

**INFLUENCE OF EMPLOYEE ENGAGEMENT ON PERFORMANCE
OF PRIVATE SECONDARY SCHOOLS IN NAIROBI CITY
COUNTY, KENYA**

By

OJWANG LYNET AKINYI

**RESEARCH PROJECT PRESENTED IN PARTIAL FULLFILMENT
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE
OF MASTER OF BUSINESS ADMINISTRATION, FACULTY OF
BUSINESS AND MANAGEMENT SCIENCES, UNIVERSITY OF
NAIROBI**

NOVEMBER, 2022

DECLARATION

I declare that the research project is my original work and has not been presented for a degree or certificate award in any other university or institution of higher learning.

Signature 

Date 16th November, 2022

Ojwang Lynet Akinyi

Reg. No. D61/27588/2019

This Research Project is submitted with my approval as the appointed supervisor.

Professor Peter K'Obonyo

Department of Business Administration

Faculty of Business and Management Sciences

University of Nairobi

Sign: 

Date: 16th November, 2022

Prof Peter K'Obonyo

DEDICATION

This research project is dedicated to my children Warren, Kyle and Nadia. They have been very instrumental in ensuring that I complete my research project. Thanks to them and God bless them abundantly.

ACKNOWLEDGEMENT

I wish to thank God the almighty for giving me good health, wisdom and protection during this exercise. I appreciate and acknowledge with profound gratitude my supervisor; Professor Peter K'Obonyo. for his tireless supervision, advice, great patience and encouragement during the exercise. I will forever be indebted. Thank you for your professional support and input.

I am also thankful to University of Nairobi for admitting me into a Master Degree Programme and to the entire staff in the faculty of business and management sciences for the knowledge and skills they imparted to me.

I can't forget all the respondents including school Principals, teachers and non-teaching staffs of various private secondary schools in Nairobi County for sacrificing their time and providing information that was necessary for the completion of this research. To all those who participated in one way or the other to make this a success and have not been mentioned here I say thanks from the bottom of my heart.

Last but not least I thank my colleagues in the masters' class who served as a source of encouragement in times of hardship like, may God bless you all.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF TABLES	vii
ABBREVIATIONS AND ACRONYMS	viii
ABSTRACT	ix
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.1.1 Employee Engagement.....	3
1.1.2 Organization Performance.....	4
1.2.3 Private Secondary Schools in Nairobi County	5
1.2 Research Problem.....	6
1.3 Research Objective.....	8
1.4 Value of the Study	8
CHAPTER TWO	10
LITERATURE REVIEW	10
2.1 Introduction	10
2.2 Theoretical Foundation.....	10
2.2.1 Social Exchange Theory.....	10
2.2.2 Theory of Work Adjustment	11
2.2.3 Goal Setting Theory	12
2.3 Employee Engagement and Organization Performance.....	13
2.4 Summary of Reviewed Literature and Research Gaps.....	16
CHAPTER THREE	18
RESEARCH METHODOLOGY	18
3.1 Introduction	18
3.2 Research Design	18

3.3. Population of the Study	18
3.4 Sample Design.....	19
3.5 Data Collection.....	19
3.6 Data Analysis.....	20
3.7 Variables Measurements	21
CHAPTER FOUR	22
DATA ANALYSIS AND INTEPRETATION OF FINDINGS	22
4.1 Introduction	22
4.2 Response Rate	22
4.3 Respondents General Information.....	23
4.4 Performance of private secondary schools in Nairobi County.....	24
4.5 Descriptive Results of Employee engagement and Performance.....	25
4.5.1 Psychological State Engagement.....	25
4.5.2 Behavioral Engagement	26
4.5.3 Trait Engagement	28
4.6 Results of Regression Analysis	29
CHAPTER FIVE.....	32
SUMMARY, CONCLUSION AND RECOMMENDATIONS	32
5.1 Introduction	32
5.2 Summary of Findings	32
5.3 Conclusions	35
5.4 Recommendations	36
5.5 Limitations of the Study	37
5.6 Areas for Further Research.....	37
REFERENCES	39
APPENDICES.....	43
Appendix I: Questionnaire	43
Appendix 2: Data Collection Sheet on KCSE performance	45

LIST OF TABLES

Table 1.1 KCSE Mean Score performance of private and public secondary schools in Nairobi County	6
Table 3.1: Operationalization of the Study Variables	20
Table 4.1 Respondents General Information.....	24
Table 4.2 KCSE Mean Score performance of private secondary schools in Nairobi County.....	25
Table 4.3 Psychological State Engagement.....	25
Table 4.4 Behavioral Engagement	27
Table 4.5 Trait Engagement	27
Table 4.6 Model Summary	28
Table 4.7 ANOVA Output	28
Table 4.8 Coefficients Output	29

ABBREVIATIONS AND ACRONYMS

KCSE:	Kenya Certificate of secondary Education
KENGEN:	Kenya Electricity Generating Company
MoEST:	Ministry of Education, Science and Technology
ROA:	Return on Assets
ROE:	Return on Equity
ROI:	Return on Investment
SET:	Social exchange theory
UVS:	Umhlathuze Valley Sugar

ABSTRACT

Employee engagement has come out to be a famous organizational concept in recent past among the human resource management practitioners. Essentially, it is the extent of employee commitment and participation that he or she has on their place of work as well as their involvement with the organization's values and beliefs. However, not so much study has been done to establish how employee engagement influence organization performance. The study sought to establish the influence of employee engagement on performance of private secondary schools in Nairobi County, Kenya. The specific objectives were to; establish the influence of psychological state engagement on performance of private secondary schools in Nairobi County, assess the influence of behavioral engagement on performance of private secondary schools in Nairobi County, and investigate the influence of trait engagement on performance of private secondary schools in Nairobi County. The study was guided by Social Exchange Theory, Theory of Work Adjustment and Goal Setting Theory and was anchored on cross-sectional descriptive survey design. The study sample size was 305 respondents comprising of both teaching and non-teaching employees, who were administered with the questionnaires for quantitative data. Data was analysed descriptively using frequency, percentage, mean and standard deviation as well as multiple regression analysis. The study found that most of the employees who are proud of their work and overexcited about their jobs, perform better in their work and consequently encourage better organizational performance. It was found that employees who concentrate a lot in their work as a show of high level of engagement, are engrossed in their work for good organization performance. Highly engaged employees are happy in their job would always persevere, feel enthusiastic and full of energy and all these trait engagement attributes would increase the overall organization performance of the secondary schools. Psychological, behavioral and trait engagement were found to be positively and significantly related to organization performance. Organizations should therefore constantly create a favorable and supportive working environment for its workers to boost their psychological, behavioral, and trait engagement with their employment, as this has been shown to increase their productivity and the organization's performance. The study also recommends that employers prioritize

enhancing the relationship between an employee's work and his or her skills, talents, and interests to increase their job engagement.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Employee engagement has come out to be a famous organizational concept in recent past among the human resource management practitioners. Essentially, it is the extent of employee commitment and participation that he or she has on their place of work as well as their involvement with the organization's values and beliefs. An engaged employee or worker is cognizant of business expectations, and would always work with colleagues to increase organization performance and productivity. It is therefore safe to say that employee engagement has a direct influence on the organization's performance and productivity. Harter, Schmidt, Killham, and Agrawal (2013) while assessing the nature of association between work engagement and organizational outcomes revealed that employee's engagement was in three levels: disengaged, engaged, and actively disengaged. In addition, the study established that the more employees were engaged with their work, the more the customers are satisfied, and profitability also increases because their employees feel safe, healthy, and motivated to achieve the organization's goals. Therefore, it is indispensable to have deep understanding on the engagement techniques employed by private learning institutions in Kenya. Atieno (2017) studied how teacher employee engagement practices influence their performance in public high schools in Ndhiwa Sub County. From the analysis, the study found that the variables that motivate instructors at work are enthusiasm for the profession, availability of job-related resources, conducive work environment, employees training and retention, and compensation and reward. However, the study focused primarily on elements that may keep instructors

engaged at work and not engagement practices that would sway school performance in general.

