

**Employee engagement, digital experience, support, and
resilience among university staff**

By

Bridget Anelisa Nxazonke

Student number: 201715393

A dissertation submitted in fulfilment of the requirements for the
degree of Master of Commerce (Industrial Psychology)



University of Fort Hare

Together in Excellence

Department of Industrial Psychology, Faculty of Management
and Commerce

Supervisor

PROFESSOR J. K. ADERIBIGBE

Co-supervisor

MISS B NTUNZI

14 October 2023

DECLARATION

I, Bridget Anelisa Nxazonke, Student No. 201715393, hereby confirm the accuracy of the dissertation I am submitting to the University of Fort Hare to earn a Master's degree in Industrial Psychology has not been submitted to any other higher institution's degree.

Signature: .. 

Date: ...14 October 2023.....



University of Fort Hare
Together in Excellence

DECLARATION ON PLAGIARISM

I, Bridget Anelisa Nxazonke, Student No. 201715393, attest that I have studied the plagiarism policy of the University of Fort Hare and that I have fully observed it.

Signature: .. 

Date: ...14 October 2023.....



University of Fort Hare
Together in Excellence

DECLARATION ON RESEARCH ETHICS

I, Bridget Anelisa Nxazonke, Student No. 201715393, hereby certify that I have read and understood the University of Fort Hare's policy on research ethics and that I have taken all the necessary steps to uphold ethics principles. The University of Fort Hare's Inter-Faculty Research Ethics Committee has given permission for the study to be conducted ethically.

Signature: 

Date: ...14 October 2023.....



University of Fort Hare
Together in Excellence

SUPERVISOR'S CONFIRMATION

I vouch that I have supervised the following candidate's thesis, which is being submitted with my approval:

Bridget Anelisa Nxazonke, with student number: 201715393,

Industrial Psychology Department

.....

Professor J. K. Aderibigbe

Supervisor

.....

Miss B. Ntunzi

Co-supervisor



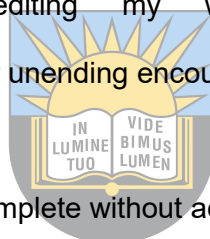
University of Fort Hare
Together in Excellence

ACKNOWLEDGEMENTS

I thank God for giving me the resilience, vigour, and proficiency to finish this dissertation. I sincerely thank Professor John K Aderibigbe for meticulously scrutinising my research with his extensive professional sharpness, and remarkable personality traits, which he displayed from the start to the finish of the study. Your unfailing support, patience, motivation, and oversight throughout the study process have been tremendously appreciated in ways that cannot be expressed in words. Many thanks also to Miss Bulelwa Ntunzi for her aid with my admittance to the Master's degree program, and with my research, with her encouraging remarks. Gratitude also goes to all my coworkers, study assistants, and University of Fort Hare employees for their unwavering backing and kindness throughout the research time. Thank you Dr Nhlanhla Landa for showing your expertise in editing my work. I also want to thank my mother, Zingisa Nxazonke, for her unending encouragement and nudge to complete my studies.

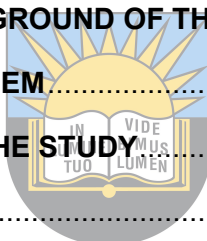
The acknowledgement would be incomplete without acknowledging my husband, Lunathi Ma hlakahlaka, for his outstanding role and support throughout my studies.

Indeed, Radebe, your availability and support will always be appreciated.



University of Fort Hare
Together in Excellence

Table of Contents	
DECLARATION	i
DECLARATION ON PLAGIARISM	ii
DECLARATION ON RESEARCH ETHICS	iii
SUPERVISOR’S CONFIRMATION	iv
ACKNOWLEDGEMENTS	v
Table of Contents	Error! Bookmark not defined.
Table of Contents.....	vi
Contents	Error! Bookmark not defined.
ABSTRACT	xiii
CHAPTER 1	1
INTRODUCTION, PROBLEM STATEMENT AND OUTLINE OF THE STUDY	1
1.1 INTRODUCTION AND BACKGROUND OF THE STUDY	1
1.2 STATEMENT OF THE PROBLEM	4
1.3 AIM AND OBJECTIVES OF THE STUDY	5
1.4 RESEARCH QUESTIONS	6
1.5 HYPOTHESES	6
1.6 SIGNIFICANCE OF THE STUDY	7
1.7 DEFINITION OF OPERATIONAL TERMS	9
1.9 STRUCTURE OF THESIS	9
1.10 CHAPTER SUMMARY	11
CHAPTER 2	11
LITERATURE REVIEW AND THEORETICAL FRAMEWORK	11
2.1 INTRODUCTION	11
2.2 THEORETICAL FRAMEWORK	12
2.2.1 Work Engagement Theory	12
2.2.2 CGI Digital Employee Experience Model	14
2.2.3 Social Exchange Theory	15
2.2.4 Theory of Resilience	16



University of Fort Hare
Together in Excellence

2.3	CONCEPTUAL LITERATURE	17
2.3.1	Employee Engagement	17
2.3.1.1	Employee engagement: Antecedents and consequences	19
2.3.3	Organisational Support	24
2.3.4	Resilience	26
2.3.4.1	Resilience-Based Policy	27
2.4	EMPIRICAL LITERATURE	28
2.4.1	The relationship between digital experience and employee engagement	28
2.4.2	Relationship between Perceived Organisational Support and Employee Engagement	30
2.4.3	Relationship between Resilience and Employee Engagement	31
2.4.4	Mediating effect of Resilience in the relationship of DE and EE	33
2.4.5	Mediating effect of Resilience in the relationship of POS and EE	35
2.5	A CONCEPTUAL MODEL	38
2.6	CHAPTER SUMMARY 2	39
	CHAPTER 3	39
	RESEARCH METHODS	39
3.1	INTRODUCTION	39
3.2	RESEARCH PARADIGM	40
3.3	RESEARCH APPROACH	40
3.4	RESEARCH DESIGN	40
3.5	POPULATION AND SAMPLE SIZE	41
3.6	SAMPLING TECHNIQUE	41
3.7	RESEARCH INSTRUMENT	41
3.8	PROCEDURE OF DATA COLLECTION	43
3.9	STATISTICAL ANALYSIS OF DATA	43
3.10	DELIMITATION	44
3.11	ETHICAL CONSIDERATIONS	44
3.12	CHAPTER SUMMARY 3	45



University of Fort Hare
Together in Excellence

CHAPTER 4	45
PRESENTATION AND INTERPRETATION OF RESULTS	45
4.1 INTRODUCTION	45
4.2 RESPONSE RATE	46
4.3 GENDER DISTRIBUTION	47
4.4 AGE DISTRIBUTION	48
4.5 RACE DISTRIBUTION	48
4.6 MARITAL STATUS DISTRIBUTION	49
4.7 HOME LANGUAGE DISTRIBUTION	49
4.8 TENURE DISTRIBUTION	50
4.9 DEPARTMENT DISTRIBUTION	50
4.10 DESCRIPTIVE STATISTICS	51
4.11 CORRELATION	51
4.12 REGRESSION	54
4.13 CRONBACH'S ALPHAS	57
4.14 CHAPTER SUMMARY	57
CHAPTER 5	57
DISCUSSION, CONCLUSIONS, AND IMPLICATIONS	57
5.1 INTRODUCTION	57
5.2 RESEARCH AIM AND OBJECTIVES	58
5.3 DISCUSSION OF RESULTS	58
5.3.1 Descriptive Statistics Findings	58
5.4 CONCLUSIONS	62
5.5 IMPLICATION OF THE FINDINGS	63
5.6 RECOMMENDATIONS	63
□ The relationship between resilience and employee engagement	65
□ The mediating effect of resilience in the relationship between digital experience and employee engagement	65
□ The mediating effect of resilience in the relationship between perceived organisational support and employee engagement	65



University of Fort Hare
Together in Excellence

5.7 LIMITATIONS	66
5.8 CHAPTER SUMMARY	67
REFERENCES	68
Appendix 1	89
Appendix 2	90
Appendix 3	94
Appendix 4	95



University of Fort Hare
Together in Excellence

List of Tables

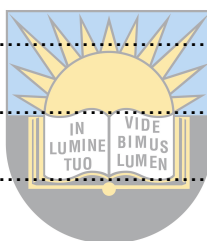
Table 4.1: Response rate.....	46
Table 4.2: Frequency table	46
Table 4.3: Descriptive.....	51
Table 4.4: Kendall's correlation matrix showing the relationships among digital experience, organisational support, resilience, and employee engagement.....	52
Table 4.5: Multiple regression analysis table showing the results of interactive prediction of employee engagement by digital experience, organisational support, resilience.....	54
Table 4.6: Multiple regression analysis table showing the results of independent prediction of employee engagement by digital experience, organisational support, resilience.....	54
Table 4.7: Cronbach's Alphas	57



University of Fort Hare
Together in Excellence

List of Figures

Figure 1.1: Proposed model of the mediating effect resilience in the link among employee engagement, digital experience, organisational support (Author, 2022)	Error! Bookmark not defined.
Figure 2.1 Work Engagement Theory.....	20
Figure 2.2: Proposed model of the mediation effect of resilience in the relationship among digital experience, organisational support, and employee engagement (Author's own)...	Error! Bookmark not defined.
Figure 4.1: Participants distribution of gender.....	55
Figure 4.2: Age Distribution.....	55
Figure 4.3: Race distribution	48
Figure 4.4: Marital Status	56
Figure 4.5: Home Language.....	57
Figure 4.6: Tenure	57
Figure 4.7: Department	58
Figure 4.8: Relationship between digital experience and employee engagement.....	60
Figure 4.9: Relationship between Perceived Organisational Support and Employee Engagement	61
Figure 4.10: Relationship between Resilience and Employee Engagement	61
Figure 4.11: Mediating effect (Digital experience)	63
Figure 4.12: Mediating effect (Perceived organisational support).....	..Error! Bookmark not defined.
Figure 5.1: Empirical model of the mediating effect of Resilience in the connection among Digital Experience, Perceived Organisational Support and Employee Engagement.....	63



University of Fort Hare
Together in Excellence

List of Acronyms

EE: Employee Engagement

DE: Digital Experience

POS: Perceived Organisational Support

R: Resilience

UFH: University of Fort Hare



University of Fort Hare
Together in Excellence

ABSTRACT

The research examined resilience as a mediating factor in the correlation among employee engagement, perceived organisational support, and digital experience. A cross-sectional (survey) study using an explanatory design and convenience sampling techniques were used to sample 282 respondents, both male and female from University of Fort Hare. Responses were collected using a standardised, validated questionnaire. To propose a model employing structural equation modelling, multiple regression analysis, and Pearson correlation analysis, and five hypotheses were constructed and tested. The findings indicate that Employee engagement and the digital experience are unrelated concepts; $r = -0.044$, $p > 0.01$. Employee engagement and perceived organisational support have a strong beneficial link, $r = 0.247$, $p < 0.01$, and there is a positive link between resilience and employee engagement, $r = 0.075$, $p < 0.01$. Resilience fully mediates the relationship between digital experience and employee engagement, $F(0.2347) = 0.0136$; $R^2 = 0.061$; $p < 0.05$. In addition, resilience mediates the link between perceived organisational support and employee engagement, $F(0.2304) = 0.029$; $R^2 = 0.061$; $p < 0.05$. Based on the findings, the study concludes that resilience mediates the relationship between perceived organisational support and employee engagement, and for the relationship between digital experience and employee engagement to exist, resilience needs to exist as a mediator. The researcher recommends that new information regarding perceived organisational support and resilience should be shared with the workforce by employers and labour managers, particularly university employees, to strengthen the influence of employee engagement.

Keywords: Digital employees experience; Employee engagement; Perceived organisational support; Resilience; University employees; Eastern Cape; South Africa

CHAPTER 1

INTRODUCTION, PROBLEM STATEMENT AND OUTLINE OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND OF THE STUDY

This first chapter includes the research background, problem statement, study objective, hypotheses, significance of the research, research delimitation, and ethical considerations. This chapter also offers a chapter-by-chapter synopsis of the dissertation and a chapter summary. The study sought to ascertain the mediating effect of resilience in the relationship between digital experience, organisational support, and employee engagement among staff at a historically disadvantaged South African university.

When the Fourth Industrial Revolution (4IR) was discussed, it was typically viewed as a threat to traditional ways of doing things and jobs. As a result, questions have been raised about how well-prepared the South African educational systems are for 4IR. Although 4IR is still not widely understood in many businesses, the idea is already gaining traction across a range of economic sectors. Consequently, 4IR is receiving increased attention from academics, businesspeople, and politicians. (Nwoso et al., 2023)

Furthermore, the global COVID-19 pandemic resulted in various challenges to workers (Liu, Chen & Li, 2021) and organisations. Due to this, academics needed to quickly change from conventional education to remote teaching and learning was essential for educational processes to continue during the pandemic (Ali, 2020; Armoed, 2021). In addition to the existing heavy workloads, academic employees were required to provide extra support to students owing to the rapid transition of teaching (Chiu, 2021).

Clearly, tertiary institutions responded rapidly to the change caused by the pandemic and adjusted to the transformation and are future focused (Baker, 2022). Working remotely, made possible by improved technology, meant that the need for technology increased to assist employees in working and performing their jobs effectively, Digital experience is the way an

employee connects with their digital environment holistically, as well as their feelings towards it (Laroui, 2021). Digital experience does not have an exact definition because it is a new concept. However, different interpretations of the term “digital experience” have been provided, but the most common definition is that digital experience is connected to the way workers experience technology at work (Bynghall, 2021). In addition, digital experience refers to the quality of employees’ interactions with technology in the work setting (Poisson, 2020).

Importantly, employees need to feel valued in the organisation they work in. The degree to which employees’ contributions are believed to be valued by the organisation is known as perceived organisational support (Mulder, 2019). Perceived organisational support is vital in assisting organisations establish positive relationships with their employees and encourage employees to work hard (Li, 2019). Therefore, perceived organisational support displays the extent to which a company tries to address its employees’ socio-emotional needs and cares about their well-being (Jeong & Kim, 2021).

Employee engagement is a crucial strategic imperative, even in changing and uncertain circumstances for success for the modern workplace (Deepalakshmi et al, 2024) The primary element in any organisation’s success is its workforce’s engagement, especially after the pandemic, and tertiary institutions are continuously searching for procedures to sustain the quality of education (Chanana & Sangeeta, 2020).

In every organisation, employees are a crucial stakeholder in ensuring the effective running of the organisation. Organisations indicate that one of the biggest problems is getting employees engaged, and many tertiary institutions do not pay enough attention to employee engagement. Prioritising employee engagement displayed benefits for employers, such as, enhanced employee attraction, better productivity, increased retention, and improved customer service. In universities, employee engagement improves faculty retention and increased student attainment (Deloitte, 2017). There is no established definition of employee engagement that is globally accepted, and with the recent pandemic, researchers have been attempting to establish a definition that would explain engagement even in those times of turbulence (Martic,

2022). When workers feel attached to their organisation, they are typically more effective, stay in the organisation longer, and they encourage their colleagues to do the same (Ryba, 2021).

Employees possibly engage in an unfavourable way because of recent COVID-19 pandemic, which resulted in workers working remotely to avoid physical contact. Working remotely heightened the possible challenges employers and employees could encounter. As a result of this, organisations had to attempt ensuring that employees feel safe and secure (Lund, Madgavkar, Manyika & Smit, 2020).

The notion of employee engagement has received a lot of attention from researchers in the domains of organisational and industrial psychology, and human resource management. Researchers in these fields have found employee engagement crucial for organisations since the organisation's growth, development and achievement of goals and objectives are dependent on its employees (Ikon & Chukwu, 2017). Furthermore, employee engagement benefits organisations in a variety of ways, including improved customer service, higher productivity, happier employees, healthier employees, safer employees, higher employee satisfaction, better home lives, and lower absenteeism, among other critical factors (Wickham, 2020).

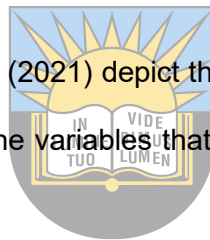
Researchers, practitioners, and politicians have all paid close attention to the connection between organisational support and employee engagement. Numerous studies have attempted to determine the elements that support or undermine workplace engagement as well as the ways in which employee engagement affects different organizational outcomes. But even with the increasing amount of study on this subject, there are still a number of gaps in our knowledge of the complex interactions among organizational support, digital experience, and employee engagement. A more detailed knowledge of the underlying mechanisms and contextual elements that influence this relationship is necessary, despite certain research have demonstrated a positive association between engagement and organizational support.

Furthermore, a reexamination of conventional methods for promoting employee engagement and improving digital experience and organizational support is required due to the dynamic nature of the modern workplace, which is marked by demographic changes, technological advancements, and changing organizational structures. That is why this study sought to investigate the role of resilience in mediating the connection between digital experience, organisational support, and employee engagement.

1.2 STATEMENT OF THE PROBLEM

Poor employee morale is frequently the result of low staff engagement. Negative attitudes and a lack of excitement are signs of disengaged employees that can spread fast. They might only offer unfavorable comments on projects or neglect team-building or social events. A hostile workplace and worse productivity might also result from this drop in morale (ActivTrak, 2023).

Alshaabani, Naz, Magda and Rudnak (2021) depict the gaps that studies in both private and public sectors are generalised, and the variables that impact employees' engagement have not been specifically studied.



The majority of South African public schools, particularly those in townships and rural areas, were affected by the lockdown due to the 4IR infrastructure issue, claim Mhlanga and Moloji (2020). Universities and traditional institutions without 4IR tools were forced to close at the start of the COVID-19 lockdown since no workable solutions were established to address such situations. Mhlanga and Moloji (2020) predict that because of infrastructure problems, broadband availability, and data costs, this will likely be a common occurrence throughout the African continent. Employee burnout, emotional tiredness, increased job-related expectations, workplace disengagement, and professional detachment and inefficacy were all reported by isolated and unsupported workers (Dionisi, Sestito, Tarli, Antonelli, Tosoni, and D'Addio, 2021; Holmes, Rentrop, Korsch-Williams, and King, 2021; Rapp, Hughey, and Kreiner, 2021; Singh, Bala, Dey, and Filieri, 2022) during the COVID-19 pandemic.

Wasilowski (2018) found that employee engagement is measured at low rates both within tertiary institutions and in other organisations. Ali (2020) and Armoed (2021) agree that

COVID-19 resulted in a rapid change from learning and working traditionally to working remotely, with employees in need of digital training and support from their employers. During and after the COVID-19 pandemic, the University of Fort Hare implemented a hybrid approach of working physically and remotely, where data and laptops were provided for employees and students (Buhlungu, 2020).

However, Linden (2020) notes that digital experience, connectivity issues, and engagement need improvement at the University of Fort Hare (Linden, 2020). Studies on employee engagement have been done internationally, in South Africa, and even in the Eastern Cape, but the focus of these previous studies has been on stress and burnout. There is little research focusing on the influence of digital experience, organisational support, and resilience on employee engagement, especially after the COVID-19 pandemic. Thus, this study evaluates the mediating effects of resilience in the connection between digital experience, organisational support, and employee engagement among the staff at a historically disadvantaged South African university.

1.3 AIM AND OBJECTIVES OF THE STUDY

The study sought to empirically assess the mediating role of resilience in the relationship between employee engagement, organisational support, and the digital experience.

The specific objectives of the research were:

- 1.3.1 Investigate the relationship between digital experience and employee engagement.
- 1.3.2 Investigate the relationship between organisational support and employee engagement.
- 1.3.3 Examine the relationship between resilience and employee engagement.
- 1.3.4 Examine the role of resilience as a mediator in the relationship between digital experience and employee engagement.
- 1.3.5 To study the mediating role of resilience in the relationship between organisational support and employee engagement.

1.4 RESEARCH QUESTIONS

- 1.4.1 How does digital experience relate to employee engagement?
- 1.4.2 What relationship exists between organisational support and employee engagement?
- 1.4.3 What is the relationship between resilience and employee engagement?
- 1.4.4 Does resilience play a significant role in regulating the relationship between digital experience and employee engagement?
- 1.4.5 Does resilience have a major mediating influence in the relationship between organisational support and employee engagement?

1.5 HYPOTHESES

Based on past research, the following hypotheses were developed for the current study:

Hypothesis one

H₀: There is no significant positive relationship between digital experience and employee engagement.

H₁: There is a significant positive relationship between digital experience and employee engagement.



University of Fort Hare
Together in Excellence

Hypothesis two

H₀: There is no significant positive relationship between organisational support and employee engagement.

H₁: There is a significant positive relationship between organisational support and employee engagement.

Hypothesis three

H₀: There is no significant positive relationship between resilience and employee engagement.

H₁: There is a significant positive relationship between resilience and employee engagement.

Hypothesis four

H₀: There is no significant positive mediating effect of resilience in the relationship between digital experience and employee engagement.

H₁: There is a significant positive mediating effect of resilience in the relationship between digital experience and employee engagement.

Hypothesis five

H₀: There is no significant positive mediating effect of resilience in the relationship between organisational support and employee engagement.

H₁: There is a significant positive mediating effect of resilience in the relationship between organisational support and employee engagement.

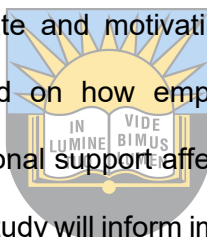
1.6 SIGNIFICANCE OF THE STUDY

During the COVID-19 pandemic, many organisations managed to rapidly adapt to the change that was needed, focusing on employees' basic needs of stability, safety, and security (Emmett, Schrah, Schrimper & Wood, 2020). Almost every crucial aspect of an organisation is impacted by employee engagement, including revenue, employee turnover, profitability, customer experience and more (Ryba, 2021). Owing to the changes posed by the pandemic, individuals had different experiences with working remotely. This study has potential to assist in expanding the current literature as it identifies gaps and limitations to inform future actions and implementation.

The purpose of this research was to present an empirical model of how digital experience and organisational support can improve employee engagement, with resilience as a mediating factor, especially after the COVID19 pandemic. Investigating human resource issues such as employee engagement is critical in ensuring organisational success (Pribanic, 2019). This may improve overall employee retention in many organisations.

