MODERATING EFFECT OF MANAGEMENT STYLE ON INTERNAL COMMUNICATION AND EMPLOYEE ENGAGEMENT IN TECHNICAL TRAINING INSTITUTIONS IN KENYA

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Abstract: **The purpose of this research was to investigate the moderating effect of management style on the relationship between internal communication and employee engagement in technical training institutions in Kenya. The study was conducted using survey research design. Study population was all the 3780 trainers in the 102 technical institutions in Kenya out of which a sample of 360 respondents was used. Stratified random sampling, random sampling and stratified proportionate random sampling technique design were employed. A pilot test was conducted so as to correct weaknesses in design and instrumentation. Data was collected using a questionnaire which had both open and closed-ended (Likert type scale 1-5) questions. Questionnaires were distributed to 360 respondents out of which 322 completed the questionnaires giving a response rate of 89.4%. Cronbach's alpha was used to test for internal reliability of each variable used in the study. Data analysis was done by use of descriptive and inferential statistics. The study established that management style had a moderating effect on the relationship between internal communication and employee engagement. Hence, the current study recommends that the management in these institutions should embrace favourable leadership practices such as training those in positions of leadership on best practices in communication.**

Keywords: **Communication direction, communication mode, communication quality, employee engagement internal communication, management style, technical training institutions.**

1. INTRODUCTION

Leaders influence the employees to realize their full potential in achieving organizational goals with passion and integrity. Management style has been considered to inversely and significantly influence turnover (Ng'ethe, Namusonge & Iravo, 2012). It is generally acknowledged that managers in any organization set the tone for internal communication (Tourish & Robson, 2003). Hence, providing more avenues for participation in decision making, regular communication and providing effective channels of communication will enable the staff to contribute towards organizational goal. Alfes et al (2010) maintained that engaged employees perform better, are more innovative than others, and are more likely to want to stay with their employers, enjoy greater levels of their personal well -being and perceive their workload to be more

sustainable than others. Therefore, the maintenance of a workplace with a higher caliber of employees is the key to success and the way to set a competitive edge worldwide (Schwartz, 2011).

Every organization rises and falls on its leadership. Leadership is imperative in an organization since it is the leader's behavior that destroys or builds an organization. The direction of the organization relies on the style of the leaders. Since leadership helps to chart the future direction of the organization; the behaviour of the leaders is a catalyst in directing the followers to achieve the common goals (Thrush, 2012).

Leaders in the technical training institutes in Kenya comprise of principals who are the chief executives of these institutions. Their leadership forms a critical component for the effective and efficient management of the institutions. Below these are the deputy principals, and the head of operational units are deans and head of departments who act as line managers and immediate supervisors to the academic staff under them. All these play a key leadership role. However, there is little or no formal leadership training for these academic leaders because many rise through the ranks to the various positions from the academic staff cadre and from diverse disciplines (Thrush, 2012).

Globally, the environment of technical education is facing relentless and rapid change. These circumstances underscore the pertinent role of leadership and management in maintaining morale, enhancing productivity, and helping staff at all institutional levels to cope with momentous and rapid change. Hence, leaders in technical training institutes must possess an array of leadership skills to be effective. Organizations that communicate effectively provide training and coaching to managers so as to help build their communication skills, have adequate and efficient communication tools for use by managers and employees, as well as measure the effectiveness of the entire communication process (Papa, MJ, Daniels, TD & Spiker, 2008). Hargie, Tourish, and Wilson, (2000) suggest that managers need to assess whether their communication channels are currently functioning in support of the organizational success.

Simiyu (2009) in a study of Kaiboi Technical Institute indicated that the principals of technical institutions play a key role towards ensuring the general acceptance of technical education by observing that the trainers have tangible achievements. Technical and vocational education and training is a key element in the development equation since it allows individuals and societies to unleash their potentials, expand their horizons and adapt to the changes in the developing world (Nsiah-Gyabaah, 2009). Organization's reputation is made not only by its brand and product, but also from its employees (Bronn, 2015). Hence, technical institutions trainers play a pertinent role in the success of the institutions.

There is a lot of expectation from technical institutions since they are considered as the hope and the axle of the industrial take-off the nation plans to achieve by the year 2030 (Republic of Kenya,1999). These important institutions ought to be given the necessary attention if industrial transformation is to be realized by the year 2030. An important approach to realize the Kenya Vision 2030 and the Big Four Agenda is through TVET based on close collaboration between industry and training institutions. This can only be achieved through provision of quality education and training.

