



**THE INFLUENCE OF LEADERSHIP BEHAVIOR  
ASSESSMENTS AND SERVANT-ORIENTED LEADERSHIP ON  
EMPLOYEE ENGAGEMENT**

**SIYU CHENG**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF MANAGEMENT IN MANAGEMENT SCIENCE  
INSTITUTE OF SCIENCE INNOVATION AND CULTURE  
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHEP  
ACADEMIC YEAR 2024  
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ENGAGEMENT  
**Author** Siyu CHENG  
**Major** Master of Management (Management Science)  
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## ABSTRACT

Agile and committed workforces are paramount in today's fast-paced and ever-changing economic environment. Employee engagement is not just a buzzword but a strategic imperative that can significantly influence an organization's resilience and adaptability. Therefore, this study aims to investigate the factors influencing Employee Engagement based on three aspects: demographic factors, leadership behavior assessment, and servant-oriented leadership. The quantitative method based on questionnaires is applied. Descriptive statistics such as frequency, percent frequency, arithmetic mean, and standard deviation are introduced. Various inferential statistical methods are used to test the hypothesis, particularly the Independent Samples t-test, the One-way ANOVA, and the Multiple Linear Regression Analysis. The results obtained from the study indicate that differences in occupation and job types generate differences in employee engagement. With respect to Multiple Linear Regression Analyses, the results indicate significant positive impacts of all aspects of Leadership Behavior Assessment (Vision and Innovation as well as Self-Improvement and Feedback) on Employee Engagement. All aspects of servant-oriented leadership (altruism and service, vision and influence, personal integrity and example, and team employment improvement) have also positively impacted employee engagement. Finally, Leadership Behavior Assessment and Servant-Oriented Leadership positively impact Employee Engagement.

**Keywords:** Leadership Behavior Assessment, Servant-Oriented Leadership, Employee Engagement

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Siyu CHENG

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# CHAPTER I

## INTRODUCTION

### 1.1 Background and Statement of the Problem

Employee engagement is increasingly recognized as a key driver of business performance, productivity, and employee retention, with its influence extending far beyond traditional metrics of employee satisfaction. Rabiul et al. (2022), in “The Global Human Resources Management Trends Whitepaper,” underscore the critical nature of employee engagement by ranking it as the fourth most significant management trend. This recognition signals a paradigm shift in organizational priorities, where the emotional and psychological investment of employees in their work is seen as a cornerstone of sustainable success. In today’s fast-paced and ever-changing economic environment, the need for agile and committed workforces is paramount. Employee engagement is not just a buzzword; it is a strategic imperative that can significantly influence an organization’s resilience and adaptability. Engaged employees often demonstrate heightened loyalty, increased productivity, and a propensity to exceed their job descriptions, which can lead to innovative solutions to complex challenges.

To this end, companies are exploring various methods to bolster engagement. These include implementing feedback mechanisms, such as regular surveys and suggestion boxes, offering professional development programs, recognizing and rewarding outstanding performance, and fostering a collaborative and inclusive culture. Despite these efforts, challenges remain. The evolving nature of work, including the rise of remote and hybrid work models, has introduced new dynamics into the employee engagement equation. Organizations must adapt their engagement strategies to cater to a geographically dispersed and diverse workforce. This includes leveraging technology to facilitate communication and collaboration, as well as finding ways to maintain a shared culture and sense of belonging among employees who may seldom, if ever, meet in person. In summary, employee engagement is a multifaceted and evolving challenge that impacts every aspect of human resource management and organizational development. As companies

navigate the complexities of the modern economic landscape, the ability to effectively engage their employees will remain a defining factor in their success (McCloud, 2018).

While the importance of employee engagement is widely acknowledged, a persistent issue of inaction and non-accountability persists in some organizations. This problem is characterized by a lack of initiative, avoidance of responsibility, and a culture that may implicitly reward those who do just enough” to get by. This not only affects individual performance but can also lead to increased operational costs, reduced innovation, and a decline in overall competitiveness. Moreover, the transition to more dynamic and less hierarchical organizational structures has not been seamless. Some employees feel unsupported in such environments, which can exacerbate disengagement. The leadership styles in place at many organizations may not effectively address or nurture employee engagement, and there is often a disconnect between what managers believe motivates their employees and their actual actions. The issue is compounded by the fact that the nature of work is continually evolving, with remote work and the gig economy redefining traditional employee-employer relationships. These changes demand new approaches to engagement that may not be fully understood or implemented by current leadership. The problem is, therefore, twofold. First, understanding the nuanced dynamics of employee engagement in the modern workplace is crucial. Developing leadership styles and organizational cultures that not only mitigate the culture of inaction but also actively reverse it is essential. Second, fostering an environment that encourages engagement to flourish is also crucial. The gap in understanding the relationship between leadership styles, particularly servant-oriented leadership, and employee engagement within various organizational contexts presents a crucial area of study. Better insights into this relationship could inform more effective strategies to enhance engagement and, by extension, improve organizational performance and resilience (Rabiul et al., 2022).

## 1.2 Research Questions

The research questions are as follows:

- (1) How do demographic factors such as gender, age, educational level, and working experience contribute to variations in employee engagement within an organization?
- (2) In what ways does leadership behavior, as perceived by employees, affect their levels of engagement at work?
- (3) What is the impact of servant-oriented leadership on the engagement levels of employees, and how does this leadership style specifically contribute to their motivation and commitment to the organization?

## 1.3 Research Objectives

First, by grounding this research in leadership theory and social exchange theory, we aim to explore the leadership styles in China during this new era and their relationships with employees. This approach will help clarify the relationship between servant leadership and employee dedication. It also contributes to expanding the servant leadership behavior model and research related to unique Chinese leader-follower dynamics, enriching theories related to leader roles and leadership styles.

Second, the servant leadership style and its behaviors are centered around the interests of others, especially the rights and well-being of employees within the organization. Leveraging this characteristic, organizations that employ a servant-oriented leadership style can significantly enhance employees' sense of belonging and identification with the company. Loyalty to the organization also deepens as employees' emotional, psychological, and physiological needs are met. As a result, their level of dedication naturally increases. In the context of China, servant-oriented leadership behaviors can effectively integrate and elevate the human resources of the organization.

Third, by investigating the mechanisms through which servant-oriented leadership in China influences employee dedication, this research can guide managers to adopt servant-oriented leadership behaviors in appropriate situations to enhance the

dedication levels of social workers. This, in turn, enables them to provide effective and professional social services to the people. Furthermore, it provides guidance for addressing real-world challenges such as work fatigue and empathy fatigue among social workers in China, promoting the stability and healthy development of the social work workforce.

## 1.4 Research Framework

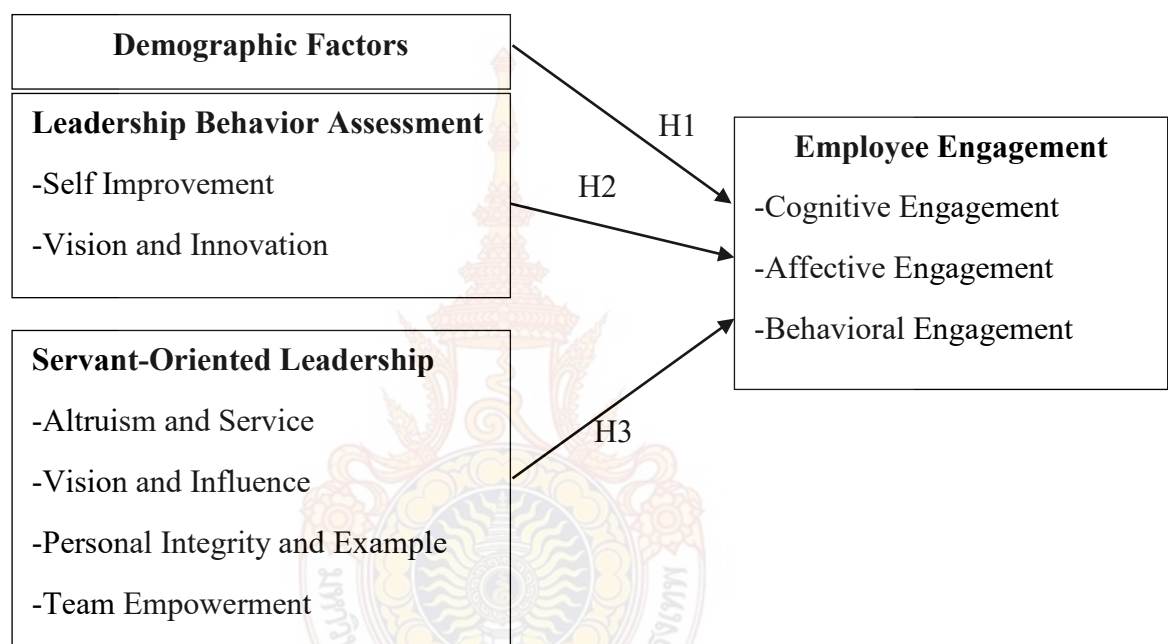


Figure 1.1 Conceptual Framework

## 1.5 Research Hypotheses

H<sub>1</sub>: Differences in Demographic Factors generate differences in Employee Engagement.

H<sub>2</sub>: Leadership Behavior Assessment Influences on Employee Engagement

H<sub>3</sub>: Servant-oriented Leadership influences on Employee Engagement.

H<sub>4</sub>: Leadership Behavior Assessment and Servant-oriented Leadership Influence on Employee Engagement.

## **1.6 Scope of the Research Study**

This study is concentrated on assessing the effects of diverse personal backgrounds of employees, leadership behavior assessments, and servant-oriented leadership on employee engagement within organizations in China. Specifically, it examines the extent to which these independent variables — namely, the diverse personal backgrounds of employees, leadership behavior assessments, and servant-oriented leadership — predict the dependent variable, which is the level of employee engagement. Due to the large population, the sampling method used in this study is based on non-probability sampling, specifically convenience sampling. The study duration is from December 1, 2024, to April 30, 2025.

## **1.7 Definition of Key Terms**

### **1.7.1 Leadership Behavior Assessment**

The Leadership Behavior Assessment (LBA) is a comprehensive process designed to evaluate the effectiveness and style of an individual's leadership. This assessment encompasses a broad range of leadership aspects, including but not limited to interpersonal communication, decision-making, strategic thinking, and team motivation. As Han et al. (2020) suggest in “Leadership in Organizations,” practical leadership assessment must be multifaceted to capture the complexity of leadership behavior and its influence on organizational performance.

### **1.7.2 Servant-Oriented Leadership**

Servant-Oriented Leadership refers to a leadership approach where leaders prioritize and emphasize serving the needs of their team members or employees. Instead of solely focusing on giving orders and managing tasks, servant-oriented leaders actively support and empower their team by providing guidance, resources, and a conducive work environment. This leadership style is characterized by empathy, active listening, and a commitment to helping employees achieve their goals and maximize their potential. Servant-oriented leaders strive to cultivate a positive and engaging work culture that promotes collaboration, innovation, and employee well-being.

### 1.7.3 Employee Engagement

Employee engagement refers to the degree of dedication employees have toward their work, encompassing emotional, cognitive, and behavioral aspects of commitment. Engaged employees typically exhibit enthusiasm and commitment to their work, actively participate in job tasks, are willing to exert extra effort, demonstrate loyalty to the organization, and exhibit high levels of job satisfaction. Employee engagement is considered to have a positive influence on both organizational performance and employee well-being (Gupta & Sharma, 2018).

**Cognitive Engagement:** Cognitive engagement refers to the extent to which an individual is mentally and cognitively involved in their work or tasks. It involves a deep level of concentration, absorption, and focus on the job at hand. When someone is cognitively engaged, they are actively thinking, problem-solving, and using their mental faculties to perform their work effectively. This dimension of engagement is often associated with a sense of meaning and challenge in one's work.

**Affective Engagement:** Affective engagement relates to the emotional connection and enthusiasm that individuals have for their work. It involves feeling positive emotions, such as enthusiasm, excitement, and passion, toward one's job and tasks. Effectively engaged individuals typically experience a sense of fulfillment, joy, and pride in their work. This emotional attachment to the job can lead to greater job satisfaction and a sense of well-being.

**Behavioral Engagement:** Behavioral engagement refers to the actual behaviors and actions that individuals demonstrate in their work roles. It involves going above and beyond the basic requirements of the job, actively participating in tasks, and making proactive contributions to the organization. Behaviorally engaged employees are highly motivated, take initiative, and exhibit a strong commitment to their work and the organization's goals. They often display behaviors such as volunteering for additional responsibilities and helping colleagues.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Related Theories**

##### **2.1.1 Leadership Behavior Assessment**

The Leadership Behavior Assessment (LBA) is grounded in modern theories that emphasize the importance of specific, observable behaviors over innate traits in effective leadership. The evolution of the Behavioral Theory of Leadership has given rise to various frameworks that seek to classify and quantify leadership behaviors, particularly in terms of their effect on team and organizational performance.