The findings of this study will benefit employees in various departments at the University of Fort Hare by assisting them discover the elements that impact their employee engagement, so that essential amendments can be made to enhance the way in which they engage. The study results on the relationships among employee engagement, digital employee experience and perceived organisational support, will allow employees to identify means to change their approach to digital experiences and enhance their perception of the organisation and heighten the way employees engage in the organisation, ultimately increasing worker engagement.

When University of Fort Hare studies and identifies the root cause of poor employee engagement, strategies could be developed and implemented to ensure that employees are more comfortable working online and experience the support of their organisation. This will enhance the prominence of the organisation, resulting in it being identified and acknowledged in a better manner for its considerate and motivating environment for employees. More research will need to be conducted on how employee engagement, digital employee experience, and perceived organisational support affects staff at the University of Fort Hare, widening literature on this topic. This study will inform improved employee attraction, increased retention, better productivity, enhanced faculty retention, and increased student attainment.



University of Fort Hare
Together in Excellence

The national Department of Higher Education and Training (DHET) will benefit from this study because when reasons for poor quality education are identified, policies seeking to improve the effectiveness of employees in universities can be implemented. Policy makers will be able to ensure the kind of training and development that may be needed in ensuring employees work efficiently in providing quality education. The study will assist in ensuring that tertiary institutions produce employees that are willing to engage with their employer, ultimately retaining quality employees.

1.7 DEFINITION OF OPERATIONAL TERMS

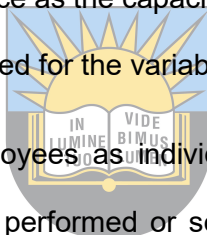
Digital experience: For this study, digital experience is the ability to use technological tools and work remotely. A validated scale designed for the variable is used to measure digital experience.

Perceived organisational support: This study defines perceived organisational support as an employee's assumption that the organisation provides affirmation and assistance. A validated scale designed for the variable is used to measure perceived organisational support.

Employee engagement: In this study employee engagement is defined as the extent to which an employee is dedicated and loyal towards their job. A validated scale designed for the variable is used to gauge employee satisfaction.

Resilience: This study defines resilience as the capacity to deal and recover from challenging experiences. A validated scale designed for the variable is used to measure resilience.

Employees: This study defines employees as individuals who are employed for financial remuneration in exchange for duties performed or services rendered, such as wages and salary.



University of Fort Hare
Together in Excellence

1.8 DELIMITATION OF THE STUDY

This study is limited to permanent academic and administrative employees of the University of Fort Hare in the Eastern Cape. It extends to the university's three campuses, namely, the Alice, Bisho, and East London campuses. Variables considered in the study are digital experience, support, employee engagement and resilience as a mediating factor. Related variables such as job satisfaction, turnover and organisational climate are not involved in the study.

1.9 STRUCTURE OF THESIS

Chapter 1: Introduction and Background of the study

The first chapter establishes the foundation of the research by meticulously articulating the study's goal. In addition, it describes the following subheadings for the targeted goals and objectives: Background information, the problem statement, the investigation's objectives, the hypothesis statement, the study's importance, the research methodology, the study's limits, and ethical issues.

Chapter 2: Theoretical Framework and Conceptual Literature

This chapter outlines the logical justifications of digital experience, organisational support, employee engagement, and resilience, as well as the underpinning theories related to the study. It also reports the views and assumptions of other scholars and experts regarding the variables considered in the investigation. This chapter also provides evidence from other scholars who have previously studied the variables under consideration in the current research. Reliable findings and results are outlined from existing research.

Chapter 3: Research methods

Systematic methods and procedures are explained in Chapter 3. These approaches were adopted and implemented in this research so that a suitable research format could be designed. This has assisted in identifying the targeted population, relevant sample size, reliable sample procedures, equipment for doing research, and ethical issues that need to be observed in collecting data.

Chapter 4: Presentation and Interpretation of results

The fourth chapter summarises the findings and outcomes obtained by assessing the data gathered in diagrammatic and tabular forms in accordance with the hypotheses. The findings are also interpreted in this chapter.

Chapter 5: Discussion, conclusion and implications

This chapter compares the current research findings to past relevant research findings and elaborates on the findings reported in Chapter 3. This chapter further provides a



University of Fort Hare
Together in Excellence

comprehensive explanation of the results presented in Chapter 5. Furthermore, conclusions based on the findings are presented, as well as possibilities for further research.

1.10 CHAPTER SUMMARY

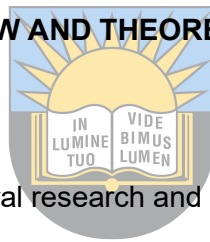
The chapter began by introducing the research subject and providing context for the study. The chapter then offered a comprehensive explanation of the topic, highlighting the major and specific study objectives. Furthermore, the research hypotheses were given, followed by an explanation of the study's importance. The chapter then discussed the research's shortcomings as well as the ethical considerations raised. Finally, the thesis structure was presented from chapters 1 to chapter 5.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The first chapter introduced the general research and set the stage for the investigation. This chapter's goal is to present a summary of the intellectual, scholarly, and philosophical writings on employee engagement, digital experience, perceived organisational support, and resilience. There are three sections in this chapter. The first provides a comprehensive theoretical explanation of the variables' relationships; the second outlines the conceptual literature and opinions from various experts in the current field of study, focusing on the main variables of this research, and the third gives a summary of earlier scholars' research on digital experience, perceived organisational support, and employee engagement.



University of Fort Hare
Together in Excellence

2.2 THEORETICAL FRAMEWORK

2.2.1 Work Engagement Theory

Employee Engagement Constructs

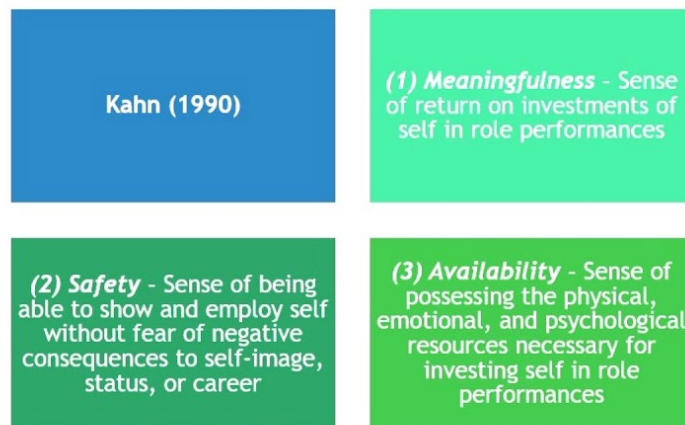


Figure 2.1 Work Engagement Theory

The most crucial theory of employee engagement was penned by William Kahn in 1990. It has since become the foundation of any discussions on employee engagement. This theory explains how employees see themselves beyond focusing on a single psychological aspect (Akingbola & Berg, 2019). The classical theory of engagement, which focused on aspects of the workplace that influence engagement and disengagement, led Kahn to identify three crucial psychological conditions, meaningfulness, safety, and availability (Kahn, 1990). The main constructs relating to this theory are depicted in Figure 1. Dali (2022) explains personal engagement as employment and preferred personal expression done simultaneously, determining their work dedication, connection to people, full role performance and personal presence physically, cognitively, and emotionally.

Kahn's theory shows that engagement is impacted by the degree to which individuals perceive themselves and their work. Perceived efficiency of procedures, psychological safety, and self-efficacy in an individual's job are predictors of meaningfulness, safety, and availability respectively (Hu, Griffen, Yeo, Kanse, Hodkiewicz & Parkes, 2018). Individuals experience meaningfulness when they recognise the worth of their investment in themselves. Safety conditions are met when people can be their true selves without fear of adverse

consequences. Kahn (1990) believes that individuals feel safe enough to voice their concerns and suggestions freely. Psychological availability is the individual's ability to have an emotional, physical, and psychological resource to engage at a specific moment (Kahn, 1990). People with strong self-efficacy frequently feel more capable of carrying out their job duties and handling pressure at the office (May et al., 2004).

Physical, cognitive, and emotional energies are used by people when the organisational climate is conducive, which benefits work-related roles (Kahn, 1990). Huang (2022) agrees that job engagement should be divided between mental, emotional, and physical activity. Moreover, cognitive engagement can be illustrated as persons working hard even if the job may be challenging. Research by Rothbard (2001) also defines cognitive engagement as the degree of concentration and commitment to a job. Furthermore, Russell and Barrett (1999) define emotional engagement as the extent to which an individual enjoys a job, while Brown and Leigh (1996) define physical engagement as how energetic one is when performing work. In addition, Dali (2022) believes that work engagement occurs due to unity, self-harmony, and the organisation, where employees are committed to their jobs while being true to themselves, without sacrificing the other. For instance, employees had to remain competent in their jobs even during the pandemic, although some employees had minimal knowledge and skills for working with digital appliances and the challenges attached to working from home. It is therefore crucial for theorists to fill the gap between research and practice to advance employee engagement theory (Kwon & Park, 2019).

According to Robinson (2022), employee engagement theory assumes that organisations improve satisfaction and maximise staff output by supporting, challenging, and inspiring employees. The theory implies that organisations with high levels of employee loyalty and motivation tend to have more engaged employees, resulting in low turnover, less absenteeism, and heightened innovation and creativity. Engagement is found to be a crucial foundation for organisational success, through the link between management and public relations to contribute to an efficient society (Jelen-Sanchez, 2017).

2.2.2 CGI Digital Employee Experience Model

Digital employee experience is a new concept that is still being developed. Researchers have looked at different frameworks related to employee experience, and no frameworks have been found regarding digital employee experience (Gheidar & Zanjani, 2020). However, in 2015, researchers from a global IT and business process service provider, developed the CGI digital employee experience model (CGI, 2015). This model is found to have three layers and five components. The three layers are identified as value, insight, and experience. The five components are culture and working practice, technology enablers, experience and process design, operating model and organisational design, and infrastructure (Gheidar & Zanjani, 2021).

The focus of cultural and working practices is the organisation's overall outcome instead of individual tasks, embedding working practices that will enhance the adaptation of working, ultimately improving employee engagement. Furthermore, devices have been designed to enable employees to complete tasks wherever they are and provide an integrated toolset that targets user experience (CGI, 2015).



University of Fort Hare
Together in Excellence

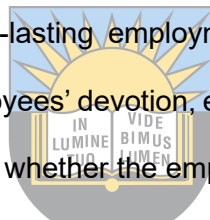
In addition, experience and process design focus on the employee's digital journey, where organisations ensure that adequate information is provided to the employee and the effective collaboration between knowledge and skill is implemented. To ensure that employees work efficiently, the operating model and operational design are developed in a manner where employees can realise the benefits of working digitally and the opportunity it provides employees to manage their performance. In support of this model, the infrastructure needs the proper equipment, such as a desktop and cloud-based services, to enable everyone to access working remotely (CGI, 2015).

Nowadays, the workplace is digital and business-oriented instead of the traditional workplace, and this enhanced digitisation has both advantages and disadvantages. For instance, as the new technologies enable modern employees to exchange information regardless of geographical location, this technology does not ensure that this knowledge is shared (Cabrera,

Collins & Saigado, 2006). Various scholars believe that this heightened level of digitalisation has dehumanised traditional labour, leaving individuals who are not technologically savvy at a disadvantage. Moreover, the devaluation of the physical contribution could result in lower employee status and job certainty, resulting in skilled individuals being jobless (Briken, Chillias, Krzywdzinski & Mark, 2017).

2.2.3 Social Exchange Theory

Eisenberger founded the organisational support theory in 1986 (Eisenberger et al., 1986), using Blau's theory of social exchange (Blau, 1964; Gouldner, 1960; Hu et al., 2014). Perceived organisational support is formed by individuals who believe that their employer has a positive or negative inclination towards them (Hu et al., 2014; Rhoades & Eisenberger, 2002). Hu et al. (2014) believe that positive social exchange between employee and employer when communicating results in long-lasting employment bonds. Usually, the employer is concerned with the extent of the employees' devotion, engagement, and trustworthiness, while the employee is more concerned with whether the employer keeps their promise of caring for their well-being (Kurtessis, Eisenberger & Ford, 2017; Rhoades & Eisenberger, 2002).



University of Fort Hare

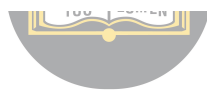
Literature from various researchers confirm that perceived organisational support of individuals assists in boosting their obligation to the employer, in return reciprocating favourably. Moreover, employees desire to satisfy their socioemotional needs, incorporating organisational affiliation into how they identify socially (Coyle-Shapiro & Conway, 2005; Eisenberger et al., 2001).

Rhoades and Eisenberger conducted a meta-analysis, which revealed that auspicious compensation such as rewards, a conducive working environment and fairness among employees impact perceived organisational support directly. Furthermore, favourable results such as high job satisfaction, heightened dedication, decreased turnover, and improved performance are promoted by perceived organisational support (Yu & Frenkel, 2013). Various methods of social exchange have pinned the significance of different sources of support that

individuals rely on and develop extensive give-and-take relationships (Lavelle, Rupp & Brockner, 2007). Yih and Lawrence (2013) found that organisations achieve positive results when employees feel they are receiving superior treatment.

Psychologically, work connections may include any form of communication between co-workers involving an employee and the organisation. In organisational contexts, work relationships are important in acquiring crucial knowledge necessary for contentment and good performance. Employees feel supported and motivated when positive relations are created with colleagues and the organisation (Leana & Barry, 2000).

Furthermore, the workplace is more universal, heightening diversity in its workforce. As a result, organisational values have changed, allowing more flexibility and sometimes at the cost of efficiency causing ambiguity, complexity, volatility, and uncertainty (Bennett & Lemoine, 2014). This environment is stressful for employees and managers, and the organisational outcomes cannot be controlled or influenced (Chernyak-Hai & Rabenu, 2018).



2.2.4 Theory of Resilience

The resilience theory was founded by Norman Garmezy in 1991, focusing on schizophrenia and mental illness; it then moved to stress resistance, resilience, and competence (Garmezy, 1991a; Garmezy, 1991b). Resilience theory is unique in that it is a continuously evolving framework that is improved through the researcher's studies and analysis, rather than a set of determined hypotheses or principles (Li, 2022). Wright, Masten and Narayan (2012) have identified four waves of resilience studies which have continuously redefined and refined resilience theory.

Three models have described resilience, model of compensation, model of protection versus vulnerability, and model of challenge. The compensatory model predicts that stressor decreases competence, while personal attributes increase adaptation, and then combined stressors and personal attributes improve competence. The protective vs vulnerability model relates to the interactive relationship between personal attributes and stressors, noting that

the level of attributes depends on the association of stress. In a challenge model, stressors heighten adjustment but not at extreme levels. Very high levels of stress decrease competence. Individuals are encouraged to comprehend that some stress is beneficial because coping skills are developed and internal and external resources are mobilised (Garmezy et al., 1984).

Initially, researchers conducting their study on resilience focused on recognising the personality traits responsible for the favourable results in that subset of children. The researchers assumed that some static intrinsic quality of an individual developed resilience. Researchers later realised that resilience is not just a personality trait but the capacity of a vigorous process adapting to challenges that successfully threaten a child's development and functionality (Masten, 2013). According to resilience theory, how negative things are handled matters more than their actual nature. When challenges are faced, resilience ensures that individuals survive, recover, and bounce back (Moore, 2019).

The resilience theory mediates communicative, physiological, and perceptual aspects of stress related to social relationships. Appraisals and communication patterns impact personal and relational adaptation and health. Individuals need to continually invest in their connections to avoid the strain on resilience and thriving due to stress-related conversations, which could cause chronic stress, and depletion of an individual's emotional, psychological, and emotional being (Afifi, MacMillan & Taillieu, 2016).

2.3 CONCEPTUAL LITERATURE

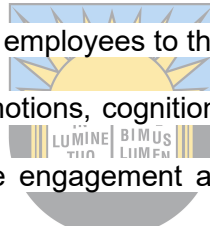
2.3.1 Employee Engagement

William Kahn (1990) founded the term *engagement*, defining personal engagement as the control employees have on themselves regarding the job roles. Kahn (1990) emphasises how crucial psychological conditions are, further explaining the reason an employee may opt to personally engage or disengage during work (Kahn, 1990). Bunchapattanasakda and Li (2019) argue that employee engagement is a crucial factor in management theory and

practice. In addition, employee engagement has identified two kinds of definitions, first as a multi-faceted construct, and secondly as a unitary construct.

Several scholars have followed Schaufeli and Bakker's (2004) methodology, concentrating on three separate aspects: vigour, devotion, and absorption (Vercic & Vokic, 2017; Walden et al., 2017). Employee engagement has been defined by other academics as an affective state of motivation, specifically positive affectivity, affective commitment, and empowerment (Kang, 2010; Men, 2015). According to Jelen-Sanchez (2017), affective commitment, positive affectivity, and empowerment were all inconsistent. Lack of consistency necessitates the development of a clear and explicit conceptualisation and operationalisation of employee engagement.

Various scholars have recently adopted the framework in defining engagement as a psychological condition that connects employees to their organisations and shows up in their role performance in terms of their emotions, cognition, and physicality (Duthler & Dhanesh, 2018; Welch, 2011), citing employee engagement as a key factor in job performance by scholars and practitioners who have made understanding the relationship between employees' behaviours and organisational effectiveness one of their main aims.



Furthermore, Lockwood (2007) defines employee engagement as the level of commitment employees have towards the company, which leads them to work hard and commit themselves to it over time (Lockwood, 2007). It is also crucial to foster employee engagement because a motivated employee collaborates well with others and understands the corporate environment (Kompaso & Sridevi, 2010).

Barik and Kochar (2017) believe employee engagement is crucial currently as organisations are attempting to retain quality employees so that the productivity may improve. Employee engagement benefits both employees and the organisation. The heightened focus on employee experience has been beneficial for the digital organisation in many ways. More research needs to be conducted, linking technology to employee experience, ensuring

employees engage with their organisations (Hawtrey, 2022). Boatman (2022) notes that digital employee experience influences the entire employee experience, supporting employee engagement. Employees who can access relevant digital tools are more likely to remain employed by the company.

Employee experience can transform employees and employers' approach digitalised work. Mastering the competitive need for change in a worker-oriented organisation is crucial for business growth, employer branding, employee retention, and productivity. Moreover, employee experience is seen as key to the success of digitalisation, creating an improved employee experience through work environments that individuals want to be part of (Chapco-Wade-Safina, 2021). According to Boatman (2021), when a worker receives content relevant to them, more engagement takes place. Information matching their interests allows employees to be more interested in their work, and being informed regarding important goals and crucial changes makes employees feel included.



2.3.1.1 Employee engagement: Antecedents and consequences

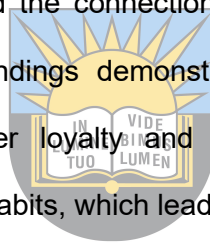
Employee involvement has been conceptualised differently in several studies. According to Schaufeli et al. (2002), 16 studies out of 27 thought that engagement is a three-dimensional construct made up of zeal, commitment, and immersion, while 4 thought that it is a two-dimensional construct made up of work engagement and organisational engagement (Saks, 2006). Three other studies considered engagement to be a one-dimensional notion. Gaan (2016) used Thomas' (2007) one-dimensional framework, which described engagement as a generally stable state impacted by communication between the work environment and individuals, whereas Abraham (2012) used Gallup's engagement model. Borah (2018) defines engagement as commitment, satisfaction, and involvement in four other research.

Existing literature reveals that job and organisational-related factors are the mostly used drivers of engagement. Researchers mostly assess goal setting, job characteristics, job sources, autonomy, job crafting, and job fit, as the drivers of engagement. Other common drivers that have been assessed are organisational justice, organisational support, learning

opportunity, feedback, organisational resources, work-life balance, organisational identifications, teamwork, social support, organisational culture and communication, and service climate (Barnes & Collier, 2013; Biswas & Bhatnagar, 2013; Gupta & Kumar, 2013; Rawal, 2015).

Leadership has been identified as a driver of engagement by many researchers, while Papalexandris and Galanaki (2009) focused on certain leadership qualities, such as, vision expression, mentoring skills, internal harmony, and self-management. Research has proved that heightened engagement levels lead to increased job satisfaction, improved extra-role behaviour, higher organisational commitment, improved performance and reduced turnover intention (Borah, 2018). Moreover, to the commonly explored factors, research showed that engagement improves innovative behaviour of employees (Slatten and Mehmetoglu, 2011).

Furthermore, Siddiqi (2015) explored the connection between engagement and customer happiness and loyalty, and their findings demonstrated a substantial, good correlation between engagement and customer loyalty and satisfaction. As a result, employee engagement supports positive work habits, which leads to higher organisational performance and productivity (Borah, 2018).



University of Fort Hare
Together in Excellence

2.3.2 Digital Experience

Employee experience is crucial, but how employee experience should look is uncertain and confusing (Morgan, 2017). Increased digitalisation and online work over the years has changed employee expectations (Zel & Kongar, 2020). Employee experience and digital transformation seem to be the main concepts that are transforming organisations at a rapid pace. One of the results of digital transformation in the workplace is digital experience, which has established a revolution that will make organisations more competitive. As organisations adopt the hybrid approach, more effort must be exerted to ensure that productive digital experiences are delivered. Digital experience is relatively new, making it challenging to know where to begin (Robertson, 2021).

Although digital experience is a new concept and not much research has been done on it, employee experience has been studied to improve human resources and employee engagement (Wride, 2016; Lee, 2016; Ludike, 2018). Employee experience can be defined as the total remote interactions between an employee and their organisation (Thoughtfarmer, 2019). Robertson (2018) agrees with the above and defines employee experience as total remote interactions in the workplace. Employee experience refers to the entire employee experiences related to the organisation. This includes employee interactions, both while in the organisation and after the employment has ended (Ludike, 2018). As we live in change, human resources have introduced a new approach to employee experience. This era enables employees the desire to be proactive and show up so that productivity, satisfaction, and embeddedness improve (Morgan, 2017).