The performance of these institutions will either speed up or slow down the realization of Vision 2030 in that they are predicted to play a pertinent role in creating a human resource base that will help meet the requirements of a fast industrializing economy. In order to breed and maintain a competent and motivated team of workers there has to be effective communication. Since managers have the greatest impact on employee engagement; they must be encouraged to develop meaningful relationships with the workforce and recognize good performance. The purpose of this study is therefore, to investigate the moderating effect of management style on the relationship between internal communication and employee engagement in technical training institutions in Kenya.

2. REVIEW OF VARIABLES

Internal communication

The independent variable in this study was the internal communication. Internal communication was measured using three main dimensions. Each dimension has various items. These are: communication mode, communication direction and message quality. Communication mode refers to the medium used to transmit a message from the sender to the receiver (Stohl & Redding, 1987). Today there are more channels of communication to choose from than at any other time in history. According to Zhang and Venkatesh (2013), organizations need to ensure that they use effective communication channels which would ensure that employees receive, respond, adjust and improve information flow within an organization. Communication channels are important and an organization ought to ensure that they have strong

communication channels in order to ensure communication structure, employee feedback, adjustments to change openness and hence contribute positively to employee performance.

According to Marques (2010), communication takes place in three levels: lateral, upward, and downward. Effective information flow helps in building a sense of corporate identity, productivity, teamwork, participation, job performance and improves retention (Neves & Eisenberger 2012). How information flows within an organization and to its publics also shows its openness and ability to adjust to sudden changes in the environment (Kyse, 2006). Communication ought to flow successfully in all levels of the organization. This will make the employees to comprehend their roles, appreciate their duties and responsibilities and serve customers appropriately.

Communication quality is the extent to which communication is perceived to be timely accurate, adequate and complete. Simply stated, the communication should be current and received when needed, be reliable and correct, sufficient to accomplish tasks and (comprehensive and not lacking any significant information. The extent to which staffs get communication on organization performance and various topics are imperative for the smooth running of the organization. Quality communication is important in achieving organizational effectiveness, employee performance and motivation (Maltz, 2000).

Employee Engagement

Literature indicates that work engagement denotes a positive, fulfilling, work related state of mind that is characterized by vigour, absorption and dedication (Taris, Schaufelli & Shimazu, 2010). In academia, Kahn (1990) conceptualized engagement as the harnessing of organization members' selves to their work roles: in engagement, people employ and express themselves physically, cognitively, emotionally and mentally during role performance. Employee engagement is multidimensional; engaged employees are emotionally, physically, and cognitively engaged in their daily work (Eldor & Harpaz, 2015).

The employee engagement depends greatly on the effectiveness of internal communication. The employees rely on the information that the supervisors give them in order to form their opinions, attitudes and perceptions about their work and this is reflected in their engagement. An organization that does not manage its communication through the variables mentioned is likely to have disengaged employees.

Management Style

Management style describes the set of values and beliefs guiding the leaders in an organization in controlling operations and decision making. The direction of the organization relies on the style of the leaders. A study conducted by Lewin, Lippit și White (1939) established three major management styles namely: autocratic, democratic and laissez-faire. The theories were formulated depending on the management's attitude towards employee participation in decision making. Over the years, different management styles rise and fall in popularity, but Lewin, Lippit și White's theory continues to remain relevant. Management approaches to communication manifest themselves in different forms and permeate the internal communication system of an organization in many ways (Arklan, 2011). Globally, the environment of technical education is facing relentless and rapid change. These circumstances underscore the pertinent role of the management in maintaining morale, enhancing productivity, and helping staff at all institutional levels to cope with momentous and rapid change. Hence, leaders in technical training institutes must possess an array of leadership skills to be effective. Rosser (2003) opines that there are many components of effective leadership in the education sector which includes the ability to lead a heterogeneous faculty, possess critical thinking skills and have the ability to lead by example.

The moderating variable which is the management style was selected by the researcher so as to discover whether or not it modifies the relationship between internal communication and employee engagement. The management style was expected to influence the effect of internal communication on employee engagement.

