WWW.IJRPR.COM

International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Antecedents and Perceived Consequences of Employee Engagement Activities in IT Companies: An On-the-Job Training Study

Swity Prakash Medpalliwar[a,*], Dr. Jyoti Bhanage[b]

[a]MBA Student (2025–27), School of Business, Indira University, Tathwade, Pune – 411033, Maharashtra, India
[b]OJT Faculty Mentor, School of Business, Indira University, Tathwade, Pune – 411033, Maharashtra, India

A B S T R A C T :

This paper reports an on-the-job training (OJT) project on the antecedents and perceived consequences of employee engagement activities in IT companies, based on a case study of an IT services company. Verified employee-level performance and exit records were not available, so the study combines observation of HR and engagement activities, activity participation records and a short anonymous five-point questionnaire completed by 20 employees. Recognition, communication, leadership support, learning opportunities and employee participation were examined as antecedents; motivation, team collaboration, job satisfaction, intention to stay and perceived productivity were examined as perceived consequences. Between 220 and 265 of about 300 eligible employees attended each of four activities: recognition initiatives (88%), Hackathon (80%), festive celebrations (79%) and Kaizen Day (73%). Questionnaire means ranged from 3.5 to 4.0 (overall 3.81). Recognition, leadership support, learning, job satisfaction and intention to stay scored 4.0; communication, motivation and collaboration scored 3.5; and perceived productivity scored 3.8. The findings indicate broad participation and favourable perceptions, with communication about activities the main area for improvement. Because the sample is small and the data describe perceptions, the study does not claim measured effects on performance or employee exits.

Keywords: Employee engagement; Engagement activities; Recognition; Kaizen Day; Hackathon; Job satisfaction; Intention to stay; Human resource management

Introduction

Employee engagement refers to the extent to which employees are psychologically and actively connected with their work and organisation. It is shaped by meaningful work, recognition, support, participation, communication and workplace relationships (Kahn, 1990; Macey & Schneider, 2008). Organisations, particularly in the information technology (IT) sector, where skilled employees carry project knowledge and client relationships, therefore use structured engagement activities such as recognition programmes, innovation events and celebrations to build motivation and a sense of belonging.

Studies have linked engagement with job performance and other business outcomes (Harter et al., 2002; Rich et al., 2010; Christian et al., 2011), and have examined its antecedents and consequences (Saks, 2006; Anitha, 2014). Employee-level performance and exit data are, however, confidential and are rarely accessible to a trainee. A defensible alternative is to study the conditions that precede engagement activities and employees' own perceptions of their consequences.

This paper reports a project completed during an on-the-job training (OJT) at an IT consulting and software development company, whose services include AI/ML, cloud transformation, data analytics, product engineering, Salesforce, UI/UX and web development, quality assurance, and support and maintenance. IT companies of this kind compete for skilled talent in a fast-changing sector, which makes engagement practices an important HR concern. The remainder of the paper sets out the conceptual framework, objectives, methodology, results, conclusions and limitations.

Conceptual framework

1.1. Antecedents of engagement activities

Antecedents are the conditions that make engagement activities possible and worthwhile for employees. Kahn (1990) identified meaningfulness, psychological safety and availability as conditions for personal engagement. Social exchange theory suggests that employees reciprocate organisational support and recognition with positive attitudes and behaviours (Saks, 2006), and the job demands–resources model treats support, feedback, learning and social connection as resources that encourage engagement (Bakker & Demerouti, 2007). Drawing on these perspectives, five antecedents were examined: recognition, communication, leadership support, learning opportunities and employee participation.

1.2. Perceived consequences

Perceived consequences are employees' own views of what engagement activities do for them. Four were examined: motivation, team collaboration, job satisfaction and intention to stay. The contribution of individual activities was examined through participation and the perceived productivity item, which asks whether the activities help employees collaborate or contribute more effectively. These are treated as perceptions, not as measured outcomes. The framework is shown in Fig. 1.



Fig. 1 - Antecedents, engagement activities and perceived consequences (conceptual framework).

Objectives

The objectives of the project were:

- To identify the key antecedents of employee engagement activities in IT companies, including recognition, communication, leadership support, learning opportunities and employee participation.
- To examine the perceived consequences of employee engagement activities on employee motivation, team collaboration, job satisfaction and intention to stay.
- To assess employees' perceptions of the contribution of activities such as recognition initiatives, Kaizen Day, Hackathons and festive celebrations to workplace engagement and perceived productivity.