Sage (2018) argues that in 72 per cent of workers, when the experience is positive, productivity improves. Robertson (2021) developed a digital employee experience Enterprise Framework consisting of six components, namely environment, technology, leadership, culture, competence, and lived experiences. The Enterprise Framework works as a benchmark between organisations and digital employee experience, ensuring that the delivery of DEX progresses among organisations.

Digital experience could be elevated by ensuring that important data, systems, and gadgets for communication technologies such as smartphones, email, and virtual private networks are made available (Turner, 2020). Digitalisation has changed the way employees work, and it has been intertwined in every aspect of life. During a pandemic, technology enables people from different walks of life to access alternative resources that will enable them to reconstruct, develop and modify new patterns and routine for work and socialisation (Lopes, 2016). Employees can easily change from working at home to working remotely, provided that the relevant collaborative tools are made available (Rudolph, Allan, Clark, Hertel, Herschi, Kunze, Shockly, Shoss, Sonnentang & Zacher 2020). Zoom, Google Meet, and Webex are some of the video conferencing platforms that organisations use since having to work remotely.

Schools and colleges have also introduced similar platforms to support working and studying online (Wang, Cheng, Yue, & McAleer, 2020).

IT infrastructure and services have been the cornerstone for most organisations as it gives workers the resources they need to work effectively even if they are working from home, ensure work-life balance. Research done by Wang, Cheng, Yue and McAleer (2020) confirms that IT support influences improving the way employees engage and work. Rubbio, Bruccoleri, Pietrosi and Ragonese, (2019) have proved that IT infrastructure and services are significant in building employees' resilience.

As digital technologies emerge and transform, organisations need to differentiate themselves from other organisations by improving their efficiency and effectiveness (Bonetti, Sutanundjaja, Mabhaudi, Slotow & Dalin, 2022). According to recent surveys, digital technology is becoming increasingly significant in marketing and buying (Grewal, Roggerveen & Norfalt 2017). Ensuring a thorough grasp of how consumers react to cutting-edge technologies like robots, chatbots, and other AI-driven apps is a crucial field of research (Davenport, Guha, Grewal & Bressgott, 2020). For instance, despite the advantages they may offer, human-like robots may cause a sensation of unease as the "Uncanny Valley") and may drive away customers (Mende, Doorn, Shanks, Scott & Grewal, 2019). To avoid such unintended and unanticipated repercussions, new technology deployment demands significant consideration, planning, and user training (such as for frontline staff), as well as awareness of how to balance customer pull and technology push (Keeling, Hollingsworth & Read, 2019).

It is critical that initiatives along these lines assess how digital technologies give value to customers. For example, Wayfair and Amazon work hard to deliver digital customer experiences that are at least as good as their physical counterparts. They may also use digital tools to strengthen client relationships (Okazaki, Eisend, Plangger, deRuyter & Grewal, 2020; Bleier, Goldfarb & Tucker, 2020) or consumer interaction (Heller et al., 2021), while addressing

privacy concerns. Digital technology can create and shape wealth by giving managers access to previously unexplored markets.

In addition, they discuss other strategic resources including software creation, data exchange, and storage, design, the ability to modify AI capabilities, and marketing assets. They then look at various pertinent outcomes, including attitudes, buying intentions, brand value, and company performance (Plangger, Ruyter, Grewal & Tucker, 2022).

Businesses that do research and apply cutting-edge digital technologies on a regular basis have the potential to dominate their industries because they encourage advancements in both the consumer experience and their procedures for design, manufacture, marketing, and delivery (Grewal et al., 2020). For instance, Amazon continuously tests new technologies, such as using robots in its warehouses and drones to do deliveries, to develop and keep its competitive advantage. Customers' initiatives to limit physical contact and change their buying patterns because of the epidemic have amplified the consequences of such creative use of cutting-edge digital technologies (Grewal et al., 2021). Organisations that adopted innovative uses of technology, like UberEats and Instacart, which deliver food to people's homes, benefit from this change in behaviour. Amazon also built fully automated stores like AmazonGo and offered quicker grocery delivery through Amazon Fresh and Whole Foods. These examples, together with the contributions to this thought leadership special issue, show how companies can employ strategic resources to create and implement relevant digital technologies to fulfil their clients', companies', and society's most important strategic goals.

Managers who use new digital technologies must anticipate how these innovations will impact consumer perceptions, purchasing experiences, and service delivery. With a focus on consumer journeys (Schweidel et al., 2022) discovered that the quality of customer-firm contacts has a considerable influence on customers' inclination to send digital signals that allow personalised marketing. The current strategy is noteworthy because it emphasises the effects of consumer signals, organisational choices, and customer reactions at the pre-buy, purchase, and post-purchase stages.

According to King et al. (2022), the way people interact with digital technology has an impact on how they behave. Typed (rather than spoken) interactions with a search page increase user behaviour. They argue (and demonstrate) that inputting your search term puts you in a more deliberate frame of mind, which will influence your customer journey and eventual purchasing decisions. Their findings point to the significance of action-oriented communication for voice search features. Recent studies have emphasised the significance of dynamic communications (e.g., Farace et al., 2020; Roggeveen et al., 2015; Villarroel et al. 2019); however, such technological data exchange can also give rise to security and privacy issues. Therefore, businesses must exercise prudence when implementing cutting-edge digital technology since conflicts over customers' privacy preferences may arise during the buying process. Relationship tension may arise from interactions with the company that uses these technologies (Quach et al., 2022).

2.3.3 Organisational Support

An employee's perception of how much their employer cares about their well-being is known as perceived organisational support (Eisenberger et al., 1986). These perceptions affect the employees' work results (Eisenberger & Stinglhamber, 2019; Rhoades & Eisenberger, 2002). Currently, meta-analytic proof supports organisational support theory and displays that perceived organisational support has a major effect on a large scale on workers' work attitudes and behaviour (Kurtessis et al., 2017). Perceived organisational support is the extent to which employees view the value of their contributions, implying that full consideration is taken regarding their well-being (Alcover et al., 2018).

Furthermore, the narrative of perceived organisational support is broad, where workers understand the backing from various employers as valuable and an established part of trust between workers and their employers, specifically the extent to which employees rely on the manager's decision and comprehending employee-employer relationships (Kurtessis et al., 2017). Srivalli and Kanta describe perceived organisational support as perceptions of the value and concern for the welfare of employees by their employer (Srivalli & Kanta, 2016).



University of Fort Hare
Together in Excellence

The importance of perceived organisational support can be seen in how it relates to various work attitudes and behaviours, such as decreased stress and burnout, enhanced organisational commitment, and increased job satisfaction (Kurtessis et al., 2017; Rockstuhl et al., 2020). However, in a more modest connection, perceived organisational support is related to improved job performance and improved civic behaviour that are advantageous to the organisation instead of the individuals (Rockstuhl et al., 2020; Kurtessis et al., 2017).

Lower turnover intentions and perceived organisational support are strongly correlated. Attitudes towards the organisation encourages internal interest of employees in their duties. First, perception of organisational support permits workers to feel confident that their organisation will support them financially and emotionally when necessary. Socio-emotional needs like esteem and affiliation are met by perceived organisational support. High rewards may be conveyed for commendable performance and, lastly, internal interests of employees can be boosted for their tasks, enhancing self-efficacy (Eisenberger & Stinglhamber, 2019).

Another study, conducted by Ali, Ahmed, and Rasheed (2018), claims that workers were highly interested in their work when they felt their organisation supported them. Murthy (2017) discovered that POS influenced work engagement; the more supportive organisations were of their job, the more engaged the employees were.

Even though remote employment is done with flexible working arrangements or outside of regular business hours, the perception of organisational support is essential for giving employees the tools they need, allowing them to make decisions without supervision, and delegating to them to increase their value and promote diligence and dedication. Research done by Moalusi (2021) shows that trust is an important aspect in perceived organisational support, just like employers need to trust their employee with working in flexible working arrangements. According to Kurtessis et al. (2017), there is a considerable correlation between employees' perceptions of organisational support and their trust in management (Kurtessis et al., 2017).

Since employees wish to perform better return for incentives and favourable treatment, POS is frequently seen as the contribution of the corporation to a positive reciprocity dynamic with its workers (Shrand and Ronnie, 2021).

2.3.4 Resilience

Initially, resilience was described as the presence of protective elements that help people to cope with life's stresses (Kaplan et al., 1996). The hazardous, unpleasant, and dangerous life circumstances that make people vulnerable, however, are a crucial part of resilience. A person's resilience at any stage is determined by the proportion of protective elements to dangerous events. Possessional, relational, situational, and philosophical resilience patterns were discovered by Polk (1997) based on individual research.

The dispositional pattern is concerned with ego-related and physical psychosocial characteristics that promote resilience. These are the characteristics of a person that contribute to a healthy outlook on life's stresses, which may include a fundamental sense of self-worth, independence or self-reliance, good physical health, and physical attractiveness. The relational pattern is concerned with a person's social role and relationships with others. From intimate relationships to those with the larger social structure, these roles and interactions may range.

The situational pattern refers to the elements that involve a link between a person and a stressful event. This can involve a person's ability to solve problems, evaluate situations and replies, and act in response to a scenario. A person's life paradigm or worldview is addressed by the philosophical pattern. This contains concepts that foster resilience, such as the conviction that there is always room for finding the good in things, the conviction that self-improvement is crucial, and the conviction that life has meaning.

Resilience depends heavily on a person's capacity to deal with hardship. Coping is described as the actions that individuals take to prevent being negatively impacted by burnout (Pearlin and Schooler, 1982).

In psychology, Higgins (1994), and Wolin and Wolin (1993) see resiliency as being able to endure and bounce back from challenges. Flach (1988) notes that resiliency in psychiatry is a psychological and biological strengths that individuals utilise to adapt to change. In developmental psychopathology, resilience is the capacity for adaptation with issues and challenges, while having a balanced sense of self (Garmezy & Masten, 1986). In Social Sciences, resiliency is recovering from unpleasant incidents in life and becoming stronger whilst defeating them (Henderson & Milstein, 1996).

Caniels and Baaten (2018) conceptualise resilience as a personal resource which promotes adapting to challenging situations. Resilience displays an individual's capacity to recover from experiencing difficult emotions and flexible adaptation of stressful experiences (Niitsu et al., 2017). Employees' resilience includes the ability to manage resources well, work effectively under pressure, respond positively to criticism, and continuously develop oneself (Kunz et al., 2017). Franken et al. (2020) believe that employees can easily adapt and respond to changing situations and issues, through resilience. Resilient behaviour shows when employees are required to display their personal and job-related attributes to quickly respond to sudden change and uncertainty (Kuntz et al., 2016).

Resilience is vital in coping with stress, and it is crucial for staying balanced during various pandemics (Vinkers et al., 2020). It has been found crucial to identify specific risks and resilience factors to decrease the negative psychological effect of COVID-19 (Gobbi et al., 2020). Examples of aspects of resilience are optimism and hope, enthusiasm, self-awareness and emotional intelligence, a high extent of autonomy and for an individual to develop a high sense of adaptability in changing circumstances (Grant & Kinman, 2013).

2.3.4.1 Resilience-Based Policy

Policies under a resilience framework are primarily concerned with maintaining a social environment favourable to the functioning of families, communities, and individuals (Chapin, 1995). People with deficiencies are believed to have these limitations because of demographic

exclusion from social processes rather than some inherent fault. As a result, to present obvious alternatives that circumvent the dominant system "in favour of those which work better for a given community," resilience, or strengths-based methods, "identify individual and community resources that can be utilized to create opportunities for inclusion." (Chapin, 1995, p. 509).

The domain of the work-life interface provides another example of resilience-based policy, which refers to the relationship between occupational life to personal life. Googins (1991) found that increases in work-life conflicts were a result of changes in the modern workforce. In addition, employers must address more resolutions on how to reduce conflicts so that qualified personnel may be retained, absenteeism reduced, productivity increased, and client satisfaction improved.

2.4 EMPIRICAL LITERATURE



2.4.1 The relationship between digital experience and employee engagement

In 2019, Goswami and Upadhyay conducted empirical study on the effect of digital transformation (also known as the digital experience) on employee engagement. Surveys used to collect information for this investigation from 186 workers of different IT organisations in the National Cape Region. To evaluate the data, many statistical tests, including average, standard deviation, and regression analysis, were employed in this investigation's exploratory and descriptive research designs. The outcomes demonstrated that employee involvement in many ways is well predicted by digital transformation.

Researchers have also investigated the possibility that digital literacy acts as a moderator between work engagement and factors that affect it, such as innovative culture and digitalisation. Some 256 samples in all, with respondents in Selangor and Kuala Lumpur. The findings of this investigation demonstrated a strong link between work engagement and its determinants, and remote literacies modify the relationships between digitalisation and job engagement (Chan et al., 2021).

In addition, dosSantos et al. (2020) studied the tactics used by managers at a Swedish bank. The study employed a qualitative methodology and linked theories to empirical data by conducting semi-structured telephone interviews with management and staff of Swedish banks. The facts gathered were compared with theories, and it was discovered that digitalisation has a beneficial impact on employee involvement in service delivery.

Organisational agility, digital collaboration, and remote leadership's combined effects on perceived employee engagement were examined by Busse and Weidner in 2020. The study focused on VUCA (volatility, uncertainty, complexity, ambiguity) situations, which were recognised as hotspots for the transition from in-person to remote leadership and agile organisational concepts. A qualitative study utilising in-depth interviews was conducted on a German sample. The results demonstrated a beneficial link between digital cooperation and employee engagement.



In addition, Gasparovich et al. (2021) investigated the connection between "employee engagement" and the concept of "digitalisation." Researchers concluded that processes that affect an enterprise's digital transformation improve employee engagement in this study of workers at Russian businesses. *Together in Excellence*

Furthermore, Zahoor et al. (2022) investigated how the operational effectiveness of developing market manufacturing small and medium-sized firms is impacted by people management and employee engagement during pandemic times. During reading numerous works on operations management and human resources, their study was undertaken on personnel employed by Pakistani SMEs. The empirical study demonstrates that talent management modifies digital technology utilisation and employee engagement, leading to operational performance.

2.4.2 Relationship between Perceived Organisational Support and Employee

Engagement

Vercic (2021) studied the connection between employer brand, perceived organisational support, and employee engagement. This study, which involved 12 multinational firms and 1805 workers, demonstrates a substantial positive association between all variables. Regression analysis was performed by the researcher to analyse the data and demonstrate this relationship's strength.

Stefanidis and Strogilos (2020) have investigated the impact of organisational assistance on the levels of employee engagement among Singaporean parents of special needs and disabled children. The responses of 224 participants to surveys were utilised to gather data, which was then analysed using moderated high regression. The assessment revealed that organisational support had a beneficial impact on employee engagement.

The social exchange theory was further studied by Zhong et al. (2016), who also investigated organisational-level drivers of job engagement. Some 605 participants, including employees, their supervisors, and HR managers from 130 organisations, provided the data for this study. The results demonstrated a direct relationship between high-performance HR practices and employee engagement as well as an indirect relationship with perceived organisational support.

The connection among job engagement, organisational citizenship behaviour, and perceived organisational support at Victoria Hospital in Alice among the nurses, Eastern Cape, was also the subject of research by Mathumbu and Dodd (2017). Using questionnaires, data from 106 employees were gathered. The statistics indicate a connection between organisational support and employee engagement.

Alvi and other researchers (2014) also reported the findings of an examination of the effect of perceived organisational support on employee engagement in Pakistan's banking industry. In this study, there was just one hypothesis. Data were collected using structured questionnaires

with 21 statements, and the results revealed that employee engagement is strongly predicted by perceived organisational support.

Najeemdeen et al. (2018) also looked at the impact of perceived organisational support and organisational culture on academic staff members' work engagement. Data from participants were gathered through questionnaires in this study, which used a quantitative methodology. These data were examined using the Statistical Package for Social Sciences (SPSS). The results demonstrated a positive correlation between work engagement and perceived organisational support and culture.

In addition, 292 Mexican employees of a tertiary institution participated in research by Ortiz-Isabeles and Gracia-Avitia (2021) on the relationship between perceived organisational support and work engagement. This study was conducted using a cross-sectional and correlational design. After that, a regression analysis was performed on the data and the findings showed a substantial but weak connection between two variables of work engagement and one dimension of perceived organisational support.

Khajura and Khan (2022) investigated the connection between employee engagement and perceived organisational support. Some 27 research articles were combed through for this investigation using Google Scholar, J-GATE, and EBSCOHOST. The examination of the literature found a moderate and direct link between employee engagement and perceived organisational support (Khajuria & Khan, 2022).

2.4.3 Relationship between Resilience and Employee Engagement

Researchers Amir and Mangundjaya (2021) looked at how resilience is portrayed in student engagement and studied the theoretical framework relating resilience to employee engagement. In Jakarta, the researchers distributed 495 questionnaires to students pursuing 20 study programmes at 12 universities. Of those, 240 surveys provided data. Employee engagement and resilience are related, according to the findings of factor analysis using the structural equation model.

Ullah et al. (2021) investigated the connections among job happiness, employee engagement, and personal resiliency. These researchers decided to conduct a quantitative analysis and used random sampling to gather their data. Data were gathered from 220 bank employees in Lahore, Pakistan, and the findings revealed positive relationships between job satisfaction, employee engagement, and resilience.

In addition, Meintjes and Hofmeyr (2018) studied the connections among employee engagement, perceived organisational support, and resilience among pharmaceutical salespeople working in a cutthroat sales environment. In a South African pharmaceutical company, data from 125 sales reps were gathered using a quantitative, exploratory, cross-sectional survey approach. The findings demonstrated that in a sales environment, resilience had little bearing on employee engagement.

Chikobvu and Harunavamwe (2022) also did research on how much resilience and emotional intelligence affect nurses' employee engagement in the Mangaung Metropolitan Municipality, South Africa. According to the cross-sectional quantitative survey that was used to gather the data, through resilience, engaging in work is encouraged by emotional intelligence.

The relationships between Chinese haemodialysis nurses' resiliency, empathy, compassion fatigue, work engagement, and intention to leave the field were also investigated by Cao and Chen in 2021. On 528 Chinese haemodialysis nurses, a cross-sectional survey and a two-stage sample procedure were used. Utilising multiple regression analysis, the data were examined. Haemodialysis nurses who experience higher levels of compassion fatigue may also experience poorer levels of resilience and work engagement, which may lead to increased turnover intentions (Cao & Chan, 2021).

The extent to which the connection model was built based on how organisational identity and psychological toughness impact front-line nurses' efforts in COVID-19 prevention and control was also investigated by Lyu et al (2020) study. Data were gathered for this investigation from 216 nurses in 12 cities across 6 provinces using convenience sampling. The results

demonstrated that organisational identity and psychological resiliency both had a favourable impact on work engagement.

Moreover, Black et al. (2017) investigated the connections among presentism, work-related characteristics, and perceived psychological resilience among older manual workers in the UK. Data for this study were gathered using standardised questionnaires from 31 individuals. Salivary cortisol, blood pressure, and heart rate were employed to measure cardiovascular variables to assess the psychological reaction to an acute psychological stress test. The findings revealed that reactivity and factors connected to the workplace were unrelated to resilience.

2.4.4 Mediating effect of Resilience in the relationship of DE and EE

A remote survey of 336 working educators in Pakistan's education sector was conducted because of COVID-19. The non-probability convenience sampling method was utilised in the quantitative investigation, and Smart-PLS software 3.0 utilised the PLS-SEM partial least squares structural equation modelling technique to analyse the data. The results demonstrated that the connection between perceived skillset and employee engagement and digital wellness is favourably mediated by employer resilience and employee resilience (Fang et al., 2022).

Malik and Garg (2020) also investigated how adapting an organisation to the new digital realities affected employee engagement and work resilience. This study developed and assessed a mediation model that links learning organisations to employee engagement and worker resilience. The information was gathered for 300 IT professionals in India, and the empirical correlations between the variables were tested using structural equation modelling. The data were further analysed using Preacher and Hayes mediation methods, and the results showed that employee resilience partially mediates the connection between learning organisation (employee engagement) and work engagement.

The relationship between high-performance work processes, employee resilience, and digital experience in the Chinese banking sector was also examined in a study. Latent variable structural equation modelling (SEM) Mplus 7.3 was used to analyse the data after the researchers distributed paper-based questionnaires to 2040 front-line workers. The analysis revealed that the connection between high-performance work systems and work engagement is mediated by resilience (Cooke et al., 2019).

In addition, Molino et al. (2020) discovered that the rapid advancements in technology compelled organisations to make several changes. As a result, they investigated organisational and individual antecedents like resilience, goal orientation, and opportunities for information and training, as well as one result called work engagement. The study comprised 598 employees, 220 white-collar and 378 blue-collar of an Italian corporation. The results from data collected using self-report questionnaires showed that all the variables were indirectly correlated and interrelated.

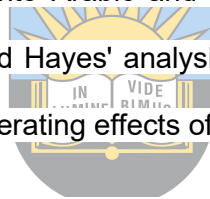


Wassink et al. (2022) also investigated whether teachers' job design and work engagement behaviours served as a mediating element in the relationship between digitalisation and resilience. Using data collected from Dutch teachers in a primary school, a bootstrapping methodology was used to evaluate the link between the two. The results demonstrated that the association between meaningful work and teachers' resilience was totally mediated by job crafting and work engagement.

Similarly, a study on the impact of social media on employees who work from home after the COVID-19 pandemic was carried out. The stressors-strain-outcome (SSO) framework was used to collect diary information from 56 remote workers from various organisations. Resilience, though, was found to be a coping strategy that lessens the detrimental effects of anxiety on job engagement. The research revealed that among remote workers, the COVID-19 threat increased worry and social media weariness (Khan, 2021).

In addition, there was a hurdle when several European nations abruptly shifted to offering school and university courses online. To highlight the impact of socio-professional changes during the COVID-19 pandemic, a technique based on the elements of professional support, induced stress, resilience behaviour, and job engagement was used on 400 teachers in Romania. Structural equation modelling (SEM) was used to investigate the connection between stress and resilience in the setting of educational staff. According to the findings, professional assistance has a mediating function in the relationship between stressors and coping methods at work (Obrad, 2020).

