution of MUST's policies and regulations to the EEDM:

The researcher wanted to know the reasons behind respondents' perceptions and attitude. This section contains justifications for respondents who have negative and positive attitude concerning contributions of MUST's policies, rules and regulations and exclude respondents who said they don't know because they did not justify anything.

Table 4.6: Justification for employee perception and attitude towards contribution of MUST's policies and regulations to the level of EEDM

<i>A: Employee negative attitude and perception</i>	<i>Frequency</i>	<i>Percent</i>
Absence of the employee culture of reading MUST policies and regulations	14	35.9
Lack of formal procedure for direct engagement	14	35.9
Policies are not reachable to all	9	23.1
Ineffective implementation	2	5.1
Total	39	100
<i>B: Employee positive attitude and perception</i>		
Policies and regulations reflect EEDM	8	38.1
Effective implementation	13	61.9
Total	21	100

Source: Field data, 2018

Table 4.6 part A which concerns negative perception and attitude indicates the following; 14(35.9%) of the respondents appeared to say absence of the employee culture of reading MUST policies and regulations, 14(35.9%) of the respondents said lack of formal procedure for direct engagement, 9(23.1%) of the respondents policies are not reachable to all and 2(5.1%) said there is infective implementation.

Table 4.6 part B which concerns positive perception and attitude indicates the following; 8(38.1%) of the respondents policies and regulations reflect EEDM, 13(61.9%) of the respondents said there is effective implementation.

There were various justifications to negativity of employees concerning contribution of MUST rules and regulations to their level of engagement. Majority of respondents who appeared justify that absence of the employee culture of reading MUST policies & regulations and lack of formal procedure for direct engagement had this to say,

...I don't see MUST's policies as potential to the level of EEDM because direct engagement has been ignored, we don't have courage to advise our bosses because it is not formalised. MUST does not have even a suggestion box! How can we dare to start? Yes we do have our representatives but sometimes they are not representing what we sent them, so there is a need to have formal direct engagement. Moreover there is no representativeness for administrative staff this is contrary to MUST Charter (2013) requirement.

(Employees focus group discussion conducted on 17/04/2018).

Another one cemented that,

Although leadership is trying the best in producing MUST regulation concerning EEDM, I think they have to encourage us reading them by writing in a simple language and if possible our policies should be written in both language English and Swahili

(Employees focus group discussion conducted on 17th April 2018).

Some employees argued on that by saying that they fail to read policies due to the following reasons;

...we fail to understand policies clearly because the language used (English Language) is not so comfortable to all levels of employee, instead Swahili language should also be used.
(Employee focus group discussion on 17/04/2018).

Whereby some employees talked about scarcity of policies as explained below,

I don't know where to find policies and regulations, in short policies are not reachable to all.

(Employees focus group discussion conducted on 17/04/2018).

Some representative claimed about implementation of policies, among them a certain representative said;

... the policies and regulations have encompassed almost all crucial issue of employees engagement but some are not implemented; for instance administrative staff representativeness have been mentioned in MUST Charter (2013) Part IV Article 24 but it has not yet established.

(Interview conducted on 06/04/2018 with representatives).

4.6 Contribution of Established Norms and Values by a Leader-Follower Relationship to the Level of Employees' Engagement in Decision Making.

The researcher wanted to find out established norms and values by the leader-follower relationship and their contribution to the level of EEDM. Therefore respondents were asked which norms and values characterised from their relationship with their follower or leader and the contributions of the particular leader-follower relationship to the level of EEDM

4.6.1 Established norms and values of leader-follower relationship linked with leadership style

The researcher wanted to know the norms and values resulted from the leader follower relationship in relation to leadership style.

Table 4.7: Norms and values characterised from leader-follower relationship

Norms and values	Frequency	Percentage
Strictly following rules and procedure (transaction leadership)	51	62.2
Intellectual based relationship (transformation leadership)	6	7.3
Environment flexibility based relationship (situation leadership)	25	30.5
Total	82	100.0

Source: Field data 2018

Table 4.7 indicates the respondents experience the following norms and value in the leader-follower relationship; 51 (62.2%) of the respondents said they experience strictly following of rules and procedure, 6 (7.3%) of the respondents appeared to base on intellectual relationship and 25 (30.5%) of the respondents indicated they have environment flexibility based relationship.

4.6.2 Contribution of the norms and values of leader-follower relationship to the level of EEDM:

The researcher wanted to know the inputs of norms and values which characterise leader-follower relationship to the level of EEDM.

Table 4.8: Contribution of the Chosen Leader-Follower Relationship to the Level of EEDM

Leader - follower relationship	Contribution of the chosen leader – follower relation to the level of EEDM	Frequency	Percentage
Strictly following rules and procedure relationship	Inspecting employee engagement if matched with rules set.	42	51.2
	Providing reward and punishment when employee engagement matched or mismatched with rules set.	9	11
Sub Total		52	62.2
Intellectual based relationship	Stimulating the spirit of innovative and creativity through employee engagement.	4	4.9
	Invite followers ideas	2	2.4
Sub Total		6	7.3
Environment flexibility based relationship	Applying different leadership style according to ability of followers.	21	25.6
	Applying different leadership style according to readiness of followers	4	4.9
Sub Total		25	30.5
Grand Total		82	100

Source: Field data 2018

Table 4.8 shown the contributions of the strictly following of rules and procedures relationship to the level of EEDM are the following; 42(51.2%) of the respondents said strictly following rules and regulation help to inspect if employee engagement matched with rules set, whereas 9(11%), of the respondents said providing reward and punishment when engagement matched or mismatched with rules set. In intellectual based relationship; 4(4.9%) of the respondents said it stimulate the spirit of innovative and creativity while 2(2.4%) of the respondents said the relation invite followers ideas. In environment flexibility based relationship; 21(25.6%) of the respondents said it help to apply different leadership style used according to ability of followers while 4(4.9%) of the respondents said it help to apply different leadership style according to readiness of followers.

