

# Influence of Employee Engagement on the Performance of Teachers in Secondary Schools in Machakos County in Kenya

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**Abstract:** This study sought to establish the influence of employee engagement on the performance of Teachers in secondary schools in Machakos County. The study was meant to benefit the Machakos County Government, researchers and scholars, HR practitioners, stakeholders, the Kenya government, school Principals, policy makers, and trade unions. The study adopted descriptive research design approach. The population of study was 5579 secondary school teachers working in Machakos County and a sample size of 359 respondents was selected through stratified random sampling. Primary data was collected using questionnaires which were issued to the respondents. Descriptive analysis was used, and this included weighted means, standard deviation, relative frequencies and percentages. Statistical Package for Social Scientist (SPSS) version 21.0 was used to generate data array that was used for subsequent analysis of the data. Inferential statistics using multiple linear regression model and bivariate correlation analysis was employed to examine the relationship between the research variables. Tables and graphical presentation were used to present the data that was collected for ease of understanding. The analyzed data was presented using tables, graphs and pie-charts. The study managed a response rate of 67%. The findings of the study showed that there existed a positive and significant relationship between Performance of Teachers and Employee engagement. The R- square value was 0.384 implying that 38.4% of Performance of Teachers was explained by Employee engagement. An F-Statistics value of 149.244 was recorded with a p-value of 0.000 which was less than 0.05. This implied that there existed a significant relationship between Employee engagement and Performance of Teachers in Secondary Schools in Machakos County. This means that Employee engagement influence the Performance of Teachers in Secondary Schools in Machakos County. T- Test was used to test the relationship between Employee engagement and Performance of Teachers and the study established that there existed a statistically significant relationship between the two variables supported by a p-value of 0.000 for the model and a t-Statistic value of 12.217. The study concluded that Employee engagement had statistically significant influence on Performance of Teachers in Secondary Schools in Machakos County. The study recommends that; the school management and TSC should adequately involve the teachers in decision making so that they can own up the policies put in place so as to boost the performance of teachers.

**Keywords:** Commitment, Efficiency, Employee Engagement, Involvement, Performance, Policy makers, Productivity, Stakeholder, Training and Outcome.

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## I. INTRODUCTION

Teachers' productivity seems to be a nagging issue in education. Several researchers, Ajayi and Afolabi (2012) pointed to the low productivity of teachers. This low productivity could be attributed to many factors and could also have adverse effects on students' performance which is one of the outcomes of teacher productivity. Vipinosa (2015) explains productivity as the result of the efforts exerted and the resources utilized. Productivity can be measured as a ratio of output to input (Ajayi & Afolabi, 2012). In the context of school system, productivity is measured in terms of both efficiency and

effectiveness, since the realization of goals and objectives in the school depends on the efficiency and effectiveness of the teachers (Ajayi & Afolabi, 2012). Training according to Ezeani and Oladele (2013) is the development of specific skills and attitudes needed to perform a particular job or series of jobs to maximize the productivity of the individual and improve the overall organizational efficiency. Ezeani and Oladele (2013) define training as a continuous assistance or coaching given to an employee in order to make him have current knowledge of the job content, scope and relationship in the organization. Retraining on the other hand, according to Igbo, Eze, Eskay, Onu and Omeje (2012) is an on-the job training used by organizations to bring about development and improved competency in the workers. This is essential especially with the frequent policy changes in education and also in the evolving new knowledge and technology based society. Retraining teachers can help to reduce mistakes and improve innovations in the teaching profession. Training and retraining of teachers can be done in the following ways: in service training, conferences, workshops, seminars and demonstrations. The purpose of training and retraining according to Musset (2010) is to update, develop and broaden the knowledge that teachers have acquired during the initial teacher education and/or provide them with new skills and professional understanding. It improves the effectiveness of teachers. In the words of Ngala & Odebero, (2010) training and retraining were seen as a vehicle to improve on teachers teaching effectiveness. They further noted that teachers getting involved in staff development programmes, particularly pursuing higher education and training motivate them into taking their teaching roles more seriously. Findings Oyitso and Olomokor (2012) revealed that training brings greater confidence on workers, enriches employee knowledge and increases performance skills, creates greater efficiency and effectiveness, increases productivity and leads to higher productivity. Teachers' job satisfaction, defined as "teachers' affective reactions to their work or to their teaching role" has been studied in the field of work psychology (Skaalvik & Skaalvik, 2011). Chen (2010) conducted a study to investigate job satisfaction of 294 teachers in Chinese middle schools. The study established that the teachers were generally satisfied with their job. The job satisfiers were reported to be working conditions (e.g., collegiality, classroom control, and availability of resources), leadership, and opportunities for collaboration, while job dissatisfiers were found to be associated with teachers' income, workload and stress and opportunities for development. The results also indicated that those who wished to stay in their teaching jobs were more satisfied with sub-factors of leadership, opportunity, workload and stress, and income in comparison to those who wanted to leave the profession and were seeking non-teaching jobs.