To research how employee resilience affects the relationship between demanding work and employee performance during the COVID-19 epidemic in government schools outside of Oman, Saleem et al. (2023) applied the broaden-and-build hypothesis. The questionnaires from 441 teachers were translated into Arabic and employed in an explanatory research approach for this study. Preacher and Hayes' analysis of the data confirmed the mediating effects of staff resilience and the moderating effects of digitalisation in unexpected situations.



In 2019, Bustinza et al. conducted research on the need for technology expertise and human resource management within a business to achieve technological transformation. Resilience was identified as a mediating factor between technological prowess and organisational effectiveness. The data, which came from 205 manufacturing companies, were utilised to build, and test a model using structural equation modelling. Employing human resource methods can help organisations become more resilient by helping them continuously adapt to change and, as a result, grow their businesses (Bustinza et al., 2019).

2.4.5 Mediating effect of Resilience in the relationship of POS and EE

In 2021, Jangsiriwattana conducted research on the function of resilience in modulating the relationship between perceived organisational support and employee engagement. To collect data, questionnaires were used, and the data were then analysed using a structural equation

model (SEM). The findings demonstrated that resilience is essential in employee engagement and that, for resilience to advance, organisational support must be improved.

The investigation of worker engagement in a demanding and competitive workplace by Al-Omar et al. (2019) also looked at the impact of resilience and perceived organisational support. Randomly chosen pharmacists (18) from Saudi Arabia participated in a cross-sectional survey. This study found a strong correlation between worker engagement and perceived organisational support, but not a statistically significant correlation between resilience and worker engagement.

In addition, Blaique et al. (2022) investigated how organisational learning and work engagement related to the COVID-19 pandemic in the Middle East region and tested the mediating effects of employee resilience and psychological empowerment on this link. Regression analysis with bootstrapping was used to test the hypothesis using data from 208 participants who were employed in the Middle East during the pandemic. The findings demonstrated a favourable, significant impact of organisational learning on job satisfaction, with employee resilience serving as a mediator.

In another study, Ojo et al. (2021) investigated the social, personal, and professional resources that support employees' resilience. Path modelling was used for the study's analysis, which involved 259 Malaysian employees. The results showed that enabling environments, self-efficacy, and support from family and friends had a substantial impact on employees' resilience. In addition, a strong relationship between resilience and job engagement was discovered.

Furthermore, research was done on the link between work engagement and perceived organisational support. A theoretical framework was provided to investigate the function of psychological capital as a mediating variable in the link between perceived organisational support and work engagement. This showed that the two variables had a positive association and that perceived organisational support is highly connected to work engagement (Nikhil & Arthi, 2019).

Equally, Wang et al. (2017) investigated the link among workplace stressors, perceived organisational support, psychological capital (which includes resilience), and work engagement as well as the mediating function of resilience. Data were collected from 1330 Chinese female nurses, and 1016 of their responses were useful for analysis. The use of hierarchical regression and analysis, as well as Preacher and Hayes' asymptotic and resampling methodologies, revealed that work engagement is boosted by perceived organisational support and resilience (Wang, 2017).

Research on the effects of organisational resilience on workers was done also by Unguren and Kacmaz in 2022, with three main goals in mind, namely the links between organisational resilience and work engagement, the implications of organisational resilience on organisational support and work engagement, and the role of organisational support as a mediator in these relationships. The research was cross-sectional and quantitative, and convenience sampling was used. The study used 506 employees of four- and five-star hotels. Using mediation analysis to examine the data gathered, it was discovered that organisational resilience has a favourable effect on both work engagement and perceived organisational support, and that perceived organisational support fully mediates this relationship.

In addition, the effect of resilience and workplace engagement on managers' performance in Morocco's automotive industry was investigated. A confirmatory survey was used to gather information from 196 car industry workers in Tangier, Morocco, and structural equation analysis was used to analyse it. The findings demonstrated a favourable effect of management resiliency on employee satisfaction (Lhalloubi & Ibnchahid, 2020).

To maintain employee engagement in the information technology sector, Singh et al. (2023) also carried out a study on the significance of resilient leadership and psychological capital. Regression analysis, structural equation modelling, and model fit indices analysis were utilised to analyse the data, which were gathered from 265 IT professionals. The results demonstrated that resilient leadership has a beneficial impact on employee engagement and that psychological capital partially mediates this relationship.

Moreover, Sihag and Dhoopar (2022) investigated how perceived organisational support affected the relationship between organisational resilience and employee performance as well as the effects of perceived organisational support as a mediator. For this study, non-teaching professionals in higher education institutions all over India constituted the sample, and data were gathered using 390 online survey questionnaires. The data were analysed using regression analysis, factor analysis, structured equation modelling, mediation analysis, reliability and validity analysis, and model-fit indices analysis. The findings demonstrated that perceived organisational support serves as a mediator in the link between organisational resilience and employee performance. Furthermore, these results showed that organisational resilience and perceived organisational support improved employee performance levels in higher education institutions.

2.5 A CONCEPTUAL MODEL

Figure 1.1 below presents five speculative theories derived from the suggested model. This model aims to depict the various proposed relationships of the variables. The study sought to show the assumed relationships between digital experience and employee engagement, and between organisational support and employee engagement. The research also aimed to show the assumed mediating effect of resilience in the relationships between digital experience and employee engagement, and between organisational support, and employee engagement. Resilience is included as a mediating factor because digital experience, organisational support, and employee engagement could all exist without the presence of resilience. However, digital experience and organisational support may enhance employee engagement by improving resilience. All these assumed relationships, and the mediating effect of resilience among the variables as depicted in the model are subject to statistical tests and confirmation by the appropriate analysis.



University of Fort Hare
Together in Excellence

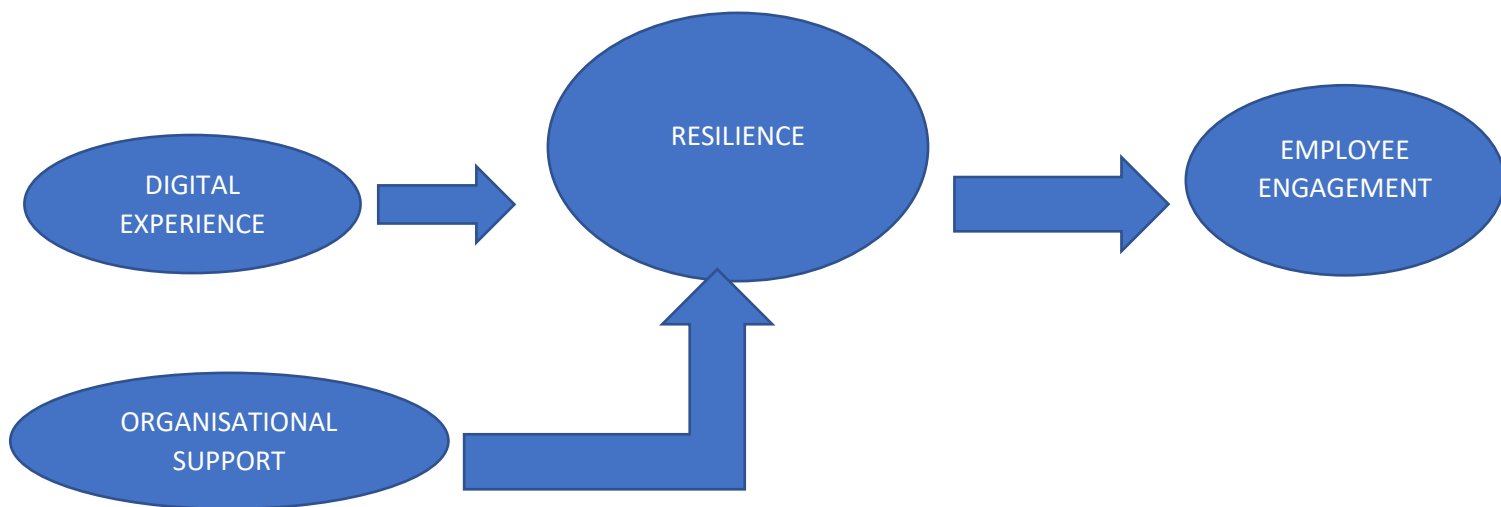


Figure 1.1: Proposed model of the mediating effect resilience in the link among employee engagement, digital experience, organisational support (Author, 2022)

2.6 CHAPTER SUMMARY 2

This chapter presents the theoretical research, conceptual literature on employee engagement, digital experience, perceived organisational support and resilience, and the empirical literature among the five variables. Work engagement theory, CGI digital employee experience model, social exchange theory and resilience theory, underpin this study. In reviewing the literature, five concepts are defined and the relationships among these variables are highlighted. This chapter also presents a proposed conceptual model of the research, which is proven in the following chapters. Chapter 3 below presents a detailed research methodology of this research.

CHAPTER 3

RESEARCH METHODS

3.1 INTRODUCTION

This chapter explains the systematic processes and approaches that guided the study. The chapter includes research paradigm, study approach, target population, sampling methods,

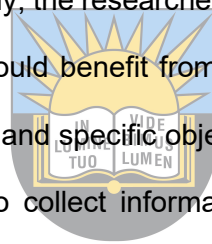
research instruments, and procedures to collect data. The ethical considerations are also highlighted in this chapter.

3.2 RESEARCH PARADIGM

The study was built on the positivist research paradigm, which helped the researcher to establish procedures relevant to the subject matter (Sileyew, 2019). The positivist paradigm promotes investigations into cause-and-effect relationships among variables. It uses quantifiable observations or measurements that result in the statistical interpretation of data (Johnson & Gill, 2010). Positivism is a paradigm that uses observable and quantifiable results from objective data analysis (Quinlan, 2011).

3.3 RESEARCH APPROACH

To acquire numerical data for the study, the researcher employed a quantitative strategy. The researcher believed that the study could benefit from a quantitative approach because the approach aids in achieving the broad and specific objectives of the investigation employing a standardised, tested questionnaire to collect information from study participants (Bradley, 2013; Berndt & Petzer, 2011; Kumar, 2019; Leedy & Ormrod, 2010).



University of Port Harcourt
Together in Excellence

3.4 RESEARCH DESIGN

Explanatory survey research design was used in the study. The explanatory survey design best fit this research because it accommodated the study's sample size and aligned well with the quantitative data collection method. Hence, the chosen design was considered appropriate for the research because of its capacity to accommodate many respondents (Babbie, 2013). Moreover, the explanatory survey design was relevant to this research because the study's strategy did not involve active manipulations of the variables. In other words, the researcher presented the research respondents with a structured and validated questionnaire to sample their opinions only without inducements. Employee engagement is a dependent variable, digital experience and organisational support are independent variables, and resilience is a mediating variable in the study.

3.5 POPULATION AND SAMPLE SIZE

The study population was employees in the Higher Education Sector. The study's sample specifically consisted of all categories of gender, including the academic and administrative staff of a historically underprivileged tertiary institution in the Eastern Cape province of South Africa. According to the university's employee records, 2379 employees were working in the chosen higher institution as of 2022.

Using the Rao-Soft sample size calculator with a 5% margin of error, a 95% confidence level, and a 50% response distribution, the ideal sample size was determined. The recommended sample size for the investigation was 282.

3.6 SAMPLING TECHNIQUE

A random probability sampling method was used for this study. Academic and administrative employees of the institution received an email with a link to the questionnaires, and 282 responses were randomly selected and recorded.



3.7 RESEARCH INSTRUMENT

To elicit data from the research participants, the researcher used a validated questionnaire. Each variable was assigned a scale of measurement. In other words, the study's questionnaire consisted of four validated measurement scales and open-ended demographic information.

3.7.1 Demographic information

The first part of the questionnaire obtained information on the demographic characteristics of staff. These included age, gender, marital status, type of job, and tenure.

3.7.2 Employee Engagement scale

The employee engagement scale is a variable developed by Rich et al. (2010). This section was made up of three parts, namely physical engagement, emotional engagement, and cognitive engagement, where the questionnaire displayed a couple of statements, and the participants were requested to score themselves according to a scale of measure of how

engaged or disengaged they were with the statements regarding their engagement in the university. The scale includes five items in the emotional component, 7 in the cognitive component, and 4 in the physical engagement component. Participants' responses were rated by choosing 1= *strongly agree*, 2= *agree*, 3= *neither agree nor disagree*, 4= *disagree*, or 5= *strongly disagree*. According to Rich et al. (2010), the reliability coefficient values of the sub-scales are high (*global: r = .934; physical: r = .915; emotional: r = .889; and cognitive: r = .805*). The current study obtained the following reliability coefficient values for employee engagement: Whole scale ($r = 0.941$) and sub-scales (*physical r = 0.836; emotional r = 0.918; cognitive r = 0.864*).

3.7.3 Digital employee experience scale

Digital employee experience is still a new field, and scholars are still exploring the possibilities (and challenges). This scale was developed by Al-Samawi (2019). The digital employee experience scale comprises 2 sections, which are knowledge of IT tools and the provision of IT tools needed, where participants were required to choose options that best related to them. The total items on the two sections of the digital employee experience scale were seven questions, measuring the employee experience of digitalisation. Al-Samawi (2019) reported a reliability coefficient value of $r = 0.73$ for the digital employee experience scale, while the current study reports a reliability coefficient value of $r = 0.661$.

3.7.4 Perceived organisational support scale

An 8-item scale of perceived organisational support developed by Eisenberger et al. (1986) was used to measure perceived organisational support. Initially, the perceived organisational support had 17 items; however, researchers opted for a shorter version (8 items) of the scale. The perceived organisational support scale was designed with a 5-point Likert-type where the responses ranged from 1= *strongly agree*, 2= *agree*, 3= *neutral*, 4= *disagree*, to 5= *strongly disagree*. Eisenberger et al. (1986) reported a reliability coefficient value of $r = 0.90$ for the 8-

item scale of perceived organisational support, while the current study reports $r = 0.939$ for the same scale

3.7.5 Connor-Davidson Resilience Scale

In the therapeutic community for Post Traumatic Stress Disorder (PTSD), Connor-Davidson (2003) developed this scale as a self-report indicator of resilience. The scale has ten items and is set up as a cumulative instrument with a 5-point Likert scale. Participants rate themselves between 1 and 4, (*1=always, 2= sometimes, 3= seldom, 4= never*). It is a validated and widely recognised scale. According to Connor-Davidson (2003), its reliability is satisfactory ($\alpha = .85, \omega_h = .84$). The current study obtained a reliability value of $r = 0.733$ for the scale.

3.8 PROCEDURE OF DATA COLLECTION

The researcher used the questionnaire to collect data from the participants. The researcher sought permission from the Human Resources department manager to get the needed research data from the institution's employees. A sampling frame was obtained from the Human Resources department and the participants to be included in the study were sampled. With the help of the daily bulletin personnel, the researcher distributed the questionnaires to the sampled research participants and collected them after one month. One month was considered a reasonable time to have the questionnaires completed by the participants. The fieldwork started on 24 April 2023 and ended on 18 May 2023.

3.9 STATISTICAL ANALYSIS OF DATA

Data were coded in Excel before being exported to IBM SPSS 28 for statistical analysis. The biographic variables were analysed using descriptive statistics, and the results were displayed in tables and graphs. The correlations between the study variables were interpreted using correlational analysis. Regression analysis was also utilised to assess the role of resilience as a moderator in the relationship between digital experience, organisational support, employee engagement, and resilience.

3.10 DELIMITATION

The research did not cover any information outside the prescribed dependent and independent variables, alongside information regarding any other sector located outside, tertiary institutions in the Eastern Cape, South Africa. This research was restricted to the target population in the academic and administration department in the Eastern Cape, South Africa. This research was restricted to the chosen measurement scales and statistical analysis techniques. Any other research objectives outside the prescribed study were excluded to ensure no personal opinions were mentioned alongside the chosen research variables and aims. Any research outside the mentioned variables were excluded and the study was limited to the sources mentioned in the study. The chosen population was the only group from which information was gathered. Other available groups of persons were excluded to guarantee the study's correctness and dependability, and the achievement of its variables, objectives, and hypotheses.



3.11 ETHICAL CONSIDERATIONS

The various ethical principles that were observed by the researcher while conducting the study are discussed below.

University of Fort Hare
Together in Excellence

3.11.1 VOLUNTARY PARTICIPATION AND INFORMED CONSENT

No one was compelled or forced to participate in the empirical investigation. Employees were given the option to give consent and all the information they required regarding the study was provided, allowing them to decide whether to participate in it in an informed manner. Participants acknowledged their understanding of the study and willingness to participate voluntarily by clicking on the consent option.

3.11.2 Protection from harm and right to withdraw from study

Participants were made aware of their freedom to withdraw from the study if they felt threatened or wanted to do so for any other reason. If individuals decided to exercise their

freedom to refuse participation in the study, they would not be harassed or interrogated, and this was made clear to them.

3.11.3 Confidentiality and Anonymity

Confidentiality and anonymity were two other ethical principles the researcher followed when conducting the empirical investigation. It was the researcher's duty to keep the research participants' personal information private. The researcher ensured confidentiality and anonymity to preserve the privacy of the research subjects. Any information that could have been used to quickly identify the participants was kept out of the hands of anyone not a direct participant in the study while it was being conducted. The collected questionnaires were available to the researcher, and only the final research results were made available to other parties. Participants in the study were not identified by their true names.

3.12 CHAPTER SUMMARY 3

The chapter presented the methodology adopted to select and obtain information from the study participants. The chapter justified the appropriateness of the chosen research design, presented the target population, sample frame and size, and explained the sampling techniques and procedures followed in collecting data. The conduct that guided the researcher in obtaining the information was also provided in this chapter. The following chapter will present results obtained from that date were analysed through methods discussed in this chapter.



University of Fort Hare
Together We Grow

CHAPTER 4

PRESENTATION AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

The conclusions from statistical analysis of study data and hypothesis testing are presented in this chapter. The investigation of resilience's mediating role in the relationships among employee engagement, perceived organisational support, and the digital experience was the

major goal of the study. The chapter discusses the research results according to sections within the research questionnaire and considering the study hypotheses.

4.2 RESPONSE RATE

Table 4.1: Response rate

Questionnaires distributed	Questionnaire completed	Response Rate %
282	282	100%

Table 4.1 shows that 282 questionnaires were administered to study participants, completed, and returned for analysis, yielding a 100% response rate.

Table 4.2: Frequency table

Variable	Frequency	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
AGE				
• Below 20 years	5	1.8	1.8	1.8
• 20 – 29 years	98	34.7	34.7	36.5
• 30 – 39 years	95	33.7	33.7	70.2
• 40 – 49 years	69	24.5	24.5	94.7
• 50 years and above	15	5.3	5.3	100
GENDER				
• Female	139	49.3	49.3	49.3
• Male	132	46.8	46.8	96.1
• Prefer not to say	11	3.9	3.9	100
RACE				
• African	277	98.2	98.2	98.2
• White	5	1.8	1.8	100
MARITAL STATUS				
• Single	206	73.0	73.0	73.0
• Married	66	23.4	23.4	96.5
• Divorced	10	3.5	3.5	100

HOME LANGUAGE				
• Afrikaans	5	1.8	1.8	1.8
• English	20	7.1	7.1	8.9
• Sotho	5	1.8	1.8	10.6
• Xhosa	222	78.7	78.7	89.4
• Zulu	30	10.6	10.6	100
TENURE				
• <5 years	132	46.8	46.8	46.8
• 5 – 10 years	104	36.9	36.9	83.7
• 11 – 15 years	25	8.9	8.9	92.6
• 16 – 20 years	15	5.3	5.3	97.9
• >20 years	6	2.1	2.1	100
DEPARTMENT				
• Academic	134	47.6	47.6	47.6
• Administration	148	52.5	52.5	100

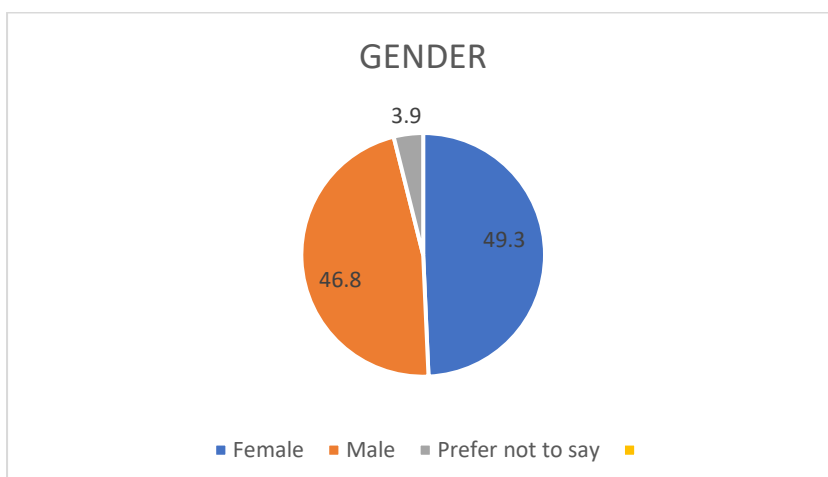
The findings in Table 4.2 above display the demographic data of the study subjects.

Most participants were female with 49.3% (n= 139), while the males made up 46.8% (n=132), and 3.9% (n=11) preferred not to state their gender. From the 282 participants, the major ethnic group was Black Africans with 277, followed by Whites at 5. According to the age group, most of the participants were aged 20 – 29 constituting 34.3% (n=97) of the sample.

The table further indicates that most of the participants were not married with a percentage of 73% (n=206), spoke Xhosa (at 78.7%) n=222, and had a tenure of less than 5 years at a percentage of 46.8% (n=132). The participants were mainly from the Administration department at a percentage of 52.5% (n=148).