Recent scholarship emphasizes the significance of transformational leadership behaviors in inspiring and motivating followers beyond immediate exchanges, as detailed in works such as Du's (2021) study on transformational leadership. Today's LBAs frequently draw upon such frameworks, assessing leaders on their ability to enact change and drive performance by appealing to higher ideals and moral values.

The role of emotional intelligence in leadership effectiveness, a concept that has garnered substantial attention since the early 2000s, is now a standard element in Leadership and Business Assessments (LBAs), as proposed by researchers like Fan (2020). Their research suggests that a leader's emotional intelligence, including self-awareness, self-regulation, motivation, empathy, and social skills, is crucial for effective leadership. Moreover, the influence of ethical and servant leadership styles on employee engagement and organizational culture is a growing area of study. For instance, Fan (2020) provides evidence of the positive influence of servant leadership behaviors on both leader and follower well-being and performance, highlighting the role of serving others as a key component of leadership assessment. In terms of empirical measurement, 360-degree feedback mechanisms continue to be refined, with recent studies by Fu (2017) validating their effectiveness in providing comprehensive evaluations of leadership behaviors from multiple perspectives within the organization.

The current trajectory of LBA research and practice is towards integrating these various strands of leadership theory into multifaceted assessment tools. Such tools aim to capture the complex interplay of behaviors that define effective leadership in the 21st century, providing actionable insights for leadership development (Fu, 2019). This comprehensive approach supports leaders in adapting to rapidly changing organizational environments and in meeting the increasing demands for social and ethical stewardship.

### **2.1.2 The Servant-Oriented Leadership**

With the deepening research and positive application of leadership styles in academia and the business world, servant leadership has emerged as a focal point of attention. Servant leadership has been adopted and applied by many companies and organizations, with its effectiveness becoming increasingly evident.

Wells (2004) wrote the book "The Servant as Leader," in which he introduced the concept of servant leadership. In this work, Greenleaf emphasized that the primary role of a servant leader is that of a servant rather than a manager, supervisor, or any other role. Servant leaders inherently possess the characteristics of servants, and their leadership role emerges from these servant-oriented qualities. Although the concept of servant leadership was introduced in the previous century, it has gained scholarly attention and recognition in recent years.

The existing literature indicates that there is still debate among scholars, both domestically and internationally, regarding the precise definition of servant leadership. However, the essence of servant leadership remains consistent: a focus on consistently serving the needs and interests of subordinates. Based on a review of existing literature and perspectives from scholars worldwide, servant leadership is defined as follows: it prioritizes the interests and well-being of others as a fundamental premise, placing the interests of others above one's own, and continually revolves around the needs and interests of others, to serve and nurture them to become better individuals. It is essential to note that the application of servant leadership is not limited to the service industry but can be applied to any industry or field.

### **2.1.3 Employee Engagement**

Employee engagement refers to the emotional commitment, involvement, and enthusiasm that employees have towards their work and company. This is not only reflected in job satisfaction and loyalty to the employer but, more crucially, in the employees' willingness to contribute to the company's success and their motivation to go above and beyond. An employee with high engagement displays vigor, dedication, and absorption in their work. Leadership style, open and honest communication, opportunities for professional growth, recognition and reward systems, a supportive work environment, and a balance between work and life are all significant factors influencing employee engagement. By assessing engagement through measurements of employee satisfaction, value alignment, and emotional connection to their work and company, organizations can enhance engagement through strategies such as empowerment, professional development, recognition programs, a culture of feedback, and wellness initiatives. High employee engagement can lead to increased productivity and efficiency, lower turnover rates, improved overall organizational performance, and increased profitability.

In the fields of human resources and organizational behavior, employee engagement is widely considered a key factor influencing organizational performance. In recent years, numerous scholars and practitioners have devoted themselves to exploring effective methods for enhancing employee engagement. For instance, Shuck and Wollard (2020) discussed the relationship between employee engagement and organizational effectiveness, highlighting the crucial role of human resource development practices in fostering employee engagement. Furthermore, Albrecht et al. (2015) integrated employee engagement, human resource management practices, and competitive advantage, proposing a framework to enhance organizational performance. Gallup's (2022) "Global Workplace Report" provided actual statistics and trends on global employee engagement, offering organizations a basis for strategy development based on the latest trends. Bailey et al. (2017) conducted a narrative synthesis of extensive research, examining the multifaceted meanings of employee engagement and its impact on organizational outcomes, highlighting the importance of a clear understanding of employee engagement for both research and practice. Knight et al. (2019) systematically reviewed various interventions from an empirical

perspective to enhance work engagement, offering organizations specific and actionable recommendations for improvement. These studies demonstrate that employee engagement is not merely a conceptual construct but an organizational behavior variable with a tangible impact. By deeply understanding and effectively applying strategies and practices related to employee engagement, organizations can maximize the utilization of human resources, thereby driving business success and sustainable development.

## **2.2 Related Studies**

### **2.2.1 Demographic Factors**

The dynamic interplay between leadership styles and employee engagement has been a focal point of organizational research. Servant-oriented leadership, characterized by a leader's focus on serving their employees, has been posited as particularly effective in enhancing employee engagement (Li & Zhang, 2020). However, the effectiveness of this leadership style may not be universal, as individual background variables can significantly influence its influence (Lin, 2020). This literature review examines how these variables may influence the relationship between servant leadership and employee engagement within the Chinese workforce.

Demographic factors, such as age and gender, have been recognized as important in understanding employee engagement levels in response to different leadership styles. For instance, Long and Chen (2020) found that younger employees in the Chinese hospitality industry responded more positively to servant leadership than their older counterparts, suggesting a generational difference in leadership preferences. Similarly, Zhu et al. (2021) noted gender differences, with female employees in China demonstrating a higher increase in engagement under servant leadership than male employees, potentially reflecting differing socialization patterns and expectations.

Education level has also been highlighted as a moderator in the servant leadership-engagement dynamic. Wang and Wang (2023) provided evidence that employees with higher education levels were more likely to be engaged under servant leadership, possibly due to a greater appreciation for the empowerment and

development opportunities it provides. Conversely, Gao et al. (2022) reported that the positive effects of servant leadership on engagement were less pronounced for employees with lower education levels, suggesting that the nuances of this leadership style may be less valued or understood by this group.

Given the collectivist culture prevalent in China, the role of cultural background is not to be overlooked. Mao and Li's (2018) work highlighted that in environments where traditional hierarchy is challenged, such as in private sector firms, servant leadership may be more effective, indicating a complex interplay between cultural background and leadership style.

Ultimately, personality traits are significant individual background variables that influence the effectiveness of servant leadership. Yang et al. (2019) further supported this by showing that the servant leadership-engagement relationship was stronger among employees with a high need for affiliation and a proclivity towards teamwork.

### **2.2.2 Leadership Behavior Assessment**

In China, where leadership is influenced by cultural norms that emphasize respect for authority and collectivism, assessing leadership behaviors may be particularly salient in predicting employee engagement. Pawar (2016) found that transformational leadership behaviors, which include inspirational motivation and intellectual stimulation, positively correlate with increased employee engagement in Chinese multinational companies. Their research suggests that when leaders are perceived as acting in the collective interest and promoting personal development, engagement levels tend to increase.

A study by Li and Yin (2019) expanded on this by using 360-degree feedback mechanisms to assess leadership behaviors. They reported that leaders who scored highly on such assessments often had teams with greater engagement levels. This suggests that not only the presence of positive leadership behaviors but also the awareness and acknowledgment of these behaviors by employees contribute to a more engaged workforce.

Long (2019) specifically examined the role of paternalistic leadership, a style that combines authority and benevolence in a manner consistent with traditional Chinese values. Their findings indicate that when employees positively assess such

leadership behavior, their engagement increases, likely due to the alignment with cultural expectations of leadership in the workplace.

The relationship between leadership behavior assessment and employee engagement may not be direct and can be influenced by other factors. According to research by Xu et al. (2020), trust in leadership serves as a mediating variable. They posited that positive leadership behavior assessments enhance trust, which, in turn, elevates engagement levels.

Yan et al. (2019) identified job autonomy as a potential moderator in this relationship. Their study suggested that positive assessments of leadership behaviors have a more substantial influence on engagement when employees also perceive a high degree of autonomy in their roles.

### **2.2.3 Servant-oriented Leadership**

A growing body of research and discussion on servant leadership is currently emerging from scholars both domestically and internationally. This research has not only expanded in quantity but also made significant progress in terms of quality and depth.

From the perspective of work attitudes, Yang (2019) found through research that servant leadership has a positive influence on employees' perceived trust in their leaders and their trust in the organization. This suggests that servant leadership plays a crucial role in fostering employee trust perceptions. Yang (2019), using samples from various industries nationwide, conducted analyses on 230 sample data and found that servant leadership has a positive influence on employee satisfaction and affective commitment.

From the perspective of intrinsic motivation, Shuck and Wollard (2020) studied small enterprises and found a positive relationship between servant leadership and psychological empowerment. This result is attributed to the fact that servant leadership provides subordinates with more care and attention, which encourages them to work autonomously, achieve goals, and continuously stimulate employees' intrinsic motivation. Scholars like Sun (2019) argued that servant leadership enhances employees' self-efficacy. Kang et al. (2019) conducted research in China, confirming the positive influence of servant leadership on psychological empowerment.

From a positive behavior perspective, Kirrane et al. (2019) conducted a comprehensive analysis of the relationship between servant leadership and organizational citizenship behavior, focusing on the dimensions of empowering subordinates, moral behavior, and facilitating employee growth. The analysis revealed that these dimensions of servant leadership have a positive influence on the dimensions of helping and responsibility within organizational citizenship behavior. Gravestock (2023) compared servant leadership and task-oriented leadership, finding that servant leadership leads to more altruistic and innovative behaviors among employees. In contrast, task-oriented leadership tends to lead to deviant behaviors. Avan et al. (2019) argued that servant leadership promotes employee-helping behavior and servant behavior.

From China's perspective, Hou (2019) emphasized the strengthening of party building and party leadership in China due to the continuous enhancement of comprehensive and strict governance by the Party, as well as the deepening implementation of the spirit of the National Congress of the Chinese Communist Party. Na and Chelliah (2022) noted that employees in state-owned logistics enterprises prefer leaders with a servant leadership style, as this significantly enhances their job performance. If leaders exhibit a servant leadership style, employees in state-owned logistics enterprises develop a sense of organizational identification and belonging, which in turn leads to organizational self-esteem.

Several studies have established a positive relationship between servant leadership behaviors and employee engagement. Peng and Gao (2019) found that servant leaders, by empowering and developing employees, foster an environment where employees feel more engaged. Specifically, their study indicated that such behaviors as empowerment and providing developmental opportunities were directly correlated with higher levels of employee engagement.

Further supporting this perspective, Van Heerden (2015) focused on the Chinese context and demonstrated that servant leadership behaviors align well with collectivist cultural norms, leading to higher levels of employee engagement. They argued that the emphasis on group harmony and interpersonal relationships in Chinese culture resonates with the community-building aspect of servant leadership.

Wang and Qian (2017) also identified a strong connection between servant leadership and employee engagement, suggesting that when leaders prioritize the needs and development of their employees, these employees exhibit higher levels of discretionary effort, a hallmark of engagement. The study highlighted that servant leadership behaviors, such as showing empathy and being attentive to employee needs, enhance the emotional bonds employees feel towards their organization.

Some researchers have proposed that the relationship between servant leadership and employee engagement may be influenced by various moderating and mediating factors. For example, Yang (2019) suggested that organizational culture and climate can mediate the relationship, indicating that servant leadership is more likely to foster engagement in cultures that are supportive and inclusive.

Additionally, research by Ye et al. (2021) indicated that job clarity and meaningful work can serve as moderators in this relationship. Their study posited that when employees clearly understand their roles and find their work meaningful, servant leadership behaviors have a more substantial influence on engagement levels.

#### **2.2.4 Employee Engagement**

Kang et al. (2021) investigated the relationship between gender and employee engagement, finding that females tend to have lower levels of engagement compared to males, possibly due to their greater responsibility for household work. Alagarsamy et al. (2020) confirmed this relationship but noted that the correlation between gender and engagement is relatively weak and not absolute. They also found a positive relationship between age and engagement. Bao (2019) found that the relationship between gender, age, and engagement is more pronounced when the sample size is larger (500 or more individuals).

Cai et al. (2021) found that employees with different personality traits are associated with different levels of engagement. Engaged employees tend to have low neuroticism, high flexibility, and high extraversion, while disengaged employees exhibit the opposite traits. Chakraborty and Ganguly (2019) conducted an in-depth analysis of the relationship between specific personality traits and engagement. They found that neuroticism is negatively related to engagement, conscientiousness is positively related, and extraversion has no significant correlation with engagement.

