

**ANALYSIS OF OCCUPATIONAL BURNOUT, PERSONALITY AND EMPLOYEE
ENGAGEMENT AT SELECTED UNIVERSITY LIBRARIES IN COAST REGION IN
KENYA**

STEPHEN KUYABI MAGORI

**The Thesis is Submitted to the School of Science and Technology in Partial fulfillment for
the requirements for the Conferment of the Degree of Master of Information Science of
Kenya Methodist University**

SEPTEMBER 2023

DECLARATION AND RECOMMENDATION

Declaration by the student

I declare that this thesis is my original work and has not been presented in any other university

Signature  Date: 26-06-2023

Stephen Kuyabi Magori

ISK-3-2011-3/2019

Recommendation by the supervisors

This thesis has been submitted for examination with our approval as university supervisors

Signature  Date 27.06.2023

Prof Paul Maku Gichohi, Ph.D

Kenya Methodist University

Signature  Date 27.06.2023

Catherine M. Nzioka

Kenya Methodist University

Copyright

©

STEPHEN KUYABI MAGORI

All rights reserved. No part of this proposal can be produced, stored in any retrieval system or transmitted from any form by any means, electronically, mechanically, by photocopying or otherwise, without prior approval of the author or the Kenya Methodist University, on that behalf.

DEDICATION

I would like to dedicate this work to my Wife, Mrs. Christine Magori for her understanding and encouragement. She has been the main pillar and inspiration in my life.

ACKNOWLEDGEMENT

My sincere gratitude goes to my supervisors Prof. Paul Maku Gichohi and Catherine Mueni Nzioka for their support and guidance throughout my postgraduate studies. I would also like to thank all individuals who responded to and filled the questionnaires. A very special thank you to Kenya Methodist University family.

ABSTRACT

Burnout is a result of the vulnerability of workers in developing nations to occupational stressors in their specific institutions. Emotional exhaustion is a common side effect of workplace stress that inhibits employees from fully enjoying their work. Personality issues provide viewpoints on burnout and employee engagement. Due to their incorrect working hours, this scenario is hurting the type of information services provided by university librarians. As a result, the quality of information services has decreased, particularly at libraries at higher education institutions in Kenya's coastal region. The aim of this study was to determine and illustrate to what degree occupational burnout predicts library staff work engagement in 4 selected University Libraries in the Coast Region in Kenya. The objectives of this research were to explore the relation between occupational burnout and engagement, occupational burnout and personality, and personality and engagement of library staff at selected Universities in the Coast Region. An assessment of the mediating role of personalities in this identified hypothesized relationship was also covered. The J-DR model and the Maslach Burnout Inventory (MBI) are both used in this study. It was conducted in the Coast Region of Kenya. The researcher collected data from a target population of sample size of 54 library staff from 4 Universities. The research employed census method sampling technique. Semi-structured interviews and questionnaires were used to obtain both qualitative and quantitative data. Thematic analysis was utilized with qualitative data, whilst regression analysis and descriptive statistics were used with quantitative data. The study findings indicated that occupational burnout had a negative and substantial connection with employee engagement; occupational burnout had a negative but insignificant relationship with personality; personality had a positive and substantial connection with staff engagement; and personality did not mediate the relationship between burnout and librarian engagement. The study concluded that occupational burnout contributes significantly to negative employee engagement. The study also concluded that occupational burnout contributes minimally to negative personality. Further, the study concludes that personality contributes significantly to positive employee engagement. Additionally, the study concluded that the ability of occupational burnout to predict employee engagement is not affected by personality. The study recommended the need for university library management to support employees in managing burnout. The university library management should support staff in strengthening their personalities. The field of information science will benefit greatly from this study's impact on theory, practice, and policy.

Table of Contents

DECLARATION AND RECOMMENDATION	ii
DEDICATION	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	vi
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
LIST OF ACRONYMS AND ABBREVIATIONS.....	xii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	9
1.3 Purpose of the Study	11
1.4 Objectives	11
1.5 Research Hypotheses	12
1.6 Significance of the Study.....	12
1.7 Limitations of the Study	13
1.8 Scope of the Study.....	13
1.9 Assumptions of the Study.....	14
1.10 Definitions of Terms.....	15
CHAPTER TWO.....	16
LITERATURE REVIEW	16
2.1 Introduction.....	16
2.2 Employee Engagement in University Libraries.....	16
2.3 Occupational Burnout and Engagement of Library Staff	25
2.4 Personality and Engagement of Library Staff	30
2.5 Occupational Burnout, Personality, and Engagement of Library Staff.....	36
2.6 Summary of Research Gaps.....	41
2.7 Theoretical Framework.....	42
2.8 Conceptual Framework.....	45
CHAPTER THREE.....	48
RESEARCH METHODOLOGY	48
3.1 Introduction.....	48

3.2 Location of the Study.....	48
3.3 Research Philosophy.....	48
3.4 Research Design	49
3.6 Target Population.....	50
3.7 Sampling and Sample Size	51
3.8 Data Collection Tools	52
3.9 Piloting of Research Instruments.....	53
3.10 Validity of Research Instruments	54
3.11 Reliability of Research Instruments.....	56
3.12 Data Collection Procedures	57
3.13 Data Processing and Analysis.....	58
3.14 Ethical Considerations	60
CHAPTER FOUR.....	62
RESULTS AND DISCUSSION	62
4.1 Introduction.....	62
4.2 Reliability Test Results.....	62
4.3 Response Rate.....	63
4.4 Demographic Information of Respondents.....	63
4.5 Occupational Burnout.....	65
4.6 Personality	67
4.7 Employee Engagement	70
4.8 Regression Assumptions.....	72
4.9 Testing the mediating effect of personality on the connection between occupational burnout and library staff engagement.....	73
CHAPTER FIVE	83
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	83
5.1 Introduction.....	83
5.2 Summary of Key Findings.....	83
5.3 Conclusion	85
5.4 Recommendations.....	87
5.5 Suggestions for further research	89
REFERENCES.....	94
APPENDICES	110

Appendix I: Introductory Letter.....	110
Appendix II: Questionnaires for Senior Staff Members.....	111
Appendix III: Interview Guide for Senior Staffs.....	117
Appendix IV: Introductory Letter.....	120
Appendix V: Research Permit.....	121

LIST OF TABLES

Table 3.1: Breakdown of the Number of Library Staff in the Selected Universities.....	50
Table 4.1: Reliability result on main constructs of the study	62
Table 4.2: Gender of the Respondents	64
Table 4.3: Occupational Burnout.....	66
Table 4.4: Descriptive results on Personality.....	68
Table 4.5: Descriptive results on Employee Engagement	71
Table 4.6: Kolmogorov-Smirnova tests of Normality	73
Table 4.7: Model Summary; Occupational burnout and staff engagement	74
Table 4.8: Analysis of Variance; occupational burnout and employee engagement.....	74
Table 4.9: Coefficients; occupational burnout and employee engagement	75
Table 4.10: Model Summary; occupational burnout and personality.....	76
Table 4.11: Analysis of Variance; occupational burnout and personality	76
Table 4.12: Coefficients; occupational burnout and personality	77
Table 4.13: Model Summary; personality and staff engagement	78
Table 4.14: Analysis of Variance; personality and employee engagement	78
Table 4.15: Coefficients; personality and employee engagement	79
Table 4.16: Model Summary; occupational burnout, personality and staff engagement	80
Table 4.17: ANOVA; occupational burnout, personality and employee engagement ...	80
Table 4.18: Coefficients; occupational burnout, personality and employee engagement	81
Table 4.19: Mediation Findings.....	82

LIST OF FIGURES

Figure 2.1: Conceptual Framework	47
---	----

LIST OF ACRONYMS AND ABBREVIATIONS

DP	Depersonalization
EE	Emotional Exhaustion
FFM	Five-Factor Model
HR	Human Resource
MBI	Maslach Burnout Inventory
PA	Personal Accomplishment
PANAS	Positive and Negative Affect Schedule
SPSS	Statistical Package for Social Sciences
UWES	Utrecht Work Engagement Scale

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Burnout is a problem that employees all over the world frequently face. Employee burnout has become a major problem, particularly in developing countries, because employers are unaware of how it affects employee engagement and results in serious behavioral problems in workplaces. Every employee will eventually encounter stress of some kind. Professional stress can also result in significant employee turnover, which means that experience is lost. The price of training is directly impacted by this. Burnout is inevitable, but it nonetheless poses a serious threat to the health and happiness of workers and is linked to a higher risk of morbidity or fatality. According to estimates, hardship and weariness cost the global economy more than 100 million working days, and they are linked to anywhere between 50% and 70% of all illnesses (Jallow, 2020). Employee engagement is negatively impacted by stress from a variety of sources, such as technostress, which can result in burnout (Hongo et al., 2019; Agyei et al., 2019).

