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Influence of Performance Management Practices on Employee Engagement in Public Universities: A Case of Kibabii University - Kenya

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ABSTRACT
Performance management practices are considered as one of the most powerful measures or steps a company can take towards competitive advantage and high performance. This study sought to investigate influence of performance management practices on employee engagement at Kibabii University. When people are interested at work place and positive, excited about their jobs and can go the extra mile to get their work done to the best of their ability is when we say employee engagement has taken place. Specifically, the study objectives were to determine the influence of performance Review on employee engagement at Kibabii University- Kenya. The research adopted a descriptive research design because it was used to obtain information concerning the current status of the phenomena. The target population of the study composed of 200 academic staff of Kibabii University. Simple random sampling was used as a sampling technique. Questionnaires were the main data collection tool which was self administered and later on collected for data analysis. Data collected was analysed by use of descriptive and inferential statistics. The research revealed that there was a positive correlation between performance management review and employee engagement at Kibabii University- Kenya. The study recommended to the organization to embrace job engagement by indentifying employees with their jobs.

I. INTRODUCTION

1.1. Background of the Study

Performance management can be defined as a concept where managers and employees share a gained understanding of work outputs and goals, share and compare performance feedback, identify training and development opportunities, and measure performance output (Atkinson & Shaw, 2006). According to Lttner, Larcker and Randall, (2001) practices used to manage performance include collection of employee data, processing the data and using systems that help to set up agreed-upon goals, and allocating and prioritize resources. The concept of performance management, as has been development focuses on future-oriented and annual review involving all employees in a workforce in order to utilize their current performance and future potential (Lola, 2007).

According to Dalal, Brummel, Wee, and Thomas (2008) global force and the need to increase value addition in organisations are some of the pressures behind on going focus on delivery of indicators at all levels in an organization. This idea arising from the fact that organisation thrives to survive in an international market place. Abilities of an organisation's workforce is argued to be competencies, human capital, value-creating skills, talents as an essential components in creating such competitive advantage value addition in an organisation. The knowledge and skills that

employees use is believed to play an important part in developing performance management as this is the man power of organisation backbone (Tahvanainen, 2000).

Performance management as a concept evolved over the past two decades. It incorporates performance goal-setting, performance appraisal and performance reviews. It evolved to form a unified, coherent framework with the aim of relating employee own goals with the firm's wider targets (Lola, 2007; Dessler, 2005). At the same time this concept is concerned with how employees work, their management to improve their performance and ultimately how to increase their contribution to the organisation. it underpinnes the notion that a strategic and integrated approach sustained organisational competitive advantage through performance improvement hence leading to improving the potential of individual employees and their teams (Armstrong & Baron, 2005). As competition has been the leading force in the notable interest in performance management, firms have also employed these activities to enhance or course change in culture and re-direct the emphasis on individual performance and self-development (Bandura, 2014)

From performance appraisal, performance management has developed from a great realization that it is more important to focus on defining, planning and managing performance than merely

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appraising performance (Pareek & Rao, 2006). The increased competitive nature of the economy and rapid changes in the external environment has forced many organizations to shift from reactive performance appraisals to the proactive performance management to boost productivity and improve organizational performance (Nayab, 2011).

In Kenya, most organizations began appreciating the need to assess employees holistically in the late 1970's and early 1980's with the influx of multinational corporations (Obong'o, 2009). Langfield-Smith (1997) believes that if Performance Management Practice is well managed, it is beneficial to an organization. Its system is future based; it aligns organizational activities and procedures to the goals; and it is also output based and not action oriented. It includes organization's operations maximization as goals and results are closely related. It also ensures equity among workers as appraisals are based on results validation of expectations. Therefore, Performance Management is that process of recognizing employees through setting targets, monitoring progress, communicating feedback, mentoring for improved performance, and paying achievements.

Various companies have different performance management practices they employ. This is determined by the nature of competition in an industry. We have seen cut-throat competition in the learning sector in Kenya with a majority of universities recording tremendous growth in producing professionals in terms of knowledge and skills. Kibabii University also has some performance measurement parameters for each of their employees. The goals and objectives are set at the management level and communicated down from the chancellor who passes the information to their juniors.