Job performance might be influenced by a number of factors including work engagement and organizational commitment. Bakker, Albrecht, and Leiter (2011) believe that work engagement is a combination of willingness to work (dedication, involvement, commitment, conscience) and the capability to work (energy, strength, and stamina), two factors of paramount importance that can impact upon job performance. On the other hand, organizational commitment, according to Stride, Wall, and Catley (2007) refers to "people's affective reactions to their employing organization as a whole". On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgment and that can involve high-stakes outcomes for students' futures. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests, and approaches to learning. In addition to foundational knowledge about these areas of learning and performance, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgments about what is going on and what strategies may be helpful. Above all, teachers need to keep what is best for the child at the centre of their decision-making (Bransford, Darling-Hammond, & LePage, 2005). Educational reform developments in Canada and elsewhere are setting bold goals for student learning. Recent research literature suggests that while many factors contribute to achieving these goals, what teachers know and are able to do is one of the most important factors influencing student learning (Fullan, Hill & Crevola, 2006). Teachers are the ones responsible to work creatively with their students to translate and shape curricular goals and theoretical notions into effective classroom and school-wide practices, and to provide an environment for effective learning. Current literature also stresses that the act of teaching is becoming increasingly complex and that highly competent teachers continue to learn, are adaptive, build up a sophisticated pedagogical repertoire, and are able to apply a range of practices for varying purposes that incorporate and integrate different kinds of knowledge, used in various combinations flexibly and fluently (Bransford, Darling-Hammond & LePage, 2005).

Fullan, Hill & Crevola, (2006) claim, for example, that professional learning that focuses on contextually-based, personalized, data-driven instruction is one of the three central components of Break through thinking that will be critical to successful educational reform and that will noticeably improve and sustain learning for students and teachers alike. In their view, teachers must be learning in their classrooms every day. Recent literature reveals a growing interest in professional

development initiatives designed to address the professional development needs of mid-career teachers. A variety of studies have been undertaken that explore the complexities of effective professional development for midcareer teachers. These studies illuminate a range of factors that need to be carefully considered when determining appropriate delivery modes, standards and/or approaches for assessing professional learning (Berliner, 2005; Hammerness *et al.*, 2005; Lieberman & Wilkins, 2006; Tomlinson, 2005).

Victoria (2009) tested the "*Organizational Culture as a predictor of Job Satisfaction: the role of gender and age*". This research was conducted using a sample of 125 questionnaires to employees in the Greek Hospital. The finding was that there was a positive relationship between Organizational Culture and Job Satisfaction and there were gender and age roles. The analysis tool used was regression and t-test. Zachariah and Razanita (2009) sought to determine the effect of the four dimensions of corporate culture (teamwork, training and development, communication, reward and award) for organizational commitment. This research used survey with 190 respondents from a Malaysian public company. Data were tested with Pearson correlation and multiple regression analysis (PCMR). The results showed that all dimensions of corporate culture studied here were found to have great influence on motivating the employees to hold their commitment to the organization. The Federal Republic of Nigeria in the National Policy on Education (FRN, 2006) also recognized the importance of teachers by stating that no nation's education system can be greater than the standard of their teachers. Therefore, teachers remain the major factor in any educational system, and their quality of teaching is undoubtedly one of the most important factors shaping the teaching /learning and achievement of students (Fenstermacher & Richardson, 2005). The teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students. Researches abound on contributions of teachers to educational achievements of students (Mushtaq & Kahn, 2012). Teacher characteristics in this study were those attributes, characters and behaviors exhibited by teachers in the classroom and during teaching and learning process.

