

**RELATIONSHIP BETWEEN EXISTENTIAL FULFILLMENT, WORK
ENGAGEMENT AND JOB BURNOUT AMONG KENYA UNIVERSITIES
PROFESSIONAL COUNSELLORS**

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**A Research Thesis Submitted to Institute of Postgraduate Studies in Partial Fulfillment
of the Requirements for the Doctor of Philosophy Degree in Counselling Psychology of
Kabarak University**

KABARAK UNIVERSITY

NOVEMBER, 2015

DECLARATION

This research thesis is my original work and to the best of my knowledge it has not been presented for the award of a degree in any university or college.

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RECOMMENDATION

To the Institute of Postgraduate Studies:

The research thesis entitled “**Relationship between Existential Fulfillment, Work Engagement and Job Burnout among Kenya Universities Professional Counsellors**” written by James Kay Muthama Ndiso, is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the research thesis and recommend it to be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Counselling Psychology.

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DEDICATION

To the Lord God my Father, the essence of my being, who gives me a sense of purpose in life, the strength to live each day and a sustaining counsel in times of peril. This is the fulfillment of a childhood covenant that He has not forgotten but nursed through time and tide: Ebenezer.

To my mother, Esther Ndiso, who selflessly inculcated the value of service and sacrificially made it possible for me to acquire sound educational base to open a door for further academic pursuits. To my wife Emily, with whom I have grown in faith and character and to our children Charity, Samuel and Joy, whose encouragement as a family unit gave me the drive for this study, and prayerfully offered me love and inspiration.

ACKNOWLEDGEMENTS

I am eternally grateful to my God, the Lord God almighty, for giving me the brains to think and a life for fate to weave its intricate patterns. He quickened my mind in my academic struggles and His grace kept me going long after my patience and hope had burnt out.

I am grateful to Kabarak University for granting me the opportunity to undertake my study and realize my dream as a mental health provider. My appreciation to my supervisors Dr. Gladys Jerobon Kiptiony and Prof. James O. Awino; your patience, tireless constructive criticisms, suggestions, comments and sacrificial commitment was instrumental to the successful completion of this thesis. I am thankful to the Kenya Universities Professional Counsellors Association (KUPCA) for facilitating data collection and individual therapists for their willingness to respond without bias to the data collection tool.

I would like to acknowledge my mother, Esther Ndiso, whom through her sheer will and determination, having been left a widow and mother of nine, strove against unimaginable odds to instil the spirit of self-pride in all the nine. She is the one who taught me the philosophy of self-drive, always encouraging me to do my part and leave the rest to God. My sister, Lennah, whose friendship and influence in my life taught me to stick to the battle till the triumph is confirmed. My brother, Peter gave me a motto that it is better to be among the few who blame fate for their failure, than the many who blame themselves for not trying.

I am indebted to innumerable people, without whom this thesis would have never been initiated, continued, or completed. I regret I couldn't name them all in this short account. I hope you know who you are - the wonderful people who, in their professional and personal capacity, helped me along in this, not only a scientific, but also a personal growth adventure.

ABSTRACT

Positive occupational health psychology research is rapidly taking centre stage in the field of work and wellness in the 21st century. However, three person-specific variables (existential fulfillment, work engagement and job burnout) have received little attention in studies among Kenya universities professional counsellors. The aim of the current study was to explore the relationship between existential fulfillment, work engagement and job burnout among Kenya universities professional counsellors. The study was guided by the following objectives: to establish the relationship between existential fulfillment and job burnout; to find out the relationship between work engagement and Job burnout; to investigate the contribution of existential fulfillment and work engagement to job burnout; to determine the influence of respondents' demographic characteristics (age, gender, experience, marital status, university category and level of education) on existential fulfillment, work engagement and job burnout among university professional counsellors in Kenya. The study was descriptive and utilized cross-sectional survey design that targeted population of 193 professional counsellors in 75 universities in Kenya. Saturated sampling techniques were used to conduct a census of the respondents. Data was obtained using the Existential Fulfillment Scale (EFS), Work Engagement Scale (UWES-17) and Maslach Burnout Inventory (MBI-HSS). Data collected was quantitative and descriptive statistics and inferential statistics were used in the analysis. All posited hypotheses were tested at 0.05 significant level and analysis done with aid of SPSS - 22. The response rate was 180 (94%). Existential fulfillment was moderate (EFS = 2.57; sd = 1.08); work engagement was high (UWES = 4.23; sd = 1.48) and job burnout was moderate (MBI = 2.2; sd = 1.77). Existential fulfillment was positively correlated with work engagement ($0.173(p = 0.02 < 0.05)$) and negatively correlated to job burnout ($-0.084(p = 0.26 > 0.05)$). Work engagement was negatively correlated to job burnout ($-0.327(p = 0.00 < 0.05)$). Based on these findings, it was recommended that Human Resource Departments should strengthen staff psychological support programmes to militate against job burnout and sustain the observed work engagement. These findings have significant implications for workplace psychological health and functioning.

Key word: Existential fulfillment; work engagement; job burnout; psychological wellness; counsellors

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LIST OF ABBREVIATIONS

CLC	- Corporate Leadership Council
COR	- Conservation of Resources
DCS	- Demand Control Support
EF	- Existential Fulfillment
EFS	- Existential Fulfillment Scale
ERI	- Effort Reward Imbalance
FBPU	- Faith-Based Private Universities
HR	- Human Resources
HRD	- Human Resources Department
JB	- Job Burnout
JD-R	- Job Demands Resource
MBI	- Maslach Job Burnout Inventory
MBI-HSS	- Maslach Burnout Inventory – Human Service Survey
MDGs	- Millennium Development Goals
MENA	- Middle East and North Africa
NICE	- National Institute for Health and Clinical Excellence
ONS	- Office of National Statistics
POHP	- Positive Occupational Health Psychology
PU	- Public Universities
SBPU	- Secular-Based Private Universities
UC	- University Colleges
UWES-17	- Utrecht Work Engagement Scale - version 17
WE	- Work Engagement
WES	- Work Engagement Scale

CHAPTER ONE

INTRODUCTION

1.1 Background of the Problem

Bakker and Cosa (2014) argue that despite technological development the world over, the incidence of Job burnout continues to raise concern for both practitioners and researchers. This is supported by the findings in a global study that was carried out in 142 countries by Gallup (2013) on the state of work engagement in the work place indicates that only 13.6% of employees worldwide are engaged at work, 61.7% are disengaged and 23.3% actively disengaged. However, a report on trends in global work engagement by Aon-Hewitt (2014) indicates that 22% of workers globally are engaged, 39% moderately engaged, 23% passive and 16% as actively disengaged.

Gallup (2013) survey indicates that work engagement levels among employees vary across different global regions and among countries within those regions. At the global level, Northern America (that is, the U.S. and Canada) have the highest proportion of engaged workers, at 29%, followed by Australia and New Zealand, at 24%. Across 19 Western European countries, 14% of employees are engaged, while a significantly higher 20% are actively disengaged. Aon-Hewitt (2014) report similar trends with Latin America having highest Work engagement levels at 31% followed by North America (27%), Africa/Middle east 23% and the least work engagement levels reported in Europe (19%).

According to Gallup (2013) the highest proportions of actively disengaged workers are found in the Middle East and North Africa (MENA) and sub-Saharan Africa regions, at 35% and 33%, respectively. This is supported by Aon-Hewitt (2014) that indicates highest active disengagement in Europe and Africa/Middle East, at 19% and 16% respectively. The

difference in percentages could be attributed to the fact that Gallup employed a three factor scale of measurement that ranged from engaged, disengaged and actively disengaged while Aon-Hewitt used a four factor scale (highly engaged, moderately engaged, passive and actively disengaged).

Among the countries sampled in both global studies, Kenya was included. It can therefore be inferred that the bulk of employees in Kenya, as is elsewhere, are not engaged; they lack motivation and are less likely to invest discretionary effort in organizational goals or outcomes. Those who are actively disengaged are unhappy and unproductive at work and liable to spread negativity to co-workers. If this low level of work engagement among workers is not checked, it may continue to hinder gains in economic productivity and life quality in much of the world.

Studies have found that environmental variables that predict job burnout phenomena include workload, social support and organizational administration (e.g. Aon-Hewitt, 2014; Gallup, 2013; PriceWaterhouse Coopers, 2014). The personal variables that have been identified in research include personality traits (Cano-Garcia, Padilla-Munoz, & Carraso Ortiz, 2005), perceived self-efficacy (Evers, Brouwers, & Tomic, 2002), existential fulfillment (Tomic, Evers & Brouwers, 2004), constructive thinking (Evers, Tomic & Brouwers, 2005), and work engagement (Hakanen, Bakker, & Schaufeli, 2006). However, these studies were done elsewhere and much attention has not been paid to research among Kenya universities professional counsellors with regard to positive occupational health psychology.

Kiarie, Sirera and Mwenje (2011) observe that despite the investment towards human resource development as a strategy of achieving the Millennium Development Goals (MDGs) in Kenya, the outcomes do not match the individual, institutional and national expectations. As a result, interest in job well-being has grown in recent years since it has been established

that it predicts employee outcomes, organisational success, and financial performance (Gachutha, 2009; Kiarie, Sirera & Mwenje, 2011). Work engagement is on the decline all over the world and there is a deepening disengagement among employees today which could lead to a 'work engagement gap' that erodes the existential fulfillment in the work place. The resultant existential vacuum is what researchers have identified as job burnout.

Schaufeli and Bakker (2007) observe that the 21st century is witnessing a paradigm shift in studies on psychological wellness of workers and researchers have shown an increasing interest in positive aspects of personal functioning in the workplace. Although Altunel, Kocak and Cankir (2015) argue that it is scarcely possible to say that studies on positive psychology, which focuses positive and strong aspects of employees' feelings and features, have caught up with the literature on employees' negative situations, interest in the subject continues to grow. Avey, Luthans and Youssef (2010) add that this mounting popularity of the "positive movement" in organizational behaviour and its emphasis on promoting affirmative rather than merely preventing negative psychological states have boosted the interest in employee work engagement.

Schaufeli, Leiter and Maslach (2009) indicate that the concept of Job burnout has been the focus of multidisciplinary research for over four decades. However, Bakker, Schaufeli, Leiter and Taris (2008) observe that research in the psychological well-being of workers has focussed mainly on unwellness and being indisposed rather than mental wellness. Researchers view job burnout as a result of prolonged exposure to stressful working environments (Khamisa, Oldenburg, Peltzer & Ilic, 2015), or a form of job strain emanating from accumulated work-related stress (Hobfoll & Shirom, 2000). Accordingly, Halbesleben (2006) observe that research has primarily drawn on theoretical models that posit job burnout as a result of chronic job demands and continued threats to resources necessary for successful

performance. Building on the referent literature, Leiter and Maslach, (2010) intimate that interventions for preventing job burnout have logically focused on reducing job demands and providing employees with supplemental resources. This focus, however, highlights a gap in the traditional job burnout research according to Bakker and Schaufeli (2008). This has to do with the beneficial aspects of the positive antithesis of job burnout which according to Bakker and Demerouti (2008) has been dubbed employee work engagement and the personal fulfillment in work and life which has been called existential fulfillment according to Tomic and Tomic (2011).

As Marchington and Wilkinson (2008) observe, research has established that new labour market demographics, globalisation and related competitiveness are fast becoming essential for workplace effectiveness. Consequently, pressure continues to pile not only at the employment marketplace but also at universities where supply of relevant skilled workforce who possess the required workplace commitment does not match workplace demand realities. These institutions not only produce highly skilled and enlightened intellectual capital for the social transformation and economic development of host nations (Shikha, 2012), but also as Netswera, Rankumise and Mavunda (2006) their core business activities, including research, innovation and development require talented human capital to deliver quality learning experiences to students. Van den Berg, Bakker and Ten Cate (2013) further aver that this requires retention of the critical human capital that makes it possible to provide higher education to target stakeholders.

Makhanya (2012) contends that current socioeconomic and political strategies implemented by governments competing in the global economy are increasingly impacting negatively on the availability of talent in Higher Education. Rapid expansion of institutions of higher learning that is being witnessed in Kenya today has serious implications for organisational

loyalty and occupational wellbeing of university employees including counsellors. However, much of the research on positive occupational health psychology in Kenya has mainly focused on High School set up (e.g. Kiarie, Sirera, & Mwenje, 2011; Kinga, Kariuki, & Njonge, 2012; Makewa, Elizabeth, Too, & Kiplagat, 2012; Sichambo, Marangia, & Simiyu, 2012). Higher Education in Kenya, as in elsewhere, plays a critical role in the generation and dissemination of knowledge that is instrumental in perpetuation and sustainability of future talent and socioeconomic development (van den Berg, Manias & Burger, 2008). In higher learning, researchers tend to focus on psychological well-being of the other staff and not much has been published on mental health providers with special reference to professional counsellors. This poses a knowledge gap with regard to work and wellbeing of the employees charged with the responsibility of occupational mental health through psychological interventions.

University counsellors are actively involved in capacity building in the profession through counselling, training, consultancy and supervision of other counsellors and trainees. Studying their psychological wellness at work could therefore strengthen the endeavours aimed at combating job ill-health in other settings. It is against this background that this study set out to investigate the relationship between existential fulfillment, work engagement and job burnout among professional counsellors in universities in Kenya as well as the contribution of existential fulfillment and work engagement to job burnout.

1.2 Statement of the Problem

Significant shifts in the global economy have accelerated the need for organizations to find innovative ways to address new technological, demographic and marketplace realities. As a result, human resource practitioners have been forced to re-evaluate costs associated with talent, necessitating a need to maximize productivity with minimal work force. Consequently,

a proliferation of work and wellness research resulted, since human resource capital can be the biggest asset as well as its biggest liability in any organization (Das, Narendra & Mishra, 2013). Institutional workforce has been identified as the one thing that creates sustainable competitive advantage of organizations in the present era that is full of competition and demand for quality. Although better products, services, strategies, technologies or, perhaps, a better cost structure contribute to superior performance, all of them can be copied over time. Organizations now focus on the well-being of employees as it is believed that healthy employees are motivated and energetic (Furnham, 2012). The ripple effect of promotion of positive occupational health psychology could be initiated at the preparation level of professionals. This is where universities play a key role in promoting psychological wellness through research, training and development of human resource in the helping professions.

However, related research conducted in these institutions of higher learning has not paid much attention to professional counsellors whose nature of work predisposes them to stress and Job burnout. A review of referent literature indicates that research conducted has concentrated on the relationships between existential fulfillment and Job burnout (see Tomic & Tomic, 2011), as well as work engagement and job burnout (see Kiarie, Sirera & Mwenje, 2011; Cole, Walter, Bedeian & O'Boyle, 2012) while seemingly ignoring the circular causation of the three variables. Combining the three person-specific variables in research could be useful in establishing their significance in promotion of occupational psychological health. Three gaps are therefore apparent: first, the level of counsellor psychological wellness in Kenyan universities is not known with special reference to existential fulfillment, work engagement and job burnout. Second, the interaction influence between existential fulfillment work engagement and job burnout has not been established in research among professional counsellors working in higher learning. Lastly, the contribution of existential fulfillment and work engagement to job burnout among university counsellors in Kenya is also not

empirically established. This study set out to bridge that gap by investigating the relationship between existential fulfillment, work engagement and job burnout among Kenya universities professional counsellors as well as the contribution of existential fulfillment and work engagement to job burnout.

1.3 The Purpose of the Study

The purpose of this research was to investigate the relationship between existential fulfillment, work engagement and job burnout among Kenya universities professional counsellors as well as the contribution of existential fulfillment and work engagement to job burnout.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To establish the relationship between existential fulfillment and job burnout among Kenya universities professional counsellors
- ii. To find out the relationship between work engagement and job burnout among Kenya universities professional counsellors
- iii. To investigate the contribution of existential fulfillment and work engagement to job burnout among Kenya universities professional counsellors
- iv. To determine the influence of respondents' demographic characteristics (age, gender, experience, marital status, university category and level of education) on the main study variables (existential fulfillment, work engagement and job burnout).

1.5 Research Hypotheses

To achieve the objectives of the study, the following hypotheses were posited and tested at 0.05 significance level:

- H₀1:** There is no statistically significant relationship between existential fulfillment and job burnout among Kenya universities professional counsellors
- H₀2:** Work engagement is not significantly correlated to job burnout among Kenya universities professional counsellors
- H₀3:** There is no statistically significant contribution of existential fulfillment and work engagement to job burnout among Kenya universities professional counsellors
- H₀4:** There is no statistically significant relationship between respondents' demographic characteristics (age, gender, experience, marital status, university category and level of education) and the main study variables (existential fulfillment, work engagement and job burnout).

1.6 Significance of the Study

The research findings have contributed to the existing knowledge on positive occupational health psychology. Much of research conducted on counsellor psychological wellbeing has concentrated on secondary school staff and little has been done on professional counsellors in universities. In addition, researchers have traditionally followed in the steps of studying psychological indisposition and not much has been done in line with positive psychology. The study has generated useful data on the mental well-being of professional counsellors in universities with special reference to the variables of existential fulfillment, work engagement and job burnout. This would help Human Resource Departments (HRDs) to come up with policies that would promote their institutions' organisational psychological health and

increase work engagement. Human resource departments could also use the information to generate other staff development programmes and improve existing ones.

At individual level, the information generated could help counselling psychologists take positive steps to safeguard their psychological work resources. It would also promote the efforts of personal development and increase work efficacy. These findings have provided useful data on the relationship between the three variables as well as the contribution of the first two to job burnout. The inclusion of demographic extraneous variables in data analysis has given crucial insight into their influence on the main variables. As such, the study findings could be instrumental in triggering further research that would enrich knowledge base with regard to psychological wellness at institutions of higher learning. Since universities serve as capacity building centres by training professionals, psychological indisposition in such settings may serve to spread, rather than mitigate its incidence in other settings. Investigating psychological wellness on campus would therefore, increase understanding of the mechanisms that perpetuate positive occupational health and raise the potential for successful endeavours aimed at promoting job wellness in other organisational settings

1.7 Scope of the Study

The study covered all Kenya universities professional counsellors. It targeted practitioners who were actively involved in student psychological interventions in universities in Kenya. Professional counsellors were chosen because they are directly involved with psychological health provision within their institutions. Variables that were covered include existential fulfillment, work engagement and job burnout. These variables were chosen because in addition of being person-specific, they also relate to the work environment; hence cover a larger spectrum of related variables such as job satisfaction and organisational commitment.

Demographic characteristics of respondents and their influence on the main study variables were also investigated for statistical control. Demographic characteristics of the respondents that were included in the study included: gender, age, marital status, level of training, terms of service, type of university and the duration spent in their current work station at the time of the study.

1.8 Limitations of the Study

The study encountered the following limitations:

- i. Measures in the study were based on self-reports, and the extent to which these self-reports accurately reflect existential fulfillment, work engagement and job burnout assessed in the survey is not known. Using self-report questionnaire for data collection meant that respondents were likely to give what they considered socially acceptable responses that might not have been a true reflection of their work well-being. This was addressed through ensuring high validity and reliability as well as assured confidentiality to respondents to encourage respondent honesty.
- ii. Organisations are systems and institutions of higher learning have organisational characteristics. According to systems theory, the whole is greater than the sum of all parts. The theory also presupposes circular causality of phenomena. This study was based on higher education systems where the respondents work. The direction of causality among the variables under study could be circular rather than linear i.e. high job burnout scores could as well predict low existential fulfillment and work engagement. To overcome this limitation, the study restricted variable relations to the individual counsellors in a continuum ranging from positive wellness to indisposition and job burnout. This therefore, presented linear causation in the variable interaction.
- iii. The study was conducted among professional counsellors to the exclusion of other university staff involved in student psychosocial support programs. These findings

should therefore be generalized with caution to other institutions as well as other settings.

1.9 Assumptions of the Study

This study was based on the following assumptions:

- i. Psychological wellness is a concern for Kenya universities professional counsellors as it has been established in research elsewhere (e.g. Gachutha, 2009; Tomic & Tomic, 2010)
- ii. Counsellors at higher education are at high risk of developing job burnout because of their psychosocial and emotional investment in their work
- iii. Existential fulfillment and work engagement mutually reinforce each other and mitigate against job burnout among professional counsellors
- iv. The statistics on the KUPCA website represented the actual target population at the time of the study
- v. All university professional counsellors were computer literate and therefore encountered no undue difficulties in responding to the data collection tool

1.10 Definition of Significant Terms

Absorption – a pleasant state of total immersion in one’s work, which is characterized by full concentration on and deep engrossment in one’s work so that time passes quickly and one is unable to detach oneself from the job

Absorption is characterized by being fully concentrated and happily engrossed in one’s work, whereby time passes quickly and one has difficulties with detaching oneself from work.

Client – the parties who are set to benefit directly from counselors’ services. In this study they shall be taken to include lecturers, students and any other members of the university communities

Cynicism refers to a negative, callous, or excessively detached response to various aspects of the job.

Dedication – a commitment to work and is characterized by a sense of significance. It is a useful and meaningful experience, inspiring and challenging; it evokes feelings of pride and enthusiasm

Dedication refers to being strongly involved in one’s work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge.

Depersonalization - An unfeeling and impersonal response towards recipients of one’s service. Depersonalization in this study shall refer to the development of negative, cynical in counselors’ attitudes towards their clients.

Efficacy - Feeling of competence and successful achievement in one’s work

Emotional exhaustion - the depletion of psychic energy or the draining of emotional resources. It shall be used to refer to feelings of being emotionally overextended and exhausted by one’s work.

Existential fulfillment – a way of life full of meaning and purpose, and reveals an existential psychological approach to life.

Indisposition – this term will be used to refer to an individual's state of psychological unwellness due to factors associated with their professional and work environment that prevent them from optimal functioning

Institutions of higher learning – Educational institutions that have been accredited by the Commission for University Education to offer academic and research training at undergraduate and graduate level.

Job burnout – an enduring state of exhaustion and lack of enthusiasm and motivation brought about by working too intensely and without regard to one's personal, psychological and material needs.

Positive occupational health psychology – this refers to the psychological research that rather than focusing on employee malfunctioning attention is directed to optimal functioning that focuses on human strengths rather than on weaknesses.

Positive psychology – in this study it will be used to refer to a paradigm that focuses on a strength-based rather than deficit-based approach to solving problems by studying what is working well in organisations.

Professional counsellor – in this study, it refers to a person who has undergone professional training in counseling psychology up to degree and post graduate level. This individual must be actively practicing in the institutions of higher learning.

Psychopathology – in this study, the term will be used to refer to ill-health that are related to the psychological profile of workers and employees as a result of the experiences of the workplace environmental and organization variables

Self-acceptance – accepting one’s own mortality, the limitations of their potentialities, as well as their being only part of reality

Self-actualization – exploring and developing one’s possibilities and potentialities for the sake of personal growth in understanding and abilities

Self-transcendence – recognizing the otherness of the reality beyond the self, looking for respectful relationships with it, deriving life meaning from these relationships, feeling responsible for them, feeling part of a larger whole, distinguishing interests that surpass self-interests, and being able to the self in a perspective of outer reality

Vigour – high levels of energy, resilience and mental flexibility while working, the willingness to invest effort in one’s work, and the ability to not be easily fatigued and to be persistent in the face of difficulties

Wellness – A healthy psychological functioning of an individual

Work engagement – being focused in what one does (thinking), feeling good about oneself in one’s role and the organization (feeling), and acting in a way that demonstrates commitment to the organizational values and objectives (acting).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the constructs of existential fulfillment, work engagement and job burnout as well as the dynamics associated with the variables. The theoretical framework that informs this study and conceptual framework that show the inter-play between research variables is also presented.

2.2 The Concept of Job Wellness

Ardichivili and Kuchinke (2009) observe that work is central to human existence because it provides the necessities for life, sources of identity, opportunities for achievement, and determining standing within the larger community. Unaldi, and others (2013) support this argument by intimating that as an existential concern, work offers the possibility for the full range of human experiences, not only exhilaration, exuberance, satisfaction, and joy but also disappointment, regret, grief, and despair. Therefore, just as Jeung (2011) further indicates, it is the recognition of this fact that has led to the increasing interest in research on psychological wellbeing in the work place. At least, as Bakker and Demerouti (2008) argue, part of this growth stems from a belief that positive psychological health in organisations translates to the motivation of individuals and groups to perform better, which eventually lead to improvement in individual and organisational performance. Watkins and Stavros (2010) infer that this belief is aligned with the positive psychology paradigm that focuses on a strength-based rather than deficit-based approach to solving problems by studying what is working well in organisations.

Xanthopoulou, Bakker, Kantas and Demerouti (2012) observe that employees who work in a demanding and emotionally charged work environment experience a great deal of job strain that may include exhaustion, disengagement and health complaints as they progress through their careers. Avey, Luthans and Youssef (2010) concurred with this observation, adding that these experiences often lead to low productivity, high levels of absenteeism, and increased human resource turnover which has high cost implications in the work place. This has therefore led to the mounting popularity in strategies aimed at promoting job wellness.

Watkins and Stavros (2010) conceptualized job wellness as a healthy psychological functioning of individuals in their workplace. This psychological health in the workplace was related to intra-personal as well as environmental variables that drive the individual towards optimal functioning. Kay and Tumwet (2015) argue that the way individuals relate with themselves and derive meaning in life is conceptualized as existential fulfillment. Similarly, their connectedness with their work that gives them motivation and commitment is viewed as work engagement. Hupert and So (2009) argue that the mental health of workers could be represented as a continuum, where the lower end of the spectrum are the common mental disorders such as anxiety or depression. The state of moderate psychological health was conceptualized to be in the middle of the continuum and it was observed that this state of mental health is experienced by most people most of the time. At the top end the spectrum of psychological health is the state where people can be described as ‘flourishing’ at their workplace.

Ryff and Singer (2006) regard existential fulfillment as an indicator of job wellness whereas Park and Folkman (1997) claim that existential fulfillment promotes adaptive coping at the work place. Lent (2004) argues for examining and assessing job wellness variables such as meaning of existence in order to promote personal growth and recovery. In a review of a

large number of studies, Steger (2012) demonstrates that people who report greater existential fulfillment in their lives and work also have greater observed job wellness, lesser psychopathology, and a more beneficial experience of spirituality. This observation concurred with Steger (2012) who indicates that people who say they lead meaningful lives are also quite happy, satisfied with their lives, work and self, and experience lower levels of psychological suffering, psychopathological complaints, and disruptive behaviour. Therefore, it can be inferred that existential fulfillment strongly influences human health and wellbeing. Contrariwise, Yalom (1980) observes that the absence of meaning, on the other hand, is related to psychopathology.

Maslach, Leiter and Jackson (2012) observe that job wellness became an issue of interest over 40 years ago when, quite independently, a practitioner (Freudenberger) and a researcher (Maslach) began to write about job burnout, a previously unrecognized phenomenon. However, as Bakker, Schaufeli, Leiter and Taris (2008) claim, psychology has recently been criticized as primarily dedicated to addressing mental illness rather than mental wellness. Brouwers and Tomic (2012) concur by indicating that this prevailing negative bias of psychology is illustrated by the fact that the number of publications on negative states exceeds research articles on positive states by a ratio of 14:1. However, as indicated by Xanthopoulou, Bakker, Kantas and Demerouti (2012), researchers have, over the past decade, shifted the attention from employee malfunctioning to optimal functioning. This latter development is what could be taken to reflect the trend towards a positive psychology that focuses on human strengths rather than on weaknesses.

2.2.1 Significance of Studying Job Wellness

Altunel, Kocak, Cankir (2015) observe that research on positive psychology, which focuses positive and strong aspects of employees' feelings and features, is nowhere near at par with

have with the literature on employees' negative situations at workplace. However, there is rapid growth in research in positive occupational health psychology and as Albrecht, Bakker, Gruman, Macey and Saks (2015) observe, the topic of employee engagement has attracted enormous interest over the past decade or two. Macey and colleagues (2009) commented that rarely has a term resonated as strongly with business executives as employee engagement has in recent years. Consequently, Hallberg and Schaufeli (2006) argue that considerable progress has been made with respect to clarifying and defining the construct, distinguishing it from related, though not identical constructs, and understanding its antecedents and outcomes. Writers such as Bakker and colleagues (2014); Christian and colleagues (2011); Crawford and colleagues (2010); Demerouti and Cropanzano (2010); Halbesleben (2010); Mauno and colleagues (2010) have presented extensive meta-analyses and reviews on positive health psychology with special reference to work engagement.

The National Institute for Health and Clinical Excellence (NICE, 2009) published, in Britain, a public health guidance on promoting mental wellbeing through productive and healthy working conditions. The guidance stated that promoting the mental wellbeing of employees could yield economic benefits for the businesses or organizations, in terms of increased commitment and job satisfaction, staff retention, improved productivity and performance, and reduced staff absenteeism. The costs associated with employees' mental health problems are significant: such costs are associated with loss in productivity because of sickness absence, early retirement, and increased staff turnover, recruitment and training. NICE's evidence base also showed that productivity can be reduced through the lower level of performance of employees who are at work but experiencing stress or mental health problems. NICE referenced data that estimated the cost of impaired work efficiency associated with mental health problems at £15.1 billion a year. This figure is almost twice the estimated annual cost of absenteeism (£8.4 billion).

The Corporate Leadership Council (CLC, 2008) indicates that replacing employees who leave can cost up to 150% of the departing employee's salary. CLC (2008) further observes that highly engaged organisations have the potential to reduce staff turnover by 87%; the disengaged are four times more likely to leave the organisation than the average employee. This notion is supported by Bevan (2010) who argues that there is a growing body of evidence that employees who feel demotivated with or disengaged from their work, or who find their work stressful are more likely to resign from their posts. This is because dimensions of psychological wellbeing are known to affect the 'attachment' of individuals to their employing organisations, which is linked to loyalty and ability to be resilient in times of pressure and change (Bevan *et al.*, 1997).

2.3 The Concept of Existential Fulfillment

According to Frankl (1970), the will to impart meaning is a primary motivation for human beings. Brouwers and Tomic (2012) argue that existential meaning is not an extrapolation of personal needs or wishes, but a discovery of something essential that presents itself to man and imparts a purpose and a calling to everyone's life. Steger (2012) supports this by averring that man obeys this calling by accepting responsibility for his own life. Loonstra, Brouwers and Tomic (2009) also indicate that without this essential responsibility, man lives in an 'existential vacuum'. This failure to achieve existential meaning in life eventually result in psychological distress.

According to Längle and others (2003), existential fulfillment refers to a way of life that is full of meaning and purpose and reveals an existential psychological approach to life. Loonstra and colleagues (2007) point out that the three notions related to existential fulfillment are Self-Acceptance, self-actualization and self-transcendence which according to Yalom (1980) can be interpreted as basic attitudes in pursuing existential fulfillment and

overcoming the psychological conflicts caused by human limitedness. Tomic and Tomic (2011) argue that individuals must overcome these psychological conflicts evoked by the existential boundaries in order to obtain a fulfilled existence. The individuals who accept themselves accept their potentialities and intrinsic limitations. When they actualize the self they explore and develop their possibilities and potentialities for the sake of personal growth in understanding and abilities. Tomic and Tomic (2008) concur that those who transcend the self-recognize the otherness of the reality beyond the self, search for respectful relationships with this reality, derive life-meaning from these relationships, feel responsible for them, feel part of a larger whole, distinguish interests that surpass self-interests, and are able to see the self in perspective of the outer reality.

In fulfilling these existential tasks, counsellors find life-meaning and a fulfilled existence. Self-transcendence is considered by Frankl (2004) to be the essence of human existence. This is the spiritual ability that enables the individual to make intentional contacts with the world beyond the self, such as the work place, which provides ultimate meaning to life. While Pines and Aronson (1988) indicate that the inability to achieve existential goals may lead to existential vacuum which can be termed as Job burnout, Schaufeli and Bakker (2001) point out that the achievement of these goals may result in work engagement through self-transcendence.

2.3.1 Existential Fulfillment and Work Engagement

As indicated by Tomic and Tomic (2011), the interest in the relationship between existential fulfillment and work engagement ensues from the view of healthy psychological functioning that has been developed by existential and humanistic psychology. The conceptualization of work engagement as a positive, work-related state of well-being or fulfillment implies a

positive correlation between the two variables i.e. in work engagement, existential fulfillment exists in contrast to the voids of life that leave people feeling empty as in job burnout.

Macey and Schneider (2008) claim it is widely agreed that work engagement arises from both personal and environmental sources. However, theoretical discussions and empirical investigations have so far emphasized one of those, mainly examining work engagement as a response to characteristics of the job, thus ignoring the personal sources such as existential fulfillment. Shirom (2010) investigated key job features such as autonomy, demands, conflicts and good relations with other people, and Rich, Lepine and Crawford (2010) developed and tested a model incorporating organizational support.

Tomic and Tomic (2011) established that existential fulfillment and work engagement are negatively correlated to job burnout. In their research on the relationship between existential fulfillment and job burnout (the opposite of work engagement) Hunnibell (2006) and Hunnibell and colleagues (2008) found a significant negative correlation between self-transcendence and all three dimensions of Job burnout. Research conducted by Palmer and colleagues (2010) showed that the higher the workers' scores are on existential fulfillment the more energy they have towards their work and the higher their scores on work engagement dimensions. This shows that existential fulfillment which helps workers derive positive meaning from their job experiences fosters work engagement. Therefore it can be envisaged that as existential fulfillment increases, work engagement is predicted to increase and job burnout symptoms decrease. Existential fulfillment and work engagement may therefore be considered as a resource for workers and may insulate them against job burnout.

2.3.2 Existential Fulfillment and Job Burnout

Just as with work engagement, the interest in the relationship between existential fulfillment and job burnout ensues from the view of healthy psychological functioning that has been

developed by existential and humanistic psychology. Frankl (1962) particular developed an existential perspective on job burnout with his psychology of meaning. He introduced the term 'existential vacuum' for a mode of existence without any meaning and purpose, prone to neuroticism and characterized by boredom and attempts to escape such boredom by distraction. The opposite, existential fulfillment, refers to a way of life full of meaning and purpose.

In a more and more secularized environment work has become a frequently chosen alternative source of meaning. This happens particularly in the lives of idealistic and highly motivated individuals (Pines, 1996). They work hard because they expect their work to make their lives matter in the larger scheme of things and give meaning to their existence. Pines (1993) writes that the cause of job burnout lies in our need to believe that our lives are meaningful and that the things we do are useful and important. When individuals fail in these efforts, they are prone to job burnout. Job burnout emerges out of the experience of meaninglessness. In this framework Pines (1993) describes Job burnout as growing out of a gradual disillusionment in a quest to derive a sense of existential significance from work.

Längle and colleagues (2003) explained the genesis of Job burnout by referring to the concept of existential vacuum and fulfillment. Job burnout can be seen as a special form of existential vacuum, or as a deficit of fulfillment, which entails a loss of interest, a lack of initiative, and Emotional Exhaustion. Burned-out professionals are described as being extrinsically focused on objectives like influence, income, recognition, appreciation, and social acceptance that prevent them from freely dedicating themselves to their job and truly accepting the related responsibility.

2.4 Work Engagement

Bakker and Leiter (2010) observe that the service economy of the 21st century has led to increasing importance on employees' psychological connection with their work. This implies that organisations must not only recruit the top talent, but must also inspire and enable employees to apply their full capabilities to their work, if they are to compete effectively in the contemporary world of work. In other words, they need engaged workers who are psychologically connected to their work because they will be willing and able to invest themselves fully in their roles and be proactive and committed to high quality performance standards. This is in line with Sichambo, Marangia and Simiyu (2012) observation that what people do (their work), how they do it (their behaviour), and what they achieve (results) is all related to work engagement. Engaged workers therefore, feel positively about their work, but beyond mere satisfaction they are motivated to expend energy on a task (Ndetei, Pizzo, Maru, Ongecha, Khasakhala, Mutiso & Kokonya, 2008). Bakker, Albrecht and Leiter (2011) identified a growing consensus that work engagement can be defined in terms of high levels of energy and high levels of involvement in work.

Bakker and colleagues (2008) views Work engagement as a theoretical concept that has recently emerged in the field of psychology. This notion has been supported by Takawira, Coetzee and Schreuder (2014) who argue that research in work engagement has been a focus of interest for the past decade. In positive organisational change, Kim, Kolb and Kim (2012) view work engagement as an element in helping and facilitating employees' change that leads to improvement of their performances. In the context of positive psychology, which focuses on health and well-being, Tomic and Tomic (2011) consider the concept of work engagement to be one of the positive dimensions. In a research by Saks (2006), work engagement is associated with an individual's attitudes, intentions and behaviours while the study by Du Plooy and Roodt (2010) established work engagement is negatively related to turnover

intention. Work engagement has been found in research to have positive results relating to job satisfaction; a motivated workforce, employee wellbeing and less likelihood of employees leaving their organisations (see Bakhuizen & Rothmann, 2006; van den Berg, Bakker & Ten Cate, 2013; Yeh, 2013).

2.4.1 Conceptualization of Work Engagement

Cole, Walter, Bedeian and O'Boyle (2012) contend that the conceptualization and interpretation of work engagement has generated a great deal of confusion relative to existing constructs such as job satisfaction, organizational commitment, and job involvement an argument supported by Macey and Schneider (2008). Shuck (2011) observes that numerous perspectives of work engagement exist while Kim, Kolb and Kim (2012) postulate that definitions used in academic writings reflect these perspectives. However, Kim, Park, Song and Yoon (2012) intimate that in academic literature, the term work engagement is synonymous with employee engagement, job engagement, role engagement, or personal engagement. Employee engagement has been variously defined as employee attitude, employee behaviour and organisational programme, but in all of these cases work engagement is inextricably linked with wellbeing. If work engagement is defined as an employee attitude then it has strong implications for and potential overlaps with mental health (e.g., Schaufeli *et al.*, 2008). If work engagement is defined as a set of actions (or intensity of actions) then these actions may impact physical and mental health directly (Nixon, Mazzola, Bauer, Krueger & Spector, 2011). If work engagement is defined as an organisational programme (or a workplace approach, as it is on the *Engage for Success* website) then such programmes have implications for the mental and physical health of employees (Dollard & Bakker, 2010).

Albrecht and colleagues (2015) assert that while there remains some disagreement among scholars and practitioners about how best to define and measure work engagement a fact also supported by Bakker and colleagues (2011), most researchers within the academic domain adopt Schaufeli and colleagues (2002) definition of engagement as a positive, fulfilling, work-related state of mind that is characterized by vigour, dedication, and absorption. More broadly, Kahn (1990, 2010) describes engagement as the harnessing of people's selves to their work, such that they fully invest their physical, cognitive, and emotional resources in their work roles. In essence, Macey and Schneider (2008); Schaufeli and colleagues (2002) aver that work engagement is manifested as energy, involvement and a focused striving towards the achievement of organizational goals. Schaufeli (2014) further argues that despite having slightly different perspectives there are core commonalities between the Kahn (1990) and the Schaufeli and colleagues (2002) conceptualizations and measures of engagement. Albrecht and colleagues (2015) note that both concepts share similar physical-energetic (vigour), emotional (dedication), and cognitive (absorption) components. Although it is unlikely there will ever be universal agreement about a single definition and measure of engagement, Bakker and colleagues (2011) argue that energy, involvement and a willingness to contribute to organizational success are nevertheless core to the construct. Importantly, researchers (e.g. Christian *et al.*, 2011) have shown that work engagement can be validly distinguished from related but distinct attitudes such as job satisfaction, job involvement, and commitment.

From a practitioner's point of view, the following definitions may be useful and relevant to organisations when considering the meaning of employee engagement and wellbeing. Lewis and colleagues (2011) define work engagement as being focused in what one does (thinking), feeling good about oneself in one's role and the organisation (feeling), and acting in a way that demonstrates commitment to the organisational values and objectives (acting)."

According to Schaufeli and Bakker (2001), the construct of work engagement has three components. The first, vigour, is characterized by high levels of energy, resilience and mental flexibility while working, the willingness to invest effort in one's work, and the ability to not be easily fatigued and to be persistent in the face of difficulties. The second component, dedication, refers to a commitment to work and is characterized by a sense of significance. Dedication is a useful and meaningful experience, inspiring and challenging; it evokes feelings of pride and enthusiasm. Absorption, the final dimension of work engagement, a pleasant state of total immersion in one's work, which is characterized by full concentration on and deep engrossment in one's work so that time passes quickly and one is unable to detach oneself from the job (Schaufeli & Bakker, 2010; Xanthopoulou, Bakker, Kantas & Demerouti, 2012). It has been established that Vigour and Dedication are the main characteristics of engaged behaviour (Llorens *et al.*, 2007). Research on job burnout and work engagement has found that the core dimensions of job burnout (exhaustion and cynicism) and work engagement (vigour and dedication) are opposites of each other (Gonzalez-Roma *et al.*, 2006).

Work engagement has been given many definitions by many researchers. Schaufeli and Bakker (2001) conceptualized it as a positive, affective-cognitive state of supreme satisfaction. Later, Schaufeli and Bakker (2010) expanded this definition to view work engagement as a positive, fulfilling, work-related state of mind that is characterized by vigour, dedication, and absorption. Focussing on the individual, Leiter and Bakker (2010) define work engagement as a positive, fulfilling, affective-motivational state of work-related well-being. Shuck and Wolland (2010) however focus on the organisation and define the term employee work engagement, often used interchangeably with work engagement as an individual employee's cognitive, emotional and behavioural state directed towards desired organisational outcomes. In essence, work engagement captures how workers experience

their work: as stimulating and energetic and something to which they really want to devote time and effort (the vigour component); as a significant and meaningful pursuit (dedication); and as engrossing and something on which they are fully concentrated (absorption) (van den Heuvel, Demerouti, Bakker & Schaufeli, 2010; van den Heuvel, Demerouti, Schreurs, Bakker & Schaufeli, 2009)

To job burnout researchers work engagement has been conceptualized as the positive antithesis of Job burnout characterized by energy, involvement, and efficacy, the direct opposite of the three job burnout dimensions of exhaustion, cynicism, and inefficacy (Maslach *et al.*, 2001). Kahn (1990, 1992), defines employee work engagement as the harnessing of employees' selves to their work roles; in work engagement, people employ and express themselves physically, cognitively, and emotionally during role performances. Other researchers have defined it as emotional and intellectual commitment to the organization (Baumruk, 2004; Richman, 2006; Shaw, 2005) or the amount of discretionary effort exhibited by employees in their jobs (Frank *et al.*, 2004). Therefore, work engagement implies being psychologically present when occupying and performing an organizational role. Rothbard (2001) expands this definition by adding that it involves two critical components: attention and absorption. Attention refers to the cognitive availability and the amount of time one spends thinking about a job role while absorption means being engrossed in a role and refers to the intensity of one's focus on the job role (Rothbard, 2001).