Research has shown that a well planned performance management programme leads to employee engagement. When employees are engaged they take their work wholeheartedly, positively, committed to their work and can go an extra mile to get them done to the best of their skills and knowledge (Lola, 2007). He emphasizes that an engaged employee is one who is business oriented and works closely with other members of staff to improve output within the work for the benefit of the firm. Employee engagement concept, originally referred to as engaged performance was put forward by the Hay Group. However this definition only considered performance only as job performance and not organization commitment and suggested that this can be achieved by motivating employees' morale for their job hence

organizational success. According to Towers Perrin (2007) employee engagement is a very important approach as it is at the heart of the recruitment and selection. It expresses how employees operate as far as their tasks and responsibilities is concerned hence achievement of the targets set for both the organization and employees themselves. It is in this realization that the researcher set to establish the influence of Performance Management review practices on Employee Engagement in Public Universities at Kibabi University in Kenya.

1.2. Problem Statement

The role of Universities in the provision and development of manpower required for the social economic and technological advancement of any nation cannot be over- emphasized. Central to the realization of University goals and objective are the academic staff whose roles are crucial and their number, quality and their effectiveness makes the difference in university education production function and to the wider society (Ng'ethe, Iravo, & Namusonge, 2012). According to Kipkebut (2010) there is lack of commitment in universities in Kenya, Kibabii University being one them in that without well qualified and committed academic staff, no academic institution can really ensure sustainability and quality over the long haul. According to Ng'ethe, Iravo, and Namusonge (2012) institutions are expanding at an alarming rate and are greatly challenged with the delivery of quality and relevant education, training and learning compounded with political interference, corruption, nepotism and socio-economic mayhem are some of causes which has impacted negatively hence low quality, academic fraud being rampant, weak efficiency, questionable relevance and wastage being some of the effects. Several studies have been carried out on performance management practices in various governments, private and international organizations such as in Portuguese, overseas countries but little research has been done on the influence of PMP on employee engagement especially in a higher learning institutions like Kibabii University-Kenya. It is through this realization that this study sought to find out if performance management review practices have an influence on employee engagement at Kibabii University College which can in turn lead in improvement in general performance and competiveness and also fill the gap.

1.3. Objectives of the Study

The main objective of this study was to determine the influence of performance management review on employee engagement in Kibabii University- Kenya

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1.4. Justification of the Study

The findings of this study were beneficial to the management of Kibabii University -Kenya as they utilized the findings to create incentives at work place and be able to find out the gaps between what happens at the departments and the employees on the ground, who are the implementers. PMPs in modern organization are acknowledged as key positive returns realized. By establishing PMPs, the players within learning sector will adapt relevant PMPs that are likely to contribute to performance and avoid those practices that negatively discourage performance. Second, the employees in the university sector were to acknowledge the role of PMP in motivating them. Lastly, researchers were to find a basis on which they can further their studies

1.5. Scope of the Study

The scope of this study was to ascertain influence of performance management review practices on employee engagement at Kibabii-Kenya. Kibabii University as a service provider is situated in the outskirts of Bungoma town. As per now the population of this county is 60,650 (2009 census). The research captured the data for the period of four years with effect from 2011- 2015. The target population was 150 academic staff of Kibabii University-Kenya

1.6. Limitation of the Study

One of the limitations of the study was time. Also the financial constraint is a major factor that has pause a challenge to this research. This has been mitigated by adjustment by the budget to cater for the entire research. This research is taking place in one University (Kibabii University) in this case the finding of the research cannot be generalized to represent the entire learning institution. Universities have different cultures, structures and management systems that always have impact on the general performance of the employees.

II. LITERATURE REVIEW
2.1. Introduction
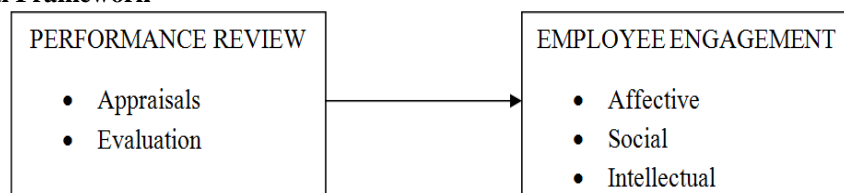
This chapter entailed the review of literature from various research article and books. The chapter showed theoretical review, models, conceptual frame work, empirical review, critique, summary and research gap that are important in the study of performance management practices and employee engagement

2.2. Theoretical Framework

Performance management has been conceptualized using the motivation theory and particularly in goal-setting theory and expectancy theory. Locke & Latham (2005) suggested, in Goal-setting theory, setting specific goals result in improved employee output. They affirm that assuming goal acceptance, increasing the challenge or difficulty of goals leads to employee motivation and hence performance.