Gullup (2015) also found that 56 percent of instructors were not involved in their work, 14 percent were highly disengaged, and only 30 percent of the teachers were engaged. However, the emphasis of this study was not on the various teacher engagement techniques and how they affect their performance. Considering this, it is necessary to have a deeper understanding of the employee engagement in private learning institutions in Kenya and the engagements influence the performance of these institutions. The present study therefore seeks to assess the influence of employee engagement on organization performance of private secondary schools in Nairobi County, Kenya.

The study is hinged on the three theories namely, Social Exchange Theory, Theory of Work Adjustment and Goal Setting Theory. In the Social Exchange Theory, developed by Blaus in 1964, proposed that individuals deliberately display behaviours or perform actions because they anticipate good reciprocal behaviour from others. Therefore, Blaus (1964) asserted that social transactions require reciprocal trust in others. In certain instances, humans in social contexts take actions that maximize their possibility of satisfying self-interest. On theory of work adjustment, the theory was postulated by Lofquist and Dawis in 1984 and the notion is predicated on the understanding that job happiness is determined by an individual's engagement with his or her work environment. The association is symbiotic, with the worker satisfying the demands of the work environment and the work providing the employee's emotional, financial, and social desires. The study is also anchored on goal setting theory which postulates that the formulation of goals for an individual's or organization's future success is referred to as

goal setting. The father of goal-setting philosophy is Edwin Locke. After many years of studying organizational psychology, this theory was developed inductively in 1979 to cover all aspects of establishing productive organizations (Koppes, 2014). Individuals use goal setting for personal goals, groups at work, and social events.

1.1.1 Employee Engagement

Employee engagement is fairly a new idea that has acquired traction in human resource management over the previous two decades (Gapo & Rubang, 2020). However, most studies on the construct have been undertaken by consulting businesses, and scholarly interest has only lately emerged (Shuch & Wollard, 2010). Researchers and practitioners have varying definitions of the term ‘employee engagement’, but there is no consensus on what exactly makes highly engaged employees (Kular, Gatenby, Soane, Rees, & Truss, 2008). Khan (1990) claimed that engaged employees immerse themselves emotionally and physically in their jobs, whereas disengaged personnel are physically present but psychologically absent.

Maslach, Schaufeli, and Leiter (2001) also characterized employee engagement by intensity, dedication, and immersion, elucidating that job happiness and employee engagement are not synonymous. The study also described employee engagement as having three levels: attitudinal (a good outlook on work), state (a sensation of vigour), and behavioural (additional role behaviour) (extra role behaviour). These engagement modalities reflect Khan's (1990) comprehensive engagement paradigm, just like Ferrer (2010) presented a three-part model of emotional, cognitive, and consequential participation. People that show engagement behaviours are more likely to choose professions that allow for engagement (Sun & Bunchapattanasakda, 2019). Therefore,

according to Ferrer (2010) engagement on the job, engagement in the business, engagement on a personal level, engagement of employees, engagement in their positions, behavioural engagement, and state engagement are all sorts of employee engagement.

1.1.2 Organization Performance

Organizational performance has evolved into one of business literature's multidimensional and complicated phenomena. While organizational performance is frequently discussed in academic field, there is no consensus on its meaning or assessment. Griffin (2016) defines organizational performance as a firm's capacity to gather and optimally use its finite resources and values to accomplish its operational objectives. On the other hand, Campbell (2019) defined organizational performance as any behaviour or action that contributes to an organization's achievement of its goals and can be scaled and quantified.

Generally, the definition of organization performance depends on the context and approach used by the scholar and according to experts, such as Campbell, performance is not only a function of exercise but also an activity whose result can be measured. Organization performance is also a reflective of employees' behaviour that is consistent with the enterprise's mission and is quantifiable based on contribution level to the business organization, whereby it is a contingent upon an individual's personal characteristics, mental competencies, and willingness to integrate with organization's goals and values (Grants, 2008; Kariuki, 2016)

Performance of an organization can be assessed through financial or non-financial indicators (Malesedi, 2017). Non-financial indicators are parameters such as consumer satisfaction, sales growth, employee satisfaction, market share, product development,

consumer retention and competitive advantage (Paliszkiewicz, 2012; Harter et al., 2019). On the other hand, a financial measure of an organization's success are financial statistics such as profit ratios like return on investment (ROI), return on equity (ROE), and return on assets (ROA), as well as share price, liquidity (Muzaffar, 2015). In the context of the present study, non-financial measures such as academic performance of private secondary schools in Nairobi County will be adopted since performance of learning institutions are measured by the academic performance of the learners and not financial statistics on profit ratios.

1.2.3 Private Secondary Schools in Nairobi County

Private secondary or high schools in Nairobi County just like their public counterparts offer education activities to learners in the county. The schools are owned by private investors and have been established because of the failure of public institutions to accommodate the high number of learners in the region (Nairobi County Ministry of Education, 2021). Currently, the number of private secondary schools are growing in the region to measure up with the rising population of students in the region and therefore increasing demand for quality education. Presently, there are about 108 registered private secondary schools in Nairobi County that offers 8-4-4 curriculum and participate in Kenya Certificate of secondary Education as a measure of performance (Nairobi County Ministry of Education, 2021). By examining the performance of private secondary schools in the Kenya Certificate of Secondary Education, private secondary schools in Nairobi County continue to perform poorly in comparison to their public counterparts, especially for the last 4 years (2018-2021). Table 1.1 illustrates comparison of KCSE performance of private and public secondary schools in Nairobi County.

Table 1.1 KCSE Mean Score performance of private and public secondary schools in Nairobi County

Year	Private Secondary (Mean score performance)	Public Secondary (Mean score performance)
2018	5.24	6.00
2019	4.95	6.31
2020	5.27	6.97
2021	3.61	4.90

Source: Ministry of Education, Science and Technology (2021)

According to Table 1.1 above, in 2018, public secondary schools registered an average mean score of 6.00 while private secondary schools recorded 5.24 in the same year. In 2019, the public secondary schools registered a mean score of 6.31 while their private counterparts recorded a mean score of 4.95, in 2020, the public secondary school registered a mean score of 6.97 while private schools recorded a mean score of 5.27 and in 2021, the public secondary schools registered a mean score of 4.90, while their private counterparts recorded a mean score of 3.61. It can therefore be concluded that in Nairobi County, private secondary schools have continued to perform poorly in the KCSE in comparison to their public counterparts. Other research for instance Gayle and Obert (2013) and Yamoah (2013) have identified possible explanations for low achievement on national tests, essentially connecting such an achievement to employee engagement of both teaching and non-teaching workers. Therefore, there is need for additional understanding into the engagement practices of staff in private secondary schools in Nairobi County and how these engagement practices influence the schools' performance.