2.4.2 Work Engagement as a Subjective Wellbeing

Maslach (2011) argues that the negative antipode of work engagement in job burnout, which is conceptualised in theory as the incapacity to work (exhaustion) and the unwillingness to work (cynicism, disengagement). This forms, in part, the underpinning theoretical rationale and dimensionality of work engagement (Schaufeli & Salanova, 2011; Maslach, 2011).

However, Parker and Griffin (2011) propose the use of a wider nomological net to establish a clear conceptualization of work engagement as an active psychological state. To this effect, Bakker, Albreit and Leiter (2011) positioned work engagement in the circumplex model of affective wellbeing. This model views work engagement as the combination of the capability to work (energy, vigour) and the willingness to work (involvement, dedication).

The circumplex model (Russell, 1980; 2003) proposes that affective states arise from two fundamental neurophysiological systems. One of these is related to a pleasure - displeasure continuum while the other is related to arousal, activation, or alertness. Each emotion is a variant of a linear combination of these two dimensions as varying degrees of both pleasure and activation as shown in Figure 2.1. Specific emotions or affective states arise out of patterns of activation within these two neurophysiological systems, together with interpretations and labelling of these emotional experiences.

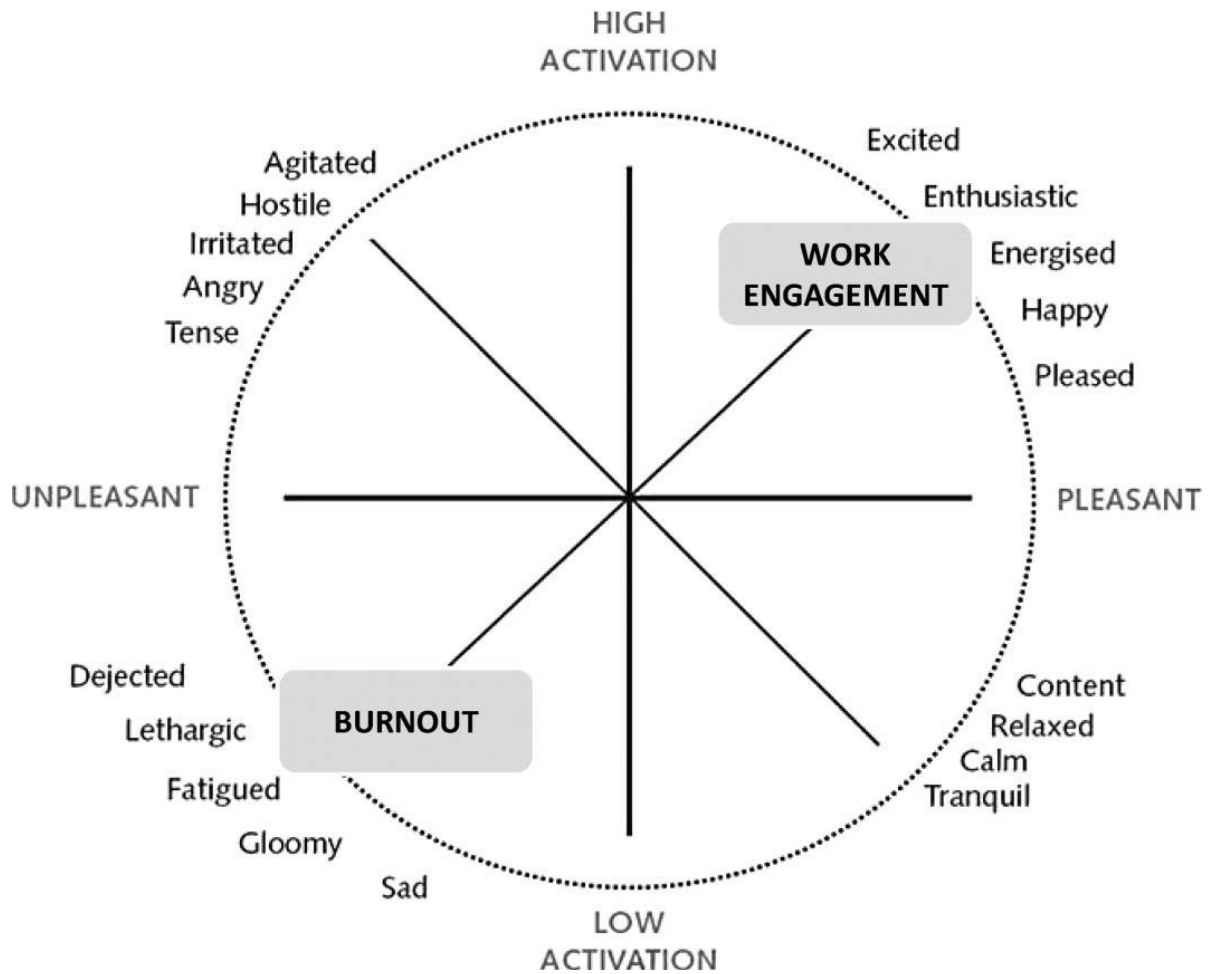


Figure 2.1: A Two-Dimensional View of Subjective Wellbeing (Bakker, Albreit & Leiter, 2011).

On the other hand, Hupert and So (2009) argued that the mental health of the population could be represented as a spectrum. At the lower end of the spectrum are the common mental disorders such as anxiety or depression, in the middle is the state of moderate mental health, which is experienced by most people most of the time, and at the top end the state where people can be described as ‘flourishing’.

2.4.3 The Global State of Work Engagement

The global state of work engagement can be established from various studies on work engagement and wellness that have been conducted all over the world by various agencies and individuals. A case in point is Gallup's worldwide study of workplaces that was carried across 142 countries in 2011/12 and published in 2013 as *The State of the Global Workplace*. The report included regional and country-level analyses and insights regarding the impact of Work engagement on organizational and individual performance. The study methodology employed by Gallup (2013) was to use meta-analysis of 263 research studies in 34 countries that covered nearly 1.4 million employees. This analysis showed median differences between top-quartile and bottom quartile units were 48% in safety incidents, 37% in absenteeism, and 41% in patient safety incidents. The findings established that globally, actively disengaged employees continue to outnumber engaged employees by nearly 2-to-1. This could be taken to imply that at the global level, employees are experiencing their work more often as a source of frustration than one of existential fulfillment and therefore, the productivity of countless workplaces worldwide are less than expected.

The Office of National Statistics (ONS, 2014) data showed an improvement in the levels of personal wellbeing in 2012/13, compared to 2011/12 as indicated by scores of 77.0% and 75.9% respectively for respondents' reported overall satisfaction with their lives. Similarly, a research by Robertson Cooper's founding directors (2010) showed that work engagement was significantly related to employee performance. These findings were based on Robertson Cooper's own client data that covered nearly 1,000 employees across 12 organisations and a range of sectors. From the study, it was established that employee wellbeing significantly strengthened the relationship between work engagement and job performance.

Robertson Cooper (2014) commented that stress management, the pre-eminent workplace health concept of the last twenty years, outranked the more holistic idea of ‘wellbeing’ as recently as 2011, in terms of popular interest. They further stated that since 2011 wellbeing has taken precedence and the trend appears to be a sustainable one, switching from a narrow, responsive mind-set to one that is more holistic and preventative. To this extent, Bevan (2010) noted that a growing number of employers, particularly large organisations, were adopting measures to promote and support health and wellbeing amongst their workforces, in order to improve productivity, commitment and attendance. These measures often included attempts to provide jobs that allow employees a high degree of control, autonomy and involvement in the way they did their jobs.

2.4.4 The Dark Side of Work Engagement

Work engagement is a matter of concern in organizations across the globe because they recognize it as a vital element affecting organizational effectiveness, innovation and competitiveness (Welch, 2011). However, for scientific research to be conclusive on this phenomenon, it is important for scholars to question the fundamental assumptions about work engagement. George (2011) postulates that work engagement can have a dark side and challenges researchers to consider whether work engagement is skewed more toward a managerial focus than an employee well-being focus. This is more so since organizations reap bottom line benefits from highly engaged employees, whereas employees’ only source of benefit is through increased intrinsic motivation (George, 2011). Input - output ratios and notions of distributive justice which are at play here dictate that researchers and practitioners, beyond advocating that employers have a duty of care to their employees and to amass and disseminate more evidence to confirm that organizations remain competitive when they monitor and manage known causes of work engagement, which include employee perceptions of procedural and distributive justice (Bakker, Albrecht & Leiter, 2011).

Additional to the issue of whether work engagement is a win-win situation for employers and employees, Bakker and Demerouti's (2008) model of work engagement proposes that work engagement is particularly likely if high job demands are combined with high job resources. The JD-R and social exchange theory (Blau, 1964) therefore suggest equity sensibly being in-built in the employer - employee dynamic whereby both employers and employees negotiate and perceive an appropriate equilibrium in the provision of demands and resources within the working context. Employers invest in their employees by offering sufficient job resources, and employees pay back with high levels of energy and dedication, resulting in high-level performance. Moreover, as indicated in our position article, recent research suggests that engaged employees are proactive - they actively increase their job resources and job demands, or decrease their job demands if needed.

According to Gorgievski, Bakker and Schaufeli (2010), research has shown that engaged employees work hard, but they are not workaholics. This means that in the evenings they will likely prefer to do other things than working. Whereas George (2011), Maslach (2011), and Schaufeli and Salanova (2011) point at possible conflicting interests between employers and employees, it is believed that employees need actively try to keep the exchange relationship equitable. Employees contribute valuable time and effort and in return they receive important outcomes such as pay, but also opportunities to learn and meaningful work. It is known that Work engagement may foster work - family conflict (Halbesleben, 2011), and may even lead to more demands (Sonnentag, Binnewies & Mojza, 2010). Sonnentag (2011) called on researchers to further explore the conditions under which negative outcomes of work engagement occur.

Sonnentag, Mojza, Binnewies and Scholl (2008) showed that high state work engagement was only related to reduced positive affect when employees did not detach psychologically

from their work. Parker and Griffin (2011) suggested that work engagement may only be related to innovation if there are no constraints in the work environment that may inhibit innovative behaviours. Maslach (2011) proposed it is important to assess critical levels of work engagement to determine when employees show too little or too much work engagement.

2.4.5 Work Engagement and Job Burnout

Bakker, Schaufeli, Leiter and Taris (2008) observe that whereas research on job burnout has produced thousands of articles during the past four decades, research on work engagement has just begun to emerge. This is despite the trend in modern organizations where employees are expected to be proactive and show initiative, take responsibility for their own professional development, and to be committed to high quality performance standards. Thus, they need employees who feel energetic and dedicated, and who are absorbed by their work, i.e., who are engaged with their work (Bakker & Schaufeli, 2008).

Interestingly, it is research on Job burnout that has stimulated most contemporary research on work engagement. Consequently there has been a ranging controversy regarding whether work engagement and job burnout are distinct constructs or positioned at opposite ends of a common continuum (Bakker & Leiter, 2010). Initially, the two constructs were operationalized as each other's opposites and Job burnout was viewed as an erosion of work engagement (Maslach & Leiter, 1997; 2008). Accordingly, work engagement is characterized by energy, involvement and efficacy - the direct opposites of the three job burnout dimensions. However, Schaufeli and Bakker (2010) argue that despite their antithetical nature, job burnout and work engagement are distinct psychological states each of which should be operationalized in its own right and assessed using separate measures.

Individuals typically begin a new job feeling energetic, dedicated to excellent performance and confident in their effectiveness; they usually are engaged rather than burned out (Maslach, Jackson & Leiter, 1996; Maslach & Leiter 1997). Under stressful conditions, however, fulfilling and meaningful work can gradually become unfulfilling and meaningless (Gachutha, 2009). From this perspective, job burnout is an erosion of work engagement, and, thus, job burnout and Work engagement logically represent opposite ends of a common continuum. By consequence, the three dimensions of job burnout (exhaustion, cynicism, and inefficacy) are viewed as direct opposites of the three dimensions of work engagement (energy, involvement, and efficacy). In the case of job burnout, energy turns into exhaustion, involvement into cynicism, and efficacy into ineffectiveness. The practical significance of this perspective is that work engagement represents a desired goal for work-based interventions designed to reduce Job burnout (Maslach & Leiter, 2008).

Given this logic, Maslach and Leiter (2008) contend that the three dimensions of the Maslach burnout Inventory (MBI) measure job burnout as well as employee work engagement. By implication, work engagement is assessed by the opposite pattern of scores on the three dimensions of the Maslach Burnout Inventory (MBI; Maslach, Jackson & Leiter, 1996): low scores on exhaustion and cynicism, and high scores on professional efficacy.

2.4.6 Significance of Work Engagement

Bakker, Schaufeli, Leiter and Taris (2008) observe that the past decade has witnessed a sharp increase in scientific studies on work engagement. This research has shown that work engagement is related to bottom line outcomes such as job performance according to Bakker and Bal (2010); Halbesleben and Wheeler (2008), client satisfaction as shown by Salanova, Agut and Peiro (2005), and financial returns as indicated by Demerouti and Cropanzano (2010). A survey of 193 police officers conducted in Australia by Brunetto, Teo, Shacklock,

and Farr-Wharton (2012) found that work engagement, as operationalized by the UWES-9 scale, was positively correlated to higher levels of psychological wellbeing. This correlation was also found in the Bruntto and colleagues study to be of equivalent magnitude to the relationships between work engagement and both job satisfaction as well as affective commitment.

A study by Schaufeli and colleagues (2008) that was conducted among 587 mid-level managers and executives of a Dutch telecom company demonstrated that work engagement was distinct from and negatively correlated with job burnout. Job burnout, conceptualized by Maslach (1993) as consisting of feelings of exhaustion, cynicism and a lack of professional adequacy, has been linked with the incidence and duration of work absences (e.g., Schaufeli *et al.*, 2009) as well as health problems (Schaufeli & Bakker, 2004). Another study by Soane and colleagues (2013) that was done among 625 employees working in a UK support services organization that provided business solutions for clients in a range of sectors to established that meaningful work was negatively correlated to lower levels of absence because people were engaged in their work. The study also demonstrated that the relationship between meaningfulness and job work engagement was strengthened by work wellbeing.

Data provided by research houses and consultancies have also advanced the linkages between work engagement and wellbeing. Gallup (2013) found that when employees felt engaged and productive at work, they assessed their overall lives more highly than employees who were not engaged as well as actively disengaged employees. Gallup's worldwide survey in 2012 found that 31% of employees rated their lives highly enough to be considered 'thriving', while the majority, 59%, were 'struggling' and 10% were 'suffering'. Significantly, engaged employees were more than three times as likely to be thriving in their overall lives as actively disengaged workers. Furthermore, Gallup recommended three key ways that organisations

could use to generate and sustain employee engagement: select the right people, develop employees' strengths, and enhance employees' wellbeing.

Aon Hewitt (2012) established that 28% of employees experienced a high level of job related stress if they worked in high work engagement companies (65% work engagement and over) versus 39% of employees in low work engagement companies. The CIPD (2010) reported that those who were absorbed in their work were almost three times as likely to have six key positive emotions at work (enthusiasm, cheerfulness, optimism, contentment, to feel calm and relaxed) as negative ones (feeling miserable, worried, depressed, gloomy, tense or uneasy).

As Tomic and Tomic (2011) argue that there are indications that work engagement has many advantages for both employees and employers. This is supported by Richman (2006) who observes that research has established that work engagement predicts employee outcomes, organizational success, and financial performance. It might therefore, be viewed as a proactive and fundamental approach to organisational performance and sustainability since as Kim, Kolb and Kim (2012) aver, it could help employees become more deeply involved in their jobs and possibly reduce or eliminate job burnout. Schaufeli and Bakker (2007) further indicate that highly engaged employees work particularly hard and diligently because they enjoy their work and not because of a strong, compelling inner motivation alone.

Macey and Schneider (2008) observe that engaged employees might be expected to work harder and smarter because they have high levels of energy, are enthusiastic regarding their jobs, and often involve themselves deeply in their work. When they experience fatigue, Schaufeli and Salanova (2008) argue that these employees perceive the feeling as quite pleasant because of its association with positive achievements rather than failures. The outcome is that such workers develop positive attitudes towards their work and organization; they experience job satisfaction, commitment to the organization and a lack of desire to

turnover (Schaufeli & Bakker, 2004). Likewise, work engagement leads to positive organizational behaviour, such as displaying personal initiative, a strong motivation to learn (Sonnentag, 2003) and proactive conduct (Salanova *et al.*, 2003).

There are several factors that have been proposed in research as the reason why engaged employees perform better than unengaged ones (see Bakker & Demerouti, 2008). Firstly, engaged employees were found to have positive sentiments towards their job which led to productivity. Secondly, engaged employees were seen to be more open work opportunities and more confident and optimistic (Cropazano & Wright, 2001). Thirdly, research suggests that work engagement is to employee wellbeing, which leads to better performance (Bakker & Demerouti, 2008; Schaufeli & Bakker, 2004; Shimazu, Schaufeli, Kubota & Kawakami, 2012). Lastly, engaged employees work more productively because they have the ability to create their own resources (Takawira, Coetzee & Schrouder, 2014). Xanthopoulou, Bakker, Demerouti & Schaufeli (2007) found in their study of highly skilled Dutch technicians that personal resources (optimism, self-efficacy and organisational-based self-esteem) resulted in higher levels of work engagement.

When employees are engaged with their work, there is congruence between the employees' priorities and the organizations' goals. There are indications that the degree of Work engagement is positively correlated with job performance (Schaufeli & Bakker, 2007). Schaufeli and Salanova (2007) conclude that engaged individuals have a well-developed ability to adequately respond to change, quickly adapt to a new environment and easily switch from one activity to another. They continue to seek new challenges in their work and perform at a high-quality level, resulting in positive feedback from both supervisors and clients. Work engagement is contagious and thus is transferable from one person to another (Schaufeli & Salanova, 2007). Finally, there are indications that Work engagement is

positively related to health. Demerouti and colleagues (2001) and Schaufeli and Bakker (2004) observed fewer depressed, stress-related and psychosomatic symptoms among workers who scored highly on the Work Engagement Scale (WES).

Research has revealed that engaged employees are highly energetic, self-efficacious individuals who exercise influence over events that affect their lives (Bakker, 2009). Because of their positive attitude and activity level, engaged employees create their own positive feedback, in terms of appreciation, recognition, and success. Although engaged employees do feel tired after a long day of hard work, they describe their tiredness as a rather pleasant state because it is associated with positive accomplishments. Finally, engaged employees enjoy other things outside work. Unlike workaholics, engaged employees do not work hard because of a strong and irresistible inner drive, but because for them working is fun (Gorgievski, Bakker & Schaufeli, 2010).

2.4.7 Sustaining Work Engagement

To achieve a genuine system of Work engagement we believe that employers and employees need jointly to craft a positive, trusting, civil, respectful, and mutually beneficial working relationship such that all parties genuinely believe there is the potential for equity, fairness, opportunity, and meaningful growth within the system (Bakker, Albreicht & Leiter, 2011). Just as at the level of the individual and the work team, there is need for systems, training, and supports to effectively work together and communicate with genuine openness, civility, and respect (Leiter, Laschinger, Day & Gilin-Oore, 2010; Leiter, Price & Laschinger, 2010) so too do organizations. The human resource management systems that need to be in place if we are to “put people first” are already known (see Becker & Huselid, 2006; Burke, 2006) as well as some of the individual and organizational level interventions, for example focused

on the six areas of work life (see Leiter, 2006), which can make a profound difference to work engagement in organizational contexts.

As such, employers need to take the initiative to provide systems and supports that recognize and help navigate real and potential conflicting interests between employers and employees. Some of the practical actions that organizations can initiate to co-create energy, involvement, and efficacy (Leiter, 2006) include establishing and communicating a clear vision. Within that vision employees need to know how their work contributes in a meaningful way. Organizational “health” or “pulse” checks should be routinely used to monitor employee perceptions of climate, resources, and demands. Joint consultative committees, constituted of employers and employees, trained to communicate effectively about and action issues such as organizational design, job design, resource allocation, training and development opportunities, workloads, job satisfaction, productivity, and innovation need to be in place. Studies should evaluate such interventions aimed at promoting and embedding the appropriate quality and quantity of work engagement to simultaneously support individual, team, and organizational health, wellbeing, and effectiveness.

2.5 Job Burnout

As Bakker and Cosa (2014) observe, the construct of job burnout caught the attention of researchers almost 40 years ago but has grown to be the most widely recognized construct of employee wellness in theory and practice as well as one of the most researched topics in occupational psychology. Lin, (2013) argues that the term job burnout came to social sciences from the language of aerospace. A New York psychiatrist Freudenberger (1974), has been credited as the first to coin the term as a description of a condition observed among people in the helping professions that is characterized by overwork resulting in exhaustion and fatigue.

Aksu and Temeloglu (2015) argue that burnout syndrome is one of the major problems of the 21st century information age. Khamisa, Oldenburg, Peltzer and Ilic (2015) view burnout as a result of prolonged exposure to stressful working environments and describe it as a state of physical and emotional depletion. It could also be viewed as a progressive and gradual process caused by the mismatch between the demands of employees and job demands. Burnout is encountered as problems threatening the working life or causing serious issues on both individuals and organizations.

In the most widely used definition which was done by Maslach (1993), job burnout is described as a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity. Emotional exhaustion refers to the depletion of psychic energy characterized by mental, emotional and physical tiredness. Depersonalization refers to the development of negative, cynical attitudes toward their work or the recipients of their services – an extreme and therefore dysfunctional kind of detachment and loss of concern. Reduced personal accomplishment is the tendency to evaluate one's own work with recipients negatively, an evaluation that is often accompanied by feelings of insufficiency, self-doubt and poor self-esteem (Schaufeli *et al.*, 1996).

It therefore follows that counsellors with high levels of emotional exhaustion report feeling psychologically drained. They have little energy or motivation left of themselves to give to their clients or to their job. Individuals with high levels of depersonalization report feeling cynical, pessimistic, and apathetic towards their clients. Low levels of personal accomplishment are associated with feelings of negativity towards oneself, especially in the context of one's relationship to clients.

A broad range of occupations can experience Job burnout. Because of this, various studies have been done on different occupations such as doctor, nurse, police, teacher, librarian, manager. In these studies, a lot of factors were found to be considerable predictors of Job burnout. In general, these factors are divided into two groups: Personal (demographics) factors and environmental (organizational and work) factors. Several studies have found that organizational factors and work features were more highly correlated with job burnout than personal factors (Maslanka, 1996; Khamisa, Peltzer & Oldenburg, 2013; Unaldi, Bardakci, Dolas & Arpaci, 2013). Some demographic characteristics, such as age, gender and marital status were found to be related to job burnout in several studies (Siebert, 2006). In addition, personality characteristics, such as extraversion, neuroticism, introversion and aggression were found to be related to job burnout in several studies (Kokkinos, 2007).

2.5.1 Conceptualization of Job Burnout

First researchers in the field, Freudenberg (1975) and Maslach (1976), based their work on the assumption that job burnout occurs due to interaction between providers and receivers in occupations providing services and care (Maslach, Schaufeli & Leiter, 2001). Later research has shown that job burnout relates to other professional activities and occupations as well (Leiter & Schaufeli, 1996).

Maslach, Jackson and Leiter (1996) conceptualised job burnout as a psychological syndrome of emotional exhaustion, depersonalization and a sense of diminished self-efficacy that can occur among individuals who work with other people in some capacity. Job burnout occurs as a response to emotional and interpersonal stressors among individuals (Maslach & Goldberg, 1998). Emotional exhaustion is the first reaction to the stress of job demands and basic element of the syndrome. Exhausted individuals feel emotionally and physically drained up, and unable to recover. Depersonalization or cynicism reflects negative responses to work and

people at work with cold and distant attitude. The final dimension, self-evaluation component of job burnout – reduced professional efficacy, is a state of ineffectiveness and loss of confidence in own abilities (Maslach & Leiter, 1997). All three dimensions respectively correspond to the level of energy (e.g. feeling used up), attitude (e.g. being cynical), and self-evaluation (e.g. doubting personal abilities) (Schaufeli, 2003).

2.5.2 Stages of Job Burnout

Freudenberger described the 12 stages of job burnout, which start with unrealistic expectations of achievement leading to a constantly increasing attempt to work harder and do better, leading to over-absorption in work and increasing neglect of self, along with distancing from friends and family, resulting in decreased work performance and potentially leading to serious health issues and/or a final collapse.

2.5.3 Consequences of Job Burnout

Job burnout has an importance in business and social life because of its effects. Firstly, job burnout has negative impacts on the psychological and physical health of individuals. Job burnout is a putative factor in the development of family discord, drug and alcohol abuse, insomnia, and fatigue (Bailey, 2006). Also, job burnout is positively correlated with reports of headaches, sleep disturbances, and other somatic symptoms of stress (Taycan *et al.*, 2006). Secondly, job burnout has an effect on job productivity and performance (Toker & Biron, 2012; Singh & Suar, 2010). In general, job burnout decreases job performance, job satisfaction, job commitment and quality of service, and increases absenteeism, low morale, and job turnover (Piko, 2006).

Job burnout is associated with decreased job performance (Brouwers & Tomic, 2000), reduced work engagement and predicts low existential fulfillment (Lemkau, Rafferty & Gordon, 1994), and stress related problems (Maslach, Schaufeli & Leiter, 2001). Cherniss

(1980) identified that, in the process of job burnout, both attitudes and behaviours change in an unconstructive manner in response to work stress. Cedoline (1982) depicted the physical and behavioural symptoms of Job burnout as the reluctance to go to work, disappointment with performance, an extension of work problems into the person's home life, and an ultimate feeling of worthlessness.

Pines (1993) reported that job burnout symptoms include, but are not limited to, fatigue, poor self-esteem, inability to concentrate on a subject, and a tendency to blame others. Maslach and colleagues (1996) further asserts that individuals suffering from job burnout experience a depletion of physical and emotional resources, develop cynical attitudes, and feel a loss of professional self-efficacy. Dunham and Varma (1998) stated that the most pervasive symptoms of job burnout are a noticeable lowering level of job commitment, a loss of enthusiasm and interest, and feelings of disaffection and alienation. In addition to negative effects of job burnout on individuals, organizations also face significant implications and costs associated with job burnout (Shirom, 2003). Among these negative impacts, organizations experience lower individual work performance, high rates of turnover, lower levels of organizational commitment, lower reported job satisfaction, high health care costs, and decreases in creativity, problem solving and innovation (Halbesleben & Buckley, 2004).

2.6 Theoretical Framework

A focus on theories of job burnout is helpful as a pointer to effective resolution methods to the condition. Two major developmental theories that build upon the three dimensional model of job burnout proposed by Maslach and colleagues (1996) inform this study.

2.6.1 Conservation of Resources Theory (COR)

Hobfoll (1989; 1998; 2001) constructed a general perspective on stress that has particular relevance to job wellness. It is very compatible with Lazarus and Folkman's (1984)

transactional model of stress coping and has been used as framework for recent empirical research in the field of job burnout. Their conservation of resources (COR) theory postulates that individual have access to four major resources: objects (a house or a car), conditions (a steady job), personal characteristics (self-esteem) and various forms of energy (money and favours owed by other persons). The basic tenet of COR theory is that people seek to obtain, retain, and protect these resources and that stress and job burnout occurs when resources are threatened with loss or are lost or when individuals fail to gain resources after substantive resource investment (Hobfoll, 2002). Events such as loss of one's job, impaired health and breakdown in personal relationships are serious forms of resource loss.

COR theory stands out in that it recognizes and emphasizes means for positive adaptation under circumstances of loss. Relevant to the workplace, COR theory highlights the importance of motivation for decisions involving how employees acquire, maintain and foster the necessary resources to both meet their current work demands and to help guard against further resource depletion (Wright & Hobfoll, 2004). One's ability to acquire and maintain resources is both a means and an end - a means for achieving success and ends that include adaptation, coping, and wellbeing (Avey, Luthans, Smith & Palmer, 2010). Furthermore, secondary work-related resources such as high levels of cognitive and emotional attachment to one's occupation (Wright & Hobfoll, 2004) are important for influencing counsellors' primary resources such as their well-being (Westman, Hobfoll, Chen, Davidson, & Laski, 2005; Wright & Bonett, 2007; Wright, Cropanzano & Bonett, 2007). Thus, COR theory serves as the theoretical foundation in this study for both the antecedent of existential fulfillment and work engagement as well as the outcome of Job burnout.

In the work situation, some of the major resources available to workers are social support, personal control over their job and involvement in important decision-making processes and

appropriate reward systems (Burke, 1989). The major demands that bring about resource loss are: role ambiguity and conflict, role overload, inadequate resources to perform the job and unlimited demands from clients or other people in the work environment. Chronic job burnout arises when there is a significant and ongoing drain on one's resources, particularly as individuals strive to meet the above or other demands in workplace.

Job burnout results from a process of wearing down of a person's energy or the combination of physical fatigue, emotional exhaustion and cognitive wear-out that develops gradually (Hobfoll, 1989; Hobfoll & Freedy, 1993). At the advanced stage of job burnout, a person develops a sense of helplessness and depression (self-pity). The COR theory significantly increases the knowledge base of the job burnout phenomenon. The actual loss of objects, situation, personal characteristics and various forms of energy can lead to: attitude changes, emotional exhaustion, depersonalization and reduced personal achievement mentioned in Cherniss's theory (Burke, 1989; Golembiewski & Munzenrider, 1984) and Leiter and Maslach's (1988) model of job burnout development. This model has an important contribution to information on what causes the counsellor job burnout.

2.6.2 The Job Demands – Resources Model of Work Engagement

The Job Demands – Resources model originally represented an attempt to synthesise the theoretical insights and empirical findings of several prior models, including the Demand-Control-Support model (DCS; Karasek & Theorell, 1990), the Effort–Reward Imbalance model (ERI; Siegrist, 1996), and the Conservation of Resources model (Hobfoll, 1989). Thus, in contrast to the DCS and ERI models which focus on specific work characteristics (e.g. control, support, or (un)fairness), the JD-R model offers a more flexible approach, embracing a wide variety of work-related factors that impact on well-being, thereby allowing the choice of factors to be tailored to particular work contexts (Bakker & Demerouti, 2007).

The JD-R model of work engagement as shown in Figure 2.1 provides a framework for studying the underlying processes through which various job resources and personal resources independently or combined predict Work engagement, which in turn will have a positive impact on performance (Bakker & Demerouti, 2008). Since its formulation by Demerouti, Bakker, Nachreiner, and Schaufeli (2001), the model has demonstrated its usefulness as a parsimonious yet comprehensive model for conceptualising and investigating occupational wellbeing, job burnout, and work engagement (Boyd, Bakker, Pignata, Winefield, Gillespie, & Stough, 2011).

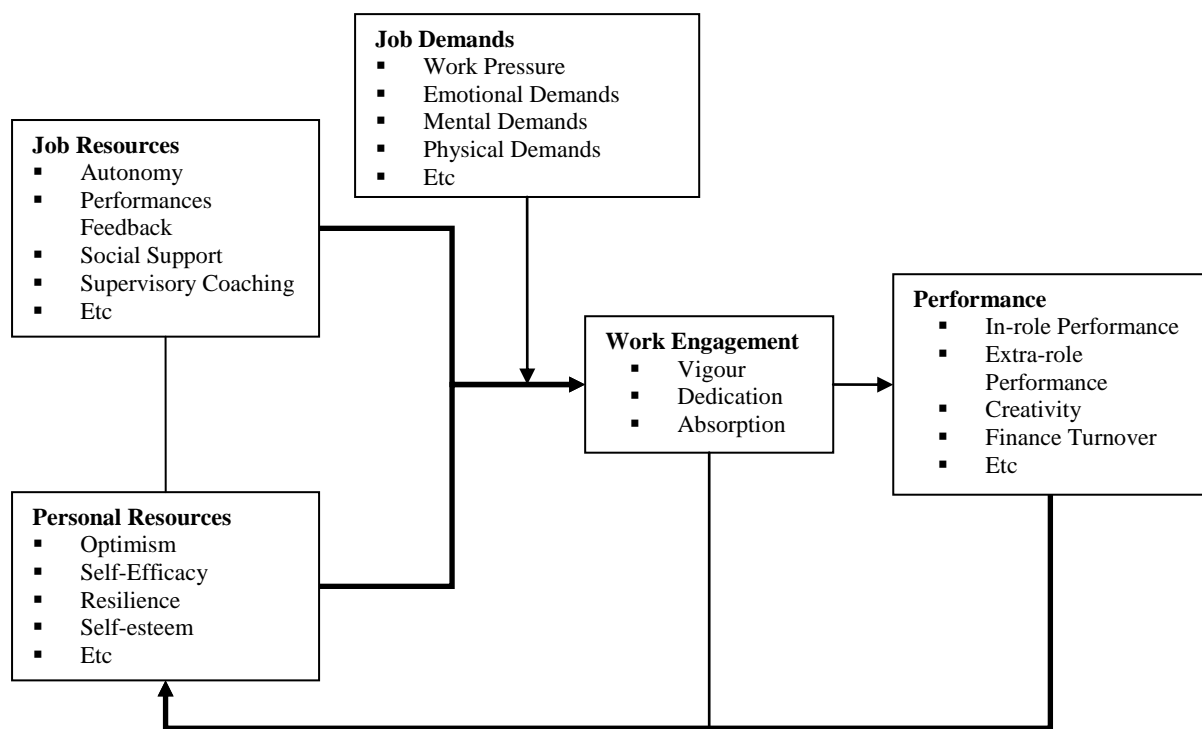


Figure 2.2: The Job Demands – Resources Model of Work engagement (Bakker & Demerouti, 2008)

Job demands are the physical, psychological, social, or organisational aspects of the job that require sustained physical and/or psychological effort or skills, and are associated with

physiological or psychological costs (Demerouti *et al.*, 2001). Job resources, on the other hand, are the physical, psychological, social, or organisational aspects of the job that function to reduce job demands, enable achievement of work goals, and/or stimulate personal growth, learning, and development (Bakker, Demerouti, Taris *et al.*, 2003). Resources are therefore assumed to promote work-related motivation and work engagement (the motivational hypothesis; Bakker, Demerouti & Schaufeli, 2003), while excessive job demands lead to impaired health and exhaustion via energy depletion (the health impairment hypothesis; Bakker, Demerouti & Schaufeli, 2003).

The contrasting relationships between demands and health impairment, and between resources and work engagement (termed “dual process”) form the centrepiece of the JD-R model, and are well supported by empirical evidence across a range of occupations (Lewig, Xanthopoulou, Bakker, Dollard & Metzger, 2007; Broeck *et al.*, 2008). For example, in a study of absenteeism among nutrition company employees, Bakker, Demerouti, de Boer and colleagues (2003) found that job demands (workload, job reorganisation) and resources (control, participation in decision-making) predicted job burnout and organisational commitment, respectively, while job burnout and commitment in turn mediated the relationships between working conditions and absenteeism.

Similarly, based on a more heterogeneous sample of workers, Bakker, Demerouti and Verbeke (2004) reported a strong positive relationship between job demands (workload, emotional demands, work - home conflict) and exhaustion, together with a strong negative relationship between resources (autonomy, possibilities for development, social support) and disengagement (the opposite of motivation and commitment). In addition, exhaustion partially mediated the relationship between demands and in-role job performance, while disengagement fully mediated the relationship between resources and extra-role citizenship

behaviours. Finally, in a multi-sample study, Schaufeli and Bakker (2004) found that job burnout mediated the relationship between job demands and health problems, while both job burnout and work engagement mediated the relationships between job resources and turnover intentions.

According to this model, the positive impact of job resources and personal resources on work engagement will be stronger when job demands are high. Available job resources and personal resources will therefore gain salience and motivational potential (Bakker & Demerouti, 2008). Job demands refer to those physical, psychological, social, or organisational aspects of a job that require sustained physical and/or psychological costs (Demerouti, Bakker, Nachreiner & Schaufeli, 2001).

Job resources may also be functional in achieving work goals, and they may stimulate personal growth, learning, and development (Bakker & Demerouti, 2007). Job resources include social support from supervisors, autonomy, and communication (Bakker & Demerouti, 2008). A supportive relationship with a supervisor can provide instrumental assistance and emotional support, which can have a positive effect on dealing with the uncertainty of organisational change (Terry & Jimmieson, 2003). Xanthopoulou, Bakker, Demerouti and Schaufeli (2009) found that day-level job resources (e.g. autonomy, supervisory coaching and team climate) had a positive effect on work engagement through day-level personal resources (e.g. self-efficacy, organisational-based self-esteem and optimism).

In sum, considerable support exists for the dual processes posited by the JD-R model. However, there is evidence that job resources are implicated, not only in the motivational process, but also in the energy depletion/health impairment process. For example, cross-sectional studies have shown that job burnout is predicted by an absence of such job

resources as social support, feedback, and supervisory coaching (Schaufeli & Bakker, 2004), and a lack of job control, supervisor support, information, social climate, and innovative climate (Hakanen, Bakker & Schaufeli, 2006; Hakanen, Schaufeli & Ahola, 2008).

2.7 Conceptual Framework

The study focused on the relationship between existential fulfillment, work engagement and job burnout as well as the contribution of existential fulfillment and work engagement to job burnout. Institutions of higher learning comprise organisational systems, which conceptualizes circular causality among variables i.e. whereas existential fulfillment and work engagement influence job burnout levels among counsellors, high job burnout scores could also mediate lower existential fulfillment and work engagement levels. However, considering that the study focused on the person to the exclusion of their organisational and work environment, the study conceptualised linear causality between the variables under study as indicated in Figure 2.3.

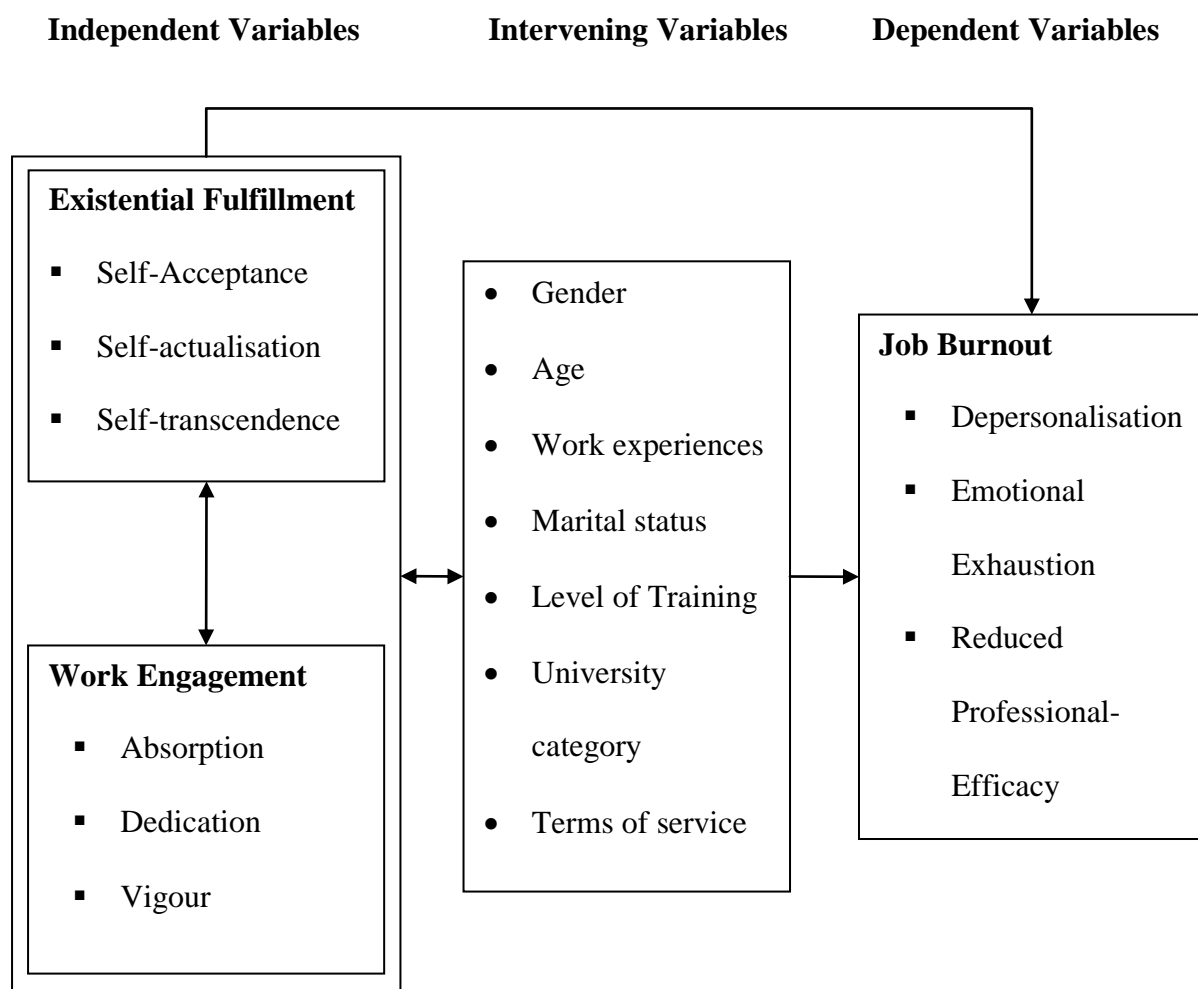


Figure 2.3: A Conceptual Framework Showing the Interplay between Research Variables

Figure 2.3 presents existential fulfillment (which was defined by self-acceptance, self-actualisation and self-transcendence) together with work engagement (comprising absorption, dedication and vigour) as forming the independent variables. Job burnout (comprising depersonalisation, emotional exhaustion and inefficacy) was taken to constitute the dependent variable. The study has factored in an interaction between the two independent variables as well as their individual and collective influence on the dependent variable. Other variables that were not under study, but whose presence could mediate the influence of independent on dependent variables included: age, working experience, level of training, university category terms of service and marital status. The effect of these extraneous variables was statistically

controlled by studying them concurrently together the main variables. This was done by factoring a research objective in which these variables were studied to establish their influence on existential fulfilment, work engagement and job burnout. Consequently, a null hypothesis was posited together with the main hypotheses and tested at 0.05 significance level.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the methodology that was used in this study. A description of the research design, including the sampling procedures is provided. The study population and sampling techniques are fully outlined and the data collection instruments presented. There is also discussion of ethical consideration and data analysis procedures.