Similarly performance management can also be conceptualized using the Expectancy. The theory stipulates that individuals change their behaviour according to their anticipated satisfaction in achieving certain goals (Vroom, 1964). These theories have great implications for the designing performance management practices.

According to Clark and Schurer (2012) both goal-setting and expectancy theory are founded on the idea that human beings think in a rational, calculative and individualistic way. From this suggestion, performance management is based on an extremely rationalistic, directive view of the organisation, which assumes not only that strategy can be clearly articulated but also that the outcomes of HR processes can be framed in a way that makes clear their links to the organisation's strategic objectives. A well established performance management approach assumes causal links between different parts in process that can be readily identified and enable underperformance in one or more aspects of the process to be managed to ensure optimum functioning of the whole PMS. The social processes and power systems within which organisations operate together with the broader organisational and country-cultural context are important mediating factors in the operation and success of any system.

2.3. Conceptual Framework

PERFORMANCE REVIEW		EMPLOYEE ENGAGEMENT
• Appraisals • Evaluation	→	• Affective • Social • Intellectual

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2.3.1. Performance Reviews

According to Muchinsky (2012) performance review, also referred to as a performance appraisal, performance rating or employee evaluation is a method where job performance of a worker is rated and evaluated and acts as part of career development which consist of regular reviews of incumbent's performance within the organizations (Manasa & Reddy, 2009). A performance appraisal being a systematic and periodic process assesses an individual employee's job performance and value addition in relation to certain pre-established steps and organizational objectives in relation to organizational partnership, missions, potential future development and SWOT analysis (Abu-Doleh & Weir, 2007).

To collect Performance reviews data, we use objective output, manpower, and judgmental evaluation. Judgmental evaluations are the mostly used with different assessment methods. However Performance review is conducted annually which is also known as long-cycle appraisals and many organisations are moving towards shorter cycles of six months, quarterly, and some even adopting short-cycle of weekly or bi-weekly Josh (2013) Performance reviews are conducted at least annually and they appear to be standard in most American organization. Although it is acknowledged that reviews conducted more regularly and more than annually may have positive implications for both the organization and worker. Richard (2002) suggested that regular performance communication provided to incumbents may perform well to their unexpected feedback to year-end discussions.

In a recent research studied on the timeliness of Performance Appraisals, Schraeder, Becton, & Portis (2007) postulated that performance appraisals should be conducted formally and more frequently, may be once a month and recorded twice a year. Otherwise it was quite noting that frequency of performance review and their output communicated are important upon the nature of the job and characteristics of the employee. For example, workers of daily jobs where performance monitoring is the main goal would gain sufficiently from annual Performance appraisal compared to employees of more discretionary and non-routine jobs where target-setting is effective hence room for development and frequent Performance review feedback (Katz, 2013). Otherwise Non formal performance reviews may be conducted more often to prevent the element of surprise from the formal appraisal (Sudarsan, 2009). According to Wolff (2008) performance review is a rooted reality of an individual's performance. It is concrete and not abstract but allows managers and individuals to take a positive look together at how performance can become better in future.

The process of performance management practices therefore involves the identification of common goals between the appraiser and appraise and these goals must correlate to the overall organizational goals where if this process is conducted effectively, it will increase productivity and quality of output. Armstrong, (2010) noted that in performance review, accuracy and fairness in measuring employee performance is very important in that performance review should be a control measure used to determine deviations of work tasks with a view of taking corrective action and also to reflect on past performance as the organization plans ahead. Provision of feedback on the required corrective action is critical in the process.

2.3.2. Employee Engagement

According Schaufeli and Salanova (2007) employee engagement is not the only term used to explain the positive attitudes and behaviour of workers at work. It can be used synonymous with such terms as employee commitment, organisation citizenship behaviour and psychological contract. Employee engagement has been captured in high involvement work practices and high performance working. This plethora of terms can sometimes confuse the debate but the fundamentals are the same. Taking all these approaches together the evidence for a strong link with organisational performance and worker wellbeing mounts up, sector by sector corporation, by corporation and country by country.

