



Influence of Employee Engagement on Teacher Performance of Private Primary Schools in Kajiado County, Kenya

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Influence of Employee Engagement on Teacher Performance of Private Primary Schools in Kajiado County, Kenya

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Abstract

This study examined the influence of employee engagement on teacher performance of private primary schools in Kajiado County, Kenya. Grounded in Kahn's Employee Engagement Theory, the research employed a descriptive survey design targeting 5,937 employees from 521 registered private primary schools in the county. Using Nassiuma's formula, a sample of 217 respondents was selected through stratified random sampling, achieving a response rate of 97.6%. Data was collected using structured questionnaires measuring four dimensions of employee engagement: empowerment, work relationships, responsibilities, and commitment. Data analysis was conducted using SPSS version 29.0, employing descriptive and inferential statistics. The results indicated that employee engagement had a positive and statistically significant influence on teacher performance ($R^2=0.290$, $\beta=0.493$, $p<0.05$), explaining 29% of the variance in school performance. Correlation analysis revealed a moderate positive relationship between employee engagement and performance ($r=.538$, $p<0.05$). Descriptive statistics indicated high levels of employee engagement among teachers with an overall mean score of 4.05, particularly in areas of school pride ($\mu=4.16$) and commitment to long-term success ($\mu=4.24$). The study concluded that employee engagement significantly enhances teacher performance in private primary schools. The research recommends that school management implement comprehensive engagement strategies including teacher empowerment initiatives, structured recognition systems, collaborative work environments, and career development programs to optimize both educator satisfaction and institutional performance outcomes.

Keywords: Employee Engagement, Teacher Performance, Private Primary Schools, Empowerment, Work Relationships, Educational Outcomes, Kajiado County

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1.1 Introduction

Employee engagement has emerged as a critical determinant of organizational effectiveness in educational institutions worldwide, representing the emotional investment and psychological connection that educators develop toward their work roles and institutional objectives (Kahn, 1990). In private primary schools, where competitive pressures and performance expectations create complex operational environments, the degree to which teachers feel empowered, valued, and committed directly influences their professional effectiveness and institutional outcomes (Saks, 2022). The multifaceted nature of employee engagement encompasses four key dimensions: empowerment, which reflects the extent to which teachers feel authorized and capable of making meaningful decisions in their professional roles; work relationships, indicating the quality of interpersonal connections and collaborative dynamics among staff members; responsibilities, representing the alignment between assigned duties and individual capabilities and motivations; and commitment, demonstrating the long-term dedication and emotional attachment to institutional success (Govender & Bussin, 2020). These engagement components operate synergistically to create work environments where educators are more likely to demonstrate discretionary effort, innovation, and sustained performance excellence, ultimately benefiting student learning outcomes and institutional sustainability.

The theoretical foundation for understanding employee engagement in educational settings draws from psychological and organizational behavior research that emphasizes the importance of meaningful work experiences in driving human performance (Schaufeli, 2013). When teachers experience psychological empowerment through autonomy and decision-making authority, they develop stronger connections to their professional roles and demonstrate increased willingness to invest discretionary effort in student success (Bakker et al., 2023). Positive work relationships create supportive environments that enhance job satisfaction and reduce occupational stress, while appropriate responsibility allocation ensures that educators can utilize their skills effectively and experience professional fulfillment (Kosaka & Sato, 2020). The commitment dimension reflects the culmination of these engagement factors, representing the degree to which teachers identify with institutional values and demonstrate long-term dedication to organizational goals (Budriene & Diskiene, 2020). Research consistently demonstrates that highly engaged employees exhibit superior performance outcomes, reduced turnover intentions, and stronger alignment with organizational objectives, creating virtuous cycles of institutional improvement and individual professional satisfaction.

Private primary schools in developing economies face unique challenges that make employee engagement particularly crucial for institutional success and educational quality assurance (UNESCO, 2019). These institutions must optimize limited human resources while competing for qualified educators and maintaining academic standards that justify their operational costs and community trust (Ndugo et al., 2018). In Kenya's educational landscape, private primary schools serve diverse communities with varying socioeconomic backgrounds, requiring educators who are not only professionally competent but also emotionally invested in addressing complex student needs and community expectations (Ministry of Education, 2023). The sustainability of these institutions depends heavily on their ability to create work environments where teachers feel valued, empowered, and committed to long-term institutional success, rather than viewing their positions as temporary arrangements while seeking better opportunities (Muriithi, 2020). Understanding how the specific dimensions of employee engagement influence teacher performance in this context becomes essential for developing targeted interventions that can

enhance both educator satisfaction and institutional effectiveness, ultimately contributing to improved educational outcomes for the communities these schools serve.