Majority who *evidenced to have leader-follower relationship which based on transaction leadership* justified that;

... Rules and regulations guide one to know when and how reward or punishment are provided during the process of engaging employee in decision making as per performance.

(Employees focus group discussion conducted on 17/04/2018).

A certain Principal argued that;

... Usually in conducting EEDM we are required to rely on what our rules and regulations stipulate, as they guide us to the systematic arrangement and to see if EEDM is conducted in a proper direction. (Interview conducted on 04/04/2018).

Others evidenced to have leader-follower relationship which based on transformational leadership style, for instance, a certain Principal from college x said;

...I like to be close to my fellow academician so that I can inspire them to innovate various technologies through sharing with them my experience and motivating them to do even more than I have already innovate.

(Interview conducted on 04/04/2018).

Transformational leadership style evidenced from a certain executive leader who had this to say;

...In my leadership I have experienced some subordinates who are the great thinker but they don't have courage to share their views. In overcoming this, during meetings I have a tendency of inviting and encouraging different contributions from employees, through this I have achieved to collect various ideas which helped me to make rational decisions; for instance through employees views I wrote the letter to the respective Ministry requesting the permit of hosting various animal which will be used in our laboratories.

(Interview conducted on 14/04/2018).

But some employees evidenced to experience relationship with their leader basing on the situation/environment. For instance a certain employee said;

...What I see to our leaders is that; involvement of employees based on situations. For instance; during uncertainties of administrative staff salary increase which resulted from MIST-MUST Transformation, leaders involved staff in decision making to clear doubts. (Employees focus group discussion conducted on 17/04/2018).

It was also cemented by a certain Principal who said;

...Sometimes we observe employee readiness before involving them in decision making, if they seem unwilling I usually direct them what to do instead of sharing ideas. But when they seem ready I sell idea so that we can decide as one.

(Interview conducted on 04/04/2018).

4.7 Summary of Chapter Four

This chapter presented findings basing on social demographic characteristic such as age, gender, level of education and work experience were presented. Thereafter findings from objectives of the study such as level to which employee engage in decision making, level of public sectors decision knowledge towards EEDM; norms and values of leaders-followers relationship towards level of EEDM; perception on the contribution of institutional rules and regulation to the level which employees engage in decision making and their themes were presented.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter discusses the findings obtained from the study with the main objective of investigating institutional factors contributing to low level of employees' engagement in public sector decision making. Specifically the study intended to; examine level to which employee engage in decision making. The discussion of the findings obtained in the study area are in line with the data presented in chapter four which are; social demographic characteristics of respondents, level to which employee are engaged in decision making, level of knowledge or cognitive factors on public sector decision making, perceptions on the input of institutional rules to their level of engagement and contributions of established norms and values by a leader-follower relationship to the level of engagement in decision making. At the end of the chapter the summary was presented.

5.2 Socio - Demographic Characteristics of Respondents

Four variables which are age, gender, level of education and work experience were used to understand socio-demographic characteristics of respondents.

Gender of respondent: Female respondents were less than male respondents at 23.1% which imply MUST have large number of male than female as indicated in Table 4.1. This is similar to the findings presented by UNESCO (2011) which found that most of the Science, Engineering and Technology Industries in Tanzania were dominated by male gender.

Age group of respondent: As shown in Table 4.1 findings revealed that majority of respondents were from young employee generation aged between eighteen and thirty five and the minority respondents were above fifty five years. The findings imply that most of the workers at MUST are the young generation.

Educational level of respondent: As evidenced in Table 4.1 the results showed that respondents with level of education of postgraduate education were the dominant in the study. The findings imply that MUST have many employees with higher level of education.

Work experience related to respondent: As evidenced in Table 4.1 the work experience of a group of two to seven years appeared to be dominant in study area. This implies that majority of MUST staff have moderate experience. Mokyry, (1992) had this to say concerning gaining experience for young employees as per institutional theory; as long as employees continue to work gained more knowledge and later become more experienced.

5.3 Level to which Employees are Engaged in Decision Making

The level to which employees are engaged in decision making was determined through the level of employees to attend meetings and the employees' response to MUST orders which concern employees' engagement in decision making.

5.3.1 The level of employees to attend meetings:

Through the findings in Figure 4.1 it was found that majority of respondents were lowly attending MUST meeting. Majority of respondents reported to justify they are not listened by management and that attending to meetings is a time waster because usually meetings are taking time to end and that MUST has no tendency of making staff aware about meeting almanac therefore meeting just happen in between of other activities as the results people are ignoring meetings and work with their daily routine works.

This implies that MUST staff have low level of attending to meetings. Negligence of employees view has also shown by Ohits (2012) who argued that when management is bias in facilitating the group decision making, employees will have low level of EEDM. This is contrary to Mtenda (2016) and Cotton *et al.* (1988) in their study of participatory decision making who found that employees who are engaged in decision making have higher commitment and job satisfaction than those who do not engage in decision making. Moreover MUST low level of employees in attending to

meetings is contrary to the Institutional theory which emphasize on a shared notions that institute the nature of social reality (Scott 2001; Tolbert and Zucker, 1996) as when employees are not attending meetings they will lose their right of sharing their views hence they destroy the nature of social reality. However Mutai *et al.* (2015) commented that in order to have effective engagement, employees have to dedicate their efforts and time.

5.3.2 Level of responding to MUST orders:

Figure 4.2 indicated that majority of respondents said the level of employees to respond MUST orders is low. Table 4.2 indicated that majority of respondents justified that lack of feedback discourage them to respond to MUST orders.