4.3 GENDER DISTRIBUTION

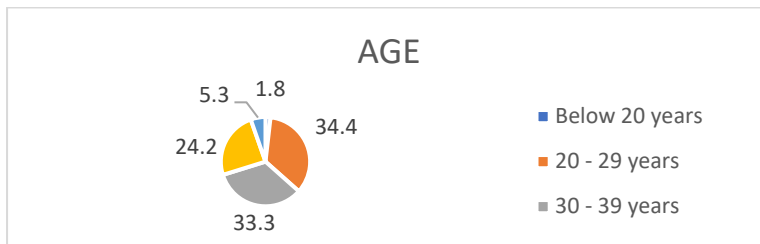
Figure 4.1: Participants distribution of gender



There were three options for gender, which comprised female and male. Out of 282 participants, 49.3% (n=139) were female, 46.8% (n=132) were male, and 3.9% (n=11) preferred not to say.

4.4 AGE DISTRIBUTION

Figure 4.2: Age distribution

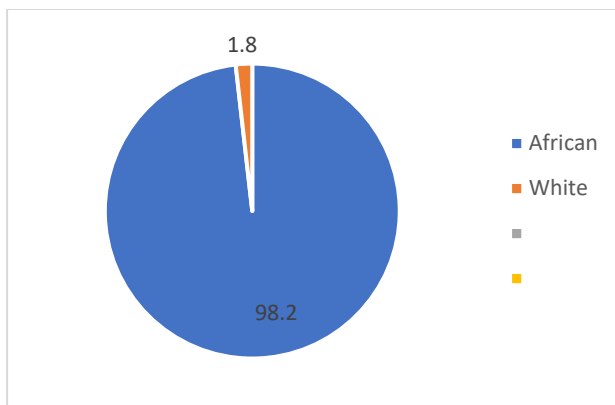


The study participants were requested to indicate their age category as depicted in Figure 4.2 above. The age groups were allocated as follows: 1.8% (n=5) were below 20 years; 34.4% (n=97) were in the age group 20 – 29 years; 33.3% (n=94) were in the age group 30 – 39 years; 24.2% (n=68) were in the age group 40 – 49 years and 5.3% (n=15) were aged 50 years and older. This shows that most participants were in the 20 – 29 years' age group.

4.5 RACE DISTRIBUTION

University of Fort Hare
Together in Excellence

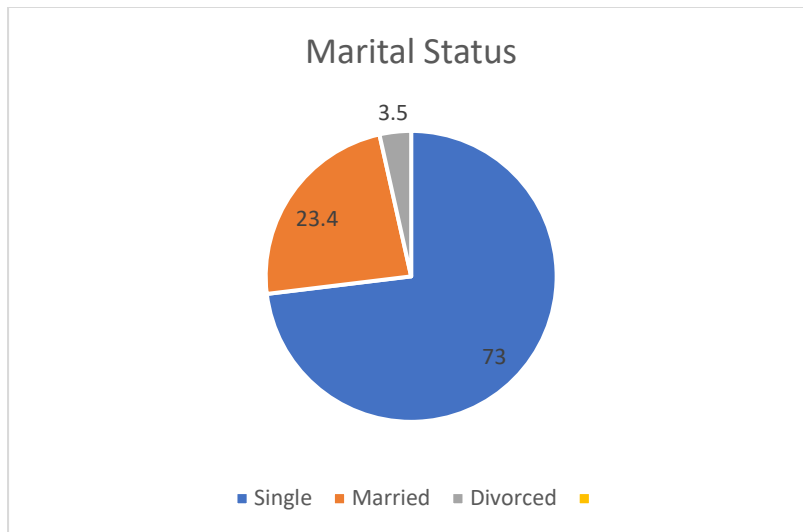
Figure 2.3: Race distribution



There were four options for Race, but only two racial groups were represented. Out of 282 participants, 98.2% (n=277) were African and 1.8% (n=5) were White.

4.6 MARITAL STATUS DISTRIBUTION

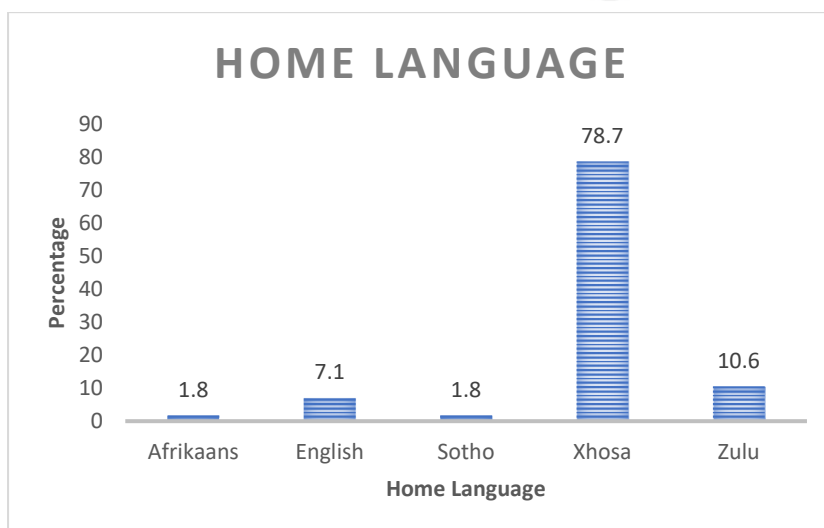
Figure 4.4: Marital Status distribution



There were four options for marital status, and three participated. Out of 282 participants, 73% (n=206) identified as single, 23.4% (n=66) as married, and 3.5% (n=10) as divorced.

4.7 HOME LANGUAGE DISTRIBUTION

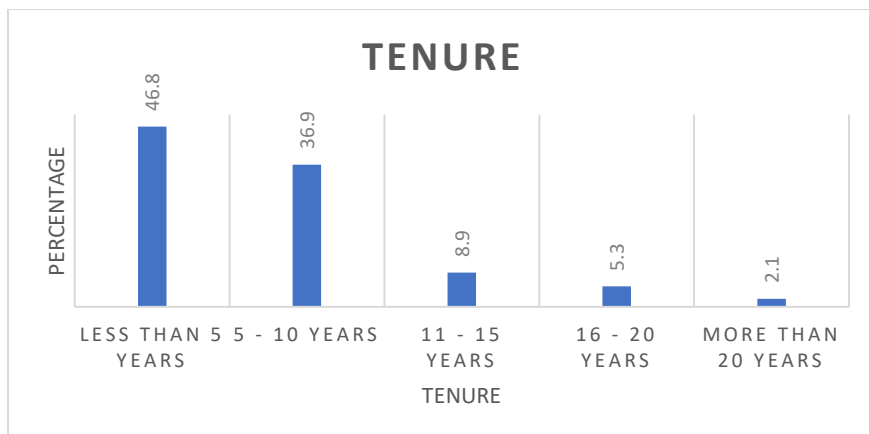
Figure 4.5: Home Language distribution



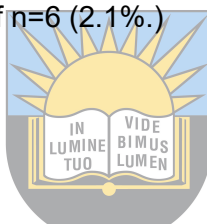
The language most spoken was Xhosa at 78.7% (n=222), followed by Zulu at 10.6% (n=30), with English at 7.1% (n=20). Sotho and Afrikaans were the least spoken languages by the participants at 1.8% (n=5) and 1.8% (n=5) respectively.

4.8 TENURE DISTRIBUTION

Figure 4.6: Tenure distribution

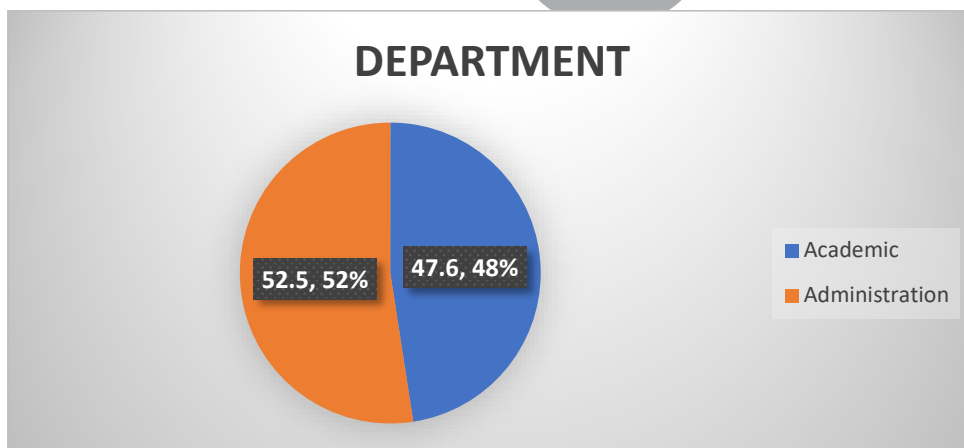


Most participants had worked for the organisation for less than five years n=132 (46.8%), followed by participants with a tenure between 5- and 10-years n=104 (36.9%). The least number of participants had a tenure of n=6 (2.1%).



4.9 DEPARTMENT DISTRIBUTION

Figure 4.7: Department distribution



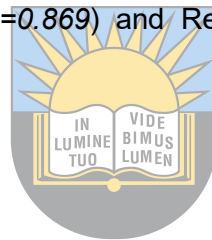
There were two options for department, namely academic and administration. Out of 282 participants, 52.5% (n=148) were from the administration department and 47.6% (n=134) were from the academic department.

4.10 DESCRIPTIVE STATISTICS

Table 4.3: Descriptive

Variable	N	Mean	Standard Deviation
Total Employee Engagement	282	4.3	0.533
Total Digital Experience	282	2.58	0.415
Total Perceived Organisational Support	282	3.48	0.869
Total Resilience	282	3.69	0.283

The table above illustrates the descriptive statistics of the research. The highest mean results of the scale of Total employee engagement show that most participants agreed that they were engaged in the workplace ($M=4.3$, $SD=0.533$), as most participants responded 'yes' on digital experience ($M=2.58$, $SD=0.415$). Most participants chose, "Strongly agree" for perceived organisational support ($M=3.48$, $SD=0.869$) and Resilience ($M=3.69$, $SD=0.283$), mostly responding "always".



4.11 CORRELATION

Table 4.4 below shows Kendall's correlation matrix of the relationships among digital experience, organisational support, resilience, and employee engagement. Statistically significant results were found as follows:

Hypothesis one

H_0 : There is no significant correlation between digital experience and employee engagement.

H_1 : There is a significant positive correlation between digital experience and employee engagement.

Hypothesis two

H_0 : There is no significant correlation between organisational support and employee engagement.

H₁: There is a significant positive correlation between organisational support and employee engagement.

Hypothesis three

H₀: There is no significant correlation between resilience and employee engagement.

H₁: There is a significant positive correlation between resilience and employee engagement.

Table 4.4: *Kendall's correlation matrix showing the relationships among digital experience, organisational support, resilience, and employee engagement.*

		Total Employee Engagement	Total Digital Experience	Total Perceived Organisational Support	Total Resilience
Total Employee Engagement	Pearson Correlation Sig. (2 tail)	1	-0.044 0.464	0.247** <0.001	0.075 0.210
Total Digital Experience	Pearson Correlation Sig. (2 tail)	-0.044 0.464	1	-0.139* 0.020	0.220** <0.001
Total Perceived Organisational Support	Pearson Correlation Sig. (2 tail)	0.247** <0.001	-0.139* 0.020	1	0.257 <0.001
Total Resilience	Pearson Correlation Sig. (2 tail)	0.075 0.210	0.220** <0.001	0.257** <0.001	1

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

*Correlation is significant at the 0.05 level (2-tailed).

Table 4.4 displays the results of the inferential statistical analysis of hypotheses 1, 2, and 3.

First, there is no statistically significant relationship between employee engagement and digital experience, $r = -0.044$, $p > 0.01$. The findings also show that while there is a negative implication of a relationship between employee engagement and digital experience, the observed level of relationship between the two variables is not significant ($p > 0.01$). As a result, one or more positive factors may be required to function as mediators or moderators to establish an important and trustworthy link. As a result of the preceding observations and interpretations, hypothesis 1 H₀ indicates that digital experience is not significantly positively associated with employee engagement, and hypothesis 1 H₁ rejects that digital experience is

significantly positively related to employee engagement. To put it another way, hypothesis 1 H_0 is accepted, but hypothesis 1 H_1 is rejected. Figure 4.8 below illustrates the relationship between digital experience and employee engagement.

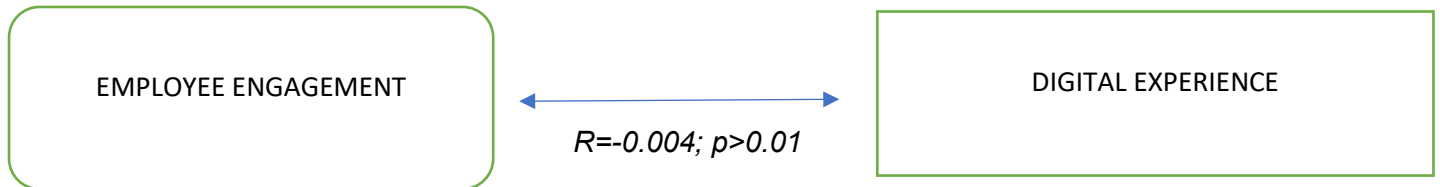


Figure 4.8: Correlation between digital experience and employee engagement

In the second scenario, the findings in Table 4.4 show a significant positive relationship between perceived organisational support and employee engagement, $r = 0.247$, $p < 0.01$. This points to a strong link between employee engagement and perceived organisational support. It goes on to suggest that there is a similar association between perceived organisational support and employee engagement. As a result of the foregoing data and interpretations, hypothesis 2 H_0 is rejected, which indicates that perceived organisational support is not significantly positively connected with employee engagement. Hypothesis 2 H_1 , which asserts that employee engagement is substantially positively correlated with perceived organisational support, is accepted. To put it another way, hypothesis 2 H_0 is rejected, and hypothesis 2 H_1 is accepted.

The correlation between perceived organisational support and employee engagement is shown in Figure 4.9 below.

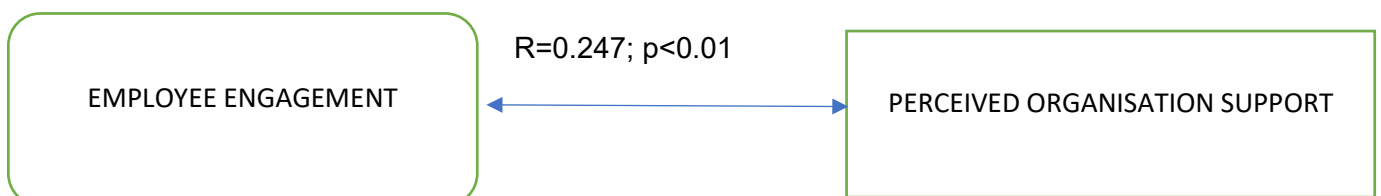


Figure 4.9: Connection between perceived organisational support and employee engagement

Data from Table 4.4 data show no crucial positive relationship between employee engagement and resilience in the third scenario, $r = 0.075$, $p > 0.01$. As a result of the foregoing findings and interpretations, hypothesis 3 H_0 is validated, but hypothesis 3 H_1 , stating that resilience is strongly positively connected with employee engagement, is rejected.

The relationship between employee engagement and resilience is shown in Figure 10 below.

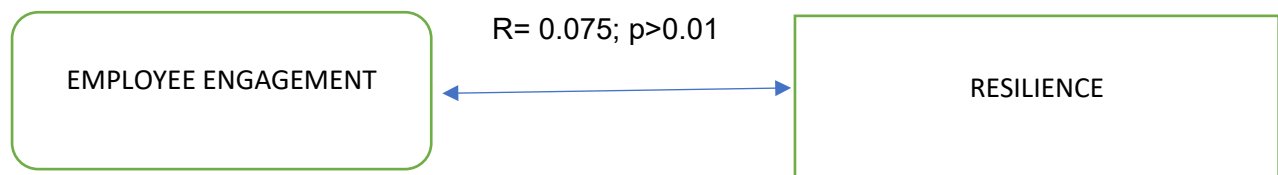


Figure 4.10: Relationship between resilience and employee engagement

4.12 REGRESSION

Table 4.5: Multiple regression analysis table showing the results of interactive prediction of employee engagement by digital experience, organisational support, resilience.

R	R Squared	Adjusted R Square	Std. error of estimate
0.247	0.061	0.051	0.519

Predictors: (Constant), Total Resilience, Total Digital Experience and Total Perceived

Organisational Support

University of Fort Hare
Together in Excellence

Table 4.6: Multiple regression analysis table showing the results of independent prediction of employee engagement by digital experience, organisational support, resilience.

	Unstandardised coefficients	Standardised Coefficients		T	Sig
		Std. error	Beta		
Constant	3.721	0.421		8.846	<0.001
Total Digital Experience	--0.018	0.078	-0.014	-0.227	0.821
Total Perceived Organisational Support	0.148	0.038	0.241	3.916	<0.001
Total Resilience	0.030	0.117	0.016	0.257	0.798

* Correlation is significant at the <0.001 level (2-tailed).

a. Dependent variable: Total Employee Engagement

b. $R^2 = 0.061$

The results in tables 5 and 6 above indicate that the four predictors explained 6% of the variance ($R^2 = 0.061$). It was found that digital experience does not predict employee

engagement ($t=-0.227$; $\beta=-0.014$; $p>0.001$), while perceived organisational support predicted employee engagement ($t=3.916$; $\beta=0.241$; $p<0.001$). Resilience does not predict employee engagement ($t=0.257$; $\beta=0.016$; $p>0.001$).

H4: There is a positive significant mediating effect of resilience in the correlation between digital experience and employee engagement ($p>0.001$). Point of effect is 0.0136.

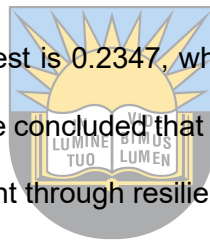
Regression coefficients:

PATH A= 0.040 (0.032)

PATH B= 0.329 (0.086)

PATH C= -0.047 (0.046)

The p-value according to the Sobel test is 0.2347, which is greater than 0.05. However, the point of effect is 0.0136; thus, it can be concluded that the indirect relationship between digital experience and employee engagement through resilience is statistically significant (p-value < 0.05).



University of Fort Hare
Together in Excellence

Point of effect= 0.0136

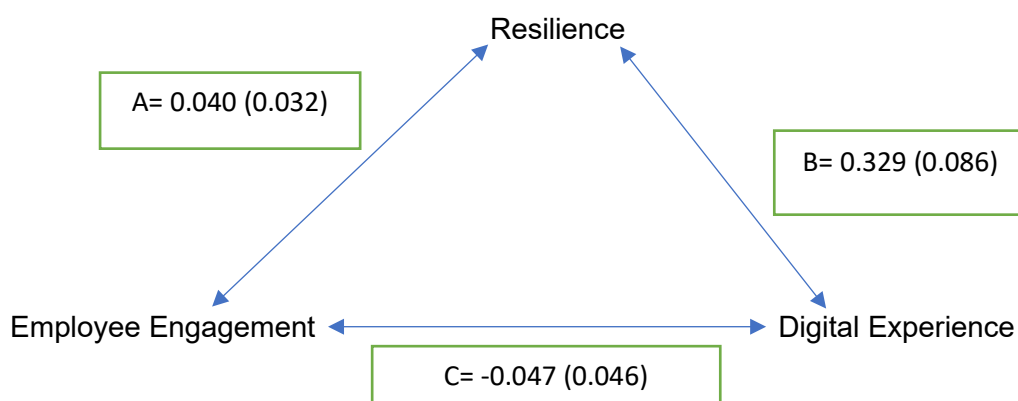


Figure 4.11: Mediating effect (Digital experience)

Digital experience does not impact employee engagement. Therefore, the Sobel test is irrelevant because resilience fully mediates the relationship between digital experience and employee engagement, in other words, for the relationship to exist, resilience needs to be present.

H5: There is a significant mediating effect of resilience in the correlation between organisational support and employee engagement ($p < 0.001$) Point of effect 0.02944.

Regression coefficients:

PATH A= 0.040 (0.032)

PATH B= 0.736 (0.173)

PATH C= 0.373 (0.092)

The p-value according to the Sobel test is 0.2304, which is greater than 0.05. However, the point of effect is 0.0136; hence, it can be concluded that the indirect relationship between perceived organisational support and employee engagement through resilience is statistically significant ($p \text{ value} < 0.05$).

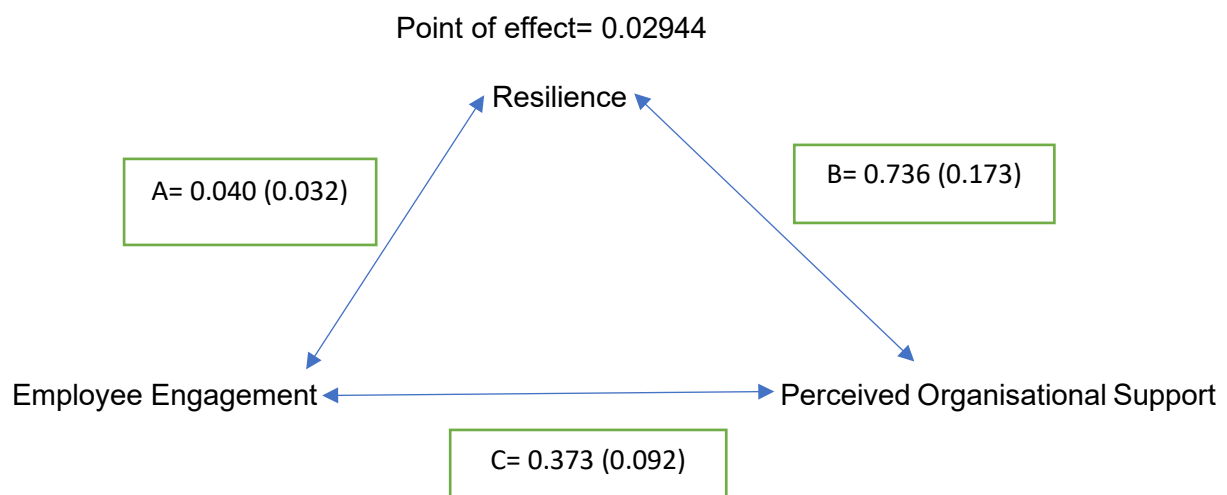


Figure 4.12: Mediating effect: Perceived organisational support

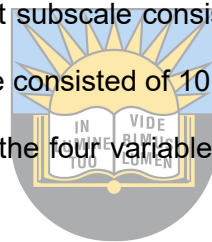
Resilience significantly mediates the link between employee engagement and perceived organisational support. Sobel test shows a correlation of 0.000989, which is <0.001 .