3.2 Research Design

This study was quantitative in nature and therefore quantitative methods were included in the research design. This was an *ex post facto* descriptive survey. Borg and Gall (2006) explain that in *ex post facto* surveys, the researcher does not manipulate the variables under study but instead, examines them in their existing condition. The design has been recommended in collecting descriptive data concerning characteristics of a population (Oso & One, 2005; Kisilu & Delno, 2006). In this research, the study phenomena had already taken place and were therefore studied in retrospect. Researcher did not directly control or manipulate the variables (existential fulfillment, work engagement and job burnout) because they were deemed to have already naturally occurred, hence *ex post facto* design (Black, 2002; Kerlinger, 2000; Kothari, 2009). Ogula (1998) and Kasomo (2007) posit that the survey design is appropriate in studies where data would be collected from a large sample as was the case in this study because it would be the most efficient method of collecting survey data. Therefore, a descriptive survey was carried out on the sample of Kenya university professional counsellors to explore and describe the constructs of existential fulfillment, work engagement and job burnout as at the time of the study.

3.3 Location of the Study

The research was conducted across all chartered public and private universities together with their constituent colleges in Kenya where professional counsellors were deployed and counselling services were offered. This location was chosen in of the vital role universities in Kenya play in capacity building for psychological health provision through training research. It was considered that since Kenyan universities also play a vital role in professional capacity building through the training, research and commissioning other professionals in key sectors, studying occupational wellness at higher learning could serve to strengthen the efforts aimed at promoting positive occupational health in all other sectors of Kenyan economy. Despite the vast geographical distribution of universities in Kenya, the population of professional counsellors working in those institutions was deemed manageable. Conducting research in all chartered institutions of higher learning would strengthen the external validity since study aimed to generalize the findings to all Kenya university professional counsellors.

3.4 The Study Population

The study targeted all Kenya universities professional counsellors. The Kenya University Professional Counsellors Association (KUPCA) is a registered professional body that maintains an up-to-date data bank of all counsellors practicing at the university setting. The total of 193 registered professional counsellors in 45 institutions of higher learning comprised the sampling frame. The study was conducted on-line and therefore the target population was also taken to constitute the accessible population.

3.5 Sampling Procedures

The sampling frame was generated from the KUPCA register because it is the professional body to that exclusively targets professional counsellors employed in Kenyan institutions of higher learning. This register is usually updated every semester so that new professional

counsellors are registered and those who leave active practice in university setting are removed from the register. Simple random sampling would have been ideal for selecting the respondents in the study to ensure fair chance in selection therefore eliminating bias in sampling (Zuluta, Nestor & Costales, 2004). However, due to the factors that could threaten the validity of the study during data collection such as respondent attrition and non-respondents, the study utilized saturated sampling procedures to conduct a census of all university professional counsellors.

3.6 Sample Size

The study utilized saturated sampling procedures to conduct a census of all university professional counsellors. A sample size of 193 respondents was therefore expected to participate in the study. This was expected to lower the sampling error and also increase the external validity of the study. However, by the close of the data collection period, 180 counsellors had submitted their on-line data collection tool. Therefore, the actual sample was 180 which comprised a response rate of 94%.

3.7 Instrumentation

Counsellor psychological wellness was conceptualized to comprise three person-specific variables: existential fulfillment, work engagement and job burnout. Research data were collected using three psychometrically validated tools which include Existential Fulfillment Scale (EFS), Utrecht Work Engagement Scale (UWES-17) and Maslach Burnout Inventory – Human Services Survey (MBI-HSS). Since each of these tools was expected to be administered to the same respondents, the items of each tool were consolidated into one structured questionnaire for ease of response.

3.7.1 Biographical Questionnaire

The biographical questionnaire was developed by the researcher according to independent variables found in the conceptual framework. The questionnaire was in a structured format and consisted of 8 items with questions of quantitative nature. For the quantitative questions, respondents chose from a list of options that describe their status. Age was categorised into 9 options ranging from 21 to above 60 years with 5 year interval between categories as follows: *21 – 25 years; 26 - 30 years; 31 – 35 years; 36 – 40 years; 41 - 45 years; 46 – 50 years; 51 – 55 years; 56 - 60 years and over 60 years*. Gender was defined as *male* and *female* whereas marital status was grouped as *married; single; separated; widowed* and *divorced*. Terms of service were conceptualized as *permanent; contract* and *other*, where respondents were to specify. Level of training ranged from *certificate; Diploma; higher diploma; degree; masters' degree* and *PhD*. Type of university referred to *public; private (secular); private (faith-based)* and *University College*. Finally, length of service was measured by the question: *How long have you worked here*. The options for response ranged from *1 – 5 years; 6 -10 years; 11 – 15 years* and *Over 15 years*. The reason of including this questionnaire among the tools was to collect data on individual characteristics relevant to biographical variables of the sample. The data in the biographical questionnaire were presented in nominal and ordinal values as depicted by Kruger and others (2005). The data collected by means of this instrument were used to describe some characteristics of the sample group and to test for similarities (associations) or differences between groups as described by de Vos, Strydom, Fouche and Delport (2005). According to Gregory (2000) biographical data are reliable when individual subjects do not have a personal interest in the use of the questionnaire, as was the case in the use of the biographical questionnaire in this research survey.

3.7.2 Existential Fulfillment Scale (EFS)

Existential fulfillment, composed of the three dimensions of self-acceptance, self-actualisation and self-transcendence, was made operational by means of the Existential Fulfillment Scale (EFS) (Loonstra *et al.*, 2007). The EFS consists of 15 items (five items for each dimension) measured on a five-point Likert scale, ranging from 0 (‘*not at all*’ relevant to me) to 4 (‘*fully*’ relevant to me). The five items on self-acceptance refer to the urge to prove oneself to others, rejection of the self, inner uncertainty and psychological reliance (e.g., ‘*Often I do things more because I have to than because I want to*’). The self-actualisation items deal with intrinsic motivation, the passion of one’s own ideals, and feeling free to calmly pursue one’s goals (e.g., ‘*I remain motivated to go on, even when things are going against me*’). The self-transcendence items focus on feeling part of a larger, meaningful totality, conceiving a sense of life that transcends personal interests and being convinced that life is good for something. The maximum score per dimension is 20.

3.7.3 Utrecht Work Engagement Scale (UWES – 17)

The most often used instrument to measure Work engagement is the Utrecht Work Engagement Scale – UWES - 17 (Schaufeli & Bakker, 2003) that includes three subscales: vigour, dedication, and absorption. The UWES - 17 has been validated in several countries, including China (Yi-Wen & Yi-Qun, 2005), Finland (Hakanen, 2002), Greece (Xanthopoulou, Bakker, Demerouti & Schaufeli, 2009), Japan (Shimazu *et al.*, 2008), South Africa (Storm & Rothmann, 2003), Spain (Schaufeli *et al.*, 2002), and the Netherlands (Schaufeli & Bakker, 2003). Recent confirmatory factor analytic (CFA) studies have supported the theoretically based correlated three-factor (vigour, dedication, absorption) structure of the UWES (Compare Hakanen 2002; Hallberg & Schaufeli, 2006; Schaufeli & Bakker, 2003; Schaufeli *et al.*, 2002, Schaufeli, Bakker & Salanova, 2006). All these studies have shown that the three factors of work engagement are highly correlated (correlations

between 0.60 and 0.99). High correlations between the three factors (from 0.83 to 0.97) would indicate a one-dimensional structure, but the better fit with the data of the correlated three-factor structure supports the three different, though highly correlated dimensions. Therefore, according to Seppala, Mauno, Feldt, Hakanen, Kinnunen, Tolvanen and Schaufeli (2008), if the purpose is to study work engagement in general, a combined one-dimensional variable may be used, and if the purpose is to study the factors of work engagement, three separate dimensions may be used. In this study the UWES - 17 was used as a one-dimensional variable. The UWES - 17 has been found to be a reliable and valid self-report questionnaire (Schaufeli *et al.*, 2006). High scores on these scales indicate greater work engagement (vigour, dedication and absorption).

According to Schaufeli and colleagues (2006), the UWES - 17 is a self-report questionnaire and consists of 17 items which measure the three underlying dimensions of work engagement: vigour (six items), dedication (five items), and absorption (six items). The UWES - 17 is scored on a seven-point frequency rating scale varying from 0 (“*never*”) to 6 (“*always*”). Schaufeli and Bakker (2003) mention that it takes approximately 5 – 10 minutes to complete the UWES - 17, which can be done individually as well as group wise. The subjects are expected to indicate in the spaces provided if ever or how often they feel this way about their job. In order to avoid answering bias that might result from specific connotations related to ‘work engagement’ this term is not used in the title of the questionnaire. Instead, the more neutral term ‘*Work & Well-being Survey*’ is chosen with UWES - 17 between parentheses (Schaufeli & Bakker, 2003). The mean scale of the three UWES subscales is computed by adding the scores on the particular scale and dividing the sum by the number of items of the subscales involved. A similar procedure is followed for the total score, as in the case of this study. Hence, the UWES - 17 yields three subscale scores and a total score that range between 0 and 6. For the establishment of statistical norms for the

UWES it was decided to use five categories: 'very low', 'low', 'average', 'high', and 'very high' (Schaufeli & Bakker, 2003). For the purposes of this study, scaling was done on three levels: 'low', 'moderate' and 'high'.

3.7.4 Job Burnout Instrument

Job burnout was measured with the Maslach Burnout Inventory – Human Service Survey (MBI – HSS; Schaufeli, Leiter, Maslach & Jackson, 1996). The first MBI - HSS dimension, emotional exhaustion, is characterized by feelings of being emotionally overextended and worn out with work. When exhausted, individuals feel physically fatigued, used up, and unable to unwind and recover. Cynicism (alternatively known as depersonalization) refers to negative, callous, or excessively distant attitudes toward coworkers and one's job. It is marked by heightened pessimism and a tendency to abandon tasks. The final MBI - HSS dimension, labeled either ineffectiveness or inefficacy, covers feelings of personal failure, incompetence, and lack of achievement in one's work. The MBI -HSS (22 items) consists of 3 sub-scales: emotional exhaustion (8 items), e.g. *“Working with clients all day is really a strain for me”*; depersonalization (7 items), e.g. *“I don't really care what happens to some of my clients”*; and self-efficacy (7 items), e.g. *“I have accomplished many worthwhile things in this job”*. Counsellors shall respond on a 7-point scale, from *“never”* to *“always”*.

3.7.5 Reliability of the Instruments

The research questionnaire was an adaptation of the standardized tools and a pilot study was not considered necessary to compute the overall reliability of the data collection tool. The data collection tool was therefore adapted in its original form and Cronbach's alpha coefficient method was used to determine internal consistency of the items in the final study to compare them with those established in studies elsewhere. Cronbach's α was taken as the average of all possible combinations of split half reliability (Kline, 2005). This method was

appropriate owing to the fact that it required only one administration of the tool (Cohen & Swerdlik, 2005). It is also appropriate where items have got choices (Cozby, 2003). In this study, the items yielded an overall Cronbach's alpha reliability coefficient of 0.85. This figure was greater than ≥ 0.70 which is usually considered desirable for consistency levels (Fraenkel & Wallen, 2006).

3.7.5.1 existential Fulfillment Scale (EFS)

The Existential Fulfillment Scale (EFS) is a standardised psychometric tool whose factorial structure has shown an acceptable fit (Loonstra *et al.*, 2007). Existential fulfillment, composed of the three dimensions of self-acceptance, self-actualization and self-transcendence, was measured using the Existential Fulfillment Scale (EFS) (Loonstra *et al.*, 2007). This scale consists of 15 items (five items for each dimension) measured on a five-point Likert scale, ranging from 0 ('*not at all*' relevant to me) to 4 ('*fully*' relevant to me). The maximum score per dimension is 20. The internal consistency coefficients for this study were 0.76, 0.74 and 0.74, for self-acceptance, self-actualization and self-transcendence respectively and an overall consistency of 0.81. This differed slightly with Loonstra, Brouwers and Tomic (2009) research that yielded observed internal consistency coefficients to be 0.78, 0.71 and 0.86, for self-acceptance, self-actualisation and self-transcendence respectively. The difference can be explained by the differences in samples size where the sample size for this study was 180 compared to the study by Loonstra and colleagues where $n = 504$.

3.7.5.2 Utrecht Work Engagement Scale (UWES – 17)

Work engagement was made operational by the Utrecht Work Engagement Scale - UWES – 17 (Schaufeli *et al.*, 2002). The 17-item Utrecht Work Engagement Scale contains three dimensions - vigour, dedication, and absorption - measuring the degree to which people feel engaged, energized, and consumed by their work (Schaufeli, Salanova, Gonzalez-Roma &

Bakker, 2002). The measure uses a 7-point Likert-type scale that ranges from *never* (0) to *always* (6). The UWES - 17 has been found to be a reliable and valid self-report questionnaire (Schaufeli *et al.*, 2006). In this study, the vigour dimension consisting of 6 items such as “*At my work, I feel bursting with energy*”, and yielded a reliability coefficient of 0.76, whereas the Dedication dimension comprising 5 items like “*My job inspires me*” yielded a correlation coefficient of 0.80. The absorption dimension consisted of 6 items such as ‘*Time flies when I’m working*’ and yielded an internal consistency of 0.76. The overall reliability coefficient for this scale was 0.91 which was higher than the mean of the three sub-scales and since it was higher than the threshold for acceptance it was deemed sufficient for purposes of research. The difference on overall correlation coefficient with the mean of the three alphas can be explained in Seppala and colleagues (2009) who argue that the high correlations between the three factors indicate substantial overlap between them, and thus restrict their use as separate dimensions. Each sub-scale had a maximum score of 30 with the overall possible score being 120. High scores on these scales indicate greater work engagement. The reliability results for this study correlated with a study by Ugwu (2013) that yielded coefficients of 0.73, 0.79, 0.70 and 0.85 for vigour, dedication, absorption and overall work engagement respectively. Schaufeli and Bakker (2003) observed that an overall Cronbach’s alpha of 0.93 which was closer to that yielded in this study.

3.7.5.3 Maslach Job Burnout Inventory (MBI – HSS)

Job burnout was measured with the Maslach Job Burnout Inventory – Human Service Survey (MBI – HSS; Schaufeli, Leiter, Maslach, & Jackson, 1996). The MBI – HSS (22 items) consists of 3 sub-scales: emotional exhaustion (8 items); depersonalization (5 items); and self-efficacy (7 items) based on a 7-point scale, from “*never*” to “*always*”. This study yielded reliability coefficients of 0.83, 0.94 and 0.71 for emotional exhaustion, efficacy and depersonalisation respectively. This was in line with the MBI - HSS reliability tests

(Schaufeli 1990) were between 0.80 and 0.90 for emotional exhaustion and between 0.70 and 0.80 for cynicism and inefficacy. The overall Cronbach's alpha reliability coefficient for this study was 0.83 which was regarded as sufficient for research purposes according to Fraenkel and Wallen (2000). The reliability coefficients were similar to Loonstra, Brouwers and Tomic (2009) study that yielded 0.91 for emotional exhaustion, 0.66 for depersonalisation and 0.79 for professional efficacy.

3.7.6 Validity of the Instruments

Validity refers to the degree to which a research instrument measures the variables it purports to measure (Kathuri & Pals, 1993). In other words, the instrument used for data collection should adequately capture the desired concept that the researcher wants to measure from the field (Kasomo, 2007). To ensure content validity which according to Frankfort-Nachmias & Nachmias, (2006) constitute face and sampling validity, questionnaire was extensively reviewed by the researcher's supervisors and other research experts from the university. Although the research adopted psychometrically validated tools (i.e. EFS, UWES - 17 and MBI - HSS) for data collection, content validity was assured through doing collation of the structure of questionnaire with the research objectives and literature review. The three-factor structure of the MBI - HSS has been investigated with confirmatory factor analysis (Green & Walkey, 1988). The factorial validity of the MBI - HSS has been confirmed across occupational groups and across nations (Schutte, Toppinen, Kalimo & Schaufeli, 2000).

3.7.7 Piloting of Data Collection Tools

Mugenda and Mugenda (2003) propose that data collection tools should be piloted for the purposes of ensuring reliability. Murray (2002) also argues for piloting because it helps to identify ambiguities of the items and vague questions for improvement. However, this study utilized tools that had been psychometrically validated across occupational groups as well as

across different regions and nations globally (Loonstra, Tomic & Brouwers, 2009; Schaufeli *et al.* 2006; Seppala *et al.* 2009; Ugwu, 2013; Kay, Kiptiony & Awino, 2015). Since respondents were highly educated and trained professional combined with the fact that the tools had been extensively validated among human services professionals, it was deemed safe to administer the questionnaire items in their original form. However, for ease of comparison with other studies, the reliability coefficients for this study were computed for the final samples and compared with those in previous studies.

3.8 Data Collection Procedures

The researcher collected data from the selected respondents after receiving research clearance letter from the Institute of Postgraduate Studies at Kabarak University, research permit from the National Commission for Science, Technology and Innovation as well as Kenya Universities Professional Counsellors Association (KUPCA). Fraenkel and Wallen (2006) recommend that survey questionnaires should be administered to the respondents when they are all in one place to improve the rate of return. However, the geographical distribution of the targeted population could not permit this kind of questionnaire administration. A socio-demographic questionnaire, Existential Fulfillment Scale (EFS), Work Engagement Scale (UWES - 17) and Maslach Burnout Inventory (MBI - HSS) were coded and uploaded as an anonymous online data collection tool. This was facilitated by means of step-wise progression of items where only one item could be accessed and only one option chosen from a Likert scale. Selecting another option from the same item automatically cancelled the initial choice. Respondents could navigate back and forth to review items they had responded to should they wish to amend options they had selected, but not those not yet attempted. Respondents could also save an incomplete tool and continue at another time from the point of stop. All items were required fields and therefore the option to submit an online questionnaire would only be activated when all items had been fully responded to. This

ensured that all questionnaires submitted had no non-responses. Once submitted, all items in that access portal automatically became inactive. This was to ensure that a respondent could only respond to one questionnaire and once submitted the respondents could not retrieve it. The primary key to access on-line portal for KUPCA website is the counsellors' password. Therefore this ensured that only counsellors accessed the questionnaire and that no respondent could respond to more than one data collection tool. This was put in place to avoid data contamination as well as enhance confidentiality.

A list with postal and email addresses of university professional counsellors was obtained from the KUPCA website. An e-mail was dispatched to all registered members with a covering letter, explaining the nature and purpose of the research and inviting each to respond to the data collection tool online. For those emails that were returned as undeliverable, the letter of invitation was printed and mailed with self-addressed stamped envelopes were mailed to subjects' postal addresses. An automated reminder text was programmed to be sent to the registered phone numbers of respondents each Wednesday for three weeks after the data collection tool was uploaded. After the fourth week, the online portal was closed and the tools deleted from the website. The collected data was downloaded and all the contents expunged from the data bank to ensure there would be no future access of the data via the website.

3.9 Data Analysis

Data collected were quantitative and therefore descriptive and inferential statistics were used in the analysis. Initially, descriptive statistics (means, standard deviation, cross-tabulations and internal reliability scores) and correlations were calculated for all targeted variables. To perform the main analysis, a series of non-parametric equations (Kendall's tau_b, Spearman's Rho and Chi Square) were calculated to test the assumed prediction of the counsellors'

existential fulfillment, work engagement on job burnout. To explore potential correlations across personal attributes, and university category (private vs. public), a series of correlation matrices were carried out for: (a) existential fulfillment: self-acceptance, self-actualisation and self-transcendence, (b) work engagement: vigour, dedication and absorption and (c) job burnout: depersonalisation, reduced efficacy, emotional exhaustion and overall job burnout. Non-parametric data analysis procedures were used in considerations that this study generated data that was not normally distributed and therefore normal parametric calculations would not present true picture for inferential statistics. This was done with the purpose of minimizing the statistical error when making research inferences. The posited hypotheses were tested at significance level set at 0.05. The data were analysed by use of statistical tools with aid of computer software, the Statistical Package for Social Sciences (SPSS) version 22.0.

3.10 Ethical Considerations

Clear instructions on how to complete the different questionnaires was outlined for respondents to read. Permission was sought from the respondents to use their information in the research survey and it was stipulated that participation was voluntary. No identifying option was attached to the data fields and therefore once submitted, the tool was anonymous and this boosted confidentiality. Ensuring only the web administrator was able to access the data was a measure to improve the security of the data as well as promote non-maleficence in research. Closing the online portal for the questionnaire and expunging all traces of the data and questionnaire from the website served to uphold ethical considerations for online data collection procedures. The respondents were invited to complete the questionnaires as openly and honestly as possible and they were assured that the information they provided would be handled with the utmost privacy, anonymity and confidentiality by the researcher. No time limits were set for answering the questionnaires. The respondents could continue from where

they had stopped by simply logging into their account and completing the questionnaire before submitting. Respondents were assured that they reserved the right to withdraw from the survey at any time and for whatever reason by simply failing to complete the on-line questionnaire or failing to click the 'submit' button once they had finished responding to the items on the data collection tool. The procedure for the administration and scoring of the measuring instruments were strictly followed as explained in the instrumentation section.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The main purpose of this research was to investigate the relationship between existential fulfillment, work engagement and job burnout among Kenya universities professional counsellors as well as the contribution of existential fulfillment and work engagement to job burnout. This chapter presents the findings, results and discussions related to the objectives of the research. Data was collected using structured self-response questionnaires that comprised demographic characteristics and three psychometrically validated tools that included Existential Fulfillment Scale (EFS), Utrecht Work engagement Scale (UWES-17) and Maslach Job burnout Inventory (MBI-HSS). Data was analysed and presented using frequencies and percentages. The following were the objectives of the study:

- i. To establish the relationship between existential fulfillment and job burnout among Kenya universities professional counsellors
- ii. To find out the relationship between work engagement and job burnout among Kenya universities professional counsellors
- iii. To investigate the contribution of existential fulfillment and work engagement to job burnout among Kenya universities professional counsellors
- iv. To determine the influence of respondents' demographic characteristics (age, gender, experience, marital status, university category and level of education) on the main study variables (existential fulfillment, work engagement and job burnout).

4.2 The Demographic Characteristic of the Sample

The research targeted professional counsellors directly involved with student counselling in public and private universities in Kenya, including their university colleges (see Appendix E

for a list of accredited universities and university colleges in Kenya). The target and accessible population was 193 professional counsellors working at the university at the capacity of mental health providers. Since the study aimed to conduct a census, all registered counsellors were expected to respond to the data collection tool within a stipulated window period. Being an online survey, only fully filled questionnaire could be submitted and therefore, only completed questionnaires were available for data retrieval. By close of the response time, 180 questionnaires had been submitted, resulting in a response rate of 94%, which was considered very good for survey research not only according to Babbie (1995), van Horn and Green (2009), but also according to the findings of Asch and colleagues (1997). This section gives a summary of the distribution of the counsellors' demographic characteristics.

4.2.1 Distribution of Respondents by Age

Age was clustered into 8 categories each with an interval of 5 years ranging from 21 years and the final category covered 60 years and above. This was done in view that with self-response questionnaire; respondents feel more comfortable giving their age in terms of a range than stating the actual age in years. The responses are shown on Figure 4.1

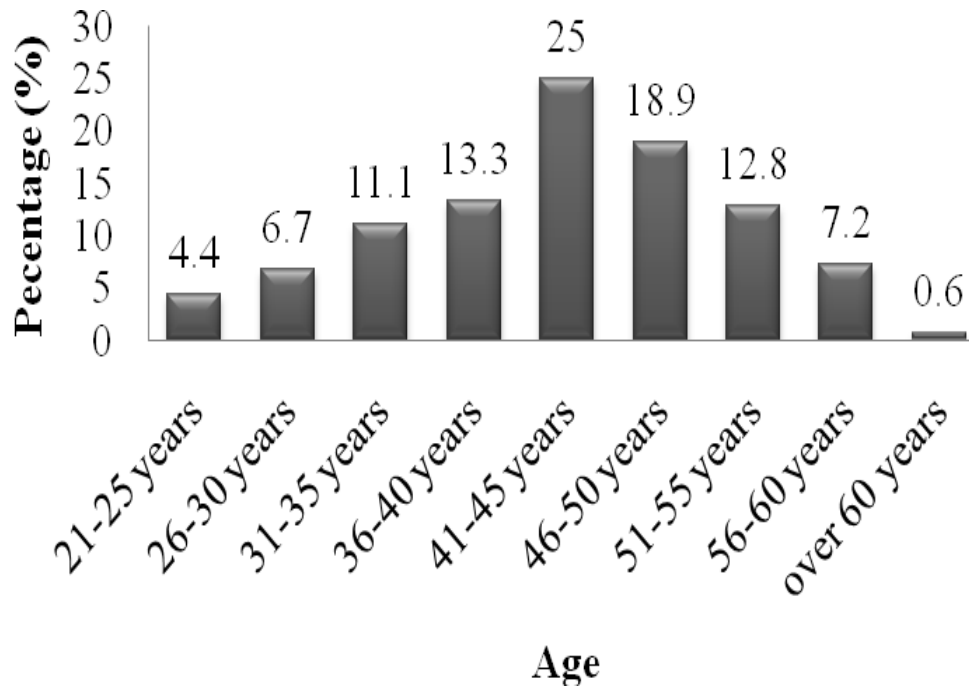


Figure 4.1: Distribution of Respondents by Age

Figure 4.1 indicates that all age categories were represented among university professional counsellors. The modal age group was 41 – 45 years who accounted for 25% of the sample followed by 46 – 50 years group who represented 18.9% of total sampled respondents. It was observed that 13.3% of the respondents were aged 36 – 40 years, 11.1% were aged 31 -35 years while 12.8% was accounted for by those aged 51 – 55 years. Respondents aged 26 – 30 accounted for 6.7% of total respondents, 7.2% were aged 56 – 60 years, 4.4% were aged 21 – 25 years and 0.6% were aged over 60 years.

4.2.2 Distribution of Respondents by Marital Status

Marital status was defined in 5 categories that included: single, married, separated, divorced, and widowed. Four of these categories were represented in the data collected and are presented in Figure 4.2.

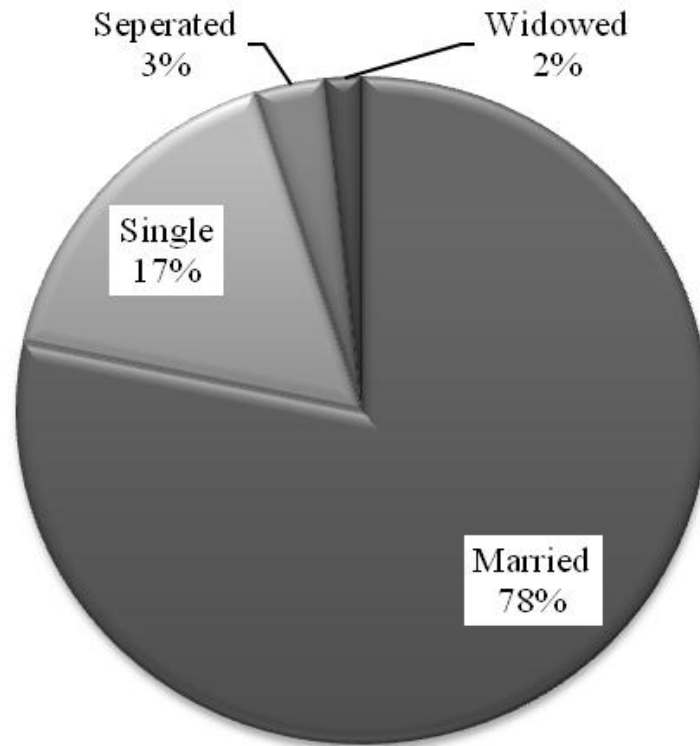


Figure 4.2: Distribution of Respondents by Marital Status

Figure 4.2 indicates that 78% of respondents were married, 17% single, 3% separated and 2% widowed. Therefore, majority of Kenya university professional counsellors were married.

4.2.3 Distribution of Respondents by Terms of Service

Professional counsellors are deployed in institutions of higher learning on diverse terms of service ranging from residential research to permanent employment. This study gathered data on terms of employment by restricting the terms to permanent, contract and other (which was taken to include short term consultancy and volunteer services). The research findings are presented on Figure 4.3.

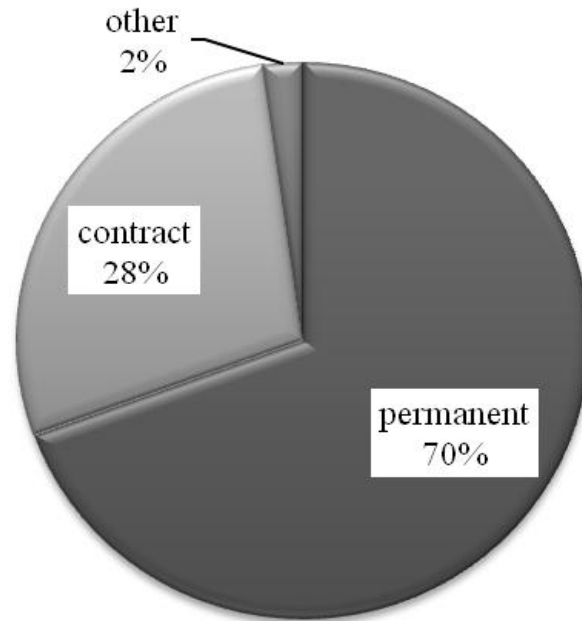


Figure 4.3: Distribution of Respondents according to their Terms of Service

As shown in Figure 4.3, 70% of respondents were employed on permanent basis, 28% were on contract and 2% were engaged on other terms which include consultancy basis and practicum attachment. Terms of service have implications for organisational commitment and loyalty which in turn influences the work engagement. A figure of 70% who are permanently engaged in their universities indicates a good prospect of external validity for the findings.

4.2.4 Distribution of Respondents by Academic Qualification

Academic qualifications were categorized from the lowest level of counsellor professional training to the highest. Thus the categories include Diploma, Higher Diploma, Bachelor, Masters and PhD. The distribution of the responses is presented in Figure 4.4.

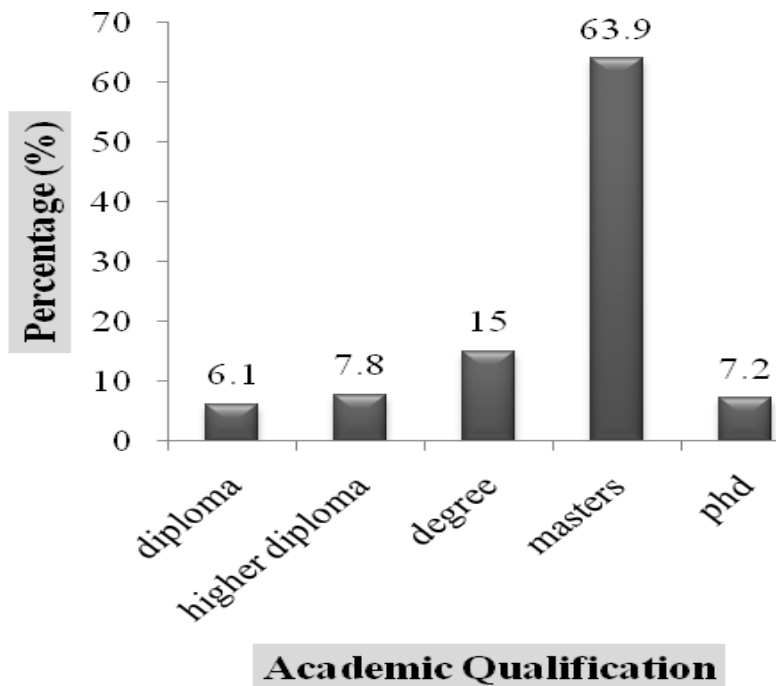


Figure 4.4: Distribution of Respondents according to their Highest Academic Qualification

University professional counsellors are highly educated as shown in Figure 4.4 which indicates that 63.9% have Master Degree and 15% possess a Bachelor’s degree in counselling psychology. It was also established that 7.2% of the respondents have Doctorate Degree. It has been observed that Kenyan institutions of higher learning prefer to employ professional counsellors who have a Master's degree because they would professionally qualified and competent in handling intellectuals. This study confirmed this assumption as indicated by 73.1% of professional counsellors in our universities have Master’s and PhD. The level of training has implications for competence and career actualisation; therefore the efficacy on the job. Efficacy is one of the dimensions of job burnout and therefore it can be inferred that level of training has implications for existential fulfillment, work engagement and job burnout

4.2.5 Distribution of Respondents by University Category

The types of institutions of higher learning were defined in terms of Public, Private Secular institutions, Private Faith-Based institutions and University Colleges. Considering that at the time of the study there was only one private institution with constituent colleges and in taking into account that at the time of the study there were no professional counsellors operating in them, university college category was collapsed into one general category. The responses are presented in Figure 4.5.

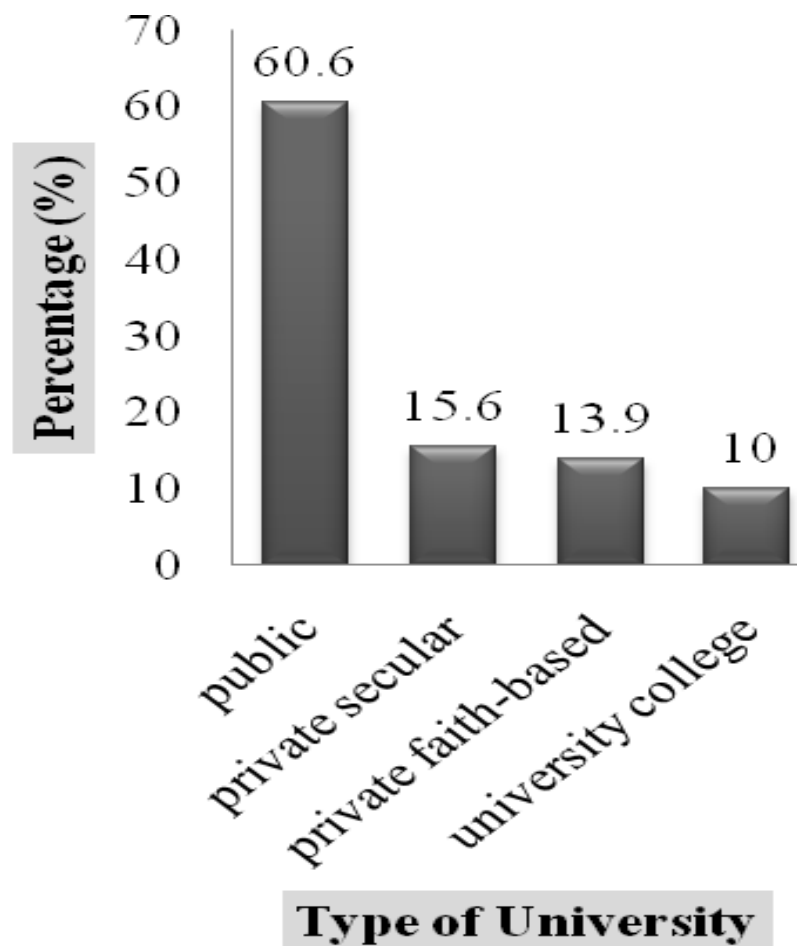


Figure 4.5: Distribution of Respondents according to their University Category

According to Figure 4.5, public universities accounted for 60.6% of respondents while university colleges accounted for 10%. Private universities accounted for 15.6% and 13.9% for secular-based and faith-based institutions respectively, giving a combined total of 39.5% of the total sample.

4.2.6 Distribution of Respondents by Work Duration

The study sought to find out how many years each counsellor had been in the current station at the time of data collection. These were grouped into categories of 0 – 5 years, 6 – 10 years, 11 – 15 years and over 15 years. The findings are reported in Figure 4.6.

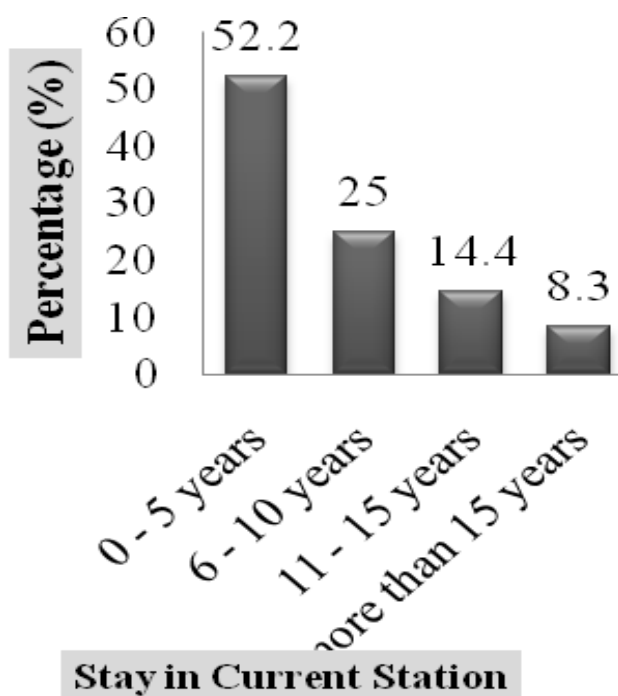


Figure 4.6: Distribution of Respondents According to their Work Duration

This study established that 52.2% of respondents had been working at their current station for a maximum of 5 years. Those who indicated they had worked in their station for 6 -10 years accounted for 25% and those who had been working in their university for more than 10

years by the time of study accounted for 11.4% (11 – 15 years) and 8.3% (more than 15 years) respectively. It was noted that as the years increased, the respondents decreased. This could be explained by the observation that when professional counsellors are employed in universities, they also enrol for the PhD studies to take advantage of the academic environment. Once they graduate, many of them prefer to adopt a career change and turn to teaching programmes, which offers better opportunities for career advancement.

4.3 Test the Normality of Distribution for the Research Data

Lee, Qian and Shao (2014) argue that normal distributions are of central importance in statistical inference and in numerous applications. This argument is reinforced by Rizal and Wah (2011) who affirm that the importance of normal distribution is undeniable in any research since it is an underlying assumption of many statistical procedures such as t-tests, linear regression analysis, discriminant analysis and Analyses of Variance (ANOVA). This implies that violation of the normality assumption compromises the reliability and validity of interpretation and inferences. It was on this basis that the study set out to establish the assumption for normality of distribution of collected data before proceeding with any relevant statistical procedures. This was done by generating a null hypothesis: H_0 : The research data collected followed a normal distribution curve. Data was subjected to the normal quantile-quantile plot (Q-Q plot), Shapiro-Wilk (SW) test and Kolmogorov-Smirnov (KS) test. The results are discussed in this section. The different tests were used in view of Field (2013) whose advice to researchers was to always plot the data as well and try to make an informed decision about the extent of non-normality based on converging evidence when reviewing statistical tests of normality.

4.3.1 Normal Q-Q Plot for Existential Fulfillment Scale Scores

The normal quantile-quantile plot (Q-Q plot) was generated for the Existential Fulfillment Scale scores and the results presented in Figure 4.7. This test was conducted in view of Razali and Wah (2011) assertion that the normal quantile-quantile plot (Q-Q plot) is the most commonly used and effective diagnostic tool for checking normality of the data.

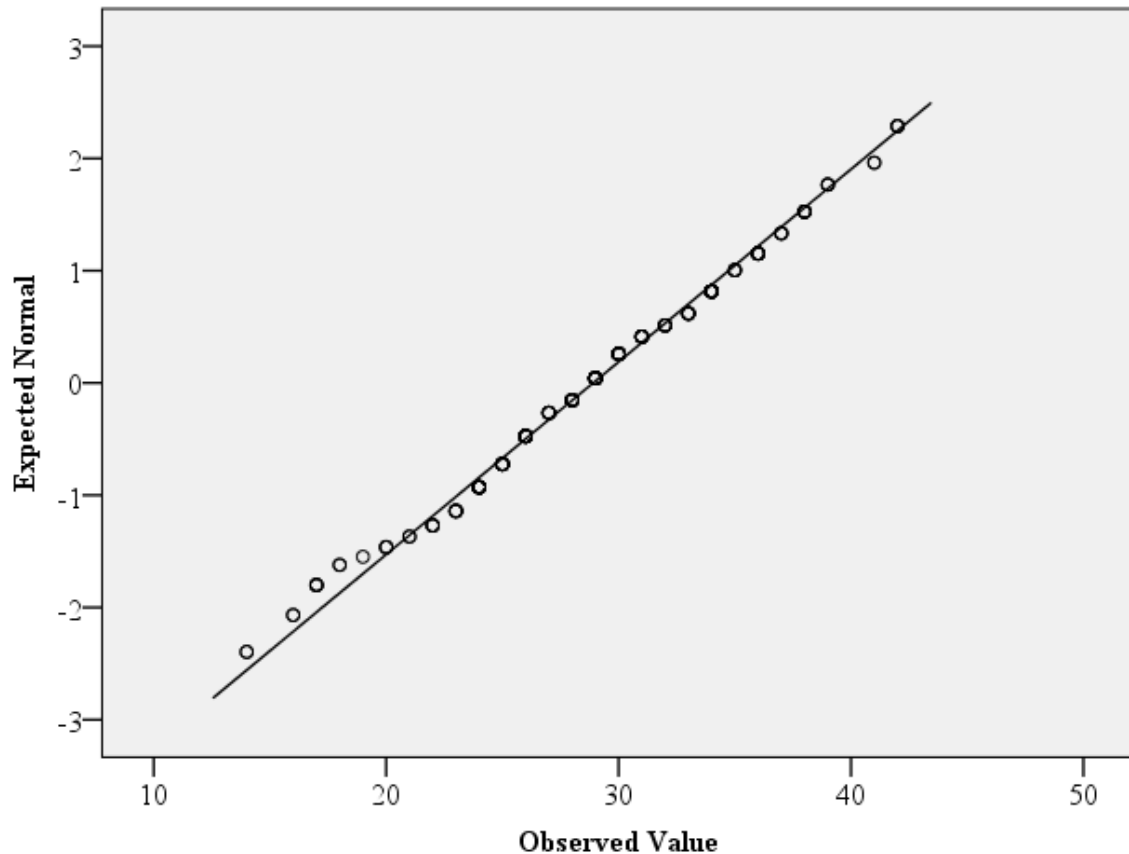


Figure 4.7: Normal Q-Q Plot for Existential Fulfillment Scale Scores

As indicated in Figure 4.7, indicates that the scores on the Existential Fulfillment Scale did not significantly deviate from the expected were nor normally distributed. This implies that any statistical measure for which the data was to subjected had to be non-parametric since parametric statistical operations assume that data comes from population parameters that present a normal distribution curve.