Burnout is typically characterized by a combination of cynicism, alienation, and physical and emotional tiredness. Burnout can cause a person to feel as though their life has no purpose anymore, which can result in apathy or even melancholy. Emotional exhaustion, which happens when a worker feels exhausted from his job, is one of burnout's components. They experience emotional exhaustion and a lack of vitality (Harwell, 2013).

Emotional exhaustion can be followed by feelings of cynicism and alienation. These workers have a pessimistic view of their occupations because they believe that the demands on them are greater than the benefits. Employees may start to emotionally and physically detach themselves from their jobs as the pattern intensifies (Harwell, 2013).

Feelings of ineffectiveness or subpar work performance can also contribute to burnout. Employees experience a loss of confidence and competence when they believe they are no longer capable of meeting the expectations of their employment (Harwell, 2013). Burnout can often be accompanied by depersonalization sentiments, which can make it difficult to connect emotionally with coworkers. Employees interact less socially with coworkers when they feel like a small gear in a large machine since it is harder for them to relate to them personally (Harwell, 2013).

Companies must manage burnout, which is acknowledged as a severe health issue on a global scale. Burnout is now recognized by the World Health Organization as a "occupational phenomenon" that requires the attention of all stakeholders (Woo et al., 2020), providing further proof of this. The study by Agyei et al. (2019) demonstrates the frequency of burnout among librarians in South Africa, Ghana, and Nigeria in the context of African libraries. Agyei et al. (2019) discovered that librarians in these nations are exposed to stress factors as a result of the nature of their work as a support service and the introduction of ICT to the profession, leading to a rise in technostress among librarians. Hongo et al. (2019) supports the results of Agyei et al. (2019) that librarians are exposed to various stressors that cause burnout. Notably, Hongo et al. (2019) focus on technical

universities in Kenya and establish that besides technostress, factors such as increased student enrollment increase the prevalence of burnout among librarians.

A burnout reaction is the culmination of a holistic interaction between an individual and a stress factor as well as the surroundings. A holistic interaction is a burnout assessment that takes into account the prospective source of stress, the librarian, and the environmental elements. Individual evaluation is informed from one's current state of well-being and capacity to handle sources of burnout in specific contextual circumstances (Manning et al., 2016). Some occupations are more stressful than others, such as those that require overnight shifts, machine-paced operations, monotonous and repetitive activity, or working in a dangerous setting, to name a few. The level of stress varies depending on the company; occupational burnout among employees is characterized by a lack of enthusiasm, burnout, and a drained sense of self. Around the globe, it is associated with frustration dimensions or cynical behavior, or negative emotions due to reduced professional efficiency. Occupational burnout may not simply point to the physical loss of strength at work.

According to a study by Geary and Hickey (2019) burnout was cited as the principal reason for leaving the field by 18.75 percent of veteran librarians, with another 40.63 percent citing burnout as a major contributor to their choosing. 86.96 percent of previous librarians who encountered burnout started working while still in library school. The focus of this research has been to find out how often professional burnout is in libraries in Kenya. Similar to the researches done in Nigeria and South Africa, substantial burnout was reported among some of the respondents in aggregate, notably toward those operating

inside the Reference Services and Electronic area in the libraries. This data indicates that all these librarians reported suffering emotional burnout, skepticism, and ambivalence toward their readers, as well as sentiments of diminished ability. This conclusion could be as a result of help-service work environment, which requires them to interact with a larger number of individuals. On a regular schedule, these professions interact with individuals.

In African countries, it also involves issues that may lead to a loss or disinterest on the part of the employee. Some of the factors may include unfavorable policies, low earnings, and role conflicts, among others. Albrecht and Marty (2020) have documented that in East African countries, employees are bitter, frustrated and in some instances, they leave their positions if these elements impact them. According to Vermooten et al. (2019), occupational burnout in the coastal region of Kenya is common among individuals who interact with others frequently. Notably, library personnel interact with many people who make them not exempt from this workers segment since they spend a reasonable amount of time communicating and directly interacting with library patrons. However, personality is a crucial aspect in this relationship. For example, employees who are more extraverted may find social interactions more fulfilling than their introverted colleagues, meaning the latter may experience less burnout in such contexts, as the next subsection highlights.

When referring to employee engagement, this is a realization in human resource management that entails a worker's degree of commitment and passion to their professional position. Involved employees are also concerned over their overall performance and job at the company, and they think they make a significant contribution. The concept "Employee engagement" is defined in the ISO 9001 2015 standards as the

development of enthusiasm, complicity, and contribution of employees in all product development processes, all of which should have a positive impact on labor performance improvement (Budriene & Diskiene, 2020). Only when people are enthusiastic about their work can they start working efficiently. To accomplish this, it was be imperative to establish environments that favor employees to take an active part in their job. Employee contentment with their job is said to lead to commitment to their employers, which leads to engagement, and helps them to increase the quality of their products (Granet, 2017). It's important to note that the terms "employee performance" with "employee engagement" are not interchangeable.

There is a paucity of empirical evidence in identifying the boundaries of employee engagement, according to perceptions of the concept of employee job satisfaction in various research. It becomes more and more challenging to distinguish the phenomenon as a distinct construct due to the abundance of concepts in the definition of employee engagement that appear to be interchangeable. The motivation that propels a person to finish a specific job differs between motivation and involvement. While engagement means more than just tasks, it is also related to awareness (sense of presence) and productivity (energy), both of which help one work better. Employee involvement has gained popularity since studies have shown that it minimizes occupational burnout (Kwon & Park, 2019).

Within the context of this study, employee engagement focuses on librarians and the additional workforce present in any library. It specifically identifies the extent to which employees feel satisfied with their job and are emotionally connected to the success of

their organization (Gichohi, 2014). According to Meiyani et al. (2019) engagement is a person's propensity to actively engage in a specific labor activity, which is comprised of three constituent parts: understanding, motivation, and competence. The employee's understanding of a task they do, combined with a willingness to comprehend tendencies, stay up to date on advancements, and clearly execute their job, produces their engagement. Several authors have defined engagement as an employee's focus on the work, contentment with their function, and dedication to the institution's values and objectives.

Around the globe, research studies such as Pérez-Fuentes et al. (2019) have shown that employee engagement is regarded as the primary element of personality factors and sub-factors, which connect motivational and effective elements such as emotional stability. In exploring the well-being of workers, many scholars such as Albrecht and Marty (2020) have focused their attention on the construct and facet of job satisfaction. In recent years, this form of well-being has been documented by the more energized element, which many call job engagement.

Scholars such as Pérez-Fuentes et al. (2019) mention that employee engagement in African countries is one of the effective-motivational and fulfilling states of an employee concerning work-related welfare. There is an increasing consensus that engagement may sometimes be explained in terms of high levels of involvement and energy. To help fill this gap, many scholars such as Budriene and Diskiene (2020) have investigated the number of interventions and means to leverage employee engagement while simultaneously reducing burnout, such as leadership development and training, job resource building, health promotion, and reducing job demands.

While the findings of scholarly articles such as Albrecht and Marty (2020) are optimistic in documenting that employee engagement in some East African countries may be leveraged through the adoption of various interventions, only a limited number of research works have documented the relationship between occupational burnout, employee engagement, and personality in the context of university libraries. Notably studies, such as Gichochi (2014) establish that engagement is crucial for fostering creativity and innovation among librarians in Kenya. In a different study, Harwell (2019) points out those business librarians in Denmark, Finland, North America, and Canada, experience burnout, which reduces their engagement levels at the workplace?

Employee engagement entails interconnected components that drive employees much further than contentment; thus, a better comprehension of employee engagement including practical applications is crucial for building an engaging working environment. The significance of an enterprise understanding the complexities of employee engagement is emphasized. Thus, according to McEwen (2011), employee engagement is determined by how they view and appraise their professional experience, which includes their employer, their leadership, the job position, as well as the institution's environment.

Notably, Arora and Adhikari (2013) mention that personality is a crucial determinant of engagement. In their study, Arora and Adhikari (2013) point out that an employee's ability to control their ego and anxiety affects engagement positively. In contrast, independence and a tough poise affect engagement negatively (Arora & Adhikari, 2013). Therefore, personality is a crucial factor when evaluating employee engagement. This study aims to

fill the gap left by Arora and Adhikari (2013) by highlighting how it can impact the relationship between engagement and burnout.