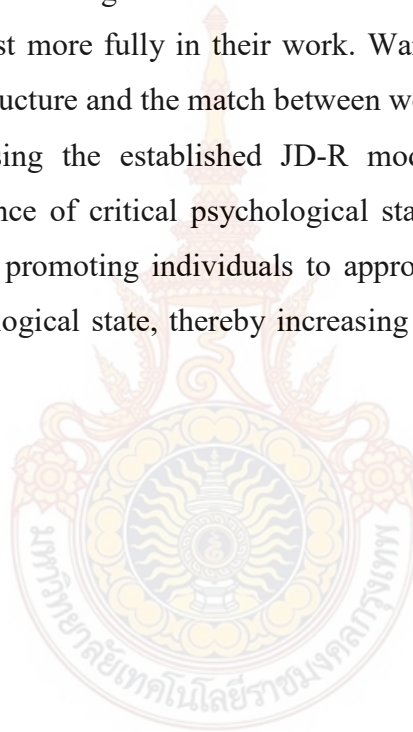
Chen et al. (2020) found that individuals with positive self-evaluations exhibit higher adaptability and job performance, resulting in increased engagement.

**Job-Related Factors:** Chiniara and Bentein (2016) introduced the JD-R (Job Demand-Resource) model, which states that job resources positively affect employee engagement. De Spiegelaere et al. (2016) found that job demands have a negative influence on engagement. Eldor and Vigoda-Gadot (2017) agreed with Mauno's findings and emphasized that job resources have a more substantial positive effect on engagement compared to job demands. Fu and He (2017) supported this conclusion. Kaur and Mittal (2020) suggested that individual perceptions of the meaningfulness, safety, and availability of their jobs play a mediating role in the relationship between job demands, job resources, and engagement. Luo and Qian (2018) all supported these findings. Chen (2020) found that managers and professionals tend to have higher engagement compared to non-managerial employees.

Mishra and Kodwani (2019) stated that organizational environmental factors, including skill training, performance feedback, and organizational support, have a positive impact on employee engagement. Rich et al. (2010) supported the positive relationship between organizational support and engagement. O'Connor and Crowley-Henry (2019) employed Adams's equity theory to compare procedural fairness and distributive fairness, finding that procedural fairness has a greater influence on employee engagement. Sandhya and Sulphey (2019) demonstrated that psychological empowerment is significantly positively related to employee engagement. Mishra et al. (2019) explored the relationship between internal communication within organizations and employee engagement, finding that effective internal communication leads to trust and, consequently, higher levels of engagement. Sun and Liu (2017) emphasized the importance of creating a work environment that fosters employee potential to enhance engagement. Kodwani and Prashar (2019) argued that factors such as support, fairness, and appropriate conflict levels in the work environment can positively influence employee engagement.

Through a review of existing research literature, it has been found that factors related to the work-related dimensions that influence employee engagement can include job autonomy, job resources, job demands, and job feedback. De

Spiegelaere et al. (2016) confirmed that job autonomy has a positive effect on job engagement and dedication. Chiniara and Bentein (2016) found that psychological needs play an essential mediating role in the relationship between job autonomy and engagement. They highlighted that this effect is favorable. De Spiegelaere et al. (2016) and Chiniara and Bentein (2016) collectively indicated that job feedback has a significant influence on variables such as engagement, vigor, and dedication. This is primarily because when subordinates receive timely feedback from their superiors, they perceive that their superiors are concerned and value the work they are involved in, which contributes to the ignition of subordinates' work enthusiasm and initiative, leading them to invest more fully in their work. Wang et al. (2008) discovered that the richness of job structure and the match between work and role predict engagement. Schaufeli (2017), using the established JD-R model, argued that job resources facilitate the emergence of critical psychological states in individuals by satisfying their work demands, promoting individuals to approach work with a more positive and healthier psychological state, thereby increasing the likelihood of the frequency of engagement.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research aims to evaluate the influence of Leadership Behavior Assessments and Servant-oriented Leadership on Employee Engagement within Chinese organizations. By surveying a demographically diverse group of employees, the study investigated how these leadership approaches correlate with engagement levels, taking into account various personal characteristics, including gender, age, education, income, occupation, and work experience. This study employed a quantitative research design, utilizing questionnaires as its primary data collection method.

#### **3.2 Research Population and Samples**

##### **3.2.1 Population**

This study aims to explore the impact of leadership behavior assessment and servant-oriented leadership on employee engagement within the context of Mainland China. The primary population for this research consisted of employees from enterprises in Jilin Province, China. This population is infinite.

##### **3.2.2 Samples**

The primary population for this research consisted of employees from enterprises in Jilin Province, China. Since the population is infinite, the sample size calculated by Krejcie and Morgan (1970) is approximately 400.

##### **3.2.3 Sampling Methods**

Due to the large population, the sampling method used in this study is non-probability sampling, specifically convenience sampling.

#### **3.3 Data Collection**

This study employed online questionnaires as the primary data collection tool. Online surveys were created and distributed through the "SurveyStar" platform.

This platform offered a convenient way for researchers to create customized surveys and send them to participants. To distribute questionnaires and collect data, the online survey distribution platform "SurveyStar" was utilized. This platform enabled efficient data collection as participants can easily access and complete the survey electronically. The use of the online platform also facilitates data management and analysis, ensuring timely and accurate responses. This study employed a simple random sampling method and an online data collection platform, aiming to enhance the reliability and effectiveness of the research results.

Once the questionnaires and participants were ready, the data collection phase began:

**Questionnaire Distribution:** Questionnaires were distributed online to participants through the "SurveyStar" platform. Participants accessed the questionnaire electronically and completed it as instructed.

**Data Management:** Collected data was automatically stored on the platform and managed by the researchers. This included monitoring data completeness and accuracy.

**Reminders and Follow-ups:** Participants received reminders as needed to encourage completion of the questionnaire. Additionally, if there were incomplete or inconsistent responses, further follow-up can be conducted through the platform.

### **3.4 Research Instrument**

This study incorporated a questionnaire survey to obtain the necessary information during the research process. The questionnaire was divided into four parts: Demographic Factors (Part 1), Leadership Behavior Assessment (Part 2), Servant-Oriented Leadership (Part 3), and Employee Engagement (Part 4). For parts 2-4, the scale employs a 5-point Likert scale, ranging from 1 to 5, where 1 represents "strongly disagree," and 5 represents "strongly agree." Higher scores indicate greater alignment with the respective items.

### 3.4.1 Demographic Data Section

This section included basic personal information of the participants, including Gender, Marital Status, Age, Educational level, Monthly Income, Occupation, Type of Job, Job Classification, and Working Experience.

### 3.4.2 Leadership Behavior Assessment

The Leadership Behavior Assessment survey questionnaire was developed based on the research conducted by Liden et al. (2008). It has been adapted for the specific cultural context of China with appropriate modifications made. This questionnaire aimed to assess leadership behaviors, with a particular focus on servant leadership qualities. It comprised seven dimensions, including a commitment to employee interests, empowerment, conceptual skills, adherence to ethical standards, value creation, support for employee growth, and emotional support. The questionnaire employed a seven-point rating scale, allowing respondents to evaluate a leader's performance in these areas, with scores ranging from 1 (very poor) to 5 (excellent). This questionnaire has been widely applied across various industries and domains, demonstrating strong reliability and validity.

Table 3.1 Leadership Behavior Assessment

Dimension	Item
Self-Improve ment and Feedback	I actively seek feedback from my team members to enhance my leadership skills.
	I regularly reflect on my leadership practices and consider areas for personal growth.
	I encourage and act upon constructive criticism to enhance my leadership effectiveness.
	I recognize my weaknesses and work towards turning them into strengths.
	I communicate a clear vision and goals to my team.
Vision and Innovation	I am open to new ideas and encourage innovation within my team.
	I foster a culture where innovative thinking is rewarded and not punished.
	I lead change initiatives effectively and help my team adapt to new directions.

### 3.4.3 The Measurement of Servant-Oriented Leadership

Liden et al. (2008) developed a Servant Leadership Scale in their research, which, upon its introduction to China, underwent comprehensive translation and modification. These adaptations were made with consideration of China's unique cultural context, resulting in enhanced reliability and validity of the scale. The integrated Servant Leadership Scale encompasses seven dimensions, including prioritizing employee interests, empowerment, conceptual skills, adherence to ethical standards, value creation, assisting employee growth, and emotional consolation. It comprised a total of 28 specific items and employed a seven-point scoring system for measurement. It is worth noting that this scale has been widely applied across various industries and fields, with its practical utility validated. Therefore, in this study, the scale was utilized to measure the Servant Leadership variable.

Table 3.2 The Measurement of Servant Leadership

Category	Item Statement
Altruism and Service	I do not seek recognition or rewards when serving others.
	I learn from those I serve.
	I am willing to make personal sacrifices in service to others.
	I seek to serve rather than to be served.
	I am satisfied to bring out the best in others.
	When others make mistakes, I am very forgiving and help them learn from their errors.
	I believe that leadership is more of a responsibility than a position.
Vision and Influence	I have a higher sense of purpose.
	My leadership is driven by values that go beyond self-interest and material success.
	I firmly believe that every organization needs higher goals.
	I can clearly articulate the future goals and direction of my organization.
	I know what I want my organization to be and what it can do for society.
Personal Integrity and Example	I can motivate others with my passion and confidence to achieve my goals.
	I am highly focused and disciplined in my work.
	I lead by example.
	I set clear and achievable goals.
Team Empowerment	I never ask anyone to do something I am not willing to do myself.
	I value every person on the team.
	I actively seek ways to harness people's differences to contribute to the team.

Category	Item Statement
and	I am willing to share my power and authority with others.
Improvement	I am willing to challenge my ideas. I often suggest solutions that others find helpful and practical. I demonstrate how everyone can contribute to improving the production process.

### 3.4.4 Measurement of Employee Engagement

In the existing literature, there is no consensus among scholars regarding the definition and structure of employee engagement. Consequently, there are variations in the introduction and selection of measurement tools when discussing this concept. However, a prominent measure of employee engagement proposed by Schaufeli (2017) has gained recognition among scholars. Therefore, the researcher endorsed the use of the measurement tool advocated by Schaufeli, specifically the Utrecht Work Engagement Scale (UWES), in measuring employee engagement.

Table 3.3 Measurement of Employee Engagement

Dimension	Item
Cognitive Engagement	My work is meaningful and valuable.
	I believe my work contributes to the achievement of organizational goals.
	I consider it my responsibility to perform well at work.
	My job is very motivating.
	I derive a sense of accomplishment from my work.
Affective Engagement	I take pride in being a member of this company.
	I hold my organization in high regard.
	I am willing to recommend the benefits of working here to others.
	I am not likely to leave the company easily.
	I put much effort into my job.
Behavioral Engagement	I rarely get distracted while working.
	Time always flies when I am working.
	I often do more than what is required.
	I tirelessly work without feeling exhausted. I do not leave work until it is completed.

### 3.5 Content Validity and Reliability

#### 3.5.1 Content Validity

Validity analysis is the process of measuring the accuracy and effectiveness of a scale, which can be divided into content validity, convergent validity, structural validity, and other related measures, depending on the specific research needs. The validity of the questionnaires was tested using IOC (Item-Objective Congruence). This method quantitatively measures content experts' judgments of items to evaluate the fit between test items and the table of specifications. The validity of this content was reviewed by 3 managers from enterprises in Jilin Province, China.

+1 The question is consistent with the content of the measurement objective.

0 Not sure that the question was consistent with the content of the measurement objective.

-1 The question is not consistent with the content of the measurement objective.