Management style and Employee Engagement

In their empirical study, Ghadi, Fernando, and Caputi (2013), examined the relationship between leadership and engagement through the mediating role of meaning at work. At the results of their work, the essayists reported the direct effect. They further suggest that human resource managers aiming to increase the employee engagement on the long term, offer training programs and workshops in order to improve leadership behaviors. Such programs can explicit employee's needs and interests in return and by that help to reduce the financial losses due to lack of engagement.

Tarsik, Kassim and Nasharudin (2014) conducted a study and found out that laissez-faire leadership style hardly provides direction and provide employees as much freedom as possible. These kinds of leaders assume that their employees know everything and can handle any problem. Van Eeden ,Cilliers and Van Deventer , 2008 showed leaders who failed to coordinate their employees, hence they become apathetic, low motivated and resentful towards the organization and the leader which causes lower morale and low productivity

Asplund and Brim (2009) based on the survey made by Gallup in U.S. (2009), stated that employees that were "ignored" by their managers were actively disengaged to their organization. In fact, employees whose managers concentrated on their weaknesses were less (22%) actively disengaged than those, who were completely ignored (40 % actively disengaged). As a comparison, employees whose managers concentrated to their strengths and positive characteristics, the active disengaged percentage was 1 %. The results are explained by the fact that employees want to matter. Employees want to be seen and heard and they want the feel of social cohesion. Those employees who were ignored, felt that they didn´t matter, as if they were just machines. When employees feel that they don´t play a great role, they suffer which, by the time, starts to show in organizations success. As the Gallup´s research proves, "customers suffer when they are served by disengaged employees" (Asplund & Brim 2009).

3. RESEARCH METHODOLOGY

Survey research design was adopted in this study. The survey research design was found to be appropriate in the study since the researcher was studying a sample in order to make generalizations about the target population. Moreover, the design was suitable because it enabled the researcher to make quantitative descriptions of the opinions of the population. The independent variable was internal communication; the moderating variable was management style while the dependent variable was employee engagement. The study was conducted in public technical training institutions in Kenya.

The study population was all the 3780 trainers in 102 public technical institutions in Kenya (Teachers Service Commission, 2018). The respondents were both male and female trainers. Trainers were chosen for the study since they are the main employees expected to provide information out of experience and understanding. They are also a suitable population of study due to their accessibility in different counties.. Technical training institutions were chosen in this research because of the key role they are expected to play in the realization of vision 2030.

In this study, the sample population was derived from the 102 public technical institutions in Kenya. Gay (1992) recommends a minimum sample of 20% in this study the researcher used 30%, and as such, the researcher used 30 institutions. This study adopted stratified random sampling technique where the researcher used the eight administrative regions (strata) in Kenya. Simple random technique was then used so as to draw samples from each stratum. Simple random technique ensured that all the institutions had an equal and independent chance of being selected. Stratified proportionate random sampling technique was then used so as to ensure there is proportional allocation where each stratum(region) contributes to the sample a number of TVETS institutions that is proportional to the number of the institutions in that region.

A sample size of 360 respondents (trainers) was obtained using Slovin's formula of an infinite population which in this case is 3780 the total population of trainers in public technical institutions in Kenya. A self-administered structured questionnaire was used, to ensure the researcher maximizes on response rate. Gillham (2013) noted that the use of questionnaires is advantageous in a number of ways including efficiency, standardized responses and ease of analysis of the data there in. A 5-point Likert scale questionnaire was the major instrument of data collection for the study. Likert-scales are prevalent in social science research as they gain more statistically significant results (Cooper & Schindler, 2008).

4. RESULTS AND DISCUSSION

Descriptive analysis of the management Style

Management style was the moderating variable in the study. It was conceptualized into three components: authoritative/dictatorship, democratic/participative, and laissez-faire/free reign. First the respondents were asked to indicate how the management style of their supervisors affected their engagement. The responses are indicated in Table 4:1

Table 4.1: Descriptive statistics of the management style as the moderating variable