4.3.2 Normal Q-Q Plot for Utrecht Work Engagement Scale Scores

The normal quantile-quantile plot (Q-Q plot) was generated for the Utrecht Work Engagement Scale scores and the results presented in Figure 4.8.

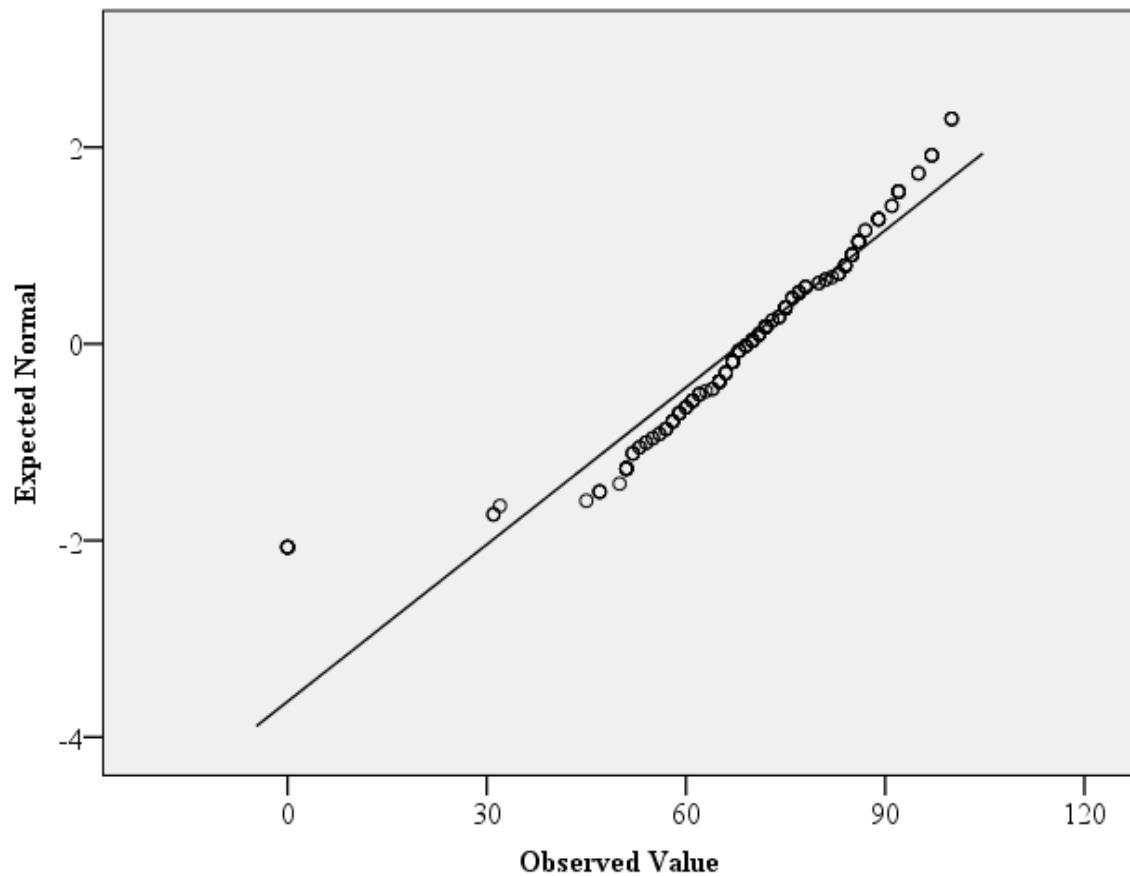


Figure 4.8: Normal Q-Q Plot of Work Engagement Scale Scores

Figure 4.8 indicates that the scores on the Utrecht Work Engagement Scale were not normally distributed. Just implied in Figure 4.7, the implication here was that only non-parametric measures could be used for data analysis to avoid making wrong statistical inferences.

4.4.3 Normal Q-Q Plot of Maslach Burnout Inventory Scores

The normal quantile-quantile plot (Q-Q plot) was generated for the Maslach Burnout Inventory Scores and the results presented in Figure 4.9.

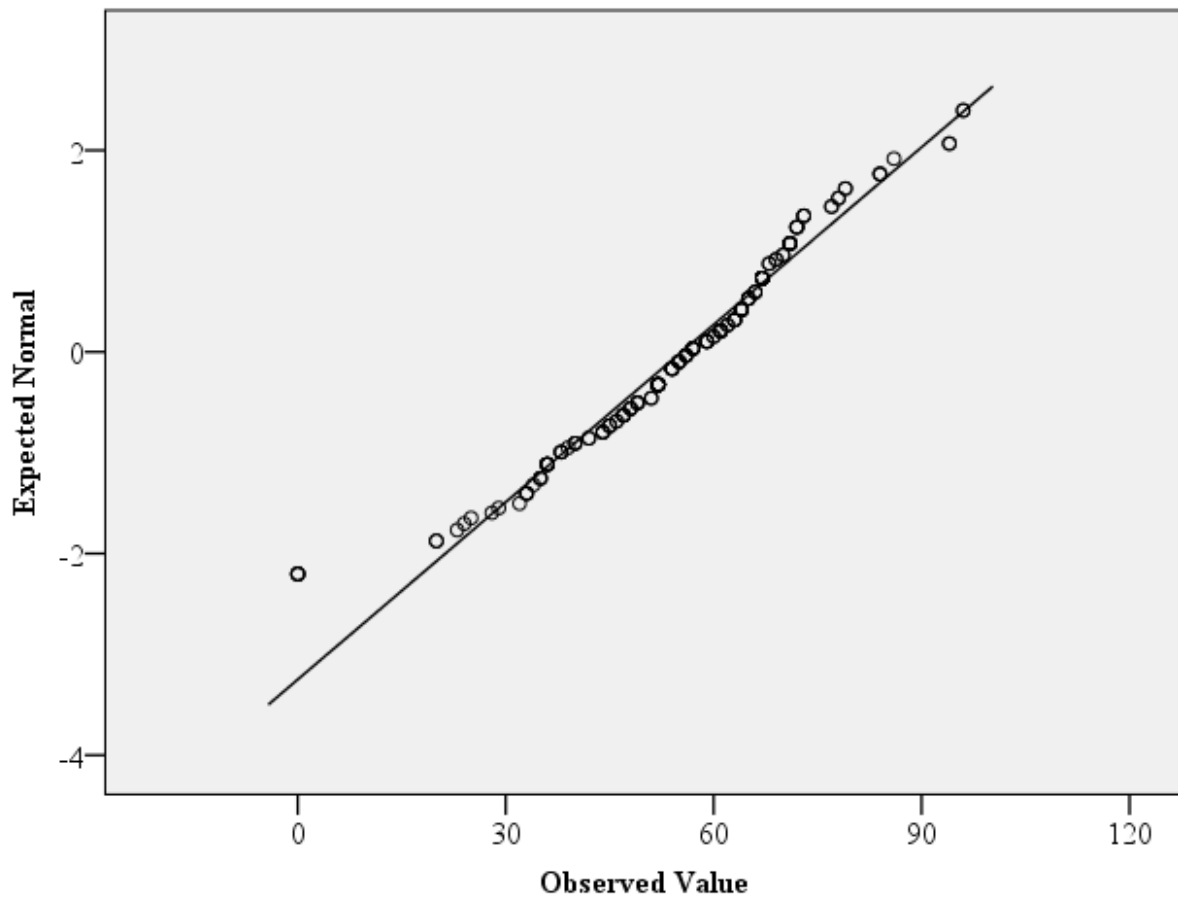


Figure 4.9: Normal Q-Q Plot of Maslach Burnout Inventory Scores

Figure 4.9 indicates that the scores on the Maslach Burnout Inventory Scores were not normally distributed. This implied that to avoid Type I or Type II in making statistical inferences based on the findings from this data, non-parametric statistics were to be used for analysis.

4.4.4 Lillifors (Kolmogorov-Smirnov) Test for Normality

Razali and Wah (2011) explain that the Kolmogorov-Smirnov test statistic is based on the largest vertical difference between hypothesised and empirical distribution. Similarly, the Lillifors Test is a modification of Kolmogorov-Smirnov test. The Kolmogorov-Smirnov test has been deemed appropriate in a situation where the parameters of the hypothesised distribution are completely known. However, sometimes it is difficult to initially or completely specify the parameters as the distribution is unknown. In this case, the parameters need to be estimated based on the sample data. In contrast with the Kolmogorov-Smirnov test, the parameters for Lillifors test are estimated based on the sample. Therefore, in this situation, the Lillifors test will be preferred over the Kolmogorov-Smirnov test (Oztuna, 2006). This test can be used on interval data and is easy to run in SPSS. A directional null hypothesis H_0 : positing that *the data collected came from a normally distributed population* was generated, with an alternative hypothesis H_1 : that posited *data came from a population that was not normally distributed*. Since the test is sensitive to the size of the sample (that is, with a large sample small deviations from normality could be reported as significant), the Q-Q plots were used to offer required visual inspection of data distribution. The result of Kolmogorov-Smirnov tests are presented on Table 4.1.

Table 4.1

Kolmogorov-Smirnov Test with Lillifors Significance Correction

Scale	Statistic	df	Sig.
Vigour	.108	180	.000
Dedication	.106	180	.000
Absorption	.075	180	.016
Emotional exhaustion	.081	180	.006
Professional Efficacy	.166	180	.000
Depersonalization	.123	180	.000
Self-acceptance	.131	180	.000
Self-actualization	.142	180	.000
Self-transcendence	.161	180	.000
Overall existential fulfillment	.069	180	.037
Overall work engagement	.102	180	.000
Overall job burnout	.094	180	.001

From the data presented in Table 4.1, the Kolmogorov-Smirnov test was significant for the distribution of data of all variables at $p < 0.05$. This implies that non-parametric tests had to be used for inferential statistical operations. These tests compare the set of scores in the sample to a normally distributed set of scores with the same mean and standard deviation (Field, 2003). If the test is non-significant ($p > 0.05$), it tells us that the distribution is normal. If however, the test is significant ($p < 0.05$) then the distribution on question is significantly different from a normal distribution and therefore it is non-normal.

4.4.5 Shapiro-Wilk's Test for Normality

In a review of over 30 formal statistical procedures proposed specifically for testing normality, Thode (2012) established that the Shapiro-Wilk test (SWT) for normality is the well-known benchmark of omnibus tests for univariate data, in terms of competitive power performance against a broad range of alternatives, a fact also attested to by Lee, Qian, and Shao (2014). Many extensions of the univariate SWT to multi-dimensions have been developed Thode (2012), and at least two R packages for testing multivariate normality have recently been made based on the SWT-based tests by Royston (Korkmaz, 2013) and (Villaseñor-Alva & González-Estrada, 2009; Gonzalez-Estrada & Villaseñor-Alva, 2013). The recently developed R-packages make the two SWT-based tests quite user-friendly thus have potential to be widely used by many practitioners in various fields of applications. That is why data was also subjected to the SWT as a confirmatory test for normality to establish if the Lillifors (Kolmogorov-Smirnov) test for a decision on the statistical tests.

Table 4.2

Shapiro-Wilk's Test for Normality of Data

Scale	Statistic	df	Sig.
Vigour	.906	180	.000
Dedication	.868	180	.000
Absorption	.947	180	.000
Emotional exhaustion	.982	180	.021
Professional efficacy	.878	180	.000
Depersonalization	.919	180	.000
Self-acceptance	.935	180	.000
Self-actualization	.947	180	.000
Self-transcendence	.891	180	.000
Overall existential fulfillment	.987	180	.111
Overall work engagement	.883	180	.000
Overall job burnout	.963	180	.000

From the data presented in Table 4.2, the Shapiro-Wilk test indicated that all dimensions of the research variables were significant at $p < 0.05$ except for overall existential fulfillment that was not significant ($p = 0.11 > 0.05$). This implies that non-parametric tests had to be used for inferential statistical operations. This was done in consideration that two of the main variables tested positive for non-normality on all tests and the fact that comparisons were to be done across the variables spectrum.

4.4 Establishing the Level Existential Fulfillment among Counsellors

The levels of existential fulfillment were calculated from the Existential Fulfillment Scale to establish the overall scores for the respondents. The respondents' demographic characteristics were also factored into these calculations to establish the variation of the levels of existential fulfillment according to the demographic variables and thus get the true picture of existential fulfillment among Kenya universities professional counsellors.

4.4.1 Respondents' Scores on the Existential Fulfillment Scale

Operationally, existential fulfillment was defined as a composite variable derived from the mean score of non-missing university counsellors response on 15 closed-ended question items on a 5-point Likert scale, namely: *Not at all relevant to me = 0; Somehow relevant to me = 1; Not sure = 2; Quite relevant to me = 3* and *Fully relevant to me = 4*. A mean prevalence index of ≤ 2 out of the possible 4 points was taken to constitute low level, a mean index greater than 2 and less than 3 comprised moderate level while high existential fulfillment was derived from a mean index of more than 3. Table 4.21 presents the summary of responses of 15 items measuring existential fulfillment among Kenya universities professional counsellors.

Table 4.2

Means and Standard Deviations of Counsellors' Responses on EFS

Existential Fulfillment Scale (EFS)	Mean	S.D
I often feel uncertain about the impression I make on other people	1.51	1.45
I'll remain motivated to carry on even in times of bad luck	3.1	1.05
I do a lot of things that I would actually rather not do	1.38	1.27
I feel incorporated in a larger meaningful entity	2.76	1.13
Deep inside I feel free	3.09	0.95
I think I am part of a meaningful entity	3.43	0.76
Even in busy times I experience feelings of inner calmness	2.85	1.07
I often feel I have to prove myself	1.87	1.44
It is my opinion that my life is meaningful	3.6	0.77
I have experienced that there is more in life than I can perceive with my senses	3.44	0.88
I find it very hard to accept myself	0.76	1.3
I often do things because I have to, not because I really want to do them	1.15	1.32
I think my life has such a deep meaning that it surpasses my personal interests	3.07	1.14
I completely approve of the things that I do	3.09	0.85
My ideals inspire me	3.47	0.76
Mean index	2.57	1.08

It was observed from Table 4.21 that the mean index for responses on the EFS was 2.57 with a standard deviation of 1.08. This was taken to imply that university professional counsellors have a moderate level of existential fulfillment in life.

4.4.2 Distribution of Respondents According to Existential Fulfillment Levels

To establish the overall distribution of the levels of existential fulfillment among respondents, a composite variable based on the total scores of non-missing university counsellors' response on 15 closed-ended question items on a 5-point Likert scale, namely: *Not at all relevant to me* = 0 to *Fully Relevant to me* = 4. The highest score that a respondent could register on the UWES was 60 points. The transition points for low, moderate and high levels of Work engagement were $\sum_{score} \leq 20$, $\sum_{score} > 20 \leq 40$ and $\sum_{score} > 40$ respectively. The results are presented on Figure 4.9.

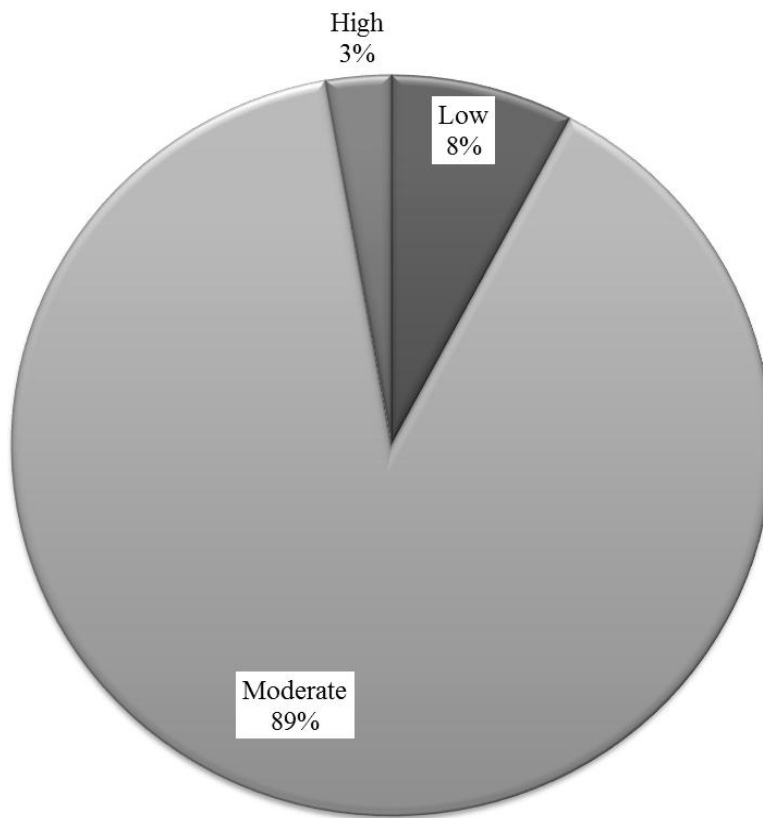


Figure 4.10: Distribution of Respondents According to Level of Existential Fulfillment

As observed in Figure 4.9, a mean of 89% of respondents scored between 20 and 40 to show that majority of university professional counsellors were moderate on the Existential Fulfillment Scale.

4.5 Establishing the Levels of Work Engagement Scale

The levels of work engagement were calculated from the Utrecht Work Engagement Scale to establish the overall scores for the respondents. Respondents' demographic characteristics were also factored into these calculations to establish the variation of the levels of work engagement according to the demographic variables and thus get the true picture of work engagement among university professional counsellors.

4.5.1 Respondent's Scores on the Work Engagement Scale

Work engagement was worked out as a composite variable derived from the mean score of non-missing university counsellors response on 17 closed-ended question items on a 7-point Likert scale, namely: *Never* = 0; *Almost never* (A few times a year or less) = 1; *Rarely* (Once a month or less) = 2; *Sometimes* (A few times a month) = 3, *Often* (Once a week) = 4, *Very often* (A few times a week) = 5 and *Always* (Every day) = 6. A mean prevalence index of ≤ 2 out of the possible 6 points was taken to constitute low level, a mean index greater than 2 and less than 4 comprised moderate level while high work engagement was derived from a mean index of more than 4. Table 4.3 presents the summary of responses of 17 items measuring work engagement among Kenya university professional counsellors.

Table 4.3

Means and Standard Deviations of Counsellors' Responses on UWES-17

Utrecht Work Engagement Scale (UWES-17)	Mean	Std. Deviation
At my work, I feel bursting with energy	4.14	1.43
I find the work that I do full of meaning and purpose	5.02	1.08
Time flies when I'm working	4.32	1.54
At my job, I feel strong and vigorous	4.58	1.24
I am enthusiastic about my job	4.79	1.31
When I am working, I forget everything else around me	3.66	1.5
My job inspires me	4.93	1.1
When I get up in the morning, I feel like going to work	4.63	1.31
I feel happy when I am working intensely	4.63	1.4
I am proud on the work that I do	4.88	1.44
I am immersed in my work	4.36	1.36
I can continue working for very long periods at a time	4.18	1.43
To me, my job is challenging	3.92	1.56
I get carried away when I'm working	3.57	1.7
At my job, I am very resilient, mentally	3.75	1.65
It is difficult to detach myself from my job	2.97	1.88
At my work I always persevere, even when things do not go well	3.5	2.0
Mean Index	4.23	1.48

Table 4.3 indicates that the mean index for the responses on Work Engagement Scale was 4.23 with a standard deviation of 1.48. This was above the transition point of ≥ 4 , which

indicates that Kenya universities professional counsellors are highly engaged in their counselling work.

4.5.2 Distribution of Respondent's according to Work Engagement Levels

Respondents' work engagement levels were calculated as a composite variable derived from the total scores of non-missing university counsellors response on 17 closed-ended question items on a 7-point Likert scale, namely: *Never* = 0; *Almost never* (A few times a year or less) = 1; *Rarely* (Once a month or less) = 2; *Sometimes* (A few times a month) = 3, *Often* (Once a week) = 4, *Very often* (A few times a week) = 5 and *Always* (Every day) = 6. The highest score that a respondent could register on the UWES was 102 points. The transition points for low, moderate and high levels of work engagement were $\sum_{score} \leq 34$, $\sum_{score} > 34 \leq 68$ and $\sum_{score} > 68$ respectively. The results are presented on Figure 4.11.

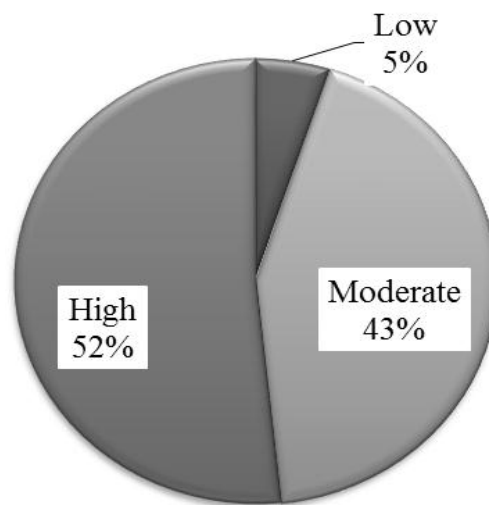


Figure 4.11: Distribution of Respondents according to Levels of Work Engagement

Figure 4.11 indicates that 52% of the respondents were highly engaged, 43% were observed to be moderately engaged and 5% registered low work engagement. This corresponds with the findings in Table 4.2 where it was observed that an overall work engagement level for university professional counsellors was high. However, it was noted that the difference

between respondents who were highly engaged and respondents who were moderately engaged was only 9% which could imply that work engagement levels are on borderline moderate.

These findings contradict the Gallup (2013) global survey that established that only 13.6% of employees worldwide are engaged. It also did not conform to the Aon-Hewitt (2014) study that found that 22% of workers globally were highly engaged and 39% moderately engaged. However, considering the considering the scope and sample size of the global studies, the differences in work engagement levels could be explained on grounds of differences in population parameters.

4.6 Distribution of Respondents' Scores on Maslach Job Burnout Inventory

The levels of Job burnout were calculated from the Maslach Burnout Inventory to establish the overall scores for the respondents. Respondents' demographic characteristics were also factored into these calculations to establish the variation of the levels of job burnout according to the demographic variables and thus get the true picture of job burnout among university professional counsellors.

4.6.1 Respondents' Scores on Maslach Burnout Inventory (MBI – HSS)

Job burnout was worked out as a composite variable derived from the mean score of non-missing university counsellors response on 22 closed-ended question items on a 7-point Likert scale, namely: *Never* = 0; *Almost never* (A few times a year or less) = 1; *Rarely* (Once a month or less) = 2; *Sometimes* (A few times a month) = 3, *Often* (Once a week) = 4, *Very often* (A few times a week) = 5 and *Always* (Every day) = 6. A mean prevalence index of ≤ 2 out of the possible 6 points was taken to constitute low level, a mean index greater than 2 and less than 4 comprised borderline level while high Job burnout level was derived from a mean

index of more than 4. Table 4.4 presents the summary of responses of 22 items measuring job burnout levels among Kenya universities professional counsellors.

Table 4.4

Means and Standard Deviations of Counsellors' Responses on MBI-HSS

Maslach Job Burnout Inventory (MBI-HSS)	Mean	SD
I feel emotionally drained from my work	3.51	1.62
I feel used up at the end of the workday	3.11	1.7
I feel fatigued when I wake up in the morning and have to face another day on job	2.85	1.84
Working with people all day is really a strain for me	2.13	1.7
I feel burnt out from my work	2.95	1.57
I feel frustrated by my job	2.28	1.77
I feel I am working too hard on my job	2.58	1.59
Working with people directly puts too much stress on me	1.91	1.54
I feel like I am at the end of my rope	1.09	1.42
I can easily understand how my clients feel about things	2.76	2.07
I deal very effectively with the problems of my clients	2.38	1.95
I feel I am positively influencing other people's lives through my work	2.37	2.27
I feel very energetic	2.42	1.94
I can easily create a relaxed atmosphere with my clients	2.18	2.08
I feel exhilarated after working closely with my clients	2.96	1.97
I have accomplished many worthwhile things in this job	2.25	2.1
In my work I deal with many emotional problems very calmly	2.56	2.06
I feel I treat some of the clients as if they were impersonal 'objects'	0.98	1.43
I have become more callous towards people since I took this job	1.82	2.03
I worry that this job is hardening me emotionally	1.76	1.76
I don't really care what happens to clients	0.67	1.36
I feel clients blame me for some of their problems	0.9	1.19
Mean Index (n = 180)	2.2	1.77

The study established that the mean index of the counsellor responses on the MBI-HSS was 2.2 with a standard deviation of 1.77. This slightly above the transition point of ≥ 2 , which falls under the borderline range and it was, therefore concluded that university professional counsellors in Kenya were at risk of job burnout.

4.6.2 Distribution of Respondents according to Job Burnout Levels

Respondents' Job burnout levels were calculated as a composite variable derived from the total scores of non-missing university counsellors response on 22 closed-ended question items on a 7-point Likert scale, namely: *Never* = 0; *Almost never* (A few times a year or less) = 1; *Rarely* (Once a month or less) = 2; *Sometimes* (A few times a month) = 3, *Often* (Once a week) = 4, *Very often* (A few times a week) = 5 and *Always* (Every day) = 6. The highest score that a respondent could register on the MBI was 132 points. The transition points for low, moderate and high levels of work engagement were $\sum_{\text{score} \leq 44}$, $\sum_{\text{score} > 44 \leq 88}$ and $\sum_{\text{score} > 88}$ respectively. The results are presented on Figure 4.8.

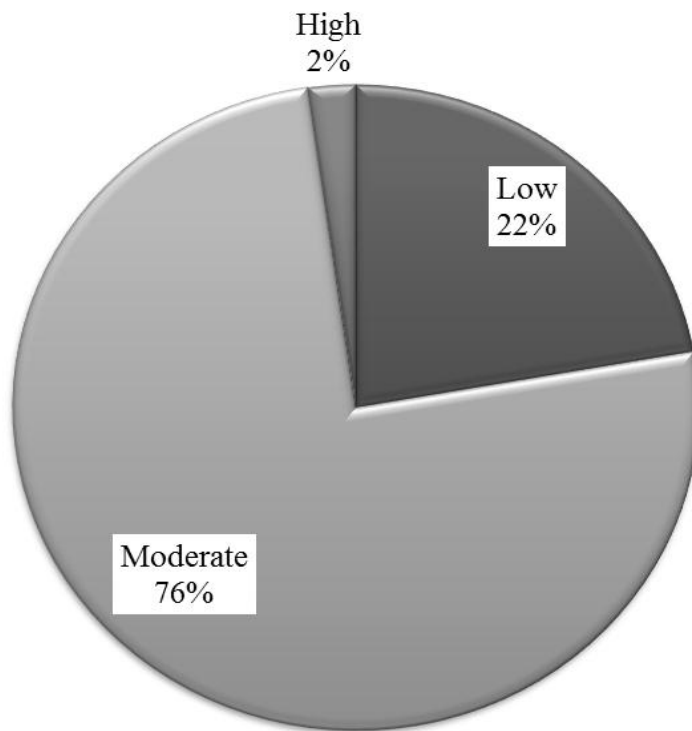


Figure 4.12: Distribution of Respondents according to Level of Job Burnout

Figure 4.12 indicates that 2% of the respondents were found have high levels of job burnout, 76% were observed to present moderate job burnout and 22% registered low job burnout. This corresponds with the findings in Table 4.17 where it was observed that overall job burnout level for university professional counsellors was moderate. However, contrary to expectation of the study, there 22% was a low percentage of professional counsellors who had low job burnout levels.

4.7 The Relationship between Existential Fulfillment and Job Burnout

The first objective in this study sought to determine the relationship between existential fulfillment and job burnout among Kenya universities professional counsellors. The objective was achieved by formulating a null hypothesis H_0 1: stating that at 0.05 significance level

there is no statistically significant relationship between existential fulfillment and job burnout among Kenya universities professional counsellors. This hypothesis was subdivided along the lines of the three dimensions of existential fulfillment (Self-acceptance; self-actualisation and self-transcendence) as well as components of job burnout (emotional exhaustion; depersonalization and reduced professional efficacy).

4.7.1 Correlations between Existential Fulfillment and Job Burnout Dimensions

To achieve H_01 : *There is no statistically significant relationship between existential fulfillment and job burnout among Kenya universities professional counsellors* the research posited several hypotheses to test for the relationship between the related variables. Spearman's rho Correlation Coefficients were calculated and a correlation matrix generated to show how the variables and their components correlate. The findings are presented in Table 4.5.

Table 4.5

Correlation Coefficient between Existential Fulfillment and Job Burnout Dimensions

		1	2	3	4	5	6	7
1. Self-acceptance	Correlation Coefficient							
	Sig. (2-tailed)							
2. Self-actualisation	Correlation Coefficient	-.035						
	Sig. (2-tailed)	.646						
3. Self-transcendence	Correlation Coefficient	-.068	.449**					
	Sig. (2-tailed)	.364	.000					
4. Overall existential fulfillment	Correlation Coefficient	.208**	.454**	.450**				
	Sig. (2-tailed)	.005	.000	.000				
5. Emotional exhaustion	Correlation Coefficient	-.244**	-.037	-.055	-.132			
	Sig. (2-tailed)	.001	.625	.467	.077			
6. Reduced professional efficacy	Correlation Coefficient	-.016	-.045	-.159*	-.234**	-.203**		
	Sig. (2-tailed)	.831	.545	.033	.002	.006		
7. Depersonalisation	Correlation Coefficient	-.146	-.140	-.281**	.021	.133	.048	
	Sig. (2-tailed)	.051	.061	.000	.779	.076	.519	
8. Overall job burnout	Correlation Coefficient	-.039	-.103	-.038	-.084	.207**	.567**	.165*
	Sig. (2-tailed)	.601	.169	.610	.263	.005	.000	.027

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

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

The research generated a null hypothesis H_{01a_i} : which posited that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension self-acceptance and the job burnout dimension emotional exhaustion*. A Spearman's Rank Order correlation coefficient was calculated to test this hypothesis. It was observed that the weak negative correlation coefficient of 0.244 with a 2-tailed significance of 0.00 which was less

than the 0.05 and therefore statistically significant. Accordingly, the null hypothesis was rejected and the alternative hypothesis H_{11a_i} which posited that at 0.05 significance level, *there is a statistically significant relationship between existential fulfillment dimension self-acceptance and the job burnout dimension emotional exhaustion* was adopted. It was concluded that higher existential fulfillment dimension of self-acceptance predicted lower job burnout dimension of emotional exhaustion among Kenya universities professional counsellors. These findings support Loonstra, Brouwers and Tomic (2009) research findings that established that there was a significant negative relationship between self-acceptance and emotional exhaustion.

The second null hypothesis $H_{01a_{ii}}$: which posited that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension of self-acceptance and the job burnout dimension of depersonalization*. The observed correlation coefficient of 0.146 ($p=0.05 \leq 0.05$) showed that the observed p-value lay at the threshold and therefore statistically significant. This led to the decision to reject the null hypothesis and adopt the alternative hypothesis $H_{11a_{ii}}$: which posited that at 0.05 significance level, *there is a statistically significant relationship between existential fulfillment dimension self-acceptance and the job burnout dimension of depersonalisation*. It was inferred that higher levels of existential fulfillment dimension of self-acceptance predicted higher levels of depersonalisation among Kenya university professional counsellors. These observations also contradicted the findings of a study by Loonstra, Brouwers and Tomic (2009) where the observed relationship studied showed a significant negative correlation. However, both studies established that the correlation was significant.

The third null hypothesis $H_{01a_{iii}}$: posited that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension self-acceptance and the job burnout dimension of reduced professional efficacy*. An observed weak negative

correlation coefficient of $-0.016(p=0.83>0.05)$ had an observed p -value greater than the critical α -value of 0.05 and therefore not statistically significant. The null hypothesis was not rejected and it was inferred that self-acceptance could not be used to predict reduced professional efficacy among Kenya universities professional counsellors. However, considering that the job burnout dimension was presented as reverse scores to mean reduced professional efficacy, it was inferred that the correlation with reduced efficacy for this study was positive. The magnitude of correlation in this study was in agreement with the findings of the study by Loonstra, Brouwers and Tomic (2009). However, whereas this study presented non-significant relationship, the study by Loonstra and colleagues established significant correlations.

Lastly, a null hypothesis H_{01aiv} : posited that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension self-acceptance and overall job burnout*. The statistical test yielded a spearman's rank order correlation coefficient of $-0.039(p=0.6>0.05)$ whose observed p -value was greater than 0.05 and therefore not statistically significant. This led to decision not to reject the null hypothesis. It was inferred that the negative correlation coefficient indicated that higher self-acceptance levels did not significantly predict higher job burnout levels among Kenya universities professional counsellors.

The second level of hypotheses included the existential fulfillment dimension self-actualisation and the job burnout components of emotional exhaustion; depersonalization and reduced professional efficacy. The first null hypothesis H_{01bi} : posited that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension self-actualization and the job burnout dimension of emotional exhaustion*. The statistical test yielded a weak negative correlation coefficient of -0.037 with a 2-tailed significance value of 0.63 which was greater than the 0.05 and therefore not

statistically significant. The null hypothesis was therefore not rejected and it was concluded that the existential fulfillment dimension self-actualisation could not be used to predict emotional exhaustion among Kenya universities professional counsellors. These findings support the findings of a study by Loonstra and others (2009) study where the correlation between self-actualisation and emotional exhaustion was negative. However, whereas the study by Loonstra and colleagues yielded significant relationships the correlations in this study was not statistically significant.

The second null hypothesis $H_{01b_{ii}}$: posited that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension self-actualization and the job burnout dimension of depersonalisation*. The statistical test yielded a weak negative correlation coefficient of $-0.14(p=0.06>0.05)$ that was not statistically significant. The null hypothesis was therefore not rejected and it was inferred that the existential fulfillment dimension self-actualisation could not be used to predict depersonalisation among Kenya universities professional counsellors. These findings contradicted observation of the study by Loonstra and others (2009) where self-actualisation was found to be significantly negatively related to depersonalisation.

The third null hypothesis $h_{01b_{iii}}$: posited that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension self-actualization and the job burnout dimension of reduced professional efficacy*. A weak negative correlation coefficient of $-0.045(p=0.55>0.05)$ which was not statistically significant. The null hypothesis was therefore not rejected and it was concluded that the existential fulfillment dimension self-actualisation could not be used to significantly predict reduced professional efficacy among Kenya universities professional counsellors. These findings seem to contradict the observations in the study by with Loonstra and colleagues

(2009) study where self-actualisation was observed to be significantly correlated to efficacy, but both studies established the two dimensions were positively related.

H_{01b_{iv}}: posited that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension self-actualization and overall job burnout.* Statistical test yielded a weak negative correlation coefficient of $-0.103(p=0.17>0.05)$ which was not statistically significant. The null hypothesis was therefore not rejected and a conclusion was made that the existential fulfillment dimension self-actualisation could not be used to predict overall job burnout among Kenya universities professional counsellors.

At the third level, null hypotheses were generated with regard to the existential fulfillment dimension self-transcendence and the three job burnout dimensions (emotional exhaustion, depersonalisation and reduced professional efficacy) as well as overall job burnout. H_{01c}: posited that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension self-transcendence and the job burnout dimension of emotional exhaustion.* A weak negative correlation coefficient of $-0.055(p=0.47>0.05)$ was observed. The null hypothesis was not rejected because the correlation coefficient was not statistically significant. It was inferred that the existential fulfillment dimension self-transcendence could not be used to predict reduced emotional exhaustion among Kenya universities professional counsellors. Loonstra, Brouwers and Tomic (2009) conducted a study that established that self-transcendence was not statistically significantly correlated with emotional exhaustion, which is the case in this study.

H_{01b_{ii}}: posited that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension self-actualization and the job burnout dimension of depersonalisation.* Statistical tests yielded a weak negative correlation coefficient of $-0.281(p=0.00<0.05)$. The correlation was significant and therefore the null hypothesis was

rejected and the alternative hypothesis $H_{1c_{ii}}$: posited that at 0.05 significance level, *there is a statistically significant relationship between existential fulfillment dimension self-transcendence and the job burnout dimension of depersonalisation*. It was inferred that higher levels of existential fulfillment dimension self-transcendence predicted lower levels of job burnout dimension of depersonalisation among professional counsellors in Kenyan universities. These findings agreed with the study by Loonstra and others (2009) where the correlation between self-transcendence and depersonalisation was significant and negative.

$H_{0c_{iii}}$: posited that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension self-transcendence and the job burnout dimension of reduced professional efficacy*. the statistical test yielded a weak negative correlation coefficient of $-0.159(p=0.03<0.05)$ that indicated the correlation was statistically significant and therefore the null hypothesis was rejected and the alternative hypothesis $H_{1c_{iii}}$: posited that at 0.05 significance level, *there is a statistically significant relationship between existential fulfillment dimension self-transcendence and the job burnout dimension of reduced professional efficacy* was posited. It was inferred that the higher existential fulfillment dimension self-transcendence statistically predicted higher levels of job burnout dimension of reduced professional efficacy. This implied that since this dimension job burnout is reverse scored so that it is designated professional inefficacy, it was adduced that higher levels of self-transcendence led to lower levels of inefficacy among Kenya universities professional counsellors. The findings also agreed with the study by Loonstra and others (2009) where the correlation between self-transcendence and efficacy was significant and positive.

$H_{0c_{iv}}$: posited that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension self-transcendence and overall job burnout*. It was observed that there was a weak negative correlation coefficient of $-0.038(p=0.61>0.05)$ which was not statistically significant and the null hypothesis was therefore not rejected. It

was inferred that higher levels of the existential fulfillment dimension self-transcendence did not statistically predict lower levels of overall job burnout among Kenya universities professional counsellors.

At the fourth level, null hypotheses were generated with regard to the overall existential fulfillment and the three job burnout dimensions (emotional exhaustion, depersonalisation and reduced professional efficacy) as well as overall job burnout. H_{01d_i} : posited that at 0.05 significance level, *there is no statistically significant relationship between overall existential fulfillment and the job burnout dimension of emotional exhaustion*. A Spearman's rank order correlation coefficient was conducted to test this hypothesis. It was observed that the weak negative correlation coefficient of $-0.132(p=0.08>0.05)$ that was not statistically significant. Accordingly, the hypothesis was not rejected and it was inferred that high levels of existential fulfillment did not statistically predict high levels of emotional exhaustion among Kenya universities professional counsellors.

$H_{01d_{ii}}$: posited that at 0.05 significance level, *there is no statistically significant relationship between overall existential fulfillment and the job burnout dimension of depersonalization*. The observed weak negative correlation coefficient of $-0.021(p=0.78>0.05)$ which was not statistically significant and led to the decision not to reject the null hypothesis. It was inferred that overall existential fulfillment could not be used to statistically predict higher levels of depersonalisation among Kenya universities professional counsellors.

$H_{01d_{iii}}$: posited that at 0.05 significance level, *there is no statistically significant relationship between overall existential fulfillment and the job burnout dimension of reduced professional efficacy*. An observed weak negative correlation coefficient of $-0.234(p=0.00<0.05)$ that was statistically significant ensured that the null hypothesis was rejected. The alternative hypothesis $H_{11d_{iii}}$: which posited that at 0.05 significance level, *there is a statistically*

significant relationship between overall existential fulfillment and the job burnout dimension of reduced professional efficacy was adopted. Inferentially, high rates of overall existential fulfillment statistically predicted high levels of professional efficacy among Kenya universities professional counsellors. This implies that when professional counsellors are existentially fulfilled, there would fewer cases presenting professional inefficacy and therefore productivity would be significantly enhanced.

H_{01d_{iv}}: posited that at 0.05 significance level, *there is no statistically significant relationship between overall existential fulfillment and overall job burnout*. The statistical test yielded a Spearman's Rank Order correlation coefficient of $-0.084(p=0.26>0.05)$ which was not statistically significant led to decision not to reject the null hypothesis. It was inferred that the positive correlation coefficient indicated that higher existential fulfillment levels did not statistically predict higher job burnout levels. This was contrary to the expectations of the study. It was expected that the correlation would be negative and significant as established in other studies by Tomic and Tomic (2011); Tomic and Tomic (2008); Tomic, Evers and Brouwers (2004). The difference in the findings could be explained on the account of the observed moderate levels of existential fulfillment (Table 4.2) which corresponded with moderate levels of job burnout (Table 4.4). Although job burnout scores indicated that Kenya universities professional counsellors were moderately burnt out, it was expected that the higher mean index of existential fulfillment would negatively correlate with lower mean on job burnout.

As observed in the correlation matrix, the existential fulfillment dimension of self-actualisation and self-transcendence were negatively correlated with self-acceptance and positively related to each other. All existential fulfillment dimensions in this research were positively correlated to overall existential fulfillment. Similarly, it was observed that all job burnout dimensions were positively interrelated as well as with overall job burnout. These

findings agree with observations in the study by Loonstra and Brouwers (2009) that established that self-acceptance was negatively correlated to self-transcendence but significantly and positively related to self-actualisation. The same study established that all existential fulfillment dimensions were positively correlated to overall existential fulfillment.

In their research on the relationship between existential fulfillment and job burnout (the opposite of work engagement) Hunnibell (2006) and Hunnibell and others (2008) found a significant negative correlation between self-transcendence and all three dimensions of job burnout. Längle and colleagues (2003) also viewed job burnout as a special vacuum or as deficit of existential fulfillment, which entails loss of interest, a lack of initiative and emotional exhaustion.

4.7.2 The Relationship between Existential Fulfillment and Job Burnout

To examine the relationship between existential fulfillment and job burnout, non-parametric test which included chi-square, Friedman and Kendall's coefficient of concordance tests were carried out for the two variables as confirmatory test for the significance of relationship. All tests were very significant for and it was therefore concluded that the two variables were diametrically opposed and that higher existential fulfillment scores predicted lower job burnout levels.