Orlando (2013) conducted a study in Nigeria and listed nine behaviours/characteristics of an effective teacher which are respect for students, creating a sense of community and belonging in the classroom, warm, accessible, enthusiastic and caring, ability to set high expectations for all students, has his own love for learning, a skilled leader, ability to "shift-gears" and flexible when a lesson isn't working, collaboration with colleagues on an on-going basis and maintenance of professionalism. Olayele (2011) studied teacher characteristics as predictor of academic performance of students in Osun state in Nigeria. The study used a survey in investigation of the perception of students on teachers' characteristics in relation to students' academic performance. Using purposive sampling 16 secondary schools were selected (10 public and 6 private), and 100 students randomly drawn from each school. Sample size was 1600 students. Questionnaire tagged Teachers' Characteristics and Students Academic Performance (TCSAP) was used to elicit information. Data were analyzed using percentage, Pearson Product Moment Correlation (PPMC) and Chi-square to test the hypotheses. Findings reveal that students' academic performance correlate positively and significantly depending on teachers' attitude to teaching and learning in the classroom, knowledge of subject matter and teaching skills. Ahunanya and Ubabudu, (2006) in Nigeria also reiterated the provision of adequate physical facilities for effective teaching and learning to take place. Adams, (2004) submitted that a quiet, cool, clean and beautiful physical environment makes the teacher and students happy and enhances their performance and productivity. Ijaduola, (2008) cautioned that with poor physical working condition, there are usually mental fatigue, truancy, frustration, discomfort, and poor health; all those consequently reduces students' academic performance. Kimani, Kara and Njagi (2013) investigated the relationship between selected teachers' demographic characteristics and classroom instructional practices and students' academic achievement in selected secondary schools in Nyandarua County, Kenya. Participants in the study were drawn from one hundred and fifty three teachers selected randomly from eighteen schools in three districts in the County. Based on their aggregate performance in Kenya Certificate of Secondary Education (KCSE) in the last three years, the schools were categorized as above average, average, and below average. Two schools per district were selected in each category. The researchers developed questionnaires to collect while linear regression and One-way ANOVA were used to test the relationship between the selected variables and performance in KCSE. The study revealed that teachers' age, gender, professional qualifications and teaching experience had significant relationship with academic achievement. In contrast, teachers' job group had significant and positive relationship with students' academic achievement in secondary schools.

Makewa, Role, Too & Kiplagat, (2012) investigated teacher-related factors associated with performance in mathematics in public day primary schools in Nandi Central district, Kenya. A total of seventy-four (74) mathematics teachers participated in the study. Sampling techniques used to obtain the samples for the study included: stratified, random, and purposive. A questionnaire was used to collect data which had been validated and subjected to a pilot study to establish its reliability.

Descriptive statistics and inferential statistic (t-test) were used to analyze the data. Based on the findings of the study, a majority of mathematics teachers in Nandi Central district public day primary schools were found to be trained with a teaching experience of between 11–20 years. An average rating was given on the mathematics teachers' use of learning resources, teaching methodology, teacher preparation, commitment, and assessment and evaluation.

Moreover, teachers in high performing schools rated the attitudes toward mathematics, teaching methodology, commitment, preparation, and use of learning resources, evaluation and assessment higher than their counterparts in the low performing schools. It was recommended from the study that future research should link research on teacher preparation with teacher induction with professional development. Maicibi (2005) highlighted that; proper leadership was the only necessary tool for effective performance by the students. Former UN Secretary-General Kofi Annan noted that there was no tool for development which was more effective than education. He also observed that no other policy was as powerful as increasing the chances of education for the next generation. Therefore by eliminating school fees for primary school education in Kenya, many children were privileged to go back to school thus putting the country on the right track towards attainment of the Millennium Development Goals and Vision 2030. The Kenya Teachers Service Commission (TSC), (2005) says that the use of confidential reports in assessing a teacher's performance and potential has been replaced by a more modern and open assessment system where the teacher participates in his/her performance. The author of this paper therefore sought to establish whether or not the Performance Appraisal (PA) policy from Teachers Service Commission influenced PA of high school teachers in Bomet Constituency. Odhiambo (2005) conducted a study focused on establishing the state of teacher appraisal in Kenyan secondary schools. The study established a need to develop an improved (facilitating) model of teacher appraisal. His findings indicate that teacher appraisal policies and practices in Kenyan secondary schools exhibit weaknesses, which need to be urgently addressed if teacher appraisal has to be used to improve the quality of teaching and education in Kenya. Machakos County, where the study was conducted had posted various KCSE results in the last five years. From this report, 21% of those who enrolled in the year 2012 qualified for university entrance with a minimum entry requirement of C+ and above. In 2013, they were 20%; In 2014, they were 22%; In 2015, they were 21% and finally in 2016, they were 13%. These percentages demonstrate low performance hence the study sought to investigate the influence of employee engagement on teachers' performance.