Methodology

1.3. Research design and setting

The study is descriptive and exploratory. It was conducted as a single-organisation case study during an HR internship at an IT services company, where the author was exposed to onboarding, HR documentation and systems, employee data management, recognition activities, Hackathon and Kaizen Day planning, interview coordination and event coordination. Observations of these activities provided the evidence on antecedents. Individual performance ratings, validated engagement scores and exit records were not accessed, and no causal relationship is tested.

1.4. Participants and data sources

Three sources were used. First, observation and participation in HR and engagement activities during the OJT. Second, activity participation records for four main activities (recognition initiatives, Kaizen Day, Hackathon and festive celebrations, i.e. Ganpati, Navratri and Diwali), against about 300 eligible employees. Third, a short anonymous questionnaire completed by 20 employees, who were not asked for names or other identifiers. The sample is a small, non-random sample. Secondary literature on engagement supported the framework.

1.5. Measures and analysis

The questionnaire contained nine statements rated on a five-point scale (1 = strongly disagree, 5 = strongly agree): recognition, communication, leadership support, learning, motivation, collaboration, job satisfaction, intention to stay and perceived productivity (statements in Table 3). Participation rate was computed as participants ÷ eligible employees × 100, and questionnaire results are reported as mean scores. A mean of 4.0 or above was read as agreement and a mean of 3.5–3.9 as moderate agreement. No inferential tests were attempted because of the small sample.

Results and discussion

1.6. Antecedents of engagement activities

Table 1 sets the practices observed during the OJT beside the questionnaire result for each antecedent.

Table 1 - Antecedents of engagement activities: evidence and questionnaire results.

Antecedent	Evidence observed during the OJT	Mean (1–5)	Reading
Recognition	Birthday and work-anniversary recognition, service milestone rewards by years of service, employee testimonials	4.0	Agree
Communication	Circulation of activity information, scheduling and coordination of events and video shoots, HR follow-up	3.5	Moderately agree
Leadership support	HR–manager coordination in planning activities; manager encouragement to participate (questionnaire)	4.0	Agree
Learning opportunities	Kaizen Day, Hackathon-related activities, onboarding and orientation	4.0	Agree
Employee participation	Attendance of 73%–88% across four activities; testimonials and idea submission	73%–88%	High participation

Source: OJT observations and employee questionnaire (n = 20). Participation is attendance rate (Table 2).

Recognition at the host company is structured rather than occasional, and the questionnaire mean of 4.0 shows that employees agree their contributions are recognised. Leadership support and learning opportunities also scored 4.0. Communication, at 3.5, was the lowest-rated antecedent: the OJT showed how much scheduling and follow-up each event requires, so clearer and earlier information about activities is the main opportunity. The four rated antecedents average 3.88.

1.7. Participation in engagement activities

Between 220 and 265 of the 300 eligible employees attended each activity (Table 2, Fig. 2), a participation rate of 73% to 88% and an average of 80.2%.

Table 2 - Participation in the four main engagement activities.

Activity	Main purpose	Eligible	Participants	Rate (%)
Recognition initiatives	Recognition, appreciation	300	265	88
Hackathon	Problem-solving, teamwork	300	240	80
Festive celebrations	Belonging, interaction	300	237	79
Kaizen Day	Learning, improvement	300	220	73
Average of four activities	—	**300**	**240.5**	**80.2**

Source: activity participation records. Rate = participants ÷ eligible × 100. Formal feedback ratings were not collected.

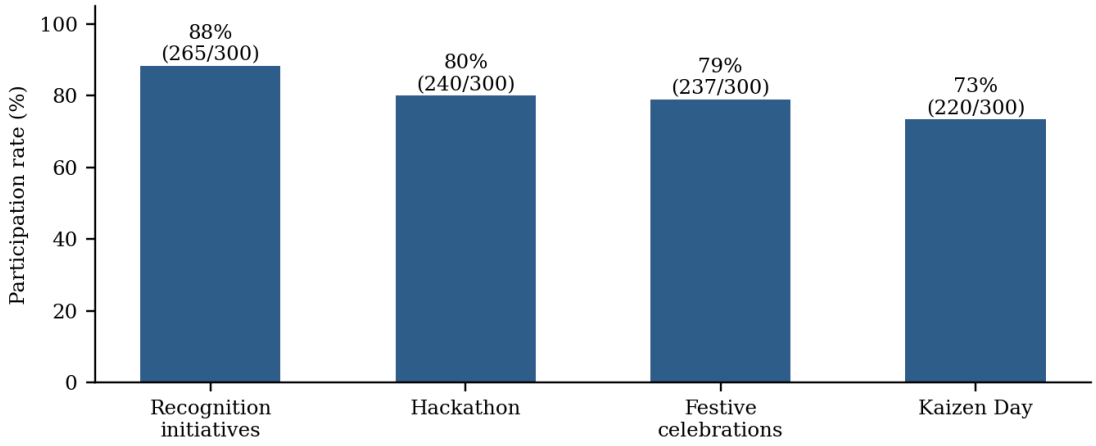


Fig. 2 - Participation rate in the four main engagement activities.