Personality is a combination of individual characteristics that influence individual behavior (Jusuf, 2018). Earlier studies have found that personality traits constitute the major source of differences between employees with perfect fit ones demonstrating high levels of motivation and engagement than those with poor fit (Ilke & Warr, 2011). Personality characteristics are also associated with work outcomes because they affect individual needs, interests and values. For instance, employees who possess high levels of extraversion are likely to find opportunities for social interactions at work more fulfilling than those possessing introversion traits (Li & Xu, 2020)

The study by Anvari et al. (2011) identifies personality as a crucial predictor of burnout. Notably, several personality traits influence an individual's experience of burnout. Ideally, if an individual has a high level of stress tolerance, they might tolerate the levels of emotional exhaustion brought about by their work (Anvari et al., 2011). However, if someone is over sensitive or cannot tolerate stress, they might experience burnout sooner. This individual's personality is important in determining the levels of burnout experienced by librarians.

Similarly, a workaholic personality identifies with burnout in the sense that workaholics are driven by results and frequently grapple with work-life balance. Workaholics are prone to becoming exhausted and ignoring self-care and individual growth. It might be difficult to escape the pattern of working long hours, particularly if they originated from what psychologist's regard to as a performance-oriented moral framework.

University libraries are the repositories of heritage and knowledge for students undertaking higher studies (Ekwelem et al., 2011). They also serve as information sources that aid research activities undertaken by academics and researchers. However, the role of university libraries has been changing to accommodate diverse learning methods, such as the proliferation of technology in education as well as the increasing number of students enrolling for higher education in universities (Hongo et al., 2019).

University librarians in coast region in Kenya tend to experience occupational burnout due to the above-mentioned reasons (Hongo et al., 2019). When that happens, the quality of services they offer reduces. According to Geary and Hickey (2019) students many times complain when they recognize such declines in service quality. As a result, they tend to take advantage of these situations to riot or strike. These actions not only interrupt learning but also tarnish the reputations of universities.

In light of this, the purpose of this study was to evaluate the mediating function that personality played in a hypothetical relationship between boredom and library staff engagement in a sample of university libraries in coastal Kenya. This enabled university and other institutions' libraries to address burnout among their employees effectively.

1.2 Statement of the Problem

Employee engagement is one of the most significant determinants of job performance. Engaged employees portrays high productivity, exhibit psychological well-being, and concentrate fully on their duties (Villavicencio et al., 2015; Maricuțoiu & Iancu, 2016). The engaged librarians are expected to take initiatives, be proactive, self-motivated, and enthusiastic as they undertake their duties (Harwell, 2013; Martin, 2019; Akinola, 2020;

Akinola, 2020). This means that in an ideal setup, for library staff to maintain exemplary performance, they should not only be intrinsically motivated, but demonstrate passion and emotional attachment at the workplace.

That notwithstanding, however, employee engagement in the university library is not guaranteed (Martin, 2019). It depends on various predisposing factors such as work environment, availability of equipment, leadership support, occupational burnout and stress among others (Maricuțoiu & Iancu, 2016; Adebayo et al., 2018; Hongo, et al., 2019). According to a recent survey by Gallup, about 23% of employees experience persistent burnout, while another 44% experience it occasionally (Artha & Hidayat, 2018). Martin (2019) also notes that the level of engagement among librarians is at average. Poor employee engagement affects job performance. Martin attributes poor library staff engagement to work overload, poor work-life balance, poor organizational culture, and improper work fit. Prolonged effect of these factors eventually leads to occupational burnout which was described by Arthur and Hidayat (2018) as a serious detriment to employee engagement in the workplace.

The occupational burnout has severe negative effects on employee engagement (Maslach & Leiter, 2010). It hurts the psychological state of employees, causing them to doubt their work competence. Employees suffering from occupational burnout are 63% more likely to take sick leaves, and are 2.6 times likely to be seeking new jobs. If they withstand the distress, such employees tend to be less productive, make many mistakes, and are less innovative (Maslach & Leiter, 2010; Artha & Hidayat, 2018). The study by Hongo et al. (2019) illustrated the detrimental impacts of burnout in the setting of libraries in Kenya,

including a lack of focus on work, disengagement, and avoidance of librarians owing to variables including technostress, which results in lower participation in the job. Other notable outcomes of burnout highlighted by Hongo and colleagues are psychological and physical fatigued, poor performance, social isolation, and irritability.

The relationship between burnout and engagement has been the subject in numerous studies, including those by Artha and Hidayat (2018), Brom et al. (2015), and Adebayo et al. (2018). However, there is a paucity of studies that examine this relationship in the context of the librarianship profession, and how personality mediates the said relationship, which is gap that this study intends to fill.

1.3 Purpose of the Study

This study determined the extent to which burnout predicts library staff engagement in selected university libraries in coastal Kenya and assessed the mediating role of personality in hypothetical relationships.

1.4 Objectives

- i. To examine the relationship between occupational burnout and engagement of library staff at selected Universities in the Coast Region
- ii. To examine the relationship between occupational burnout and personality of library staff at selected Universities in the Coast Region
- iii. To examine the relationship between personality and engagement of library staff at selected Universities in the Coast Region

- iv. To assess the mediating effect of personality on the relationship between occupational burnout and engagement of library staff at selected Universities in the Coast Region.

1.5 Research Hypotheses

H₀₁: There is no statistically significant relationship between occupational burnout and engagement of library staff at selected Universities in the Coast Region.

H₀₂: There is no statistically significant relationship between occupational burnout and personality of library staff at selected Universities in the Coast Region.

H₀₃: There is no statistically significant relationship between personality and engagement of library staff at selected Universities in the Coast Region.

H₀₄: Personality does not mediate the relationship between occupational burnout and engagement of library staff at selected Universities in the Coast Region.

1.6 Significance of the Study

The study's purpose is to enlighten higher education administrators on the relationship between personality factors and work engagement and how burnout affects it. The findings from the study will guide the managers in enhancing their managerial skills in preventing occupational burnout among their employees while enhancing employee engagement which is a fundamental ingredient for organizational success ((Budriene & Diskiene, 2020).

The study would be of great benefit to the management and academic staff in that it enhances their knowledge on how to manage the employees who are at risk of

experiencing occupational burnout. This way, they can minimize potential problems emanating from stress at work caused by occupational burnout. The study would also provide information which would assist them to protect themselves from negative occupational burnout effects. The study results contribute to the empirical literature on burnout and engagement. The results of the study provide a platform for further research that can enhance researchers' understanding of the fatigue phenomenon among library staff at Kenyan universities.

1.7 Limitations of the Study

This study was time-limited, meaning researchers were able to reach four university libraries on the Kenyan coast. However, the researcher intends to address this by ensuring that the study contains all the identified variables. Additionally, the study design does not allow for comparison across different demographic groups hence, this limits the generalizability of the study findings.

This study is limited by human resources since it depended on the respondents for information which they may not necessarily provide accurate answers due to fear of stigmatization or lack of response honesty. The researcher intends to address this by anonymizing the responses and maintaining confidentiality of the information presented by respondents.

1.8 Scope of the Study

The study focused on the following major variables identified in the literature review which are occupational burnout, personality and employee engagement. The study was conducted in the following selected university libraries at the Coast Region: Technical

University of Mombasa – a public institution, Kenya Methodist University Mombasa campus – a Christian based university, Taita Taveta University – a public university, and Mount Kenya University a private institution. The researcher collected data from a target population of sample size of the 4 Universities, obtaining samples of 54 library staff from them.

1.9 Assumptions of the Study

In this study, the researcher assumed that the respondents provided accurate and reliable information on the variables under study and that all respondents understood the research goals. In addition, the findings of this study were based on the assumption that the data collected and analyzed with reference to the variables identified in the study. The researcher assumed that the study findings were presented as expected and that the data collected from respondents was valid.

1.10 Definitions of Terms

Occupational Burnout: This is a condition where individuals experience exhaustion and cynicism as a result of their work-related activities (Harwell, 2013).

Employee engagement: This is where employees are enthusiastic about their jobs and motivated to achieve the organization's objectives (McEwan, 2011).

Personality: This is defined as an individual's characteristics which are used to describe a person's individual differences with regards to thoughts, feelings and behavior's (Jusuf, 2018).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A review of the literature on burnout, employee engagement, and personality is given in this chapter. A review of the empirical literature on employee engagement is done after discussing the idea of employee engagement, its signs, and how to assess it. The history of professional burnout is then covered in this chapter, along with its measurement. This chapter also explores the idea of personality, the methods a psychologist uses to assess people's personalities, and theoretical frameworks.