Bakker *et al.*, (2011) found that job performance was influenced by work engagement which is a blend of willingness to work (e.g., dedication, involvement, commitment) and the capability to work (e.g., energy, strength, stamina). Bakker, Albrecht and Leiter (2011) believe that work engagement is a combination of willingness to work (e.g., dedication, involvement, commitment, conscience) and the capability to work (e.g., energy, strength, stamina), two factors of paramount importance that can impact upon job performance. On the other hand, organizational commitment, according to Stride, Wall and Catley (2007) refers to "people's affective reactions to their employing organization as a whole." Kühnel, Sonnentag and Bledow (2012) showed that day specific job resources (positive psychological climate and job control) and personal resources (being recovered in the morning) promoted work engagement over the course of one working week. Moreover, on days when employees perceived high job control, day-specific time pressure was positively associated with work engagement, whereas on days when less control was perceived, time pressure was negatively associated with engagement. This demonstrates that job control facilitates employee coping with job demands and also that the co-occurrence of demands and resources boosts engagement. The main reason behind the fact that voice behavior is so related to many work attitudes might be that when employees are able to freely express their thoughts and given time to share their opinion, they may engage with voice behavior more frequently (Allen, *et al.*, 2015). The dimensions of voice behavior are based on three concepts: prosocial voice, defensive voice, and acquiescent voice (Dyne, *et al.*, 2013). This study sought to establish the influence of employee engagement on the performance of teachers in Machakos County in Kenya.

## II. METHODOLOGY

The study adopted a descriptive research design approach. According to Mugenda and Mugenda (2003) a descriptive research design is used to obtain information concerning the current status of the phenomena to describe 'what exists' with respect to variables or conditions in a situation. This design was adopted because it enabled the study to gather information concerning the influence of employee engagement on teachers' performance in secondary schools in Machakos County in Kenya. Descriptive design resulted in the description of the data, either in words, pictures, charts, or tables and indicated whether the data analysis showed statistical relationships or was merely descriptive. The techniques that were used for data collection were tested for validity and reliability. The study population consisted of all the 5,579 teachers from all the 403 secondary schools in Machakos County in Kenya. The sampling frame described the list of all the 5,579 teachers from all



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the 403 secondary schools in Machakos County from which the sample was selected (Cooper & Schindler, 2008). The teaching fraternity in Machakos County will be divided into four strata.

The strata comprised of principals, deputy principals, heads of departments and assistant teachers. The study employed stratified random sampling technique to draw a sample of 359 respondents from the population to ensure maximum reliability of the data collected and of the findings given therein. Machakos County had 8 Sub-Counties thus to ensure uniformity in the selection of respondents, sample size from each sub County was 45 Respondents per sub-county forming 6.43% from each stratum and drawn as shown in table 1 below.

<b>Table 1: Sampling Frame</b>		
<b>Employee category</b>	<b>Target Population</b>	<b>Sample size</b>
Principal	403	26
Deputy Principals	403	26
Heads of Departments	1612	104
Assistant teachers	3161	203
Total	5579	359
<b>Source: Machakos County Director of Education (2017)</b>		

The main data collection instrument was a structured questionnaire. A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. This is because questioning gives the respondent's the required opportunity to answer the questions willingly and with open mind (Mugenda & Mugenda, 2006). The questionnaire mainly had closed ended questions. Open questions was also be used which gave the respondents the liberty to discuss their opinion where necessary. The questionnaires avoided leading questions and was Likert scale in nature. According to William, (2006) a Likert scale is commonly used in questioning and most used scale in survey research. When responding to a Likert scale questionnaire item, respondents specify their level of agreement to a statement. According to Kombo, (2006) a questionnaire enables the standardization of responses, enhancing objectivity and reduction of bias. Questionnaires are also familiar to most people; and are cost effective and also easier to analyze. In this method the questionnaires was sent by hand delivery to the respondents in the various secondary schools in Machakos County in Kenya. The respondents were requested to answer the questions and return the questionnaire. The questionnaire consisted of a number of questions printed or typed in a definite order on a form or set of forms. The respondents were expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents had to answer the questions on their own. The questionnaires were picked from the respondents after one month. The researcher conducted a pilot test to the questionnaire. This was a small scale trial run of a particular component. According to Cooper, (2004) pre- testing the instruments is intended to reveal errors in the design and the improper control of extraneous or environmental conditions. It also permits refinement before the final test. The study adopted a sample of 36 respondents for the pilot study to test the appropriateness of the questions and their comprehension. This represented 10% of the sample size of 359 which is 36 respondents. Those who were used in the pilot study were excluded from the final study.

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Although unreliability is always present to a certain extent, there will generally be a good deal of consistency in the results of a quality instrument gathered at different times. The tendency toward consistency found in repeated measurements is referred to as reliability (Kothari, 2004). The study used the Internal Consistency Method to test the instruments. The internal consistency method provides a unique estimate of reliability for the given test administration. The most popular internal consistency reliability estimate is given by Cronbach's alpha (Cronbach, 1951). A value of 0.7 has been considered as the cut off for acceptance and unacceptable reliability (McMillan & Schumacher, 2001). Validity can be defined as the degree to which a test measures what it is supposed to measure. After piloting the research instrument, the researcher calculated the validity of coefficient of the Likert scale items using SPSS version 21.0. The items in the Likert scale were split into halves (odd and even). The odd and even items were then administered separately at different times and scored accordingly. The scores of the two tests were then computed using Pearson's product moment correlation

coefficient. To estimate the correlation coefficient from the two halves, spearman brown formula will be used. The study will accept a correlation coefficient value of 0.5 and above. Validity therefore has to do with how accurately the data obtained in the study represents the variables of the study (Mugenda & Mugenda, 2003).