4.8 The Relationship between Work Engagement and Job Burnout

The second objective in this study was to find out the relationship between work engagement and job burnout among Kenya universities professional counsellors. To achieve this objective, the researcher formulated a null hypothesis H_02 which stated that at 0.05 significance level, *there is no statistically significant relationship between work engagement and job burnout among Kenya universities professional counsellors.*

Since Schaufeli and others (2001) view work engagement was viewed as the positive antipode of job burnout, it was expected that all work engagement and job burnout dimensions were negatively correlated with professional efficacy reverse coded to produce the variable dubbed reduced professional efficacy. Negative correlations were particularly expected between emotional exhaustion and vigour as well as between depersonalization and dedication since they present of the activation and identification dimensions of the job wellness continuum respectively.

4.8.1 The Correlations between Work Engagement and Job Burnout

To achieve H₀₂: which posited that at 0.05 significance level, *there is no statistically significant relationship between work engagement and job burnout among Kenya universities professional counsellors*, the research posited a series of null hypotheses to test for the relationship between the variables. Spearman's rho correlation coefficients were calculated and a correlation matrix generated to show how the variables and their components correlate. The findings are presented in Table 4.6.

Table 4.6

Correlation Coefficient between Work Engagement and Job Burnout Dimensions

		1	2	3	4	5	6	7
1. Vigour	Correlation Coefficient							
	Sig. (2-tailed)							
2. Dedication	Correlation Coefficient	.644**						
	Sig. (2-tailed)	.000						
3. Absorption	Correlation Coefficient	.690**	.649**					
	Sig. (2-tailed)	.000	.000					
4. Overall work engagement	Correlation Coefficient	.881**	.840**	.899**				
	Sig. (2-tailed)	.000	.000	.000				
5. Emotional exhaustion	Correlation Coefficient	-.224**	-.207**	-.145*	-.083			
	Sig. (2-tailed)	.002	.005	.05	.266			
6. Reduced professional Efficacy	Correlation Coefficient	-.473**	-.251**	-.168*	-.327**	-.288**		
	Sig. (2-tailed)	.000	.001	.024	.000	.000		
7. Depersonalization	Correlation Coefficient	-.146*	-.137	-.125	-.154*	.134	.181*	
	Sig. (2-tailed)	.05	.068	.095	.039	.073	.015	
8. Overall job burnout	Correlation Coefficient	-.197**	-.018	-.135	-.129	.326**	.658**	.606**
	Sig. (2-tailed)	.008	.816	.071	.085	.000	.000	.000

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

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

The first level of analyses for correlations between work engagement and job burnout dimensions were based on four hypotheses. H_{02a_i}: posited that at 0.05 significance level, *there is no statistically significant relationship between work engagement dimension vigour and job burnout dimension emotional exhaustion*. A Spearman's Rank Order correlation coefficient was conducted to test this hypothesis. It was observed that there was a weak

negative correlation coefficient of $-0.224(p=0.00<0.05)$ which was statistically significant. Accordingly, the null hypothesis was rejected and the alternative hypothesis H_{12a_i} : which posited that at 0.05 significance level, *there is a statistically significant relationship between work engagement dimension vigour and job burnout dimension emotional exhaustion* was adopted. It was inferred that higher levels of work engagement dimension vigour predicted lower levels of job burnout dimension emotional exhaustion among Kenya universities professional counsellors. This observation confirms the findings of the study by Schaufeli and Bakker (2001) where it was established that the work engagement dimension (vigour) was characterised by high levels of energy, resilience and mental flexibility while working. It was assumed that this translates to the willingness to invest effort in one's work and gives the counsellor the ability not to be easily fatigued (get emotionally exhausted) and be persistent in the face of challenges.

$H_{02a_{ii}}$: posited that at 0.05 significance level, *there is no statistically significant relationship between work engagement dimension vigour and job burnout dimension reduced professional efficacy*. The observed negative correlation coefficient of $-0.473(p=0.00<0.05)$ was statistically significant. This led to the decision to reject the null hypothesis and adopt the alternative hypothesis $H_{12a_{ii}}$: posited that at 0.05 significance level, *there is a statistically significant relationship between work engagement dimension vigour and job burnout dimension reduced professional efficacy*. It was inferred higher levels of work engagement dimension vigour predicted and higher levels of job burnout dimension professional efficacy (lower levels of reduced professional efficacy) among Kenya universities professional counsellors. These finding confirm the assertion by Schaufeli and Bakker (2001) that vigour is characterized by high levels of energy, resilience and the mental flexibility while working. It is also defined by the willingness to invest effort in one's work and the ability to not be easily fatigued and his leads to the tendency to be persistent in the face of difficulty.

H₀2a_{iii}: posited that at 0.05 significance level, *there is no statistically significant relationship between work engagement dimension vigour and job burnout dimension depersonalisation.*

An observed negative correlation coefficient of $-0.146(p=0.05 \leq 0.05)$ which was statistically significant and ensured that the null hypothesis was rejected. The alternative hypothesis H₁2a_{iv}: posited that at 0.05 significance level, *there is a statistically significant relationship between work engagement dimension vigour and overall job burnout.* It was inferred that higher levels of work engagement dimension vigour predicted lower levels of job burnout dimension emotional exhaustion among Kenya university professional counsellors.

Lastly, H₀2a_{iv}: posited that at 0.05 significance level, *there is no statistically significant relationship between work engagement dimension vigour and overall job burnout.* The statistical test yielded a weak significant negative correlation coefficient of $-0.197(p=0.00 < 0.05)$ which led to the decision to reject the null hypothesis. The alternative hypothesis H₁2a_{iv}: which posited that at 0.05 significance level, *there is a statistically significant relationship between work engagement dimension vigour and overall job burnout.* It was inferred that work engagement dimension vigour predicted lower job burnout levels among Kenya universities professional counsellors.

Similarly, the second level of analyses for correlations between work engagement and job burnout dimensions were based on four hypotheses. H₀2b_i posited that at 0.05 significance level, *there is no statistically significant relationship between work engagement dimension dedication and job burnout dimension emotional exhaustion.* A Spearman's Rank Order correlation coefficient was conducted to test this hypothesis. It was observed that the weak negative correlation coefficient of $-0.207(p=0.01 < 0.05)$ which was greater than 0.05 and therefore statistically significant. Accordingly, the hypothesis was rejected and it was inferred that higher levels of work engagement dimension dedication predicted lower levels of job burnout dimension emotional exhaustion among Kenya university professional counsellors.

H₀2b_{ii} posited that at 0.05 significance level, *there is no statistically significant relationship between work engagement dimension dedication and job burnout dimension professional efficacy*. The observed significant negative correlation coefficient of $-0.251(p=0.00<0.05)$ led to the decision to reject the null hypothesis and adopt the alternative H₁2b_{ii} which posited that at 0.05 significance level, *there is a statistically significant relationship between work engagement dimension dedication and job burnout dimension of professional efficacy*. It was inferred higher levels of work engagement dimension dedication predicted and higher levels of job burnout dimension professional efficacy (lower levels of reduced professional efficacy) among Kenya university professional counsellors. Schaufeli and Bakker (2001) define dedication as the commitment to work that is characterized by a sense of significance. Xanthopoulou, Bakker, Kantas and Demerouti (2012) also views dedication as a useful and meaningful experience, inspiring and challenging and that it invokes feelings of pride and enthusiasm. It therefore could be viewed as a means of strengthening professional efficacy among Kenya universities professional counsellors.

H₀2b_{iii}: posited that at 0.05 significance level, *there is no statistically significant relationship between work engagement dimension dedication and job burnout dimension depersonalisation*. An observed negative correlation coefficient of $-0.137(p=0.07>0.05)$ ensured that the null hypothesis was not rejected because the correlation was not significant. It was inferred that at 0.05 significance level higher scores of work engagement dimension dedication could not be used predicted lower levels job burnout dimension emotional exhaustion among Kenya university professional counsellors.

Lastly, H₀2b_{iv} posited that at 0.05 significance level, *there is no statistically significant relationship between work engagement dimension dedication and overall job burnout*. The statistical test yielded a weak negative correlation coefficient of $-0.018(p=0.82>0.05)$ which was not statistically significant. This led to the decision not to reject the null hypothesis. It

was therefore inferred that work engagement dimension dedication could not be used to predict lower job burnout levels among Kenya universities professional counsellors.

The third level of analyses for correlations between work engagement dimension of absorption and job burnout dimensions (emotional exhaustion, depersonalisation and professional efficacy) were based on four hypotheses. H_{02c_i} posited that at 0.05 significance level, *there is no statistically significant relationship between work engagement dimension absorption and job burnout dimension emotional exhaustion*. A Spearman's Rank Order correlation coefficient was conducted to test this hypothesis. There was an observed weak negative correlation coefficient of $-0.145(p=0.05 \leq 0.05)$ which was statistically significant. Accordingly, the null hypothesis was rejected and the alternative hypothesis H_{12c_i} posited that at 0.05 significance level, *there is a statistically significant relationship between work engagement dimension absorption and job burnout dimension emotional exhaustion* was adopted. Consequently, it was inferred that higher levels of work engagement dimension absorption predicted lower levels of job burnout dimension emotional exhaustion among Kenya universities professional counsellors. According to Schaufeli and Bakker (2010) absorption could be viewed as a pleasant state of total immersion in one's work, which is characterized by full concentration on and deep engrossment in one's work so that time passes quickly and one is unable to detach oneself from the job. In other words, when a counsellor exhibits absorption in their role, they attain a sense of flow and this could a cushion from emotional exhaustion.

$H_{02c_{ii}}$ posited that at 0.05 significance level, *there is no statistically significant relationship between work engagement dimension absorption and job burnout dimension professional efficacy*. The observed significant negative correlation coefficient of $-0.168(p=0.02 < 0.05)$ which led to the decision to reject the null hypothesis. It was inferred higher levels of work engagement dimension absorption predicted and higher levels of job burnout dimension

professional efficacy (lower reduced professional efficacy) among Kenya universities professional counsellors.

H_{02c_{iii}} posited that at 0.05 significance level, *there is no statistically significant relationship between work engagement dimension absorption and job burnout dimension depersonalisation*. An observed negative correlation coefficient of -0.137($p=0.1>0.05$) was not statistically significant and therefore the null hypothesis was not rejected. It was inferred that higher levels of work engagement dimension absorption could not be used statistically predict lower levels job burnout dimension depersonalisation among Kenya universities professional counsellors.

Lastly, H_{02c_{iv}} posited that at 0.05 significance level, *there is no statistically significant relationship between work engagement dimension absorption and overall job burnout*. The statistical test yielded a weak negative correlation coefficient of -0.135($p=0.07>0.05$) which was not statistically significant. The null hypothesis was therefore not rejected. It was inferred that work engagement dimension absorption could not be used to statistically predict higher job burnout levels among Kenya universities professional counsellors.

The fourth level of analyses for correlations between overall work engagement and job burnout dimensions (emotional exhaustion, depersonalisation and reduced professional efficacy) were based on four hypotheses. H_{02d_i} posited that at 0.05 significance level, *there is no statistically significant relationship between overall work engagement and job burnout dimension Emotional Exhaustion*. A Spearman's Rank Order correlation coefficient was conducted to test this hypothesis. It was observed that there was a weak negative correlation coefficient of -0.083($p=0.27>0.05$) that was not statistically significant. Accordingly, the null hypothesis was not rejected and it was inferred that higher levels of work engagement could

not be used to statistically predict lower levels of job burnout dimension emotional exhaustion among Kenya universities professional counsellors.

H₀2d_{ii} posited that at 0.05 significance level, *there is no statistically significant relationship between overall work engagement and job burnout dimension reduced professional efficacy.*

The observed significant negative correlation coefficient of -0.327($p=0.00<0.05$) which led to the decision to reject the null hypothesis and adopt the alternative hypothesis H₁2d_{ii} posited that at 0.05 significance level, *there is a statistically significant relationship between overall work engagement and job burnout dimension reduced professional efficacy.* It was inferred higher levels of work engagement predicted and higher levels of job burnout dimension professional efficacy (lower levels of reduced professional efficacy) among Kenya universities professional counsellors.

H₀2d_{iii} posited that at 0.05 significance level, *there is no statistically significant relationship between overall work engagement and job burnout dimension depersonalisation.* An

observed negative correlation coefficient of -0.154($p=0.04<0.05$) that was statistically significant ensured that the null hypothesis was rejected. The alternative hypothesis H₁2d_{iii} posited that at 0.05 significance level, *there is no statistically significant relationship between overall work engagement and job burnout dimension depersonalisation.* It was inferred that at 95% confidence level, higher levels of work engagement predicted lower levels of job burnout dimension depersonalisation among Kenya universities professional counsellors.

Lastly, H₀2d_{iv} posited that at 0.05 significance level, *there is no statistically significant relationship between overall work engagement and overall job burnout.* The statistical test

yielded a weak negative correlation coefficient of -0.129($p=0.09<0.05$) which was not statistically significant. The null hypothesis was therefore not rejected. Consequently, it was

inferred that at 95% confidence level work engagement could not be used to statistically predict lower job burnout levels.

The findings in this section were found to support the expectations of the study. Schaufeli and Bakker (2007) argues that highly engaged employees work particularly hard and diligently because they enjoy their work, and not because of a strong, compelling inner motivation alone. Macey and Schneider (2008) also concurs that employees who are highly engaged might be expected to work harder and smarter because they have high levels of energy, are enthusiastic regarding their jobs, and often involve themselves deeply in their work. When they experience fatigue Schaufeli and Salanova (2008) indicates that they perceive the feeling as quite pleasant because of its association with positive achievements rather than failures. Therefore, the outcome as Schaufeli and Bakker (2004) propose is that such workers develop positive attitudes towards their work and organization; they experience job satisfaction, commitment to the organization and a lack of desire to turnover. Likewise, Sonnentag (2003) and Salanova and colleagues (2003) argue that work engagement leads to positive organizational behaviour, such as displaying personal initiative, a strong motivation to learn and proactive conduct.

4.9 The Contribution of Existential Fulfillment and Work Engagement to Job Burnout

The third research objective was to investigate the contribution of existential fulfillment and work engagement to job burnout among Kenya universities professional counsellors. To achieve this objective, the study hypothesised two scenarios. First, the relationship between existential fulfillment and work engagement were investigated. Secondly, the contribution of existential fulfillment and work engagement to job burnout was also studied. To achieve this, the two variables were combined to generate a new variable that was designated ‘wellness’.

This was subsequently correlated with job burnout variable to establish the relationship. Chi-Square test for significance was also performed for existential fulfillment and work engagement to establish how much variance of job burnout scores was accounted for by the two variables. The results are discussed in this section.

4.9.1 Correlations between Existential Fulfillment and Work Engagement Dimensions

To establish whether there is no statistically significant contribution of existential fulfillment and work engagement to job burnout among Kenya universities professional counsellors, the three dimensions of existential fulfillment were correlated with the three dimensions of work engagement before overall existential fulfillment was correlated with overall work engagement. A null hypothesis H_03 : that posited that *there is no statistically significant relationship between existential fulfillment and work engagement*. To test this hypothesis, other hypotheses were generated to relate the dimensions of existential fulfillment with work engagement components as well as the overall relationship between the two main variables. All posited hypotheses were tested at 0.05 significance level. Spearman's Rank order correlation coefficients were calculated and a correlation matrix generated to show how the variables and their components interact. The findings are presented in Table 4.7.

Table 4.7

Correlation Coefficient between Existential Fulfillment and Work Engagement

		1	2	3	4	5	6	7
1. Self-acceptance	Correlation Coefficient							
	Sig. (2-tailed)							
2. Self-actualisation	Correlation Coefficient	-.035						
	Sig. (2-tailed)	.646						
3. Self-transcendence	Correlation Coefficient	-.068	.449**					
	Sig. (2-tailed)	.364	.000					
4. Overall existential fulfillment	Correlation Coefficient	.208**	.454**	.450**				
	Sig. (2-tailed)	.005	.000	.000				
5. Vigour	Correlation Coefficient	.115	.063	.117	.168*			
	Sig. (2-tailed)	.124	.404	.116	.024			
6. Dedication	Correlation Coefficient	.046	.089	.234**	.142	.538**		
	Sig. (2-tailed)	.536	.235	.002	.057	.000		
7. Absorption	Correlation Coefficient	.111	.118	.099	.069	.578**	.486**	
	Sig. (2-tailed)	.139	.114	.185	.358	.000	.000	
8. Overall work engagement	Correlation Coefficient	.149*	.030	.225**	.173*	.708**	.655**	.706**
	Sig. (2-tailed)	.046	.688	.002	.020	.000	.000	.000

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

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

The research posited a null hypothesis H_{03a_1} : that stated that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension self-acceptance and work engagement dimension vigour*. A Spearman's Rank Order correlation coefficient was calculated to test this hypothesis. It was observed that the weak positive

correlation coefficient of 0.115 with a 2-tailed significance of 0.12 which was greater than the 0.05 and therefore not statistically significant. Accordingly, the hypothesis was not rejected and it was concluded that existential fulfillment dimension self-acceptance could not be used to predict work engagement dimension vigour among Kenya universities professional counsellors.

The second null hypothesis $H_{03a_{ii}}$: that stated that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension self-acceptance and work engagement dimension dedication*. The observed correlation coefficient of 0.046 ($p=0.57>0.05$) that was not statistically significant. This led to the decision not to reject the null hypothesis. It was inferred that existential fulfillment dimension self-acceptance could not be used to predict work engagement dimension dedication among Kenya universities professional counsellors.

The third hypothesis $H_{03a_{iii}}$: that stated that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension self-acceptance and work engagement dimension absorption*. An observed correlation coefficient of 0.111 ($p=0.14>0.05$) that was not statistically significant ensured that the null hypothesis was not rejected. It was inferred that existential fulfillment dimension self-acceptance could not be used to predict work engagement dimension absorption among Kenya universities professional counsellors.

Lastly, a null hypothesis $H_{03a_{iv}}$: that stated that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension self-acceptance and overall work engagement*. The statistical test yielded a Spearman's Rank Order correlation coefficient of 0.149 ($p=0.05\leq 0.05$). This test statistic lay at the threshold and this led to decision to reject the null hypothesis and to adopt the alternative hypothesis H_{13a_i} : that

stated that at 0.05 significance level, *there is a statistically significant relationship between existential fulfillment dimension self-acceptance and overall work engagement*. It was inferred that the positive correlation coefficient indicated that higher self-Acceptance levels predicted higher work engagement levels.

The second level of hypotheses included the existential fulfillment dimension self-actualisation and the work engagement components. The first null hypothesis H_{03b_i}: that stated that at 0.05 significance level, *there is no statistically significant relationship between existential fulfillment dimension self-actualisation and work engagement dimension vigour*. The statistical test yielded a weak positive correlation coefficient of 0.063 with a 2-tailed significance of 0.4 which was greater than the 0.05 and therefore not statistically significant. The null hypothesis was therefore not rejected and it was concluded that the existential fulfillment dimension self-actualisation could not be used to predict work engagement dimension vigour among Kenya universities professional counsellors.

The second null hypothesis for this section H_{03b_{ii}}: stated that at 0.05 significance level, *there is no statistically significant relationship between the existential fulfillment dimension self-actualisation and work engagement dimension dedication*. The statistical test yielded a weak positive correlation coefficient of 0.089 with $p=0.24$ which was greater than 0.05 and therefore not statistically significant. The null hypothesis was not rejected and it was inferred that the existential fulfillment dimension self-actualisation could not be used to predict work engagement dimension dedication among Kenya universities professional counsellors.

The third hypothesis H_{03b_{iii}}: stated that at 0.05 significance level, *there is no statistically significant relationship between the existential fulfillment dimension self-actualisation and work engagement dimension absorption*. A weak positive correlation coefficient of 0.118 had a 2-tailed significance $p=0.11 > 0.05$ and the null hypothesis was therefore not rejected. It was

concluded that the existential fulfillment dimension self-actualisation could not be used to predict work engagement dimension absorption among Kenya universities professional counsellors.

H_{03b_{iv}} stated that at 0.05 significance level, *there is no statistically significant relationship between the existential fulfillment dimension self-actualisation and overall work engagement*. Statistical test yielded a weak correlation coefficient of 0.03($p=0.67>0.05$) which was not statistically significant. The null hypothesis was therefore not rejected and a conclusion was made that the existential fulfillment dimension self-actualisation could not be used to predict overall work engagement among Kenya universities professional counsellors.

At the third level, null hypotheses were generated with regard to the existential fulfillment dimension self-transcendence and the three work engagement dimensions (vigour, dedication and absorption). H_{03c_i} stated that at 0.05 significance level, *there is no statistically significant relationship between the existential fulfillment dimension self-transcendence and the work engagement dimension vigour*. A weak positive correlation coefficient of 0.117($p=0.12>0.05$) was observed. The null hypothesis was therefore not rejected because the observed correlation coefficient was not statistically significant. It was inferred that the existential fulfillment dimension self-transcendence could not be used to predict work engagement dimension vigour among Kenya universities professional counsellors.

H_{03c_{ii}} stated that at 0.05 significance level, *there is no statistically significant relationship between the existential fulfillment dimension self-transcendence and the work engagement dimension dedication*. Statistical tests yielded a weak positive correlation coefficient of 0.234($p=0.00<0.05$). The observed correlation coefficient between the two variables was statistically significant and therefore the null hypothesis was rejected and the alternative hypothesis H_{13c_{ii}} that stated that at 0.05 significance level, *there is a statistically significant*

relationship between the existential fulfillment dimension self-transcendence and the work engagement dimension dedication was adopted. It was inferred that the existential fulfillment dimension self-transcendence predicted higher work engagement dimension dedication among Kenya universities professional counsellors.

H_{03c_{iii}}: stated that at 0.05 significance level, *there is no statistically significant relationship between the existential fulfillment dimension self-transcendence could and the work engagement dimension absorption*. The statistical test yielded a correlation coefficient of 0.099 and 2-tailed significance of $p=0.19>0.05$ that indicated the correlation was not statistically significant. The null hypothesis was therefore not rejected. Consequently, it was inferred that the existential fulfillment dimension self-transcendence could not be used to predict work engagement dimension absorption among Kenya universities professional counsellors.

H_{03c_{iv}}: stated that at 0.05 significance level, *there is no statistically significant relationship between the existential fulfillment dimension self-transcendence and overall work engagement*. It was observed that there was a weak positive correlation coefficient of 0.225 a 2-tailed significance $p=0.00$ which was less than 0.05 and therefore significant. The null hypothesis was therefore rejected and the alternative hypothesis H_{13c_{iv}}: stated that at 0.05 significance level, *there is a statistically significant relationship between the existential fulfillment dimension self-transcendence and overall work engagement* was adopted. It was inferred that higher levels of the existential fulfillment dimension self-transcendence predict higher work engagement among Kenya universities professional counsellors.

At the fourth level, null hypotheses were generated with regard to the overall existential fulfillment and the three work engagement dimensions (vigour, dedication and absorption).

H_{03d_i}: stated that at 0.05 significance level, *there is no statistically significant relationship*

between overall existential fulfillment and work engagement dimension vigour. A Spearman's Rank Order correlation coefficient was conducted to test this hypothesis. It was observed that the weak positive correlation coefficient of 0.168($p=0.02<0.05$) which was statistically significant. Accordingly, the null hypothesis was rejected and the alternative hypothesis H_{13d_i} stated that at 0.05 significance level, *there is a statistically significant relationship between overall existential fulfillment and work engagement dimension vigour* was adopted. It was concluded that high existential fulfillment predicts high work engagement dimension vigour among Kenya universities professional counsellors.

$H_{03d_{ii}}$ stated that at 0.05 significance level, *there is no statistically significant relationship between overall existential fulfillment and work engagement dimension dedication.* The observed correlation difference of 0.142($p=0.06>0.05$) was not statistically significant, which led to the decision not to reject the null hypothesis. It was inferred that overall existential fulfillment could not be used to predict work engagement dimension dedication among Kenya universities professional counsellors.

$H_{03d_{iii}}$ stated that at 0.05 significance level, *there is no statistically significant relationship between overall existential fulfillment and work engagement dimension absorption.* An observed correlation coefficient of 0.069($p=0.36>0.05$) that was not statistically significant ensured that the null hypothesis was not rejected. It was inferred that overall existential fulfillment could not be used to predict work engagement dimension absorption among Kenya universities professional counsellors.

$H_{03d_{iv}}$ stated that at 0.05 significance level, *there is no statistically significant relationship between overall existential fulfillment and overall work engagement.* The statistical test yielded a Spearman's Rank Order correlation coefficient of 0.173($p=0.02<0.05$) which was statistically significant. This led to decision to reject the null hypothesis and adopt the

alternative hypothesis $H_{13d_{iv}}$ which stated that at 0.05 significance level, *there is a statistically significant relationship between overall existential fulfillment and overall work engagement*. It was inferred that the positive correlation coefficient indicated that higher existential fulfillment levels predicted higher work engagement levels among Kenya universities professional counsellors.

It was observed that overall existential fulfillment significantly positively correlated with all existential fulfillment dimensions and all work engagement scales. There was also observed significant positive correlations between work engagement and all existential fulfillment dimensions except for self-actualisation. Work engagement was also significantly and positively correlated to existential fulfillment. This observation confirmed the study assumption that existential fulfillment and work engagement mutually reinforced each other among Kenya universities professional counsellors. The findings are in agreement with the assertion by Tomic and Tomic (2011) where conceptualisation of work engagement as positive work related state of well-being or existential fulfillment implies a positive correlation between the two variables. Palmer and colleagues (2010) showed that the higher the workers' scores are on existential fulfillment, the more energy they have towards their work and the higher their scores on work engagement dimensions.

4.9.2 Contribution of Existential Fulfillment and Work Engagement to Job Burnout

To investigate the contribution of existential fulfillment and work engagement to job burnout a composite variable generated by combining the two positive variables (existential fulfillment and work engagement) was derived. This variable was designated 'wellness'. Initially, the 'wellness' variable was cross-tabulated with the job burnout dimensions (emotional exhaustion, depersonalisation, reduced professional efficacy) as well as overall

job burnout. Chi-square tests for significance of cross-tabulated relationships between variables was factored. The findings are presented in Table 4.8

Table 4.8

Cross-Tabulation between Job Wellness and Job Burnout

		Job wellness				
		Ill-health	Borderline	Good	Total	
Job Burnout		% within Job Burnout	5.0%	47.5%	47.5%	100.0%
	Low	% within Job wellness	33.3%	23.2%	20.7%	22.2%
		% of Total	1.1%	10.6%	10.6%	22.2%
		% within Job Burnout	1.5%	44.9%	53.7%	100.0%
	Moderate	% within Job wellness	33.3%	74.4%	79.3%	75.6%
		% of Total	1.1%	33.9%	40.6%	75.6%
		% within Job Burnout	50.0%	50.0%	0.0%	100.0%
	High	% within Job wellness	33.3%	2.4%	0.0%	2.2%
		% of Total	1.1%	1.1%	0.0%	2.2%
% within Job Burnout		3.3%	45.6%	51.1%	100.0%	
Total	% within Job wellness	100.0%	100.0%	100.0%	100.0%	
	% of Total	3.3%	45.6%	51.1%	100.0%	

Table 4.8 indicates that 47.5% of respondents within the low job burnout level bracket were equally represented in the borderline and good health levels category. It was also observed that 53.7% of respondents who reported good health were moderately burnt out compared to 44.9% of borderline respondents who registered moderate levels of job burnout. It was

observed that for respondents who registered high levels of job burnout, 50% reported ill-health with an equal proportion reporting borderline levels of job-wellness.

To test the significance of the relationship between job wellness and job burnout variables, a null hypothesis H_{03e} which posited that at 0.05 significance level, *there is no statistically significant relationship between job wellness and job burnout*, was generated. Chi-square test for significance of relationship yielded an observed 2-tailed significance value of $p=0.00$ which was greater than the critical value of 0.05, which led to the rejection of the null hypothesis and the alternative hypothesis H_{13e} which posited that at 0.05 significance level, *there is a statistically significant relationship between job wellness and job burnout* was adopted. It was therefore concluded that job-wellness was very significantly related to job burnout. The test for likelihood ratio was also very significant as evidenced by a value of $p=0.01$. The study therefore concluded that job wellness as defined by the combined value of existential fulfillment and work engagement contributed negatively towards and mitigated against job burnout among Kenya universities professional counsellors.

The conceptualisation of work engagement as a positive work related state of wellbeing or existential fulfillment implies a positive correlation between the work engagement and existential fulfillment exists in contrast to the voids of life that leaves people empty as in job burnout (Tomic & Tomic, 2011). This therefore establishes that existential fulfillment and work engagement are negatively correlated to job burnout.

4.10 Influence of Intervening Variables on the Main Variables

In order to establish the influence of intervening variables on existential fulfillment, work engagement and job burnout, all the intervening variables were factored into the study. For statistical inferences, a null hypothesis H_{04} that posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' demographic variables (age,*

gender, marital status, terms of service, level of training, type of university and work experience) and main study variables (existential fulfillment, work engagement and job burnout) among Kenya universities professional counsellors was posited. Cross-tabulations were generated and the cross correlation tested for significance using chi-square and Spearman Rho correlations. The findings are presented in this section.

4.10.1 Influence of Intervening Variables on Existential Fulfillment

The research set out to establish the influence of intervening variables on existential fulfillment among Kenya universities professional counsellors. The findings are presented in this section.

4.10.1.1 Relationship between Gender and Existential Fulfillment

To establish the levels of existential fulfillment among male and female professional counsellors, the study cross-tabulated the gender and existential fulfillment scores. The findings are presented in Table 4.9

Table 4.9

Cross-Tabulation between Gender and Existential Fulfillment

		Existential Fulfillment			Total
		Low	Moderate	High	
Male	% within Gender	8.2%	91.8%	0.0%	100.0%
	% within Existential Fulfillment	35.7%	34.8%	0.0%	33.9%
	% of Total	2.8%	31.1%	0.0%	33.9%
Female	% within Gender	7.6%	88.2%	4.2%	100.0%
	% within Existential Fulfillment	64.3%	65.2%	100.0%	66.1%
	% of Total	5.0%	58.3%	2.8%	66.1%
Total	% within Gender	7.8%	89.4%	2.8%	100.0%
	% within Existential Fulfillment	100.0%	100.0%	100.0%	100.0%
	% of Total	7.8%	89.4%	2.8%	100.0%

The study established that within Gender, 8.2% of male respondents ranked low on the existential fulfillment compared to 7.6% of female respondents in the same level. It was also observed that 4.2% of Female respondents reported high existential fulfillment with no male respondents observed to be in the high EF bracket. Although there was observed inversion of existential fulfillment level within gender in the moderate bracket with male respondents reporting higher levels (91.8%) compared to 88.4% of female respondents, combining the moderate and high levels gives the female respondents a score of 92.4% within gender percentages. It can therefore be concluded that among Kenya universities professional counsellors, female practitioners report higher existential fulfillment than their male counterparts.

To test the significance of the correlation between gender and existential fulfillment, a null hypothesis H_{04a_i} posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' gender and existential fulfillment* was generated. A Spearman's Rank Order correlation coefficient was conducted to test the relationship between gender and existential fulfillment. It was observed that the weak positive correlation coefficient of 0.07 ($p=0.36>0.05$) that was not statistically significant and therefore the null hypothesis was not rejected. The observed higher percentages of existential fulfillment within gender in the moderate to high levels among female respondents was therefore not statistically higher than that of male respondents. Based on this observation, it was inferred that it can be predicted at 95% confidence level that the gender of a Kenya university professional counsellor does not statistically influence the level of existential fulfillment.

4.10.1.2 Relationship between Age and Existential Fulfillment

Age was cross-tabulated with existential fulfillment levels to establish the variations in the two variables. The findings are presented in Table 4.10.

Table 4.10

Cross-Tabulation between Age and Existential Fulfillment

		Existential Fulfillment			Total
		Low	Moderate	High	
21-25 years	% within Age	0.0%	100.0%	0.0%	100.0%
	% within Existential Fulfillment	0.0%	5.0%	0.0%	4.4%
	% of Total	0.0%	4.4%	0.0%	4.4%
26-30 years	% within Age	0.0%	100.0%	0.0%	100.0%
	% within Existential Fulfillment	0.0%	7.5%	0.0%	6.7%
	% of Total	0.0%	6.7%	0.0%	6.7%
31-35 years	% within Age	0.0%	85.0%	15.0%	100.0%
	% within Existential Fulfillment	0.0%	10.6%	60.0%	11.1%
	% of Total	0.0%	9.4%	1.7%	11.1%
36-40 years	% within Age	16.7%	75.0%	8.3%	100.0%
	% within Existential Fulfillment	28.6%	11.2%	40.0%	13.3%
	% of Total	2.2%	10.0%	1.1%	13.3%
41-45 years	% within Age	13.3%	86.7%	0.0%	100.0%
	% within Existential Fulfillment	42.9%	24.2%	0.0%	25.0%
	% of Total	3.3%	21.7%	0.0%	25.0%
46-50 years	% within Age	5.9%	94.1%	0.0%	100.0%
	% within Existential Fulfillment	14.3%	19.9%	0.0%	18.9%
	% of Total	1.1%	17.8%	0.0%	18.9%
51-55 years	% within Age	8.7%	91.3%	0.0%	100.0%
	% within Existential Fulfillment	14.3%	13.0%	0.0%	12.8%
	% of Total	1.1%	11.7%	0.0%	12.8%
56-60 years	% within Age	0.0%	100.0%	0.0%	100.0%
	% within Existential Fulfillment	0.0%	8.1%	0.0%	7.2%
	% of Total	0.0%	7.2%	0.0%	7.2%
over 60 years	% within Age	0.0%	100.0%	0.0%	100.0%
	% within Existential Fulfillment	0.0%	0.6%	0.0%	0.6%
	% of Total	0.0%	0.6%	0.0%	0.6%

From Table 4.10, it was observed that respondents aged below 30 years and above 55 years accounted for 100% within age percentages for moderate scores on existential fulfillment. It was also observed that 85% of respondent aged 31 – 35 years registered moderate within age scores on existential fulfillment and 15% high levels of existential fulfillment. Respondents aged 36 – 40 years were represented in all level of existential fulfillment where 16.7% accounted for low within Age levels of existential fulfillment compared to 75% who presented moderate within age existential fulfillment scores and 8.3% with high within age levels. In the 41 – 45 years age cluster, 13.3% registered low existential fulfillment compared to 86.7% who fell in the moderate level bracket. Interestingly, 94.1% of respondents aged 46 – 50 year registered moderate level of existential fulfillment compared to 5.9% of respondents whose scores existential fulfillment was low. Similarly, 8.7% of respondents aged 51 – 55 years indicated low existential fulfillment compared to 91.3% of respondent in the same age cluster that registered moderate within age existential fulfillment. Based on these findings, it could be assumed that existential fulfillment peaks at mid-life and that professional counsellors' optimal age of existential fulfillment was observed to be between 31 – 40 years.

To test the significance of the cross-tabulated relationships, a null hypothesis $H_{04a_{ii}}$ that posited that at 0.5 significance level, *there is not statistically significant relationship between respondents' age and existential fulfillment* was generated. Spearman's Rank Order correlation coefficient was conducted to test the relationship between age and existential fulfillment. There was an observed correlation coefficient of $-0.09(p=0.22>0.05)$ that was not statistically significant. This led to the conclusion that at 95% confidence level, age could not be used to statistically predict the existential fulfillment among Kenya universities professional counsellor.

4.10.1.3 Relationship between Marital Status and Existential Fulfillment

Marriage has been established in research to be a factor in psychological wellness. Since professional counsellors in Higher Learning serve a diverse clientele who include married couples, their marital status was considered an important factor in their existential fulfillment. Marital status was therefore cross-tabulated with existential fulfillment and the findings are presented in Table 4.11

Table 4.11

Cross-Tabulation between Marital Status and Existential Fulfillment

		Existential Fulfillment			Total
		Low	Moderate	High	
Married	% within Marital Status	7.1%	89.4%	3.5%	100.0%
	% within Existential Fulfillment	71.4%	78.3%	100.0%	78.3%
	% of Total	5.6%	70.0%	2.8%	78.3%
Single	% within Marital Status	6.7%	93.3%	0.0%	100.0%
	% within Existential Fulfillment	14.3%	17.4%	0.0%	16.7%
	% of Total	1.1%	15.6%	0.0%	16.7%
Separated	% within Marital Status	33.3%	66.7%	0.0%	100.0%
	% within Existential Fulfillment	14.3%	2.5%	0.0%	3.3%
	% of Total	1.1%	2.2%	0.0%	3.3%
Widowed	% within Marital Status	0.0%	100.0%	0.0%	100.0%
	% within Existential Fulfillment	0.0%	1.9%	0.0%	1.7%
	% of Total	0.0%	1.7%	0.0%	1.7%

Table 4.11 indicates that 89.4% of married respondents presented moderate level of existential fulfillment compared to 7.1% who registered low existential fulfillment in life and 3.5% who presented high existential fulfillment. Respondents who were single and moderately existentially fulfilled accounted for 93.3%, with 6.7% presenting low existential fulfillment. It was observed that 66.7% of 'separated' respondents were in the moderate existential fulfillment level compared to 33.3% whose scores fell on the low levels of existential fulfillment. Lastly, among the widowed respondents, it was observed that 100% presented moderate existential fulfillment.

To test for the significance of the cross-tabulated relationships, a null hypothesis $H_{04a_{iii}}$ posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' gender and existential fulfillment* was generated. Spearman's Rank Order correlation coefficient was conducted to test the relationship between marital Status and existential fulfillment. There was an observed weak negative correlation coefficient of -0.09 ($p=0.21 > 0.05$) that was not statistically significant. The null hypothesis was therefore not rejected and it was inferred that at 95% confidence level, marital status did not statistically predict the level of existential fulfillment among Kenya universities professional counsellors.

4.10.1.4 Relationship between Level of Training and Existential Fulfillment

Level of training has implications for individuals' sense of purpose and meaning in life and can therefore vicariously influence level of existential fulfillment. A cross-tabulation between level of training and existential fulfillment was therefore computed to explore how the two variables were related. The findings are presented in Table 4.12.

Table 4.12

Cross-Tabulation between Level of Training and Existential Fulfillment

		Existential Fulfillment			Total
		Low	Moderate	High	
Diploma	% within Level of Training	36.4%	63.6%	0.0%	100.0%
	% within Existential Fulfillment	28.6%	4.3%	0.0%	6.1%
	% of Total	2.2%	3.9%	0.0%	6.1%
Higher Diploma	% within Level of Training	14.3%	85.7%	0.0%	100.0%
	% within Existential Fulfillment	14.3%	7.5%	0.0%	7.8%
	% of Total	1.1%	6.7%	0.0%	7.8%
Degree	% within Level of Training	0.0%	100.0%	0.0%	100.0%
	% within Existential Fulfillment	0.0%	16.8%	0.0%	15.0%
	% of Total	0.0%	15.0%	0.0%	15.0%
Masters	% within Level of Training	7.0%	88.7%	4.3%	100.0%
	% within Existential Fulfillment	57.1%	63.4%	100.0%	63.9%
	% of Total	4.4%	56.7%	2.8%	63.9%
PhD	% within Level of Training	0.0%	100.0%	0.0%	100.0%
	% within Existential Fulfillment	0.0%	8.1%	0.0%	7.2%
	% of Total	0.0%	7.2%	0.0%	7.2%
Total	% within Level of Training	7.8%	89.4%	2.8%	100.0%
	% within Existential Fulfillment	100.0%	100.0%	100.0%	100.0%
	% of Total	7.8%	89.4%	2.8%	100.0%

According to Table 4.12, 63.6% of respondents who had been trained to diploma level recorded moderate level of existential fulfillment compared to 36.4% whose level of existential fulfillment were low. The observed frequencies for respondents who were trained at higher diploma level indicated that 85.7% exhibited moderate existential fulfillment and 14.3% had low existential fulfillment levels. All respondents who had been trained to a first degree level presented moderate existential fulfillment. Whereas 88.7% of respondents with master's level of training registered moderate existential fulfillment, 7% had low existential fulfillment and 4.3% had high existential fulfillment levels. Finally, 100% of the respondents with Doctorate level of training presented moderate existential fulfillment. It was observed that only respondents with Master's level of training were represented at the high level of existential fulfillment.

To test for the significance of the cross-tabulated relationships, a null hypothesis $H_{04a_{iv}}$ that posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' level of training and existential fulfillment*. Spearman's Rank Orders correlation coefficient was conducted to test the null hypothesis. There was observed weak positive correlation coefficient of $0.17(p=0.03<0.05)$ that was statistically significant. The null hypothesis was therefore rejected and the alternative hypothesis $H_{14a_{iv}}$ which posited that at 0.05 significance level, *there is a statistically significant relationship between respondents' level of training and existential fulfillment*. It was also inferred that at 95% confidence level, higher level of training can be used to statistically predict higher levels of existential fulfillment among Kenya universities professional counsellors.

4.10.1.5 Relationship between University Category and Existential Fulfillment

University category was conceptualized in terms of public universities, private faith based and private secular universities as well as university colleges. It was assumed that since

organisational structure and institutional environments present significant influence on work environment, the university category where the professional counsellors were employed held implications for their work and occupational psychological wellbeing. University category was therefore cross-tabulated with existential fulfillment to establish the relationship between the two variables. The findings are presented in Table 4.13.

Table 4.13

Cross-Tabulation between University Category and Existential Fulfillment

		Existential Fulfillment			Total
		Low	Moderate	High	
Public Universities	% within Type of university	4.6%	93.6%	1.8%	100.0%
	% within Existential Fulfillment	35.7%	63.4%	40.0%	60.6%
	% of Total	2.8%	56.7%	1.1%	60.6%
Private Secular Universities	% within Type of university	17.9%	82.1%	0.0%	100.0%
	% within Existential Fulfillment	35.7%	14.3%	0.0%	15.6%
	% of Total	2.8%	12.8%	0.0%	15.6%
Private Faith-Based Universities	% within Type of university	8.0%	92.0%	0.0%	100.0%
	% within Existential Fulfillment	14.3%	14.3%	0.0%	13.9%
	% of Total	1.1%	12.8%	0.0%	13.9%
University Colleges	% within Type of university	11.1%	72.2%	16.7%	100.0%
	% within Existential Fulfillment	14.3%	8.1%	60.0%	10.0%
	% of Total	1.1%	7.2%	1.7%	10.0%
Total	% within Type of university	7.8%	89.4%	2.8%	100.0%
	% within Existential Fulfillment	100.0%	100.0%	100.0%	100.0%
	% of Total	7.8%	89.4%	2.8%	100.0%

From data presented on Table 4.13, it was observed that 96.6% of respondents working in public universities presented moderate levels of existential fulfillment, 4.6% and 1.8% registered low and high levels of existential fulfillment respectively. Among the private university counsellors, 92% of respondents in faith-based private universities registered moderate level of existential fulfillment compared to 82.1% of their counterparts in secular-based private universities. Similarly, 17.9% of counsellors in secular-based private universities presented low existential fulfillment compared to their counterparts in faith-based private universities who accounted for 8%. University college respondents who presented low existential fulfillment accounted for 11.1%, those whose level was moderate represented 72.2% and respondents with high existential fulfillment level accounted for 16.7%. It was observed that among the counsellors in private category of universities, there were no respondents with high level of existential fulfillment.