Several researchers have explored this topic and obtained different results. The study establishes that the key factors that determine the extent of occupational burnout include work pressure, psychological detachment, role clarity, autonomy and support from colleagues. However, the study's limitations include not addressing additional factors that influence burnout, such as declined funding, job security and the demand arising from extra work due to emerging trends such as the adoption of technology in library services.

2.2 Employee Engagement in University Libraries

The term "employee engagement" is defined as "a positive and rewarding work-related state characterized by energy, commitment, and enthusiasm" (Boikanyo & Heyns, 2018). It is also understood as the tendency of employees to engage in work activities which are explained by knowledge, interests, and interests (Budriene & Diskiene, 2020).

In the information economy of today, engagement is a crucial perception since it enhances both personal and professional pleasure. According to research (Osborne & Hammoud, 2017; Chanana & Sangeeta, 2020), motivated employees demonstrate improved levels of productivity, inventiveness, customer service, and innovation. By assuring low employee turnover and absenteeism, commitment further boosts the organization's competitiveness. Due to their dedication to the company, genuinely driven employees have higher job satisfaction (Halty et al., 2019).

Employee engagement is characterized by a willingness to go above and above and a passion for their work (Amri & Putra, 2020; Chanana & Sangeeta, 2020). The Utrecht Work Engagement Scale (UWES; Sulaiman et al., 2016) is well-known since it has undergone psychometric testing. The rating scale spans from 1 to 7 (strongly disagree = 1; entirely agree = 7), and there are a total of 17 elements on the scale. Seven mastery touches, four commitment touches, five performance touches, five items measuring strength, and one item measuring total motivation are all included.

The global structure of employee involvement has been the subject of numerous research. A study by Amri and Putra (2020) shows clear management support has an impact on employee engagement. However, the study failed to define how other factors for example fatigue and character affect the association. In Africa, Maso (2012) showed that nations that utilize a regular reward system their employees are more engaged with work. Studies conducted locally; Greenwood (2010) showed that 30% of dissatisfied employees are motivated to work better to change their state.

It can be seen that while research suggests a positive relationship between employee engagement and some aspects of performance, there is little evidence regarding other variables such as burnout and personality. In order to fill this gap, this study examines whether certain aspects of personality such as conscientiousness, neuroticism, and extraversion moderate the relationship between perceived organizational support and performance at global, regional, and local levels. Higher levels of rigor are thought to moderate the relationship between perceived organizational support and performance at the global level, extraversion is thought to moderate the relationship between perceived organizational support and performance at the regional level, and neuroticism is thought to moderate the relationship between perceived organizational support and local performance.

The analysis's findings provide credence to this theory. Psychological contracts are typically linked to workplace outcomes including output, satisfaction, retention, absenteeism, and others. In order to resolve any concerns, it is crucial to comprehend how these elements affect employee engagement. Additionally, the research of Amri and Putra (2020) only pays attention to one university. The study by Amri and Putra (2020) is therefore limited in scope and does not provide a more comprehensive picture of the experience of staff across institutions.

According to several research (Edelbrock et al., 2008; Bell et al., 2011), employees with high levels of psychological contract experience lower turnover rates than those with low levels of psychological contract. According to several research (Goosens et al., 2009; Maier et al., 2012), an employee's perception of personal improvement is linked to their

level of job satisfaction. Accordingly, there is a strong likelihood that employees' psychological connections to their employers boost their feeling of personal development and lower conscientious turnover rates (Gupta et al., 2014). Chanana and Sangeeta (2020) looked at employee retention strategies during the coronavirus-19 (COVID-19) pandemic in a different recent study. Using an integrative assessment of the literature, researchers discovered that employee involvement is crucial to organizational survival, particularly in challenging circumstances. Although the approach adopted enables comprehension of the problem of employee engagement and its significance, it has drawbacks brought on by the use of secondary data. It should be highlighted that the results heavily rely on primary data to be credible. Additionally, the study did not discuss how other elements like employee personality and exhaustion affect engagement.

Martin (2018) looked studied the relationship between personality and employee behavior to better understand how personality affects job satisfaction. Martin (2018) also notes that resources at work, opportunities for professional growth, and social support all have an effect on burnout. There are some restrictions on this research, though. Martin (2018), for instance, doesn't discuss how burnout affects involvement. Additionally, this study did not investigate whether personality influences how burnout and engagement are related.

Albro and McElfresh (2021) looked at the connection between employee engagement and the relationship between workers and the business in a different study. 22 respondents participated in a study regarding work engagement and relationships between employees and organizations performed by researchers at the Clemson University Library. According to Albro and McElfresh (2021), seniority affects employee engagement. This research has

several restrictions. For instance, it is yet unknown how saturation affects engagement. Albro and McElfresh (2021) also use information from just one institution to make population-wide inferences.

Boikanyo and Heynes (2020) investigated the relationship between job involvement and total quality management in the context of South Africa at the regional level. They determined that there was a favorable correlation between job engagement and TQM using the Utrecht Job Engagement Scale (UWES). This means that more engaged workers are more likely to improve the caliber of the goods and services provided by their employers. The authors did not address the impact of burnout on this relationship or the part that personality plays in employee engagement, which is a gap that this study aims to remedy.

Another study by Buenzle et al. (2017) looked at how self-leadership styles affected work performance in various nations. The authors observed that for organizations that implemented a self-leadership style in employees, there was an increase in their overall job performance and customer satisfaction. The main difference between self-leadership and conventional leadership is that in self-leadership, employees take charge of their own career development. Employees take control of their own learning and self-improvement by applying knowledge gained from previous experiences to improve themselves in future situations. It is assumed that if an employee applies this approach to work tasks, then it can help improve overall job performance. Hence, there is a direct correlation between self-leadership and overall job performance. On the other hand, some empirical studies suggest that leadership styles do not significantly impact employee job performance (Chrisman et al., 2016; Eby, 2015). Therefore, future studies can explore whether or not

leadership styles affect employee job performance and what types of leadership styles improve employee job performance. Self-leadership as a mechanism for stress reduction. Some scholars argue that employees with higher self-leadership should be able to use their strengths to manage stress better.

Akinola (2020) conducted a study to investigate how burnout impacts employee engagement among university librarians in Nigeria. Akinola (2020) used a survey research design and collected data from 624 respondents from 34 universities. The researcher established that there's a significant relationship between burnout and employee engagement. Akinola (2020) also reported that there are low levels of burnout among university librarians in Nigeria. Akinola (2020) further found that there are high engagement levels among librarians in Nigeria. This implies that low burnout increases engagement. Akinola (2020) recommends an exercise program to reduce fatigue. However, this research has some limitations. Akinola (2020), for instance, does not discuss the role that personality plays in mediating the link between burnout and engagement.

In the Kenyan context, Amahwa and Otuya (2020) examines the relationship between employee engagement and organizational performance which contributes to burnout problems. Using a critical review of literature, the researchers established that improved engagement performance by up to 20% whilst reducing employee turnover by 87% (Amahwa & Otuya, 2020). However, the study did not point out how burnout and personality impact engagement. To this end, the study did not offer a comprehensive picture of how individual differences affect employee engagement so as to determine best

practices that can be used in Kenyan libraries. Amahwa and Otuya (2020) analyzed three theoretical models; it explored job satisfaction, empowerment, and leader-member exchange theory to investigate the effect of organizational climate on organizational performance. The authors adopted an ecological setting where job stressors such as workplace autonomy, individual freedom, control, supportive leadership, workload, interpersonal skills, etc. were compared with organizational support factors such as organizational culture, staffing practices, physical facilities, leadership climate, leadership style, decision-making process among others.

Another study by Kim et al. (2018) furthered this line of research. However, it has some weaknesses as well. It lacked validity due to low levels of participation. The survey respondents were mostly students rather than employees who were already enrolled in college and their questions were mainly directed at psychology majors. Hence, this study should be viewed as limited to undergraduates who major in psychology (Brayne, 2016). Also, it does not explain how job satisfaction influences performance or explain the burnout problem as experienced by the employees in Kenya.