The collected data was analyzed in accordance with study objectives and data type. Raw data collected from the questionnaires was first cleaned, sorted, coded and subjected to the SPSS software version 21.0. Creswell (2007) notes that data can be presented using statistical techniques, graphical techniques or a combination of both in order to generate comprehensive conclusions. Findings on quantitative data were presented using statistical techniques such as tables, pie charts, bar graphs and regression models. Qualitative data was presented descriptively in continuous prose. Factor analysis is regarded as an effective statistical procedure in validating hypothetical constructs (Mugenda & Mugenda, 2008). Data collected was therefore initially subjected to confirmatory factor analysis. Here indicators that seem to correlate highly with each other were clustered. Kothari (2005) prefers a loading of 0.33 to be the minimum absolute value that would allow interpretation of data. This study therefore considered loadings of .33 and above for interpretation. Data was subjected to correlation analysis. Correlation is a technique used to analyze the degree of relationship between two variables (Mugenda & Mugenda, 2008). They indicate that correlation helps in determining the strength and direction of the association between two variables. Correlation analysis was done by use of scatter plots, computation of Pearson Correlation Coefficient and coefficients. This therefore formed a basis for selecting variables for further statistical analysis such as regression analysis. After correlation analysis, data was further subjected to regression analysis. This type of analysis was used to find out whether the independent variable predicted the dependent variable (Mugenda & Mugenda, 2008). This study was interested in the Goodness of Fit. The Goodness-Of-Fit (GOF) of a statistical model describes how well it fits into a set of observations. GOF summarizes the discrepancy between the observed values and the values expected under a statistical model in question (Olivares & Forero, 2010). GOF was measured by the R-Square statistic. The F-test was used to test the significance of the independent variable with the dependent variable. This is because the sample size was larger than 30. Regression model analysis was carried out to determine the form of mathematical model that explains the relationship between the dependent variable and the independent variable. This regression model was used because it provides a sufficient and flexible framework that suits the needs of a lot of analysts and has been adopted in similar past studies including those by Feng *et al.* (2010). The following summary of a linear regression model was used.

$$Y = \beta_0 + \beta_1 X_1 + \epsilon$$

Where,

Y= is Teachers Performance.

X<sub>1</sub>= is Employee engagement.

ε = is the error term.

β<sub>0</sub> = a constant which is the value of dependent variable when all independent variables are 0 (intercept).

β<sub>1</sub> = Regression Coefficient (slope) of variable X<sub>1</sub>, Employee engagement.

To test the first hypothesis that employee engagement (X<sub>1</sub>) has a significant influence on teachers' performance in secondary schools in Machakos County in Kenya, the following regressions were used. The first regression is the wholesome effect of X<sub>1</sub> while the second comprises of the sub-constructs of X<sub>1</sub> on the dependent variable.

a)  $Y = \beta_0 + \beta_1 X_1 + \epsilon$  .....model for hypothesis 1

b)  $Y = \beta_0 + (\beta_1 X_{1i} + \beta_1 X_{1ii} + \beta_1 X_{1iii}) + \dots$  (Testing effect of each construct under variable X<sub>1</sub>)

### III. FINDINGS

A sample of 359 was selected using proportionate stratified random sampling technique. A total of 359 questionnaires were distributed. Results in table 2 below indicate that the majority (67%) of the questionnaires were returned while (33%) were unreturned. This was above the 40% which was considered adequate in descriptive statistics according to Mugenda & Mugenda (2010). Quantitative data obtained from the questionnaires were presented in tables, frequencies and percentages as shown hereafter.