Employee engagement has received attention in the last few years, especially in the media and among consulting firms. It has often been observed as the key to an organization's success and competitiveness. Employee engagement is important for contemporary organizations given the many problems they face. Organizations gain a competitive advantage through employee engagement. Macey *et al.* (2009) defines employee engagement as a physically experience of indulging personal fulfilling activities that enhance a staff member's sense of professional efficacy. According to Schaufeli and Salanova (2007) employee engagement incorporates high levels of energy and identification with one's work in contradistinction to burnout, which involves low levels of energy and identification. That engaged workers are energetically and effectively attached to their work. Newman & Harrison (2008) suggest that personal engagement involves organizational employees embracing themselves to their work responsibilities

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and to employ and express them physically, psychologically, and affectively during their role performances.

This concept of employee engagement have been criticized by several researchers in that there is a substantial overlap and lack of skills between engagement and other constructs such as job satisfaction and affective commitment (Wefald & Downey, 2009). According to Dalal, *et al.* (2008) employee engagement has been taken exclusively as a static trait. Engagement is a state-like situation in which people adjust their selves-in-role in conjunction to the ebbs and flows of routine work where when rating engagement several strategies are put in place; establishing what is happening now in the light of what should happen in each of the identified areas. This means levels of engagement measured regularly to identify successes and failures and analyze any gaps between what is wanted and what is actually going on. This can be done through published surveys such as those operated by Gallop, which enable benchmarking to take place with the levels of engagement achieved in other organizations. Alternatively, organizations can develop their own surveys to suit their circumstances (Armstrong, 2010).

Affective Engagement

According to Appleton, Christenson, and Furlong (2008) the extent to which people feel positive emotional connections to their work experience and or with the company is affective engagement. The notion of affective engagement can function as a valuable resource in interaction design in that a basic premise for the development of the concept is that digital technologies are an integrated part of our embodied, experiential practice in the world and that we experience them affectively as part of situated physical settings and socio-cultural contexts (Massumi, 2007). The theoretical foundation of affective experience provides a vocabulary to talk about our affective engagement with the world and hence interactive technologies (Hook *et al.* 2008).

Social Engagement

Social engagement is the extent to which employees talk to colleagues about work related improvements and change. The social exchange theory is the most accepted and widely used theory in recent research on employee engagement. According to Saks (2006) a strong theoretical rationale for explaining employee engagement can be found in social exchange theory (SET). The central tenet of the social exchange theory is that people make social decisions based on perceived

costs and benefits (Cropanzano & Mitchell, 2005). This assumption affirms that human being evaluate all social relationships to determine the benefits they will obtain out of such relationship (Ethugala, 2011).

According to Saks (2006) the level of engagement depends on the good way for employees to repay their organization and this is determined with the employees will to choose whether or not to engage themselves in relation to the resources they get from their organization. This perception shows a reciprocal relationship between the support organizations give to their employees and employee's willingness to make the most of their individual and team performance. Further to that Bandura (2014) believed that social exchange provides a theoretical foundation that justifies the reasons why employees decide to engage more or less on their work or stay with their organization. Employee engagement involves emotional and psychological relationship between employees and their organization that can be transmuted into negative or positive behaviours which employees display at their workplace.

Intellectual Engagement

The extent to which individuals are absorbed in their work and think about ways performance can be improved is intellectual engagement (Jacobsen & Friesen, 2013) argued that intellectual engagement is a focus minded and deep personal commitment to new ideas, study, and problem-solving which is assessed over a sustained period of time. In this article, the authors argued that participatory development with a focus on skill building offer clear learning benefits to learners and lecturers. They discussed three inquiry projects that were designed to upgrade intellectual engagement through skill and knowledge building in participatory developments. In each of these projects, socially and digitally connected students sought out difficult issues and problems, worked hard to explore and solve them while collaborating with group and teams, hence engagement with audiences and expertise beyond the lecture halls. Finally, the researchers observed that powerful task design and ongoing, continual evaluation of the learning taking place were important to ensuring a vast experience (Schneider & Macey 2008).