This imply that the level of MUST staff in responding to MUST orders and instructions is low. This findings are similar to what Dellice (2013) found in her study concerning OPRAS, whereby she found employees are reluctant to respond to organisational orders because of lack of results. Employees reluctant reported from MUST is contrary to institutional theory in the aspect of normative whereby it emphasizes that rules that advocates right, privileges and responsibilities must be adhered (Scott, 2001). This tendency lower the level of employees' engagement, the far the distance employees put themselves from EEDM the lower the level of EEDM (Mtenda, 2016 Cotton *et al.* 1988).

Generally the level to which employees are engaging in decision making is low since level of attending meetings and the level of responding to MUST orders concerning engagement in decision making is low. Time management, negligence of employees' views in conducting meetings and lack of provision of feedback are the problems which MUST has to settle them in order to boost the level of EEDM.

5.4 The Extent to which Employee's Level of Knowledge on Public Sector Decision Making Contribute to their Level of Engagement in Decision Making at MUST.

This part discussed findings of the three themes namely; employees' level of knowledge on public sector decision making, contributions of the current level of employees' knowledge on public sector decision to the level of EEDM, mechanism used to enhance employees' level of knowledge on public sector decision making toward to the level of EEDM and challenges encountered mechanisms used in providing knowledge on public sector decision making in improving level of EEDM.

5.4.1 Current level of employees' knowledge on institutional rules to MUST activities:

Figure 4.3 Indicates that majority of respondents have low level of knowledge on public sector decision making. This also revealed in quotation of section 4.4.1 whereby respondents said that most of employees are not aware of public sector decision making instead they rely on their representatives.

This implies that rate for rational decision for participants is low because majority lack the required knowledge. This is contrary to Kok *et al.* (2014) who found that being familiar on decisions to be made allows participants to engage robustly in decisions and developing new ideas. Castillon (1990) cemented that participants of decision making should be trained and retrained in order to provide useful inputs.

5.4.2 Contributions of the level of employees' knowledge on public sector decision to the level of EEDM:

Figure 4.4 indicate that majority of the respondents said their level of knowledge on public sector decision making did not contributed to the level of engagement. A certain respondents cemented that despite of having many unknowledgeable staff on public sector decisions but the few remained who at least have fair knowledge have to be utilised because somehow they know what is expected from them than those who do not have at all (quotation in section 4.4.2).

This imply that currently MUST staff knowledge concerning MUST rules, regulations and policies does not contribute to the advancement of level of EEDM because majority of MUST staff have little knowledge. Being unfamiliar with public sector decisions reduce confidence to engage in decision making process. McMillan (2018) in his findings argued that most of workers do not have necessary skills to make proper shared decision that is why they lack confidence to engage in public sector decision making. Moreover following the quotation of section 4.4.2 whereby a respondent said that, most of employees do not have awareness of public sector decision instead they rely on their representatives. This legacy make employee inferior because it make them dependants of their representatives instead of being partners. This is contrary to the assumption of institutional theory which insist that the societal institution is the institution that have reasonably permanent systems of social beliefs (Scott 1987), therefore having a notion that representative are the one who required to know all public decision is not a reasonable social believe. However the representatives are just representing members but some decisions need to be made by all members before the representatives table them to the management. In that course knowledge on public sector decision should be for all employees as it bring confidence to engage in decision making. MUST should make sure knowledge on public sector decisions institutionalised to all MUST society during EEDM.

5.4.3 Mechanism and challenges encountered mechanisms used in providing knowledge on public sector decision making in improving level of EEDM.

Table 4.3 indicated that seminar is the great mechanism used in providing knowledge on public sector decision making. However Table 4.4 indicated that majority said budget constrain is the challenge in providing knowledge on public sector decisions.

This implies that, the great mechanism utilised by MUST to provide knowledge on MUST rules, policies and regulations is through seminars. But the main challenge facing MUST in providing seminars is budget limit. This also revealed with James *et al.* (2006) who argued that implementing employees' engagement in decision making is costly. This means executing effective EEDM is expensive, as it requires investment of time and money during implementation. However fear of financial implication in knowledge provision should not be an obstacle in implementing

EEDM as advantages of EEDM are many than cost, (Bhuiyan, 2010). Moreover cognitive factor in institutional theory assume that knowledgeable organizational society should be empowered (Scott, 2001). McElroy (2001) also found that EEDM increase emotional and normative commitment. Following these findings, budget limitation should be addressed so that employees can get knowledge on public sector decision for the betterment of EEDM.

5.5 Employees' Perception and Attitude towards the Contribution of Existing Institutional Rules and Regulations to the Employees' Level of Engagement in Public Sector Decision Making.

Among its objectives, this study discussed employees' perception and attitude towards the contribution of existing institutional rules and regulations to the employees' level of engagement in public sector decision making. The following themes were concerned; theme one, perception and attitude of employees toward contribution of MUST's policies and regulations to EEDM and theme two, justification for employees perception and attitude of employees towards contribution of MUST's policies and regulations towards employees engagement in decision making.

5.5.1 Employees' perception and attitude toward contribution of MUST's policies and regulations to the level of EEDM

Table 4.5 revealed that majority of the respondents have negative attitude and perception toward the contributions of the existing institutional rules and regulations.

This implies that MUST staff have negative perception and attitude concerning contributions of policies and regulations to the level of EEDM. This is contrary to Institutional theory which emphasize on having sincere interest in understanding policies rules and regulations which guide a practical area (Berge, 2001). The situations are also contrary to Itika (2011) who argued that a good policy should have ownership of all staff member.

5.5.2 Justifications for perception and attitude of employees toward contribution of MUST's policies and regulations to the EEDM

Table 4.6 revealed that, majority of respondents who indicated they have negative attitude and perceptions toward existing institutional rules and regulations to the level of EEDM justified that *absence of the employee culture of reading MUST policies and regulations* and *lack of formal procedure for direct engagement* are great limitations for them to observe the contributions of existing rules and regulation.