4.13 CRONBACH'S ALPHAS

Table 4.7: Cronbach's Alphas

	N	Cronbach's Alpha
Employee Engagement	17	0.941
Digital Experience	7	0.661
Perceived Organisational Support	8	0.939
Resilience	10	0.733

The number of items that make up the subscale was 42. The Employee Engagement subscale consisted of 17 items ($\alpha=0.94$); the Digital Experience subscale consisted of 7 items ($\alpha=0.66$); the Perceived Organisational Support subscale consisted of 8 items with a Cronbach alpha ($\alpha=0.94$), and the Resilience subscale consisted of 10 items with a Cronbach alpha ($\alpha=0.94$). The Cronbach alphas mentioned for the four variables were found to be highly reliable with $\alpha>0.60$ according to Pallant (2016).



University of Fort Hare
Together in Excellence

4.14 CHAPTER SUMMARY

This chapter is on the study's findings and interpretations of the findings. The findings were analysed based on the objectives, hypotheses, and literature review, and the key findings were summarised. The following discusses the findings and presents conclusions, recommendations, and remedies based on the data analysis.

CHAPTER 5

DISCUSSION, CONCLUSIONS, AND IMPLICATIONS

5.1 INTRODUCTION

Based on the study's findings in the previous chapter, this chapter offers several conclusions and suggestions for managerial consequences. The chapter also communicates the study's shortcomings and makes recommendations for further investigation. The many findings are

discussed, with an emphasis on the study's goals, its hypotheses, and previous studies listed in the literature review chapter.

5.2 RESEARCH AIM AND OBJECTIVES

The numerous findings are discussed, focusing on the following objectives:

5.2.1 Examine the relationship between digital experience and employee engagement.

5.2.2 Examine the relationship between organisational support and employee engagement.

5.2.3 Examine the relationship between resilience and employee engagement.

5.2.4 Investigate the mediating effects of resilience in the relationship between digital experience and employee engagement.

5.2.5 Investigate the mediating effects of resilience in the relationship between organisational support and employee engagement.



5.3 DISCUSSION OF RESULTS

5.3.1 Descriptive Statistics Findings

The research investigated the mediating effects of resilience in the relationship between digital experience, perceived organisational support, and employee engagement among university employees. This section discusses results from the study's five hypothesis testing. H_0 of hypothesis 1, which maintains that there is no meaningful connection between employee engagement and digital experience, was confirmed, while H_1 was denied according to the findings of the statistical analysis. Although it was expected that digital experience would have a significant impact on employee engagement, the results confirmed that there is no significant connection between digital experience and employee engagement, which implies that an employee may be fully engaged in the organisation even if they are not digitally experienced. Most employees do not need advanced digital tools to succeed in their jobs. Employees need just the basic knowledge of technology, such as sending and receiving emails, opening Word

documents, attending a meeting on Microsoft Teams or Blackboard and they can still engage successfully in the workplace.

The above supports the idea that, by nature, people are indulgent and exert less effort at jobs that fully utilise their mental and physical capacities, but they are more successful at jobs that are demanding and call for greater mental and physical focus, which frequently culminates in the expression of a dislike for the profession. In addition, Chan et al. (2021) investigated the appearance of digital literacy being a moderator between work engagement and its predictors such as, innovative culture and digitalisation. This study's findings revealed that digital literacy does not directly impact employee engagement; instead, it moderates the link between employee engagement and other predictors.

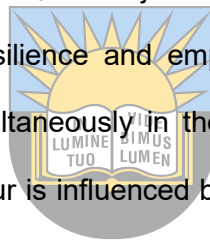
In the context of previously disadvantaged tertiary institutions, most students come from disadvantaged backgrounds and have limited exposure to technology. This means that when employees at the institution, specifically lecturers, use a more manual and physical approach when doing their jobs, more students can benefit from the services rendered by the lecturers and administration staff. By contrast, Busse and Weidner (2020) investigated combined benefits of organisational agility, digital collaboration, and remote leadership on perceived employee engagement and found that employee engagement is considerably and favourably impacted by the digital experience.

The second hypothesis H_1 which asserts that perceived organisational support is significantly positively correlated with employee engagement, was confirmed by the current study's findings, while H_0 was rejected. According to the findings, employee engagement and perceived organisational support are good human behavioural tendencies that advance together in the same direction. In other words, according to South African university staff members' experiences, those who feel that their organisation offers sufficient support incline to be more active at work. The organisation shows support in various ways, such as:

emotional, financial, physical, and cognitive support, and employees are more satisfied when support is felt.

In support, Vercic (2021) conducted research on the relationship among employee engagement, employer brand and perceived organisational support. The findings showed a significant, positive relationship between perceived organisational support and employee engagement. Stefanidis and Strogilos (2020) confirm this positive relationship. Moreover, Khajura and Khan (2022) investigated the connection between perceived organisational support and employee engagement. The literature review showed a moderating and direct relationship between perceived organisational support and employee engagement.

The third hypothesis H_1 , which asserts that resilience is significantly associated with employee engagement, was accepted, whereas H_0 was rejected, based on the findings of the current study. The finding suggests that resilience and employee engagement are good human behavioural traits that advance simultaneously in the same direction. In other words, the outcome implies that helpful behaviour is influenced by emotions. The findings also suggest that employees' resilience is crucial if they want to engage in the workplace on their initiative.



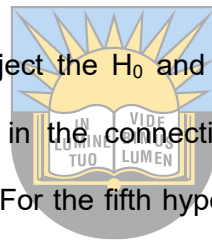
University of Fort Hare
Together in Excellence

Amir and Mangundjaya (2021) examined the portrayal of perseverance in academic pursuits and analysed the relationship's theoretical foundation between resilience and employee engagement. Factor analysis was conducted through Structural Equation Model, and the results depicted that there is a positive connection between resilience and employee engagement. These findings are confirmed by Ullah et al (2021), who shows that resilience allows employees to engage in their workplace regardless of challenges.

The findings of current study reveal that the H_1 of hypothesis 4, which states that resilience significantly positively mediates the relationship between digital experience and employee engagement, is confirmed while H_0 was rejected. Although it has been found that there is no relationship between digital experience and employee engagement, these results show that with the existence of resilience, digital experience positively affects employee engagement.

This means that when employees are resilient, even if they may not be digitally experienced, through resilience employees remain engaged in the workplace.

The relationship between digital experience and employee engagement does not exist without resilience, so resilience fully mediates the relationship between digital experience and employee engagement. Resilient employees strive to better use digital tools, enhancing employee engagement. Khan (2021) examined the effects of social media in work-related response of employees working from home since the COVID-19 pandemic. Their findings revealed that the threat of COVID-19 heightened the Employee worry and social media exhaustion of working from home, resulting in a decreased degree of work engagement, However, resilience was proven to be a coping strategy that lessens the detrimental effects of anxiety on job engagement.



The findings of the current study reject the H_0 and support hypothesis 5 H_1 , stating that resilience is an important mediator in the connection between perceived organisational support and employee engagement. For the fifth hypothesis, this is accurate. As a result, it implies that involvement via resilience and perception of organisational support have a strong relationship. The impression of organisational support is significant in almost every aspect of the human experience. Employee involvement and organisational support are inclusive, according to university staff in this study. According to the study's findings, employee engagement and perceived organisational support are significantly mediated by resilience among university employees in the Eastern Cape region of South Africa. This suggests that employee engagement and organisational support have a stronger link when both are resilient.

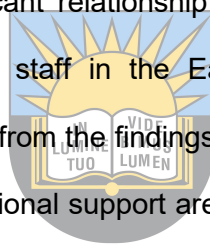
Perceived organisational support has a heightened impact on employee engagement when the employees are resilient. Jangsiriwattana (2021) examined the relationship between perceived organisational support and employee engagement, mediated by resilience. The results showed that resilience is crucial in employee engagement and thus organisational support needs to be increased for resilience to improve. Blaique et al. (2022) confirms a

positive, significant effect of organisational learning on work engagement, with employee resilience mediating the relationship.

Multiple regression analysis was utilised to assess whether digital experience strongly impacts employee engagement, perceived organisational support, and resilience to validate the findings. According to the regression analysis's findings ($R^2 = 0.06$), the three predictors accounted for 6% of the variation. Although it was expected that digital experience would affect employee engagement, results showed that digital experience did not predict employee engagement, while perceived organisational support predicted employee engagement and resilience did not.

5.4 CONCLUSIONS

The findings demonstrate no significant relationship between employee engagement and digital experience among university staff in the Eastern Cape region of South Africa. Nonetheless, it has been determined from the findings of the current research that employee engagement and perceived organisational support are significantly and positively correlated. Similarly, the current research establishes a significant positive connection between resilience and employee engagement.



University of Port Harcourt
Together in Excellence

Furthermore, it is clear from the results of the current study and those of earlier studies that are linked that resilience mediates the link between employee engagement and digital experience. Moreover, resilience is a crucial mediator in the link between employee engagement and perceived organisational support among university staff in the Eastern Cape, South Africa.

The study concludes by presenting the following model as a tried empirical psychological intervention model for employee engagement, resilience, and perceived organisational support in the workplace.

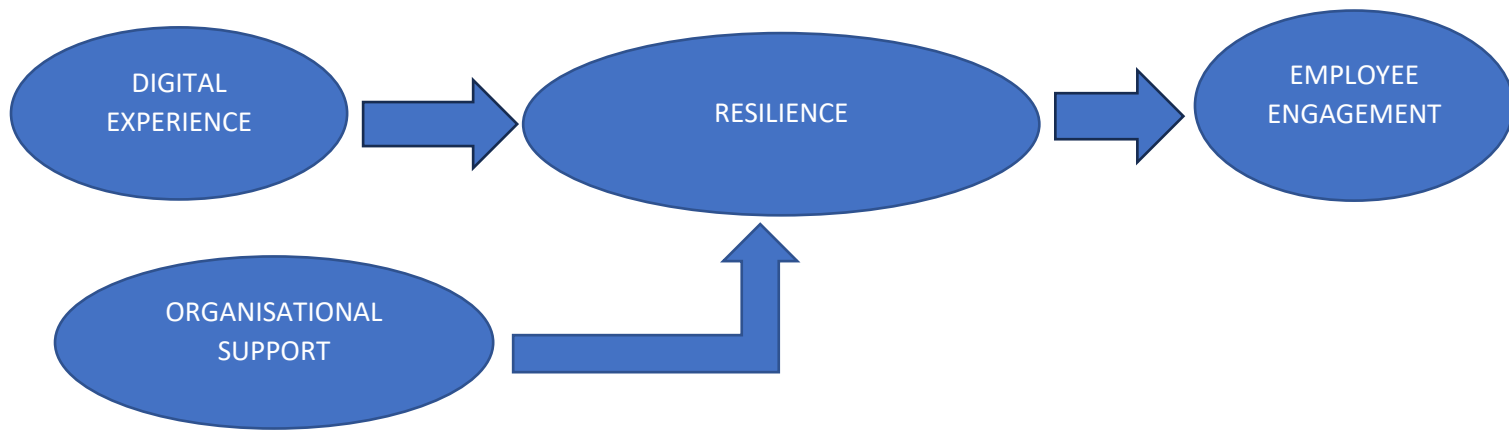


Figure 5.1: Empirical model of the mediating effect resilience in the link among employee engagement, digital experience, organisational support (Author, 2022)

5.5 IMPLICATION OF THE FINDINGS

The results of the current study have some significant ramifications for academics and practitioners in the social and management sciences who work in human resources. First, by focusing on the dual mediating function of resilience, a topic that has relatively received little attention, the current study's findings directly contribute to the literature on employee engagement and perceived organisational support and digital experience.

In addition, the results of the current study have demonstrated that, employee engagement is an important factor in organisations, and it can be improved by focusing on, among other variables, perceived organisational support and resilience. It is, therefore, recommended that more development programmes are put in place to support employees, leading to employees that engage better with their employer. Organisational support is overlooked or underrated in many tertiary institutions. Yet, more employees tend to leave the workplace because they feel there is no adequate support from the institution because resilience is not advocated enough.

Finally, it is imperative to comprehend that the ramifications of the present study go beyond the disadvantaged tertiary institutions. Therefore, researchers, specialists, managers, both the government and academics can derive certain conclusions from the existing data.

5.6 RECOMMENDATIONS

The researcher offers the following actionable suggestions considering the consequences of the findings as described above:

- The relationship between digital experience and employee engagement

As much as digital experience has no impact on the way employees engage in the workplace, it is crucial to note that the use and knowledge and knowledge of technology is strongly required in the 4th revolution. The following resolutions may be implemented: All new and existing staff need to be provided with digital equipment such as laptops, tablets or desktops. They also need unlimited access to printers so that they can easily copy, print, scan and email all documents they need to ensure that their work is effectively and efficiently done.

Training on how to use these digital equipment needs to be held for employees. As much as the findings show that the way in which employees engage is not impacted by their use and knowledge of the digital tools, it is also crucial to note that these digital tools may make work easier and more efficient than manual work. The era is constantly changing, and the 4th Industrial Revolution requires more efficiency to improve the productivity in the workplace.

Ongoing training on digital tools such as Microsoft, Outlook, ChapGPT, AI and Meta. How to ethically use these tools and how it may improve the way an employee may do their work. Trainings may be done within the institution, led by departments that specialise in Technology Advancement such as the Teaching and Learning Centre. Facilitators who specialise in the industry may be invited from external organisations to ensure that all employees are comfortable with various digital tools.

Employees may be provided with the opportunity to visit other institutions that give similar trainings, so that they may be exposed to the way other institutions use technology to effectively do their work. The focus on these training has always been on academic staff so more training on the support staff is crucial.

- The relationship between perceived organisational support and employee engagement

Employers need to recognise the performance of employees, whether it is through awards and other meaningful incentives. Recognition must not only be given to management but also staff in the lower departments, in the form of biannual award ceremonies. All staff must be

included in these awards, both academic and administration. Additionally, continuous evaluation needs to be done by the management to assess the employee's perception of the employers' overall support. This will assist the institution in examining where they need to improve their support to the employees, which will lead to job satisfaction and ultimately an improved staff turnover.

- The relationship between resilience and employee engagement

Ongoing mental health workshops and activities need to be done so that employees can know that the institution is concerned by their well-being. These activities may include quarterly mental health check days, various services will be available for all staff such as counselling, and personal development workshops. Shared learnings on how employees can deal with various challenges experienced by employees in various departments, need to be conducted. This should include all employees. Flexible leave benefits should be implemented so that employees do not get burnout from the pressures of the job and work environment.

- The mediating effect of resilience in the relationship between digital experience and employee engagement

Digital equipment, tools and technological advances may not be easy to use and understand. This can be discouraging to employees who are not technologically savvy, resulting in employees having no interest in learning the digital tools. Ongoing courses for employees with digital challenges, especially the older staff and employees from disadvantaged backgrounds, need to be made available. Furthermore, more staff specialising in facilitating digital experience workshops need to be employed to ensure the efficiency and availability of this staff whenever employees have difficulties with digital and technological issues.

- The mediating effect of resilience in the relationship between perceived organisational support and employee engagement

The management of tertiary institutions, particularly the universities, should have ongoing training, workshops and activities that will display the support the organisation provides for its

employees, as well as the availability of mental wellness courses, improving the resilience of employees. Additionally, the new information regarding perceived organisational support and resilience to jointly strengthen the influence of employee engagement on employees should be shared with the workforce by employers and labour managers (particularly university employees).

5.7 LIMITATIONS

Even though the study has significantly advanced the field of industrial/organisational psychology research, it has several shortcomings that present the potential for additional research.

Cross-sectional survey data were the main source of information used to test the hypotheses. However, this type of data has limits based on its capacity to track dynamic shifts that take place on the researched constructs over the course of an organisation's development. Therefore, to track potential changes in the variables under study, future research on employee engagement, digital experience, perceived organisational support, and employee resilience could use the longitudinal survey approach. Interviews may also be included in the research to find out the views of the population involved.

The research was also carried out in the Eastern Cape province of South Africa, which suggests that the findings' application to real-world situations is restricted to university staff members who work for institutions in that part of the nation. Consequently, the researcher suggests that future studies of employee engagement, digital experience, perceived organisational support and resilience among university employees in South Africa could be undertaken in more than one South African geopolitical zone.

It is crucial to do an identical study in America, Europe, and other continents because the research has offered a statistical model of efficient employee engagement management in the African environment. This will help to further prove the model's validity across other cultural contexts.

5.8 CHAPTER SUMMARY

The study met its goals in terms of the research, as shown by the depth and breadth of findings. Based on descriptive and inferential statistical analysis approaches, the hypotheses were proven, and conclusions were drawn. Theories employed to support the current study were pertinent since they referenced the idea that resilience mediates the link between employee engagement, digital experience, and perceived organisational support. According to the study's findings, resilience mediates the relationship between perceived organisational support and employee engagement. In contrast, resilience has no mediating effect on the relationship between digital experience and employee engagement. The research findings revealed a positive and significant link between perceived organisational support, resilience, and employee engagement, substantiating hypotheses 2, 3 and 5, and rejecting hypothesis 1 and 4.



University of Fort Hare
Together in Excellence

REFERENCES

- ActivTrak (2023). Low Employee Engagement: Causes, Impacts, Tips – Low Employee Engagement: Causes, Impacts, Tips. Blog
- Afifi, T. O., MacMillan, H. L., Taillieu, T., Turner, S., Cheung, K., Sareen, J., & Boyle, M. H. (2016). Individual and relationship level factors related to better mental health outcomes following child abuse: Results from a Nationally Representative Canadian Sample. *The Canadian Journal of Psychiatry*. 61(12). 776-788
- Akingbola, K., & Berg, H. A. (2019). Antecedents, consequences, and context of employee engagement in non-profit organisations. *Review of Public Personnel Administration*. 39(1). 46-74
- Albrecht, S. L. (2012). The influence of job, team and organisational level resources on employee well-being, engagement, commitment, and extra-role performance: Test of a model. *International Journal of Manpower*. 33(7). 10.1108/01437721211268357
- Alcover, C., Chambel, M., Muñoz, J. J. & Mazo, R. (2018). Perceived organisational support – burnout – satisfaction relationship in workers with disabilities: The moderation of family support. *Scandinavian Journal of Psychology*. 59(17)
- Ali, F. H., Rizavi, S. S., Ahmed, I., & Rasheed, M. (2018). Effects of perceived organisational support on organisational citizenship behaviour-sequential mediation by well-being and work engagement. *J Punjab Univ Hist Soc*. 31. 55-63
- Ali, W. (2020). Online and remote learning in higher education institutes: A necessity considering COVID-19 pandemic. *High Educ Stud*. 10. 16-25
- Al-Omar, H., Arafah, A., Mohammed, J., Almutairi, R., Khurshid, F., & Alsultan, M. (2019). The impact of perceived organisational support and resilience on pharmacists' engagement in their stressful and competitive workplaces in Saudi Arabia. *Pharmaceutical Journal*. 27

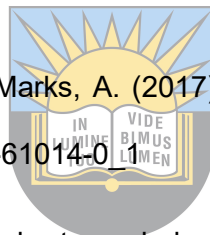
- Al-Samawi Y. (2019). Digital firm: Requirements, recommendations, and evaluation of the success in digitization. *International Journal of Information Technology and Computer Science*. 11. 39-49
- Alshaabani, A., Naz, F., Magda, R., & Rudnák, I. (2021). Impact of perceived organisational support on OCB in the time of COVID-19 pandemic in Hungary: employee engagement and affective commitment as mediators. *Sustainability*. 13.7800
- Alvi, H., Hanif, M., Adil, S., Ahmed, R., & Veinhardt, J. (2014). Impact of organisational culture on organisational commitment and job satisfaction. *European Journal of Business and Management*. 6. 30-39
- Amir, M. T., & Mangundjaya, W. (2021). How resilience affects employee engagement? A case study in Indonesia. *Journal of Asian Finance Economics and Business*. 8. 1147-1156
- Anthony-McMann, P., Ellinger, A., Astakhova, M., & Halbesleben, J. (2017). Exploring different operationalisation of employee engagement and their relationship with workplace stress and burnout. *Hum. Resour. Dev. Q.* 28. 163-195
- Anuradha, M. V., Lakshmi, R. S., & Ghuman, S. (2017). An assessment of the influence of the psychological consequences of task significance on employee engagement and turnover intentions. *South Asian Journal of Management*. 24(3). 62-87
- Armoed, Z. (2021). The COVID-19 pandemic online teaching and learning at higher education institutes. *10th Conf. Ser. Earth Environ. Sci.* 654. 1-8
- Ashraf, M., Ashraf, S., & Ullah, A. (2021). Challenges of online learning during COVID-19 pandemic encountered by students in Pakistan. *Journal of Pedagogical Sociology and Psychology*. 3(1). 36-44
- Babbie, E. R. (2013). The practice of Social Research. Social Sciences. *Wadsworth Cengage Learning*
- Baker, C. (2022). Altron System Integration. <https://www.itweb.co.za/content/JBwEr7nBj5376062>