1.2 Research Problem

All human resource managers have the primary responsibility of maintaining employee engagement since any project undertaken by the organization cannot be successful

without the active participation and commitment of its personnel. Private secondary school proprietors and administration in Kenya have established several efforts to increase employee involvement to improve educational institution performance, like any other firm would. A study by Harter, Schmidt, Killham, and Agrawal (2019) established that three classes of employee engagement are disengaged, actively disengaged, and engaged. They found that varied levels of engagement will lead to varying degree of performance in commercial firms. However, a study by Kilonzo, Were and Odhiambo (2018) contradicted the notion that the organization performance depends on the employee level of engagement, but rather established that employee motivation either financial or non-financial would influence their performance, productivity and therefore, the overall performance of an organization.

Many studies such as those of Harter et al. (2019) and Kilonzo, Were and Odhiambo (2018) may have used different methodologies and settings hence giving contradicting and inconclusive findings on how employee engagement influence organization performance. Besides, other studies done in Kenya such as Wachira (2013) that assessed the effect of employee engagement on organizational commitment at Barclays Bank of Kenya, and Kibui (2015) that examined the effect of employee engagement on talent retention in state corporations have not been done within the context of secondary schools, hence their findings may not be applicable or generalized for the present study. The limited or scanty information on how employee engagement practices in private secondary schools influence the performance of these schools is what has warranted the present research and seek to answer the research question of, how does employee engagement influence performance of private secondary schools in Nairobi County?

1.3 Research Objective

The study sought to establish the influence of employee engagement on performance of private secondary schools in Nairobi County, Kenya. The specific objectives were.

- i. To establish the influence of psychological state engagement on performance of private secondary schools in Nairobi County, Kenya.
- ii. To assess the influence of behavioral engagement on performance of private secondary schools in Nairobi County, Kenya.
- iii. To investigate the influence of trait engagement on performance of private secondary schools in Nairobi County, Kenya.

1.4 Value of the Study

On a practical level, the findings of this study will help the policy makers in different organizations design necessary policies that would encourage employee involvement and engagement for organization performance. Moreover, employees from various entities, either private or public, will benefit from the study by getting enlightened on the benefits of their optimal engagement on their jobs for good performance of the organization.

Moreover, the information of the study may be applicable in building performance enhancement policies in both public and private entities that consider employee engagement as an integral part of their day-to-day operations. Also, the human resource specialists will also gain from the findings of this study given that data gathered will help them come up with management techniques that enhance employee engagement, their performance and by extension success of the organizations.

The study findings will add to the current empirical literature on the influence of employee engagement on organizational performance. In so doing, the present study has

addressed certain current gaps in empirical literature while its findings could in future provide the basis for carrying out further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents theoretical review of literature as well as empirical academic work by various researchers on how employee engagement influence performance of organizations.

2.2 Theoretical Foundation

The current study is hinged on the three theories namely, Social Exchange Theory, Theory of Work Adjustment and Goal Setting Theory. Each of these theories underlines various aspects of how employee engagement influence performance of organizations.

2.2.1 Social Exchange Theory

Social exchange theory (SET) was developed by Blaus in 1964 who proposed that individuals deliberately display behaviours or perform actions because they anticipate good reciprocal behaviour from others. Therefore, Blaus (1964) asserted that social transactions require reciprocal trust in others. In certain instances, humans in social contexts take actions that maximize their possibility of satisfying self-interest. In fact, Eisenberger, Armeli, Lynch, Rexwinkel and Rhoades (2001) noted that an employee's sense of commitment at his or her workplace is crucial since it pushes them to accomplish the organization goals.

It is believed that justice in the workplace and conducive work environment creates the conditions necessary for employee participation (Jano, Satardien, & Mahembe, 2019). Moreover, Cropanzano and Mitchell (2005) asserted that a heightened feeling of fairness relates to individuals' effective performance and contribution to organizational success.

Engaged employees put in much of their time and effort with the expectation that their contributions will be meaningfully recognized. The application of SET to the present study describes the nature of association that exists between employee and employer, and the extent at which employees are engaged depends on the resources they receive from their employers (Cropanzano & Mitchell, 2005).

2.2.2 Theory of Work Adjustment

This theory was postulated by Lofquist and Dawis in 1984 because of the 1957 work adjustment scheme that was done at the University of Minnesota. The notion is predicated on the understanding that job happiness is determined by an individual's engagement with his or her work environment. The association is symbiotic, with the worker satisfying the demands of the work environment and the work providing the employee's emotional, financial, and social desires. To preserve this relationship, both parties must continually adjust to the other's requirements. Waskiewicz (1999) further best exemplifies this adjustment by hypothesizing that the link between age and job contentment is curvilinear. Employees go into the labor market with the expectation of being paid for their efforts. However, rewards occur less frequently in practice. This results in the workers' dissatisfaction. However, after time, the employee accepts this as usual and adjusts expectations, resulting in increased job satisfaction.

Workers form long-term relationships with their employers, and their earnings typically increase with age, even though this is unrelated to increased productivity (Ours & Stoeldraijer, 2010). Thus, the association between age and production, as well as the relationship between age and compensation, supports the job adjustment theory. The approach recognizes that workers are satisfied by a variety of factors (Waskiewicz, 1999).

As a result, the work adjustment theory is well-suited for anchoring research on the relationship between employee engagement and organizational performance in private secondary schools in Nairobi County.

2.2.3 Goal Setting Theory

The formulation of goals for an individual's or organization's future success is referred to as goal setting. The father of goal-setting philosophy is Edwin Locke. After many years of studying organizational psychology, this theory was developed inductively in 1979 to cover all aspects of establishing productive organizations (Koppes, 2014). Individuals use goal setting for personal goals, groups at work, and social events. By employing efficient goal setting, goal setting can be employed in any situation where effective results are needed (Locke & Latham, 2013). It is vital to emphasize commitment analysis, which is critical in defining objectives and goals, to use goal setting in everyday work. It enables ongoing development in goals and performance criteria (Moyiniham, 2008). Commitment analysis assists in determining the continued pursuit of objectives and goals set to boost productivity (Krauser, 2009).

Employees alter their level of commitment and engagement to the stated goal for which they strive and aim at work. Individuals must therefore attempt to establish demanding work-related performance objectives that indicate whether prior objectives were achieved (Latham & Locke, 2007). People perform better when they receive feedback on how well they are progressing toward their goals, because feedback aids in spotting discrepancies between what they have accomplished and what they intended to achieve, and consequently their future behavior. According to Robbins and Judge (2007), goal setting theory posits that a person is dedicated to a goal and resolved not to reduce or forsake it.

Consequently, the individual will act as if he or she believes he or she can attain the goal and intends to do so. In addition, they believe that goal commitment is more likely when goals are clearly expressed, the individual has an internal control center, and the goals come from the individual rather than the supervisor. Despite this, it is obvious that goals have a greater impact on performance and, thus, greater engagement when activities are less complex.

However, goal setting theory has been challenged for a long time for being time-consuming and expensive to apply (Julnes et al., 2007). This is because organizations must address a range of difficulties to reach their goals, including recruiting the right people with the required skills, offering training for career progression, and incurring costs. It also raises the risk of internal competition, as employees constantly compete against one another, undermining organizational goals. The notion of goal setting is constrained by leaders' favoritism for high performers (Julnes et al., 2007). Setting objectives is advantageous, and many businesses prefer it to other management strategies. Aside from the positive impacts, it is believed that certain goals are too effective. As a result of focusing on results and ignoring environmental changes, performance goals tend to limit adaptation and creativity. Focusing on short-term objectives may force you to disregard long-term objectives. To the detriment of the organization, employees get too fixated on a single norm to the exclusion of all others. However, most experts concur that goals are an excellent tool for influencing an employee's workplace behavior.