To test for the statistical significance of the cross-tabulated relationships, a null hypothesis H_{04a_v} which posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' university category and existential fulfillment* was generated. Spearman's Rank Order correlation coefficient was conducted to test the null hypothesis. There was an observed weak negative correlation coefficient of -0.04 ($p=0.59 > 0.05$) that was not statistically significant. The null hypothesis was therefore not rejected and it was inferred that at 95% confidence level, university category cannot be used to statistically predict the level of existential fulfillment among Kenya university professional counsellor.

4.10.1.6 Relationship between Work Duration and Existential Fulfillment

Because of institutional variables that present significant implications for a counsellor's work and occupational psychological wellness, the duration for which the respondents had been

working in their current station was cross-tabulated with existential fulfillment. The findings are presented in Table 4.14

Table 4.14

Cross-Tabulation between Work Duration and Existential Fulfillment

		Existential Fulfillment			Total
		Low	Moderate	High	
0 - 5 years	% within Experience	8.5%	86.2%	5.3%	100.0%
	% within Existential Fulfillment	57.1%	50.3%	100.0%	52.2%
	% of Total	4.4%	45.0%	2.8%	52.2%
6 - 10 years	% within Experience	0.0%	100.0%	0.0%	100.0%
	% within Existential Fulfillment	0.0%	28.0%	0.0%	25.0%
	% of Total	0.0%	25.0%	0.0%	25.0%
11 - 15 years	% within Experience	23.1%	76.9%	0.0%	100.0%
	% within Existential Fulfillment	42.9%	12.4%	0.0%	14.4%
	% of Total	3.3%	11.1%	0.0%	14.4%
More than 15 years	% within Experience	0.0%	100.0%	0.0%	100.0%
	% within Existential Fulfillment	0.0%	9.3%	0.0%	8.3%
	% of Total	0.0%	8.3%	0.0%	8.3%
Total	% within Experience	7.8%	89.4%	2.8%	100.0%
	% within Existential Fulfillment	100.0%	100.0%	100.0%	100.0%
	% of Total	7.8%	89.4%	2.8%	100.0%

According to Table 4.14, 86.2% of respondents who had been working in the same university for less than 6 years presented moderate existential fulfillment whereas 8.5% and 5.3%

presented low and high levels of existential fulfillment respectively. All respondents who had been in their current working station for 6 – 10 years registered moderate level of existential fulfillment. It was observed that from 11 – 15 years, 23.1% of the respondents registered low levels of existential fulfillment compared to 76.9% of their colleagues with moderate existential fulfillment. It was also observed that 100% of the respondents who had been on station for over 15 years presented moderate existential fulfillment levels.

To test for the statistical significance of the cross-tabulated relationships, a null hypothesis $H_{04a_{vi}}$ which posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' work duration and existential fulfillment* was generated. Spearman's Rank Order correlation coefficient was conducted to test the null hypothesis. The study established that there was an observed weak negative correlation coefficient of -0.09 ($p=0.25 > 0.05$) that was not statistically significant. The null hypothesis was therefore not rejected. It was inferred that at 95% confidence level, work duration has no statistically significant implications for the level of existential fulfillment among Kenya universities professional counsellors.

4.10.1.7 Relationship between Terms of Service and Existential Fulfillment

Terms of service for the respondents were cross-tabulated with existential fulfillment to establish the relationship. The results are presented in Table 4.15

Table 4.15

Cross-Tabulation between Terms of Service and Existential Fulfillment

		Existential Fulfillment			Total
		Low	Moderate	High	
Permanent	% within Terms of Service	9.6%	86.4%	4.0%	100.0%
	% within Existential Fulfillment	85.7%	67.1%	100.0%	69.4%
	% of Total	6.7%	60.0%	2.8%	69.4%
Contract	% within Terms of Service	3.9%	96.1%	0.0%	100.0%
	% within Existential Fulfillment	14.3%	30.4%	0.0%	28.3%
	% of Total	1.1%	27.2%	0.0%	28.3%
Other	% within Terms of Service	0.0%	100.0%	0.0%	100.0%
	% within Existential Fulfillment	0.0%	2.5%	0.0%	2.2%
	% of Total	0.0%	2.2%	0.0%	2.2%
Total	% within Terms of Service	7.8%	89.4%	2.8%	100.0%
	% within Existential Fulfillment	100.0%	100.0%	100.0%	100.0%
	% of Total	7.8%	89.4%	2.8%	100.0%

Data presented in Table 4.15 indicates that 86.4% of respondents who worked on permanent and pensionable terms experienced moderate existential fulfillment whereas 9.6% and 4% registered low and high existential fulfillment respectively. Among respondents on contractual terms of service, 96.1% experienced moderate existential fulfillment and 3.9% had low existential fulfillment. It was observed that 100% respondents working in the universities on other terms apart from contract and permanent terms experienced moderate levels of existential fulfillment.

To test for the statistical significance of the cross-tabulated relationships, a null hypothesis $H_{04a_{vii}}$ which posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' terms of service and existential fulfillment* Spearman's Rank Orders correlation coefficient was conducted to test the null hypothesis. There was an observed weak positive correlation coefficient of 0.03 ($p=0.66 > 0.05$) that was not statistically significant. The null hypothesis was not rejected and it was inferred that at 95% confidence level, terms of service cannot be used to statistically predict the level of existential fulfillment among Kenya universities professional counsellors.

4.10.1.8 Correlation between Demographic Variables and Existential Fulfillment

In order to examine the interaction between demographic variables and the existential fulfillment components, Kendall's tau_b correlation matrix was generated. Demographic variables that were significantly correlated with the existential fulfillment components were taken to be the ones that statistically predict those variables they were correlated with. The magnitude of correlation was taken to indicate the direction of relationship. All correlations were tested at 95% confidence level for statistical inferences to be made. The results are presented in Table 4.16

Table 4.16

Cross-Tabulation between Terms of Service and Existential Fulfillment

Kendall's tau_b	1	2	3	4	5	6	7
1. Age	-						
2. Gender	.126*	-					
3. Marital Status	-.329**	-.029	-				
4. Terms of Service	-.008	-.038	.172*	-			
5. Level of Training	.050	.023	-.108	-.137*	-		
6. Type of University	.001	-.019	.058	.044	-.104	-	
7. Experience	.120*	.045	-.036	-.375**	-.073	-.028	-
8. Self-Acceptance	-.228**	-.063	.091	-.070	.128	-.063	-.055
9. Self-Actualization	-.029	-.072	-.004	-.088	-.011	.113	.080
10. Self-Transcendence	.001	-.019	-.135	-.120	.064	.042	-.012
11. Overall Existential Fulfillment	-.077	.068	-.090	.033	.154*	-.039	-.080

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

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

Table 4.16 indicates that Level of Training was positively and significantly correlated with overall existential fulfillment. It was statistically inferred that higher levels of professional training predicted better existential fulfillment scores among Kenya universities professional counsellors. Other demographic variables did not significantly predict overall existential fulfillment. It was also observed that Age was negatively correlated to self-acceptance, indicating that younger professional counsellors had higher self-acceptance than older ones. From the observation of this study, only two demographic variables (age and level of

training) can statistically be deemed to best predict existential fulfillment among Kenya universities professional counsellors.

4.10.2 Demographic Variables that Best Predict Work Engagement

The study further set out to establish the demographic variables that could be statistically presumed to best predicted work engagement among Kenya universities professional counsellors.

4.10.2.1 Cross-Tabulation between Gender and Work Engagement Levels

The study sought to establish how work engagement varied across respondents' Gender. The findings are presented in Table 4.17

Table 4.17

Cross-Tabulation between Gender and Work Engagement

		Work Engagement			Total
		Low	Moderate	High	
Male	% within Gender	8.2%	36.1%	55.7%	100.0%
	% within Work Engagement	55.6%	28.2%	36.6%	33.9%
	% of Total	2.8%	12.2%	18.9%	33.9%
Female	% within Gender	3.4%	47.1%	49.6%	100.0%
	% within Work Engagement	44.4%	71.8%	63.4%	66.1%
	% of Total	2.2%	31.1%	32.8%	66.1%
Total	% within Gender	5.0%	43.3%	51.7%	100.0%
	% within Work Engagement	100.0%	100.0%	100.0%	100.0%
	% of Total	5.0%	43.3%	51.7%	100.0%

According to data presented in Table 4.17 was observed that 47.1% of female respondents presented moderate work engagement while 49.6% registered high work engagement and 3.4% reported low work engagement respectively. Respondents who registered high work engagement accounted for 55.7% of the male sample whereas 8.2% and 36.1% represented the low and moderate work engagement cluster. From the data therefore, it can be concluded that male university professional counsellors exhibit higher work engagement levels than female counsellors.

To test for the statistical significance of the cross-tabulated relationships a null hypothesis H_{04b_i} posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' gender and work engagement* was generated. Spearman's Rank correlation coefficient was conducted to test the null hypothesis. It was observed that there was a weak negative correlation coefficient of 0.03 ($p=0.66>0.05$) and therefore not statistically significant, which led to the decision not to reject the null hypothesis. This led to the conclusion that at 95% confidence level, gender does not influence the level of work engagement among Kenya universities professional counsellors.

These findings support the study by Ugwu (2013) conducted in Nigeria where $n = 268$ and male respondents reported slightly higher mean score on work engagement ($\mu = 59.07, \sigma = 10.41$) compared to female respondents ($\mu = 57.2, \sigma = 10.71$). This mean difference was statistically significant at $p = 0.05$, which is not the case in the current study.

4.10.2.2 Relationship between Age and Work Engagement

A cross-tabulation of respondents' age and work engagement was calculated and the findings presented in Table 4.18

Table 4.18

Cross-Tabulation between Age and Work Engagement

Age		Work Engagement			Total
		Low	Moderate	High	
21-25 years	% within Age	0.0%	50.0%	50.0%	100.0%
	% within Work Engagement	0.0%	5.1%	4.3%	4.4%
	% of Total	0.0%	2.2%	2.2%	4.4%
26-30 years	% within Age	0.0%	50.0%	50.0%	100.0%
	% within Work Engagement	0.0%	7.7%	6.5%	6.7%
	% of Total	0.0%	3.3%	3.3%	6.7%
31-35 years	% within Age	20.0%	40.0%	40.0%	100.0%
	% within Work Engagement	44.4%	10.3%	8.6%	11.1%
	% of Total	2.2%	4.4%	4.4%	11.1%
36-40 years	% within Age	0.0%	41.7%	58.3%	100.0%
	% within Work Engagement	0.0%	12.8%	15.1%	13.3%
	% of Total	0.0%	5.6%	7.8%	13.3%
41-45 years	% within Age	2.2%	57.8%	40.0%	100.0%
	% within Work Engagement	11.1%	33.3%	19.4%	25.0%
	% of Total	0.6%	14.4%	10.0%	25.0%
46-50 years	% within Age	5.9%	44.1%	50.0%	100.0%
	% within Work Engagement	22.2%	19.2%	18.3%	18.9%
	% of Total	1.1%	8.3%	9.4%	18.9%
51-55 years	% within Age	0.0%	26.1%	73.9%	100.0%
	% within Work Engagement	0.0%	7.7%	18.3%	12.8%
	% of Total	0.0%	3.3%	9.4%	12.8%
56-60 years	% within Age	15.4%	23.1%	61.5%	100.0%
	% within Work Engagement	22.2%	3.8%	8.6%	7.2%
	% of Total	1.1%	1.7%	4.4%	7.2%
over 60 years	% within Age	0.0%	0.0%	100.0%	100.0%
	% within Work Engagement	0.0%	0.0%	1.1%	0.6%
	% of Total	0.0%	0.0%	0.6%	0.6%

As indicated in Table 4.17, 50% of respondents aged less than 31 years were found to have moderate level of work engagement with 50% in the same age category presenting high work engagement level while 0% of respondents the same category presented low work engagement. Similarly, 0% of the respondents aged 36 -40 years and 51 – 55 years registered low levels of work engagement. It was observed that 20% of respondents 31 -35 years registered low work engagement, 40% presented moderate work engagement and 40% highly work engagement respectively. An observed 41.7% of respondents aged 36 – 40 years registered moderate level of work engagement while 58.3% were observed to register high work engagement level. other significant observation included 57.8% of respondents 41 -45 years who presented moderate work engagement, 50% of respondents aged 46 – 50 years registered high work engagement compared to 73.9% of respondents aged 51 – 55 years and 61.5% of respondents aged 56 – 60 years who were all in the high work engagement bracket. It was observed that 100% of respondents aged over 60 years presented an observed high work engagement level.

To test for the statistical significance of the cross-tabulated relationships a null hypothesis $H_{04b_{ii}}$ posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' age and work engagement* was generated. Spearman's Rank Order correlation coefficient was conducted to test the null hypothesis. It was observed that there was a weak positive correlation coefficient of 0.12($p=0.11>0.05$) which was not statistically significant and therefore the null hypothesis was not rejected. It was inferred that at 95% confidence level, age cannot be used to statistically predict the levels of work engagement among Kenya universities professional counsellors.

The study by Ugwu (2013) established that there were slightly higher mean score on work engagement scale for the older respondents ($\mu= 58.24$, $\sigma = 10.33$) compared to younger

respondents ($\mu = 58.13$, $\sigma = 10.82$). These findings were similar to the findings in the current study.

4.10.2.3 Relationship between Marital Status and Work Engagement Levels

Marital Status of respondents was cross-tabulated with work engagement. The results are presented in Table 4.19

Table 4.19

Cross-Tabulation between Marital Status and Work Engagement

		Work Engagement			Total
		Low	Moderate	High	
Married	% within Marital Status	3.5%	40.4%	56.0%	100.0%
	% within Work Engagement	55.6%	73.1%	84.9%	78.3%
	% of Total	2.8%	31.7%	43.9%	78.3%
Single	% within Marital Status	13.3%	46.7%	40.0%	100.0%
	% within Work Engagement	44.4%	17.9%	12.9%	16.7%
	% of Total	2.2%	7.8%	6.7%	16.7%
Separated	% within Marital Status	0.0%	66.7%	33.3%	100.0%
	% within Work Engagement	0.0%	5.1%	2.2%	3.3%
	% of Total	0.0%	2.2%	1.1%	3.3%
Widowed	% within Marital Status	0.0%	100.0%	0.0%	100.0%
	% within Work Engagement	0.0%	3.8%	0.0%	1.7%
	% of Total	0.0%	1.7%	0.0%	1.7%
Total	% within Marital Status	5.0%	43.3%	51.7%	100.0%
	% within Work Engagement	100.0%	100.0%	100.0%	100.0%
	% of Total	5.0%	43.3%	51.7%	100.0%

It was observed that 56.2% of Married respondents were in the high engagement level whereas 40.4% and 3.5% were on moderate and low work engagement level respectively. Among the single respondents, 13.3%, 46.7% and 40% represented low, moderate and high work engagement levels respectively. Respondents who were separated had 66.7% of them

on moderate work engagement and 33.3% in high work engagement bracket respectively. 100% of the windowed respondents presented moderate engagement level.

To test for the statistical significance of the cross-tabulated relationships a null hypothesis $H_{04b_{iii}}$ posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' marital status and work engagement* was generated. Spearman's Rank Order correlation coefficient was conducted to test the null hypothesis. It was observed that there was a weak negative correlation coefficient of 0.19($p=0.01<0.05$) which was statistically significant. Accordingly, the null hypothesis was rejected and an alternative hypothesis $H_{14b_{iii}}$ which posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' marital status and work engagement* was adopted. It was also inferred that at 95% confidence level, marital status cannot be used to statistically predict work engagement among Kenya universities professional counsellors.

4.10.2.4 Relationship between Levels of Training and Work Engagement

A counsellor's level of training is important factor in work engagement because it presents implications for professional competency. Therefore level of training was cross-tabulated with work engagement and the results presented on Table 4.20

Table 4.20

Cross-Tabulation between Level of Training and Work Engagement

		Work Engagement			Total
		Low	Moderate	High	
Diploma	% within Level of Training	18.2%	72.7%	9.1%	100.0%
	% within Work Engagement	22.2%	10.3%	1.1%	6.1%
	% of Total	1.1%	4.4%	0.6%	6.1%
Higher Diploma	% within Level of Training	0.0%	71.4%	28.6%	100.0%
	% within Work Engagement	0.0%	12.8%	4.3%	7.8%
	% of Total	0.0%	5.6%	2.2%	7.8%
Degree	% within Level of Training	0.0%	40.7%	59.3%	100.0%
	% within Work Engagement	0.0%	14.1%	17.2%	15.0%
	% of Total	0.0%	6.1%	8.9%	15.0%
Masters	% within Level of Training	5.2%	35.7%	59.1%	100.0%
	% within Work Engagement	66.7%	52.6%	73.1%	63.9%
	% of Total	3.3%	22.8%	37.8%	63.9%
PhD	% within Level of Training	7.7%	61.5%	30.8%	100.0%
	% within Work Engagement	11.1%	10.3%	4.3%	7.2%
	% of Total	0.6%	4.4%	2.2%	7.2%
Total	% within Level of Training	5.0%	43.3%	51.7%	100.0%
	% within Work Engagement	100.0%	100.0%	100.0%	100.0%
	% of Total	5.0%	43.3%	51.7%	100.0%

Table 4.20 indicates that 72.7% of respondents who were professionally trained up to diploma level presented moderate work engagement, 9.1% high work engagement levels and 18.2% presented low work engagement. Similarly, 71.4% of respondents who were educated up to higher diploma presented moderate work engagement while 28.6% were observed to present high work engagement levels. However, 59.3% of the respondents who were trained up to degree level registered high levels of work engagement and 40.7% presented moderate work engagement levels. It was also observed that 59.1% of respondents with Master's degree registered high work engagement, 35.7% presented moderate work engagement and 5.2% were on the low work engagement bracket. Contrary to expectation, PhD holders exhibited low work engagement to their work, with 61.5% presenting moderate work engagement, 30.8% high work engagement and 7.7% recorded low work engagement levels respectively.

To test for the statistical significance of the cross-tabulated relationships a null hypothesis $H_{04b_{iv}}$ posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' level of training and work engagement* was generated. A Spearman's Rank Order correlation coefficient was conducted to test the null hypothesis. It was observed that there was a weak positive correlation coefficient of 0.1 ($p=0.17 > 0.05$) which was not statistically significant and therefore the null hypothesis was not rejected. This led to the inference that the Level of Training cannot be used to statistically predict the level of work engagement among Kenya universities professional counsellor.

4.10.2.5 Relationship between Category of Institution and Work Engagement

Institutional support, work environment and organisational structure have been found to impact on level of work engagement among employees. It was therefore assumed that professional counsellors would also be affected by their working environment. It was for this

reason that the university category was cross-tabulated with work engagement and the results presented in Table 4.21

Table 4.21

Cross-Tabulation between Category of Institution and Work Engagement

		Work Engagement			Total
		Low	Moderate	High	
Public Universities	% within Type of University	2.8%	46.8%	50.5%	100.0%
	% within Work Engagement	33.3%	65.4%	59.1%	60.6%
	% of Total	1.7%	28.3%	30.6%	60.6%
Secular-Based	% within Type of University	10.7%	53.6%	35.7%	100.0%
Private University	% within Work Engagement	33.3%	19.2%	10.8%	15.6%
	% of Total	1.7%	8.3%	5.6%	15.6%
Faith-Based Private Universities	% within Type of University	4.0%	24.0%	72.0%	100.0%
	% within Work Engagement	11.1%	7.7%	19.4%	13.9%
	% of Total	0.6%	3.3%	10.0%	13.9%
University College	% within Type of University	11.1%	33.3%	55.6%	100.0%
	% within Work Engagement	22.2%	7.7%	10.8%	10.0%
	% of Total	1.1%	3.3%	5.6%	10.0%
Total	% within Type of University	5.0%	43.3%	51.7%	100.0%
	% within Work Engagement	100.0%	100.0%	100.0%	100.0%
	% of Total	5.0%	43.3%	51.7%	100.0%

According to Table 4.21, it was observed that 50.5% of respondents working in public universities showed high work engagement while 46.8% presented moderate work

engagement and 2.8% registered low work engagement. Among respondents from secular-based private universities, 53.6% presented moderate engagement while 35.7% registered high work engagement. It was observed that 72% of respondents from faith-based private universities registered high work engagement compared to 24% who registered moderate work engagement and 4% who were low on work engagement levels. Similarly, 55.6% of respondents working university colleges indicated high work engagement, 33.3% registered moderate work engagement and 11.1% had low work engagement.

To test for the statistical significance of the cross-tabulated relationships a null hypothesis H_{04b_v} posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' university category and work engagement* was generated. Spearman's Rank Order correlation coefficient was conducted to test the null hypothesis. It was observed that there was a weak positive correlation coefficient of 0.03 ($p=0.65 > 0.05$) which was not statistically significant. Therefore, the null hypothesis was not rejected and it was inferred that at 95% confidence level, university category cannot be used to statistically predict the level of work engagement among Kenya universities professional counsellors.

4.10.2.6 Relationship between Duration of Work and Work Engagement

The length of time a professional counsellor is engaged in an institution of Higher Learning presents significant implications for an employees' work engagement. The study factored in duration of work that respondents had spent in their current work station at the time of the study by cross-tabulating it with work engagement. The findings are presented in Table 4.22

Table 4.22

Cross-Tabulation between Duration of Work and Work Engagement Levels

		Work Engagement			Total
		Low	Moderate	High	
0 - 5 years	% within Experience	4.3%	42.6%	53.2%	100.0%
	% within Work Engagement	44.4%	51.3%	53.8%	52.2%
	% of Total	2.2%	22.2%	27.8%	52.2%
6 - 10 years	% within Experience	4.4%	53.3%	42.2%	100.0%
	% within Work Engagement	22.2%	30.8%	20.4%	25.0%
	% of Total	1.1%	13.3%	10.6%	25.0%
11 - 15 years	% within Experience	3.8%	46.2%	50.0%	100.0%
	% within Work Engagement	11.1%	15.4%	14.0%	14.4%
	% of Total	0.6%	6.7%	7.2%	14.4%
more than 15 years	% within Experience	13.3%	13.3%	73.3%	100.0%
	% within Work Engagement	22.2%	2.6%	11.8%	8.3%
	% of Total	1.1%	1.1%	6.1%	8.3%
Total	% within Experience	5.0%	43.3%	51.7%	100.0%
	% within Work Engagement	100.0%	100.0%	100.0%	100.0%
	% of Total	5.0%	43.3%	51.7%	100.0%

Table 4.22 indicates 53.2%, 42.6% and 4.3% of the total sample of respondents who had worked in their current station at the time of study for 5 years and below registered high, moderate and low work engagement levels respectively. The work engagement levels for respondents who had been working in their universities for 6 – 10 years were 4.4%, 53.3%

and 42.2% for low, moderate and high work engagement levels respectively. Among respondents who had been working in their present station for 11 – 15 years, the work engagement levels were 3.8%, 46.25 and 50% for low, moderate and high levels respectively.

To test for the statistical significance of the cross-tabulated relationships a null hypothesis $H_{04b_{vi}}$ posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' duration of work and work engagement* was generated. Spearman's Rank Order correlation coefficient was conducted to test the null hypothesis. There was an observed weak positive correlation coefficient of 0.003($p=0.97>0.05$) that was not statistically significant. This led to the conclusion that at 95% confidence level, the duration of work of cannot be used to statistically predict the level of work engagement among Kenya universities professional counsellors.

4.10.2.7 Relationship between Terms of Service and Work Engagement Levels

Respondents' terms of service in the work station they had been deployed at the time of research was cross-tabulated with their levels of work engagement. The results are presented in Table 4.23

Table 4.23

Cross-Tabulation between Terms of Service and Work Engagement Levels

		Work Engagement			Total
		Low	Moderate	High	
Permanent	% within Terms of Service	3.2%	45.6%	51.2%	100.0%
	% within Work Engagement	44.4%	73.1%	68.8%	69.4%
	% of Total	2.2%	31.7%	35.6%	69.4%
Contract	% within Terms of Service	9.8%	35.3%	54.9%	100.0%
	% within Work Engagement	55.6%	23.1%	30.1%	28.3%
	% of Total	2.8%	10.0%	15.6%	28.3%
Other	% within Terms of Service	0.0%	75.0%	25.0%	100.0%
	% within Work Engagement	0.0%	3.8%	1.1%	2.2%
	% of Total	0.0%	1.7%	0.6%	2.2%
Total	% within Terms of Service	5.0%	43.3%	51.7%	100.0%
	% within Work Engagement	100.0%	100.0%	100.0%	100.0%
	% of Total	5.0%	43.3%	51.7%	100.0%

Data in Table 4.23 indicates that among respondents employed on permanent terms, 51.2%, 45.6% and 3.2% were observed to have high, moderate and low work engagement levels respectively. It was also observed that among respondents who were on contract terms of service, 54.9% were highly engaged, 35.3% moderately and 9.8% experienced low work engagement. Respondents working on consultancy, volunteer, attachment and practicum basis in universities had 75% moderately and 25% highly engaged respectively.

To test for the statistical significance of the cross-tabulated relationships a null hypothesis $H_{04b_{vii}}$ posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' terms of service and work engagement* was generated. Spearman's Rank Order correlation coefficient was conducted to test the null hypothesis. There was an observed weak positive correlation coefficient of 0.02 ($p=0.8 > 0.05$) that was not statistically significant. The null hypothesis was therefore not rejected and this led to the conclusion that at 95% confidence level, terms of service cannot be used to statistically predict the level of work engagement among Kenya universities professional counsellors.

4.10.2.8 Correlation Matrix for Demographic Variables and Work Engagement

To determine the demographic variables that best predicted work engagement and its components, Kendall's tau_b correlation matrix was generated. The findings are presented in Table 4.24

Table 4.24

Correlation Matrix for Demographic Variables/Work Engagement Component

Kendall's tau_b	1	2	3	4	5	6	7
1. Age	-						
2. Gender	.126	-					
3. Marital Status	-.329**	-.029	-				
4. Terms of Service	-.008	-.038	.172*	-			
5. Level of Training	.050	.023	-.108	-.137*	-		
6. Type of University	.001	-.019	.058	.044	-.104	-	
7. Experience	.120	.045	-.036	-.375**	-.073	-.028	-
8. Work Engagement	.102	-.032	-.176*	-.018	.098	.030	.002
9. Vigour	.098	-.068	-.229**	-.103	.180**	.003	-.153*
10. Dedication	.088	.013	-.131	-.018	-.009	.028	-.044
11. Absorption	.060	-.168*	-.215**	-.107	.184**	.053	-.068

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

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

Table 4.24 indicates that marital status was significantly negatively correlated with vigour, absorption, and overall work engagement. This implies that marital status was a good predictor for the three components. Similarly, there was an observed negative significant correlation between gender and absorption. Level of training significantly positively correlated with work engagement components of vigour and absorption indicating that higher levels of professional training translated to more vigour as well as higher levels of Absorption in work. Finally, the duration of work (which was designated as experience) which a respondent had taken in their current stations at the time of this study correlated negatively

with vigour, implying that keeping a professional counsellor in the same station for too long would lead to lowered vigour in their work and job wellness.

4.10.3 Demographic Variables that Best Predict Job Burnout

The demographic variables that could best predict job burnout among Kenya universities professional counsellors also was investigated and the results presented in this section.

4.10.3.1 Relationship between Gender and Job Burnout

To establish how job burnout levels compared among male and female respondents, the variable gender was cross-tabulated with job burnout. The findings are presented in Table 4.25

Table 4.25

Cross-Tabulation between Gender and Job Burnout

		Job Burnout			Total
		Low	Moderate	High	
	% within Gender	26.2%	70.5%	3.3%	100.0%
Male	% within Job Burnout	40.0%	31.6%	50.0%	33.9%
	% of Total	8.9%	23.9%	1.1%	33.9%
	% within Gender	20.2%	78.2%	1.7%	100.0%
Female	% within Job Burnout	60.0%	68.4%	50.0%	66.1%
	% of Total	13.3%	51.7%	1.1%	66.1%
	% within Gender	22.2%	75.6%	2.2%	100.0%
Total	% within Job Burnout	100.0%	100.0%	100.0%	100.0%
	% of Total	22.2%	75.6%	2.2%	100.0%

As shown in Table 4.25, a higher percentage of male counsellors (3.3%) were found to have high level of job burnout compared to 1.7% of female respondents. A higher proportion of moderate job burnout level was observed among the female respondents who accounted for 78.2% compared to 70.5% observed among male respondents. However, a relatively higher percentage of male respondents (26.2%) were observed to have low job burnout compared to 20.2% of female respondents.

To test for the statistical significance of the cross-tabulated relationships a null hypothesis H_{04c_i} posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' gender and job burnout* was generated. Spearman's Rank Order correlation coefficient was conducted to test the null hypothesis. There was an observed weak positive correlation coefficient of 0.05 ($p=0.49 > 0.05$) that was not statistically significant. The null hypothesis was therefore not rejected and this led to the conclusion that at 95% confidence level, gender cannot be used to statistically predict the level of job burnout among Kenya universities professional counsellors.

4.10.3.2 Relationship between Age and Job Burnout

Age was cross-tabulated with job burnout to establish the relationship. The findings are presented in Table 4.26

Table 4.26

Cross-Tabulation between Age and Job Burnout

		Job Burnout			Total
		Low	Moderate	High	
21-25 years	% within Age	12.5%	87.5%	0.0%	100.0%
	% within Job Burnout	2.5%	5.1%	0.0%	4.4%
	% of Total	0.6%	3.9%	0.0%	4.4%
26-30 years	% within Age	58.3%	41.7%	0.0%	100.0%
	% within Job Burnout	17.5%	3.7%	0.0%	6.7%
	% of Total	3.9%	2.8%	0.0%	6.7%
31-35 years	% within Age	25.0%	70.0%	5.0%	100.0%
	% within Job Burnout	12.5%	10.3%	25.0%	11.1%
	% of Total	2.8%	7.8%	0.6%	11.1%
36-40 years	% within Age	25.0%	75.0%	0.0%	100.0%
	% within Job Burnout	15.0%	13.2%	0.0%	13.3%
	% of Total	3.3%	10.0%	0.0%	13.3%
41-45 years	% within Age	13.3%	80.0%	6.7%	100.0%
	% within Job Burnout	15.0%	26.5%	75.0%	25.0%
	% of Total	3.3%	20.0%	1.7%	25.0%
46-50 years	% within Age	17.6%	82.4%	0.0%	100.0%
	% within Job Burnout	15.0%	20.6%	0.0%	18.9%
	% of Total	3.3%	15.6%	0.0%	18.9%
51-55 years	% within Age	21.7%	78.3%	0.0%	100.0%
	% within Job Burnout	12.5%	13.2%	0.0%	12.8%
	% of Total	2.8%	10.0%	0.0%	12.8%
56-60 years	% within Age	23.1%	76.9%	0.0%	100.0%
	% within Job Burnout	7.5%	7.4%	0.0%	7.2%
	% of Total	1.7%	5.6%	0.0%	7.2%
over 60 years	% within Age	100.0%	0.0%	0.0%	100.0%
	% within Job Burnout	2.5%	0.0%	0.0%	0.6%
	% of Total	0.6%	0.0%	0.0%	0.6%

As indicated in Table 4.26, 87.5% of respondents aged 21 – 25 years were found to have moderate job burnout level and 12.5% registered low job burnout levels. However, at age 26 – 30 years, 58.3% of respondents registered low job burnout and 41.7% were shown to present moderate burnt out. Among respondents in the 31 -35 years age bracket, 25% had low job burnout, 70% moderate and 5% high levels of job burnout respectively. It was observed that 75% of respondents aged 36 – 40 years had moderate job burnout and 25% had low job burnout levels. In the 41 – 45 years 80% of respondents had moderate job burnout while 13.3% had low and 6.7% high job burnout level. The job burnout levels in the 46 -50 years age bracket were observed as 82.4% and 17.6% for moderate and low levels respectively. This was similar to respondents in the 51 – 55 years where 78.3% were observed to present moderate and 21.7% registered low job burnout levels respectively. Respondents aged 56 - 60 years mostly presented moderate job burnout levels (76.9%) compared to 23.1% with low job burnout. All respondents over 60 years had low job burnout levels.

To test for the statistical significance of the cross-tabulated relationships a null hypothesis $H_{0c_{ii}}$ posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' age and job burnout* was generated. Spearman's Rank Order correlation coefficient was conducted to test the null hypothesis. There was an observed weak positive correlation coefficient of 0.06($p=0.44>0.05$) that was not statistically significant. The null hypothesis was therefore not rejected and this led to the conclusion that at 95% confidence level, age cannot be used to statistically predict the level of job burnout among Kenya universities professional counsellors.

4.10.3.3 Relationship between Terms of Service and Job Burnout

Respondents' terms of service included *Permanent*, *Contract* and *Other* and were cross-tabulated with levels of job burnout to explore the relationship. The results are presented in Table 4.27

Table 4.27

Cross-Tabulation between Terms of Service and Job Burnout

		Job Burnout			Total
		Low	Moderate	High	
Permanent	% within Terms of Service	25.6%	72.0%	2.4%	100.0%
	% within Job Burnout	80.0%	66.2%	75.0%	69.4%
	% of Total	17.8%	50.0%	1.7%	69.4%
Contract	% within Terms of Service	13.7%	84.3%	2.0%	100.0%
	% within Job Burnout	17.5%	31.6%	25.0%	28.3%
	% of Total	3.9%	23.9%	0.6%	28.3%
Other	% within Terms of Service	25.0%	75.0%	0.0%	100.0%
	% within Job Burnout	2.5%	2.2%	0.0%	2.2%
	% of Total	0.6%	1.7%	0.0%	2.2%
Total	% within Terms of Service	22.2%	75.6%	2.2%	100.0%
	% within Job Burnout	100.0%	100.0%	100.0%	100.0%
	% of Total	22.2%	75.6%	2.2%	100.0%

Table 4.27 indicates that 2.4% of respondents employed on permanent terms in their institutions posted high job burnout, 72% showed moderate job burnout and 25.6% presented low job burnout levels. It was observed that 2% of respondents on contract registered high,

84.3% moderate and 13.7% posted low job burnout levels respectively. It was observed that 75% respondents who had been working in their present station of consultancy and practicum basis were observed to have moderate and 22.2% low job burnout levels respectively.

To test for the statistical significance of the cross-tabulated relationships a null hypothesis $H_{0c_{iii}}$ posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' terms of service and job burnout* was generated. Spearman's Rank Order correlation coefficient was conducted to test the null hypothesis. There was an observed weak positive correlation coefficient of 0.11 ($p=0.16 > 0.05$) that was not statistically significant. The null hypothesis was therefore not rejected and this led to the conclusion that at 95% confidence level, terms of service cannot be used to statistically predict the level of job burnout among Kenya universities professional counsellors.

4.10.3.4 Relationship between Level of Training and Job Burnout

Level of training has implications for professional efficacy. One of the components of job burnout is low self-efficacy which is related to job Efficacy. It was on these grounds that the study cross-tabulated level of training with job burnout. The findings are presented in Table 4.28

Table 4.28

Cross-Tabulation between Level of Training and Job Burnout

		Job Burnout			Total
		Low	Moderate	High	
	% within Level of Training	36.4%	63.6%	0.0%	100.0%
Diploma	% within Job Burnout	10.0%	5.1%	0.0%	6.1%
	% of Total	2.2%	3.9%	0.0%	6.1%
	% within Level of Training	42.9%	57.1%	0.0%	100.0%
Higher Diploma	% within Job Burnout	15.0%	5.9%	0.0%	7.8%
	% of Total	3.3%	4.4%	0.0%	7.8%
	% within Level of Training	11.1%	88.9%	0.0%	100.0%
Degree	% within Job Burnout	7.5%	17.6%	0.0%	15.0%
	% of Total	1.7%	13.3%	0.0%	15.0%
	% within Level of Training	21.7%	75.7%	2.6%	100.0%
Masters	% within Job Burnout	62.5%	64.0%	75.0%	63.9%
	% of Total	13.9%	48.3%	1.7%	63.9%
	% within Level of Training	15.4%	76.9%	7.7%	100.0%
PhD	% within Job Burnout	5.0%	7.4%	25.0%	7.2%
	% of Total	1.1%	5.6%	0.6%	7.2%
	% within Level of Training	22.2%	75.6%	2.2%	100.0%
Total	% within Job Burnout	100.0%	100.0%	100.0%	100.0%
	% of Total	22.2%	75.6%	2.2%	100.0%

Table 4.28 indicates that 63.6% of counsellors trained at diploma level had moderate job burnout and 36.4% had low job burnout levels. At higher diploma level of training, 57.1% showed moderate job burnout and 42.9% low job burnout. Degree holders among respondents presented 88.9% moderate burnt out and 11.1% registered low job burnout. Among respondents with Master's degree, 21.7% were shown to have low job burnout, 76.7% Moderate and 2.6% high job burnout levels respectively. It was observed that 15.4% respondents who had PhDs registered low job burnout while 76.9% presented moderate and 7.7% registered high job burnout levels respectively.

To test for the statistical significance of the cross-tabulated relationships a null hypothesis $H_{0c_{iv}}$ posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' level of training and job burnout* was generated. Spearman's Rank Order correlation coefficient was conducted to test the null hypothesis. There was an observed weak positive correlation coefficient of 0.11 ($p=0.15 > 0.05$) that was not statistically significant. The null hypothesis was therefore not rejected and this led to the conclusion that at 95% confidence level, level of training cannot be used to statistically predict the level of job burnout among Kenya universities professional counsellors.

4.10.3.5 Relationship between Category of Institution and Job Burnout

Due to institutional and organisational variables associated with job burnout, the university category was cross-tabulated with job burnout. The results are presented in Table 4.29

Table 4.29

Cross-Tabulation between Category of Institution and Job Burnout

		Job Burnout			Total
		Low	Moderate	High	
Public Universities	% within Type of University	21.1%	76.1%	2.8%	100.0%
	% within Job Burnout	57.5%	61.0%	75.0%	60.6%
	% of Total	12.8%	46.1%	1.7%	60.6%
Secular-Based	% within Type of University	17.9%	78.6%	3.6%	100.0%
Private Universities	% within Job Burnout	12.5%	16.2%	25.0%	15.6%
	% of Total	2.8%	12.2%	0.6%	15.6%
Faith-Based Private Universities	% within Type of University	28.0%	72.0%	0.0%	100.0%
	% within Job Burnout	17.5%	13.2%	0.0%	13.9%
	% of Total	3.9%	10.0%	0.0%	13.9%
University Colleges	% within Type of University	27.8%	72.2%	0.0%	100.0%
	% within Job Burnout	12.5%	9.6%	0.0%	10.0%
	% of Total	2.8%	7.2%	0.0%	10.0%
Total	% within Type of University	22.2%	75.6%	2.2%	100.0%
	% within Job Burnout	100.0%	100.0%	100.0%	100.0%
	% of Total	22.2%	75.6%	2.2%	100.0%

As shown in Table 4.29, 21.1%, 76.1% and 2.8% of respondents from public universities presented low, moderate and high job burnout levels respectively. Respondents from secular-based private universities showed that 17.9%, 78.6% and 3.6% of respondents registered low, moderate and high job burnout levels respectively. Among respondents in faith-based private

universities, 28% had low and 72% moderate job burnout levels. Respondents from university colleges had 72.2% and 27.8% moderate and low job burnout levels respectively.

To test for the statistical significance of the cross-tabulated relationships a null hypothesis H_{04c_v} posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' university category and job burnout* was generated. Spearman's Rank Order correlation coefficient was conducted to test the null hypothesis. There was an observed weak negative correlation coefficient of $-0.06(p=0.4>0.05)$ that was not statistically significant. The null hypothesis was therefore not rejected and this led to the conclusion that at 95% confidence level, university category cannot be used to statistically predict the level of job burnout among Kenya universities professional counsellors.

4.10.3.6 Relationship between Duration of Work and Job Burnout

The number of years respondents had remained in their present work station by the time of study was cross-tabulated with job burnout to establish their relationship. The result are presented in Table 4.30

Table 4.30

Cross-Tabulation between Duration of Work and Job Burnout

		Job Burnout			Total
		Low	Moderate	High	
0 - 5 years	% within Experience	18.1%	77.7%	4.3%	100.0%
	% within Job Burnout	42.5%	53.7%	100.0%	52.2%
	% of Total	9.4%	40.6%	2.2%	52.2%
6 - 10 years	% within Experience	24.4%	75.6%	0.0%	100.0%
	% within Job Burnout	27.5%	25.0%	0.0%	25.0%
	% of Total	6.1%	18.9%	0.0%	25.0%
11 - 15 years	% within Experience	42.3%	57.7%	0.0%	100.0%
	% within Job Burnout	27.5%	11.0%	0.0%	14.4%
	% of Total	6.1%	8.3%	0.0%	14.4%
More than 15 years	% within Experience	6.7%	93.3%	0.0%	100.0%
	% within Job Burnout	2.5%	10.3%	0.0%	8.3%
	% of Total	0.6%	7.8%	0.0%	8.3%
Total	% within Experience	22.2%	75.6%	2.2%	100.0%
	% within Job Burnout	100.0%	100.0%	100.0%	100.0%
	% of Total	22.2%	75.6%	2.2%	100.0%

Table 4.30 indicates that for respondents who had been working in their current work stations for not more than 5 years, 18.1%, 77.7% and 4.3% of the respondents presented low, moderate and high job burnout levels respectively. It was observed that 75.6% respondents who had been working in their present universities for 6 – 10 years registered moderate burnt

out levels while 24.4% low job burnout levels. Among respondents who had worked for 11 – 15 years, 42.3% presented low job burnout and 57.7% moderate job burnout levels respectively. It was observed that 93.3% of respondents who had worked for more than 15 years had moderate job burnout and 6.7% had low job burnout levels respectively.