- Bakker, A. B., & Bal, P. M. (2010). Weekly work engagement and performance: A study among starting teachers. *Journal of Occupational and Organisational Psychology*. 83(1). 189-206
- Bank, S., & Kochar, A. (2017). Antecedents and consequences of employee engagement: A literature review. *International Journal of Latest Technology in Engineering, Management and Applied Science*. 4(4). 2278-2540
- Barnes, D., & Collier, J. (2013). Investigating work engagement in the service environment. *Journal of Services Marketing*. 27(6)
- Barrett, S. (1999). A theory of full international cooperation. *Journal of Theoretical Politics*. 11(4). 519-541
- Bennett, N., & Lemoine, J. (2014). What VUCA really means for you. *Harvard Business Review*. 92. 27
- Biswas, S., & Bhatnagarm J. (2013). Mediator analysis of employee engagement: Role of perceived organisational, P-O fit, Organisational Commitment and Job Satisfaction. *Vikalpa*. 38(1). 27-40
- Black, M. M. (2017). Early childhood development coming of age: Science through the life course. *Lancet*. London, England. 389(10064). 77-90
- Blaique, L., Ismail, H., & Aldabbas, H. (2022). Organisational learning, resilience, and psychological empowerment as antecedents of work engagement during COVID-19. *International Journal of Productivity and Performance Management*.
- Blau, P. M. (1964). Justice in Social exchange. *Sociology Inquiry*. 34(2). 193-206
- Bleier, A., Goldfarb, A., & Tucker, C. (2020). Consumer privacy and the future of data-based innovation and marketing. *International Journal of Research in Marketing*. 37(3).
- Boatman, A. (2021). Digital employee experience explained. *Firstup*. <https://firstup.10/blog/digital-employee-experience-explained>



University of Fort Hare
Together in Excellence

- Boatman, A. (2022). Digital employee experience explained: A definitive guide for HR. <https://www.aihr.com/blog/digital-employee-experience/#:~:text=Improved%20overall%20employee%20experience,This%20boost%20y our%20retention%20rate>
- Boggs, R. G. (2013). Leadership context for the twenty-first century. *New Dir Community Coll.* 123. 15-25
- Bonetti, S., Sutanudjaja, E., Mabhaudhi, T. & Slotow, R., & Dalin, C. (2022). Climate change impacts on water sustainability of South African crop production. *Environmental Research Letters.* 17(8). 10.1088/1748-9326/ac80cf
- Bradley, N. (2013). Marketing Research: Tools and techniques. *Business and Economics.* OUP OXFORD
- Briken, K., Chillas, S., Krzywdzinski, M., & Marks, A. (2017). Labour process theory and the new digital workplace. 10.1057/978-1-137-61014-0_1
- Brown, S., & Leigh, T. W. (1996). A new look at psychological climate and its relationship to job involvement, effort, and performance. *Journal of Applied Psychology.* 81. 358-368
- Buhlungu, S. (2020). This week at Fort Hare. *Institutional Advancement.* 7(2). 2-3
- Bunchapattasakda, C., & Li, S. (2019). Employee engagement: A literature review. *International Journal of Human Resource Studies.* 9(1). 63
- Busse, R., & Weidner, G. E. (2020). A qualitative investigation on combined effects of distant leadership, organisational agility, and digital collaboration on perceived employee engagement. *Leadership and organisation development Journal*
- Bussin, M., & Christos, D. (2017). Employee engagement required for success. *HR focus.* 36-37



University of Fort Hare
Together in Excellence

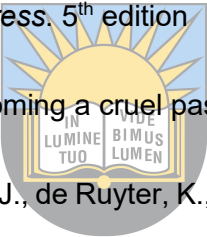
- Bustinza, O., Vendrell-Herrero, F., Parry, G., & Perez-Arostegui, M. (2016). Technological capabilities, resilience capabilities and organisational effectiveness. *The international journal of Human Resource Management*. 30
- Bynghall, S. (2021). What is digital employee experience? Seven definitions. <https://www.contentformula.com/blog/what-is-digital-employee-experience-7-definitions/>
- Cao, X., & Chen, L. (2021). Relationships between resilience, empathy, compassion fatigue, work engagement and turnover intention in haemodialysis nurses: A cross-sectional study. *Journal of Nursing Management*. 29(5). 1054-1063
- CGI. (2015). Digital employee experience. *CGI IT UK Ltd*. UK
- Chan, A. J. C., Hooi, L. W., & Sing, N. (2021). Do digital literacies matter in employee engagement in digitalised workplaces? *Journal of Asia Business Studies*. 15(3). 523-540
- Chanana, N. (2020). Employee engagement practices during COVID-19 lockdown. *J. Public Aff*
- Chapco-Wade-Safina, C. (2021). The impact of digitalization on the employee experience. <https://colleenchapcowadesafina.medium.com/the-impact-of-digitalization-on-the-employee-experience-explained>
- Chapin, P. K. (1995). Social Policy Development: The strengths perspectives. *Social Work*. 40(4). 506-514
- Chernyak-Hai, L., & Rabenu, E. (2018). The new era workplace relationships: Is social exchange theory still relevant. *Industrial and Organisational Psychology*. 11(3). 456-481
- Chikobvu, P., & Harunavamwe, M. (2022). The influence of emotional intelligence and resilience on work engagement amongst nurses in public hospitals. *SA Journal of Industrial Psychology*. 48(0)
- Chiu, T. K. F. (2021). Applying the self-determination theory (SDT) to explain student engagement in online learning during COVID-19 pandemic. *J. Res. Technol. Educ.*



- Connor, K. M., & Davidson, J. R. T. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depression and Anxiety*. 18(2). 76-82
- Cooke, F., Cooper, B., Bartram, T., Wang, J., & Mei, H. (2016). Mapping the relationship between high-performance work systems, employee resilience and engagement: A study of the banking industry in China. *The International Journal of Human Resource Management*. 30. 1-22
- Coyle-Shapiro, J. A., & Conway, N. (2005). Exchange relationships: Examining psychological contracts and perceived organisational support. *The Journal of Applied Psychology*. 91(3). 689-695
- Dali, K. (2022). A calling, not a call of duty: Public librarians' engagement with immigrant communities. *Journal of Library Administration*. 62(2). 206-234
- Davenport, T., Guha, A., Grewal, D., & Bressgott, T. (2020). How artificial intelligence will change the future of marketing. *Journal of the Academy of Marketing Science*. 48. 24-42
- de Ruyter, K., Keeling, D., Plangger, K., Montecchi, M., Scott, M., & Dahl, D. (2022). Reimagining marketing strategy: driving the debate on grand challenges. *Journal of the Academy of Marketing Science*. 50. 13-21
- Deloitte. (2017). Employee engagement reimagined for Higher Education. <https://www.deloitte.com/content/dam/Deloitte/us/Documents/human-capital/us-hc-employee-engagement-reimagined-higher-education.pdf>
- Dhir, S., & Shukia, A. (2014). Psychological capital, LMX, employee engagement and work role performance. *Indian Journal of Industrial Relations*. 50(2). 342-356
- Dionisi, T., Sestito, L., Tarli, C., Antonelli, M., Tosoni, A., & D'Addio S., et al. (2021). Risk of burnout and stress in physicians working in a COVID team: a longitudinal survey. *Int. J. Clin. Pract.* 75, e14755. 10.1111/ijcp.14755

- dos Santos, L., Jonsson, A., & Gangabada, P. (2020). The key aspects of digitalisation on employees' engagement in the Bank Service Delivery. *School of Business, Society and Engineering*
- Duthler, G., & Dhanesh, G. S. (2018). The role of corporate social responsibility (CSR) and internal CSR communication in predicting employee engagement. *Public Relations Review*. 453-462
- Eisenberger, R., & Stinglhamber, F. (2019). Perceived organisational support: Fostering enthusiastic and productive employees. *People Reform*. 19-38
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organisational support. *Journal of Applied Psychology*. 71. 500-507
- Emmett, J., Schrimper, M., Wood, A., & Schrah, G. (2020). COVID-19 and the employee experience: How leaders can seize the moment. *McKinsey*. www.mckinsey.com
- Engagement. (2017). Kelly rapid talent development. *Kelly*. www.kelly.co.za
- Fang, W., Bell, C., Sapirstein, A., Asami, S., Leeper, K., Zack, D., Hongkai, J., & Kalhor, R. (2022). Quantitative date mapping: A general framework for analysing progenitor state dynamic via retrospective lineage barcoding. *Cell*. 185(24). 4604-4620
- Farace, S., Roggeveen, A., Villarroel-Ordenes, F. de Ruyter, K., Wetzels, M., & Grewal, D. (2020). Patterns in motion: How visual patterns in ads affect product evaluation. *Journal of Advertising*. 49(1). 3-17
- Flach, F. (1988). Resilience: Discovering a new strength at times of stress. *New York: Ballantine Books*
- Franken, L. E., Grünewald, K., Boekema, E. J., Stuart, M. C. A. (2020). A technical introduction to transmission electron microscopy for soft matter: Imaging, possibilities, choices, and technical development. *Wiley*. 16(14).

- Freeney, Y., & Fellenz, M. R. (2013). Work engagement, job design and the role of the social context at work: exploring antecedents from a relational perspective. *Human Relations*. 66(1). 1427-1445
- Garmezy, N. (1991a). Resilience in children's adaptation to negative life events and stressed environments. *National Library of Medicine*. 20(9). 459-466
- Garmezy, N. (1991b). Resiliency and vulnerability to adverse developmental outcomes associated with poverty. *American Behavioural Scientist*. 34. 416-430
- Garmezy, N., Masten, A. S., & Tellegen, A. (1984). The study of stress and competence in children: A building block for developmental psychopathology. *Child development*. 55. 97-111
- Gasparovich, E., Uskova, E., & Dongauzer, E. (2021). The impact of digitalisation on employee engagement. 10.1007/978-3-030-60926-9_20
- Gheidar, Y., & Zanjani, M. S. (2020). Designing a conceptual framework for digital employee experience. *Iranian Journal of Management Studies (IJMS)*. 14(4). 669-680
- Gobbi, S., Płomecka, M. B., Ashraf, Z., Radziński, P., Neckels, R., Lazzeri, S., Dedić, A., Bakalović, A., Hrustić, L., Skórko, B., Es-Haghi, S., Almazidou, K., Rodríguez-Pino, L., Alp, A. B., Jabeen, H., Waller, V., Shibli, D., Behnam, M. A., Arshad, A. H., Barańczuk-Turska Z., Haq, Z., Qureshi, S. U., & Jawaid, A. (2020). Worsening of pre-existing psychiatric conditions during the COVID-19 pandemic. *Front Psychiatry*. 11
- Goswam, B. K., & Upadhyay, Y. (2019). An empirical study on digital transformation and its impacts on employee engagement. *Proceedings of 10th International Conference on Digital Strategies for Organisational Success*
- Gouldner, A. W. (1960). The norm of reciprocity: A preliminary statement. *American Sociology Review*. 25. 161-178
- Grewal, D., Hulland, J., Kopalle, P., & Karahanna, E. The future of technology and marketing: a multidisciplinary perspective. *Journal of the Academy of Marketing Science*. 48. 1-8

- Grewal, D., Roggeveen, A., & Nordfält, J. (2017). The future of retailing. *The Journal of Retailing*. 93(1). 1-6
- Gupta, V., & Kumar, S. (2012). Impact of performance appraisal on employee engagement: A study of Indian professionals. *Employee Relations*. 35(1). 61-78
- Hawtrej, D. (2022). The state of the digital workplace? More work to do. <https://reworked.co/digital-workplace/the-state-of-the-digital-workplace-more-work-t0-do>
- Heller, J., Chylinski, M., de Ruyter, K., Mahr, D., & Keeling, D. (2019). Touching the untouchable: Exploring multi-sensory augmented reality in the context of online retailing. *Journal of Retailing*. 95(4). 458-473.
- Henderson, N., & Milstein, M. M. (1996). Management of organisational behaviour: Utilizing human resources. *Thousand Oaks: Corwin Press*. 5th edition
- Higgins, G. O. (1994). Resilient adults: overcoming a cruel past. *Jossey-Bass*
- Hilken, T., Chylinski, M., Keeling, D., & Heller, J., de Ruyter, K., & Mahr, D (2022). How to strategically choose or combine augmented and virtual reality for improved online experiential retailing. *Psychology and Marketing*. 39(3).  *Together in Excellence*
- Holmes, M. R., Rentrop, C. R., Korsch-Williams, A., & King J. A. (2021). Impact of COVID-19 pandemic on posttraumatic stress, grief, burnout, and secondary trauma of social workers in the United States. *Clin. Soc. Work*. 49, 495–504. 10.1007/s10615-021-00795-y
- Hu, T., Zhang, D., Wang, J., Mistry, R., Ran, G., & Wang, X. (2014). Relation between emotion regulation a mental health: A meta-analysis review. *Psychological Report*. 114(2)
- Huang, S. Y. B., Huang, C. H., & Chang, T. W. (2022). A new concept of work engagement theory in cognitive engagement, emotional engagement, and physical engagement. *Front psychology*

- Ikon, M. A., & Chukwu, A. C. (2017). Employee engagement and performance of selected private universities in Delta State, Nigeria. *Global Journal of Human Resource Management*. 5. 42-53
- Jangsiriwattana, T. (2021). The mediating effect of resilience on the relationship between perceived organisational support and work engagement. *Academy of Strategy Management Journal*. 20(5)
- Jelen-Sanchez, A. (2017). Engagement in public relations discipline: Themes, theoretical perspectives, and methodology approach. *Public Relations Review*. 934-944
- Jeong, Y., & Kim, M. (2021). Effects of perceived organisational politics on organisational performance: Mediating role of different treatment. *Asia Pacific Management Review*. 1
- Johnson, P., & Gill, J. (2010). Research method for managers. *Business and Economics*. SAGE Publications
- Joshi, R. J., Sodhi, J. S. (2011). Drivers of employee engagement in Indian Organisations. *Indian Journal of Industrial Relations*. 47(1). 162-182
- Kang, M. (2010). Toward a model of engaging publics: Trust, satisfaction and identification, and the mediating role of public engagement between organisations, public relationships, and supportive behaviours.
- Keeling, M. J., Hollingsworth, T. D., Read, J. M. (2019). Efficacy of contact tracing for the containment of the 2019 novel coronavirus (COVID-19). *H Epidemiol Community Health*.
- Khajura, G., & Khan, N. (2022). Perceived organisational support and employee engagement: A literature Review. *Journal of Positive School Psychology*. 6(3)
- Khan, A. N. (2021). A diary study of psychological effects of misinformation and COVID-19 threat on work engagement of working from home employees. *Technological forecasting and social change*. 171

- Khan, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of management journal*. 33. 692-724
- King, D., Meglio, O., Gomez-Mejia, L., Bauer, F., & De Massis, A. (2021). Family business restructuring: A review and research agenda. *Journal of Management Studies*. 59(1)
- Kinman, G. (2001). Pressure points: Review of Research on stressors and strains in UK Academics. *Educational Psychology*. 473-492
- Kompaso, S. M., & Sridevi, M. S. (2010). Employee engagement: The key to improving performance. *International Journal of Business and Management*. 12(5). 89
- Kuntz, J., Naswall, K., & Malinen, S. (2016). Resilient employees in resilient organisations: Flourishly beyond adversity. *Industrial and organisational Psychology*. 9(2). 456-462
- Kunz, W., Aksoy, L., Bart, Y., Heinonen, K., Kabadayi, S., Villarroel-Ordenes, F., Sigala, M., Diaz, D., & Theodoulidis, B. (2017). Customer engagement in a big data world. *Journal of Services Marketing*. 31(2)
- Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2017). Perceived organisational support: A meta-analytic evaluation of organisational support theory. *Journal of Management*. 43. 1854-1884
- Kwon, K., & Park, J. (2019). The life cycle of employee engagement theory in HRD Research. *Advances in developing Human Resources*. 21(3). 352-370
- Laroui, F. (2021). What is the digital employee experience (DEX) and why you should care? <https://www.exoplatform.com/blog/what-is-the-digital-employee-experience-dex-and-why-you-should-care/>
- Lavelle, J., Rupp, D., & Brockner, J. (2007). Taking a multifocal approach to the study of Justice, Social exchange, and Citizenship Behaviour: The target similarity Model. *Journal of Management*. 33(6). 841-866. 10.1177/0149206307307635

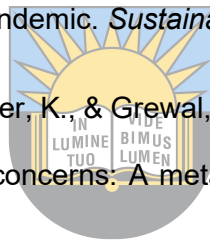
- Lecina, C. R., & Barry, B. (2000). Stability and change as simultaneous experiences in organisational life. *Academy of Management Review*. 25(4). 753-759
- Lee, J. W. (2016). Human capital in the long run. *Journal of Development Economics*. 122(3). 147-169
- Lee, Y. D. (2018). 2018 will be the year of employee experience. *Forbes*. <https://www.forbes.com>
- Lemon, L. L., & Palencher M. J. (2018). Public relations and zones of engagement: Employees lived experience and the fundamental nature of employee engagement. *Public Relations Review*. 44(1). 142-155
- Lhalloubi, J., & Ibnchahid, F. (2020). So, resilience and work engagement enhance distribution manager performance? A study of the automotive sector. *Journal of Distribution Science*. 18(7). 5-17
- Li, S. (2019). Perceived Organisational support: A literature review. *International Journal of Human Resource Studies*. 9. 155
- Li, P. (2022). Resilience theory in psychology: definition and characteristics. *Parentingforbrain*. [Parentingforbrain.com/resilience-theory](https://parentingforbrain.com/resilience-theory)
- Linden, A. (2020). UFH online teaching and learning during lockdown: Milestones and plans. *Institutional Advancement*
- Linden, A. (2022). Start of 2022 academic year and COVID-19 arrangements. *Institutional newsletter*
- Liu, D., Chen, Y., & Li, N. (2021). Tackling the negative impact of COVID-19 on work engagement and taking charge: A multi-study investigation of frontline health workers. *J.Appl.Psychol*. 106. 185-198
- Lockwood, N. R. (2007). Driving performance and retention through employee engagement. *Corporate Leadership Council*.



- Lopes, A. G. (2016). Using research methods in Human Computer Interaction to design technology for resilience. *J Inf Syst Technol.* 13. 505-524
- Ludike, J. (2018). Digital employee experience engagement paradox future proofing retention practice. *Psychology of Retention*
- Lund, S., Madgavkar, A., Manyika, J., & Smit, S. (2020). What's next for remote work: An analysis of 2000 tasks, 800 jobs, and nine countries. *McKinsey Global Institute*
- Lyu, H., Yao, M., Zhang, D., & Liu, X. (2020). The relationship among organisational identity, psychological resilience, and work engagement of the first-line nurses in the prevention and control of COVID-19 based on structural equation model. *Risk Management and Healthcare Policy.* 13. 2379-2386
- Malik, P., & Garg, P. (2017). Learning organisational and work engagement: The mediating role of employee resilience. *The International Journal of Human Resource Management.* 31. 1-24
- Martic, K. (2022). Employee engagement: Definition, current state, and best practices. <https://blog.smarp.com/employee-engagement>
- Masten, A. S. (2013). Global perspective on resilience in children and youth. *Child development.* 6-20
- Mathumbu, D., & Dodd, N. (2013). Perceived organisational support, work engagement and organisational citizenship behaviour of nurses at Victoria Hospital. *Journal of Psychology.* 4(2). 87-93
- May, D., Gilson, R., & Harter, L. (2004). The psychological conditions of meaningfulness, safety and availability, and the engagement of the human spirit at work. *J Occup Organisational Psychology.* 77. 11-37
- Medlin, B., & Green, W. G. (2009). Enhancing performance through goal setting, engagement, and optimism. *Industrial Management and Data Systems.* 109(7). 943-956

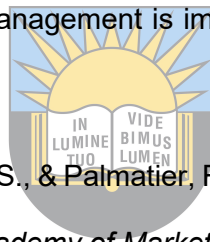
- Men, L. (2015). Employee engagement in relation to employee-organisation relationships and internal reputation: Effects of leadership communication. *Public Relations Journal*. 9(2). 1-22
- Mende, M., Scott, M., van Doorn, J., Grewal, D., & Shanks, I. (2019). Service Robots Rising: How humanoid robots influence service experiences and elicit compensatory consumer responses. *Journal of Marketing Research*. 56(10).
- Mentjes, A., & Hofmeyr, K. (2018). The impact of resilience and perceived organisational support on employee engagement in a competitive sales environment. *SA Journal of Human Resource Management*. 16(1). 10.4102.sajhrm.v16i0.953
- Moalusi, O. (2021). The perceived organisational support and employee engagement in the context of flexible working arrangements. *Institutional Repository*
- Molino, M., Ingusci, E., Signore, F., Amelia, M., Giancaspro, M., Russo, V., Zito, M., & Cortese, C.G (2020). Wellbeing costs of technology use during COVID-19 remote working: An investigation using the Italian translation of the Technostress creator's scale. *Sustainability*. 12(15). 5911
- Moore, C. (2019). What research articles in psychology teach us. *Resilience and coping*
- Morgan, J. (2017). The employee experience advantage: How to win the war for talent by giving employees the workspaces they want, the tools they need and a culture they can celebrate. *Wiley*. 4-32
- Mulder, P. (2019). Perceived organisational support (POS). *Toolshero*. <https://toolshero.com/human-resources/perceived-organisational-support-pos/>
- Murthy, R. K. (2017). Perceived organisational support and work engagement. *Int J App Res*. 738-740
- Najeemdeen, I. (2018). Cross-cultural adaptation dimensions and demographic factors of international students in UUM