	SD %	D %	N %	A %	SA %	Mean	Std.Dev
The leadership style of my immediate supervisor affects my commitment to work	10.9	16.5	13.4	41.0	18.3	3.39	1.262
The leadership style in this institute contributes to the overall effectiveness of the institution	5.6	4.0	7.5	55.0	28.0	3.96	1.010
Clear explanation of the orders/instructions on my expectations make me more dedicated to my work	4.0	5.6	12.1	52.2	26.1	3.91	.981
Regular and supportive communication given to me by my immediate supervisor makes me proud of my institution	5.6	5.6	14.3	46.6	28.0	3.86	1.064
My supervisor assist individual trainers in their personal problems	7.1	12.1	21.1	42.5	17.1	3.50	1.125
I get detached from my work because my immediate supervisor does not trust me since there is lack of transparency	27.3	23.6	15.5	24.2	9.3	2.65	1.351
My immediate supervisor represents my needs, ideas and suggestions to the principal of the school	5.9	9.6	19.3	45.0	20.2	3.64	1.088
I have an opportunity to interact with management above my immediate supervisor e.g. principal	7.8	9.6	14.3	45.7	22.7	3.66	1.158
I get engrossed in my work when my supervisors allow me to be part of the decision making	2.2	5.6	13.7	55.6	23.0	3.92	.884
I get strongly involved in my work when my supervisors inform me regularly and promptly about everything that affects my work	5.0	4.0	15.2	52.5	23.3	3.85	.987
Am happy with my job because my supervisors encourage me to grow on the job and be promoted	6.8	9.6	20.5	40.4	22.7	3.62	1.138
I go an extra mile in my work because my supervisors recognize and encourage achievement and allow me to establish goals.	4.7	10.3	19.0	39.6	26.5	3.73	1.103
Am satisfied with the leadership styles of the supervisors of this institute	8.4	8.1	19.9	42.9	20.8	3.60	1.151
At times I get disengaged in my work because my supervisor hardly provides direction to me	21.7	23.9	22.0	21.7	10.6	2.75	1.301
I feel detached from my job since i receive minimal guidance and supervision	24.2	30.1	17.4	17.4	10.9	2.61	1.315

The participants of the study were requested to respond to fifteen aspects of management style used in their institutions. From the results, it was observed that most of the respondents agreed moderately as to whether the management style of their immediate supervisor affected their commitment to work (M= 3.39, SD = 1.262) and as to whether they got detached from their work because their immediate supervisor did not trust them because there was lack of transparency (M=2.65, SD=1.351). The participants of the study agreed that the management style used in their institute contributed to the overall effectiveness of the institution (M=3.96, SD=1.010), that a clear explanation of the orders/instructions on their expectations made them to be more dedicated to their work (M=3.91, SD=0.981) and that regular and supportive communication given to them by their immediate supervisor made them proud of their institution (M=3.86, SD=1.064).

The results went ahead to imply that supervisors assisted individual trainers in their personal problems (M = 3.50, SD = 1.125), immediate supervisors represented employees' needs, ideas and suggestions to the principal of the school (M=3.64, SD=1.088), employees had an opportunity to interact with management above their immediate supervisor e.g. principal (M=3.66, SD=1.158), the employees got engrossed in their work when their supervisors allowed them to be part of the decision making (M=3.92, SD=0.884) and that the employees got strongly involved in their work when their supervisors informed them regularly and promptly about everything that affects their work (M=3.85, SD=0.987). The respondents indicated that they were happy with their job because their supervisors encouraged them to grow on the job and be promoted (M=3.62, 1.138) and that they went an extra mile in their work because their supervisors recognized and encouraged achievement and allowed them to establish goals (M=3.73, SD=1.103). From the results, it was established that in technical institutions in Kenya, the employees were satisfied with the management style of the supervisors (M =

3.60, SD = 1.151). Most of the participants (42.9%) agreed on the questions posed to them while, (20.8%) agreed strongly.

However, the participants agreed moderately as to whether at times they got disengaged in their work because their supervisor hardly provided direction to them (M=2.75, SD= 1.301) and whether they felt detached from their job since they received minimal guidance and supervision (M=2.61, SD=1.315.

Table 4.2: Effect of management style on engagement

Item		Frequency	Percent
My engagement comes mostly from our relationship with the supervisor and because I share his/her vision	Yes	249	77.3
	No	73	22.7
	Total	322	100.0
Are you satisfied with the leadership style of the supervisors in this institute	Yes	255	79.2
	No	67	20.8
	Total	322	100.0
Which among the following is the leadership style commonly practiced by the management in this institute	Authoritative/dictatorship	107	33.2
	Democratic/participative	187	58.1
	Laissez-faire/free reign	28	8.7
	Total	322	100.0

Based on the study results in Table 4.2, most of the respondents indicated that their engagement came mostly from their relationship with the supervisor and because they shared in his/her vision (77.3%) while only 22.7% disagreed. 79.5% indicated that they were satisfied with the management style of the supervisors in their institutions and that democratic/participative (58.1%) was the most common management style that was practiced in the institutions. This was followed by authoritative/dictatorship (33.2%) and lastly laissez-faire/free reign (8.7%). This explains why majority were satisfied with the management style of their supervisors. Leaders with democratic tendency (high employee participation) promote open communication where information flow in all directions and feedbacks from employees are duly considered, leading to important improvements in the quality of communication (Jensen, 2014).