To test for the statistical significance of the cross-tabulated relationships a null hypothesis $H_{04c_{vi}}$ which posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' duration of work and job burnout* was generated. Spearman's Rank Order correlation coefficient was conducted to test the null hypothesis. There was an observed weak negative correlation coefficient of $-0.12(p=0.1>0.05)$ that was not statistically significant. The null hypothesis was therefore not rejected and this led to the conclusion that at 95% confidence level, duration of work cannot be used to statistically predict the level of job burnout among Kenya universities professional counsellors.

4.10.3.7 Relationship between Marital Status and Job Burnout

To establish the trends of job burnout among respondents with regard to their marital status, the variable of marital status was cross-tabulated with job burnout. The results are presented on Table 4.31

Table 4.31

Cross-Tabulation between Marital Status and Job Burnout

		Job Burnout			Total
		Low	Moderate	High	
Married	% within Marital status	23.4%	75.2%	1.4%	100.0%
	% within Job Burnout	82.5%	77.9%	50.0%	78.3%
	% of Total	18.3%	58.9%	1.1%	78.3%
Single	% within Marital status	23.3%	70.0%	6.7%	100.0%
	% within Job Burnout	17.5%	15.4%	50.0%	16.7%
	% of Total	3.9%	11.7%	1.1%	16.7%
Separated	% within Marital status	0.0%	100.0%	0.0%	100.0%
	% within Job Burnout	0.0%	4.4%	0.0%	3.3%
	% of Total	0.0%	3.3%	0.0%	3.3%
Widowed	% within Marital status	0.0%	100.0%	0.0%	100.0%
	% within Job Burnout	0.0%	2.2%	0.0%	1.7%
	% of Total	0.0%	1.7%	0.0%	1.7%
Total	% within Marital status	22.2%	75.6%	2.2%	100.0%
	% within Job Burnout	100.0%	100.0%	100.0%	100.0%
	% of Total	22.2%	75.6%	2.2%	100.0%

According to data presented in Table 4.31, 75.2% of married respondents exhibited moderate job burnout while 23.4% had low job burnout and 1.4% rated high on the job burnout scale. Among single respondents, 23.3%, 70% and 6.7% were on low, moderate and high levels of

job burnout respectively. However, it was observed that all windowed and separated respondents were moderately burnt out.

To test for the statistical significance of the cross-tabulated relationships a null hypothesis $H_{04c_{vii}}$ which posited that at 0.05 significance level, *there is no statistically significant relationship between respondents' marital status and job burnout* was generated. Spearman's Rank Order correlation coefficient was conducted to test the null hypothesis. There was an observed weak positive correlation coefficient of 0.09 ($p=0.25 > 0.05$) that was not statistically significant. The null hypothesis was therefore not rejected and this led to the conclusion that at 95% confidence level, marital status cannot be used to statistically predict the level of job burnout among Kenya universities professional counsellors.

4.10.3.8 Correlation Matrix for Demographic Variables and Job Burnout

The study set out to establish the demographic variables that could be used to predict job burnout and its components. Kendall's tau_b correlation matrix was therefore generated to establish the correlations between the variables. The results are presented in Table 4.32

Table 4.32

Correlation Matrix for Demographic Variables and Job Burnout Component

Kendall's tau_b	1	2	3	4	5	6	7
1. Age	-						
2. Gender	.126	-					
3. Marital status	-.329**	-.029	-				
4. Terms of service	-.008	-.038	.172*	-			
5. Level of training	.050	.023	-.108	-.137*	-		
6. Type of university	.001	-.019	.058	.044	-.104	-	
7. Experience	.120	.045	-.036	-.375**	-.073	-.028	-
8. Overall Job Burnout	.049	.051	.083	.104	.101	-.059	-.113
9. Emotional Exhaustion	-.089	-.015	.118	.105	.188**	-.022	.007
10. Professional Efficacy	.129*	.155*	-.063	.080	.075	.055	-.193**
11. Depersonalization	.073	-.042	.069	.016	.230**	-.028	.043

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

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

Table 4.32 indicates that Age was significantly and positively correlated to professional efficacy and therefore it was concluded that efficacy increased with age among Kenya universities professional counsellors. Gender was also significantly and positively related to professional efficacy. Level of Training significantly and positively correlated with emotional exhaustion and depersonalisation whereas the duration of work in a particular station negatively and significantly correlated with professional efficacy.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMENDATIONS

5.1 Introduction

This chapter covers the summary of the major findings of the study as derived from the analysis of the four research hypotheses in chapter four. Conclusions are also outlined based on the findings. The last part of the chapter explains the recommendations and suggestions for further research.

5.2 Summary

The overall aim of this research was to study the relationship between existential fulfillment, work engagement and job burnout among university professional counsellors in Kenya as well as the contribution of existential fulfillment and work engagement to job burnout. Data was collected from professional counsellors actively engaged in student counselling in institutions of higher learning in Kenya. The research purposively conducted a census on all targeted counsellors. An online self-report questionnaire was administered through KUPCA website to the selected sample to facilitate data collection. A total of 193 questionnaires were expected, according to the register from which 180 were returned online and therefore included in the data analysis and the rest were considered non-respondents. The online data collection tool comprised a socio-demographic questionnaire, the Existential Fulfillment Scale, Utrecht Work Engagement Scale and Maslach Burnout Inventory. Based on the objectives, the following were the major findings of the study:

Objective 1: To establish the relationship between existential fulfillment and job burnout among Kenya universities professional counsellors.

- i. The overall existential fulfillment levels among Kenya universities professional counsellors observed to be moderate based on the mean index for responses on the EFS (2.57; $sd = 1.08$). Among individual professional counsellors, 89% of respondents reported moderate levels of existential fulfillment.
- ii. Overall job burnout among Kenya universities professional counsellors derived from the mean index of responses on the MBI-HSS was 2.2 ($sd = 1.77$) and therefore moderate. Among respondents, 76% registered moderate job burnout levels.
- iii. Self-acceptance positively correlated with emotional exhaustion (-0.244($p=0.00<0.05$)), professional efficacy (-0.016($p=0.83<0.05$)), depersonalisation (-0.146($p=0.05\leq 0.05$)) overall job burnout (-0.039($p=0.6>0.05$)).
- iv. The existential fulfillment dimension self-actualisation correlated with job burnout dimension emotional exhaustion -0.037($p=0.63>0.05$) professional efficacy -0.045($p=0.55>0.05$) depersonalisation -0.14($p=0.6>0.05$) and overall job burnout (-0.103($p=0.17>0.05$)) among university professional counsellors.
- v. Existential fulfillment dimension self-transcendence was correlated with job burnout dimensions emotional exhaustion -0.055($p=0.48>0.05$) professional efficacy -0.159($p=0.03<0.05$) depersonalisation -0.281($p=0.00<0.05$) and overall job burnout (-0.038($p=0.61>0.05$)) among university professional counsellors.
- vi. Overall existential fulfillment was correlated with job burnout dimensions emotional exhaustion -0.132($p=0.08>0.05$) professional efficacy -0.234($p=0.00<0.05$)

depersonalisation $-0.021(p=0.78>0.05)$ and overall job burnout ($0.084(p=0.26>0.05)$) among university professional counsellors

Objective 2: To find out the relationship between work engagement and job burnout among Kenya universities professional counsellors.

- i. The overall work engagement level among Kenya universities professional counsellors based on UWES was high (mean = 4.23; sd = 1.48). Among individual respondents, 52% of the respondents were highly engaged, 43% were observed to be moderately engaged and 5% registered low work engagement.
- ii. Work engagement dimension vigour was correlated with job burnout dimensions emotional exhaustion $-0.224(p=0.00<0.05)$ professional efficacy $0.473(p=0.00<0.05)$ depersonalisation $-0.146(p=0.05\leq 0.05)$ and overall job burnout ($0.197(p=0.01<0.05)$) among university professional counsellors
- iii. Work engagement dimension dedication was correlated with job burnout dimensions emotional exhaustion $-0.207(p=0.01<0.05)$ professional efficacy $0.251(p=0.00<0.05)$ depersonalisation $-0.137(p=0.07>0.05)$ and overall job burnout ($-0.018(p=0.82>0.05)$) among university professional counsellors
- iv. Work engagement dimension absorption was correlated with job burnout dimensions emotional exhaustion $0.145(p=0.05<0.05)$ professional efficacy $0.168(p=0.03<0.05)$ depersonalisation $-0.125(p=0.1>0.05)$ and overall job burnout ($0.135(p=0.07>0.05)$) among university professional counsellors
- v. Overall work engagement was correlated with job burnout dimensions emotional exhaustion $-0.083(p=0.27>0.05)$ professional efficacy $0.327(p=0.00<0.05)$

depersonalisation $-0.154(p=0.04<0.05)$ and overall job burnout $(0.129(p=0.09>0.05))$ among university professional counsellors

Objective 3 set out to investigate the contribution of existential fulfillment and work engagement to job burnout among Kenya universities professional counsellors

- i. Self-acceptance positively correlated with vigour $(0.115(p=0.12>0.05))$, dedication $(0.046(p=0.57>0.05))$ and absorption $(0.111(p=0.14>0.05))$ as well as overall work engagement $(0.149(p=0.05\leq 0.05))$. All correlations between self-acceptance and work engagement dimensions were non-significant except for overall work engagement.
- ii. Self-actualisation positively correlated to vigour $(0.063(p=0.4>\alpha=0.05))$ dedication $(0.089(p=0.24>0.05))$ absorption $0.118(p=0.11>0.05)$ overall work engagement $0.03(p=0.67>0.05)$. All correlations were not significant at 0.05 significance level.
- iii. Self-transcendence was positively correlated with vigour $0.117(p=0.12>0.05)$ dedication $0.234(p=0.00<0.05)$ absorption $0.099(p=0.19>0.05)$ and overall work engagement $0.225(p=0.00<0.05)$. All correlations between self-transcendence and work engagement dimensions were not significant at 0.05 level except for dedication
- iv. Overall existential fulfillment was positively corrected to vigour $(0.168(p=0.02<0.05))$, dedication $(0.142(p=0.06>0.05))$, absorption $(0.069(p=0.36>0.05))$ and overall work engagement $(0.173(p=0.02<0.05))$. Overall existential fulfillment was significantly related to vigour and overall work engagement.

Objective 4 sought to determine the influence of respondents' demographic characteristics (age, gender, experience, marital status, university category and level of education) on the main study variables (existential fulfillment, work engagement and job burnout).

- i. Existential fulfillment scores positively correlated gender (0.07($p=0.36>0.05$)), marital status (0.09($p=0.21>0.05$)), level of training (0.17($p=0.03>0.05$)), terms of service (0.03($p=0.66>0.05$)) and negatively correlated with age (-0.09($p=0.22>0.05$)), category of university (-0.04($p=0.59>0.05$)), work duration (-0.09($p=0.25>0.05$)).
- ii. Work engagement positively correlated with age (0.12($p=0.11>0.05$)), level of training (0.1(0.17 >0.05)), category of university (0.03($p=0.65>0.05$)), duration of work (0.003($p=0.97>0.05$)), and negatively correlated with gender (-0.03($p=0.66>0.05$)), marital status (-0.19($p=0.01<0.05$)), terms of service (0.02($p=0.8>0.05$))
- iii. Job burnout positively correlated with gender (0.05($p=0.49>0.05$)), terms of service (0.11($p=0.16>0.05$)), age (0.06(0.44 >0.05)), level of training (0.11($p=0.15>0.05$)), marital status (0.09($p=0.25>0.05$)) and negatively correlated with category of university (-0.06($p=0.4>0.05$)), duration of work (-0.12($p=0.1>0.05$))

5.3 Conclusions

On the basis of the findings of the study, the researcher made several conclusions which are related to the four research objectives of the study. These conclusions were generalized to professional counsellors practising in Kenyan universities. They are as follows:

Objective 1: *The relationship between existential fulfillment and job burnout among Kenya universities professional counsellors.* All dimensions of existential fulfillment were negatively correlated to job burnout dimension. Since overall existential fulfillment was negatively but not statistically significantly related to job burnout, it was concluded that existential fulfillment and job burnout cancelled each other among Kenya universities professional counsellors.

Objective 2: *The relationship between work engagement and job burnout among Kenya universities professional counsellors.* All dimensions of work engagement were negatively and related to all dimension of job burnout. Overall work engagement was also statistically significantly related to overall job burnout. Therefore, it was concluded that work engagement is negative related to job burnout among Kenya universities professional counsellors.

Objective 3: *The contribution of existential fulfillment and work engagement to job burnout among Kenya universities professional counsellors.* All existential fulfilment components except overall existential fulfillment were negatively and statistically correlated to all job burnout dimensions. All work engagement as well as overall work engagement were negatively and statistically significantly related to job burnout components. Existential fulfillment was significantly and positively related to work engagement. Therefore it was concluded that existential fulfillment and work engagement reinforce each other and mitigate job burnout among Kenya universities professional counsellors.

Objective 4: *To determine the influence of respondents' demographic characteristics (age, gender, experience, marital status, university category and level of education) on the main study variables (existential fulfillment, work engagement and job burnout).* There was no observed statistically significant relationship between existential fulfillment and any of the respondents' demographic characteristics. Marital status was found to be significantly and positively related to work engagement. There was no observed statistically significant relationship between job burnout and any of the respondents' demographic characteristics. It was therefore concluded that the demographic characteristics did not statistically significantly influence existential fulfillment, work engagement and job burnout.

5.4 Recommendations

Based on the research findings, the following are the recommendations:

- i. It was observed that job burnout was moderate and tending towards high. Therefore, intervention programmes for counsellor job burnout should be strengthened to combat indisposition among the psychological health providers. These include counsellor supervision programmes, refresher training workshops, peer supervision as well as case conferences.
- ii. Since existential fulfillment and job burnout were observed to cancel each other among the counsellors (both variables were moderate and therefore no significant correlation between them), the study recommends that measures should be devised to build up existential fulfillment levels. This is in view that the two variables were negatively but not significantly related in the study, implying that higher existential levels predict low job burnout.
- iii. As existential fulfillment is a highly decisive factor with respect to the onset of job burnout, it is a good idea to foster existential fulfillment to prevent future job burnout complaints among professional counsellors. Three dimensions (i.e. self-distance, self-transcendence and self-actualisation) are significant points of departure for devising an intervention program targeting professional counsellors.
- iv. The study established that work engagement and job burnout were diametrically opposed and therefore higher work engagement predicted low job burnout. It was therefore recommended that the antecedents of work engagement among professional counsellors in higher learning should be cultivated to promote work engagement and mitigate the job burnout phenomena.

- v. Since marital status was significantly correlated with work engagement, the quality of marital relationships among professional counsellors has substantial implication for productivity in counselling practise. Marriage issues that pose challenges to counsellors' psychological health should therefore be promptly addressed to avoid cross-over influence on their performance.

5.5 Suggestions for Further Research

Based on the findings of this study, the following are the suggestions for further research:

- i. Although it was established that high work engagement levels predicted low job burnout rates, it was not known whether the opposite hold. The question: 'does low job burnout predict high work engagement?' should be raised and therefore a study to address this knowledge gap conducted.
- ii. The direction of causation calls for further investigation. Future studies employing longitudinal design are needed to evaluate the possibility of causal relationships between existential fulfillment, work engagement and job burnout among university professional counsellors. Applying this design would also reduce possible common method bias as observed by Doty and Glick (1998) and Podsakoff and colleagues (2003).
- iii. Data in this study was collected using self-response scores. It is therefore not known to what extent these self-reported scores accurately reflect existential fulfillment, work engagement and job burnout. Naturally, the results of the current study for the relationship between the variables should be interpreted with caution but there are no indications that these findings solely reflect biased respondent reporting. Combining self-report data with data obtained in a more objective manner is recommended for further research so that powerful statistical techniques can be applied for hypothesis

testing. The findings of this study could be used to generate hypotheses for future research.

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APPENDIX A

BIOGRAPHICAL QUESTIONNAIRE

Dear respondent

You have been selected to take part in a survey aimed at studying work and wellness among Kenya universities professional counsellors. Kindly respond to the items given as honestly as possible. There are no right or wrong answers. The information provided shall be treated with the necessary confidentiality.

Thank you.

1. Age 21 – 25 years
 26 - 30 years
 31 – 35 years
 36 – 40 years
 41 - 45 years
 46 – 50 years
 51 – 55 years
 56 - 60 years
 over 60 years
2. Gender Male
 Female
3. Marital status Married
 Single
 Separated
 Widowed
 Divorced

APPENDIX B

EXISTENTIAL FULFILLMENT SCALE (EFS)

The following 15 statements are about how you feel at work. Please read each statement carefully and decide if it is relevant to you. If the statement is not at all relevant to you, cross the '0' (zero) in the space after the statement. If you feel it is relevant to you, indicate how relevant it is by crossing the number (from 1 to 4) that best describes the degree of relevance.

0. *Not at all relevant to me*

1. *Somehow relevant to me*

2. *Not sure*

3. *Quite relevant to me*

4. *Fully relevant to me*

1. I often feel uncertain about the impression I make on other people

[0] [1] [2] [3] [4]

2. I'll remain motivated to carry on even in times of bad luck

[0] [1] [2] [3] [4]

3. I do a lot of things that I would actually rather not do

[0] [1] [2] [3] [4]

4. I feel incorporated in a larger meaningful entity

[0] [1] [2] [3] [4]

5. Deep inside I feel free

[0] [1] [2] [3] [4]

6. I think I am part of a meaningful entity

[0] [1] [2] [3] [4]

7. Even in busy times I experience feelings of inner calmness
[0] [1] [2] [3] [4]
8. I often feel I have to prove myself
[0] [1] [2] [3] [4]
9. It is my opinion that my life is meaningful
[0] [1] [2] [3] [4]
10. I have experienced that there is more in life than I can perceive with my senses
[0] [1] [2] [3] [4]
11. I find it very hard to accept myself
[0] [1] [2] [3] [4]
12. I often do things because I have to, not because I really want to do them
[0] [1] [2] [3] [4]
13. I think my life has such a deep meaning that it surpasses my personal interests
[0] [1] [2] [3] [4]
14. I completely approve of the things that I do
[0] [1] [2] [3] [4]
15. My ideals inspire me
[0] [1] [2] [3] [4]

APPENDIX C

UTRECHT WORK ENGAGEMENT SCALE (UWES-17)

The following 17 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the '0' (zero) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

	Almost never	Rarely	Sometimes	Often	Very often	Always
0	1	2	3	4	5	6
Never	A few times a year or less	Once month less	a or month	A few times a month	Once a week	A few times a day week

1. At my work, I feel bursting with energy

[0] [1] [2] [3] [4] [5] [6]

2. I find the work that I do full of meaning and purpose

[0] [1] [2] [3] [4] [5] [6]

3. Time flies when I'm working

[0] [1] [2] [3] [4] [5] [6]

4. At my job, I feel strong and vigorous

[0] [1] [2] [3] [4] [5] [6]

5. I am enthusiastic about my job

[0] [1] [2] [3] [4] [5] [6]

6. When I am working, I forget everything else around me

[0] [1] [2] [3] [4] [5] [6]

7. My job inspires me

[0] [1] [2] [3] [4] [5] [6]

8. When I get up in the morning, I feel like going to work

[0] [1] [2] [3] [4] [5] [6]

9. I feel happy when I am working intensely

[0] [1] [2] [3] [4] [5] [6]

10. I am proud on the work that I do

[0] [1] [2] [3] [4] [5] [6]

11. I am immersed in my work

[0] [1] [2] [3] [4] [5] [6]

12. I can continue working for very long periods at a time

[0] [1] [2] [3] [4] [5] [6]

13. To me, my job is challenging

[0] [1] [2] [3] [4] [5] [6]

14. I get carried away when I'm working

[0] [1] [2] [3] [4] [5] [6]

15. At my job, I am very resilient, mentally

[0] [1] [2] [3] [4] [5] [6]

16. It is difficult to detach myself from my job

[0] [1] [2] [3] [4] [5] [6]

17. At my work I always persevere, even when things do not go well

[0] [1] [2] [3] [4] [5] [6]

APPENDIX D

MASLACH JOB BURNOUT INVENTORY – (MBI-SS)

The following 22 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your work. If you have never had this feeling, cross the '0' (zero) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

	Almost never	Rarely	Sometimes	Often	Very often	Always			
0	1	2	3	4	5	6			
Never	A few times a	Once	a	A few times a	Once	a	A	few	Every
	year or less	month	or	month	week		times	a	day
		less					week		

1. I feel emotionally drained from my work

[0] [1] [2] [3] [4] [5] [6]

2. I feel used up at the end of the workday

[0] [1] [2] [3] [4] [5] [6]

3. I feel fatigued when I wake up in the morning and have to face another day on the job

[0] [1] [2] [3] [4] [5] [6]

4. Working with people all day is really a strain for me

[0] [1] [2] [3] [4] [5] [6]

5. I feel burnt out from my work

[0] [1] [2] [3] [4] [5] [6]

6. I feel frustrated by my job

[0] [1] [2] [3] [4] [5] [6]

7. I feel I am working too hard on my job

[0] [1] [2] [3] [4] [5] [6]

8. Working with people directly puts too much stress on me

[0] [1] [2] [3] [4] [5] [6]

9. I feel like I am at the end of my rope

[0] [1] [2] [3] [4] [5] [6]

10. I can easily understand how my clients feel about things

[0] [1] [2] [3] [4] [5] [6]

11. I deal very effectively with the problems of my clients

[0] [1] [2] [3] [4] [5] [6]

12. I feel I am positively influencing other people's lives through my work

[0] [1] [2] [3] [4] [5] [6]

13. I feel very energetic

[0] [1] [2] [3] [4] [5] [6]

14. I can easily create a relaxed atmosphere with my clients

[0] [1] [2] [3] [4] [5] [6]

15. I feel exhilarated after working closely with my clients

[0] [1] [2] [3] [4] [5] [6]

16. I have accomplished many worthwhile things in this job

[0] [1] [2] [3] [4] [5] [6]

17. In my work I deal with many emotional problems very calmly

[0] [1] [2] [3] [4] [5] [6]

18. I feel I treat some of the clients as if they were impersonal 'objects'

[0] [1] [2] [3] [4] [5] [6]

19. I have become more callous towards people since I took this job

[0] [1] [2] [3] [4] [5] [6]

20. I worry that this job is hardening me emotionally

[0] [1] [2] [3] [4] [5] [6]

21. I don't really care what happens to clients

[0] [1] [2] [3] [4] [5] [6]

22. I feel clients blame me for some of their problems

[0] [1] [2] [3] [4] [5] [6]

APPENDIX E

LISTS OF KENYAN INSTITUTIONS OF HIGHER LEARNING

PUBLIC CHARTERED UNIVERSITIES	
1.	University of Nairobi (UoN)
2.	Moi University (MU)
3.	Kenyatta University (KU)
4.	Egerton University (EU)
5.	Jomo Kenyatta University of Agriculture and Technology (JKUAT)
6.	Maseno University (Maseno)
7.	MasindeMuliro University of Science and Technology (MMUST)
8.	DedanKimathi University of Technology
9.	Chuka University
10.	Technical University of Kenya
11.	Technical University of Mombasa
12.	Pwani University
13.	Kisii University
14.	University of Eldoret
15.	Maasai Mara University
16.	JaramogiOgingaOdinga University of Science and Technology
17.	Laikipia University
18.	South Eastern Kenya University
19.	Meru University of Science and Technology
20.	Multimedia University of Kenya

21.	University of Kabianga
22.	Karatina University
PUBLIC UNIVERSITY CONSTITUENT COLLEGES	
1.	Murang'a University College (JKUAT)
2.	Machakos University College (KU)
3.	The Co-operative University College of Kenya (JKUAT)
4.	Embu University College (UoN)
5.	Kirinyaga University College (JKUAT)
6.	Rongo University College (MU)
7.	Kibabii University College (MMUST)
8.	Garissa University College (MU)
9.	TaitaTaveta University College (JKUAT)
PRIVATE CHARTERED UNIVERSITIES	
1.	University of Eastern Africa, Baraton
2.	Catholic University of Eastern Africa (CUEA)
3.	Daystar University
4.	Scott Christian University
5.	United States International University
6.	Africa Nazarene University
7.	Kenya Methodist University
8.	St. Paul's University
9.	Pan Africa Christian University
10.	Strathmore University
11.	Kabarak University

12.	Mount Kenya University
13.	Africa International University
14.	Kenya Highlands Evangelical University
15.	Great Lakes University of Kisumu
16.	KCA University
17.	Adventist University of Africa

Source: *Commission for University Education Website 2013*

APPENDIX F

RESEARCH AUTHORISATION FROM KABARAK UNIVERSITY



INSTITUTE OF POST GRADUATE STUDIES AND RESEARCH

Private Bag - 20157
KABARAK, KENYA
E-mail: directorpostgraduate@kabarak.ac.ke

Tel: 0203511275
Fax: 254-51-343012
www.kabarak.ac.ke

24th July, 2014

To Secretary/CEO
National Commission for Science, Technology & Innovation (NACOSTI)
P.O. Box 30623 – 00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH BY JAMES KAY MUTHAMA NDISO - REG. NO. GDE/M/1701/9/12

The above named is a Doctoral student at Kabarak University in the School of Theology, Education and Arts. He is carrying out research entitled “**A Study of the Relationship between Existential Fulfilment, Work Engagement and Job Burnout among Kenya Universities Professional Counsellors**”. He has defended his proposal and has been authorized to proceed with field research.

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide the necessary assistance.

Thank you.

Yours faithfully,

Dr. Betty Jeruto Tikoko
AG.DIRECTOR - (POST-GRADUATE STUDIES & RESEARCH)



Kabarak University Moral Code

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1 Peter 3:15)

APPENDIX G

RESEARCH AUTHORISATION FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

15th April, 2015

NACOSTI/P/15/8669/5194

James Kay Muthama Ndiso
Kabarak University
Private Bag - 20157
KABARAK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Investigating the relationship between existential fulfilment, work engagement and job burnout among Kenya Universities Professional Counsellors”* I am pleased to inform you that you have been authorized to undertake research in **all Counties** for a period ending **30th April, 2016**.

You are advised to report to **the Vice Chancellors of selected universities, the County Commissioners and the County Directors of Education, all Counties** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO

Copy to:

The Vice Chancellors
Selected Universities.

The County Commissioners
All Counties.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX H

RESEARCH PERMIT FROM NACOSTI

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION
RESEARCH CLEARANCE PERMIT
Serial No. A 4878
CONDITIONS: see back page

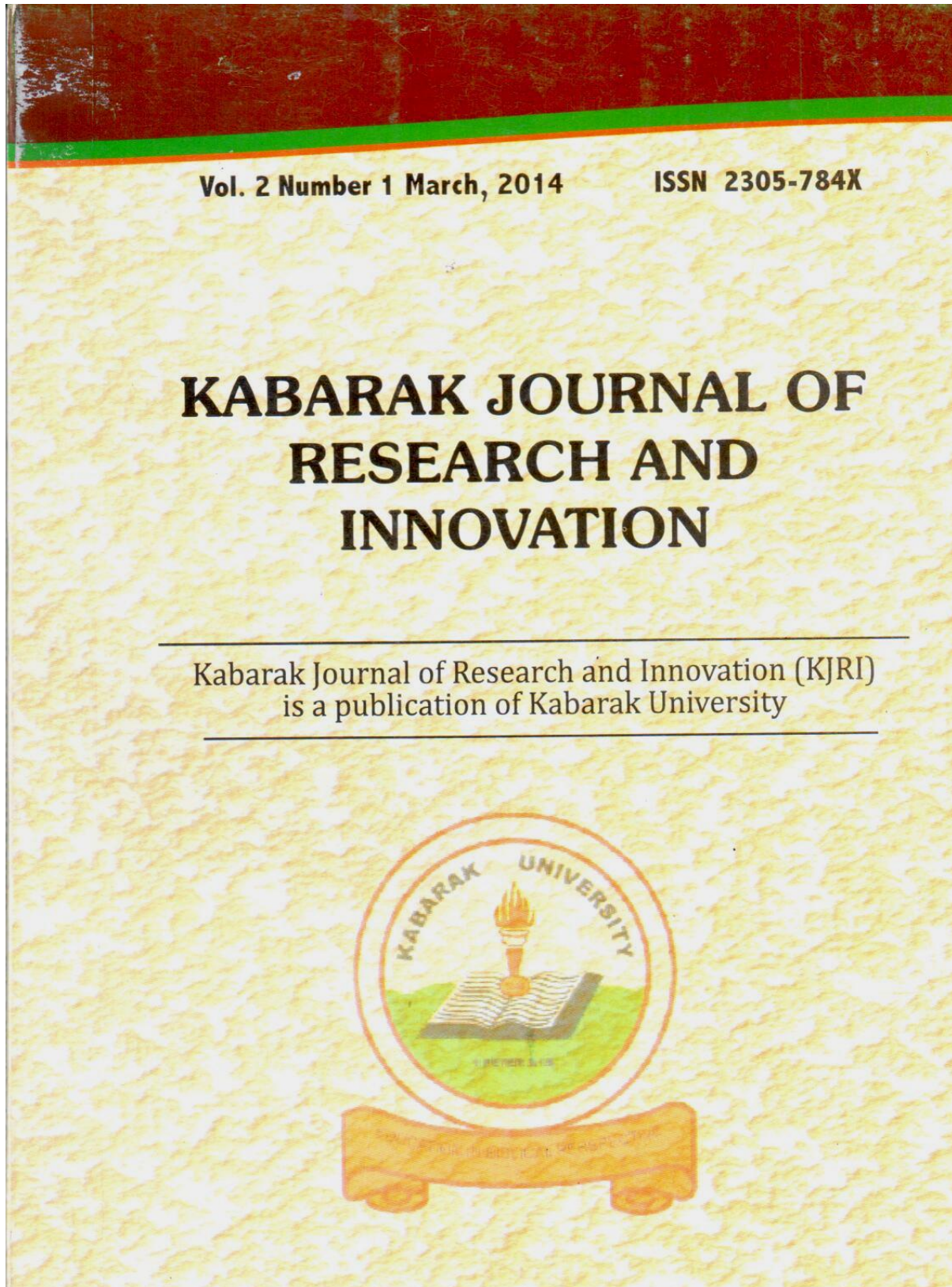
THIS IS TO CERTIFY THAT:
MR. JAMES KAY MUTHAMA NDISO
of KABARAK UNIVERSITY, 0-20100
NAKURU, has been permitted to conduct
research in All Counties
on the topic: 'INVESTIGATING THE
RELATIONSHIP BETWEEN EXISTENTIAL
FULFILMENT, WORK ENGAGEMENT AND
JOB BURNOUT AMONG KENYA
UNIVERSITERS PROFESSIONAL
COUNSELLORS
for the period ending:
30th April, 2016

Permit No : NACOSTI/P/15/8669/5194
Date Of Issue : 15th April, 2015
Fee Received :Ksh 2,000

Applicant's Signature
Director General
National Commission for Science, Technology & Innovation

APPENDIX I

PUBLISHED RESEARCH PAPER 1



Kabarak Journal of Research and Innovation
Vol. 2 Number 1 March, 2014

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APPENDIX J

PUBLISHED RESEARCH PAPER 2

Kabarak Journal of Research & Innovation Volume 3 Number 1 (2015)
ISSN 2305-784X (print) ISSN 2410-8383 (online) <http://eserver.kabarak.ac.ke/ojs/>

The Role of Staff Counseling in Promoting Work Engagement and Productivity: A Case of Kabarak University

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Kabarak University

Submitted: 31st July 2014; Accepted: 20th April 2015; Published online: 24th April 2015

Abstract

Significant shifts in the global economy have accelerated the need for organizations to find innovative ways to address new technological, demographic and marketplace realities. These shifts have also forced institutions of higher learning in Kenya to reevaluate costs associated with talent, necessitating a need to maximize productivity with minimal work force. Employees of any institution are expected to be proactive, show initiative, take responsibility for their own professional development and to be committed to high quality performance standards. These expectations place high job demands on the staff and in so doing predispose them to burnout. However, there is no comprehensive staff counseling programs aimed at helping the human resource develop their positive psychological capital that would inoculate them from psychological indisposition and thus boost work engagement for higher output. This paper explores the role of counseling in promoting work engagement and increasing productivity at Kabarak University. The article theorizes that engagement, conceptualized as the investment of an individual's complete self into a role, is a significant factor in job wellness and correlates positively with counseling. Mixed methods research was used to conduct the study. Secondary data was augmented with the participant observation data collection procedure. Qualitative and quantitative data analysis was done using SPSS 22. It was established that at Kabarak University, work engagement is a human resource concern that can be strengthened by staff counseling programs. The job specification for the professional counselors within the university precluded their active involvement with psychological welfare of staff. HRD researchers seeking to conduct original research in universities, and practitioners interested in creating greater levels of engagement in their organizations will find the discussion and implications sections valuable.

Key words: staff counseling, productivity, engagement, attrition

Introduction

In recent decades, it has been postulated that the productivity of an organization depends on lower level of employees' burnout and stress at workplace (Al-Kahtani, 2013). The human resource capital can be the biggest asset as well as its biggest liability in any institution of higher learning (Das, Narendra, & Mishra, 2013). In the present era that is full of competition and demand for quality, the one thing that creates sustainable competitive advantage of our universities is the workforce, the people who are the institution. Investment in human resources development could be viewed as the only exclusive factor that makes an institution more successful than another. Das *et al.* (2013) argue that although better products, services, strategies, technologies or, perhaps, a better cost structure contribute to superior performance, all of them can be copied over time. When it comes to people, research has shown, time and again, that work engagement drives employees to significantly outperform work groups that are not engaged. Organizations need to attain competitive advantage over others, which is possible not simply through number of workforce but talented and engaged workforce. In the fight for competitive advantage in Kenya academic institutions, an engaged human resource are the ultimate goal.

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At Kabarak University as in other universities all over the world, strategic HR continues to be a major focus which has led to paradigm shift from partnership to integration where importance is being given to the talent management and engagement. Mobilizing a talented workforce is not a major challenge since many of the employees are concerned and equipped with knowledge and skill for their overall development. However, having knowledge, skill and attitude to work may not effectively drive the institution towards its vision of world class education in biblical perspective until the employees are adequately motivated and utilized through work engagement. Engagement here can be promoted through psychological health provision with specific reference to staff counseling. Engaged employees are fully involved in, and enthusiastic about their work, thus willing to invest the discretionary effort. It is the level of commitment and involvement an employee has towards their organization and its values. In short, it is a positive attitude and a strong emotional bond held by the employees towards the organization.

Low work engagement erodes self efficacy and leads to lack of meaningful existence in life and work. This could lead to burnout, which has been defined by existential researchers as a state of existential vacuum (Tomic & Tomic, 2011). When these factors combine, they could individually or collectively influence the intention to leave, which is positively correlated to staff turnover and negatively related to staff productivity. Tumwet (2012) views staff turnover as signifying the extent to which management's strategic thought on human attraction, retention and development is met. Kabarak university staff turnover spiked in 2009 when it peaked at 10.2%; as compared to 2008 (4.25), 2010 (6.5%) and 2011 (3.1%). It is evident that though turnover has been stabilizing since then, the rates are still high. There is need, therefore, to study the work and wellness levels in the university and establish whether these levels predict staff attrition in the university. It is for this reason that this paper looks into the role of staff counseling in enhancing productivity at Kabarak University.

Literature Review

A 2013 global study by GALLUP on the state of engagement in the work place indicates that only 13.6% of employees worldwide are engaged at work, 61.7% are disengaged and 23.3% actively disengaged. This implies that only one in eight workers are psychologically committed to their jobs and likely to be making positive contributions to their organizations. The regional engagement statistics indicate that 10% of employees in Africa are engaged and 33% actively disengaged in sub-Saharan Africa. It can therefore be inferred that the bulk of employees in Kenya, as is elsewhere, are not engaged; they lack motivation and are less likely to invest discretionary effort in organizational goals or outcomes. Those who are actively disengaged are unhappy and unproductive at work and liable to spread negativity to coworkers. If this low level of engagement among workers is not checked, it may continue to hinder gains in economic productivity and life quality in much of the world.

However, current trends in Occupational Psychology have resulted in positive innovations in Human Resource policies and practices the world over. Organizations now focus on the well being of employees as it is believed that healthy employees are motivated and energetic (Furnham, 2012). The idea of Work Engagement emerged to improve the performance of employees by focusing on their wellbeing (Truss, Alfes, Delbridge, Shantz, & Soane, 2013). The concept of Work Engagement was introduced by Schaufeli, Salanova, González-romá and Bakker (2002) who defined it as a constructive state of well being, which is characterized by high level of energy and commitment with work. According to Bakker and Evangelia (2008) the job and personal resources boost up employees' performance and engaged employees are more energetic and committed with their work. Work Engagement consists of Vigor (possessing high level of energy at work); Dedication (having strong belongingness with organization) and Absorption (a state of full concentration in work) (Schaufeli & Salanova, 2007). Engaged workers feel positively about their situation, but beyond mere satisfaction they are motivated to expend energy on a task. Thus job engagement can be viewed as a positive, fulfilling, affective-motivational state of work-related well-being that can be defined in terms of high levels of energy and high levels of involvement in work (Leiter & Bakker, 2010; Bakker, Albrecht & Leiter, 2011).

Practitioners and academicians tend to agree that the consequences of employee engagement are positive (Saks 2006). Most organizations today realize that a 'satisfied' employee is not necessarily the 'best' employee in terms of loyalty and productivity (Warr & Inceoglu, 2011). It is only an 'engaged employee' who is intellectually and emotionally bound with the organization, feels passionately about its goals and is committed towards its values who can be termed thus (Warr, 2012). This way, an institution that cultivates an employee engagement culture creates a community at the workplace and not just a workforce. Engagement is important for human resource practitioners to cultivate given that disengagement or alienation is positively correlated to the problem of workers' lack of commitment and motivation (Al-Kahtani, 2013). Other Research using a different resource of engagement (involvement and enthusiasm) has linked it to such variables as employee turnover, customer satisfaction – loyalty, safety and to a lesser degree, productivity and profitability criteria (Harter, Schmidt & Hayes, 2002).

Employees who have a heightened connection to their organization, supervisor, and coworkers, and who make additional effort in their work are considered engaged (Ulrich, 2004). This statement reflects the recent focus by human resource professionals and management on employee engagement and its connection to productivity (Gibbons, 2007). Some human resource specialists associate low employee engagement with poor corporate performance and profitability. Rampersad (2008) inferred that lack of engagement is causing large and small organizations all over the world to incur excess costs, under-perform on critical tasks, and create widespread customer dissatisfaction.

Intrinsic rewards of work, such as personal satisfaction and strong self-efficacy, contribute to meaningful experience at work (Bolman & Deal, 2003). Making work meaningful is an important aspect of improving performance and employee engagement. Wheatley (2006) connected creativity, innovation, and engagement to what interests and brings meaning to people. Wheatley believed that by watching how people spend their time and listening to what they talk about, we can begin to understand what's important to them. Both Senge and Wheatley explored the connection between values, positive approaches, and the beliefs of leaders and their impact on employee commitment, loyalty, and performance (Senge, 2006; Senge, Scharmer, Jaworski, & Flowers, 2004) and Wheatley (2006, 2007).

Research has identified several factors that promote engagement in the work place. These include the use of positive language in organizations which has been successfully mediated by HR support systems within organizations. This includes the use of positive terminology versus negative. Senge (2006) postulates that one of the catalysts of employee engagement and the resulting organizational performance is the organizational leader's positive beliefs, values, and attitude towards employees. An organization's capacity to manage employee engagement is closely related to its ability to achieve high performance levels and superior business results.

Theoretical Framework

The Job Demands – Resources Model of Work Engagement

The Job Demands – Resources Model attempts to synthesize the theoretical insights and empirical findings of several prior models, including the Demand-Control-Support model (DCS; Karasek & Theorell, 1990), the Effort–Reward Imbalance model (ERI; Siegrist, 1996), and the Conservation of Resources model (Hobfoll, 1989). Thus, in contrast to the DCS and ERI models which focus on specific work characteristics (e.g. control, support, or (un)fairness), the JD-R model offers a more flexible approach, embracing a wide variety of work-related factors that impact on well-being, thereby allowing the choice of factors to be tailored to particular work contexts (Bakker & Demerouti, 2007). The model provides a framework for studying the underlying processes through which various job resources and personal resources independently or combined predict work engagement, which in turn will have a positive impact on performance (Bakker & Demerouti, 2008). Since its formulation by Demerouti, Bakker, Nachreiner, and Schaufeli (2001), the model has demonstrated its usefulness as a parsimonious

yet comprehensive model for conceptualizing and investigating occupational wellbeing, burnout, and engagement (Boyd, Bakker, Pignata, Winefield, Gillespie & Stough, 2011).

Job demands are the physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological effort or skills, and are associated with physiological or psychological costs (Demerouti *et al.*, 2001). Job resources, on the other hand, are the physical, psychological, social, or organizational aspects of the job that function to reduce job demands, enable achievement of work goals, and/or stimulate personal growth, learning, and development (Bakker, Demerouti, Taris *et al.*, 2003). Resources are therefore assumed to promote work-related motivation and engagement (the motivational hypothesis; Bakker, Demerouti & Schaufeli, 2003), while excessive job demands lead to impaired health and exhaustion via energy depletion (the health impairment hypothesis; Bakker, Demerouti & Schaufeli, 2003). The contrasting relationships between demands and health impairment, and between resources and engagement (termed “dual process”) form the centerpiece of the JD-R model, and are well supported by empirical evidence across a range of occupations (Lewig, Xanthopoulou, Bakker, Dollard & Metzger, 2007; Broeck *et al.*, 2008).

Methods and Materials

Design

Mixed methods research was used to conduct the study. Secondary data was augmented with the participant observation data collection procedure. The study utilized *ex post facto* cross-sectional survey design. The variables under study were examined in retrospect and without prior manipulation. Data was collected using four psychometrically validated scales: existential Fulfillment Scale, Utrecht Work Engagement Scale, Maslach Burnout Inventory and Singh’s (2000) three-item measure.