Due to their role as a tactical driver for performance improvement, Sutapa and Edi (2021) focused on developing an employee engagement index for academic support staff. It was tested and implemented to teaching support personnel at an ISO 9001:2015 Quality Management System accredited higher education institution in Surabaya, and it was compared to 31 indications that were generated from three different types of engagement, such as drive, commitment, and acceptance. Questionnaires were distributed to 375 employees to assess their commitment. The SmartPLSTM 3.0 structural equation model

was used to examine the reliability, validity, and factor loading of each measurement as well as the path factor of each dimension and subdimensional intervention. In addition, the index to measure employee engagement is also formulated mathematically. The findings also revealed that "disengaged" had the highest percentage of respondents (58%), followed by "engaged" (38%), and "actively disengaged" (4%).

Garba and Madukoma (2022) examined the professional competency and job involvement of librarians at a federal university in northwestern Nigeria. The survey design was chosen for this study. The target group is made up of 332 librarians at federal universities in northwestern Nigeria. All federal university librarians in North West Nigeria are included in a broad enumeration. The questionnaire is a tool for gathering information. With the use of SPSS, descriptive and inferential statistics were used to examine the acquired data. The findings demonstrate that librarians are highly engaged.

Eseadi et al. (2022) studied work engagement and job stress among librarians at a few state and federal colleges in Nigeria. This study employed a descriptive research methodology. 76 participants were interviewed as part of this study to gauge their level of work engagement and work-related stress. The findings demonstrate that library personnel face large levels of work-related stress, which indicates low work participation. Conversely, people with low job-related stress show significantly higher job involvement. According to the statistics, women librarians reported feeling greater stress at work than men did, and the mean difference was statistically significant.

The objective of the study by Shirina et al. (2022) was to assess the factors that influence employee engagement in postsecondary institutions. It also examines the differences

between approaches for employee engagement and demographics. Faculty and employees at several colleges and institutions were given structured questionnaires to complete. In total, 280 valid responses were gathered. Descriptive analysis was performed to analyze demographic traits, factor analysis to determine covariance relationships between variables, and ANOVA was used to examine differences between employee engagement activities and demographic parameters. Six elements were found from the factor analysis to be indicators of university employee engagement. These elements include work environment, leadership, work-life balance, professional growth, and workplace traits. Additionally, it was shown that there were considerable variances in employee engagement activities depending on age, job experience, marital status, and position.

In two different types of companies, private and public institutions, Ajulo (2023) investigates how employees' views of their job involvement can affect their feelings of engagement at work. Through in-depth interviews, this study uses qualitative research methodologies to investigate how people perceive and feel about their work involvement. Data was gathered from collaborators at six private and public universities in southwest Nigeria. The study sample was selected based on a targeted random sample and the data collected was analyzed using the NVIVO qualitative analysis software. According to this study, employees' perceptions and understanding of engagement at work are different from those held by scientists and practitioners and other experts who have studied the topic. Additional findings imply that employees' views of their engagement at work may not always correspond to their real engagement.

2.3 Occupational Burnout and Engagement of Library Staff

Burnout is defined as a state of emotional, mental and physical exhaustion caused by excessive and prolonged stress (Bianchi et al., 2017; Kumar, 2018). Studies have shown that burnout is related to reduced work engagement (Geary & Hickey, 2018), decreased job satisfaction (Kim et al., 2017), and lower productivity (Pijpker, 2020). The construct of burnout has been studied at the individual level, with several studies establishing that signs include insomnia, chronic fatigue, headaches, poor appetite, among others (Salvagioni et al., 2017).

The main components of burnout are emotional exhaustion, depersonalization, and decreased personal achievement (Maslach & Leiter., 2016). Emotional exhaustion is the feeling of emotional exhaustion at work. Depersonalization occurs when people start to see their colleagues and customers as objects rather than people. Declining personal performance is a feeling that work is ineffective and unsatisfying.

The Maslach Burnout Inventory (MBI; Faraci, 2018) is used to measure burnout in the empirical research. The MBI is a self-report tool that assesses burnout in three areas: depersonalization, diminished personal achievement, and emotional weariness. This dimension produces an overall saturation score. In this study, burnout was measured using MBI as the primary measure.

Numerous research have been conducted on the relationship between burnout and employee engagement; the majority of these studies have found a negative correlation between the two (Woo et al., 2020). In other words, employee engagement declines as burnout rises. This association seems sense given that emotional tiredness,

depersonalization, and decreased personal achievement are hallmarks of burnout. Employees that suffer high levels of burnout are likely to also experience low levels of engagement, therefore it is safe to presume. Librarianship does not suffer from high levels of stressors like nurses do.

Furthermore, because librarians can determine their own schedules, they are more flexible than nurses who are scheduled to work according to hospital timetables. Thus, they may be less susceptible to work stressors than nurses who work in traditional healthcare settings. Nevertheless, we do acknowledge that further research is needed to test our speculations and develop an understanding of why gender does not affect the relationship between engagement and burnout (Campbell et al., 2013). Given that both men and women believe they are primarily empathic and not task-oriented, it is probable that gender does not significantly affect the association between commitment and burnout (Collinson et al., 2011). Thus, when men perceive themselves as empathic, they will engage in greater altruistic behaviors such as volunteering (Yuan et al., 2015).

Empirical literature has abounded investigating the concept of burnout and how it affects employees in global, regional, and local contexts. At the global level, Woo et al. (2020) pointed out that there was a high prevalence of occupational burnout among service professionals, notably nurses. The researchers employed a meta-analysis and the UWES scale and mentioned that burnout levels among nurses in sub-Saharan Africa were exceptionally high. However, the limitation of this study is that it focused on the topic from a global level and could not cover the issues relevant to the local workforce comprehensively. Besides, it focused on the nursing profession.

Nonetheless, Woo et al. (2020) provide a foundation that the current study can build on by focusing on a different profession: the librarianship profession. Also, the current study incorporates personality as a mediator of the relationship between engagement and burnout. This study's interesting conclusion is that gender has no appreciable influence on the link between involvement and burnout. Furthermore, neither job control nor workplace stresses mitigate the link between involvement and burnout. Based on these results, we speculate that there are multiple possible explanations for why gender does not play a role in this relationship.

Agyei et al. (2019) found that burnout was common among librarians in South Africa, Ghana, and Nigeria. Agyei et al. (2019) used MBI to gather information from reference and electronics librarians. This study found that librarians working in e-services and reference books experienced extreme fatigue. Therefore, Agyei et al. (2019) recommended that institutions use both professional and personal avenues to address the problem of burnout among employees. However, the main limitation of Agyei et al. (2019) is that the study only focused on librarians working in one section. Also, the study did not explore how personal or individual factors, such as personality, affect this construct and employees' engagement levels, aspects this study addressed.

Hongo et al. (2019) examined the problem of technostress among university librarians at the Technical University of Kenya and the Technical University of Mombasa. In their study, Hongo et al. (2019) employed a descriptive analysis of data and established that employees in the mentioned institutions experienced technostress and burnout. The authors recommended that universities should adopt measures to mitigate technostress

among their employees. However, this study did not describe how burnout affected librarians' engagement in detail, as well as what role the personalities of librarians played in their response to burnout and work engagement, crucial aspects that the current study considered. Another local study by Kiarie et al. (2017) explored the perceived socio-cultural influence of knowledge employee job satisfaction in the media sector, Kenya, and found that professionals have little or no control over their job descriptions. Additionally, it was noted that they were discouraged from thinking critically about their profession and culture.

According to Brown et al. (2013), if these behaviors are kept up, the insecure socio-cultural circumstances that knowledge workers in Kenya face would only become worse. However, there is little proof of how employees in this area of the world deal with stress at work. This study (Kiarie et al., 2017) looks at information professionals' personalities, burnout, and employee engagement in Ugandan higher education institutions to understand this issue. Additionally, it has been proposed that people who demonstrate higher levels of openness, complexity, creativity, and invention are more vulnerable to burnout and, as a result, employ various coping mechanisms.

Taris et al. (2017) examined the relationships between the two main dimensions of burnout and work engagement using data from a cross-sectional study of 1,535 Dutch police. They also examined the simultaneous and discriminatory validity of these dimensions by connecting these four dimensions with various important job requirements and work resources. The difference between burnout and commitment is difficult to distinguish, according to confirmation factor analysis.

Yin (2017) used salespeople as an illustration to study the connections between work engagement and job burnout as well as between work engagement and job performance. As part of the survey, 48 companies were randomly selected through field visits. Respondents are employees responsible for sales in 48 companies that sell computers and computer components. When the survey was designed, paired questionnaires were used. 150 supervisory surveys were given to managers, and 633 employee questionnaires were given to employees. Each sales manager has a number of staff members. The questionnaire can be recovered effectively in 501 copies. The study's findings indicate that work involvement has a detrimental effect on workplace burnout.