III. METHODOLOGY
3.1 Introduction

This chapter described the methodology that was used in collection of data needed in answering the research questions. It was divided into research design, population of the study, sample size, sampling techniques, data collection

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instruments/ procedures and data analysis/ presentation

3.2. Research Design

Research design is the blueprint that enables the researcher to come up with solutions to problems and guides him in the various stages of the research (Nachamias & Nachamias, 2004). Cooper and Schindler (2003) summarized the essentials of research design as an activity and time based plan that based on the research question, guides the selection of sources and types of information and a framework for specifying the relationship among the study variables which outlines the procedures for every research activity. Qualitative data was analyzed by coding according to variables in the study while quantitative data was analyzed through the use of descriptive statistics where the mean and mode of the responses was established and the results presented inform of tables. The study used descriptive research design because it was used to obtain information concerning the current status of the phenomena as this was handy in ensuring that the research questions are adequately answered. The main research sought to answer questions on influence of PMP on employee engagement at Kibabii University.

3.3. Population

Public universities in Kenya have several branches in major towns across the republic and in the larger East Africa. These included UoN, Moi University, JKUAT being examples but this study concentrated on 150 active academic staff of Kibabii University which formed the target population for this study which was used for questionnaire administration. According to Ferreira and Otley (2004) they used a population 1012 and stratified random sampling method which divides a population into stratas and also gives an equal

chance to all the population. A report by Harvard Business Review Analytic Services (2013) on impact of employee engagement on performance used 568 employees as respondents since they were obtained from different variety of organizations.

3.4. Sampling Frame

A sampling frame is a list of all the items in a population or a list or other device used to define a researcher's population of interest. The sampling frame defines a set of elements from which a researcher can select a sample of the target population. Therefore in our case here, a sampling frame will consist of 150 active academic staff of Kibabii University. Respondents were sourced from teaching faculties and departments which included Education and Social Science, School and Business Economics and Information and Science. The research study concentrated on all active academic staff of the University since quality of work life was to relate to their performance under the PMP influence. A study conducted by Ferreira and Otley (2004) used a sampling frame as research tool to explain the structure and operation on PMP as a whole. He went further to assert that a sample frame work criticizes and evaluates existing performance management practices in that particular study.

3.5. Sample size and Sampling Technique

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. The study will use simple random sampling technique since its least biased of all sampling techniques and there is no subjectivity as each member of the total population has an equal chance of inclusion to select 100.

Table 3.1: Target Population

Category	Number in department	Cumulative frequency	Percentage (sample size)
Teaching Staff	100	100	67
Non-teaching Staff	50	150	33

Source: Kibabi University, 2014

3.7. Research Instruments

Questionnaires were used to collect data for the study. Both open-ended and closed-ended questions were used to gather the data from respondent. According to Cooper and Emory (2008) the questionnaire is convenient to use because it is cheaper and quicker to administer, it is above researcher's effect and variability, and is

highly convenient for the respondents as they can fill them during their free time or when workloads are manageable. According to Armstrong (2010), organizations can develop their own surveys to suit their circumstances during a research study and therefore in this case the researcher adopted a survey done on employee engagement by Armstrong.

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3.8. Pilot Study
3.9. Data Collection Procedure

The questionnaires were self-administered. Questionnaires were divided into two sections namely; demographic or general information about respondent and section two will be in the likert scale. Data was collected from primary and secondary sources. Primary data was obtained from questionnaires while secondary data was obtained from textbooks, journals and other useful academic publications. According to Mugenda and Mugenda (2003) data collection procedure should embrace highest confidentiality of the respondents since they always concerned with security the researcher will give to the information they are about to give.

According Kothari (2004) questionnaires as used in data collection procedure are the best in that they are cheap and easy to administer, they are free from bias, they give respondents enough time to fill them and lastly respondents are approachable

3.10. Data Processing and Analysis

Pilot test was conducted by use of 10 questionnaires. According to Lancaster *et al.* (2004) pilot testing is important in a research study so as to establish both the validity and realiability of the instrument to be used if it can provide consistent outcome. The ten questionaires to be used represented 15% of the target population. According to Kothari (2004) whether incorporated into the above or as a standalone study, the piloting of data collection forms or questionnaires is particularly important, especially when the respondent has to self complete the tool or when several different assessors will be collecting data. This will ensure the tool is comprehensible and appropriate, and that questions are well defined, clearly understood and presented in a consistent manner.