**Table 2: Response Rate**

Response	Frequency	Percent
Returned	241	67.13%
Unreturned	118	32.87%
<b>Total</b>	<b>359</b>	<b>100.0%</b>

Reliability of the instrument was carried out using Cronbach's alpha constant which is a measure of internal consistency and average correlation. It ranges between 0 and 1 (Kipkebut, 2010). As a rule of thumb acceptable alpha should be at least 0.70, (Mugenda & Mugenda, 2003). Higher alpha coefficient values mean there is consistency among items in measuring the concept of interest. Cronbach constant test was carried out for every variable. For Employee engagement there were fourteen items from the finding, no item was deleted and the alpha coefficient recorded was 0.741 which is above 0.7. Factor analysis focused on the internal-correlations among data to come up with internally consistent surrogates of the variable (Mugenda, 2010). Cooper and Schindler (2008) suggested that factor loadings of 0.7 and above are acceptable. Other researchers indicate that 0.4 is the minimum level for item loading. Hair *et al.*, (2010) illustrates that factor analysis is necessary in research to test for construct validity and highlight variability among observed variables and to also check for any correlated variables in order to reduce redundancy in data. In this study, factor analysis is used to reduce the number of indicators which do not explain the effect of independent variable on Performance of Teachers. Hair *et al.*, (1998) and Tabachnick and Fidell (2007) described the factor loadings as follows: 0.32 (poor), 0.45 (fair), 0.55 (good), 0.63 (very good) or 0.71 (excellent). Employee engagement had 14 items and none of the items recorded factor loadings less than 0.40. The factor loadings of 14 items for Employee engagement were ranging between 0.421 and 0.873 items employee engagement were therefore considered to be valid for the constructs represented in table 3 below.

**Table 3: Factor loadings for Employee engagement**

Employee engagement	Factor Loadings
1. I believe that I am adequately involved in decision making.	0.713
2. Teachers in my school are fully committed to their work	0.56
3. All teachers have vigor in the work place	0.421
4. Decisions are only made by the Senior Management staff	0.702
5. Teachers are involved in the recruitment of new teachers on departmental level	0.775
6. Teachers are involved in making a strategic plan for the school	0.873
7. The school promptly responds to suggestions from teachers or their representatives on matters of school management	0.66
8. Teachers express job satisfaction in their duties	0.522
9. Teachers are involved in corporate social responsibilities within and outside the school	0.458
<b>Total</b>	<b>0.632</b>

The study objective was to determine the influence of Employee engagement on Performance of Teachers in Secondary Schools in Machakos County in Kenya. The respondents were asked to rate the extent to which they agreed or disagreed with the following aspects of Employee engagement on performance teachers for the last five years with an aim of knowing to which extent they agreed or disagreed that all employees have favorable conditions for decision making and for giving various ideas, suggestions, and notes. 40.6% strongly disagreed, 44% disagreed 12.6% were neutral, 2.3% agreed and 0.6% strongly agreed. In regard to know whether teachers within schools are fully committed to their work, 31.0% of the were of very great extent, 32.8% were of great extent 15.9% were Moderate extent, 6.6% were little extent while 13.7% did not at all. To know whether all teachers had vigor in the work place, 18.5% of the were of very great extent, 18.5% were of great extent 28.0% were Moderate extent, 21.0% were little extent while 14.0% did not at all. To find out whether decisions are only made by the Senior Management staff: 21.0% of the were of very great extent, 42.8% were of great extent 25.9% were Moderate extent, 16.6% were little extent while 3.7% did not at all. Concerning whether teachers are involved in the recruitment of new teachers on departmental level: 30.6% strongly disagreed, 44% disagreed 22.6% were

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neutral, 12.3% agreed and 10.6%strongly agreed. On whether teachers are involved in making a strategic plan for the school, the results were as follow:-50.6% strongly disagreed, 44% disagreed 11.6% were neutral, 2.3% agreed and 0.6% strongly agreed.

On whether the school promptly responds to suggestions from teachers or their representatives on matters of school management 30.6% strongly disagreed, 24% disagreed 41.6% were neutral, 12.3% agreed and 0.6% strongly agreed. To check whether teachers express job satisfaction in their duties, 54% disagreed 22.6% were neutral, 13.3% agreed and 10.6%strongly agreed. Lastly on whether teachers were involved in corporate social responsibilities within and outside the school, 20.6% strongly disagreed, 54% disagreed 22.6% were neutral, 13.3% agreed and 10.6%strongly agreed. The rest of the findings are shown in table 4.23. These findings are consistent with Meere (2005) that describes three levels of engagement: Engaged-Employees who work with passion and feel a profound connection to their organization .They drive innovation and move the organization forward; Not engaged- employees who attend and participate at work but are time serving and put no passion or energy into their work and; Disengaged –employees who are unhappy at work and who act out their unhappiness at work. According to Meere (2005) these employees undermine the work of their engaged colleagues every time. It is therefore important for an organization to assess the levels of engagement of its employees so that they can take the necessary intervention to boost morale and productivity of their employees. The finding are also consistent with Pandita and Bedarkar (2014) who identified two factors that are positively linked with engagement namely, management and mentoring behaviors such as imparting confidence to followers, power sharing, communication, providing role clarification and articulation of vision which could be characterized as inspirational, visionary, decisive and team-oriented. Men (2015) notes that although studies have revealed significant effects of authentic leadership on employee engagement, these effects are usually mediated by factors such as employee-organization relationships, internal reputation, and transparent communication. These results are shown in table 4 below.