1.2 Problem Statement

Private primary schools in Kajiado County are experiencing significant challenges in maintaining high levels of employee engagement among their teaching staff, resulting in diminished teacher performance and compromised educational outcomes (Ministry of Education, 2023). Evidence indicates that many educators in these institutions report feeling disempowered in their professional roles, lacking the autonomy and decision-making authority necessary to implement innovative teaching approaches and respond effectively to diverse student needs (Muriithi, 2020). The absence of meaningful empowerment opportunities has created work environments where teachers perceive themselves as mere implementers of predetermined curricula rather than professional educators capable of exercising judgment and creativity in their instructional practices (Kassa & Raju, 2021). Additionally, deteriorating work relationships among staff members have undermined collaborative efforts and peer support systems, leaving individual teachers isolated and less motivated to pursue excellence in their professional responsibilities (Saks, 2022). These engagement deficits are compounded by misalignment between assigned responsibilities and teacher capabilities, where educators often find themselves overwhelmed with administrative tasks or assigned duties that do not utilize their professional skills effectively, leading to frustration and reduced commitment to institutional objectives (Bakker et al., 2023).

The declining performance indicators in Kajiado County's private primary schools over the past three years, including a 10-15% drop in KCPE scores and approximately 30% of institutions recording below-average results, coincides with observable patterns of reduced employee engagement among teaching staff (Kajiado County Education Office, 2024; Kenya National Bureau of Statistics, 2023). Teachers report diminished sense of value and recognition from school leadership, with many feeling that their professional contributions are neither acknowledged nor appreciated in meaningful ways (UNICEF, 2022). The lack of long-term commitment among educators has become evident through increased turnover rates and reduced participation in school improvement initiatives, suggesting that teachers view their positions as temporary arrangements rather than career investments (National Education Strategic Plan, 2020). Furthermore, the absence of systematic approaches to measuring and enhancing employee engagement in these institutions has prevented school administrators from identifying specific areas requiring intervention and developing targeted strategies to improve teacher motivation and performance (UNESCO, 2019). This gap between the recognized importance of employee engagement in educational effectiveness and its practical implementation in Kajiado County's private primary schools creates an urgent need for empirical research to understand the specific mechanisms through which empowerment, work relationships, responsibility alignment, and commitment influence teacher performance outcomes.

1.3 Research Objective

The influence of employee engagement on teacher performance of private primary schools in Kajiado County, Kenya.

1.4 Research Hypothesis

H₀: Employee engagement has no statistically significant influence on teacher performance of private primary schools in Kajiado County, Kenya.

2.1 Theoretical Framework

This study is anchored on the Theory of Employee Engagement, originally developed by William A. Kahn (1990), which provides a comprehensive framework for understanding how psychological conditions in the workplace influence individual performance and organizational effectiveness. Kahn's theory defines employee engagement as the extent to which employees invest their cognitive, emotional, and physical energies into their work roles, emphasizing three fundamental psychological conditions: meaningfulness, safety, and availability (Kahn, 1990). The theory posits that meaningfulness emerges when employees perceive their work as valuable, worthwhile, and aligned with their personal values and professional aspirations, creating intrinsic motivation to invest discretionary effort in their roles. Psychological safety represents the organizational environment where employees feel secure to express themselves authentically without fear of negative consequences, enabling them to take risks, share ideas, and engage fully in collaborative activities. Psychological availability refers to the individual's capacity to engage physically, emotionally, and cognitively in their work, influenced by factors such as workload management, resource adequacy, and personal well-being (Radley, 2018).