The results of all expert evaluations are used to calculate the IOC index according to the formulas of Hambleton and Cook (1977) as follows:

$$IOC = \Sigma R / N$$

$\Sigma R$  = total rating score from all experts for each question

N = number of experts

Table 3.4 Content Validity

Leadership Behavior Assessment IOC		Expert 1	Expert 2	Expert 3	IOC Index
10. Self-Improvement and Feedback	I actively seek feedback from my team members to enhance my leadership skills.	1	1	1	1
	I regularly reflect on my leadership practices and consider areas for personal growth.	0	1	1	0.67
	I encourage and act upon constructive criticism to enhance my leadership	1	1	1	1

Leadership Behavior Assessment IOC		Expert 1	Expert 2	Expert 3	IOC Index
11. Vision and Innovation	effectiveness.				
	I recognize my weaknesses and work towards turning them into strengths.	1	1	1	1
	I communicate a clear vision and goals to my team.	1	0	1	0.67
	I am open to new ideas and encourage innovation within my team.	1	1	1	1
	I foster a culture where innovative thinking is rewarded and not punished.	1	1	1	1
	I lead change initiatives effectively and help my team adapt to new directions.	1	1	1	1
The Measurement of Servant-oriented Leadership IOC		Expert 1	Expert 2	Expert 3	IOC Index
12. Altruism and Service	I do not seek recognition or rewards when serving others.	1	1	1	1
	I learn from those I serve.	1	1	1	1
	I am willing to make personal sacrifices in service to others.	0	1	1	0.67
	I seek to serve rather than to be served.	1	1	1	1
	I am satisfied to bring out the best in others.	1	1	1	1
	When others make mistakes, I am very forgiving and help them learn from their errors.	1	1	1	1
13. Vision and Influence	I believe that leadership is more of a responsibility than a position.	1	1	1	1
	I have a higher sense of purpose.	1	0	1	0.67
	My leadership is driven	1	1	1	1

Leadership Behavior Assessment IOC		Expert 1	Expert 2	Expert 3	IOC Index
	by values that go beyond self-interest and material success.				
	I firmly believe that every organization needs higher goals.	1	1	1	1
	I can clearly articulate the future goals and direction of my organization.	1	1	1	1
	I know what I want my organization to be and what it can do for society.	1	0	1	0.67
	I can motivate others with my passion and confidence to achieve my goals.	1	1	1	1
14. Personal Integrity and Example	I am highly focused and disciplined in my work.	1	1	1	1
	I lead by example.	1	1	1	1
	I set clear and achievable goals.	1	1	1	1
	I never ask anyone to do something I am not willing to do myself.	1	1	1	1
	I value every person on the team.	1	1	1	1
15. Team Empowerment and Improvement	I actively seek ways to harness people's differences to contribute to the team.	0	1	1	0.67
	I am willing to share my power and authority with others.	1	1	1	1
	I am willing to challenge my ideas.	1	1	1	1
	I often suggest solutions that others find helpful and practical.	1	1	1	1
	I demonstrate how everyone can contribute to improving the production process.	1	1	1	1
Measurement of Employee Engagement IOC		Expert 1	Expert 2	Expert 3	IOC Index

Leadership Behavior Assessment IOC		Expert 1	Expert 2	Expert 3	IOC Index
16. Cognitive Engagement	My work is meaningful and valuable.	0	1	1	0.67
	I believe my work contributes to the achievement of organizational goals.	1	1	1	1
	I consider it my responsibility to perform well at work.	1	1	1	1
	My job is very motivating.	1	1	1	1
	I derive a sense of accomplishment from my work.	1	1	1	1
17. Affective Engagement	I take pride in being a member of this company.	1	1	1	1
	I hold my organization in high regard.	1	0	1	0.67
	I am willing to recommend the benefits of working here to others.	1	1	1	1
	I am not likely to leave the company easily.	1	1	1	1
	I put much effort into my job.	1	1	1	1
18. Behavioral Engagement	I rarely get distracted while working.	1	1	1	1
	Time always flies when I am working.	1	1	1	1
	I often do more than what is required.	1	1	1	1
	I tirelessly work without feeling exhausted.	0	1	1	0.67
	I do not leave work until it is completed.	1	1	1	1

If the calculated IOC index is greater than or equal to 0.5, it is considered that the questions are being measured in line with the research objectives. Therefore, the questions were chosen. If any question has a value that does not meet the 0.5 criterion, and it is necessary to use that question, it was revised again according to the advice of experts.

### 3.5.2 Reliability

Reliability refers to the consistency and stability of measurement. In this study, a reliability test was conducted using 30 participants to assess the consistency and stability of the questionnaires employed. The reliability of the measurement scales was assessed using Cronbach's alpha coefficient. A high Cronbach's alpha coefficient indicates good internal consistency, suggesting that the items within each scale consistently measure the same underlying construct.

Reliability analysis is a method used to assess the stability and consistency of the selected scale and its items. It can be conducted using Cronbach's Alpha coefficient and the Corrected Item-Total Correlation (CITC) values. According to Hair et al. (2010), a Cronbach's alpha value of 0.70 or higher indicates acceptable reliability. For the latter, when its value exceeds 0.4, it can be considered as an indication of the scale's usability.

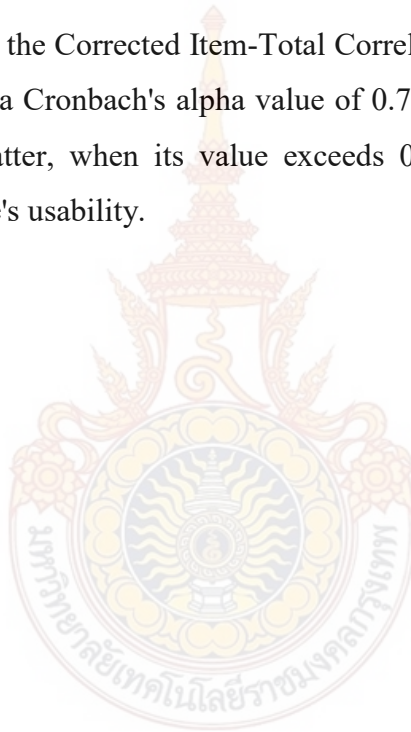


Table 3.5 Reliability Analysis of Leadership Behavior Assessment

<b>Reliability Analysis of Leadership Behavior Assessment</b>			
	<b>Items</b>	<b>Corrected Item-Total Correlation</b>	<b>Cronbach's Alpha if Item Deleted      Cronbach's Alpha</b>
10. Self-Improvement and Feedback	I actively seek feedback from my team members to enhance my leadership skills.	0.743	0.675
	I regularly reflect on my leadership practices and consider areas for personal growth.	0.582	0.736
	I encourage and act upon constructive criticism to enhance my leadership effectiveness.	0.752	0.683
	I recognize my weaknesses and work towards turning them into strengths.	0.714	0.697
	I communicate a clear vision and goals to my team.	0.081	0.864
	I am open to new ideas and encourage innovation within my team.	0.515	0.743
11. Vision and Innovation	I foster a culture where innovative thinking is rewarded and not punished.	0.506	0.734
	I lead change initiatives effectively and help my team adapt to new directions.	0.615	0.676
Leadership Behavior Assessment			0.757

The reliability analysis of the Leadership Behavior Assessment reveals promising results. In the section focusing on Self-Improvement and Feedback, all items exhibit strong correlations with the overall score, ranging from 0.582 to 0.752. Moreover, the removal of any item would marginally reduce Cronbach's alpha,

indicating their collective contribution to the assessment's reliability, which stands impressively high at 0.864. Similarly, the Vision and Innovation section demonstrates robust correlations (ranging from 0.506 to 0.615) and maintains good internal consistency, with a Cronbach's alpha of 0.762. These findings suggest that the assessment effectively captures targeted leadership behaviors and underscores its reliability in evaluating both self-improvement efforts and visionary leadership qualities.

Table 3.6 Reliability Analysis of Servant-oriented Leadership

	Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
12. Altruism and Service	I do not seek recognition or rewards when serving others.	0.484	0.619	0.786
	I learn from those I serve.	0.205	0.678	
	I am willing to make personal sacrifices in service to others.	0.448	0.608	
	I seek to serve rather than to be served.	0.708	0.728	
	I am satisfied to bring out the best in others.	0.65	0.745	
	When others make mistakes, I am very forgiving and help them learn from their errors.	0.72	0.726	
	I believe that leadership is more of a responsibility than a position.	0.529	0.601	
13. Vision and Influence	I have a higher sense of purpose.	0.563	0.602	0.604
	My leadership is driven by values that go beyond self-interest and material success.	0.521	0.619	

	Items	Corrected Item-Total Correlation	Cronbach 's Alpha if Item Deleted	Cronbach's Alpha
14. Personal Integrity and Example	I firmly believe that every organization needs higher goals.	0.609	0.511	0.683
	I can clearly articulate the future goals and direction of my organization.	0.694	0.536	
	I know what I want my organization to be and what it can do for society.	0.7	0.521	
	I can motivate others with my passion and confidence to achieve my goals.	0.716	0.547	
	I am highly focused and disciplined in my work.	0.711	0.549	
	I lead by example.	0.398	0.649	
	I set clear and achievable goals.	0.155	0.751	
	I never ask anyone to do something I am not willing to do myself.	0.711	0.554	
	I value every person on the team.	0.363	0.669	
	I actively seek ways to harness people's differences to contribute to the team.	0.863	0.889	
15. Team Empowerment and Improvement	I am willing to share my power and authority with others.	0.768	0.902	0.913
	I am willing to challenge my ideas.	0.767	0.9	
	I often suggest solutions that others find helpful and practical.	0.824	0.885	

Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
I demonstrate how everyone can contribute to improving the production process.	0.798	0.889	
Servant-oriented Leadership		0.773	

The reliability analysis of the Servant-Oriented Leadership assessment highlights its effectiveness in evaluating key leadership dimensions. Across the assessment's various facets, distinct patterns emerge: Altruism and Service, Vision and Influence, Personal Integrity and Example, and Team Empowerment and Improvement. Each dimension reveals varying degrees of item-total correlations and internal consistency. Notably, the dimension of Team Empowerment and Improvement consistently demonstrates high correlations and robust internal consistency. Overall, the assessment showcases satisfactory reliability (Cronbach's alpha = 0.773) and effectively captures essential qualities of servant leadership. These insights underscore its value in assessing leadership approaches characterized by altruism, vision, integrity, and empowerment within organizational settings.

Table 3.7 Reliability Analysis of Employee Engagement

Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
My work is meaningful and valuable.	0.039	0.878	
16. I believe my work contributes to the achievement of organizational goals.	0.762	0.698	0.8
I consider it my responsibility to perform	0.65	0.739	

	well at work.			
	My job is very motivating.	0.77	0.705	
	I derive a sense of accomplishment from my work.	0.726	0.72	
	I take pride in being a member of this company.	0.685	0.687	
	I hold my organization in high regard.	0.562	0.751	
17. Affective Engagement	I am willing to recommend the benefits of working here to others.	0.495	0.774	0.782
	I am not likely to leave the company easily.	0.64	0.703	
	I put much effort into my job.	0.666	0.519	
	I rarely get distracted while working.	0.666	0.522	
18. Behavioral Engagement	Time always flies when I am working.	0.43	0.605	0.661
	I often do more than what is required.	0.622	0.552	
	I tirelessly work without feeling exhausted.	0.107	0.748	
	I do not leave work until it is completed.	0.083	0.713	
	Employee Engagement		0.821	

The reliability analysis of the Employee Engagement assessment unveils its effectiveness in assessing three vital dimensions: Cognitive Engagement, Affective Engagement, and Behavioral Engagement. While individual items within each dimension exhibit varying levels of correlation, collectively, they offer valuable insights into the diverse aspects of employee engagement. Despite some items showing weaker associations, the overall assessment maintains commendable reliability, with an impressive Cronbach's alpha of 0.821. These findings underscore the assessment's capacity to comprehensively evaluate employee engagement across cognitive, affective, and behavioral domains, thereby providing organizations with valuable insights into their workforce's level of engagement and commitment.

### 3.6 Data Analysis

#### 3.6.1 Descriptive Statistics

In this study, the absolute frequency and percentage frequency were used to present the Demographic Factors. To analyze the data for Leadership Behavior Assessment, Servant-Oriented Leadership, and Employee Engagement, this study introduced the absolute frequency, percent frequency, arithmetic mean, and standard deviation.

For the arithmetic mean, the results obtained from Leadership Behavior Assessment, Servant-Oriented Leadership, and Employee Engagement did not match the discrete numbers (1, 2, 3, 4, and 5) as classified in the questionnaires. It was calculated in terms of continuous numbers with decimals that were interpreted in relation to the objective of the questionnaires. According to Best (1981), the criteria for interpreting these means are as follows.

The arithmetic mean of 1.00 – 1.49 is in the strongly disagree level.

The arithmetic mean 1.50 – 2.49 is in the disagree level.

The arithmetic mean of 2.50 – 3.49 is at a neutral level.

The arithmetic mean 3.50 – 4.49 is in the agree level.

The arithmetic mean 4.50 – 5.00 is in the strongly agree level.

However, in this study, the criteria for interpreting the means were designed to cover all possibilities of results, which included an infinite number of digits, not just two digits, as mentioned above. To calculate the mean of the continuous data, there was no gap between the upper-class limit of the first class and the lower limit of the second class. That is, the upper-class limit of the first class was the same number as the lower limit of the second class. Moreover, the interval between the classes should be constant, which is equal to one in this study (Weiers, 2011). The proper scale was designed as follows.

The arithmetic mean is 0.5, but values less than 1.5 are classified as strongly disagree.

The arithmetic mean is 1.5, but less than 2.5 is at the disagree level.

The arithmetic mean is 2.5, but values less than 3.5 are considered neutral.

The arithmetic mean is 3.5, but it is less than the agreed-upon level of 4.5.

The arithmetic mean of 4.5 but less than or equal to 5.5 is in the strongly agree level.

### **3.6.2 Inferential Statistics**

**3.6.2.1 Independent Samples t-test:** The Independent Samples t-test allows us to determine whether there is a statistically significant difference in employee engagement between employees of different genders.

**3.6.2.2 One-way ANOVA:** One-way ANOVA is used to test the mean differences among groups classified by Marital Status, Age, Educational Level, Monthly Income, Occupation, Type of Job, Job Classification, and Work Experience.

**3.6.2.3 Stepwise Regression Analysis:** Stepwise regression analysis can establish the relationship between independent and dependent variables and understand the degree of mutual influence among variables. In this study, the stepwise regression method was employed to analyze the influence of Leadership Behavior Assessment and Servant-oriented Leadership on Employee Engagement.

This study is summarized as follows.

H<sub>1</sub>: Differences in Demographic Factors generate differences in Employee Engagement.