Recognition initiatives had the widest reach (88%), followed by Hackathon (80%), festive celebrations (79%) and Kaizen Day (73%). Attendance was high and similar across work-oriented, recognition-oriented and social activities, which indicates that the activities reach most of the workforce and that employees are receptive to them. Participation alone does not show how employees felt about an activity, which is examined through the questionnaire.

1.8. Questionnaire results and perceived consequences

Table 3 and Fig. 3 present the mean score for each statement. All means lie between 3.5 and 4.0, with an overall mean of 3.81, and no statement scored below 3.5.

Table 3 - Questionnaire results (n = 20).

Area	Statement	Mean	Reading
Recognition	My contributions are recognised by the organisation.	4.0	Agree
Communication	I receive clear information about workplace activities.	3.5	Moderately agree
Leadership support	My manager encourages me to participate and share ideas.	4.0	Agree
Learning	I get opportunities to learn and develop new skills.	4.0	Agree
Motivation	Engagement activities make me feel motivated at work.	3.5	Moderately agree
Collaboration	Engagement activities improve teamwork and interaction.	3.5	Moderately agree
Job satisfaction	I am satisfied with my overall work experience.	4.0	Agree
Intention to stay	I can see myself continuing with the organisation.	4.0	Agree
Perceived productivity	Engagement activities help me collaborate or contribute more effectively.	3.8	Moderately agree
Overall (nine areas)	—	**3.81**	**Moderately agree**

Source: employee questionnaire. Scale: 1 = strongly disagree, 5 = strongly agree.

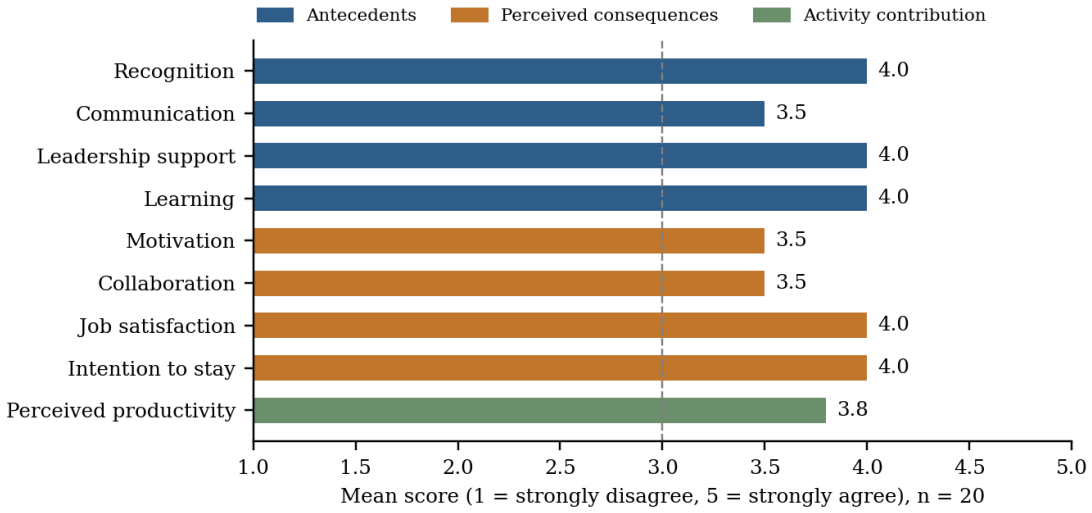


Fig. 3 - Mean questionnaire scores by area (n = 20).

Job satisfaction and intention to stay each scored 4.0, the highest among the perceived consequences. These statements concern the overall work experience, so they are best read as the favourable setting in which engagement activities take place and not as an effect of the activities alone. This is consistent with the literature linking recognition, support, learning and positive workplace relationships with employees' willingness to remain (Saks, 2006; Anitha, 2014). Motivation and collaboration each scored 3.5. A plausible reading is that activities are periodic events, so their influence on day-to-day motivation is smaller than that of the wider work experience, and that collaboration benefits are strongest in team-based formats such as Hackathon and Kaizen Day. The four consequences average 3.75.