In big and medium-sized businesses in Slovenia, Roman et al. (2018) conducted a study to ascertain the effect of burnout symptoms on older workers' behavior and work engagement. This study is based on the application of factor analysis, a method used by academics to attempt to reduce a large number of variables to a manageable number of factors. Simple linear regression is performed using these variables. Based on the results, the study validated the premise that behavioral signs of burnout in older workers negatively affect their degree of job engagement in a statistically significant way.

Burnout, employee engagement, and South African public sector employees' perceptions of their employability were investigated by Oosthuizen et al. (2021). Researchers looked at quantitative data. 158 South African public sector employees make up the sample of impossible. The data were analyzed statistically using both descriptive and correlative methods. The research found a significant adverse relationship between employee engagement and burnout.

Aryatno (2019) investigated the link between burnout and work engagement. This research is correlation research using quantitative methods. The participants consisted of 120 Korpolaairud members who worked at the Patrolair Sub-Directorate. The sample strategy was simple random sampling, and the data gathering method was a 4-point Likert scale. The energy, devotion, and dedication components of the work engagement scale are based on the spades hypothesis. The current saturation scale incorporates elements of emotional weariness, depersonalization, and personal achievement and is based on Maslach's theory. The results of the study, which are supported by data analysis using the Pearson Product Moment Correlation Test, show that there is a significant and negative relationship between burnout and work engagement.

Ivanovic et al. (2020) created a study to recognize, comprehend, and investigate the connection between recruiters' burnout, engagement, and exit intentions in Serbia. A survey conducted online was used to gather information from a sample of 100 Serbian business owners. The Copenhagen Saturation Inventory was used to measure burnout, the UWES-9 to measure job involvement, and the TIS-6 to measure employee turnover intention. The correlation between burnout, intention to leave, and work engagement was evaluated using structural equation modeling (SEM). The study's findings indicate that burnout is negatively impacted by work involvement.

2.4 Personality and Engagement of Library Staff

Human conduct can be predicted and explained using one's personality. Although the study of personality is not new, personality research has been around for a while (Uher, 2017). The mental or physical traits that set a person apart from others are referred to as

personality. Individual differences in thinking, feeling, and behavior are influenced by these traits (Beckman & Wood, 2017). A taxonomy of personality traits, the Five Factor Model (FFM), commonly referred to as the Big Five model, has emerged as the most complete and repeatable model to date (Ali, 2019). The five core domains or components of FFM are neuroticism, extraversion, openness to experience, sociability, and conscientiousness.

According to Leephaijaroen (2016), the Big Five model is frequently employed in research on organizational behavior. This is due to the model's ability to predictably describe employee behavior in the setting of the workplace (Lofti et al., 2016). Various work outcomes are connected to the five FFM areas. For instance, it has been demonstrated that possessing neurotic personality traits is linked to poorer job performance (Sosnowska et al., 2020). It has now been established that rigidity in personality traits is linked to improved job performance (Gupta & Gupta, 2020).

The Sixteen Personality Factor Model (16PF) has also been utilized to explain employee personality and behavior in work environments in addition to the Big Five model (Grailley et al., 2020). According to Schermer et al. (2020), the 16 PF personality inventory uses 16 scales to assess a person's personality, including assertiveness, sensitivity, dominance, warmth, emotional stability, reasonability, vitality, openness to change, loneliness, awareness of rules, abstractness, alertness, socioability, courage, and fear.

Numerous studies have discovered a beneficial connection between personality attributes and job engagement. For instance, Williamson and Lounsbury (2016) examined the personality of American librarians using the 16-PF model. The authors discovered that

having strong logical reasoning increased librarians' work engagement and improved their performance on cognitively demanding tasks. This study also demonstrates that librarians are more sensitive to changing demands, such as changes in technology, when they are better equipped to handle the mental demands of their employment. Additionally, Williamson and Lounsbury (2016) demonstrate that librarians are more effective at carrying out their jobs and have happier customers when they exhibit higher levels of discretion, respect, and advocacy. However, because Williamson and Lounsbury (2016) were unable to apply their findings to the Kenyan setting, their study suffers from non-generalizability problems. The researchers also advise using alternative personality models, such the Big Five model, in future studies to analyze the personality of librarians (Williamson & Lounsbury, 2016).

In the African context, Mbofung (2021) studied how personal characteristics and environmental factors affect the librarians in Nigerian public universities. The study employed questionnaires in data collection and obtained 216 responses from librarians in different universities (Mbofung, 2021). Mbofung (2021) then employed descriptive statistics to analyze the data. The study established that non-cognitive personality characteristics, such as self-control, sensitivity, humility, and flexibility, enabled librarians to provide the level of service different categories of users would need (Mbofung, 2021); hence, increasing engagement. Finally, Mbofung (2021) recommended that librarians adopt personalities that enable them to provide meaningful, quality services to users, notably agreeableness, conscientiousness, and openness. However, the study by Mbofung suffers from several limitations. First, it did not highlight how burnout affects

engagement or how different personalities handle the components of burnout. Second, the study focused on the Nigerian context; hence, the findings may not be generalizable to Kenyan universities.

Another study from Africa by Songeya (2013) found that security orientation positively relates to work engagement among senior students in secondary schools in Tanzania. He identified four groups of students with high levels of work engagement: 1) low scorers; 2) guardians; 3) teachers; and 4) activists. Although this study builds on previous research by exploring similar themes in another culture, it was done with participants from a secondary school setting and did not include factors such as demographic variables and student demographics. Another study on workplace engagement was conducted by Cardell et al. (2018), who administered the TEG-SMOP for individuals who worked in South Africa's Financial Institutions sector. Their findings revealed that all employees scored above the baseline average on Work Engagement; however, scores differed significantly across employee types ($p < 0.05$). The results suggested that low-performing employees were most engaged in their jobs. Therefore, managers could be urged to prioritize engagement at all levels to encourage positive behaviors among employees and reduce performance problems (Lubarsky, 2008). The way librarians perceive themselves can impact their professional behavior and outcomes.

Locally, Wang and Walumbwa (2007) mention that the workers in Kenya are already making great strides to move towards active citizenship through action research, especially in the workplaces (Ho & Nivartinan, 2015). Some organizations in Kenya are using new technology such as Data Curation for Open Scholarship to support this practice.

Some LIS scholars have called for library services to go beyond education and advocacy (Padavic, 2014). A critical aspect of these ideas is supporting community needs through outreach and services (Lawrence, 2005).

Gutamali (2017) conducted research to determine the relationship between personality and job engagement. The empirical study's goal was to understand how the Big Five personality traits—extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience—affect job involvement, particularly in the Portuguese context. Furthermore, the idea of international experience is characterized as a moderating factor in the favorable association between openness to experience and professional dedication. The findings indicated that neuroticism has negative relationships while extraversion, conscientiousness, and openness to experience have favorable associations with a number of the Big Five individual traits that influence work engagement.

Young et al. (2018) used 114 independent samples to conduct a meta-analysis in order to calculate the correlations between eight personality traits, including conscientiousness, extraversion, neuroticism, negative affectivity, agreeableness, and openness to novel experiences. These personality characteristics account for 48.10% of the variation in engagement, according to the findings. A relative weight analysis revealed that extraversion, conscientiousness, and proactive personality predicted commitment the best, whereas neuroticism, negative affectivity, agreeableness, and openness to new experiences had the least impact on it. These characteristics were second-largest predictors of commitment, behind positive affectivity.

Hau and Bing (2018) looked at the connection between academic staff members' work involvement and the Big Five personality traits at a private institution in Perak, Malaysia. Extraversion, conscientiousness, agreeableness, neuroticism, and openness to new experiences are among the aforementioned characteristics. 102 people participated in this quantitative survey-based study, including academic staff from particular Perak private universities. A structural equation model (SEM) using partial least squares (PLS) was created and applied. The study's findings indicate that agreeableness, conscientiousness, and openness to new experiences all significantly improve work engagement.

In a prestigious private health organization in the Colombo District of Sri Lanka, Dilmini and Thalaspitiya (2020) sought to determine the relationship between personality and work involvement. a questionnaire with two instruments and 47 items was used to evaluate the hypothesis. An 800-nurse sample from top private health organizations in Sri Lanka's Colombo District was used for this study. Multiple regression and the Pearson's correlation coefficient were used to statistically evaluate the survey responses. The results showed a positive, moderate relationship between employee engagement and personality traits. Conscientiousness is considered as the most decisive personality trait when doing work.