2.3 Employee Engagement and Organization Performance

Harter et al. (2019) did a meta-analysis to determine how employee engagement correlated with performance. Employee engagement was found to be associated with each

of the nine performance outcomes investigated. However, this study findings were not within the context of private secondary school setting. Its findings cannot therefore be generalized for the present study. The present study will look at how employee engagement sway private secondary schools in Nairobi County, to fill this gap.

Gapor and Rubang (2020) conducted a study on administrator engagement and performance in Nakhon Nayok School in Thailand. This study employed a descriptive-quantitative approach. The study revealed that engagement and performance were both high. Additionally, there is a substantial association between engagement and performance ($r = 0.96$). However, the reviewed study did not investigate different kinds or practices of engagement hence conceptual gap with respect to the present study. Besides, the study was based in Thailand and not Kenya and owing to the difference in socio-economic and cultural differences between the two countries, its findings suffer a contextual gap and therefore cannot be generalized. The present study will therefore assess how employee engagement influences the performance of private secondary schools in Nairobi County, to fill this gap.

Malesedi (2017) assessed the elements affecting employee engagement at Umhlathuze Valley Sugar (UVS) in South Africa. The study's findings indicate that UVS's workforce is appropriately engaged, yet there is tremendous opportunity for development. Additionally, the participants demonstrated a knowledge of the influence of their degree of participation on the company's production. However, when it comes to job satisfaction and employee well-being, the employees were dissatisfied with their remuneration packages and inadequate support about working conditions. Employee motivation aimed at increasing employee contribution to productivity, human resource policies aimed at

fostering an inclusive work environment, and measures for enhancing working conditions are just a few of the recommendations made in this study. However, the reviewed study had a contextual gap given that it was based on sugar organization and not secondary schools. The study only investigated elements affecting employee engagement. The present study will therefore study how employee engagement has an influence on performance of private secondary schools in Nairobi County, to fill this gap.

Mudany, Awuor, Aosa, and Ogutu (2021) investigated the nature of association between employee engagement, motivation, and performance at Kenya Electricity Generating Company (Kengen). The findings indicated that employees demonstrated an understanding of the basic values of the organization and a readiness to align their personal behavior with them. The study indicated that the organizational structure needed to be improved and that all departments should be treated equally. Staff motivation enhanced the mediating effect of employee engagement by strengthening employee connections and thus the employer's reputation. However, the reviewed study had a contextual gap given that it was based within the context of KenGen study and not secondary schools. The present study will therefore study how employee engagement has an influence on performance of private secondary schools in Nairobi County, to fill this gap.

Kilonzo, Were and Odhiambo (2018) sought to determine the effect of employee engagement on teacher performance in Machakos County secondary schools. Using a descriptive research design there was a positive and significant association between teacher performance and employee engagement. In conclusion, employee engagement has a statistically significant effect on how teachers perform in secondary schools. However,

the reviewed study had a contextual gap given that it looked at the teacher's performance and not the performance of the school. The present study will therefore assess how employee engagement has an influence over performance of private secondary schools in Nairobi County, to fill this gap.

Atieno (2017) examined the association between employee engagement and how teachers performed in public secondary schools. According to the summary of the principals' interviews, the majority agreed on the importance of professional development; nevertheless, a shortage of funding limited their assistance for teachers, and communication in their schools was hierarchical. The schools mostly rewarded students through non-monetary means. Regression analysis revealed a positive significant correlation between professional development, communication practices, and rewards. This demonstrates that when professional development and communication strategies are applied effectively, teacher performance improves. However, the reviewed study had a contextual gap given that it looked at the teacher's performance and not the performance of the school. The setting of the study was also on public secondary schools and not private schools. The present study will therefore assess how employee engagement has an influence over performance of private secondary schools in Nairobi County, to fill this gap.

2.4 Summary of Reviewed Literature and Research Gaps

According to the study of the literature, most prior empirical studies on employee engagement identified engagement determinants but did not connect them to the organizational performance of private learning institutions such as secondary or high schools. Additionally, prior empirical research on how employee engagement impact on

performance of various organizations has been carried out primarily in the public area or in developed countries, with little work completed in upcoming countries such as Kenya. Thus, the present study addressed this seeming gap in the empirical literature by exploring the relationship between employee engagement and organizational performance in Nairobi County's private secondary schools. Additionally, research findings on the impact of employee engagement on organizational success have been contradictory. While some research established a correlation between employee engagement and organizational success, others found no such association, rendering the conclusions unclear.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter underscores the methodological approaches that were used by the present study to accomplish research objectives. Therefore, it comprises of the research design, population of the study, sample design, data collection and data analysis.

3.2 Research Design

The study was anchored on cross-sectional descriptive survey design, which is preferred for the present study because it is concerned with accurately interpreting the relationships between the phenomena (Edwards, 2006) at a given point in time. Additionally, the choice of cross-sectional descriptive design is on the premise that it aids in gathering information as it occurs and assists in obtaining both quantitative and qualitative at a single point in time. Moreover, this design is preferred for the present study because it allows for summarizing, interpreting, and presenting the collected data in tables, charts, and graphs.

3.3. Population of the Study

Creswell (2014) explains that population is the entire group with same features from which the researcher seeks to conduct the analyses and interpretations. In this study, the study population was all the teaching and non-teaching staff members in the 63 private secondary schools in Nairobi County. Hence, the unit of analysis was the 63 private secondary schools in Nairobi County. Based on the data obtained from Nairobi County Ministry of education (2021), there are about 3150 employees in these private schools, in which 1890 are teaching staff, while 1260 are non- teaching staff.

3.4 Sample Design

In coming up with the sample size for the respondents (school employees) the study used 10% of the target population for each category of the respondents. That is, the sample size for teaching staff was 189, while that of non-teaching staff was 126. This approach of sample size determination is supported Mugenda and Mugenda (2003) and Creswell (2014) avers that when the target population is known, then 10-30% is suitable for the analysis.

To sample 189 teachers and 126 non-teaching staffs from the 63 private secondary schools, the study sampled 3 teachers and 2 non-teaching staffs from every school through simple random technique. This technique is preferred given that it gives every respondent equal chance of being selected and eliminates biasness (Jones, Baird & Lunin, 2018).

3.5 Data Collection

The research collected primary data by delivering questionnaires to the sampled teachers and non-teaching staff of private secondary schools in Nairobi County. The questionnaire utilized a 5-point Likert scale and was broken into three segments: segment one provided general respondent demographic data, segment two addressed worker involvement, and segment three covered school performance. The instruments were devised by the researcher in line with the aims of the study. The researcher administered the questionnaires individually to the respondents to increase the response rate. The project also collected secondary data from private secondary schools in the county of Nairobi. The statistics focused primarily on the national examination results of private secondary

schools in Nairobi County. Secondary data from the previous four years was collected from the respective school administrations.

3.6 Data Analysis

To analyze the nature of correlation that can be found between employee engagement and the progress of private secondary schools, data was descriptively as well as inferentially analyzed. The kind of descriptive statistics adopted by the study were mean, frequency, percentages, and standard deviation. Regression analysis was also used to assess the relationship or association between employee engagement and performance of private secondary schools in Nairobi County. Desboulets (2018) posit that regression analysis is broadly used in cases where there is need for prediction and forecasting. Therefore, in this study, the regression analysis was used to predict a causal relationship that exists between the independent variable (employee engagement) and dependent variable (Performance of private secondary schools in Nairobi County). Therefore, the regression equation used was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Whereby.

Y = Performance of private secondary schools in Nairobi County

X₁ = Psychological state engagement

X₂ = Behavioral engagement

X₃ = Trait engagement

β_0 β_1 β_2 and β_3 were the regression equation coefficients for each of the variables discussed.