The theoretical assumptions underlying Kahn's Employee Engagement Theory are particularly relevant to understanding performance dynamics in educational institutions. First, the theory assumes that engagement is not a static trait but a dynamic psychological state that fluctuates based on workplace experiences and organizational conditions (Kahn, 1990). This assumption suggests that private primary schools can actively influence teacher engagement levels through deliberate management practices and organizational design choices. Second, the theory posits that engaged employees demonstrate higher levels of creativity, productivity, and organizational citizenship behaviors because they are emotionally and cognitively invested in their work outcomes (Huang, 2021). Third, Kahn's framework assumes that engagement operates through reciprocal relationships between individuals and their work environments, where positive organizational conditions foster engagement, which in turn drives superior performance and organizational commitment (Schaufeli, 2013). These assumptions indicate that when private primary school teachers experience empowerment in their professional roles, maintain positive work relationships with colleagues, receive responsibilities aligned with their capabilities, and develop genuine commitment to institutional success, they are more likely to demonstrate the sustained high performance necessary for educational excellence.

The application of Employee Engagement Theory to this study provides a robust theoretical lens for analyzing how the four dimensions of engagement—empowerment, work relationships, responsibilities, and commitment—specifically influence teacher performance in private primary school settings. According to Kahn's framework, empowerment contributes to psychological meaningfulness by enabling teachers to perceive their work as significant and impactful, leading to increased investment of cognitive and emotional energy in educational activities (Kahn, 1990). Positive work relationships enhance psychological safety by creating supportive environments where teachers feel valued and secure in their professional interactions, facilitating collaborative efforts and knowledge sharing that improve instructional effectiveness (Govender & Bussin, 2020). Appropriate responsibility allocation supports psychological availability by ensuring that teachers have the necessary resources, skills, and capacity to engage fully in their assigned duties without experiencing overwhelming stress or role ambiguity (Kosaka & Sato, 2020). Finally, commitment represents the culmination of these engagement conditions, reflecting the deep emotional and cognitive investment that drives sustained high performance and organizational

loyalty (Budriene & Diskiene, 2020). This theoretical framework therefore provides the foundation for understanding how these four engagement dimensions operate as integrated psychological processes that collectively determine teacher performance outcomes in private primary school contexts.

2.2 Empirical Literature

Global research on employee engagement in educational settings has consistently demonstrated strong positive relationships between engagement levels and institutional performance outcomes. In Sweden, Stackhouse et al. (2022) conducted comprehensive research investigating the impact of employee commitment on organizational performance, utilizing regression analysis to examine long-term performance patterns. Their findings revealed that employee dedication was essential for organizations to achieve remarkable performance over extended periods, with committed employees contributing to organizational value through proactive assistance, high productivity, and quality awareness. Similarly, research by Akartuna and Serin (2022) in Turkey examined the relationship between employee dedication and performance among educators through longitudinal studies, finding that teacher commitment levels varied significantly based on demographic characteristics and organizational conditions. In Australia, Whitsed et al. (2024) explored the relationship between employee engagement and organizational performance in developed economies, focusing specifically on psychological and behavioral factors through qualitative research methodologies. Their study revealed that adverse work expectations and personality variations significantly impacted performance outcomes, while highly engaged individuals demonstrated capacity to reinvigorate and transform organizations effectively during periods of crisis and change.

Asian educational contexts have provided substantial evidence supporting the positive relationship between employee engagement dimensions and academic performance outcomes. Research conducted by Shao et al. (2024) in Chinese junior high schools utilized structural equation modeling to examine how work relationships affect academic success, finding favorable correlations between relationship quality and academic performance. Their study demonstrated that interventions promoting peer interactions led to measurable increases in learning outcomes and institutional effectiveness. In India, Bella (2023) investigated the effect of work relationships on organizational performance using regression analysis, determining that emphasis on strong work relationships, cooperation encouragement, and supportive work environment creation significantly enhanced organizational performance. Supporting these findings, Rajesh and Pandya (2024) employed descriptive research methodology and convenience sampling to examine workplace relationship dynamics, discovering that positive relationships fostered cooperation, trust, and engagement, ultimately leading to higher productivity and reduced employee turnover costs while moving organizations toward common objectives.

Research in developing economies has highlighted the particular importance of employee engagement components in resource-constrained educational environments. In the Philippines, Mapacpac and Yango (2023) investigated the relationship between empowerment and academic achievement in public high schools through regression analysis, finding that teachers with high levels of autonomy demonstrated superior performance outcomes and stronger correlation between empowerment and academic achievement. Basilio (2023) conducted descriptive correlation research examining work relationships' impact on academic success, revealing favorable connections between work relationship quality and academic performance. In Pakistan, Fiaz and

Qureshi (2023) utilized phenomenological investigation to explore employee relationships and work performance, discovering positive correlations between pleasant work interactions and behavioral performance outcomes. Their research emphasized that organizations considering relationship management contexts and fostering interpersonal skills development among staff members while promoting relationship generosity achieved superior overall performance results.