The independent samples t-test was used to compare the genders.

-One-way ANOVA was applied for Marital Status, Age, Educational Level, Monthly Income, Occupation, Types of Job, Job Classification, and Working Experience.

H<sub>2</sub>: The Influence of Leadership Behavior Assessment on Employee Engagement.

-Multiple Regression Analysis was used.

H<sub>3</sub>: The Influence of Servant-oriented Leadership on Employee Engagement.

-Multiple Regression Analysis was used

H<sub>4</sub>: The Influence of Leadership Behavior Assessment and Servant-oriented Leadership on Employee Engagement.

-Multiple Regression Analysis was used

## CHAPTER IV

### ANALYSIS RESULT

This study aims to thoroughly explore the impact of leadership behavior evaluation and servant leadership on employee engagement levels in Mainland China. The primary population of this research consists of employees from enterprises in Jilin Province, China. Since the population is infinite, the sample size calculated by Krejcie and Morgan (1970) is approximately 400. Based on advanced statistical programs, the data analysis in this study is mainly divided into two categories: descriptive statistics and inferential statistics. The descriptive statistics presented in this chapter include absolute frequencies, percentage frequencies, arithmetic means, and standard deviations. In terms of inferential statistics, the statistical methods based on hypothesis testing include the Independent Sample t-test, One-way ANOVA, and multiple linear regression analysis.

#### 4.1 Research Finding (Descriptive Statistics)

##### 4.1.1 Demographic Factors

Table 4.1 The Frequency and Percent Frequency Classified by Demographic Factor

Question	Options	Frequency	Percent
1. Gender	<input type="checkbox"/> Male	276	69.00
	<input type="checkbox"/> Female	124	31.00
	<input type="checkbox"/> Single	116	29.00
2. Marital Status	<input type="checkbox"/> Married	150	37.50
	<input type="checkbox"/> Divorce	134	33.50
	<input type="checkbox"/> 18 but less than 25 years old	13	3.25
3. Age	<input type="checkbox"/> 25 but less than 35 years old	60	15.00
	<input type="checkbox"/> 35 but less than 45 years old	171	42.75
	<input type="checkbox"/> 45 but less than 60 years old	115	28.75
	<input type="checkbox"/> 60 years old and above	41	10.25
4. Educational Level	<input type="checkbox"/> Junior High School or Below	115	28.75
	<input type="checkbox"/> High school or Vocational School	151	37.75
	<input type="checkbox"/> College or Undergraduate	92	23.00

Question	Options	Frequency	Percent
5. Monthly Income:	<input type="checkbox"/> Master's Degree or above	42	10.50
	<input type="checkbox"/> Below 3,000 yuan	4	1.00
	<input type="checkbox"/> 3,000 but less than 5,000 yuan	40	10.00
	<input type="checkbox"/> 5,000 but less than 10,000 yuan	101	25.25
	<input type="checkbox"/> 10,000 but less than 15,000 yuan	229	57.25
	<input type="checkbox"/> 15,000 yuan and more	26	6.50
6. Occupation	<input type="checkbox"/> Government Employee	5	1.25
	<input type="checkbox"/> Public Institution Employee	55	13.75
	<input type="checkbox"/> Company Employee	91	22.75
	<input type="checkbox"/> Servant Industry Employee	190	47.50
	<input type="checkbox"/> Self-Employed	59	14.75
	<input type="checkbox"/> Technology/IT	45	11.25
7. Types of Job	<input type="checkbox"/> Education	61	15.25
	<input type="checkbox"/> Finance	125	31.25
	<input type="checkbox"/> Other (please specify)	169	42.25
	<input type="checkbox"/> Primarily physical/Manual Labor	1	0.25
	<input type="checkbox"/> Primarily Administrative/Clerical Work	55	13.75
8. Job Classification	<input type="checkbox"/> A Mix of Physical and Administrative Tasks	101	25.25
	<input type="checkbox"/> Customer Service Oriented	159	39.75
	<input type="checkbox"/> Creative/Design Oriented	84	21.00
	<input type="checkbox"/> Less than a year	114	28.50
9. Working Experiences	<input type="checkbox"/> 1 but less than 3 years	147	36.75
	<input type="checkbox"/> 3 but less than 5 years	91	22.75
	<input type="checkbox"/> 5 years and more	48	12.00
Total		400	100.00

The data from Table 4.1 provide a comprehensive overview of the demographic characteristics of the 400 employees surveyed in Jilin Province, China, segmented by various factors, including gender, marital status, age, educational level, monthly income, occupation, job type, job classification, and work experience.

The gender distribution shows a significant majority of males (69.00%) compared to females (31.00%), indicating a possible gender disparity within the sample. Marital status is more evenly distributed, with 37.50% married, 33.50% divorced, and 29.00% single. This diversity in marital status provides a broad

perspective on the engagement levels across different life stages. Age-wise, a substantial portion of the respondents falls within the 35- to 45-year age bracket (42.75%), suggesting that the majority are at a mature stage of their careers, which could influence their professional engagement and expectations.

Educationally, most respondents have attained high school or vocational training (37.75%), with fewer having progressed to higher education levels, such as a master's degree or above (10.50%). This educational initiative is crucial, as it may impact job roles and, consequently, employee engagement levels. Income levels vary, with a notable concentration (57.25%) of individuals earning between 10,000 and 15,000 yuan, indicating a prevalence of the middle-income group in the sample. This income range, combined with educational levels, may reflect the professional opportunities and satisfaction levels experienced by employees.

In terms of occupation and field of work, the largest group of respondents is employed in the service industry (47.50%), followed by company employees (22.75%) and employees of public institutions (13.75%). The most common fields in which respondents work include finance (31.25%) and other unspecified fields (42.25%), indicating a diverse range of industries represented in the sample. Most jobs are customer service-oriented (39.75%) and involve a mix of physical and administrative tasks (25.25%). Regarding work experience, a significant number have relatively short tenures in their current fields, with 28.50% having less than a year and 36.75% between one and three years. This suggests a relatively young workforce in terms of career duration, which could impact their long-term engagement and development within their respective fields.

#### 4.1.2 Leadership Behavior Assessment

Table 4.2 The Descriptive Statistics of Leadership Behavior Assessment

Classification	N	Mean	S.D.	Meaning	Rank
Vision and Innovation	400	3.340	0.807	agree	2
Self-Improvement and Feedback	400	3.393	0.820	agree	1
Overall	400	3.367	0.801	agree	-

Table 4.2 shows that the highest-rated aspect of the Leadership Behavior Assessment is "Self-Improvement and Feedback," with a mean score of 3.393 and a standard deviation of 0.820, indicating strong agreement among participants that their

leaders are committed to continuous growth and provide valuable feedback. "Vision and Innovation" has a slightly lower mean score of 3.340 and a standard deviation of 0.807, suggesting general agreement but with some variability in perception. The overall Leadership Behavior Assessment has a mean score of 3.367 and a standard deviation of 0.801. These findings reflect positive views of leadership behaviors, with "Self-Improvement and Feedback" being the most highly rated. This highlights the importance of fostering a leadership culture that emphasizes continuous improvement, open feedback, a clear vision, and innovation.

#### 4.1.3 Servant-oriented Leadership

Table 4.3 The Descriptive Statistics of Servant-oriented Leadership

<b>Classification</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>Meaning</b>	<b>Rank</b>
Altruism and Service	400	3.378	0.908	agree	2
Vision and Influence	400	3.335	0.830	agree	4
Personal Integrity and Example	400	3.410	0.984	agree	1
Team Empowerment Improvement	400	3.351	0.834	agree	3
Overall	400	3.367	0.851	agree	-

Table 4.3 presents the descriptive statistics for various aspects of Servant-oriented leadership. "Personal Integrity and Example" ranks highest with a mean score of 3.410 and a standard deviation of 0.984, indicating strong agreement among participants that their leaders exhibit personal integrity and set a good example. The second rank is 'Altruism and Service, with a mean score of 3.378 and a standard deviation of 0.908, while "Team Empowerment Improvement" follows closely with a mean score of 3.351 and a standard deviation of 0.834, ranking third. Finally, "Vision and Influence" ranks fourth with a mean score of 3.335 and a standard deviation of 0.830. These results suggest that participants generally agree that their leaders exhibit servant-oriented behaviors, with personal integrity and leading by example being the most strongly perceived attributes. This underscores the importance of fostering leadership qualities centered on integrity, empowerment, and a strong ethical example to enhance servant-oriented leaders. The overall Servant-oriented Leadership dimension has a mean score of 3.367 and a standard deviation of 0.851.

#### 4.1.4 Employee Engagement

Table 4.4 The Descriptive Statistics of Employee Engagement

Classification	N	Mean	S.D.	Meaning	Rank
Cognitive Engagement	400	3.360	0.821	Agree	3
Affective Engagement	400	3.420	0.978	Agree	1
Behavioral Engagement	400	3.377	0.908	Agree	2
Overall	400	3.384	0.854	Agree	-

Table 4.4 provides the descriptive statistics for various aspects of Employee Engagement among the participants. The highest-rated aspect is "Affective Engagement," with a mean score of 3.420 and a standard deviation of 0.978, indicating strong agreement among participants about their emotional attachment and enthusiasm towards their work. "Behavioural Engagement" yields a mean score of 3.377 and a standard deviation of 0.908, indicating participants' agreement on their active involvement and commitment to their tasks. The third rank, "Cognitive Engagement," has a mean score of 3.360 with a standard deviation of 0.821, suggesting that participants generally agree on their mental involvement and focus. The overall employee engagement score is 3.384, with a standard deviation of 0.854. These findings show that while all aspects of employee engagement are positively perceived, affective engagement is the strongest, highlighting the importance of fostering emotional connections and enthusiasm in the workplace to enhance overall employee engagement.

## 4.2 Hypothesis Testing Result (Inferential Statistics)

### 4.2.1 Differences in Demographic Factors Generate Differences in Employee Engagement

#### 4.2.1.1 Differences in Gender Generate Differences in Employee Engagement

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

Table 4.5 The Independent Samples t-test of the Gender Factor

Items	Gender	N	Mean	S.D.	t-value	p-value
Employee Engagement	Male	276	3.19	1.164	0.606	0.437
	Female	124	3.33	1.080		

The results, as presented in Table 4.5, indicate the following: For males (N = 276), the mean employee engagement score is 3.19, with a standard deviation (SD) of 1.164. For females (N = 124), the mean employee engagement score is 3.33, with a standard deviation of 1.08. The calculated t-value is 0.606, with an associated p-value of 0.437. Given the p-value of 0.437, which is greater than the typical significance level of 0.05, there is insufficient evidence to reject the null hypothesis. Thus, based on this analysis, there is no statistically significant difference in employee engagement between genders. Additional insights into gender-related dynamics in employee engagement could be explored through further investigation and analysis.

#### ***4.2.1.2 Differences in Marital Status Generate Differences in Employee Engagement***

$$H_0: \mu_i = \mu_j$$

$$H_a: \mu_i \neq \mu_j \text{ at last one Pair where } i \neq j.$$

Table 4.6 The One-way ANOVA of Marital Status

Employee Engagement		Sum of Squares	df	Mean Square	F	Sig.
Marital Status	Between Groups	1.316	2	0.658	0.902	0.407
	Within Groups	289.77	397	0.730		
	Total	291.08	399			

Table 4.6 presents the outcomes of a one-way analysis of variance (ANOVA) examining the influence of marital status on employee engagement. Between Groups: The sum of squares for marital status is 1.316, with 2 degrees of freedom (Df). The mean square is 0.658. Within Groups: The sum of squares within groups is 289.773, with 397 degrees of freedom. The mean square is 0.730. Total: The total sum of squares is 291.089, with 399 observations. The F-value is 0.902, and

the associated p-value (Sig.) is 0.407. Since the p-value is greater than the typical significance level of 0.05, we fail to reject the null hypothesis. This indicates that there is no statistically significant difference in employee engagement based on marital status. Therefore, according to this analysis, marital status does not appear to have a significant effect on employee engagement in the studied sample. Additional investigations or analyses may be necessary to explore other potential factors influencing employee engagement.

#### ***4.2.1.3 Differences in Age Generate Differences in Employee Engagement***

$$H_0: \mu_i = \mu_j$$

$$H_a: \mu_i \neq \mu_j \text{ at last one Pair where } i \neq j.$$

Table 4.7 The One-way ANOVA of Age

<b>Employee Engagement</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Age	Between Groups	0.786	4	0.197	0.267	0.899
	Within Groups	290.30	395	0.735		
	Total	291.08	399			

Table 4.7 presents the results of a one-way analysis of variance (ANOVA) examining the effect of age on employee engagement. Between Groups: The sum of squares for age is 0.786, with 4 degrees of freedom (Df). The mean square is 0.197. Within Groups: The sum of squares within groups is 290.303, with 395 degrees of freedom. The mean square is 0.735. Total: The total sum of squares is 291.089, with 399 observations. The F-value is 0.267, and the associated p-value (Sig.) is 0.899. Since the p-value is higher than the conventional significance level of 0.05, we fail to reject the null hypothesis. Thus, there is no statistically significant difference in employee engagement based on age. This analysis suggests that age does not exert a significant influence on employee engagement in the examined sample. Further exploration or consideration of other variables may be necessary to gain a deeper understanding of the factors influencing employee engagement.