**Table 4: Employee Engagement Descriptive Analysis**

Statement	S.D	D	N	A	S.A	Mean	Std. Deviation
EE1	0.60%	2.30%	12.60%	44%	40.60%	4.22	0.794
EE2	4.60%	7.40%	22.30%	38.30%	26.90%	3.76	1.072
EE3	1.70%	9.70%	25.10%	38.30%	25.10%	3.75	0.995
EE4	2.30%	3.40%	16.60%	50.30%	27.40%	3.97	0.887
EE5	2.30%	14.40%	26.40%	36.20%	20.70%	3.59	1.043
EE6	13.10%	31.40%	24.60%	17.70%	13.10%	4.22	0.794
EE7	1.70%	7.40%	12.00%	58.90%	19.40%	3.76	1.072
EE8	1.70%	4.00%	12.00%	42.90%	39.40%	3.75	0.995
<b>Total</b>						<b>3.84</b>	<b>0.97</b>

To find out whether there was linear relationship between Employee engagement and Performance of Teachers in Secondary Schools in Machakos County in Kenya, Pearson moment’s correlation coefficients was used as suggested by Cohen, West and Aiken, (2003). The result of the finding was presented on table 5. The result indicates that the variables Performance of Teachers and Employee engagement had a strong positive relationship indicated by a correlation coefficient value of .620<sup>\*\*</sup>. This suggests that there was a linear positive relationship between Employee engagement and Performance of Teachers in Secondary Schools in Machakos County in Kenya which means that an increase in Employee engagement would lead to a linear increase in Performance of Teachers in Secondary Schools in Machakos County in Kenya.

**Table 5: Employee engagement Correlations Coefficients**

Variable		Performance of Teachers	Employee engagement
Performance of Teachers	Pearson Correlation	1	.620 <sup>**</sup>
	Sig. (2-tailed)		0
	N	241	241
Employee engagement	Pearson Correlation	.620 <sup>**</sup>	1
	Sig. (2-tailed)	0	
	N	241	241

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



The study objective was to establish the influence of employee engagement on the performance of Teachers in Secondary Schools in Machakos County in Kenya. The objective was tested using the hypotheses that; Employee engagement has a positive significant influence on teachers’ performance in Secondary Schools in Machakos County in Kenya against the alternative null hypothesis that Employee engagement has no significant influence on teachers’ performance in Secondary Schools in Machakos County in Kenya. The test was conducted using the linear regression model. From the model summary table the strength of the relationship between predictor variable and the response variable is shown using correlation (R) or coefficient of determination R- square. The R-square is an indicator of how well the model fits the data. An R- square value which is close to 1.0 indicates that the dependent variable entirely depends on the independent variables while a value close to 0 indicates no correlation between the explanatory variables and the dependent variable (Ming’ala, 2002). Table 6 shows the regression analysis findings between Performance of Teachers and Employee engagement.

**Table6: Regression analysis for Employee engagement and Performance of Teachers**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.620 <sup>a</sup>	.384	.382	.22186	2.001
a. Predictors: (Constant), Employee engagement (X1)					
b. Dependent Variable: Performance of Teachers					

From the Table 6, the value of R- square value was .384. This implies that 38.4% of Performance of Teachers was explained by Employee engagement. This finding was further illustrated in the Analysis of Variance Table 7 below. An F-Statistics value of 149.244 was recorded with p-value of 0.000 which was less than 0.05. This therefore implied that there was a significant relationship between Employee engagement and Performance of Teachers in Secondary Schools in Machakos County in Kenya. This means that Employee engagement affects Performance of Teachers in Secondary Schools in Machakos County in Kenya.

**Table 7: ANOVA for Employee engagement (X<sub>1</sub>)**

Model		Sum of Squares	df	Mean Square	F	Sig.
2	Regression	7.346	1	7.346	149.244	.000 <sup>b</sup>
	Residual	11.764	239	0.049		
	Total	19.111	240			
a. Dependent Variable: Performance of Teachers (Y)						
b. Model 1 Predictors: (Constant), Employee engagement (X <sub>1</sub> )						

From the coefficient Table 8, t- test was also used to test the relationship between the predictor variable Employee engagement and Performance of Teachers and there was significance relationship between the two variables with p-value= 0.000 < 0.05 for model and t-Statistics value being 12.217. The regression equations between Performance of Teachers and Employee engagement for the model can be expressed as;  $Y=1.819+ 0.546X_1$ . The model indicates that for every unit Employee engagement, performance of teachers’ value changes by 0.546. These results were also supported by the descriptive analysis.