Absence of the employee culture of reading MUST policies and regulations; this has insisted in quotation of section 4.5.2 whereby majority of respondents revealed that they are not comfortable to read policies due to complexity of english language in MUST policies, rules and regulations. Whereas others claimed to have wrong perceptions towards MUST rules contributions to the level of EEDM because their representatives make them to believe so. However Itika (2011) argued that a good policy should be clear for all organisational members to understand, he further said when people lack understanding concerning the particular policy they cannot implement effectively.

This implies that MUST staff tendency of reading policies, rules and regulations is low therefore they fail to realise their contributions to the level of EEDM. This is contrary to the institutional theory as it consists of a system of genuine rules, a group of persons with sincere interest in the interpretation and application of the rules (Berge, 2001). Essay, (2013) also cemented that employees engagement in decision making requires both actors employer and employees to have good perception upon particular policies and regulations in order to stick, own and conform to them in order to institutionalize employees' engagement in decision making (Essay, 2013). Moreover institutional theory on regulative aspect it emphasis that the institutional organisation should have the ability to induce and regularize organisational members behaviour (Scott, 2001). In that course the mechanism should be taken to regulate MUST behaviours on their culture towards policies and rules of the University.

Lack of formal procedure for direct engagement; this has been insisted in the quotation of section 4.5.2, whereby a certain respondents said MUST staff do not see MUST's policies as very potential to the level of EEDM. The respondent further say direct engagement has been ignored by MUST policies to the extent that they don't have courage to advise their bosses in matters concerning their welfare because it is not formalised. MUST staff complaining that the University does not have even a suggestion box so it is hard for them to share their views directly.

This imply that MUST is more concern with indirect than direct form of engagement. This has also shown in Employment and Labour Relation Act (ELRA) Part VI whereby it recognizes and encourage workers participation in decision making through trade union but it does not providing formal procedures for direct engagement of employees in decision making by assuming when there is indirect engagement in decision making all employees are being involved as shown in ELRA Section 71(1). The assumption is not always true to some organization like MUST as quoted in section 4.5.2. This challenge indicates MUST policies should be revised. Itika (2011) insisted that a good policy has to be open to continuous review and improvement by stakeholders, therefore the weakness revealed in MUST policies should be addressed during policy review by all MUST stakeholders of EEDM. (Bakar, 2013) also cemented that it is important for the organization to determine employees' attitude, perception and how they experience engagement within the social and societal context; in particular it reveals the nested nature on social institutions.

5.6 Contributions of Established Norms and Values by Leader-Follower Relationship towards Level of Employees' Engagement in Decision Making.

The researcher discussed established norms and values by leader-follower relationship and the contribution of leader-follower relationship toward the level of EEDM.

5.6.1 Established norms and values of leader-follower relationship linked with leadership style

Table 4.7 indicated that majority of respondents appeared to have established norms and values by a leader – follower relationship which is strictly following rules and regulations.

This implies that the norms and values of MUST leader follower relationship is characterised by transactional leadership style. This is contrary to Berge, (2001) who argued that Institutional theory insist on the system which have genuine rules, a group of people with sincere interest of interpretations and applications of rules; the author did not mention institutional system as the one with strictly following rules but genuine rules. Bass, (1997) said leadership which is strictly influence followers according to rules and regulation has the element of transaction leadership style. Jartese, (2013) criticised rules-based leadership by arguing that; it is a traditional style of leading.

5.6.2 Contribution of established norms and values by a leader-follower relationship towards level of employees' engagement in decision making.

Table 4.8 indicates majority of respondents who said strictly following rules and procedure is the MUST's existing leader – follower relationship argued that; the norms is contributing in inspecting employee engagement if matched with rules set.

The findings imply that the contributions of MUST leader-follower relationship which is transaction leadership style is little since its main aim is to watch if MUST employees are not breaching rules set, it is rigid. This norm is not genuine as it limits level of EEDM because it limits flexibility. Yukl (1999) argued that leadership style which is rule and procedural based usually limit followers' creativity and generation of new ideas since decisions are already set. To some extent the leader-follower relation can lead to a systematic way of making decision but on the other side, it is the old style. Jartese, (2013) supported this by criticising rules-based leadership by arguing that; it is a traditional style of leading. However Bass and Riggio (2006) suggested that transformational leadership style as the best leader – follower relationship in participative management as it stimulates intrinsic motivation of

employees by inspiring employees through “*walk the talk*” (means never says one thing and does another).

Generally MUST staff and their leaders have relationship which based on transaction leadership style because of applying strictly rules and regulations which intent to inspect if the engaged employees are matching with the rules set. Moreover the norms and values of the transaction leadership have evidenced to limit level of EEDM.

5.7 Summary of Chapter Five

This chapter discussed and analysed findings basing on; social demographic characteristics of respondents and objective of the study. In *social demographic characteristic* it was found that; MUST dominated by male gender, most of the workers at MUST are young generation, many employees at MUST are those with higher level of education, the University also have many employees with low experience because majority are young employees. Concerning the *level to which employees are engaging in decision making* it was found that employees level of attending to the meetings and responding to MUST orders is low. Regarding *contributions of employee level of public sector knowledge to the level of EEDM* it was found that majority have low level of knowledge on public sector decision making due to budget constrain to conduct seminars hence their level of knowledge on public sector decision making did not contributed to the level of engagement. On *employees’ perception and attitude towards the contribution of existing institutional rules and regulations to the employees’ level of engagement in public sector decision making*; it was found respondents have negative attitude due to *absence of the employee culture of reading MUST policies and regulations and lack of formal procedure for direct engagement*. Concerning *contributions of established norms and values by a leader-follower relationship towards level of employees’ engagement in decision making*; it was found that the relationship based on strictly rules and regulations, this help in inspecting employee engagement if matched with rules set.