African educational research has provided compelling evidence for the engagement-performance relationship in contexts similar to Kenya's private primary school sector. In South Africa, Cassim et al. (2024) assessed parameters including autonomy, psychological safety, convenience, social union, and organizational support in private higher education institutions using t-tests and confirmatory factor analysis. Despite difficulties and anxieties from work transitions, personnel demonstrated high engagement levels that boosted performance outcomes. Ross et al. (2022) focused on meaningfulness, safety, and availability dimensions using purposive sampling to demonstrate favorable correlations between organizational success and employee engagement, emphasizing that engagement occurs in deliberately planned and supportive work environments rather than by accident. In Ghana, Nkansah et al. (2023) examined contextual, task, and counterproductive work behaviors using convenience sampling, correlation analysis, and cross-sectional research design, revealing statistically significant relationships between organizational success and employee engagement. Afram et al. (2022) investigated employee empowerment and organizational performance relationships through structural equation modeling, determining that both structural and psychological empowerment contributed to improvements in organizational performance and employee retention, while Abrugre and Nasere (2020) found that employee engagement levels were dictated by assigned duties and demonstrated favorable correlations between individual duties and organizational performance.

2.3 Conceptual Framework

The link between the independent factor (Employee Engagement) and the dependent variable (teacher performance of private primary schools) is conveyed via the use of a conceptual framework. Figure 1 illustrates the conceptual framework that is being used.

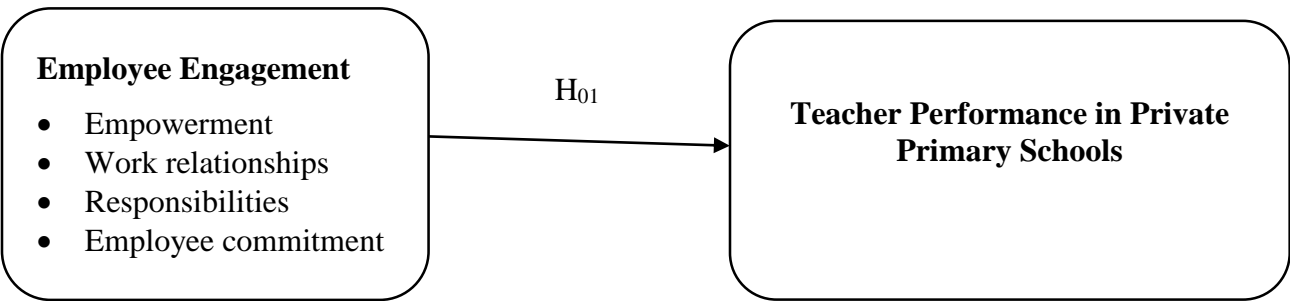


Figure 1: Conceptual Framework

As adopted in this study, employee engagement is one of the key components of employee retention strategies in an institution. Therefore, this study sought to establish the influence of employee engagement on teacher performance of private primary schools. The component was measured using the following indicators; empowerment, work relationships, responsibilities, and commitment. Govender and Bussin (2020) highlighted that through employee engagement, whereby the employees are empowered to carry out their assigned tasks, having mutual work

relationships, giving them responsibilities based on their qualifications and commitment will lead to improved performance. In addition, Schaufeli (2013) adds that when workers have a personal connection to their jobs, they are more likely to be emotionally invested in their work. What drives them to do a good job is the enthusiasm, commitment, and drive they bring to the job.

An engaged workforce is one whose members not only understand but also work for the common objectives of the company. Employees who are highly engaged in their work are more likely to stay with the company, which in turn increases shareholder value, customer loyalty, and organizational success (Kosaka & Sato, 2020). Thus, trust, belonging, communication, wellness, and recognition are the primary factors that generate employee engagement. Budriene and Diskiene (2020) found that companies may survive and even prosper in economic downturns if they prioritized employee engagement.