- Nic J.A. van der Wee ^q (2020). Vinkers, C. H., van Amelsvoort., T., Bisson, I., Branchi, I., Cryan, J. F., Domschke, K., Howes, O. D., Manchia, M., Pinto, L., de Quervain, D., Schmidt, M. V., & van der Wee, N, J. A. (2020). Stress resilience during the coronavirus pandemic. *The journal of the European College of Neuropsychopharmacology*.35.12-16
- Niitsu, K., Houfek, J., Barron, C., Stoltenberg, S., Kupzyk, K., & Rice, M. (2017). A concept analysis of resilience: Integrating Genetics Issues. *Ment Health Nurs*. 38. 896-906
- Nikhil, S., & Arthi, J. (2019). Perceived organisational support and work engagement: Mediation of psychological capital. *Journal of Strategic Human Resource Management*. 7(1)
- Obrad, C. (2020). Constraints and consequences of online teaching. *Sustainability*. 12(17)
- Ojo, A. O., Fawehinmi, O., & Yusliza, M. Y. (2021). Examining the predictors of resilience and work engagement during the COVID-19 pandemic. *Sustainability*. 13. 2902
- Okazaki, S., Eisend, M., Plangger, K., de ruyter, K., & Grewal, D. (2020). Understanding the strategic consequences of consumer privacy concerns: A meta-analytic review. *Journal of Retailing*. 96(4). 458-473.
- Ortiz-Isabeles, C., & Garca-Avitia, C. (2021). Relationship between perceived organisational support and work engagement in Mexican workers. *Psicogente*. 24.1-20
- Papalexandris, N., & Galanaki, E. (2009). Leadership impact on employee engagement: Differences among entrepreneurs and professional CEOs. *Leadership and Organisation Development Journal*. 30(4). 365-385
- Pati, S. P., Kumar, P. (2010). Employee engagement: Role of self-efficacy, organisational support, and supervisor support. *Indian Journal of Industrial Relations*. 46(1). 126-137
- Pearlin, L. I., & Schooler, C. (1982). The stress processes. *Journal of Health and Social Behaviour*. 22(4). 337-356



University of Fort Hare
 Together in Excellence

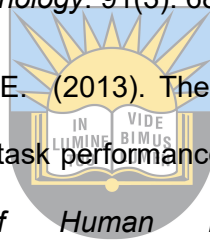
- Plangger, K., Grewal, D., Ruyter, K., & Tucker, C. (2022). The future of digital technologies in marketing: A conceptual framework and an overview. *Journal of the Academy of Marketing Science*. 50. 1125-1134
- Poisson, L. (2020). Digital employee experience: What do you need to know about DEX. <https://www.lakesidesoftware.com/digital-employee-experience-what-you-need-to-know-about-dex>
- Polk, L. V. (1997). Toward a middle-range theory of resilience. *ANS. Advances in Nursing Science*. 19(3). 1-13
- Pouris, A., & Inglesi-Lotz, R. (2014). The contribution of higher education institution to the South African economy. *S.Afr.J.Sci.* 110. 1-5
- Pribanic, E. (2019). Why human resource management is important for every organisation. *Human Resource Management*
- Quach, S., Thaichon, P., Martin, K., Weaven, S., & Palmatier, R. (2022). Digital technologies: tensions in privacy and data. *Journal of the Academy of Marketing Science*. 50. 1299-1323
- Quinian, C. (2011). *Business Research Methods*
- Rapp, D. J., Hughey, J. M., Kreiner, G. E. (2021). Boundary work as a buffer against burnout: evidence from healthcare workers during the COVID-19 pandemic. *J. Appl. Psychol.* 106, 1169–1187. 10.1037/apl0000951
- Rawal, G., & Yadav, S. (2015). Nutrition in chronic obstructive pulmonary disease: A review. *J Trans Int Med*. 3(4). 151-154
- Rhoades, L., & Eisenberger, R. (2002). Perceived organisational support: A review of the literature. *Journal of Applied Psychology*. 87(4). 698-714
- Rich, B., Lepine, J., & Crawford, E. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal*. 55. 617-635



University of Fort Hare
Together in Excellence

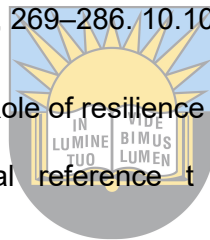
- Robertson, J. (2021). A strategic framework for digital employee experience. <https://www.reworked.co/employee-experience/a-strategic-framework-for-digital-employee-experience/amp/>
- Rockstuhl, T., Eisenberger, R., Shore, L., Kurtessis, J., Ford, M., Buffardi, L., & Mesdaghinia, S. (2020). Perceived organisational support (POS) across 54 nations: A cross-cultural meta-analysis of post effects. *Journal of International Business Studies*. 51(1)
- Roggeveen, A., Grewal, D., Townsend, C., & Krishnan, R. (2015). The impact of dynamic presentation format on consumer preferences for hedonic products and service. *Journal of Marketing*. 79. 34-49
- Rothbard, N. P. (2001). Enriching or depleting? The dynamics of engagement in work and family roles. *Administrative Science Quarterly*. 46(4). 655-684
- Rubio, I., Bruccoleri, M., Pietrosi, A., & Ragonese, B. (2019). Digital health technology enhances resilience behaviour: Evidence from the ward. *Int J Oper Prod Manag*. 40. 34-67
- Rudolph, C., Allan, B., Clark, M., Hertel, G., Hirschi, A., Kunze, F., Shockley, K., Shoss, M., Sonnentag, S., & Zacher, H. (2020). Pandemics: Implications for research and practice in Industrial and Organisational Psychology. *Ind Organ Psychol Perspect Sci Pract*.
- Ryba, K. (2021). What is employee engagement? What, why and how to improve it. <https://www.quantumworkplace.com/future-of-work/what-is-employee-engagement-definition>
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*. 268-3946
- Saleem, I., Qureshi, T., & Verma, A. (2023). Task challenge and employee performance: A moderated mediation model of resilience and digitalisation. *Behavioural Science*. 13(2). 119
- Sarangi, S., & Srivatava, R. (2012). Impact of Organisation culture and communication on employee engagement: An investigation of Indian Private Banks. *South Asian Journal of Management*

- Schaufeli, W. B., Salanova, M., González-romá, V., & Bakker A. B. (2002). The measurement engagement and burnout: A two sample Confirmatory Factor Analytic Approach. *Journal of Happiness Studies*. 3. 71-92
- Schaufeli, W., & Bakker, A. B. (2004). Job demands, job resources and their relationship with burnout and engagement. *Journal of Organisational Behaviour*. 25. 293-315
- Schweidel, D., Bart, Y., Inman, J., Stephen, A., Libai, B., Andrews, M., Babić R. A., Chae, I., Chen, Z., Kupor, D., Longoni, C., & Thomaz, F. (2022). How consumer digital signals are reshaping the customer journey. *Journey of the Academy of Marketing Science*. 50. 1257-1276
- Shanock, L. R., & Eisenberger, R. (2006). When supervisors feel supported: Relationships with subordinates' perceived supervisor support, perceived organisational support, and performance. *Journal of Applied Psychology*. 91(3). 689-695
- Shantz, A., Alfes, K., Bailey, C., & Soane, E. (2013). The role of employee engagement in the relationship between job design and task performance, citizenship, and deviant behaviours. *The International Journal of Human Resource Management*. 24(13). 10.1080/09585192.2012.744334
- Shrand, B., & Ronnie, L. (2021). Commitment and identification in the Ivory Tower: academics' perceptions of organisational support and reputation. *Studies in Higher Education*. Taylor & Francis
- Shuck B., & Reio, T. G. (2014). Employee engagement and well-being: A moderation model and implications for practice. *J. Leadershi. Organ. Stud.* 21. 43-58
- Shuck, B. (2011). Four emerging perspective of employee engagement: An integrative literature review. *Hum. Resour. Dev. Rev.* 304-328
- Shuck, B., & Reio, T. G. (2011). The employee engagement landscape and HRD: How do we link theory and scholarship to current practice? *Adv. Dev. Hum. Resour.* 13. 419-428



University of Fort Hare
Together in Excellence

- Shuck, B., Wollard, K. (2010). Employee engagement and HRD: A seminal review of the foundations. *Human Resource Development Review*. 9(1). 89-110
- Siddiqi, M. A. (2015). Work engagement and job crafting of service employees influencing customer outcomes. *Vikalpa*. 40(3). 277-292
- Sihag, P., & Dhoopar, A. (2022). Organisational resilience and employee performance: The mediation of perceived organisational support in the Indian HEIs. *International Journal of Productivity and Performance Management*.
- Sileyew, K. J. (2019). Research design and methodology. *Cyberspace*
- Singh, P., Bala, H., Dey, B. L., & Filieri, R. (2022). Enforced remote working: the impact of digital platform-induced stress and remote working experience on technology exhaustion and subjective wellbeing. *J. Bus Res.* 151, 269–286. 10.1016/j.jbusres.2022.07.002
- Singh, R., Sihag, P., & Dhoopar, A. (2022). Role of resilience leadership and psychological capital in employee engagement with special reference to COVID-19. *International Journal of Organisation Analysis*
- Singh, S. N., & Bush R. F. (1998). Research burnout in tenured marketing professors: An empirical investigation. *Journal of marketing education*. 20(1). 4-15
- Slatten, T., Mehmetoglu, M. (2011). Antecedents and effects of engaged frontline employee: A study from the hospitality industry. *Journal of Service Theory and Practice*. 21(1). 88-107
- Stefanidis, A., & Strogilos, V. (2020). Perceived organisational support and work engagement of employees with children with disabilities. *Personnel Review*
- Turner, P. (2020). Employee engagement in contemporary organisations: Maintaining high productivity and sustained competitiveness. *Charm: Palgrave Macmillan*



University of Fort Hare
Together in Excellence

- Unguren, E., & Kacmaz, Y. Y. (2022). Innovations in management of hotel employees: The relationship between organisational resilience and work engagement. *Marketing and Innovation*. 2. 141-150
- Vercic, A. T. (2021). The impact of employee engagement, organisational support, and employer branding on internal communication satisfaction. *Public Relations Review*
- Vercic, J., Vokic, N. P. (2017). Engaging employees through internal communication. *Public Relations Review*. 43(5)
- Villarroel, V., Boud, D., Bloxham, S., Bruna, D., & Bruna, C. (2020). Using principles of authentic assessment to redesign written examinations and tests. *Innovations in Education and Training*. 57(1). 38-49
- Vinkers C. H., van Amelsvoort T., Bisson J. I., Branchi I., Cryan J. F., Domschke K., Howes O. D., Manchia M., Pinto L., de Quervain D., Schmidt M. V., van der Wee N. J. A.
- Walden, J., Jung, E. H., & Kingsley W. C. (2017). Employee communication, job engagement, and organisational commitment: A study of member of the Millennial Generation. *Journal of Public Relations Research*. 29. 2-3, 73-89
- Wang, C., Cheng, Z., Yue, X., & McAleer, M. (2020). Risk Management of COVID-19 by universities in China. *J Risk Financ Manag*. 13. 36
- Wang, X., Liu, L., Zou, F., Hao, J., & Wu, H. (2017). Associations of occupational stressors perceived organisational support, and psychological capital with work engagement among Chinese female nurses. *BioMed Research International*. 10. 1155/2017/5284628
- Wasilowki, S. (2018). Employee engagement in Higher Education. *Journal of Social Science Research*. 12(2). 2699-2712
- Wassink, S., Wingerden, J., & Poell, R. (2022). Correction: Meaningful work and resilience among teachers: The mediating role of work engagement and job crafting. *PLoS ONE*. 17(5)



University of Fort Hare
Together in Excellence

- Wickham, N. (2020). Why is employee engagement important? 14 benefits backed by research. *Quantu Workplace*
- Wolin, S. J., & Wolin, S. (1993). The resilient self: How survivors of troubled families arise above adversity. *New York: Villard Books*
- Wride, M. (2016). The definition of the employee experience. <https://www.decision-wise.com>
- Wright, M., Masten, A., & Narayan, A. (2012). Resilience processes in development: Four waves of Research on positive adaptation in the context of adversity. *Springer. US*
- Wu, Y., Yu, F., Mirza, F., Chaudhry, N. I., & Arshad, R. (2022). Impact of perceived skillset and organisational traits and digital wellbeing of teachers: Mediating role of resilience. *Frontiers in Psychology*. 13
- Yu, C., & Frenkel, S. J. (2013). Explaining task performance and creativity from perceived organisational support theory: which mechanisms are more important? *Journal of Organisational Behaviour*. 34. 1165-1181
- Zahoor, N., Christofi, M., Nwoba, A., Donbesuur, F., & Miri, D. (2022). Operational effectiveness in post-pandemic times: Examining the roles of digital technologies, talent management, and employee engagement in manufacturing SMEs. *Production, Planning and Control*. 10.1080/09537287.2022.2147863
- Zel S., & Kongar, E. (2020). Transforming digital employee experience with artificial intelligence. *International Conference of Artificial Intelligence for good*. 176-179
- Zhong, L., Wayne, S., & Liden, R. (2015). Job engagement perceived organisational support, high-performance human resource practices, and cultural value orientations: A cross-level investigation. *Journal of Organisational Behaviour*. 37(6)

Appendix 1

Ethical Clearance Certificate



University of Fort Hare
Together in Excellence

ETHICS CLEARANCE REC-270710-028-RA Level 01

Project Number: ADE011SNXA01
 Project title: **Employee engagement, digital experience, support and resilience among a university staff.**
 Qualification: Master of Commerce: Industrial Psychology
 Student name: Bridget Anelisa Nxazonke
 Registration number: 201715393
 Supervisor: Dr J Aderibigbe
 Department: Industrial Psychology
 Co-supervisor: Miss B Ntunzi

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby grant ethics approval for ADE011SNXA01. This approval is valid for 12 months from the date of approval. Renewal of approval must be applied for BEFORE termination of this approval period. Renewal is subject to receipt of a satisfactory progress report. The approval covers the undertakings contained in the above-mentioned project and research instrument(s). The research may commence as from the 17/04/23, using the reference number indicated above.

Note that should any other instruments be required or amendments become necessary, these require separate authorisation.

Please note that UREC must be informed immediately of

- Any material changes in the conditions or undertakings mentioned in the document;
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research.

The student must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

UREC retains the right to

- Withdraw or amend this approval if
 - Any unethical principal or practices are revealed or suspected;
 - Relevant information has been withheld or misrepresented;
 - Regulatory changes of whatsoever nature so require;
 - The conditions contained in the Certificate have not been adhered to.
- Request access to any information or data at any time during the course or after completion of the project.

Your compliance with Department of Health 2015 guidelines and any other applicable regulatory instruments and with UREC ethics requirements as contained in UREC policies and standard operating procedures, is implied.

UREC wishes you well in your research.

Yours sincerely,

Dr A Nyika
 Chairperson: Inter-Faculty Research Ethics Committee
 19 April 2023



University of Fort Hare
Together in Excellence

Appendix 2

Questionnaire

Demographic

Instruction: Circle or mark with an X on the number that best describes you

1. Age: (Please indicate your age)

2. Gender

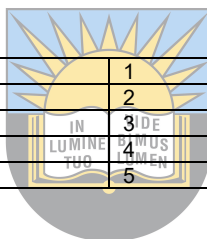
Female	1
Male	2
Preferred not to say	3

3. Marital Status

Single	1
Married	2
Divorced	3
Widowed	4
Other (specify)	5

4. Tenure

Less than 5 years	1
5 – 10 years	2
11 – 15 years	3
16 – 20 years	4
More than 20 years	5

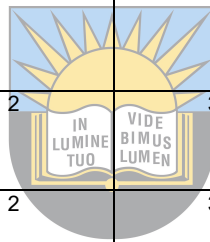


Employee Engagement Scale

University of Fort Hare
Together in Excellence

	Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly agree 5
PHYSICAL					
I work with intensity on my job	1	2	3	4	5
I exert my full effort to my job	1	2	3	4	5
I devote a lot of energy to my job	1	2	3	4	5
I try my hardest to perform well on my job.	1	2	3	4	5
I strive as hard as I can to complete my job	1	2	3	4	5
I exert a lot of energy on my job.	1	2	3	4	5
EMOTIONAL					

I am enthusiastic about my job	1	2	3	4	5
I feel energetic at my job	1	2	3	4	5
I am interested in my job	1	2	3	4	5
I am proud of my job	1	2	3	4	5
I feel positive about my job					
I am excited about my job					
COGNITIVE					
At work, my mind is focused on my job	1	2	3	4	5
At work, I pay a lot of attention to my job	1	2	3	4	5
At work, I focus a great deal of attention on my job	1	2	3	4	5
At work, I am absorbed by my job	1	2	3	4	5
At work, I concentrate on my job	1	2	3	4	5
At work, I devote a lot of attention to my job	1	2	3	4	5



University of Fort Hare
Together in Excellence

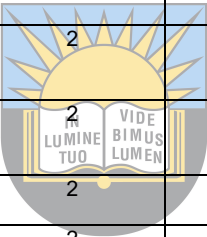
Digital Employee Experience Scale

Knowledge of IT tools	Knowledge, K			Training, T	
	No	Part	All	Self	Firm
Using Windows OS: Working with Desktop, changing Background Image, Folders, Flash Formatting, Installing, and uninstalling applications	0	1	2	1	2
Using Android: Working with Desktop, changing Background Image, Folders, Flash Formatting, Installing, and uninstalling applications	0	1	2	1	
Using MS word: menu elements, text formatting, image and table processing, Paragraph, Page formatting, parameters setting	0	1	2	1	2
Adobe Photoshop: simple image processing, selection, colouring, cropping, using effects	0	1	2	1	2
Basic Hardware Knowledge: main elements of computer hardware, functions and differences of HDD, SSD, Flash memory, CPU, and RAM	0	1	2	1	2
Basic Knowledge of Databases: creating tables, forms, queries and reports in MS access, making queries	0	1	2	1	2
Internet: opening webpages, sending emails, searching for data with search engine, downloading images and eBooks and PDF files, creating profiles in websites, using downloaders	0	1	2	1	2

Provided with needed IT tools	Existence		Source		Satisfaction				
	No	Yes	Firm	Self	No	Weak	Good	Very Good	Excellent
	0	1	1	2	1	2	3	4	5
Desktop or Laptop	0	1	1	2	1	2	3	4	5
Tablet	0	1	1	2	1	2	3	4	5
Flash memory	0	1	1	2	1	2	3	4	5
External HDD/SSD	0	1	1	2	1	2	3	4	5
Internet Connection	0	1	1	2	1	2	3	4	5
Printer and Scanner	0	1	1	2	1	2	3	4	5

Perceived Organisational Support Scale

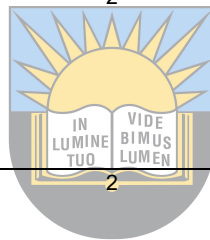
	Strongly disagree SD	Disagree D	Neutral N	Agree A	Strongly agree SA
The organization values my contribution to its well-being.	1	2	3	4	5
The organization fails to appreciate any extra effort from me.	1	2	3	4	5
. The organization would ignore any complaint from me.	1	2	3	4	5
The organization really cares about my well-being	1	2	3	4	5
. Even if I did the best job possible, the organization would fail to notice	1	2	3	4	5
The organization cares about my general satisfaction at work.	1	2	3	4	5
The organization shows very little concern for me	1	2	3	4	5
The organization takes pride in my accomplishments at work	1	2	3	4	5


 University of Fort Hare
 Together in Excellence

Resilience Scale

	Never 1	Seldom 2	Often 3	Always 4
I can adapt to change	1	2	3	4
I can deal with whatever comes	1	2	3	4

I try to see the humorous side to problems	1	2	3	4
Coping with stress can strengthen me	1	2	3	4
I tend to bounce back after illness or hardship	1	2	3	4
I can achieve goals despite obstacles	1	2	3	4
I can stay focused under pressure	1	2	3	4
I am not easily discouraged by failure	1	2	3	4
I think of myself as a strong person	1	2	3	4
I can handle unpleasant feelings	1	2	3	4



University of Fort Hare
Together in Excellence

Appendix 3

English Language Editor

<table border="1"> <tr> <td>B</td> <td>S</td> </tr> <tr> <td>C</td> <td>C</td> </tr> </table>	B	S	C	C	<p>BE STILL COMMUNICATIONS For effective communication solutions</p>	<p>landamasuku@gmail.com +27835841854</p>
B	S					
C	C					
<p>Professional EDITORS Guild</p>						
<p>CERTIFICATE OF EDITING</p>						
<p>This document certifies that a copy of the dissertation whose title appears below was edited for proper English language usage, grammar, punctuation, spelling, and overall style by Dr Nhlanhla Landa whose academic qualifications and professional affiliation appear in the footer of this document. The research content and the author's intentions were not altered during the editing process.</p>						
<p>TITLE: EMPLOYEE ENGAGEMENT, DIGITAL EXPERIENCE, SUPPORT, AND RESILIENCE AMONG UNIVERSITY STAFF</p>						
<p>AUTHORS: BRIDGET ANELISA NXAZONKE (STUDENT NUMBER: 201715393)</p>						
<p>Note: The edited work described here may not be identical to that submitted. The author, at their sole discretion, has the prerogative to accept, delete, or change amendments made by the editor before submission. The completeness and accuracy of the reference list remains the responsibility of the client. Equally, the overall quality of the document is the responsibility of the client.</p>						
<p>DATE: 08 OCTOBER 2023</p>						
<p>EDITOR'S COMMENT</p>						
<p>The author was advised to effect suggested corrections in regards to clarity of terms, consistency in structure and logic, and expression. The reference list was not edited.</p>						
 Signature						
<p>PhD Applied Linguistics (UFH), MA Applied Linguistics (MSU), BA (Honours) English and Communication (MSU) Professional Membership: A member of the Professional Editors Guild, South Africa</p>						

Appendix 4

Plagiarism report summary

Employee engagement, digital experience, support, and resilience within university staff (Plagiarism test 3)

by Bridget Nxazonke

Submission date: 18-Sep-2023 07:00AM (UTC+0200)
Submission ID: 2169254803
File name: Nxazonke_Masters_Research.docx (541.14K)
Word count: 24707
Character count: 152564



Employee engagement, digital experience, support, and resilience within university staff (Plagiarism test 3)

ort Hare
 ellence

ORIGINALITY REPORT

19% SIMILARITY INDEX
16% INTERNET SOURCES
11% PUBLICATIONS
7% STUDENT PAPERS

PRIMARY SOURCES

1	hdl.handle.net Internet Source	1 %
2	link.springer.com Internet Source	1 %
3	repository.up.ac.za Internet Source	1 %
4	Submitted to Universiti Teknologi MARA Student Paper	<1 %
5	vital.seals.ac.za:8080 Internet Source	<1 %
6	Submitted to The University of Manchester Student Paper	<1 %
7	Submitted to University of the Western Cape Student Paper	<1 %
8	researchspace.ukzn.ac.za Internet Source	<1 %
9	www.researchgate.net Internet Source	<1 %