CHAPTER SIX

SUMMARY, CONCLUSION AND POLICY IMPLICATION

6.1 Introduction

This chapter briefly presents the summary of findings of the study. The conclusions and policy implications also are presented where necessary for improving the situation by policy makers, planners and workers union. Further, it presents areas of further research.

6.2 Summary of the study

The aim of this study was to investigate factors contributing low level of employees' engagement in decision making which undertaking MUST as a case. Specifically the study focused on examining, level to which employees are engaging in decision making, level of knowledge or cognitive factors on public sector decision making, contributions of established norms and values by a leader-follower relationship to the level of engagement in decision making, and perceptions on the input of institutional rules to their level of engagement. The case study design was utilised in this study. A sample size of this study was 90 study participants out of the 502 total employees. However, by the end of field work, the response rate was 82 respondents that were found to be valid for analysis. The remaining 8 were ruined for various reasons including official travel, unwillingness to answer questions, and misinformation of respondents. Basically, interviews for 7 key-respondents and 10 employees' representatives by using purposive sampling were conducted as well as 2 focus group discussions for 6 employees and 6 leaders. Moreover, 65 questionnaires were distributed through simple random sampling.

6.3 Summary of the Study Findings

6.3.1 Level to which employees engage in decision making

Concerning this objective it was evidenced that MUST has relative low level of engagement since MUST staff are lowly attending meetings due to poor management of time and negligence of the management to employees' views and lowly responding to MUST orders due to lack of feedback mechanism.

6.3.2 Contributions of employee level of knowledge in public sector decision to the level of EEDM

It was found that majority have low level of knowledge on public sector decision making due to budget constrain to conduct seminars hence MUST staff lack confidence to engage in decision making thus it led to low level of engagement in decision making. Therefore their level of knowledge in Public sector decision making do not contribute the level of engagement in decision making.

6.3.3 Employees' perception and attitude towards the contribution of existing institutional rules and regulations to the employees' level of engagement in public sector decision making

Majority of respondents have negative attitude and perceptions due to lack of formal procedure for direct engagement and absence of the employee culture to read MUST rules, policies and regulations.

6.3.4 Contributions of established norms and values by a leader-follower relationship towards level of employees' engagement in decision making

It was found that the recurring trend of transaction leadership style which characterise leader-follower relationship at MUST limits employees' engagement in public sector decision making since MUST management prefer strictness on rules and regulations. Instead of creating a transformational culture that develops both, an individual employee and organisational as well.

6.4 Conclusion

In view of the findings, the study concludes MUST have relative low employee participation in decision making particularly through an indirect way, but it is relative low since its practices evidenced to be ineffective as shown below;

The level to which employees are engaging in decision at MUST is relative low since level of attending meetings and the level of responding to MUST orders concerning engagement in decision making is low. Time management in conducting meetings is low and lack of provision of feedback has found to be a problem providing feedback of what staff have contributed/responded.

Knowledge on public sector decision making is low as the management fail to conduct seminar every time needed due to budget limit. However when employees intent to participate well in decision making, being familiar with public sector decisions is unavoidable. So MUST management should not ignore power of knowledge since absence of knowledge reduce employees confidence to engage in decision. Instead MUST should conduct even online seminar in order to reduce cost.

Employees' perception and attitude towards the contribution of existing institutional rules and regulations to the employees' level of engagement in public sector decision making is negative. Lack of formal procedure for direct engagement and absence of the employee culture to read MUST rules, policies and regulations found to be source for employees' negativity. However the problem of language incompetence appeared to be causative for absence of employee culture to read policies to majority of the staff. Instead MUST should simplify language and add Swahili version for each policy rules or regulations which concern participation of decision making, in this way employees' culture will change and their attitude as well.

The transaction leadership style which characterise leader-follower relationship at MUST limits employees' engagement in public sector decision making since MUST management prefer strictness on rules and regulations, this tendency abandoned flexibility, creativity and innovations of employees. Instead MUST should create a transformational culture that develops both, an individual employee and organisational as well.

Generally, despite of low level of employee engagement in decision making at MUST, it is worthy to mention that, MUST management is struggling to improve EEDM by providing institutional rules, fairly implementing requirements of the rules, policies and regulations, cooperating in the establishment two Trade Unions (THTU and RAAWU), Academic Association (MUSTASA) and Workers Council Contract. This confirm that MUST is the good example in Public Sector which practice employees' engagement in decision making. However the engagement in public sector decision making is both a process and outcome that should be policy tied instead of being left voluntarily.

6.5 Policy Implication

The findings of this study abide with Public Service Negotiation Machinery 2003 specifically in Part V Section 30 (1) for recognizing the establishment of Master Workers Council as employees' agents to represent them in deciding matters that concerning their welfares. Moreover the study supports the recognition of Workers Collective Bargaining which recognizes employees Trade Union in Employment and Labour Relation Act (ELRA) 2004 Part VI as the Act appears to promote workers participation in decision making.

But the study challenge the MUST policies rules and regulations because they are not reflecting the local context by formulating them using English language only, instead MUST should use both English and Swahili language in policy formulation so as to allow all employees to be part of the process.

6.6 Study's Recommendation

Following the findings that show low employee engagement in decision making, the following recommendations were made to improve the situation at MUST and other organizations of similar settings in Public Sector.

6.6.1 Level to which employee engage in decision making

Following finding evidences that MUST has relative low level EEDM due to low attendance of meeting and low response to MUST orders which was the results of lack of feedback mechanism and poor time management, the following are recommendation to improve it;

- i. Bridging communication gaps between employees and management (improving feedback mechanism) in order to boost up employees confidence to contribute their views
- ii. Management of time during meetings and to provide meeting almanac to MUST staff.