**Table 8: Coefficients for Employee engagement (X<sub>1</sub>)**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Model 2	(Constant)	1.819	0.156		11.662	0.576
	Employee engagement	0.546	0.045	0.62	12.217	0
a. Dependent Variable: Performance of Teachers						

From the results, the null hypothesis was rejected and we accept the alternative hypothesis and conclude that Employee engagement has significant influence on Performance of Teachers in Secondary Schools in Machakos County in Kenya.

#### IV. DISCUSSIONS

The main objective of the study was to establish the influence of Employee engagement on the performance of Teachers in Secondary Schools in Machakos County in Kenya. The objective was tested using the hypotheses that; Employee engagement has a positive significant influence on teachers' performance in Secondary Schools in Machakos County in Kenya against the alternative, Employee engagement has no significant influence on teachers' performance in Secondary Schools in Machakos County in Kenya. The test was conducted using the linear regression model. From the model summary table the strength of the relationship between predictor variable and the response variable is shown using correlation (R) or coefficient of determination R- square. The R-square is an indicator of how well the model fits the data. An R- square value which is close to 1.0 indicates that the dependent variable entirely depends on the independent variables while a value close to 0 indicates no correlation between the explanatory variables and the dependent variable (Ming'ala, 2002). The value of R- square value was .384. This implied 38.4% of Performance of Teachers was explained by Employee engagement. This finding was further illustrated in the Analysis of Variance as shown in Table 4.19. An F-Statistics value of 149.244 was recorded with p-value of 0.000 which was less than 0.05. This therefore implied that there was a significant relationship between Employee engagement and Performance of Teachers in Secondary Schools in Machakos County in Kenya. This means that Employee engagement affects Performance of Teachers in Secondary Schools in Machakos County in Kenya.

Pearson moment's correlation coefficients were also used. The result of the finding indicates that the variables Performance of Teachers and Employee engagement had a strong positive relationship as indicated by a correlation coefficient value of .620<sup>\*\*</sup>. This suggests that there was a linear positive relationship between Employee engagement and Performance of Teachers in Secondary Schools in Machakos County in Kenya which means that an increase in Employee engagement would lead to a linear increase in Performance of Teachers in Secondary Schools in Machakos County in Kenya. The regression equations between Performance of Teachers and Employee engagement for the model is expressed as;  $Y=1.819+ 0.546X_1$ . The model indicates that for every unit of Employee engagement, performance of teachers' value changes by 0.546. The findings are consistent with Pandita and Bedarkar (2014) who notes that one of the toughest challenges facing Chief Executive officers (C.E.Os), Human Resources (HR) and business leaders of many organizations is to ensure that when their employees reports to work every day they not only do it physically but mentally and emotionally. This means that organization must ensure that their employees are engaged so that they are able to contribute positively towards achieving the organizational goals. The findings are also consistent with a study by Kroth and Boverie, (2013) who noted that engaged employees are passionate about their work which results to excitement, enthusiasm and productivity.

#### V. CONCLUSIONS

The conclusion drawn from the study is that there was a linear positive relationship between Employee engagement and Performance of Teachers in Secondary Schools in Machakos County in Kenya which means that an increase in Employee engagement would lead to a linear increase in Performance of Teachers in Secondary Schools in Machakos County in Kenya. The value of R- square value was .384. This implied 38.4% of Performance of Teachers was explained by Employee engagement. These findings were further illustrated in the Analysis of Variance, an F-Statistics value of 149.244 was recorded with p-value of 0.000 which was less than 0.05. The regression equations between Performance of Teachers and Employee engagement for the model can be expressed as;  $Y=1.819+ 0.546X_1$ . The model indicates that for every unit Employee engagement, performance of teachers' value changes by 0.546.

#### VI. RECOMMENDATION AND SUGGESTIONS

In view of the findings as well as the conclusion deduced from the study, recommendations that may be useful to policy makers and stakeholders were made. First, to address employee engagement, the school management should adequately involve the teachers in decision making so that they can own up the policies put in place. Teachers should also be involved through some representatives in strategic policy decisions by both the Ministry of Education and TSC. The outcome of this will be; the teachers will get committed, have vigor in the work place and the overall goal of performance will be achieved. The study has mainly focused employee engagement and its influence on the performance of teachers in Machakos County

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in Kenya. It provides a basis for future studies on how employee engagement influence job performance in both public and private organizations in Kenya. Related research can be done with employees in the Ministry of Education and TSC to address employee engagement issues. Further research should be carried out to investigate how each of the predictor variables in the study can be made more effective.

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