3.1 Methodology

This study adopted a positivist research philosophy and employed a descriptive survey research design to evaluate the influence of employee engagement on teacher performance of private primary schools in Kajiado County, Kenya. The positivist paradigm was selected to ensure objective data collection and analysis, enabling the generation of empirical evidence that could be statistically tested and generalized to the broader population of private primary school employees (Saunders, Lewis, & Thornhill, 2019). The descriptive survey design facilitated systematic collection of quantitative data from multiple respondents across different educational institutions, allowing comprehensive examination of employee engagement dimensions and their relationship with teacher performance outcomes (Creswell & Creswell, 2018). The target population comprised 5,937 employees from 521 registered private primary schools in Kajiado County, including headteachers, deputy headteachers, teachers, school administrators, and finance officers who possessed relevant knowledge about engagement practices and institutional performance dynamics. Using Nassiuma's (2000) formula with a coefficient of variation of 30% and standard error of 2%, a representative sample of 217 respondents was determined and selected through stratified random sampling techniques to ensure proportional representation across different employee categories and institutional contexts.

Primary data was collected using structured questionnaires containing five-point Likert scale items specifically designed to measure the four dimensions of employee engagement: empowerment, reflecting the extent to which teachers feel authorized and capable of making meaningful professional decisions; work relationships, indicating the quality of interpersonal connections and collaborative dynamics among staff members; responsibilities, representing the alignment between assigned duties and individual capabilities and motivations; and commitment, demonstrating long-term dedication and emotional attachment to institutional success (Cooper & Schindler, 2016). The research instruments underwent comprehensive validity and reliability testing procedures to ensure measurement accuracy and consistency. Content validity was established through expert review by academic supervisors and educational practitioners, while construct validity was confirmed through confirmatory factor analysis with all factor loadings exceeding 0.5 threshold values (Hair et al., 2019). Reliability was verified through Cronbach's alpha coefficients, with all variables achieving values above 0.7, indicating strong internal consistency and measurement reliability (Tabachnick & Fidell, 2007). Data analysis was conducted using SPSS version 29.0, employing both descriptive statistics including means, standard deviations, and frequency distributions, alongside inferential statistics comprising correlation analysis and simple linear

regression to test the hypothesis that employee engagement has no statistically significant influence on teacher performance.

4.1 Results and Findings

Out of the 217 questionnaires distributed to employees across private primary schools in Kajiado County, 212 were successfully completed and returned, yielding a response rate of 97.6%. This exceptionally high response rate exceeded the minimum threshold of 70% recommended for survey-based research (Mugenda & Mugenda, 2003) and provided a robust foundation for statistical analysis and generalization of findings to the broader population of private primary school employees in the county.

4.2 Descriptive Statistics

This study sought to evaluate the influence of employee engagement on teacher performance of private primary schools in Kajiado County, Kenya. In order to answer this objective, there are several statements that were provided and the respondents asked to indicate their extent of agreement or disagreement. In presenting the descriptive statistics, the following key was adopted for the Likert scale as well as explaining the mean; 1-Strongly Disagree (SD), 2-Disagree (D), 3-undecided (UD), 4-Agree (A), 5-Strongly Agree (SA). The results are as presented in Table 1.

Table 1: Descriptive Statistics on Employee Engagement

Statement	SD	D	UD	A	SA	μ	σ
I feel empowered to do my best work every day.	7.4%	6.0%	5.1%	46.5%	35.0%	3.96	1.143
I am proud to work for this school.	6.0%	3.2%	6.5%	37.8%	46.5%	4.16	1.085
I have the resources and support I need to execute my responsibilities in the school effectively.	4.1%	9.7%	9.3%	39.6%	37.3%	3.96	1.109
In our school, I feel my contributions are valued by my team and leadership.	2.3%	11.1%	8.3%	46.0%	32.3%	3.95	1.028
I am committed to the long-term success of the school.	5.1%	4.1%	5.1%	32.7%	53.0%	4.24	1.072
Average						4.05	1.087

When asked to indicate whether they felt empowered to do their best work every day, 46.5% agreed, 35% strongly agreed, 5.1% were undecided, 6.0% disagreed and 7.4% strongly disagreed. The statement was supported with a mean score of 3.96 and standard deviation of 1.143. This implies that most of the employees in the private primary schools moderately agreed that they were empowered to do their best work. Therefore, being empowered to do the best could encourage retention among the employees as well as improving performance in the private primary schools in Kajiado County.