6.6.2 Contributions of employee level of knowledge in public sector decision to the level of EEDM

Due to the fact that majority have been evidenced to have low level of knowledge concerning public sector decision making due to budget limit to conduct seminars, the following suggested to improve acquiring of employee knowledge of public sector decision making;

- i. Improve on-job training
- ii. Online seminar should be used in order to minimise cost

6.6.3 Employees' perception and attitude towards the contribution of existing institutional rules and regulations to the employees' level of engagement in public sector decision making

Attitude and perception of employees also has been found negative due lack of formal procedure for direct engagement and absence of the employee culture to read MUST rules, policies and regulations. The following recommendations will help to improve it;

- i. MUST should formulate policy which recognize direct engagement and include things like suggestion boxes and, special forms for staff to fill their contributions.
- ii. Policy and regulation should be clarified to followers and the use of both English and Swahili language should be considered for clear understanding and implementation.

6.6.4 Contributions of established norms and values by a leader-follower relationship towards level of employees' engagement in decision making

Following having transaction leadership style which characterised by strictness on rules and regulations, the following ideas recommend how to induce leader follower relationship which will improve level of employee engagement in decision making

- i. The researcher advice leaders to reduce strictness to rules and regulations in order to boost creativity and innovations of employees

- ii. MUST should create a transformational culture that develops both, an individual employee and organisational as well.

6.7 Area for further research

The researcher proposes the next research should cover specifically on the effectiveness of representation of administrative staff in the participative organs of Public Higher Education Institution in Tanzania. This should be done in the view of assessing if administrative staff's rights are being considered in participative management in Public Higher Education Institutions.

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Public Service (Negotiation Machinery) Act of 2003

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MUST Organisation Structure, 2017

APPENDICES

Appendix I (a): Questionnaire for Employees

The purpose of this study is to investigate *institutional factors contributing to low level of employees' engagement in decision making*, a case of Mbeya University of Science and Technology (MUST).

I would be very grateful if you could help by answering this questionnaire for me. This is purely for academic purpose and your response will be treated with the strictest confidentiality and anonymity, (Your name is not required for the purpose of confidentiality). Thank you for your valuable time and co-operation.

Please tick [✓] the most correct answer(s) to your case and fill the empty space(s) as appropriate.

Section A: Social Demographic Characteristic of Respondents

1. What is your gender?

Male	Female
(i)	(ii)

2. How old are you?

18-35 years	36-45 years	46-55 years	More than 55 years
(i)	(ii)	(iii)	(iv)

3. What is your level of education?

Primary education	Secondary education	Certificate	Diploma	Bachelor degree	Postgraduate
(i)	(ii)	(iii)	(iv)	(v)	(vi)

4. How long is your work experience with MUST?

Less than 1 year	2-7 years	8-12 years	13 years and above
(i)	(ii)	(iii)	(iv)

Section B: Level to which employees engage in Decision Making at MUST

Choose the most appropriate answer by making (√) in the answers and fill the gaps when appropriate in the following questions

5. To which level do you attend MUST meetings which concern your welfare annually?

Lowly attending meetings	Moderate attending meetings	Highly attending meetings
(i)	(ii)	(iii)

Please justify your answer.....

6. To which level do you respond to MUST orders in contributing your views in things like negotiating final filling of OPRAS form, giving your contributions to the distributed MUST policies; for instance, training policy, promotion policy, housing policy (if any) and other documents that concerns your subordinate directly?

Lowly responding	Moderate responding	Highly attending
(i)	(ii)	(iii)

Please justify your answer

Section C: The Extent to which Employee’s Level of Knowledge on Public Sector Decision Making Contribute to their Level of Engagement in Decision Making at MUST.

7. In Public sectors; policies, rules and regulations are the guidelines in decision making process concerning public servants welfares. To which extent do you have knowledge concerning MUST rules that concern your engagement in decision making?

Highly Knowledgeable	Moderate knowledgeable	Lowly knowledgeable
(i)	(ii)	(iii)

Please explain your answer

8. Does your current level of knowledge on public sector contributes to the level of your engagement in decision making?

Yes it contribute	Somehow it contributes	Not contribute
(i)	(ii)	(iii)

Please justify your answer

9. Which mechanism(s) do MUST management utilises in improving your level of knowledge on public sector decision making in relation to your engagement in decision making?

10. What challenges face mechanism(s) that used to improve your level of knowledge on public sector decision making?

Section D: Employees’ perception and attitude towards the contribution of existing institutional rules and regulations to the employees’ level of engagement in Decision Making at MUST

11. It is government rules and regulations that insist on public organisations to share decision with you in matters that affect your welfares. How do you view/perceive MUST rules, policies and regulations in the improvement of the level of Employees Engagement in Decision Making? Please justify your answer

Section E: Contribution of established norms and values by a leader-follower towards level of employees’ engagement in decision making.

12. Employee engagement in decision making concerns with sharing of ideas, however the level of sharing of idea depends on the relationship between leader and follower. Which characters do you experience when relating with your leader during practicing employees’ engagement in decision making? Please tick the right character

Strictly following rules and procedure relationship relation	Intellectual based relationship	Flexible according to the environment relationship	None of the mentioned	I don’t know
(i)	(ii)	(iii)	(iv)	(v)

Please justify your answer

13. What are the contributions of the chosen leader-follower relationship to the level of EEDM?

Thank you for your cooperation!

Appendix I (b): Dodoso kwa Wafanyakazi

Dhumuni la utafiti huu ni kuchunguza *sababu za kitaasisi zinazochangia ushiriki mdogo wa wafanyakazi katika maamuzi* katika Chuo cha Sayansi na Teknolojia Mbeya.