IV.   RESULTS, FINDINGS AND DISCUSSIONS

4.1. Demographic Characteristics

Table 4.1: Demographic Characteristics

		F	C.F	%
Gender of Respondent	Male	30	30	49
	Female	31	61	51
Age of Respondent	18-25	8	8	13
	26- 35	27	36	44
	36-45	19	54	31
	Above 46	7	61	12
Work Experience	1-5 years	61	61	100
	5-10	0	61	
Education level	Certificate	5	5	8
	Diploma	22	27	36
	Degree	18	45	26
	Masters	16	61	22
Previous Employment Of Respondent	Yes	50	50	82
	No	11	61	18
Other Organization Respondent Had Worked	T.S.C	6	6	10
	University	31	37	51
	Private Company	24	61	39

The study sought to know the gender of the respondent by asking to identify their gender. From table 4.1, the study found that 30(49%) of the respondents were male while females formed 31(51%). This showed that majority of the employees in the in the University who participated in the study were female. 8(13%) of the respondents were aged between 18-25years, 27(44%) were aged between 26-35 years, 19(31%) were aged between 36-45 years, 7(12%) were aged above 46 years. Majority of the respondents were therefore between 26-35 years. Regarding the number of years respondents had worked for the University, 61(100%), that is all the employees had worked for a period of between 1-5 years in the University. This is because Kibabi University is a newly established university and by the time of this study, the University was barely five years old. When the study sought to know the education levels of the respondents, 5(8%) were certificate holders, 22(36%) had Diplomas, 18(30%) had degrees, while 16(26%) had masters degrees. The study also sought to know if the workers had a previous employment experience: 50(82%) said yes while 11(18) had no other work experience. On whether the respondent had worked for other organizations, 6(10%) had worked with the Teachers Service Commision, 31(51%) had worked in other Universities while 24(39%) had worked in private companies.

4.2. Results and Findings on Performance Reviews

Table 4.2: Results and Findings on Performance Reviews

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Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
I understand performance evaluation	8	13.1	9	14.8	4	6.6	23	37.7	17	27.9
I receive regular performance reviews	9	14.8	17	27.9	8	13.1	20	32.8	7	11.5
My supervisor is honest and fair in reviews	7	11.5	9	14.8	4	6.6	25	41.0	16	26.2
My supervisor helps me understand how I am doing	9	14.8	7	11.5	3	4.9	24	39.3	18	29.5
Evaluation process is usually more often than once a year	6	9.8	11	18.0	15	24.6	22	36.1	7	11.5
Performance review system is effective and efficient in promoting performance	9	14.8	14	23.0	10	16.4	16	26.2	12	19.7

The researcher gave employees six statements to examine the effects of the universities performance review programme on employee engagement. On the statement 'I understand performance evaluation', 17(27.9%) disagreed, 4(6.6%) were neutral while 40(65.5%) agreed. On the statement 'I receive regular performance reviews', 26(52.7%) disagreed, 8(13.1%) were neutral, while 27(44.3%) agreed. On the statement 'my supervisor helps me understand how to do reviews', 16(26.3%) disagreed, 3(4.9%) were neutral while 42(68.8%) agreed. While the statement that 'Performance review system is effective', 23(37.8%) disagreed, 10(16.4%) were neutral while 28(45.9%) agreed. On average 6(27%) disagreed, 5(21%) were neutral while 11(52%) agreed. These results indicated that the University's employee performance reviews system is not very effective on employee engagement as the majority of respondents disagreed with the statements testing performance reviews. The researcher gave an open-ended statement on how performance reviews are done in the organisation. Generally according to the majority it was done yearly through performance contracting and use of staff appraisal forms and students evaluation. In some departments it was done quarterly whereas in others it was annually. In conclusion overall it was done yearly.

Correlation analysis results indicated that Performance Reviews had a positive significant relationship with all dimensions of employee engagement. Performance review with affective engagement had r= .325,p= .003, with social engagement at r=**.428, p=.004** and with intellectual engagement, at r=**.500, p=.001.**

4.3. Findings on Employee Engagement
4.4.4 Results and Findings on Affective Engagement
The researcher gave employees six statements to examine whether employees had an affective engagement with the university using the available performance management system used. On the statement ' I am Happy to spent career with organization,' 16(26%) disagreed, 12(20%) were neutral while 33(55%) agreed. On the statement 'I feel organizational problems as mine' 11(28%) disagreed, 10(16%) were neutral, while 34(55%) agreed. On the statement 'I do feel attached to organization,' 17(28%) disagreed, 23(21%) were neutral while 31(51%) agreed. While the statement that 'I do have a strong feeling for organization,' 33(54%) disagreed, 11(18%) were neutral while 17(28%) agreed. On average 25(41%) agreed, 12(19%) were neutral while 24(40%) disagreed. These results indicated that the employees at university had mixed responces as to whether they were affectively engaged to the university.