1.9. Contribution of individual activities

Table 4 combines participation with the related questionnaire evidence for each activity. The matching of items to activities is indicative, because the questionnaire items refer to engagement activities in general.

Table 4 - Activity-wise participation and related questionnaire evidence.

Activity	Rate (%)	Related questionnaire evidence (mean)	Reading
Recognition initiatives	88	Recognition 4.0; job satisfaction 4.0	Widest reach; strongly supported by perceptions
Hackathon	80	Learning 4.0; collaboration 3.5; perceived productivity 3.8	High reach; learning and teamwork valued
Festive celebrations	79	Collaboration 3.5	High reach; social and belonging role
Kaizen Day	73	Learning 4.0; perceived productivity 3.8	Lowest reach, still about three-quarters; learning valued

Source: activity participation records and employee questionnaire.

Recognition initiatives combined the widest reach with the strongest related perceptions. The Hackathon, a problem-solving and teamwork activity, drew 80% of employees and was associated with a learning score of 4.0 and a perceived productivity score of 3.8. Festive celebrations (79%) serve belonging and interaction rather than task output. Kaizen Day had the lowest attendance (73%), which may reflect the time and preparation it requires, yet its learning value (4.0) suggests that raising attendance would be worthwhile. Because feedback ratings were not recorded for any activity, the perceived usefulness of each activity could not be compared directly.

1.10. Synthesis and implications

The three objectives point in the same direction. Antecedents such as recognition, leadership support and learning are in place; employees perceive the activities and the wider work experience favourably; and attendance of 73% to 88% in every activity, together with a perceived productivity mean of 3.8, shows that employees take part and see value in the activities. Four practical implications follow: (i) strengthen communication about activities through earlier calendars and clearer invitations; (ii) support motivation and collaboration through mixed-team formats and follow-up on ideas raised at Kaizen Day and Hackathons; (iii) maintain the recognition initiatives; and (iv) collect a short feedback rating after each activity. These implications arise from employee perceptions and observed practice and do not rest on measured changes in performance or exit.

Conclusion

This OJT study examined the antecedents and perceived consequences of employee engagement activities in an IT company. Recognition, leadership support and learning opportunities were rated highest as antecedents, while communication about activities was rated lowest. Participation in four main activities was broad (73%–88% of about 300 employees), and perceptions were favourable, with job satisfaction and intention to stay scoring 4.0 and motivation and collaboration scoring 3.5. Recognition initiatives had the widest reach.

The findings support the view that structured engagement activities are well received and are perceived to contribute to workplace engagement. They also show that engagement work depends on HR process discipline, including accurate records, timely communication and coordination, in addition to the activities themselves.

Limitations and future scope

- The questionnaire covers 20 employees, is non-random and uses positively worded statements, so the results are indicative and cannot be generalised.
- The data describe perceptions. Employee-level performance, engagement scores and exit records were not available, so no causal or measured effect is claimed.
- The study reflects the intern's vantage point and a single IT company, so the findings are indicative for IT companies generally and are not representative of the sector; feedback ratings for individual activities were not collected, and the OJT period was too short for long-term measurement.
- Future work can use a larger, representative sample, report the share of respondents agreeing on each statement, collect post-activity ratings and, where approved, add aggregate performance and exit indicators.

Acknowledgements

The authors thank the School of Business, Indira University, and the host IT company for the opportunity to undertake this project, and the company's HR team for their guidance during the training.

REFERENCES :

- Anitha, J. (2014). Determinants of employee engagement and their role in improving performance. *International Journal of Productivity and Performance Management, 63*(3), 308–323.
- Bakker, A. B., & Demerouti, E. (2007). The job demands–resources model: State of the art. *Journal of Managerial Psychology, 22*(3), 309–328.

- Christian, M. S., Garza, A. S., & Slaughter, J. E. (2011). Work engagement: A quantitative review and test of its relations with task and contextual performance. *Personnel Psychology, 64*(1), 89–136.
- Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology, 87*(2), 268–279.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal, 33*(4), 692–724.
- Macey, W. H., & Schneider, B. (2008). The meaning of employee engagement. *Industrial and Organizational Psychology, 1*(1), 3–30.
- Rich, B. L., LePine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal, 53*(3), 617–635.
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology, 21*(7), 600–619.