Nitashukuru kama utanisaidia kujibu dodoso hili. Utafiti huu ni wa kitaaluma hivyo taarifa utakazotoa zitatumika kwa ajili ya malengo ya kitaaluma tu na si vinginevyo. Nashukuru kwa kuchukua muda wako kujaza dodoso hili.

Tafadhali weka alama ya (✓) katika jibu sahihi na pia jaza nafasi zilizoachwa wazi kama inavohitajika.

Sehemu A: Wasifu wa Mtahiniwa

1. Ipi kati ya jinsia zifuatazo ni jinsia yako?

Kiume	Kike
(iii)	(iv)

2. Umri wako upo katika kundi lipi kati ya makundi ya miaka yafuatayo?

Miaka 18-35	Miaka 36-45	Miaka 46-55	Zaidi ya miaka 55
(v)	(vi)	(vii)	(viii)

3. Kipi kati ya viwango vifuatavyo ni kiwango chako cha elimu?

Elimu ya shule ya msingi	Elimu ya sekondari	Cheti	Stashahada	Shahada	Zaidi ya shahada
(vii)	(viii)	(ix)	(x)	(xi)	(xii)

4. Kwa kipindi gani umekuwa ukifanya kazi katika Chuo cha Sayansi na Techolojia Mbeya?

Chini ya Mwaka 1	Miaka 2-7	Miaka 8-12	Zaidi ya miaka 13
(v)	(vi)	(vii)	(viii)

Sehemu B: Kiasi ambacho unajihusisha na ufanyaji wa maamuzi katika Chuo cha Sayansi na Teknolojia Mbeya

Tafadhali weka alama ya (✓) katika jibu sahihi na pia jaza nafasi zilizoachwa wazi kama inavohitajika.

5. Kwa kiasi gani unahudhulia vikao vinavyohusu maslahi yako kwa mwaka

Nahudhulia kidogo	Nahudhulia kiasi	Nahudhulia sana
(i)	(ii)	(iii)

Tafadhali toa maelezo kidogo ya jibu lako

6. Kwa kiasi gani unaitikia matakwa ya Chuo katika kuchangia maoni yako katika vitu kama kujaza fomu za mfumo wa wazi wa kupima utendaji kazi “OPRAS”, kutoa maoni katika sera ulizowahi sambaziwa; kwa mfano, sera ya mafunzo, sera ya upandishwaji vyeo, sera ya nyumba (kama zipo) na vitu vingine vinavyohusu maslahi ya wafanya kazi moja kwa moja.

Naitikia kidogo	Naitikia kiasi	Naitikia sana
(i)	(ii)	(iii)

Tafadhali toa sababu ya jibu lako

SEHEMU C: Kiasi cha ufahamu/uelewa wa ufanyaji wa maamuzi ya sekta ya umma na mchango katika kiasi cha ushiriki wa wafanyakazi katika kufanya maamuzi MUST.

Tafadhali weka alama ya (✓) katika jibu sahihi na pia jaza nafasi zilizoachwa wazi kama inavyohitajika.

7. Katika sekta za Umma, sheria na kanuni zilizowekwa ni miongozo inayosaidia kufanya maamuzi yanayohusisha stahiki za wafanyakazi. Je ni kwa kiwango gani una ujuzi kuhusiana na ufanyaji wa maamuzi ya sekta ya umma?

Kiwango kikubwa cha ujuzi	Kiwango cha kati cha ujuzi	Kiwango kidogo cha ujuzi
(iv)	(v)	(vi)

Tafadhali toa sababu ya jibu lako

8. Je ujuzi wako wa sasa juu ya maamuzi ya sekta ya umma unachangia kiasi cha ushiriki katika maamuzi?

Ndio unachangia	Kiasi unachangia	Hauchangii
(iv)	(v)	(vi)

Tafadhali toa sababu ya jibu lako.....

9. Nyenzo gani menejimenti ya Chuo inatumia katika kuongeza ujuzi wa kufanya maamuzi katika sekta ya umma ili kuinua kiasi chako cha kujihusisha na maamuzi?
10. Ni changamoto gani unakabiliana nazo katika nyenzo inayotumiwa na Chuo ili kuongeza ujuzi wako wa kushiriki katika maamuzi?.....

Sehemu D: Mtizamo wa wafanyakazi juu ya mchango wa sheria na kanuni za Chuo kulinganisha na kiasi cha ushiriki wa wafanyakazi katika maamuzi.

11. Kanuni na sheria za serikali zinasisitiza taasisi za umma kushirikisha watumishi kwenye maamuzi yanayohusu maslahi yao. Je una mtizamo gani juu ya sheria na kanuni zinazotumika katika Chuo katika kuinua kiasi cha ushiriki wa wafanyakazi katika maamuzi? Tafadhali toa sababu ya jibu lako

SEHEMU E: Mchango wa tabia itokanayo na uhusiano kati ya mtumishi na kiongozi wake kwa kiasi cha watumishi kujihusisha na maamuzi.

12. Ushirikishwaji wa wafanyakazi katika maamuzi unahusiana na kuchangia mawazo katika maamuzi husika, aidha kiasi cha mchango wa mawazo kunategemeana na uhusiano uliopo kati ya mtumishi na msimamizi au kiongozi wake. Nitabia gani unakutana nazo unapohusiana na msimamizi au kiongozi wako? Tafadhali weka alama ya tiki kwenye tabia sahihi.

Uhusiano umejikita kwenye kufata kanuni na miongozo tu	Uhusiano umejikita kwenye uwezo wa kufanya maamuzi	Uhusiano hutegemeana na mazingira ambayo mamuzi yanafanywa	Hakuna jibu kati ya uhusiano wote ulioainishwa	Sijui
(vi)	(vii)	(viii)	(ix)	(x)

Tafadhali toa sababu ya jibu lako.....