To ascertain how much of the diversity in job participation is explained by the five factors, Fukuzaki and Iwata (2021) looked at the link between work involvement and the personality dimensions of the five-factor model. For the meta-analysis, 36 publications providing correlation coefficients from studies on personality traits and work involvement were chosen through a database search by the researchers. Conscientiousness had the strongest link with work participation following the trim-and-fill method correction for

publication bias, followed by extraversion and openness to experiencing neuroticism, and then agreeableness.

2.5 Occupational Burnout, Personality, and Engagement of Library Staff

From the previous sections, occupational burnout is a form of occupational stress, which is caused by prolonged exposure to workplace stressors (Maslach & Leiter, 2016). Studies have established that burnout symptoms are associated with reduced work performance and increased absenteeism, as well as an early exit from the labour market (Geary & Hickey, 2019). In one case study from China, Wang et al. (2016) examined Chinese perceptions of service libraries and developed a prototype model of service libraries based on existing literature to enhance employee satisfaction. This prototype model provided insights into how staff should present information services to seniors and juniors, using concepts such as academic advising and university counseling services. For example, information professionals may employ role modeling to advise students about ways to use services effectively. Another study by Swann et al. (2012) provides suggestions for improving public library service delivery in small cities in developing countries. By studying factors that might influence the effectiveness of small city public libraries, they recommend increasing cooperation with city officials and focusing on reducing administrative hurdles. Based on a similar approach, Burke et al. (2016) recommend outreach efforts by outreach workers who seek to increase knowledge of patrons' cultural backgrounds and behavior in libraries. Others recommend adapting or implementing tools that assist staff in presenting information effectively.

Burnout has been reported in various professions, such as nurses, healthcare workers, police officers, and academics (Iliffe & Manthorpe, 2019; Agyei et al., 2019; Lubbadah, 2020). In the African context, studies have outlined that staff working in libraries are prone to burnout due to prolonged exposure to stressors such as increased demand for services while resources remain limited (Agyei et al., 2019; Hongo et al., 2019). Additionally, empirical research has demonstrated that personality traits affect the burnout experienced by staff, as well as their work engagement (Li & Xu, 2020). Li and Xu (2020) assert that some people's personality types make them more likely to experience burnout, which has an impact on their levels of involvement.

Despite its association with mental problems, burnout is recognized as a syndrome with little stigma. Misioek et al. (2017) discovered statistically significant differences in burnout scores internationally on job excitement, fatigue, and indolence due to the fact that the etiology of burnout is linked to many aspects of the work context. When evaluating the performance of King Abdul-Aziz University personnel, Zaid (2019) acknowledges burnout as a complex disease, claiming that individual, societal, and professional elements affect burnout, depersonalization, and a lack of personal achievement. According to data acquired as part of a study to demonstrate a link between work engagement and financial management, positive psychologists emphasize people's good traits more so than their pathological ones, according to Schaufeli (2018). The most significant cultural markers throughout 36 nations in Europe, particularly in western Europe. The least involved nations were those in southern Europe. Shoveli pointed out that involvement is higher in societies that value having time for work, have well-run

governments that respect high moral standards, have less gender disparity, and prioritize meeting fundamental human needs.

Locally, Ngagalagou et al. (2019) investigated the effect of physical activity and free time on university staff members' ability to resist burnout. This study found that 68% of workers reported feeling exhausted as a result of unpleasant working conditions, with depersonalization accounting for 32.1% of these reports, weariness for 15.2%, and loss of personal success for 22.1%. Due to the high incidence rate, the study came to the conclusion that exercise and recreational activities had a protective effect on weariness. According to research done in Gauteng, South Africa, to evaluate the engagement variable among female university employees, meetings and organizational work encouraged women to volunteer their time, while organizational involvement moderated their intention to leave (Amoo et al., 2021). In Nigeria, Adebayo et al. (2018) studied worker fatigue at university libraries in Ogun State. They came to the conclusion that insufficient resources, rigid work schedules, and unfavorable work practices were the main causes of burnout and that workplace policies significantly influenced how involved library personnel were.

Jason Martin uses the Utrecht scale to assess the energy, engagement, and engagement levels of library employees at the local level. By library type and employment title, the investigation found inequalities in engagement. Workplace fitness, workload, and expectations at work are further determining factors (Martin, 2020). The Technical University of Kenya's library employees reported feeling exhausted as a result of technostress, according to another study. According to Hongo et al. (2019), technostress

is a mental health disorder brought on by mental stress from the technological dynamics of the workplace and the need to mediate between this system and the needs of the job. All survey participants agreed that they had experienced technological stress in the form of physical, cognitive, affective, and behavioral symptoms. Omega and Mbiti (2018) demonstrate that for businesses to remain dynamic and competitive, they must involve their workforce. Organizational support and the workplace environment were shown to be key components of staff engagement in studies on non-teaching staff engagement methods at certain Kenyan universities. The results indicated that employee engagement improved in organizations that practiced employment. Employees need representation in meetings, career advancement opportunities, skills training for staff, internal progression through an equitable internal promotions policy. These were considered to increase emotional staff attachment to their jobs.

The Pathological Personality Indicator (IPP) was tested in the study by Carvalho et al. (2020) to see how well it may predict burnout, job satisfaction, and engagement at work. It is possible to anticipate burnout from a disordered personality using structural equation modeling, as well as job involvement and job satisfaction. The findings indicate that disordered personality can both positively and adversely predict both work engagement and burnout. High levels of pathological personality functioning were linked to lower levels of engagement and a higher risk of burnout among employees, according to the study's findings.

Zhang et al. (2021) looked into how a physician's personality, level of involvement at work, and alexithymia affected how tired they felt. Between May and June 2019, 2684

rural doctors in Jining, Shandong Province, China, participated in the study. An individual's sociodemographic traits, alexithymia, personality, level of job participation, and professional burnout were all assessed using a self-reported questionnaire and a Likert scale ranging from 5-7. For statistical analysis and evaluation of mediating effects, structural equation modeling (SEM), face correlation analysis, and one-way ANOVA were utilized. Personality directly influences both job engagement and burnout in a positive or negative way. Burnout is directly impacted by work engagement. Significantly moderating the connection between personality and burnout is work dedication. These results unequivocally support the notion that personality and job engagement are important precursors to burnout.

Nicuță et al. (2022) investigated whether teacher rewards are related to their work engagement and burnout. 312 Romanian teachers took part in this study. Participants completed a questionnaire assessing characteristics of gratitude, perceived characteristics of work, and burnout and work involvement. According to the findings, teacher appreciation has a positive correlation with employees' job engagement and a negative correlation with burnout.

Hagen et al. (2023) studied the effects of the Big Five personality traits Extraversion, Openness to Experience, Agreeableness, Conscientiousness, and Neuroticism on two work demands—workload and overtime—burnout, and work involvement in 257 Dutch judges. The moderation study reveals that awareness modifies the link between overtime work and job engagement in a considerable way. Because of this, individuals with high Conscientiousness scores exhibit better work involvement during overtime. Additionally,

extraversion only attenuated the connection between commitment and overtime at low extraversion levels. Introverts who put in extra time at work display greater engagement. While extraversion and agreeableness are negatively correlated with burnout, work stress and neuroticism are positively associated with it. Additionally, a higher level of job satisfaction is linked to extraversion, agreeableness, and conscientiousness.

2.6 Summary of Research Gaps

The body of research on the relationship between occupational burnout, personality, and employee engagement in university libraries in Kenya is sparse. The extant literature has identified that librarians are susceptible to burnout and have different personalities. A high level of thinking ability in librarians increases work engagement and allows them to perform tasks that require cognitive skills better. Some organizations in Kenya are using new technology such as Data Curation for Open Scholarship to support this practice. Also, the link between employee engagement and organizational performance is the main connection that contributes to the burnout problem. However, there is a lack of empirical evidence on how these three constructs are related to university libraries in Kenya. In addition, the majority of the studies have been conducted in international contexts, possibly due to the difficulties that might arise from conducting research in African contexts.

By analyzing the connection between burnout, personality, and staff involvement among library personnel at Kenyan institutions, this study tackles the constraints found. Waweru et al. (2020) describe in their book that they use a multi-method strategy to gather information on the relevant constructs. Using a critical review of literature, the researchers

established that engagement improved performance by up to 20% whilst reducing employee turnover by 87% (Waweru et al., 2020). However, the study did not point out how burnout and personality impact engagement. To this end, the study did not offer a comprehensive picture of how individual differences affect employee engagement so as to determine best practices that can be used in Kenyan libraries. The main elements of burnout are emotional exhaustion, reduced personal achievement, and depersonalization. Emotional burnout is the feeling of being emotionally drained at work. More open, complex, creative, and innovative people are more likely to experience burnout. As a result, they will employ various coping methods and stress management techniques.