3.7 Variables Measurements

Operationalization of the variable is the process by which study concepts or ideas relate to the variables. This process entails classifying operations that will display values of a variable being studied (Andrade, 2021). In essence, operationalization specifies real observations that are thought to empirically capture a concept present in the actual world.

Table 3.1: Operationalization of the Study Variables

Variables	Variable type	Measurement of variables	Measurement
Performance of private secondary schools	Dependent Variable	<ul style="list-style-type: none"> ▪ National examination results 	<ul style="list-style-type: none"> • Relative KCSE performance
Employee engagement	Independent variable	<ul style="list-style-type: none"> ▪ Psychological State Engagement ▪ Behavioral Engagement ▪ Traits Engagement 	<ul style="list-style-type: none"> • Job involvement • Empowerment • Positive affectivity • Role expansion • Personal resilience • Adaptive behavior • Proactive personality • Self esteem • Self-efficacy • Conscientious

Source: Research, (2022)

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents data analysis and interpretation on the influence of employee engagement on performance of private secondary schools in Nairobi County. The analysis was guided by the research specific objectives which were to establish the influence of Psychological State Engagement on performance of private secondary schools in Nairobi County, Kenya, to assess the influence of Behavioral Engagement on performance of private secondary schools in Nairobi County, Kenya and to investigate the influence of Trait Engagement on performance of private secondary schools in Nairobi County, Kenya. After the coding, data were entered into the SPSS version 25 for analysis. The data was analysed using descriptive statistics such as mean and standard deviations. Data was presented in the subsequent tables.

4.2 Response Rate

The researcher targeted 315 respondents comprising of 189 teachers and 126 non-teaching staffs working at private secondary schools in Nairobi County. The questionnaires were administered to 315 respondents out of which 305 fully completed questionnaires translating to a response rate of 96.8%. According to Mugenda and Mugenda (2003) for generalization purposes a response rate of 50% is adequate for analysis and reporting, 60% is good and a response rate of at least 70% is excellent. This response rate was attributed to the data collection procedure, where the researcher administered questionnaires in person, reminded the respondents to fill in the questionnaires, and picked them later.

4.3 Respondents General Information

The study sought to ascertain the general information of the respondents involved in the study. The general information points to the respondents' suitability in answering the research questions. Respondents were therefore probed on their education, years of occupation and departments they worked in. Table 4.1 shows the response

Table 4.1 Respondents General Information

Education	Frequency	Percent
Postgraduate	92	30.2
Graduate	123	40.3
Diploma	61	20.0
Certificate	13	4.3
Secondary Education Certificate	16	5.2
Total	305	100.0
Years of Occupation		
1-5 years	35	11.5
6-10years	136	44.6
11-15 years	86	28.2
Above 16 Years	48	15.7
Total	305	100.0
Respondent Working Department		
Administration	62	20.3
Finance	14	4.6
Subordinate	43	14.1
Teaching	186	61.0
Total	305	100.0

Source: Research, (2022)

As indicated In Table 4.1, it was established that 40.3% of the respondents had undergraduate degree as their highest educational level, 30.2% had post-graduate degree, 20.0% were diploma holders while 4.3% had certificate as their highest education attainments. This shows that most of the employees of private secondary schools in

Nairobi County had good education background, necessary for comprehending the research questions during data collection and hence were reliable and had informed response on how employee engagement influence performance of private secondary schools in Nairobi County. Only 5.2% had a secondary school education certificate. On duration of service, it was established that 44.6% of the respondents had worked at for their respective organization for between 6 and 10 years, 28.2% had worked for between 11 and 15 years, 15.7% had worked for more than 16 years while 11.5% had worked for between 1-5 years. This shows that most of the respondents had stayed in the institutions long enough to provide reliable information on how employee engagement influence performance of private secondary schools in Nairobi County. When probed on the department worked in, it was established that 61.0% were teaching staff, 20.3% of the respondents worked in administration department, 14.1% were subordinate staff members, while 4.6% worked in finance department of the organization. This shows that most of the respondents were offering their services as teachers, hence were very vital in giving informed responses on academic performance of their schools and how employee engagement influences the school performance.

4.4 Performance of private secondary schools in Nairobi County

The study sought to assess the performance of private secondary schools in Nairobi County as the dependent variable. Secondary data was sourced from the individual private secondary schools and the results were summarised in Table 4.2

Table 4.2 KCSE Mean Score performance of private secondary schools in Nairobi County

Year	Private Secondary (Mean score performance)
2018	5.24
2019	4.95
2020	5.27
2021	3.61

Source: Ministry of Education, Science and Technology (2021)

The study established that private secondary schools in Nairobi County have been recording average academic performance for the last four years, with 5.27 being the highest score recorded in 2020. Therefore, the study sought to assess whether this performance is influenced by employee engagement. The results were as shown in subsequent tables.

4.5 Descriptive Results of Employee engagement and Performance

4.5.1 Psychological State Engagement

The study requested respondents to indicate their extent of agreement or disagreement with statements that show their Psychological State of Engagement. Table 4.3 shows the response.

Table 4.3 Psychological State Engagement

Statement	Mean	Standard Deviation
I am proud of the work I do	3.68	0.86
I am excited about my work	3.64	0.88
My job encourages me	3.90	0.76
I find the work that I do full of meaning and purpose	4.13	0.63
I don't find my job challenging	2.41	1.13

Key: 1=Never; 2= Rarely; 3= Often; 4=Very Often; 5=Always

The findings in Table 4.3 reveals that with a weighted mean response of (Mean 3.68 ± 0.86), it shows that most of the employees in private secondary schools were proud of their work and would encourage their performance and the performance of these institutions. On work excitement, the study found that most of the respondents (Mean 3.64 ± 0.88) were over and over excited about their jobs and hence would encourage good performance of the private learning institutions.

When probed on whether their jobs encourage them, most of the employees of the private secondary schools (Mean 3.90 ± 0.76) were encouraged by their jobs for good performance of the schools. In fact, most of the employees of private secondary schools (Mean 4.13 ± 0.63) found the work they did full of meaning and purpose. However, on whether they found their jobs challenging, most of the employees of private secondary schools were not enjoying their jobs and found their jobs challenging (Mean 2.41 ± 1.13)

4.5.2 Behavioral Engagement

The study requested respondents to indicate their extent of agreement or disagreement with statements that show their Behavioral Engagement. Table 4.4 shows the response.

Table 4.4 Behavioral Engagement

Statement	Mean	Standard Deviation
Time moves very fast when I am working	4.09	0.66
I feel happy whenever am working intensely	4.20	0.61
When I am working, I concentrate a lot	4.04	0.68
It is hard to disengage myself from my job	3.74	0.76
I am deeply engrossed by my work	3.81	0.74
I get captivated in my work	3.87	0.72

Key: 1=Never; 2= Rarely; 3= Often; 4=Very Often; 5=Always

The study established that most of the respondents (Mean 4.09 ± 0.66) were involved in their jobs and would notice time moving faster while at work. It was also found that most of the employees (Mean 4.20 ± 0.61) were engaged in their work and were happy whenever they were working intensely in their organization. The study also found that most of the employees (Mean 4.04 ± 0.68) concentrated a lot in their work to demonstrate a high level of engagement. The study also found that high level of engagement increases teacher performance. Most of the employees (Mean 3.74 ± 0.76) were also found to be engaged in their work and found it hard to disengage themselves from their jobs. The study also found that most of the employees (Mean 3.81 ± 0.74) are engrossed in their work as an indication of strong engagement for good performance. On work captivation, the study found that most of the employees (mean 3.87 ± 0.72) were captivated in their work and hence were highly engaged in their jobs for good performance.