Table 4.3: Correlation analysis

		Employee Engagement	Communication mode	Message quality	Communication direction	Management style
Employee Engagement	Pearson Correlation	1	-.106	.388**	.438**	.494**
	Sig. (2-tailed)		.057	.000	.000	.000
	N	322	321	322	321	321
Communication mode	Pearson Correlation	-.106	1	-.303**	-.306**	-.276**
	Sig. (2-tailed)	.057		.000	.000	.000
	N	321	321	321	320	320
Message quality	Pearson Correlation	.388**	-.303**	1	.668**	.436**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	322	321	322	321	321
Communication direction	Pearson Correlation	.438**	-.306**	.668**	1	.557**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	321	320	321	321	320
Management style	Pearson Correlation	.494**	-.276**	.436**	.557**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	321	320	321	320	321

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

From the results, it was observed that there was a positive significant moderate linear relationship between Message quality and employee engagement, $r = 0.388$, $p = <0.001$; communication direction and employee engagement, $r = 0.438$, $p = <0.001$ and between management style and employee engagement, $r = 0.494$, $p = <0.001$. These were signposted by significant probability values found to be less than 0.05 at 95% confidence level. However, there was a negative insignificant linear relationship between communication mode and employment engagement, r = -0.106, p= 0.057.

Therefore, from the results, all the independent variables of message quality and communication direction and management style which was the moderator variable were significant factors to be considered for employee engagement, however communication mode was not found to be a significant factor.

Overall logistic regression internal communication and employee engagement

An overall logistic regression model was performed using employment engagement as the response variable and communication mode, message quality and communication direction as the independent variables. This was performed prior to testing for the moderating effect of management styles on the relationship between the employee engagement and the independent variables of internal communication (communication mode, message quality and communication direction).

The results presented in Table 4.4 present the overall fitness model used in the regression model in explaining the study phenomena. Independent variables were found to be satisfactory in explaining employment engagement. This is supported by coefficient of determination indicated by a Nagelkerke R^2 value of 0.293. This means that independent variables explain 29.3% of the variations in the dependent variable.

Table 4.4: Overall logistic regression

	B	S.E.	Wald	Df	Sig.	Exp(B)	95% C.I.for EXP(B) Lower	Upper
Communication mode	-.029	.423	.005	1	.945	.971	.424	2.225
Message quality	1.026	.312	.683	1	.048	2.790	1.702	4.388
Communication direction	1.170	.275	18.100	1	.000	3.221	1.879	5.520
Constant	-2.403	1.298	3.428	1	.064	.090		
Number of Observations	321							
Nagelkerke R^2	0.293							
Wald Chi (1) F statistic	37.83							
Prob>chi=	0.000							
-2 Log likelihood	156.098							

The logistic model equation is as follows:

$$LN \left(\frac{p}{1-p}\right) = -2.403 - 0.029\, X_1 + 1.026 X_2 + 1.170\, X_3$$

Where:

$LN \left(\frac{p}{1-p}\right)$ is the natural log of the odds of employee engagement (the dependent variable)

X_1 is the communication mode (independent variable)

X_2 is the Message quality (independent variable)

X_3 is the communication direction (independent variable)

The analysis of the variance (ANOVA) results is showed by an F statistic, which indicated a test statistic value of 37.83 and a probability value of 0.000 (p<0.01). The reported p value (p<0.01) was found to be less than the significance level

(α=0.05). Therefore, there was sufficient evidence to reject the claim that the overall model was not statistically significant. Thus the model with the independent variables was found to be statistically significant in predicting employee engagement.