In terms of being proud of the school, 46.5% strongly agreed and 37.8% agreed respectively. On the other hand, 3.2% disagreed and 6% strongly disagreed. The remaining 6.5% were undecided.

The statement had a mean score of 4.16 and standard deviation of 1.085. This showed that whereas a majority of the respondents are proud of their school, there a few who feel otherwise and this may have an effect on how they perform in the school. Whereas 39.6% and 37.3% strongly agreed and agreed that they have the resources and support they need to execute their responsibilities in the school effectively, 9.7% disagreed and 4.1% strongly disagreed. The remaining 9.3% were undecided ($\mu=3.96$, $\sigma=1.109$). This showed that whereas a majority of the primary schools provide support and resources to their employees in order to execute their duties, there are a few schools that are not able to do so. This may challenge their capacities in enhancing the overall performance of the school.

Whereas 46.0% and 32.3% strongly agreed and agreed that their contributions are valued by their team and leadership in the school, 11.1% disagreed and 2.3% strongly disagreed. The remaining 8.3% were undecided ($\mu=3.95$, $\sigma=1.028$). From this observation, it can be deduced that whereas majority of the respondents feel that their contributions are being valued, there are a few who feel otherwise. This may leave them demoralized hence leading to poor performance. Regarding commitment to school success, it was observed that 53% and 32.7% of the respondents strongly agreed and agreed that they are committed to the long-term success of the school. A few (5.1%) were undecided whereas the remaining 9.2% disagreed ($\mu=4.24$, $\sigma=1.072$). This showed that most of the respondents agreed that they were fully committed to the long-term success of their schools with only a few, feeling otherwise.

Overall, the statements measuring employee engagement in the private primary schools in Kajiado County had an average mean score of 4.05 and standard deviation of 1.087. This implies that majority of the respondents agreed that they felt empowered, there was a positive work relationship, responsibilities, and employee commitment. This aligns with recent literature emphasizing employee engagement as a critical driver of organizational success, particularly in the education sector. According to Saks (2022), engaged employees are more likely to demonstrate discretionary effort, foster positive workplace relationships, and contribute to institutional performance. Empirical studies also confirm this, with Kassa and Raju (2021) reporting that teacher engagement significantly correlates with improved job satisfaction, retention, and student outcomes. The high level of engagement observed among private primary school teachers in Kajiado County could be attributed to supportive leadership, effective communication, and opportunities for involvement in school decision-making processes. Furthermore, as Bakker et al. (2023) highlight, psychological empowerment and positive interpersonal dynamics play a vital role in enhancing engagement, especially in environments that emphasize collaboration and shared goals. Nonetheless, the standard deviation indicates some variability, suggesting that while many schools have achieved high engagement levels, others may still require interventions to improve work culture and staff involvement.

4.3 Correlation Analysis

Correlation analysis is a statistical technique used to measure and describe the strength and direction of the relationship between two or more variables. It helps researchers determine whether an increase or decrease in one variable corresponds to an increase or decrease in another (Creswell & Creswell, 2018).

Table 2: Correlations Results

		EE	PPS
Employee Engagement (EE)	Pearson Correlation	1	
	Sig. (2-tailed)		
Performance (PPS)	Pearson Correlation	.538**	1
	Sig. (2-tailed)	.000	
	N	212	212

As shown in Table 2, employee engagement ($r=.538$, $p<0.05$) had a positive and significant correlation with performance of the private primary schools in Kajiado County. This moderate to strong correlation indicates that schools with higher levels of employee engagement among their teaching staff tend to demonstrate superior performance outcomes across academic and operational measures. The statistical significance of this relationship suggests that the observed correlation is unlikely to be due to chance, providing empirical support for the theoretical proposition that engaged employees contribute meaningfully to institutional effectiveness in private primary school settings. This finding aligns with established research demonstrating that engaged educational professionals foster improved teaching quality, enhanced student learning outcomes, and strengthened institutional commitment (Kahn, 1990; Saks, 2022). The positive correlation suggests that as teachers feel more empowered in their roles, develop stronger work relationships with colleagues, receive responsibilities aligned with their capabilities, and demonstrate increased commitment to institutional success, private primary schools in Kajiado County experience corresponding improvements in their overall performance indicators, validating the theoretical framework based on Employee Engagement Theory principles (Govender & Bussin, 2020; Kosaka & Sato, 2020).