4.5.3 Trait Engagement

The study requested respondents to indicate their extent of agreement or disagreement with statements that show their Trait Engagement. Table 4.5 shows the response.

Table 4.5 Trait Engagement

Statement	Mean	Standard Deviation
At work, I persevere during difficult moments	4.01	0.71
When I wake up every morning, I look forward to going to work	3.76	0.84
I can endure working for a long period of time	3.98	0.73
At my workplace, I am strong and enthusiastic	4.02	0.71
At my workplace, I am very strong mentally	4.08	0.69
At my workplace, I feel bursting with energy	4.14	0.63

Key: 1=Never; 2= Rarely; 3= Often; 4=Very Often; 5=Always

According to study findings, most employees were engaged in their work (Mean 4.01 ± 0.71) and would persevere during difficult moments while at work. The study also established that most of the employees (Mean 3.76 ± 0.84) were happy about their jobs and were always looking forward to going to work as a show of engagement. Most of the employees (Mean 3.98 ± 0.73) could persevere working for a long period to show their dedication and engagement to their work. It was also found that most of the employees were always strong and enthusiastic at their workplace as a show of engagement for good performance (Mean 4.02 ± 0.71). The study also found that most of the employees were very strong mentally (Mean 4.08 ± 0.69) for good engagement at their workplace. In fact, most of the employees (Mean 4.14 ± 0.63) were always full of energy to carry out their jobs.

4.6 Results of Regression Analysis

A multiple regression analysis or test was used to establish the nature of relationship between employee engagement and performance of private secondary schools in Nairobi County, Kenya.

Table 4.6. Model Summary

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate
1	0.844(a)	0.712	0.694	0.254

a Predictors: (Constant), employee engagement (psychological state engagement, behavioral engagement, and trait engagement)

The R square is also known as the coefficient of determination, and it shows how employee engagement varies with performance of private secondary schools. The model summary table indicates that the R² value was 0.712. This illustrates that employee engagement explains or varies up to 71.2% with the performance of private secondary schools. It also implies that employee engagement justifies 71.2% of performance of private secondary schools at a 95% confidence level.

Table 4.7. ANOVA Output

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.793	3	16.26	21.11	0.000(a)
	Residual	232.613	302	0.77		
Total		281.406	305			

a. Predictors: (Constant), Psychological State Engagement, Behavioral Engagement and Trait Engagement

b. Dependent Variable: Performance of private secondary schools in Nairobi County

ANOVA analysis was used to establish the significance of using a regression model, out of which (F=16.26 at p<0.05) was found. This implies that the regression model of method has < 0.05 probability of providing a wrong prediction. It therefore means that

this regression approach has over 95% CI and therefore high reliability and consistency of the study findings. Table 4.8 shows result outputs on coefficients

Table 4.8. Coefficients Output

	Unstandardized		Standardized	t	Sig.
	Coefficients				
	B	Std. Error	Beta		
(Constant)	13.663	0.251		54.43	0.0435
Psychological state engagement	0.511	0.071	0.522	7.197	0.010
Behavioural engagement	0.512	0.062	0.431	8.258	0.023
Trait engagement	0.542	0.077	0.561	7.039	0.014

a. Dependent Variable: Performance of Private Secondary Schools in Nairobi County

Table 4.8 shows a significant positive relationship between employee engagement and performance of private secondary schools in Nairobi County-. Hence, the regression model was as illustrated:

$$Y = 13.663 + 0.511X_1 + 0.512X_2 + 0.542X_3$$

Table 4.8 depicts that psychological state engagement ($\beta=.511$; $p<0.05$) had a strong significant impact on performance of private secondary schools in Nairobi County followed by behavioral engagement ($\beta=.512$; $p<0.05$) then trait engagement ($\beta=.542$, $p<0.05$). Therefore, the employee engagement in this study had a significant and positive effect on performance of private secondary schools in Nairobi County. This shows that a unit change in psychological state engagement would cause a 0.511 change in performance of private secondary schools, a unit variation in behavioral engagement would result into a 0.512 change in performance of private secondary schools, while a

unit change in trait engagement would result into a 0.542 change in performance of private secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section discusses a summary of the key findings of the study, recommendations, limitations of the study, and possible areas of further research.

5.2 Summary of Findings

Empirical results informed the objective of the study which was to establish the influence of employee engagement on performance of private secondary schools in Nairobi County. Therefore, in establishing the influence of psychological state engagement on performance of private secondary schools in Nairobi County, Kenya, the study found that most of the employees in private secondary schools were proud of their work, and this would encourage their performance and the performance of these institutions weighted mean response of (Mean 3.68 ± 0.86). This finding concurs with that of Harter, Schmidt, Killham, and Agrawal (2013) who also established that the more employees were engaged with their work, the more the customers are satisfied, and profitability also increases because their employees feel safe, proud, healthy, and motivated to achieve the organization's goals. On work excitement, most of the respondents (Mean 3.64 ± 0.88) were overexcited about their jobs and hence would encourage good performance of the private learning institutions. When probed on whether their jobs encourage them, most of the employees of the private secondary schools (Mean 3.90 ± 0.76) were encouraged by their jobs for good performance of the schools. In fact, most of the employees of private secondary schools (Mean 4.13 ± 0.63) found the work they did was full of meaning and purpose in their lives. On whether they found their jobs challenging, the study found that

most of the employees of private secondary schools were enjoying their jobs and never found their jobs challenging (Mean 2.41 ± 1.13).

On behavioral engagement, the study established that most of the respondents (Mean 4.09 ± 0.66) were involved in their jobs and would notice time moving faster while at job. It was also found that most of the employees (Mean 4.20 ± 0.61) were engaged in their work and were happy whenever they were working intensely in their organization. This finding concurs with that of Kilonzo, Were and Odhiambo (2018) who sought to determine the effect of employee engagement on teacher performance in Machakos County secondary schools and found that employee engagement has a statistically significant effect on how teachers perform in secondary schools. The study also found that most of the employees (Mean 4.04 ± 0.68) concentrated a lot in their work to demonstrate a high level of engagement. Similarly, Atieno (2017) examined the association between employee engagement and how teachers performed in public secondary schools and found a positive significant correlation between level of engagement, professional development, communication practices, and rewards. Most of the respondents, (Mean 3.74 ± 0.76) were engaged in their work and found it hard to disengage themselves from their jobs. The study also found that most of the employees (Mean 3.81 ± 0.74) were engrossed in their work as an indication of strong engagement for good performance. This finding agreed with that of Mudany, Awuor, Aosa, and Ogutu (2021) who investigated the nature of association between employee engagement, motivation, job satisfaction and involvement and performance at Kenya Electricity Generating Company and similarly found that staff motivation, job satisfaction and involvement enhanced employee engagement and consequently improves organization

performance. On work captivation, most of the employees were captivated in their work and hence were highly engaged in their jobs for good performance

Based on trait engagement the study found that essentially, most employees were engaged in their work (Mean 4.01 ± 0.71) and would persevere during difficult moments while at work and were also happy about their jobs and were always looking forward to going to work as a show of engagement (Mean 3.76 ± 0.84). This finding concurs with that of Malesedi (2017) who also found that employee's perseverance in a workplace reflects their commitments and engagement at the workplace hence good organization performance. Majority of the respondents were also found to be able to persevere working for a long period to show their dedication and engagement to their work (Mean 3.98 ± 0.73) and were always strong and enthusiastic at their workplace as a show of engagement for good performance (Mean 4.02 ± 0.71). These findings were agreement with that of Gapor and Rubang (2020) conducted a study on administrator engagement and performance in Nakhon Nayok School in Thailand and similarly found that when employees are happy about their jobs, they are deeply engaged and committed and this could be brought about by good working environment and relationship between the administration, management and the employees or workers.