#### ***4.2.1.4 Differences in Educational Level Generate Differences in Employee Engagement***

$$H_0: \mu_i = \mu_j$$

$$H_a: \mu_i \neq \mu_j \text{ at last one Pair where } i \neq j.$$

Table 4.8 The One-way ANOVA of Educational Level

<b>Employee Engagement</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Educational Level	Between Groups	2.309	3	0.770	1.055	0.368
	Within Groups	288.78	396	0.729		
	Total	291.08	399			

Table 4.8 presents the results of a one-way analysis of variance (ANOVA) examining the influence of educational level on employee engagement. Between Groups: The sum of squares for educational level is 2.309, with 3 degrees of freedom (Df). The mean square is 0.770. Within Groups: The sum of squares within groups is 288.780, with 396 degrees of freedom. The mean square is 0.729. Total: The total sum of squares is 291.089, with 399 observations. The F-value is 1.055, and the associated p-value (Sig.) is 0.368. Since the p-value is greater than the conventional significance level of 0.05, we fail to reject the null hypothesis. This indicates that there is no statistically significant difference in employee engagement based on educational level. Thus, according to this analysis, the educational level does not appear to have a significant impact on employee engagement in the studied sample. Further investigation into other potential factors affecting employee engagement may be warranted.

#### ***4.2.1.5 Differences in Monthly Income Generate Differences in Employee Engagement***

$$H_0: \mu_i = \mu_j$$

$$H_a: \mu_i \neq \mu_j \text{ at last one Pair where } i \neq j.$$

Table 4.9 The One-way ANOVA of Monthly Income

Employee Engagement		Sum of Squares	Df	Mean Square	F	Sig.
Monthly Income	Between Groups	0.758	4	0.190	0.258	0.905
	Within Groups	290.33	395	0.735		
	Total	291.08	399			

Table 4.9 presents the results of a one-way analysis of variance (ANOVA) examining the effect of monthly income on employee engagement. Between Groups: The sum of squares for monthly income is 0.758, with 4 degrees of freedom (Df). The mean square is 0.190. Within Groups: The sum of squares within groups is 290.330, with 395 degrees of freedom. The mean square is 0.735. Total: The total sum of squares is 291.089, with 399 observations. The F-value is 0.258, and the associated p-value (Sig.) is 0.905. Since the p-value exceeds the conventional significance level of 0.05, we fail to reject the null hypothesis. Therefore, there is no statistically significant difference in employee engagement based on monthly income. In conclusion, this analysis suggests that monthly income does not have a significant impact on employee engagement in the examined sample. Further exploration of other potential determinants of employee engagement may be necessary for a comprehensive understanding of the factors at play.

#### ***4.2.1.6 Differences in Occupation Generate Differences in Employee Engagement***

$$H_0: \mu_i = \mu_j$$

$$H_a: \mu_i \neq \mu_j \text{ at last one Pair where } i \neq j.$$

Table 4.10 The One-way ANOVA of Occupation

Employee Engagement		Sum of Squares	Df	Mean Square	F	Sig.
Occupation	Between Groups	4.545	4	1.136	2.566	0.042*
	Within Groups	286.54	395	0.725		
	Total	291.08	399			

Table 4.10 presents the results of a one-way analysis of variance (ANOVA) examining the influence of occupation on employee engagement. Between

Groups: The sum of squares for occupation is 4.545, with 4 degrees of freedom (Df). The mean square is 1.136. Within Groups: The sum of squares within groups is 286.543, with 395 degrees of freedom. The mean square is 0.725. Total: The total sum of squares is 291.089, with 399 observations. The F-value is 2.566, and the associated p-value (Sig.) is 0.042. Since the p-value is less than the conventional significance level of 0.05, we reject the null hypothesis. This suggests that there is a statistically significant difference in employee engagement across occupations. In summary, this analysis suggests that occupation has a significant impact on employee engagement in the studied sample. Further exploration into the nature of this relationship may provide valuable insights for optimizing employee engagement strategies across different occupational categories.

Table 4.11 Multiple Comparisons of Occupation

(I) 6. Occupation	(J) 6. Occupation	Mean	S.D.	Confidence Interval	
□ Government Employee	□ Public Institution Employee	0.048	0.398	-0.734	0.831
	□ Company Employee	0.126	0.391	-0.643	0.896
	□ Servant Industry Employee	-0.129	0.386	-0.888	0.630
	□ Self-Employed	0.018	0.397	-0.762	0.798
	□ Government Employee	-0.048	0.398	-0.831	0.734
□ Public Institution Employee	□ Company Employee	0.078	0.145	-0.208	0.364
	□ Servant Industry Employee	-0.177	0.130	-0.434	0.079
	□ Self-Employed	-0.031	0.160	-0.344	0.283
	□ Government Employee	-0.126	0.391	-0.896	0.643
□ Company Employee	□ Public Institution Employee	-0.078	0.145	-0.364	0.208
	□ Servant Industry Employee	-.25532*	0.109	-0.469	-0.042
	□ Self-Employed	-0.108	0.142	-0.388	0.171

□ Servant Industry Employee	□ Government Employee	0.129	0.386	-0.630	0.888
	□ Public Institution Employee	0.177	0.130	-0.079	0.434
	□ Company Employee	.25532*	0.109	0.042	0.469
	□ Self-Employed	0.147	0.127	-0.103	0.396
□ Self-Employed	□ Government Employee	-0.018	0.397	-0.798	0.762
	□ Public Institution Employee	0.031	0.160	-0.283	0.344
	□ Company Employee	0.108	0.142	-0.171	0.388
	□ Servant Industry Employee	-0.147	0.127	-0.396	0.103

Table 4.11 presents the results of multiple comparisons of occupation using means, standard deviations, p-values, and confidence intervals. These comparisons aim to elucidate specific differences in employee engagement among different occupational categories. Government Employee vs. Public Institution Employee: The mean difference is 0.048, with a standard deviation of 0.398. The p-value of 0.903 indicates that there is no significant difference in employee engagement between the two groups. Government Employee vs. Company Employee: The mean difference is -0.126, with a standard deviation of 0.391. The p-value of 0.747 suggests no significant difference in employee engagement between the two groups. Government Employee vs. Servant Industry Employee: The mean difference is 0.129, with a standard deviation of 0.386. The p-value of 0.738 indicates that there is no significant difference in employee engagement between the two groups. Government Employee vs. Self-Employed: The mean difference is -0.018, with a standard deviation of 0.397. The p-value is 0.964, indicating no statistically significant difference in employee engagement between the two groups. Similar analyses are provided for comparisons between other pairs of occupations. One noteworthy result is the comparison between Company Employees and Servant Industry Employees, where the mean difference is significant ( $p < 0.05$ ), indicating a notable difference in employee engagement between these two occupational groups.

Overall, these detailed comparisons provide valuable insights into the specific differences in employee engagement across various occupational categories, offering a deeper understanding of and better management of workforce dynamics.

#### ***4.2.1.7 Differences in Type of Job Generate Differences in Employee Engagement***

$$H_0: \mu_i = \mu_j$$

$$H_a: \mu_i \neq \mu_j \text{ at last one Pair where } i \neq j.$$

Table 4.12 The One-way ANOVA of Types of Job

Employee Engagement		Sum of Squares	Df	Mean Square	F	Sig.
Types of Jobs	Between Groups	8.367	3	2.789	2.368	0.041
	Within Groups	509.54	396	1.287		
	Total	517.91	399			

Table 4.12 presents the results of a One-way ANOVA examining the effect of different work fields on employee engagement. The analysis categorizes data into groups based on the field of employment to explore variations in engagement levels across these categories. The sum of squares for the between-groups comparison is 8.367, corresponding to 3 degrees of freedom and resulting in a mean square of 2.789. This indicates some degree of variance in engagement scores attributable to the type of field in which employees work. The within-groups sum of squares is 509.543, with 396 degrees of freedom, reflecting the internal variance within each field category and yielding a mean square of 1.287. The total variance across the study is captured in a sum of squares of 517.91, with a total of 399 degrees of freedom.

The computed F-value of 2.368 suggests that there are statistically discernible differences between the groups. With a significance (p-value) of 0.041, these differences are confirmed to be statistically significant, albeit marginally below the usual threshold of 0.05. This outcome suggests that the field in which employees work does, to some extent, influence their level of engagement. Industries or fields of work that are inherently engaging (such as those that are dynamic and involve constant learning and innovation) may exhibit higher engagement scores compared to fields that are more monotonous or less interactive. This analysis is crucial for

organizations looking to boost employee engagement, suggesting that field-specific strategies should be considered in designing workplace policies and practices that enhance job satisfaction and productivity.

Table 4.13 Multiple Comparisons of Types of Job

Types of Job (i)	Types of Job(j)	Mean	S.D.	Confidence Interval	
□ Technology/IT	□ Education	.469*	0.223	0.100	0.840
	□ Finance	0.32	0.197	-0.010	0.650
	□ Others	.458*	0.19	0.140	0.770
□ Education	□ Technology/IT	-.469*	0.223	-0.840	-0.10
	□ Finance	-0.149	0.177	-0.440	0.140
	□ Others	-0.011	0.169	-0.290	0.270
□ Finance	□ Technology/IT	-0.32	0.197	-0.650	0.010
	□ Education	0.149	0.177	-0.140	0.440
	□ Others	0.138	0.134	-0.080	0.360
□ Others	□ Technology/IT	-.458*	0.19	-0.770	-0.140
	□ Education	0.011	0.169	-0.270	0.290
	□ Finance	-0.138	0.134	-0.360	0.080

Table 4.13 offers detailed insights from multiple comparisons among various fields of work to understand how employee engagement varies across different industries. The table examines pairwise differences in engagement scores between groups, including Technology/IT, Education, Finance, and Other specified fields. For each pair, the table lists the mean difference, standard deviation, p-value, and confidence intervals, enabling a comprehensive analysis of how engagement levels vary across different industries.

The analysis shows that employees in the Technology/IT field report higher engagement levels compared to those in Education and Other specified fields, as indicated by significant positive mean differences of 0.469 and 0.458, respectively, with corresponding p-values of 0.036 and 0.017. This suggests that the nature of work in Technology/IT, which often involves innovation and constant change, might be more engaging than the more structured environments typical of Education and some other fields. The difference between Technology/IT and Finance, however, is not statistically significant ( $p = 0.105$ ), suggesting that there are closer engagement levels between these fields.

Conversely, when comparing Education to other fields, there is no significant difference in engagement levels with Finance and Other specified fields, as indicated by p-values well above the 0.05 threshold. This observation could imply that the factors influencing engagement in Education might be similar to those in other traditional fields, where the nature of work and workplace dynamics do not drastically differ. These results underscore the significance of industry-specific factors in influencing employee engagement, suggesting that interventions to enhance engagement may need to be tailored to the unique characteristics and challenges of each field.

#### ***4.2.1.8 Differences in Job Classification Generate Differences in Employee Engagement***

$$H_0: \mu_i = \mu_j$$

$$H_a: \mu_i \neq \mu_j \text{ at last one Pair where } i \neq j.$$

Table 4.14 The One-way ANOVA of Job Classification

<b>Employee Engagement</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Job Classification	Between Groups	0.250	4	0.063	0.085	0.987
	Within Groups	290.83	395	0.736		
	Total	291.08	399			

Table 4.14 presents the outcomes of a one-way analysis of variance (ANOVA) investigating the relationship between how employees describe the nature of their jobs and their levels of engagement. Between Groups: The sum of squares for how employees describe their job is 0.250, with 4 degrees of freedom (Df). The mean square is 0.063. Within Groups: The sum of squares within groups is 290.839, with 395 degrees of freedom. The mean square is 0.736. Total: The total sum of squares is 291.089, based on 399 observations. The F-value is 0.085, and the associated p-value (Sig.) is 0.987. Since the p-value exceeds the typical significance level of 0.05, we fail to reject the null hypothesis. Thus, there is no statistically significant difference in employee engagement based on how employees describe the nature of their jobs. In summary, according to this analysis, the way employees characterize their jobs does

not seem to impact their level of engagement significantly. However, further investigation or consideration of other factors may be warranted to gain a comprehensive understanding of the factors that determine employee engagement.