4.4 Hypothesis Testing

The objective sought to evaluate the influence of employee engagement on teacher performance of private primary schools in Kajiado County, Kenya. In testing this specific objective, the following hypothesis was used:

H₀ Employee engagement has no statistically significant influence on teacher performance of private primary schools in Kajiado County, Kenya

Table 3: Regression Summary for Employee Engagement and Teacher performance of private primary schools

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.538 ^a	.290	.287	3.76087		
a. Predictors: (Constant), Employee Engagement						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	1225.950	1	1225.950	88.409	.000 ^b
1	Residual	2912.031	210	13.867		
	Total	4137.981	211			
a. Dependent Variable: Teacher performance of private primary schools						
b. Predictors: (Constant), Employee Engagement						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.136	1.097		11.066	.000
	Employee Engagement	.493	.053	.538	9.368	.000

a. Dependent Variable: Teacher performance of private primary schools

As presented in Table 3, employee engagement was found to have a positive and significant relationship with the teacher performance of private primary schools in Kajiado County ($F=88.409$, $p=.000<0.05$), with R^2 of 0.287. This model show that employee engagement explained 28.7% variation in the performance of the private primary schools in Kajiado County, Kenya. The model equation for the relationship between employee engagement and teacher performance of private primary schools in Kajiado County is therefore:

$$Y = 12.136 + 0.493 X_3$$

Where Y is teacher performance of private primary schools in Kajiado County, Kenya and X_3 is employee engagement. The path coefficient was positive and statistically significant ($\beta=0.493$, $t=9.368$, $p=0.000<0.05$). This further illustrates that a one unit increase in employee engagement led to an increase in the teacher performance of private primary schools in Kajiado County by 0.493 units. In this regard, the null hypothesis was rejected. Notably, this finding illustrates that increased levels of engagement among staff substantially enhance school performance. Moreover, the finding underscore the strong influence of committed, motivated, and involved staff in achieving educational goals. This aligns with existing literature which posits that employee engagement is directly linked to organizational success, as engaged employees are more productive, innovative, and aligned with institutional objectives (Kahn, 1990; Armstrong & Taylor, 2020).

In further supporting this finding, a study by Mwangi and Kariuki (2022) found that employee engagement significantly influenced service delivery and student achievement in private schools in Kenya. Similarly, Gichunge and Simatwa (2021) reported that schools with high levels of staff engagement experienced better teacher performance, improved student outcomes, and higher overall institutional effectiveness. The rejection of the H3 null hypothesis, therefore, affirms that employee engagement is a critical determinant of school performance.

5.1 Conclusions

The study concludes that employee engagement had a statistically significant influence on the teacher performance of private primary schools in Kajiado County. However, there are few challenges noted that hampered its full effectiveness. The challenges included some of the employees not being sure whether their contributions are valued by the teams and leadership, whether they need to execute their responsibilities effectively in the school, and not feeling empowered to do their best work every day. Such limitations demoralized their efforts and thus have a negative effect on their performance as well as that of the school.

6.1 Recommendations

The study recommends that private primary schools in Kajiado County implement employee engagement enhancement strategies to improve teacher performance and institutional effectiveness. School management should prioritize teacher empowerment by providing professional autonomy in curriculum implementation, involving educators in decision-making processes, and delegating meaningful responsibilities that utilize their expertise and skills. Schools should establish structured feedback systems that provide regular recognition for teacher contributions, create opportunities for professional growth through mentorship programs, and ensure that educators feel valued and appreciated for their efforts. Additionally, institutions should strengthen work relationships by facilitating collaborative planning sessions, promoting team-based problem-solving approaches, and creating supportive environments where teachers can share resources and expertise. Management should also ensure proper alignment between assigned responsibilities and teacher capabilities by conducting regular skills assessments, providing targeted professional development opportunities, and adjusting workloads to prevent burnout while maximizing individual strengths. Finally, schools should foster long-term commitment by developing clear career progression pathways, involving teachers in institutional planning processes, and creating organizational cultures that emphasize shared values and collective responsibility for student success.

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