Most of the employees were also found to be very strong mentally (Mean 4.08 ± 0.69) for good engagement at their workplace and were always full of energy to carry out their jobs. Similarly, Armstrong (2007) found that employees do work for financial gain, but they get enthusiastic when they work for a job that has a meaning in their lives. Where there is no meaning of work, there is greater loss of loyalty, disengagement and

commitment and enthusiasm and pay should therefore not replace a working environment that is built on trust, joy, fun, and meaningful work.

5.3 Conclusions

On psychological state engagement, most of the employees who are proud of their work and overexcited about their jobs, perform better in their work and consequently encourage better organizational performance of the institutions or organizations they work in. Similarly, employees or workers who are encouraged by their work and recognize the value of their work in their lives as having full of meaning and purpose in their lives, perform better in their jobs and subsequently improves the performance of the organizations they work in.

On behavioral engagement, employees who are involved in their jobs and are happy whenever they are working intensely in their organization, perform better in their organization, which then improves the performance of the organizations. Moreover, employees who concentrate a lot in their work as a show of high level of engagement, meaning that they are engrossed in their work for good organization performance.

Based on trait engagement the study concluded that essentially, employees who are engaged in their work and persevere during difficult moments while at work, are also happy about their jobs and are always looking forward to going to work as a show of engagement. These employees also persevere working for a long period to show their dedication and engagement to their work and are always strong and enthusiastic at their workplace. Besides, these engaged employees are always very strong mentally for good engagement at their workplace and are always full of energy to carry out their jobs for good organization performance. Generally, highly engaged employees are happy in their

job would always persevere, feel enthusiastic and full of energy and all these trait engagement attributes would increase the overall organization performance of the secondary schools.

5.4 Recommendations

Organizations should constantly create a favorable and supportive working environment for its workers to boost their psychological, behavioral, and trait engagement with their employment, as this has been shown to increase their productivity and the organization's performance. The report also recommends that employers prioritize enhancing the relationship between an employee's work and his or her skills, talents, and interests to increase their job engagement. During recruiting methods, departmental reorganizations, and the distribution of special projects and responsibilities, for instance, protocols and rules might be devised to highlight this connection. Managers of private secondary schools should also get training in how to better identify their workers' abilities and interests, as well as how to incorporate them into their everyday job.

Private secondary schools should ensure employee engagement via workers' emotional investment in the business's objectives. This may be accomplished by emotional discretionary efforts facilitated by well-established management frameworks, job engagement, and job happiness and satisfaction. Further, the research advises that employers establish a dynamic workplace connection that enhances the engagement's interlocking with the other components, allowing workers to express themselves physically, intellectually, and emotionally throughout their job performance.

Lastly, the research suggests that firms should be able to identify all employee groups, including engaged, non-engaged, and actively disengaged workers. Employers may take

positive management activities to increase employee engagement levels, necessitating the development of multidimensional strategies to engage disengaged personnel.

5.5 Limitations of the Study

In conducting this study, some of the respondents were not readily willing to offer the needed information due to the nature of the study, where some data were so sensitive, especially those touching on the KCSE Mean Score performance. However, the researcher addressed this challenge by explaining to the respondents the intention of the study and assuring them of their confidentiality of information and withholding of identity in line with ethical behaviors.

The findings of the study were solely based on private secondary schools in Nairobi County and not any other business organization or public learning institution. This therefore implies that the findings of this study would not be generalized for other learning organizations or business entities. Besides, the conclusions of the findings were linked with the performance of the private secondary schools which were only measured in terms KCSE Mean Score performance, and so, the findings cannot be generalized for other indicators of organization performance.

The study findings only relied on primary quantitative data to draw its conclusions and not supplementing its findings with the qualitative data. Absence of qualitative data limits the in-depth analysis of how employee engagement influences the performance of an organization.

5.6 Areas for Further Research

Based on the summary, conclusions and recommendations, the researcher recommends that more studies should be carried out on predictors of employee engagement, this will

ventilate the causes for employees' disengagements into task performance. The researcher also recommends that further research be done on the effect of employee engagement on organization performance of public secondary schools before generalization of the study findings are done. Additionally, another study should be done on how employee engagement influence job satisfaction and service delivery of employees in private secondary schools.

REFERENCES

- Andrade, C. (2021). A student's guide to the classification and operationalization of variables in the conceptualization and design of a clinical study: Part 1. *Indian Journal of Psychological Medicine*, 43(2), 177-179.
- Ali, S., Azizollah, A., Zahra, A. & Mohtarah, A. (2011). The relationship between personality traits and performance among school principals. *Higher Education Studies* 1(1)
- Armstrong, M. (2007). *Organization and People Employee Reward*. Broadway, SW: CIPD publishers
- Atieno, H.W (2017) *Influence of employee engagement practices on Teacher Performance in public secondary schools in Ndhiwa Sub County*. Unpublished Master Thesis, Maseno University
- Bakker, A.B., Tims, M. & Derks, D. (2012). Proactive personality and job performance: The role of job crafting and work engagement. *Human Relations* 65(10), 1359-1378
- Blaus, P.M (1964). *Exchange and power in social life*. Wiley, New York
- Brown, S., McHardy, R., McNabb, R. & Taylor, K. (2011). *Workplace performance, worker commitment and loyalty*. Discussion paper series; IZA DP No. 5447
- Campbell, W., (2019). *A new framework of employee engagement*. EPE white paper, School of management and labour relations, State university of New Jersey.
- Celik, A., Iraz, R., Cakici, A.B. & Celik, N. (2014). The effect of employee empowerment applications on organisational creativity and innovativeness in enterprises: The case of OIZ. *European Scientific Journal* 10 (5)
- Chughatai, A. (2008). *Impact of job involvement on in-role job performance and organisational citizenship behaviour*. Research paper, Dublin City University.
- Creswell, J.W. (2014). *Educational Research: Planning, Conducting and Evaluating Qualitative and Quantitative Research* (2nd Ed.). Boston: Pearson Education Inc
- Cropanzano, R. & Mitchell, M. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management* 31: 874
- Dawis, R. V., & Lofquist, L. H. (1984). *A psychological theory of work adjustment: An individual-differences model and its applications*. Minneapolis: University of Minnesota Press.