#### ***4.2.1.9 Differences in Working Experiences Generate Differences in Employee Engagement***

$$H_0: \mu_i = \mu_j$$

$$H_a: \mu_i \neq \mu_j \text{ at last one Pair where } i \neq j.$$

Table 4.15 The One-way ANOVA of Working Experiences

<b>Employee Engagement</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Working Experiences	Between Groups	0.329	3	0.110	0.149	0.930
	Within Groups	290.76	396	0.734		
	Total	291.08	399			

Table 4.15 displays the results of a one-way analysis of variance (ANOVA) examining the impact of the number of years of work experience in the current field on employee engagement. Between Groups: The sum of squares for the number of years of work experience in the current field is 0.329, with 3 degrees of freedom (Df). The mean square is 0.110. Within Groups: The sum of squares within groups is 290.760, with 396 degrees of freedom. The mean square is 0.734. Total: The total sum of squares is 291.089, based on 399 observations. The F-value is 0.149, and the associated p-value (Sig.) is 0.930. Since the p-value is greater than the typical significance level of 0.05, we fail to reject the null hypothesis. Therefore, there is no statistically significant difference in employee engagement based on the number of years of work experience in the current field. In conclusion, this analysis suggests that the duration of work experience in the current field does not significantly impact employee engagement. Further exploration of other potential factors influencing employee engagement may be necessary for a comprehensive understanding of the dynamics at play.

#### **4.2.2 Leadership Behavior Assessment Influence on Employee Engagement**

$$H_0: \beta_i = 0$$

$$H_a: \beta_i \neq 0 \ (i=1, 2)$$

The multiple linear regression analysis is applied in this study.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Where Y = Employee Engagement

X<sub>1</sub> = Self-Improvement and Feedback

X<sub>2</sub> = Vision and Innovation

$\varepsilon$  = Error

The results obtained from the multiple linear regression analysis are presented in terms of the predicted value of Y ( $\hat{Y}$ , as) as shown in equation (1) and Table 4.16.

$$\hat{Y} = -0.039 + 0.618X_1 + 0.401X_2$$

(0.476) (0.000) (0.000).....(1)

Adjusted R<sub>2</sub> = .955

Table 4.16 The Multiple Linear Regression Analysis of Leadership Behavior Assessment Influence on Employee Engagement

Model		Coefficient <sup>a</sup>		t-value	p-value
		Unstandardized Coefficients B	Std. Error		
1	Constant	-0.039	0.055	-0.713	0.476
	Self-Improvement and Feedback (X <sub>1</sub> )	0.618	0.046	13.285	0.000*
	Vision and Innovation (X <sub>2</sub> )	0.401	0.046	8.754	0.000*

*a. Dependent Variable: Employee Engagement*

The coefficients indicate the impact of each predictor on employee engagement: Self-Improvement and Feedback (X<sub>1</sub>) has a coefficient of 0.618 and a p-value of 0.000, suggesting a significant positive relationship with employee engagement. Vision and Innovation (X<sub>2</sub>) has a coefficient of 0.401 and a p-value of 0.000, also indicating a significant positive association with employee engagement.

The adjusted  $R^2$  value of 0.955 suggests that approximately 95.5% of the variability in employee engagement can be explained by the predictors included in the model.

#### 4.2.3 Servant-oriented Leadership Influence on Employee Engagement

$$H_0: \beta_i = 0$$

$$H_a: \beta_i \neq 0 \text{ (i=1, 2, 3, 4)}$$

The multiple linear regression analysis is applied in this study.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where Y = Employee Engagement

$X_1$  = Altruism and Service

$X_2$  = Vision and Influence

$X_3$  = Personal Integrity and Example

$X_4$  = Team Empowerment and Improvement

$\varepsilon$  = Error

The results obtained from the multiple linear regression analysis are presented in terms of the predicted value of Y ( $\hat{Y}$ ), as shown in Equation (2) and Table 4.17.

$$\hat{Y} = 0.052 + 0.334X_1 + 0.064X_2 + 0.31X_3 + 0.278X_4$$

$$(0.002) \quad (0.000) \quad (0.001) \quad (0.000) \quad (0.000) \dots\dots\dots (2)$$

$$\text{Adjusted } R^2 = 0.995$$

Table 4.17 The Multiple Linear Regression Analysis of Servant-oriented Leadership Influence on Employee Engagement

		Coefficient <sup>a</sup>			t-value	p-value
	Model	Unstandardized Coefficients		Standardized Coefficients		
		B	Std.Error	Beta		
1	Constant	0.052	0.017		3.133	0.002*
	Altruism and Service ( $X_1$ )	0.334	0.024	0.355	13.950	0.000*
	Vision and Influence ( $X_2$ )	0.064	0.020	0.063	3.215	0.001*
	Personal Integrity and Example ( $X_3$ )	0.310	0.009	0.358	36.447	0.000*
	Team Empowerment and	0.278	0.029	0.272	9.628	0.000*

Model	Coefficient <sup>a</sup>			t-value	p-value
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
Improvement (X <sub>4</sub> )					
<i>a. Dependent Variable: Employee Engagement</i>					

The multiple linear regression analysis presented in Table 4.17 explores the influence of servant-oriented leadership behaviors on employee engagement. The regression coefficients elucidate the impact of each predictor on employee engagement. Altruism and service (X<sub>1</sub>) have a coefficient of 0.334, with a significant p-value of 0.000, indicating a substantial positive correlation with employee engagement. Vision and influence (X<sub>2</sub>) have a coefficient of 0.064, with a p-value of 0.001, indicating a significant positive association with employee engagement. Personal integrity and example (X<sub>3</sub>) exhibit a coefficient of 0.310, with a p-value of 0.000, demonstrating a significant positive correlation with employee engagement. Team empowerment and improvement (X<sub>4</sub>) exhibit a coefficient of 0.278, with a p-value of 0.000, indicating a significant positive correlation with employee engagement. The adjusted R<sup>2</sup> value of 0.995 indicates that the model can explain approximately 99.5% of the variability in employee engagement.

#### 4.2.4 Leadership Behaviour Assessment and Servant-oriented Leadership Influence on Employee Engagement

$$H_0: \beta_i = 0$$

$$H_a: \beta_i \neq 0 \text{ (i=1, 2)}$$

The multiple linear regression analysis is applied in this study.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Where Y = Employee Engagement

X<sub>1</sub> = Leadership Behaviour Assessment

X<sub>2</sub> = Servant-oriented Leadership

$\varepsilon$  = Error

The results obtained from the multiple linear regression analysis are presented in terms of the predicted value of Y ( $\hat{Y}$ , as) as shown in Equation (3) and Table 4.18.

$$\hat{Y} = 1.473 + 0.288X_1 + 0.253X_2$$

$$(0.184) \quad (0.051) \quad (0.048) \dots \dots \dots (3)$$

Adjusted  $R^2 = 0.46$

Table 4.18 Leadership Behavior Assessment and Servant-oriented Leadership Influence on Employee Engagement

Model	Coefficient			t-value	p-value
	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta		
1 Constant	1.473	0.184		8.023	0.000*
Leadership Behavior Assessment ( $X_1$ )	0.288	0.051	0.282	5.681	0.000*
Servant-oriented Leadership ( $X_2$ )	0.253	0.048	0.261	5.251	0.000*

*Dependent Variable: Employee Engagement*

Table 4.18 This study employs multiple linear regression analysis to explore the impact of Leadership Behavior Assessment and Servant-oriented Leadership on Employee Engagement. The null hypothesis ( $H_0$ ) states that the coefficients ( $\beta_i$ ) for both variables are equal to zero, while the alternative hypothesis ( $H_a$ ) suggests that the coefficients are not equal to zero.

Constant (Intercept): The constant term in the model is 1.473, indicating the predicted value of Employee Engagement when both  $X_1$  and  $X_2$  are zero. Leadership Behavior Assessment ( $X_1$ ): The coefficient for  $X_1$  is 0.288, with a standard error of 0.051. This suggests that for every one-unit increase in Leadership Behavior Assessment, Employee Engagement is expected to increase by 0.288 units, holding all other variables constant. Servant-oriented Leadership ( $X_2$ ): The coefficient for  $X_2$  is 0.253, with a standard error of 0.048. This indicates that for every one-unit increase in Servant-oriented Leadership, Employee Engagement is expected to increase by 0.253 units, controlling for other factors. Significance: Both coefficients for  $X_1$  and  $X_2$  are highly statistically significant, with p-values of 0.000. This implies strong evidence that Leadership Behavior Assessment and Servant-oriented Leadership have a significant impact on Employee Engagement in this model.

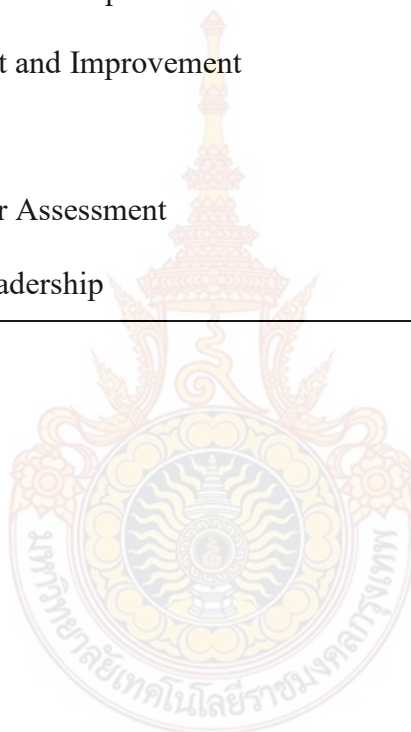
Standardized Coefficients (Beta): These coefficients indicate the relative importance of each predictor variable in the model, accounting for the variance of the dependent variable. Both  $X_1$  and  $X_2$  have standardized coefficients (Beta) above 0.25, suggesting they have considerable influence on Employee Engagement.

The model suggests that both Leadership Behavior Assessment and Servant-oriented Leadership positively contribute to Employee Engagement. The standardized coefficients indicate that Leadership Behavior Assessment and Servant-oriented Leadership have similar magnitudes of influence on Employee Engagement. The statistical significance of the coefficients suggests that these effects are unlikely to be due to chance, providing confidence in the model's predictive capability. In conclusion, it can be inferred that both Leadership Behavior Assessment and Servant-oriented Leadership are important predictors of Employee Engagement. Organizations can potentially enhance employee engagement by fostering and promoting effective leadership behaviors in these dimensions.

Table 4.19 The Summary Results of Hypothesis Testing

	Not Reject $H_0$	Reject $H_0$
Hypothesis 1		
1. Gender	0.437	
2. Marital Status	0.407	
3. Age	0.899	
4. Educational Level	0.368	
5. Monthly Income	0.905	
6. Occupation		0.042
7. Type of Job		0.041
8. Job Classification	0.987	
9. Working Experiences	0.930	
Hypothesis 2		

	Not Reject H <sub>0</sub>	Reject H <sub>0</sub>
Self-Improvement and Feedback		0.000
Vision and Innovation		0.000
Hypothesis 3		
Altruism and Service		0.000
Vision and Influence		0.001
Personal Integrity and Example		0.000
Team Empowerment and Improvement		0.000
Hypothesis 4		
Leadership Behavior Assessment		0.000
Servant-oriented Leadership		0.000



## CHAPTER V

### CONCLUSION AND DISCUSSION

#### 5.1 Conclusion

Differences in Demographic Factors Generate Differences in Employee Engagement: Summary of Significant Findings: Based on the provided information, significant differences were observed in two key aspects: Occupation: Significant disparities exist among different occupational groups, indicating variations in employee engagement levels. Description of the current work field: Significant discrepancies were noted, suggesting a correlation between how employees characterize their current work field and their levels of engagement. Summary of Non-Significant Findings: However, no significant differences were found in several aspects, including gender, marital status, age, educational level, monthly income, years of work experience, and description of the current work field. These findings suggest that employee engagement does not vary significantly based on gender, marital status, age, education level, income, years of work experience, or the way employees describe their current work field.

**Leadership Behavior Assessment Influence on Employee Engagement:** Table 4.15 illustrates the significant impact of leadership behavior on employee engagement through a multiple linear regression analysis, revealing a strong positive correlation. The model indicates that each one-unit increase in the leadership behavior assessment score leads to a 0.833-unit increase in employee engagement, with a remarkably high standardized coefficient that emphasizes leadership behavior as a critical determinant of engagement. This finding underscores the crucial role that effective leadership plays in fostering employee engagement, indicating that organizations should prioritize investing in leadership development programs. By focusing on improving the qualities of leaders, businesses can not only boost engagement but also enhance overall productivity and morale, making leadership development a strategic priority in human resources management.

**Servant-Oriented Leadership and Employee Engagement:** Table 4.16 from the multiple linear regression analysis illustrates that servant-oriented leadership

has a significant impact on employee engagement, showing that for every unit increase in servant leadership, employee engagement increases by 0.202 units. This finding highlights the effectiveness of leadership styles that prioritize employee growth and well-being, aligning with the broader leadership literature that advocates for the positive impact of servant leadership on organizational commitment and job satisfaction. Given these insights, organizations should consider integrating servant leadership principles into their leadership development programs, with a focus on traits such as empathy, supportiveness, and a commitment to employee growth. This approach not only boosts engagement but also fosters a collaborative and productive work environment, demonstrating the profound impact that leadership style can have on organizational dynamics and performance.