Table 4.11: Affective Engagement

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Happy to spent career here	5	8	11	18	12	20	18	30	15	25
I feel organizational problems as mine	6	10	11	18	10	16	24	39	10	16
I feel organization as part of family	16	26	19	31	10	16	10	16	6	10
I do feel attached to organization	13	21	18	30	13	21	11	18	6	10
Organization has meaning for me	5	8	10	16	11	18	23	38	12	20
I have a strong feeling for organization	13	21	20	33	11	18	10	16	7	12

4.4.5 Employee Social Engagement
Table 4.12: Employee Social Engagement

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
I will not leave organization	5	8	12	20	21	34	16	26	7	12
My life will be disrupted if left	7	12	10	16	15	25	21	34	8	13

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organization										
Staying is a matter of necessity	7	12	14	23	13	21	18	30	9	15
I have few options for leaving organization	6	10	14	23	19	31	15	25	7	12
Not Leave as no alternative to organization	5	8	19	31	17	28	15	25	5	8
Leaving organization require sacrifice	8	13	19	31	11	18	12	20	11	18
I have put a lot of investment here	11	18	15	25	14	23	16	26	5	8

The researcher gave employees seven statements to examine whether employees were socially engagement with the university as a result of the performance management system used. On the statement 'I will not leave organization,' 17(28%) disagreed, 21(34%) were neutral while 23(38%) agreed. On the statement 'My life will be disrupted if left organization' 17(28%) disagreed, 15(25%) were neutral, while 29(47%) agreed. On the statement 'I have few options for leaving organization,' 20(33%) disagreed, 17(31%) were neutral while 22(37%) agreed. While the statement that 'Leaving organization require personal sacrifice,' 27(44%) disagreed, 11(18%) were neutral while 21(38%) agreed. On average 23(39%) disagreed, 15(27%) were neutral while 22(36%) agreed. These results indicated that the employees at the university had mixed responses on whether they were socially engaged to the university as the number of those who disagreed was almost equal to those who agreed to the statements.

4.4.6 Employee Intellectual Engagement

Table 4.13: Employee Intellectual Engagement

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
I have no obligation to remain here	9	15	20	33	11	18	17	28	4	7
I do not feel it right to leave	7	12	13	21	17	28	14	23	10	16
I will feel guilty to leave	8	13	9	15	19	31	18	30	7	10
I feel organization deserve my loyalty	6	10	11	18	10	16	20	33	14	23
I will not leave right now	4	7	11	18	13	21	19	31	14	23
I owe a great deal to organization	6	10	10	16	12	20	16	26	17	28

The researcher gave employees seven statements to examine whether employees' intellectual engagement with the university as a result of the performance management system used. On the statement 'I have no obligation to remain here,' 29(48%) disagreed, 11(18%) were neutral while 21(35%) agreed. On the statement 'I do not feel it right to leave' 20(33%) disagreed, 17(28%) were neutral, while 24(29%) agreed. On the statement 'I feel organization deserve my loyalty,' 17(28%) disagreed, 10(16%) were neutral while 24(35%) agreed. While the statement that 'I owe a great deal to organization,' 16(26%) disagreed, 12(20%) were neutral while 33(53%) agreed. On average 19(21%) disagreed, 14(22%) were neutral while 28(46%) agreed. These results indicated that about a half of employees at University agreed to the statement that were used to rate intellectual engagement with the University. The reseacher gave a statement on if offered a job of comparable position and level of remuneration if they would leave for another organisation. Majority were not ready to leave the organisation meaning they were contended.

4.4. Correlation Analysis

Correlation analysis was performed to identify the level of relationship between performance Reviews, and the dependent variable dimensions (Affective Engagement, Social Engagement, and Intellectual Engagement). The table below shows the results there from.