- Desboulets, L. D. D. (2018). A review on variable selection in regression analysis. *Econometrics*, 6(4), 45.
- Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P. D. & Rhoades, L. (2001). Reciprocation of perceived organizational support. *Journal of Applied Psychology*, 86(1), 42-51.
- Ferrer, J. (2010). *Engagement: A study of Australian Academies*. Unpublished PhD thesis, Victoria University
- Gallup (2006). Engaged employees inspire company innovation: National survey finds that passionate workers are likely to drive organizations forward. *The Gallup Management Journal* 11(15), 92-125.
- Gapor, R & Rubang T. (2020). Engagement and Performance among Administrators of Public Secondary School in Nakhon Nayok, Thailand. *World Journal of Education*. 10. (29) 114-129
- Grants, A.M. (2008). The significance of task significance: Job performance effects, relational mechanisms, and boundary conditions. *Journal of Applied Psychology* 93(1), 108-124)
- Harter, J. K., Schmidt, F. L., Killham, E. A. & Agrawal, S., T. L. (2019). *Meta-Analysis: The relationship between engagement at work and organisational outcomes*. WhitePape
- Harter, J., Schmidt, F., Agrawal, S., & Plowman, S. (2021). The relationship between engagement at work and organizational outcomes. *Gallup*, 1-29
- He, J. (2014). *From employee perceived human resource practices to employee engagement. The influence of psychological empowerment and intrinsic motivation*. A paper presented at an international conference on management science and management innovation.
- Jackson, L. (2014). *The work engagement and job performance relationship: exploring the moderating effect of trait emotional intelligence*. Master's thesis, San Jose State University.7
- Jano, R., Satardien, M., & Mahembe, B. (2019). The relationship between perceived organisational support, organisational commitment, and turnover intention among employees in a selected organisation in the aviation industry. *SA Journal of Human Resource Management*, 17(1), 1-8.
- Jones, N., Baird, S., & Lunin, L. (2018). GAGE research design, sample, and methodology. *Gender and Adolescence: Global Evidence*.

- Kariuki, L.N., (2016). *Employee Engagement effect on Work Productivity in the Public Sector in Kenya: A Case of the Ministry of Devolution and Planning*, unpublished thesis, Moi university
- Khan, W.A. (1990), ‘Psychological conditions of personal engagement and disengagement at work’, *Academy of Management Journal*, 33(4), 692-724).
- Kibui, A. (2015). *Effect of talent management on employee retention in Kenya’s state corporations*. Unpublished PhD thesis, Jomo Kenyatta University of Agriculture and Technology.
- Kilonzo, T.M., Were, S., and Odhiambo R., (2018). Influence of Employee Engagement on the Performance of Teachers in Secondary Schools in Machakos County in Kenya. *International Journal of Novel Research in Humanity and Social Sciences* 5(1), 2-71), Available at: www.noveltyjournals.com
- Kothari, CR (2013). *Research Methodology: Methods and Techniques*. London: New Age International Limited, Publishers
- Kular, S., Gatenby, M., Rees, C., Soane, E. & Truss, K. (2008). *Employee engagement: A literature review*. Kingston University, working paper series, 19 (Review for completeness of the citation listing)
- Le, H, Oh, I., Robbins, S.B., Illies, R, Hollard, E & Westrick, P. (2011). Too much of a good thing: Curvilinear relationship between personality traits and job performance. *Journal of Applied Psychology*, 96(1), 113-133
- Malesedi M., (2017). *The Impact of Employee Engagement On Organizational Productivity: case Study of UVS*, Unpublished Thesis, University of Kwazulu-Natal,
- Maslach, C., Schaufeli, B., & Leiter, P. (2001). Job burnout: *Annual Review of Psychology*, 1, 56-59
- Meyerson, G., & Dewettinck, B. (2012). Effect of empowerment on employee performance. *Advanced Research in Economics and management Science*, 2(5), 47-61
- Ministry of Education Science and Technology (2020); *Republic of Kenya; Kenya Education Sector Support Programme*, 2015-2019. Nairobi
- Motyka, B. (2018). Employee engagement and performance: a systematic literature review. *International Journal of Management and Economics*, 54(3), 227-244.
- Mudany, J. O., Awuor, E., Aosa, E., and Ogutu, M. (2021). Influence Of Staff Motivation on The Relationship Between Employee Engagement and Employee Performance at

- Kenya Electricity Generating Company (Kengen). *African Journal of Emerging Issues*, 3(9), 49 - 65. Retrieved from <https://ajoeijournals.org/sys/index.php/ajoei/article/view/233>
- Nairobi County Ministry of Education, (2021). *County Education Report and Statistics*, Nairobi County, Kenya
- Ours, J. C & Stoeldraijer, L. (2010). *Age, wage, and productivity*. Discussion Paper No. 4765. Institute for the Study of Labour
- Paliszkievicz, J., (2012). *Orientation on trust and organisational performance*. Management, Knowledge and Learning, International Conference, Poland
- Salamon, S. & Robinson, S. (2011). *Trust that binds: The impact of collective felt trust in organisational performance*. Research paper, University of British Columbia.
- Sendawula, K., Nakyejwe Kimuli, S., Bananuka, J., & Najjemba Muganga, G. (2018). Training, employee engagement and employee performance: Evidence from Uganda's health sector. *Cogent Business & Management*, 5(1), 1470891.
- Shuch, B. & Wollard, K. (2010). Employee engagement and human resource development: A seminal review of the foundations. *Human Resource Development review*, 9:89
- Sun, L., & Bunchapattanasakda, C. (2019). Employee engagement: A literature review. *International Journal of Human Resource Studies*, 9(1), 63-80.
- Usikalu, O., Ogunleye, A. & Effion, J. (2015). Organisational trust, job satisfaction and performance among teachers in Eketi state, Nigeria. *British Open Journal of Psychology* (1), 1-10.
- Uwazi, (2019). *Capitation grants for education. When will it make a difference?* Dar es Salaam: Published Uwazi at Tweweza
- Wachira, J., (2013). *Relationship between employee engagement and commitment in Barclays Bank of Kenya*. Unpublished Master's thesis, University of Nairobi.
- Waskiewicz, S. (1999). *Variable that contributes to job satisfaction of secondary school assistant principals*. Unpublished PhD thesis, Virginia Polytechnic Institute and State University
- Wright, P.M., McMahan, G.C & McWilliams, A. (2004). Human resource and sustained competitive advantage: A resource-based perspective. *International Journal of human Resource*, 5(2), 301

APPENDICES

Appendix I: Questionnaire

Part 1: Background information

1. Gender: Male Female others (specify) -----
2. Age bracket: below 30 years 30-40 41-50 50-60 Over 60
3. Highest level of education: Doctorate ; Master’s Degree ; First Degree ; Certificate/Diploma Secondary education Primary education and below
4. Marital status: Married ; Single ; Divorced Separated ; Windowed
6. Length of service with your current employer? Below 5 years 5-10 years above 10 years

Part 2: Psychological State Engagement

The following statements show you feeling at work. Kindly indicate how often you felt it by ticking appropriately, where Always (5), Very Often (4), Often (3), Rarely (2) and Never (1)

Statement	5	4	3	2	1
I am proud of the work I do					
I am excited about my work					
My job encourages me					
I find the work that I do full of meaning and purpose					
I find my job challenging					

Part 3: Behavioral Engagement

The following statements assessed behavioral engagement. Kindly indicate how often you experience the following by ticking appropriately, where Always (5), Very Often (4), Often (3), Rarely (2) and Never (1)

Statement	1	2	3	4	5
Time moves very fast when I am working					
I feel happy whenever am working intensely					
When I am working, I concentrate a lot					
It is hard to disengage myself from my job					
I am deeply engrossed by my work					
I get captivated in my work					

Part 4: Trait Engagement

The following statements assessed Trait engagement and you are expected to show by way of ticking on how often you experience the following feelings at your workplace on a five-point Likert scale, where Never (1), Rarely (2), Often (3), Very Often (4) and Always (5)

Statement	1	2	3	4	5
At work, I persevere during difficult moments					
When I wake up every morning, I look forward to going to work					
I can endure working for a long period of time					
At my workplace, I am strong and enthusiastic					
At my workplace, I am very strong mentally					
At my workplace, I feel bursting with energy					

**End
Thank you!!!**

Appendix 2: Data Collection Sheet on KCSE performance

Year	KCSE Mean Score Performance
2018	
2019	
2020	
2021	