13. Ni mchango gani uhusiano uliouchagua unainua kiasi cha kushiriki katika maamuzi?

.....

Asante kwa ushirikiano wako!

Appendix II: Questionnaire for Supervisors/Leaders

The purpose of this study is to investigate *institutional factors contributing to low level of employees' engagement in decision making*, a case of Mbeya University of Science and Technology (MUST).

I would be very grateful if you could help by answering this questionnaire for me. This is purely for academic purpose and your response will be treated with the strictest confidentiality and anonymity, (Your name is not required for the purpose of confidentiality). Thank you for your valuable time and co-operation.

Please tick [✓] the most correct answer(s) to your case and fill the empty space(s) as appropriate.

Section A: Social Demographic Characteristic of Respondents

1. What is your gender

Male	Female
(i)	(ii)

2. How old are you

18-35 years	36-45 years	46-55 years	More than 55 years
(i)	(ii)	(iii)	(iv)

3. What is your level of education?

Primary education	Secondary education	Certificate	Diploma	Bachelor degree	Postgraduate
(i)	(ii)	(iii)	(iv)	(v)	(vi)

4. How long is your work experience with MUST

Less than 1 year	2-7 years	8-12 years	13 years and above
(i)	(ii)	(iii)	(iv)

Section B: Level to which Employees Engage in Decision Making at MUST

Choose the most appropriate answer by making (√) in the answers and fill the gaps when appropriate in the following questions

5. To which level do your subordinates attend MUST meetings which concern their welfare annually?

Lowly attending meetings	Moderate attending meetings	Highly attending meetings
(iv)	(v)	(vi)

Please justify your answer

6. To which level do your subordinates respond to MUST orders in contributing their views in things like negotiating final filling of OPRAS form, distributing MUST policies for employees to giving comments; for instance, training policy, promotion policy, housing policy (if any) and other documents that concerns your subordinate directly?

Lowly responding	Moderate responding	Highly attending
(iv)	(v)	(vi)

Please justify your answer

Section C: Employees level of Knowledge on Public Sector Decision making towards level of engagement in Decision Making

7. In Public sectors; rules and regulations are the guidelines during decision making process that concerns public servants welfares. From your experience, to which extent do your subordinates knowledgeable/familiar with MUST rules on employees' engagement in decision making?

Highly Knowledgeable	Moderate knowledgeable	Lowly knowledgeable
(vii)	(viii)	(ix)

Please justify your answer

8. Do your subordinates' current level of knowledge on public sector contributes to their level of engaging in decision making?

Yes it contribute	Somehow it contributes	Not contribute
(vii)	(viii)	(ix)

Please justify your answer

9. Which mechanism(s) do you utilise to improve employees' level of knowledge on public sector decision making towards employees engagement in decision making?

.....

10. What challenges face mechanism(s) which used to improve your subordinates' level of knowledge on public sector decision making?

.....

Section D: Contribution of established norms and values by a leader- follower towards level of employees' engagement in decision making.

14. Employee engagement concerns with sharing of ideas, but the level of sharing of idea depends on the relationship between leader and follower. Which characters do you experience when relating with your follower during practicing employees' engagement in decision making?? Please tick the right answer character

Strictly following rules and procedure	Intellectual based relationship	Flexible relation according to the environment / situation	None of the mentioned	I don't know
(xi)	(xii)	(xiii)	(xiv)	(xv)

Please justify your answer

.....

11. What are the contributions of the chosen leader-follower relationship to the level of employees' engagement in decision making?

.....

Thank you for your cooperation!

Appendix III: Interview Guide for Key Informants

1. To which level do your subordinates attend meeting?
2. To which level do your subordinates responding to MUST orders?
3. Do your followers have knowledge concerning public sector decision making?
4. Do you have any mechanism(s) of improving employees' knowledge on public sector decision making? If yes are there any challenges?
5. How do you view MUST internal policies and regulations in boosting the level of EEDM?
6. How do you relate with your subordinates during practicing participatory decision making?
7. Does your relationship with subordinates contribute to the level of employees' engagement in decision making?

Thank you for your cooperation!

Appendix IV: Interview Guide for Representatives

1. To which level do you attend meeting?
2. To which level do you respond to MUST orders?
3. Representing a group of people requires one to have a lot of information concerning public sector decision making. Do you have satisfactory knowledge on MUST rules that guide employees' engagement in decision making?
4. Are there any mechanism(s) of improving representatives' knowledge on public sector decision making? If yes what challenges do you face toward it?
5. How do you view MUST internal policies and regulations in boosting the level of EEDM?
6. How do you relate with management during representing your member in decision making?
7. Does your relationship with management contribute to the level of employees' engagement in decision making?

Thank you for your cooperation!

Appendix V: Focused Group Discussion for Employees

1. To which level do you attend MUST meetings of matters concerns you?
2. To which level do you respond to MUST orders?
3. Do MUST take any mechanism(s) in improving your knowledge on public sector decision making? If yes are there any challenges?
4. How do you view MUST internal policies and regulations in boosting the level of your engagement in decision making?
5. How do you relate with your leader during engaging in decision making?
6. Does your relationship with leaders contribute to the level of employees' engagement in decision making?

Thank you for your cooperation!

Appendix VI: Focused Group Discussion for Leaders

1. To which level do you attend MUST meetings of matters concerns you?
2. To which level do you respond to MUST orders?
3. What challenges do you encounter in form which you are using to involve employees?
4. Do your followers have knowledge concerning public sector decision making?
5. Do you have any mechanism(s) of improving employees' knowledge on public sector decision making? If yes are there any challenges?
6. How do you relate with your subordinates during practicing participatory decision making?
7. Does your relationship contribute to the level of employees' engagement in decision making?

Thank you for your cooperation!

Appendix VII: MUST Organisation Structure