Table 4.14: Correlation Analysis

	PERFORMANCE

		REVIEW
AFFECTIVE ENGAGEMENT	Pearson Correlation	**.325**[**]
	Sig. (2-tailed)	**.003**
	N	61
SOCIAL ENGAGEMENT	Pearson Correlation	**.428**[**]
	Sig. (2-tailed)	**.004**
	N	61
INTLLECTUAL ENGAGEMENT	Pearson Correlation	**.500**[**]
	Sig. (2-tailed)	**.001**
	N	61

From able 4.8, the results show that Performance Reviews had a positive significant relationship with affective engagement at r= .325, p= .003, with social engagement at r=**.428, p=.004** and with intellectual engagement, at r=**.500, p=.001.** This indicates that performance review has a positive effect on employee engagement at Kibabi University.

V.   SUMMARY AND CONCLUSION
This study was focused to determine the influence of performance management practices on employee engagement. Specifically the study aimed to determine the influence of Performance Reviews on employee engagement.

5.1 Performance Reviews
Employees at Kibabi University were given six statements to rate how performance reviews were done at the University. From the findings majority of the participants, more than a half, agreed with the statements used to rate performance reviews. It was revealed that a good proportion of the participants understood performance evaluation because they receive regular reviews and their supervisors also assists them to understand the review process. Similarly, performance review practices were also found to be positive and significantly correlated with employee affective engagement, social engagement and intellectual engagement. However these correlations were not as strong as expected by the study. This therefore shows that performance reviews are properly done at the University. Employees understand the review process, the reviews are done regularly and the review process is efficient and effective. Arising from this, the study also found out that performance review practice was also positively correlated with employee affective, social and intellectual engagement. This therefore implies that performance review has an influence on employee engagement at Kibabii University.

5.2. Employee Engagement

5.2.1 Affective Engagement
The participants in this study were given six statements to evaluate their affective engagement with Kibabii University. From the findings the number of those who agreed was almost similar to that of those who disagreed. However those who agreed were also less than a half of the total number of the participants. Correlation results between performance review, feedback and target setting were however found to be positive and significant with affective engagement. While some employees felt they were happy to spend their careers at the university, an almost similar number did not have a strong feeling for the University. However affective engagement was found to significantly correlate with performance management practices meaning that affective engagement at Kibabii University are influenced by performance reviews, feedback and target setting practices.

5.2.2 Social Engagement
The participants in the study were given seven statements to rate social engagement at the University. The findings indicate that most employees disagreed with the statements rating social engagement. This was also confirmed from correlation results which indicated a very weak positive relationship between performance practice reviews, feedback and target setting with social engagement. Many participants felt that if they left the University, they will have not made any sacrifice and that they had other option in case they left the university. On correlation analysis the study found a positive and significant relationship between performance review, feedback and target setting practices with employee social engagement. This clearly indicates that performance management practices influences employee social engagement at Kibabii University

5.2.3 Intellectual Engagement

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On average from the seven statements given to participants to rate intellectual engagement, the findings indicate that a considerable number of participants, more than a half, agreed with the statement on intellectual engagement. The study also found a strong positive correlation between performance practice reviews, feedback and target setting with employee intellectual engagement. Performance target setting was found to very strongly correlate with intellectual engagement than the other variables. Majority believed that they had an obligation to continue working with the university because they believed that they owed a great deal to the university. The study found a positive and significant correlation between performance management review, feedback and target setting practices with employee intellectual engagement. This shows that performance management practices have an influence on employee intellectual engagement at Kibabii University.

5.3. Recommendations

This study has found a positive and significant relationship between performance reviews and employee affective, social and intellectual engagement. It has therefore concluded that performance reviews are very important indicators for employee engagement. For enhanced employee engagement, performance reviews should be regular, done with honesty and fairness and the process to be effective and efficient. The university should consider continuous review which should be done at least more than once in a year. The performance review systems should be effective and efficient so as to promote employee performance and engagement.

5.3.1 Recommendations for Methodology

As regards that this study adapted a descriptive research in form of case study, other researchers can use a cross-sectional correlation to identify if the results can be compared and generalized. Both qualitative and quantitative methods of research can be employed to determine clearly how PMP influences employee engagement. Also, other methods of statistical analysis like the means and standard deviation can be used.

5.3.2 Recommendations for Further Study.

This study presented positive significant findings that can enhance PMP and improve employee engagement, however there is still much that can be done in the same capacity. Therefore a comparative study can be carried out in private universities on influence of Human Resource Management Practices on Employee Engagement and use only qualitative method to generalize the results. Factors influencing performance management in other public or private Universities forms another area for further research since the study was conducted at Kibabii University the same can be conducted for other public universities. Otherwise this study was limited only to Kibabii University.

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