Logistic regression of coefficients results shows that communication mode and employment engagement are negatively related but not statistically significant (β=-0.029, p=0.945). Message quality and employment engagement are seen to be positively and significantly related (β=1.026, p=0.048) which was also the case for communication direction and employment engagement (β=1.170, p=<0.01). The study confirmed that internal communication has a significant effect on employee engagement. Hence, from the results of this study internal communication should be recognized to have an underlying influence of employee engagement. This implies that when there is quality communication and proper communication flow institutions can create and sustain high levels of engagement which may lead to higher levels of performance.

Overall Logistic Regression after Moderation

The fourth and the last objective was to investigate the moderating effect of management style on the relationship between internal communication and employee engagement in technical training institutions in Kenya. All the independent variables were moderated by the moderating variable of management style to give a composite (interaction term) for each independent variable (X1*M, X2*M and X1*M). The Results are presented in Table below.

The coefficient of determination value (Nagelkerke R^2) of 0.293 before moderation rose to 0.328 (32.8%) after moderation. This was as a result of the additional interaction terms in the model increasing the explanatory power of any change or variation in the dependent variable. Additionally, the p-values of interaction terms associated with communication direction (p=0.001) and message quality (p=0.008) were statistically significant. This implies that management style did moderate the relationship between internal communication and employee engagement in technical institutions in Kenya.

Table 4.5: Overall logistic regression model after moderation using management style

	B	S.E.	Wald	Df	Sig.	Exp(B)	95% C.I.for EXP(B) Lower	Upper
X1*M	.094	.127	.543	1	.461	1.098	.856	1.408
X2*M	.241	.090	10.208	1	.008	1.273	.973	1.543
X3*M	.280	.082	11.535	1	.001	1.323	1.126	1.556
Constant	-1.980	.862	5.279	1	.022	.138		
Number of Observations	321							
Nagelkerke R^2	0.328							
Wald Chi (1) F statistic	32.525							
Prob>chi=	0.029							
-2 Log likelihood	159.826							

Logistic regression of coefficients results shows that communication mode and employee engagement interaction (X1*M) was insignificant (β=0.094, p=0.461). However, the interaction between and message quality and employee engagement (X2*M) was positive and significant (β=0.241, p=0.008). Lastly, the interaction between communication direction and employee engagement (X3*M) was also positive and significant (β=0.280, p=0.001).

5. SUMMARY

The independent variable was moderated by the moderating variable of management style to give a composite (interaction term) for each independent variable (X1*M, X2*M and X1*M). The coefficient of determination value (Nagelkerke R^2) of 0.293 before moderation rose to 0.328 (32.8%) after moderation. This was as a result of the additional interaction terms in the model increasing the explanatory power of any change or variation in the dependent variable. Additionally, the p-values of interaction terms associated with communication direction (p=0.001) and message quality

(p=0.008) were statistically significant. This implies that management style did moderate the relationship between internal communication and employee engagement in technical institutions in Kenya. Logistic regression of coefficients results shows that communication mode and employee engagement interaction (X1*M) was insignificant (β=0.094, p=0.461). However, the interaction between and message quality and employee engagement (X2*M) was positive and significant (β=0.241, p=0.008). Lastly, the interaction between and communication direction and employee engagement (X3*M) was also positive and significant (β=0.280, p=0.001).

6. CONCLUSION

In conclusion, since the coefficient of determination value of 0.293 (29.3%) before moderation rose to 0.328 (32.8%) after moderation and that the interaction terms of communication direction and message quality were statistically significant, it can be concluded that there was a moderating effect of management style on the relationship between internal communication of message quality & communication direction and employee engagement in technical training institutions in Kenya. This is in line with an empirical study conducted by, Ghadi, Fernando, and Caputi (2013), who examined the relationship between leadership and engagement through the mediating role of meaning at work. Their findings reported a direct effect. They further suggested that managers aiming to increase the employee engagement on the long term should offer training programs and workshops in order to improve leadership behaviors. Finally, the findings led to the conclusion that most of supervision of the trainers was done by the heads of departments whose supervisors were the deputy principals.

7. RECOMMENDATIONS

This study brought to the fore the critical role of management style in enhancing employee engagement. The study therefore recommends that the leadership in technical training institutions in Kenya should embrace favourable leadership practices such as training those in positions of leadership on best practices in communication. In particular, the government of Kenya should organize regular conferences and workshops for heads of departments and deputy principals since they do most of the supervision as established in this study. This will go a long way in equipping the supervisors in these institutions.

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