Instrumentation

Existential Fulfillment: Existential fulfillment, composed of the three dimensions of self acceptance, self-actualization and self-transcendence, was measured using the Existential Fulfillment Scale (EFS) (Loonstra *et al.*, 2007). This scale consists of 15 items (five items for each dimension) measured on a five-point Likert scale, ranging from 0 (*‘not at all’* relevant to me) to 4 (*‘fully’* relevant to me). The maximum score per dimension is 20. The EFS is a standardized psychometric tool whose factorial structure has shown an acceptable fit (Loonstra *et al.*, 2007). The internal consistency coefficients are 0.79, 0.76 and 0.82, for self acceptance, self actualization and self transcendence respectively.

Work Engagement: Work engagement was made operational by the Utrecht Work Engagement Scale - UWES (Schaufeli *et al.*, 2002). The 17-item Utrecht Work Engagement Scale contains three dimensions - vigor, dedication, and absorption - measuring the degree to which people feel engaged, energized, and consumed by their work (Schaufeli, Salanova, Gonzalez-Roma & Bakker, 2002). The measure uses a 7-point Likert-type scale that ranges from *never* (0) to *always* (6). The vigor dimension consists of 6 items such as *“At my work, I feel bursting with energy”* ($\alpha = 0.85$, $M = 21.81$, $SD = 4.18$), whereas the dedication dimension includes 5 items like *“My job inspires me”* ($\alpha = 0.89$, $M = 18.45$, $SD = 4.06$). High scores on these scales indicate greater work engagement. The UWES has been found to be a reliable and valid self-report questionnaire (Schaufeli *et al.*, 2006). Due to historically high correlations between the factors (ranging in a recent study from 0.83 to 0.97), researchers have recommended treating the scale as one-dimensional when the focus of the research is work engagement in general - stating that “the high correlations between the three factors indicate substantial overlap between them, and thus restrict their use as separate dimensions” (Seppala *et al.*, 2009).

Job Burnout: Burnout was measured with the Maslach Burnout Inventory – General Scale (MBI – GS; Schaufeli, Leiter, Maslach, & Jackson, 1996). The MBI – GS (20 items) consists of 3 sub-scales: emotional exhaustion (8 items); depersonalization (5 items); and self efficacy (7 items) based on a 7-point scale, from *“never”* to *“always”*. Similarly, the MBI reliability tests (Schaufeli 1990) were between 0.80

and 0.90 for emotional exhaustion and between 0.70 and 0.80 for cynicism and inefficacy. In this study, the data collection tool yielded an overall Cronbach's alpha reliability coefficient of ≥ 0.80 which was regarded as sufficient for research purposes according to Fraenkel and Wallen (2000).

Three-Item Measure

To assess intention to leave the study adopted Singh's (2000) three-item measure. The uni-dimensional scale measures the degree to which people have considered leaving their current job position using items like "I often think of quitting." It has performed reliably in past administrations with coefficients ranging from 0.87 to 0.94. Respondents scored on a 5-point Likert-type scale that ranged from *strongly disagree* (1) to *strongly agree* (5). The measure produced a coefficient alpha of .89 ($M = 7.35$, $SD = 3.47$).

Results

A total of 34 respondents that were randomly sampled from the campuses of Kabarak University participated in the study. 59% of the respondents were male and 41% female. This correlates with the staff distribution by gender in the university as well as the findings of a study by Tumwet in 2012. Among the respondents, 68% were married, 29% single and 3% were separated. It was established that 82% were employed on permanent basis, 12% were on contract while 6% were temporary workers.

The study established that employees at Kabarak University were highly engaged (4.6 engagement index) and moderately burnt out (2.7 burnout index). Similarly, existential fulfillment was also found to be moderately high as evidenced by an index of 3.7. Organizational loyalty and job commitment was high as evidenced by an index of 4.9. This was supported by the fact that 72.7% of respondents responded that given a choice, they would still work at Kabarak University. Intention to leave was low, with an index of 1.2 and 12.1% of respondents indicating that given a choice they would leave their employment.

Figure 1 indicates that 39.4% of respondents felt that there was need for the university HRD to engage a staff counselor. On the perception index of whether deploying a staff counselor would make a significant difference, a score of 3.27 predicted moderate expectations. However, a mean index of 4.24 indicated that staff felt there was a significant need to strengthen staff counseling programs at the university. This was supported by 61.7% of respondents who strongly proposed that counseling programs were necessary at the HR level. A 3.71 index showed a moderate perception of the value of staff counseling contribution to staff productivity. However, it should be noted that 41.1% of respondents felt staff counseling program would improve their productivity.

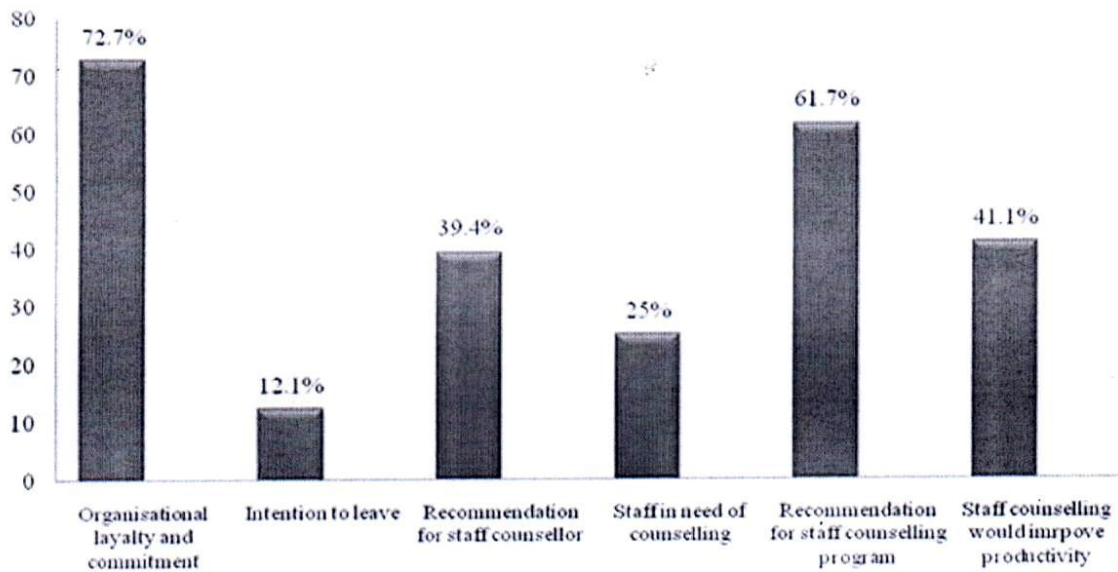


Figure 1: Percentages of respondent's scores on various issues

Age was not significantly correlated with respondents' levels of existential fulfillment. However, correlations between age and work engagement as well as job burnout were significant. There was a strong positive correlation between staff who proposed that there was need for staff counseling services and their view of the role of HR counseling in significantly improving staff productivity. There was also a strong significant positive correlation between staff who recommended the establishment of staff counseling program and those who felt they needed counseling themselves. Work engagement was significantly and negatively correlated to employee intention to leave (-0.61 on a 2-tailed significance of $p < 0.01$).

Table 1
Correlations between Variables

	1	2	3	4	5	6
1 No intention to leave	-					
2 Intention to leave	-0.26	-				
3 Need for counseling	0.15	0.46*	-			
4 Psychological needs	0.11	-0.42	-0.01	-		
5 Necessity for staff counseling	0.12	0.31	0.48*	0.02	-	
6 Productivity	-0.01	0.36	0.52*	0.15	0.67*	-

There were no significant gender differences in burnout or work engagement among employees of Kabarak University. Job groups/position levels did not present any significant differences in overall work engagement or job burnout. However, a significant difference in psychological distress was found among position levels, with junior employees reporting significantly higher levels of psychological distress than senior employees ($t(68) = 3.177, p < 0.01$).

Three complementary analyses were used to examine interrelationships among the different dimensions of burnout and engagement. Dimension-level correlations results indicated that all of the estimated true

correlations are moderate to strong in magnitude and associated 95% confidence intervals excluded zero, indicating statistical significance. The average true correlation between the burnout and engagement dimensions was -0.54 , with inefficacy being the burnout dimension most strongly correlated with all three engagement dimensions (mean $\rho^{\wedge} = -0.8$).

The study next used meta-analytic matrices of the estimated true correlations as input into a set of regression analyses to further determine the degree of commonality between the various burnout and engagement dimensions. Regressing the engagement-absorption dimension on all three burnout dimensions resulted in a coefficient of multiple correlations (R) of 0.69 . Thus, the dimensions composing burnout accounted for 53% (i.e., 0.132) of the variance in individuals' absorption scores. Results likewise yielded a multiple R of 0.76 for dedication (71% variance accounted for by the burnout dimensions) and a multiple R of 0.82 for vigor (73% variance accounted for by the burnout dimensions). Similar patterns of association with the available correlates were also observed in the dimensions composing burnout and engagement. Overall, the average vector correlation was -0.9 , ranging from -0.78 to as high as -0.97 . Considering that engagement research has established that dedication and vigor as direct opposites of cynicism and exhaustion (see Schaufeli & Bakker, 2004; Cole, Walter, Bedeian, & O'Boyle, 2011), respectively, this study established that engagement dedication and burnout-cynicism exhibit a nearly identical pattern of association with the available correlates (mean $vr = -0.96$); the same holds true for the pattern of association with respect to the correlates and engagement-vigor and burnout-exhaustion (mean $vr = -0.93$). Finally, although absorption is believed to be a distinct aspect of engagement (see Schaufeli & Bakker, 2003), its average vector correlation across the three dimensions of burnout was substantive (mean $vr = -0.82$).

Discussion

A PricewaterhouseCoopers (2010) global study found that engaged employees put in 57% more effort on their work and are 87% less likely to resign compared to employees who consider themselves disengaged. It is known from other studies (e.g., Rich *et al.*, 2010; Shirom, 2010) that job engagement in higher learning has been significantly associated with certain job and institutional characteristics, so that theoretical models of staff psychological well-being and productivity certainly need to embrace organizational environmental variables. But those models will be incomplete and potentially misleading if they exclude the staff dispositional features such as psychological wellness.

Given that job engagement among university staff was associated with identifiable person-specific variables as well as with certain job characteristics, it was important to consider their possible mode of combination. In respect of other forms of well-being, research has pointed to (but rarely examined in detail) the combined impact of both institutional environmental and personality features (e.g., Warr, 2012). However, almost no research has addressed their joint operation in relation to job engagement, instead examining only one of the two sets of variables.

The first hypothesis posited that employee psychological well-being would relate to work engagement. Multiple regression analysis revealed that two independent variables accounted for 36% of the overall variance in work engagement, $F(3, 115) = 20.98, p < 0.001$. Employees organizational loyalty – intention to stay - ($\beta = .41, t = 5.38, p < .001$) and intention to leave ($\beta = -0.43, t = -5.70, p < 0.001$) emerged as significant predictors of work engagement. These findings suggest that the presence of organizational loyalty and the absence of intention to leave predict high work engagement.

The second hypothesis indicated that employee psychological well-being would relate to intention to leave as well as job burnout. Multiple regression analysis indicated that two independent variables accounted for 14% of the overall variance in job burnout, $F(3, 118) = 6.40, p < 0.001$. Need for a counselor ($\beta = 0.28, t = 3.29, p < 0.01$) and perception of value for staff counseling programs ($\beta = 0.21, t = 2.34, p < 0.05$) emerged as significant predictors of intention to leave.

Conclusion

Based on the findings of the study, it was concluded that employees of Kabarak University exhibited high work engagement and moderate job burnout. Existential fulfillment, which is related to the worker's spiritual disposition among employees were also found to be of moderate levels. Work engagement and job burnout were significantly influenced by the age of employees. The staff exhibited high organizational loyalty as well as high commitment to their jobs. The study established that there is low intention to leave among employees in the university. Work engagement was found to be a strong mitigating factor for intention to leave. A significant difference in psychological distress was found among position level, with junior employees reporting significantly higher levels of psychological distress than senior employees. Staff productivity was positively correlated to employee support services with special reference to staff counseling programs.

Recommendations

The recommendations that were proposed based on the outcome of the study include the need to establish and strengthen employee psychological support programs that include HR counseling. It was also recommended that the HR could establish an office that would facilitate employee psychological interventions which would serve to maintain the intention to leave among the staff at the low levels.

Suggestion for further Research

The study could be replicated with a larger sample to observe if the external validity still held. Being a faith-based institution, it was expected that existential fulfillment levels would be higher and job burnout lower than observed. Research should therefore be done to establish the cause for the disparateness in study observation among staff of Kabarak University. A study of staff perception of psychological support services should be conducted to establish viability of engaging a professional counselor dedicated to staff issues.

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APPENDIX K

PUBLISHED RESEARCH PAPER 3

James Kay *et al.*; *Sch. J. Arts. Humanit. Soc. Sci.*, September 2015; 3(6B):1178-1187

Scholars Journal of Arts, Humanities and Social Sciences

ISSN 2347-5374 (Online)

Sch. J. Arts Humanit. Soc. Sci. 2015; 3(6B):1178-1187

ISSN 2347-9493 (Print)

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(An International Publisher for Academic and Scientific Resources)

Influence of work engagement on burnout among Kenya Universities professional counsellors

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Abstract: This century has witnessed a paradigm shift in studies on psychological wellness of workers and researchers have shown an increasing interest in positive aspects of personal functioning in the workplace. Engagement and burnout variables have received very little attention in research among Kenya universities professional counsellors. This paper explores the relationship between work engagement and self-reported burnout scores among Kenya universities professional counsellors. The study utilized cross-sectional survey design. A sample of 180 professional counsellors in 75 institutions of higher learning in Kenya filled a self-response questionnaire comprising items derived from the Work Engagement Scale and Burnout Inventory. Data collected was quantitative and descriptive statistics (tables, percentages and cross-tabulations) and inferential statistics (chi-square, Kendall's tau-b Correlations Coefficient) were used in the analysis. All posited hypotheses were tested at 0.05 significant level and analysis done with aid of Statistical Package for Social Sciences (SPSS) version 22.0. The study established that job burnout level was moderate while work engagement was high. Work engagement components were positively related to each other and negatively correlated to job burnout. The study has generated new knowledge on work engagement and job burnout among Kenya universities professional counsellors and demonstrated the importance of these variables to the promotion of positive occupational health psychology as well as the implications for future research. This could help Human Resource Departments (HRD) to come up with policies that would promote their institutions' organisational psychological health and increase work engagement.

Keywords: Existential fulfilment; engagement; burnout; psychological wellness; counsellors

INTRODUCTION

Significant shifts in the global economy have accelerated the need for organizations to find innovative ways to address new technological, demographic and marketplace realities. As a result, Human Resource Practitioners have been forced to re-evaluate costs associated with talent, necessitating a need to maximize productivity with minimal work force. Consequently, a proliferation of work and wellness research resulted, since human resource capital can be the biggest asset as well as its biggest liability in any organization [1]. The ripple effect of promotion of positive occupational health psychology could be initiated at the preparation level of professionals. This is where universities play a key role in promoting psychological wellness through research, training and development of human resource in the helping professions. However, related research conducted in these institutions of higher learning has not paid much attention to professional counsellors whose nature of work predisposes them to stress and burnout. Three gaps are therefore apparent: first, the level of counsellor psychological wellness in Kenyan universities is not known with special reference to

engagement and burnout. Second, it is unknown the two variables (W.E and J.B) interact among counsellors working in higher learning. Lastly, the contribution of engagement to burnout among university counsellors in Kenya is also unknown. This study set out to bridge that gap by investigating the relationship between work engagement and job burnout among Kenya universities professional counsellors as well as the contribution of engagement to burnout.

As observed by Kiarie, Sisera and Mwenje [2] Kenya has invested highly in human resource development as a strategy of achieving the Millennium Development Goals. However, Kiarie et al. also aver the outcomes do not match the individual, institutional and national expectations. This could be attributed to the state of work and well-being since it has been established that it predicts employee outcomes, organisational success, and financial performance [3, 4]. GALLUP [5] conducted a global study across 142 countries on the state of engagement in the work place. Only 13.6% of employees worldwide were engaged at work, 61.7% are disengaged and 23.3% actively

disengaged. AON-Hewitt (2014) report on trends in global engagement indicates that 22% of workers globally are engaged, 39% moderately engaged, 23% passive and 16% as actively disengaged.

The studies established that at the global level, Northern America (that is, the U.S. and Canada) have the highest proportion of engaged workers, at 29%, followed by Australia and New Zealand, at 24%, Western European countries, at 14% [6]. AON-Hewitt [7] report similar trends with Latin America having highest engagement levels at 31% followed by North America (27%), Africa/Middle east 23% and the least engagement levels reported in Europe (19%). According to GALLUP (2013) the highest proportions of actively disengaged workers are found in the Middle East and North Africa (MENA) and sub-Saharan Africa regions, at 35% and 33%, respectively. This is supported by AON-Hewitt [8] that indicates highest active disengagement in Europe and Africa/Middle East, at 19% and 16% respectively. The difference in percentages could be attributed to the fact that GALLUP employed a three factor scale of measurement that ranged from engaged, disengaged and actively disengaged while AON-Hewitt used a four factor scale (highly engaged, moderately engaged, passive and actively disengaged).

Studies have found that environmental variables that predict burnout phenomena include workload, social support and organizational administration [9-11]. The personal variables that have been identified in research include personality traits [12], perceived self-efficacy [13], existential fulfilment [14] constructive thinking [15], and work engagement [16]

Current socioeconomic and political strategies implemented by governments competing in the global economy are increasingly impacting negatively on the availability of talent in Higher education [17]. Rapid expansion of institutions of higher learning that is being witnessed in Kenya today has serious implications for organisational loyalty and occupational wellbeing of university employees including counsellors. However, much of the research on positive occupational health psychology in Kenya has mainly focused on High School set up [18] [19] [20] [21]. Higher education in Kenya, as in elsewhere, plays a critical role in the generation and dissemination of knowledge that is instrumental in perpetuation and sustainability of future talent and socioeconomic development [22]. In higher learning, researchers tend to focus on psychological well-being of the other staff and not much has been published on mental health providers with special reference to professional counsellors. This poses a knowledge gap with regard to work and wellbeing of the employees charged with the responsibility of

occupational mental health through psychological interventions.

University counsellors are actively involved in capacity building in the profession through counselling, training, consultancy and supervision of other counsellors and trainees. Studying their psychological wellness at work could therefore strengthen the endeavours aimed at combating job ill-health in other settings. It is against this background that this study set out to investigate the relationship between work engagement and job burnout among professional counsellors in universities in Kenya as well as the contribution of engagement and to burnout.

Work Engagement and Job Burnout

Whereas research on burnout has produced thousands of articles during the past four decades, research on work engagement has just begun to emerge [23]. This is despite the trend in modern organizations where employees are expected to be proactive and show initiative, take responsibility for their own professional development, and to be committed to high quality performance standards. Thus, they need employees who feel energetic and dedicated, and who are absorbed by their work, i.e., who are engaged with their work [24].

Interestingly, it is research on burnout that has stimulated most contemporary research on work engagement. Consequently there has been a ranging controversy regarding whether work engagement and job burnout are distinct constructs or positioned at opposite ends of a common continuum [25]. Initially, the two constructs were operationalized as each other's opposites and job burnout was viewed as an erosion of work engagement [26]. Accordingly, engagement is characterized by energy, involvement and efficacy - the direct opposites of the three burnout dimensions. However, Schaufeli and Bakker [27] argue that despite their antithetical nature, burnout and engagement are distinct psychological states each of which should be operationalized in its own right and assessed using separate measures.

Individuals typically begin a new job feeling energetic, dedicated to excellent performance and confident in their effectiveness; they usually are engaged rather than burned out [28][29]. Under stressful conditions, however, fulfilling and meaningful work can gradually become unfulfilling and meaningless [30]. From this perspective, burnout is an erosion of engagement, and, thus, burnout and engagement logically represent opposite ends of a common continuum. By consequence, the three dimensions of burnout (exhaustion, cynicism, and inefficacy) are viewed as direct opposites of the three dimensions of engagement (energy, involvement, and efficacy). In the case of burnout, energy turns into exhaustion, involvement into cynicism, and efficacy

into ineffectiveness. The practical significance of this perspective is that work engagement represents a desired goal for work-based interventions designed to reduce job burnout [31].

Given this logic, Maslach and Leiter [32] contend that the three dimensions of the Maslach Burnout Inventory (MBI) measure burnout as well as employee engagement. By implication, engagement is assessed by the opposite pattern of scores on the three dimensions of the Maslach Burnout Inventory [33]: low scores on exhaustion and cynicism, and high scores on professional efficacy.

Job Burnout

Job burnout caught the attention of researchers almost 40 years ago but has grown to be the most widely recognized construct of employee wellness in theory and practice as well as one of the most researched topics in occupational psychology [34]. The term burnout came to social sciences from the language of aerospace [35]. A New York psychiatrist Freudenberger [36], has been credited as the first to coin the term as a description of a condition observed among people in the helping professions that is characterized by overwork resulting in exhaustion and fatigue.

In the most widely used definition which was done by Maslach [37], burnout is described as a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity. Emotional exhaustion refers to the depletion of psychic energy characterized by mental, emotional and physical tiredness. Depersonalization refers to the development of negative, cynical attitudes toward their work or the recipients of their services – an extreme and therefore dysfunctional kind of detachment and loss of concern. Reduced personal accomplishment is the tendency to evaluate one's own work with recipients negatively, an evaluation that is often accompanied by feelings of insufficiency, self-doubt and poor self-esteem [38].

It therefore follows that counsellors with high levels of emotional exhaustion report feeling psychologically drained. They have little energy or motivation left of them to give to their clients or to their job. Individuals with high levels of depersonalization report feeling cynical, pessimistic, and apathetic towards their clients. Low levels of personal accomplishment are associated with feelings of negativity towards oneself, especially in the context of one's relationship to clients. A broad range of occupations can experience burnout. Because of this, various studies have been done on different occupations such as doctor, nurse, police, teacher, librarian, manager. In these studies, a lot of factors were found to be considerable predictors of burnout. In general, these

factors are divided into two groups: Personal (demographics) factors and environmental (organizational and work) factors. Several studies have found that organizational factors and work features were more highly correlated with burnout than personal factors [39][40][41]. Some demographic characteristics, such as age, gender and marital status were found to be related to burnout in several studies [42]. In addition, personality characteristics, such as extraversion, neuroticism, introversion and aggression were found to be related to burnout in several studies [43].

Conceptualisation of Job Burnout

First researchers in the field, Freudenberger [44] and Maslach [45], based their work on the assumption that burnout occurs due to interaction between providers and receivers in occupations providing services and care [46]. Later research has shown that burnout relates to other professional activities and occupations as well [47].

Maslach, Jackson and Leiter [48] conceptualised burnout as a psychological syndrome of emotional exhaustion, depersonalization and a sense of diminished self-efficacy that can occur among individuals who work with other people in some capacity. Burnout occurs as a response to emotional and interpersonal stressors among individuals [49]. Emotional exhaustion is the first reaction to the stress of job demands and basic element of the syndrome. Exhausted individuals feel emotionally and physically drained up, and unable to recover. Depersonalization or cynicism reflects negative responses to work and people at work with cold and distant attitude. The final dimension, self-evaluation component of burnout – reduced professional efficacy, is a state of ineffectiveness and loss of confidence in own abilities [50]. All three dimensions respectively correspond to the level of energy (e.g. feeling used up), attitude (e.g. being cynical), and self-evaluation (e.g. doubting personal abilities) [51].

Consequences of Job Burnout

Burnout has an importance in business and social life because of its effects. Firstly, burnout has negative impacts on the psychological and physical health of individuals. Burnout is a putative factor in the development of family discord, drug and alcohol abuse, insomnia, and fatigue [52]. Also, burnout is positively correlated with reports of headaches, sleep disturbances, and other somatic symptoms of stress. Secondly, burnout has an effect on job productivity and performance [53] [54]. In general, burnout decreases job performance, job satisfaction, job commitment and quality of service, and increases absenteeism, low morale, and job turnover [55].

Burnout is associated with decreased job performance [56], reduced work engagement and

predicts low existential fulfilment [57], and stress related problems [58]. Cherniss [59] identified that, in the process of burnout, both attitudes and behaviours change in an unconstructive manner in response to work stress. Cedoline [60] depicted the physical and behavioural symptoms of burnout as the reluctance to go to work, disappointment with performance, an extension of work problems into the person's home life, and an ultimate feeling of worthlessness.

Pines [61] reported that burnout symptoms include, but are not limited to, fatigue, poor self-esteem, inability to concentrate on a subject, and a tendency to blame others. Maslach and Colleagues [62] further asserts that individuals suffering from burnout experience a depletion of physical and emotional resources, develop cynical attitudes, and feel a loss of professional self-efficacy. Dunham and Varma [63] stated that the most pervasive symptoms of burnout are a noticeable lowering level of job commitment, a loss of enthusiasm and interest, and feelings of disaffection and alienation. In addition to negative effects of burnout on individuals, organizations also face significant implications and costs associated with burnout [64]. Among these negative impacts, organizations experience lower individual work performance, high rates of turnover, lower levels of organizational commitment, lower reported job satisfaction, high health care costs, and decreases in creativity, problem solving and innovation [65].

METHODOLOGY

Descriptive survey was utilised in the study. The research phenomena were deemed to have occurred and therefore were examined in their existing condition as indicated by Borg and Gall [66]. Data was collected using structured self-response questionnaire that were distributed to 193 randomly selected professional counsellors from all chartered universities in Kenya. The questionnaire was derived from the Utrecht Work Engagement Scale (UWES-17) and Maslach Burnout Inventory – Human Services Survey (MBI-HSS). The 17-item Utrecht Work Engagement Scale contains three dimensions - vigour, dedication, and absorption. The measure uses a 7-point Likert-type scale that ranges from *never* (0) to *always* (6). The UWES has been found to be a reliable and valid self-report questionnaire [67]. In this study, the vigour dimension consisting of 6 items such as “*At my work, I feel bursting with energy*”, and yielded a reliability coefficient of 0.76, whereas the dedication dimension comprising 5 items like “*My job inspires me*” yielded a correlation coefficient of 0.80. The absorption dimension consisted of 6 items such as “*Time flies when I'm working*” and yielded an internal consistency of 0.76.

The overall reliability coefficient for this scale was 0.91 which was higher than the mean of the three sub-scales and since it was higher than the threshold for

acceptance it was deemed sufficient for purposes of research. The difference on overall correlation coefficient with the mean of the three alphas can be explained in Seppala and Colleagues [68] who argue that the high correlations between the three factors indicate substantial overlap between them, and thus restrict their use as separate dimensions. Each sub-scale had a maximum score of 30 with the overall possible core being 120. High scores on these scales indicate greater work engagement. The reliability results for this study correlated with a study by Ugwu [69] that yielded coefficients of 0.73, 0.79, 0.70 and 0.85 for vigour, dedication, absorption and overall engagement respectively. Schaufeli and Bakker [70] observed that an overall Cronbach's alpha of 0.93 which was closer to that yielded in this study.

Burnout was measured with the Maslach Burnout Inventory – Human Service Survey [71]. The MBI – HSS (22 items) consists of 3 sub-scales: emotional exhaustion (8 items); depersonalization (5 items); and self-efficacy (7 items) based on a 7-point scale, from “*never*” to “*always*”. This study yielded reliability coefficients of 0.83, 0.94 and 0.71 for emotional exhaustion, efficacy and depersonalisation respectively. This was in line with the MBI reliability tests [72] were between 0.80 and 0.90 for emotional exhaustion and between .70 and .80 for cynicism and inefficacy. The overall Cronbach's alpha reliability coefficient was ≥ 0.83 which was regarded as sufficient for research purposes according to Fraenkel and Wallen [73]. The reliability coefficients were similar to Loonstra, Brouwers and Tomic [74] study that yielded 0.91 for emotional exhaustion, 0.66 for depersonalisation and 0.79 for professional efficacy.

RESULTS

A sample of 180 respondents filled the questionnaire, resulting in a response rate of 94%, which was considered good for survey research not only according to Babbie [75], but also according to the findings of Asch and Colleagues [76]. The modal age group was 41 – 45 years who accounted for 25% followed by 46 – 50 years group who represented 18.9% of total respondents. It was observed that 13.3% of the respondents were aged 36 – 40 years, 11.1% were aged 31 -35 years while 12.8% was accounted for by those aged 51 – 55 years. Respondents aged 26 – 30 accounted for 6.7% of total respondents, 7.2% were aged 56 – 60 years, 4.4% were aged 21 – 25 years and 0.6% were aged over 60 years. Among respondents 78% of respondents were married, 17% single, 3% separated and 2% widowed. 70% of respondents were employed on permanent basis, 28% were on contract and 2% were engaged on other terms which include consultancy basis and practicum attachment.

The Relationship between Work Engagement and Job Burnout

Since work engagement was viewed as the positive antipode of job burnout, it was expected that all engagement and burnout dimensions were negatively correlated with professional efficacy reversibly scored as reduced efficacy [77]. Negative correlations were particularly expected between exhaustion and vigour and between depersonalization and dedication since they present of the activation and identification dimensions respectively.

To achieve H_01 : There is no statistically significant relationship between work engagement and job burnout among Kenya universities professional counsellors the research posited a dummy hypothesis to test for the relationship between the variables. Spearman's rho Correlation Coefficients were calculated and a correlation matrix generated to show how the variables and their components correlate. The findings are presented in Table 4.8.

Table-1: Correlation Coefficient between Engagement and Burnout Dimensions

	1	2	3	4	5	6	7
1. Vigour	-						
2. Dedication	.644**	-					
3. Absorption	.690**	.649**	-				
4. Overall Engagement	.881**	.840**	.899**	-			
5. Emotional Exhaustion	-.224**	-.207**	.145*	-.083	-		
6. Professional Efficacy	.473**	.251**	.168*	.327**	-.288**	-	
7. Depersonalization	-.146*	-.137	-.125	-.154*	.134	.181*	-
8. Overall Burnout	.197**	-.018	.135	.129	.326**	.658**	.606**

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

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

The first level of analyses for correlations between work engagement and job burnout dimensions were based on four hypotheses. H_01 stated that there is no significant correlation between work engagement dimension vigour and job burnout dimension emotional exhaustion. A Spearman's Rank correlation coefficient was conducted to test this hypothesis. It was observed that the weak negative correlation coefficient of -0.224 with a 2-tailed significance of 0.00 which was less than the 0.05 and therefore statistically significant. Accordingly, the hypothesis was rejected and it was inferred that higher levels of work engagement dimension vigour predicted lower levels of job burnout dimension emotional exhaustion among university professional counsellors. This observation confirms Schaufeli and Bakker [78] observation that the work engagement dimension (vigour) is characterised by high levels of energy, resilience and mental flexibility while working. This translates to the willingness to invest effort in one's work and gives the counsellor the ability not to be easily fatigued (get emotionally exhausted) and be persistent in the face of challenges. These finding confirm the assertion by Schaufeli and Bakker [79] that vigour is characterized by high levels of energy, resilience and the mental flexibility while working. It is also defined by the willingness to invest effort in one's work and the ability to not be easily fatigued and his leads to the tendency to be persistent in the face of difficulty.

H_02 averred that there is no significant relationship between work engagement dimension vigour and job burnout dimension professional efficacy.

The observed positive correlation coefficient of 0.473($p=0.00<0.05$) which led to the decision to reject the null hypothesis. It was inferred higher levels of work engagement dimension vigour predicted and higher levels of job burnout dimension professional efficacy among university professional counsellors.

H_03 stated that there is no significant correlation between work engagement dimension vigour and job burnout dimension depersonalisation. An observed negative correlation coefficient of -0.146($p=0.05\leq 0.05$) ensured that the null hypothesis was rejected. It was inferred that higher levels work engagement dimension vigour predicted lower levels job burnout dimension emotional exhaustion among university professional counsellors.

Lastly, H_04 stated there is no significant correlation between work engagement dimension vigour and overall job burnout. The statistical test yielded a weak significant positive correlation coefficient of 0.197($p=0.00<0.05$) which led to the decision to reject the null hypothesis. It was inferred that work engagement dimension vigour predicted higher job burnout levels.

Similarly, the second level of analyses for correlations between work engagement and job burnout dimensions were based on four hypotheses. H_01 stated that there is no significant correlation between work engagement dimension dedication and job burnout dimension emotional exhaustion. A Spearman's Rank correlation coefficient was conducted to test this

hypothesis. It was observed that the weak negative correlation coefficient of -0.207 with a 2-tailed significance of 0.01 which was less than the 0.05 and therefore statistically significant. Accordingly, the hypothesis was rejected and it was inferred that higher levels of work engagement dimension dedication predicted lower levels of job burnout dimension emotional exhaustion among university professional counsellors.

H₀₂ averred that there is no significant relationship between work engagement dimension vigour and job burnout dimension professional efficacy. The observed significant positive correlation coefficient of 0.251 ($p=0.00<0.05$) which led to the decision to reject the null hypothesis. It was inferred higher levels of work engagement dimension dedication predicted and higher levels of job burnout dimension professional efficacy among university professional counsellors. Schaufeli and Bakker [80] defined dedication as the commitment to work that is characterized by a sense of significance. Dedication was also viewed as a useful and meaningful experience, inspiring and challenging and that it invokes feelings of pride and enthusiasm [81]. It therefore could be viewed as a means of strengthening professional efficacy among counsellors.

H₀₃ stated that there is no significant correlation between work engagement dimension dedication and job burnout dimension depersonalisation. An observed negative correlation coefficient of -0.137 ($p=0.07>0.05$) ensured that the null hypothesis was not rejected because the correlation was not significant. It was inferred that higher levels of work engagement dimension vigour could not be used predicted lower levels job burnout dimension emotional exhaustion among university professional counsellors.

Lastly, H₀₄ stated there is no significant correlation between work engagement dimension vigour and overall job burnout. The statistical test yielded a weak non-significant positive correlation coefficient of 0.018 ($p=0.82<0.05$) which led to the decision not to reject the null hypothesis. It was inferred that work engagement dimension vigour could not be used to predicted lower job burnout levels.

The third level of analyses for correlations between work engagement and job burnout dimensions were based on four hypotheses. H₀₁ stated that there is no significant correlation between work engagement dimension absorption and job burnout dimension emotional exhaustion. A Spearman's Rank correlation coefficient was conducted to test this hypothesis. It was observed that the weak positive correlation coefficient of 0.145 with a 2-tailed significance of 0.05 which was equal to $\alpha=0.05$ and therefore statistically significant. Accordingly, the hypothesis was rejected and it was inferred that higher levels of work engagement

dimension absorption predicted higher levels of job burnout dimension emotional exhaustion among university professional counsellors. According to Schaufeli and Bakker [82] absorption could be viewed as a pleasant state of total immersion in one's work which is characterized by full concentration on and deep engrossment in one's work so that time passes quickly and one is unable to detach oneself from the job. In other words, when a counsellor exhibits absorption in their role, they attain a sense of flow and this could a cushion from emotional exhaustion.

H₀₂ averred that there is no significant relationship between work engagement dimension absorption and job burnout dimension professional efficacy. The observed significant positive correlation coefficient of 0.168 ($p=0.02<0.05$) which led to the decision to reject the null hypothesis. It was inferred higher levels of work engagement dimension absorption predicted and higher levels of job burnout dimension professional efficacy among university professional counsellors.

H₀₃ stated that there is no significant correlation between work engagement dimension dedication and job burnout dimension depersonalisation. An observed positive correlation coefficient of 0.137 ($p=0.1>0.05$) ensured that the null hypothesis was not rejected because the correlation was not significant. It was inferred that higher levels of work engagement dimension absorption could not be used predicted higher levels job burnout dimension depersonalisation among university professional counsellors.

Lastly, H₀₄ stated there is no significant correlation between work engagement dimension absorption and overall job burnout. The statistical test yielded a weak non-significant positive correlation coefficient of 0.135 ($p=0.07<0.05$) which led to the decision not to reject the null hypothesis. It was inferred that work engagement dimension absorption could not be used to predicted higher job burnout levels.

The fourth level of analyses for correlations between overall work engagement and job burnout dimensions were based on four hypotheses. H₀₁ stated that there is no significant correlation between overall work engagement and job burnout dimension emotional exhaustion. A Spearman's Rank correlation coefficient was conducted to test this hypothesis. It was observed that the weak negative correlation coefficient of -0.083 with a 2-tailed significance of 0.27 which was greater than 0.05 and therefore not statistically significant. Accordingly, the hypothesis was not rejected and it was inferred that higher levels of work engagement could not be used to predict lower levels of job burnout dimension emotional exhaustion among university professional counsellors.

H₀₂ averred that there is no significant relationship between work engagement and job burnout dimension professional efficacy. The observed significant positive correlation coefficient of 0.327($p=0.00<0.05$) which led to the decision to reject the null hypothesis. It was inferred higher levels of work engagement predicted and higher levels of job burnout dimension professional efficacy among university professional counsellors. H₀₃ stated that there is no significant correlation between work engagement and job burnout dimension depersonalisation. An observed negative correlation coefficient of -0.154($p=0.04<0.05$) ensured that the null hypothesis was rejected because the correlation was significant. It was inferred that higher levels of work engagement predicted lower levels of job burnout dimension depersonalisation among university professional counsellors.

Lastly, H₀₄ stated there is no significant correlation between overall work engagement and overall job burnout. The statistical test yielded a weak non-significant positive correlation coefficient of 0.129($p=0.09<0.05$) which led to the decision not to reject the null hypothesis. It was inferred that work engagement could not be used to predict higher job burnout levels.

Highly engaged employees work particularly hard and diligently because they enjoy their work, and not because of a strong, compelling inner motivation alone [83]. They might be expected to work harder and smarter because they have high levels of energy, are enthusiastic regarding their jobs, and often involve themselves deeply in their work [84]. When they experience fatigue, they perceive the feeling as quite pleasant because of its association with positive achievements rather than failures [85]. The outcome is that such workers develop positive attitudes towards their work and organization; they experience job satisfaction, commitment to the organization and a lack of desire to turnover [86]. Likewise, engagement leads to positive organizational behaviour, such as displaying personal initiative, a strong motivation to learn [87] and proactive conduct [88].

There are several factors that have been proposed in research as the reason why engaged employees perform better than unengaged ones [89]. Firstly, engaged employees were found to have positive sentiments towards their job which led to productivity. Secondly, engaged employees were seen to be more open work opportunities and more confident and optimistic. Thirdly, research suggests that engagement is to employee wellbeing, which leads to better performance [90-92]. Lastly, engaged employees work more productively because they have the ability to create their own resources [93]. Xanthopoulou, Bakker,

Demerouti & Schaufeli [94] found in their study of highly skilled Dutch technicians that personal resources (optimism, self-efficacy and organisational-based self-esteem) resulted in higher levels of engagement.

Research has revealed that engaged employees are highly energetic, self-efficacious individuals who exercise influence over events that affect their lives [95]. Because of their positive attitude and activity level, engaged employees create their own positive feedback, in terms of appreciation, recognition, and success. Although engaged employees do feel tired after a long day of hard work, they describe their tiredness as a rather pleasant state because it is associated with positive accomplishments. Finally, engaged employees enjoy other things outside work. Unlike workaholics, engaged employees do not work hard because of a strong and irresistible inner drive, but because for them working is fun [96].

Exhausted individuals feel emotionally and physically drained up, and unable to recover. Depersonalization or cynicism reflects negative responses to work and people at work with cold and distant attitude. The final dimension, self-evaluation component of burnout – reduced professional efficacy, is a state of ineffectiveness and loss of confidence in own abilities [97]. All three dimensions respectively correspond to the level of energy (e.g. feeling used up), attitude (e.g. being cynical), and self-evaluation (e.g. doubting personal abilities) [98]. Research has established that the core dimensions of burnout (exhaustion and depersonalisation) and engagement (vigour and dedication) are opposites of each other [99, 100].

SUMMARY

Based on the objectives, the following were the major findings of the study: The overall work engagement level among Kenya universities professional counsellors based on UWES was high (mean = 4.23; sd = 1.48). Among individual respondents, 52% of the respondents were highly engaged, 43% were observed to be moderately engaged and 5% registered low work engagement. Overall burnout among Kenya universities professional counsellors derived from the mean index of responses on the MBI-SS was 2.2 (sd = 1.77) and therefore moderate. Among respondents, 76% registered moderate burnout levels.

Work engagement dimension vigour was correlated with job burnout dimensions emotional exhaustion -0.224($p=0.00<0.05$) professional efficacy 0.473($p=0.00<0.05$) depersonalisation -0.146($p=0.05<0.05$) and overall job burnout (0.197($p=0.01<0.05$)) among university professional counsellors. Work engagement dimension dedication was correlated with job burnout dimensions emotional

exhaustion $-0.207(p=0.01>0.05)$ professional efficacy $0.251(p=0.00<0.05)$ depersonalisation $-0.137(p=0.07>0.05)$ and overall job burnout ($-0.018(p=0.82>0.05)$) among university professional counsellors. Work engagement dimension absorption was correlated with job burnout dimensions emotional exhaustion $0.145(p=0.05<0.05)$ professional efficacy $0.168(p=0.03<0.05)$ depersonalisation $-0.125(p=0.1<0.05)$ and overall job burnout ($0.135(p=0.07>0.05)$) among university professional counsellors. Overall work engagement was correlated with job burnout dimensions emotional exhaustion $-0.083(p=0.27>0.05)$ professional efficacy $0.327(p=0.00<0.05)$ depersonalisation $-0.154(p=0.04<0.05)$ and overall job burnout ($0.129(p=0.09>0.05)$) among university professional counsellors

CONCLUSIONS

On the basis of the findings of the study, the researcher made several conclusions which are related to the four research objectives of the study. These conclusions were generalized to professional counsellors practising in Kenyan universities. They are as follows: The state of wellness among Kenya universities professional counsellors as operationalized by existential fulfilment, work engagement and job burnout: The overall work engagement level among Kenya universities professional counsellors is high half of individual counsellors are highly engaged in their jobs. Overall burnout among Kenya universities professional counsellors is moderate more than two thirds of individual counsellors moderately burnt out. Work engagement was negatively and significantly correlated to job burnout

RECOMMENDATIONS

Based on the research findings, the following are the recommendations: It was observed that burnout was moderate and tending towards high. Therefore, intervention programmes for counsellor burnout should be strengthened to combat indisposition among the psychological health providers. These include counsellor supervision programmes, refresher training workshops, peer supervision as well as case conferences. The study established that work engagement and job burnout were diametrically opposed and therefore higher work engagement predicted low job burnout. It was therefore recommended that the antecedents of work engagement among professional counsellors in higher learning should be cultivated to promote engagement and mitigate the burnout phenomena.

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