## **5.2 Discussion**

### **5.2.1 Demographic**

**Occupation Type and Employee Engagement:** Occupation type directly influences the daily work environment and the professional experiences of employees, thereby affecting their engagement. Macey and Schneider (2008) discussed in detail how occupation types shape employee engagement in their paper. Their research emphasized that the nature of work and job demands in different occupational fields directly affect employee engagement. For instance, technology and IT fields, due to their constant innovation and learning demands, often inspire higher levels of engagement. In contrast, traditional educational or administrative roles might show lower engagement due to a lack of such stimuli.

**Relationship Between Job Satisfaction and Employee Engagement:** Fachrunnisa and Adhiatma (2014) emphasized the importance of job satisfaction in influencing employee engagement and overall job performance in their theories on job satisfaction. Employees who are highly satisfied with their jobs are more likely to exhibit high levels of engagement, as they feel content and valued in their roles. Locke's research provides a perspective on understanding how enhancing job satisfaction can directly boost employees' motivation and engagement.

### **5.2.2 Leadership Behaviour Assessment Influence on Employee Engagement**

Leadership behavior has a significant influence on employee engagement, a notion well-supported by scholarly research. In particular, transformational leadership, as discussed by Bass and Riggio (2006) in their book “Transformational Leadership,” highlights how leaders can inspire and energize employees, thereby markedly increasing engagement levels. Similarly, Hermsilla et al.’s meta-analysis (2016) in the Journal of Applied Psychology contrasts transformational and transactional leadership, showing that transformational leadership is more effective in fostering high levels of employee engagement and satisfaction. These studies demonstrate that leadership style is not just about directing behavior but about inspiring and engaging employees in ways that enhance their productivity and commitment to the organization.

Moreover, the importance of leadership development programs is emphasized through the works of Avolio and Yammarino (2013) in “Transformational and Charismatic Leadership: The Road Ahead” and the meta-analytic study by Harter et al. (2002). Avolio and Yammarino (2013) explore how charismatic and transformational leadership traits positively affect employee performance and organizational commitment. Harter et al.’s (2002) analysis further substantiates that engaging leadership practices significantly improve business outcomes by boosting employee satisfaction and engagement. These pieces of literature collectively advocate for a strategic focus on leadership development within human resources management, underscoring the pivotal role of effective leadership in enhancing organizational productivity and morale.

### **5.2.3 Servant-oriented Leadership Influence on Employee Engagement**

To reinforce the concept of servant-oriented leadership’ s impact on employee engagement, several foundational and recent studies offer robust evidence. The work of Barbuto and Wheeler (2006) in Group and Organization Management is pivotal, as it not only develops a reliable scale for measuring servant leadership but also directly connects servant leadership traits, such as empathy and growth orientation, to increased employee engagement and organizational commitment.

Similarly, Van Dierendonck and Nuijten's (2011) article in the *Journal of Business and Psychology* elaborates on the Servant Leadership Survey, providing a validated multidimensional measure of servant leadership. Their findings confirm that servant leadership significantly boosts employee engagement, satisfaction, and commitment, underlining the direct benefits of this leadership style on organizational health.

Further empirical backing is provided by Liden et al. (2014) in their *Academy of Management Journal* article, which examines the effects of servant leadership and serving culture on both individual and team performance levels within organizations. They demonstrate how a culture fostered by servant leadership enhances performance by promoting higher engagement and satisfaction among team members. These studies collectively argue that integrating servant leadership into management practices not only enhances employee engagement but also leads to superior organizational performance, making a compelling case for its adoption in contemporary leadership development strategies.

### 5.3 Implication for Practice

**Tailored Engagement Strategies by Age and Education:** Based on the research findings, several practical implications can be drawn to enhance employee engagement through targeted organizational strategies. One key insight is the need for age-specific engagement strategies. Organizations should consider developing tailored programs to address the unique challenges faced by different age groups. For instance, younger employees who may struggle with job security and integration into predominantly older workplace cultures could benefit from robust mentoring programs and career path development initiatives. Conversely, for older employees, offering flexible working arrangements and opportunities to share their wealth of knowledge can help maintain their engagement levels.

**Customization of Engagement Strategies by Occupation:** The study also highlights the importance of tailoring initiatives to different educational levels and occupations. Highly educated employees, particularly those with advanced degrees, often require more challenging work and opportunities for meaningful involvement in projects that fully utilize their skills and abilities. Additionally,

engagement strategies should be tailored to individual occupational roles. For example, employees in creative positions may need greater autonomy and opportunities for creative expression. In contrast, those in technical fields might benefit more from continuous training and access to cutting-edge tools. This nuanced approach to engagement acknowledges the diverse needs and motivations within a workforce, ensuring that each group feels valued and understood.

**Leadership Development and Servant Leadership :** Leadership development emerges as a critical area for enhancing employee engagement. The research highlights the substantial impact of leadership behaviors, particularly servant leadership, on enhancing engagement levels. Organizations should invest in leadership development programs that emphasize empathy, supportiveness, and a commitment to employee growth. By training leaders to adopt servant leadership principles—focusing on the growth and well-being of their teams—companies can foster a more supportive and collaborative work environment. Such environments not only enhance employee engagement but also contribute to overall organizational productivity and morale, demonstrating the profound influence that leadership style can have on a company's dynamics and performance.

## 5.4 Recommendation for Future Research

**Implement Comprehensive Mentorship and Career Development Programs:** To specifically address the diverse needs of different age groups within the workforce, organizations should implement comprehensive mentorship and career development programs. For younger employees, these programs can provide guidance, enhance job security, and integrate them more effectively into the company culture. Additionally, creating clear career development pathways can help retain top talent by showing a commitment to the professional growth of all employees, regardless of their age. For more experienced employees, offering roles as mentors not only leverages their extensive knowledge but also enhances their engagement by providing them with new challenges and recognition for their expertise.

**Develop Role-Specific Engagement Initiatives:** Recognizing that different job roles and educational backgrounds require different engagement

strategies, organizations should tailor their initiatives to meet these varied needs better. For employees with higher educational qualifications, offering roles that involve complex problem-solving and strategic decision-making can help maintain high levels of engagement and motivation. For occupational groups, customizing benefits and work conditions — such as flexible working hours for creative professionals or advanced training sessions for technical staff — will address specific motivational drivers and enhance job satisfaction and loyalty.

#### **Enhance Leadership Training with a Focus on Servant Leadership:**

Leadership has a profound impact on employee engagement. Organizations should invest in leadership training programs that focus on building servant leadership qualities, such as empathy, active listening, and a commitment to the well-being and development of employees. Training current and future leaders to prioritize the needs of their teams and foster an inclusive, supportive work environment will not only boost engagement but also cultivate a positive organizational culture that drives overall productivity and performance.

### **5.5 Limitations of the Study**

Firstly, any research can be constrained by various factors. Among them, the size and representativeness of the sample are critical issues. If the sample size is too small or the sample selection is biased, the research results may not be generalizable to a broader population. Additionally, the research design itself can also introduce limitations. For instance, observational studies may not establish causality as firmly as experimental studies. Meanwhile, data collection methods, such as self-reported surveys or interviews, can introduce biases due to respondents' subjectivity or recall errors.

Secondly, time and resource constraints are also factors that cannot be ignored. Short-term studies may not capture long-term effects or changes, and limited resources may restrict the scope of the study, such as the number of participants, geographical coverage, or the range of variables considered. Furthermore, even with a rigorous study design, the results may not apply to different environments or populations, thereby affecting the external validity of the findings. Additionally, the

researcher's personal biases or theoretical perspectives can unconsciously influence the research question, design, data collection, and interpretation of results. Therefore, when interpreting research findings, it is essential to comprehensively consider these limitations to ensure an objective and fair evaluation of the study.



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## APPENDICES

### APPENDIX: QUESTIONNAIRES

This questionnaire aims to conduct an in-depth study on the influence of servant-oriented leadership on employee engagement in China. Firstly, we sincerely appreciate your valuable time spent participating in this survey. The primary objective of this survey is to gain comprehensive insights into the role of servant-oriented leadership in employee engagement and its practical application within China. Your participation is crucial to our research, and the information you provide will be used solely for academic research purposes, with your personal information being strictly confidential. Once again, we would like to express our sincere gratitude for your active cooperation.

#### Part 1: Demographic Factor

Q1. Gender:

- ☐ Male ☐ Female

Q2. Marital Status:

- ☐ Single ☐ Married ☐ Divorce

Q3. Age:

- ☐ 18 but less than 25 years old ☐ 25 but less than 35 years old  
☐ 35 but less than 45 years old ☐ 45 but less than 60 years old  
☐ 60 years old and above

Q4. Educational Level:

- ☐ Junior High School or Below ☐ High school or Vocational School  
☐ College or Undergraduate ☐ Master's Degree or above

Q5. Monthly Income:

- ☐ Below 3,000 yuan ☐ 3,000 but less than 5,000 yuan  
☐ 5,000 but less than 10,000 yuan ☐ 10,000 but less than 15,000 yuan  
☐ 15,000 yuan and more

## Q6. Occupation

- ☐ Government Employee
 ☐ Public Institution Employee  
☐ Company Employee
 ☐ Servant Industry Employee  
☐ Self-Employed

## Q7. Types of Jobs

- ☐ Technology/IT
 ☐ Education  
☐ Finance
 ☐ Other (please specify)

## Q8. Job Classification

- ☐ Primarily physical/manual labor  
☐ Primarily administrative/clerical work  
☐ A mix of physical and administrative tasks  
☐ Customer service oriented  
☐ Creative/Design-oriented

## Q9. Working Experiences

- ☐ Less than a year
 ☐ 1 but less than 3 years  
☐ 3 but less than 5 years
 ☐ 5 years and more

**Part 2: Leadership Behavior Assessment**

Please answer carefully and select the option that best represents your opinion by marking it with a "√" on the rating scale provided. Use a scale of 5 for "Strongly Agree," 4 for "Agree," 3 for "Neutral," 2 for "Disagree," and 1 for "Strongly Disagree."

		1	2	3	4	5
10. Self-Improvement and Feedback	I actively seek feedback from my team members to enhance my leadership skills.					
	I regularly reflect on my leadership practices and consider areas for personal growth.					
	I encourage and act upon constructive criticism to					

		1	2	3	4	5
	enhance my leadership effectiveness.					
	I recognize my weaknesses and work towards turning them into strengths.					
11. Vision and Innovation	I communicate a clear vision and goals to my team.					
	I am open to new ideas and encourage innovation within my team.					
	I foster a culture where innovative thinking is rewarded and not punished.					
	I lead change initiatives effectively and help my team adapt to new directions.					

### Part 3: The Measurement of Servant-oriented Leadership

Please answer carefully and select the option that best represents your opinion by marking it with a "√" on the rating scale provided. Use a scale of 5 for "Strongly Agree," 4 for "Agree," 3 for "Neutral," 2 for "Disagree," and 1 for "Strongly Disagree."

		1	2	3	4	5
12. Altruism and Service	I do not seek recognition or rewards when serving others.					
	I learn from those I serve.					
	I am willing to make personal sacrifices in service to others.					
	I seek to serve rather than to be served.					
	I am satisfied to bring out the best in others.					
	When others make mistakes, I am very forgiving and help them learn					

		1	2	3	4	5
	from their errors.					
13. Vision and Influence	I believe that leadership is more of a responsibility than a position.					
	I have a higher sense of purpose.					
	My leadership is driven by values that go beyond self-interest and material success.					
	I firmly believe that every organization needs higher goals.					
	I can clearly articulate the future goals and direction of my organization.					
	I know what I want my organization to be and what it can do for society.					
	I can motivate others with my passion and confidence to achieve my goals.					
14. Personal Integrity and Example	I am highly focused and disciplined in my work.					
	I lead by example.					
	I set clear and achievable goals.					
	I never ask anyone to do something I am not willing to do myself.					
	I value every person on the team.					
15. Team Empowerment and Improvement	I actively seek ways to harness people's differences to contribute to the team.					
	I am willing to share my power and authority with others.					
	I am willing to challenge my ideas.					
	I often suggest solutions that others find helpful and practical.					

		1	2	3	4	5
	I demonstrate how everyone can contribute to improving the production process.					

#### Part 4: Measurement of Employee Engagement

Please answer carefully and choose the option that best represents your opinion by marking it with "√" on the rating scale provided. Use a scale of 5 for "Strongly Agree," 4 for "Agree," 3 for "Neutral," 2 for "Disagree," and 1 for "Strongly Disagree."

	Employee Satisfaction Survey	1	2	3	4	5
16. Cognitive Engagement	My work is meaningful and valuable.					
	I believe my work contributes to the achievement of organizational goals.					
	I consider it my responsibility to perform well at work.					
	My job is very motivating.					
	I derive a sense of accomplishment from my work.					
17. Affective Engagement	I take pride in being a member of this company.					
	I hold my organization in high regard.					
	I am willing to recommend the benefits of working here to others.					
	I am not likely to leave the company easily.					
18. Behavioral Engagement	I put much effort into my job.					
	I rarely get distracted while working.					
	Time always flies when I am working.					
	I often do more than what is required.					
	I tirelessly work without feeling					

	<b>Employee Satisfaction Survey</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	exhausted.					
	I do not leave work until it is completed.					

This concludes the questionnaire. Thank you!



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