2.7 Theoretical Framework

A theoretical framework is an established theory borrowed from an expert in a field of research so as to draw an interrelationship between the theory and the current field of study. The purpose of a theoretical framework is to idealize the research process through data analysis (Kivunja, 2018). Two theories, the Job Resource Demand Theory (J-DR model) and the Maslach Burnout Inventory (MBI), can be used to explain burnout, personality, and employee engagement.

Maslach Burnout Inventory (MBI) is an assessment tool that was invented to assess burnout among employees. In order to evaluate individual weariness, Christina Maslach and Susan E. Jackson published the MBI for the first time in 1981. Three scales—Emotional Exhaustion (EE), Depersonalization (DP), and Personal Achievement (PA)—are used by the MBI to assess individual exhaustion. Emotional Burnout is a 9-point metric that measures the level of emotional exhaustion at work. Depersonalization (DP)

is a 5-item metric that measures one's interpersonal relationship with the people that receive their service. A higher score on depersonalization metrics indicates that a character experiences high levels of burnout. Personal accomplishment (PA) is an 8-item metric that measures one's feeling of success and satisfaction with their work. A lower score on PA indicates less experience of burnout. Generally, the tool is built to give a low or high score that reflex the degree of burnout employees go through.

The MBI evolved into different forms that addressed different fields of professionalism. There are five validated forms of MBI, namely: MBI-Human Survey Survey (MBI-HSS), MBI-Educators Survey (MBI-ED), MBI-Human Survey Service for Medical Personnel (MBI-HSS(MP)), MBI- General Survey of Students (MBI-GSS), and MBI General Survey (MBI-GS) (Lheureux et al., 2017). In the case of measuring occupational burnout at libraries, the best form to adopt is the MBI-Human Service Survey because the library employees are in direct contact with their service receivers.

The MBI-Human Service Survey (MBI-HSS) is used to help human service workers determine occupational burnout through examination of how they view different their work from the people they serve or work with. The survey contains a list of multiple statements for a respondent before a final examination result is released. Statements include, but are not limited to, "I feel emotionally drained after a long day at work", or "I can easily understand the recipient's opinion of my services", and more. At the end of this survey, the library worker is able to measure their occupational burnout, personality, and employee engagement at their work. The employee's personality at work is determined

by the depth of connection they have with their service recipients, and employee engagement is determined by the amount of commitment they put into their work.

A theoretical framework for researching employee well-being at work is the Job Demand-Resources (J-DR) model. This model examines the quantity of stressful workplace variables for an employee and the corresponding protective measures, which include the management's ability to provide supportive resources to assist the employee in managing the stress at work. Arnold Bakker and Angelica Demerouti created this model in 2006 (Upadyaya et al., 2016). The model takes into account two factors: job demands and job resources (also known as positives for jobs). The emotional pressures of one's employment are things like a hard workload, unclear roles, a demanding work environment, and bad relationships. Here, the job resources stand in for the elements that facilitate goal-setting and stress reduction.

According to the J-DR theory, when job demands exceed job resources, occupational burnout results. On the other hand, the employee is likely to feel less burnout when job resources and job expectations are in harmony. For a librarian, the most important factor in assessing occupational burnout, personality, and employee engagement is the amount of work that is accessible in any specific university in comparison to how the university addresses employee issues. According to the J-DR Model, university management resources including assistant staff members and automated self-service support the employee in coping with burnout.

2.8 Conceptual Framework

The term "conceptual framework" describes the visual representation of the primary factors and their primary correlates in a specific phenomenon. By creating research instruments with the aid of the conceptual framework, researchers can foster consistency in their work and facilitate the visualization of key components. The foundation of the conceptual framework is the literature review (Varpio et al., 2019).

A literature study establishes the conceptual framework's groundwork by highlighting how the variables relate to one another and providing directions for the analysis and cognitive perceptions (Varpio et al., 2020). As a result, each component variable regulates how the analysis is carried out. The measurable results that fall under the categories of dependent and independent variables are referred to as variables in a study (Williams, 2020). Research dependent variables are those whose values require them to rely on other variables, whereas independent variables are those that stand alone and are not influenced by other variables (Pandya & Shah, 2018). The term "intervening variables" refers to additional factors that are taken into account in a study and are essentially moderating factors. Emotional well-being, exhaustion, individual achievements, and depersonalization are possible independent variables in the idea of burnout. Dependent variables require intense, committed, and absorbed engagement. The study subjects' personalities are the main focus of the mediating variables.

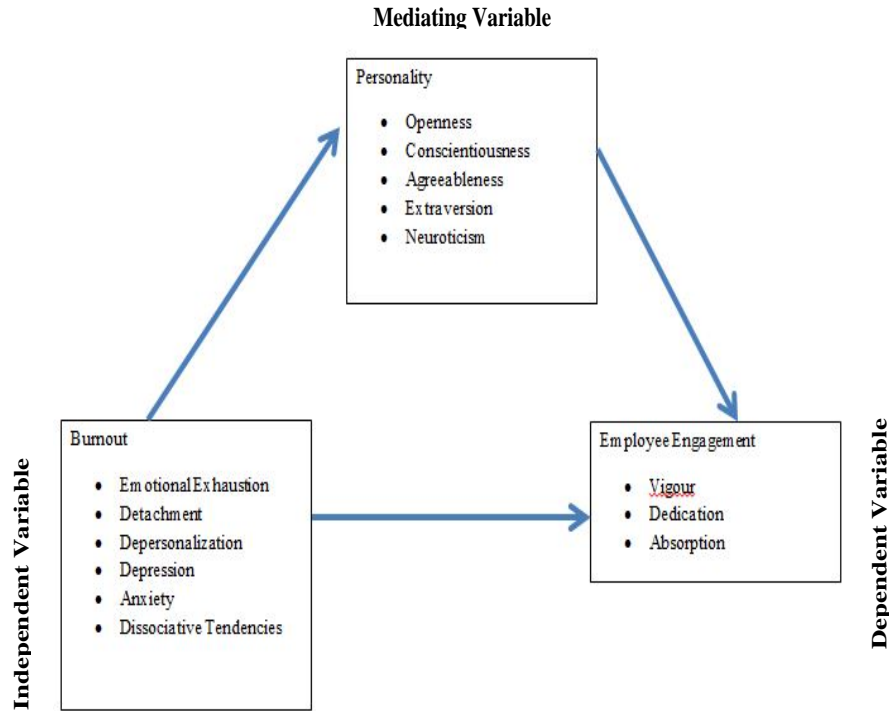
The independent variable in the framework is occupational burnout which affects employee engagement in different degrees. Emotional exhaustion is an example of a symptom associated with an intense negative attitude towards one's work. Most people

with emotional exhaustion often do not “feel” like working. Depersonalization occurs when an employee lacks attachment to the service they are offering. As a result, the employee fails to care about the feelings and opinions of their service recipients. As a result, emotional burnout often goes hand in hand with personal underperformance and leads to professional burnout. The engagement of the employee depends on their ability to withstand burnout negativity. The personality of a subject acts as a paramount regulator of the engagement of those people at work. A resilient personality might retain a remarkable work ethic despite occupational burnout. On the other hand, a non-resilient personality may lead to distortion of work engagement.

Figure 2.1 show the conceptual framework the study adopted.

Figure 2.1

Conceptual Framework



Both burnout and personality depict an employee's engagement. Burnout dictates both, an employee's engagement and personality.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research design, sampling method, target demographic, and sample size used in this study are all described in detail in this chapter. Additionally, it discusses data collection equipment, reliability testing, and analysis of data.

3.2 Location of the Study

The study was conducted in the coastal region of Kenya. This region consists of six counties namely Kilifi, Kwale, Lamu, Mombasa, Taita Taveta and Tana River. According to the 2019 census, the region has a population of around 4.3 million people (Kenya National Bureau of Statistics, 2019). This means that these counties host approximately 8.6% of the country's population. Therefore, the universities in these counties serve a significant population.

In this case, the researcher obtained data from selected universities based in Mombasa and Taita Taveta. The researcher selected these counties because they host different universities with diverse library staff. Besides, these counties are located in the Coast Region of Kenya, which is home to a large population.

3.3 Research Philosophy

Research philosophy, according to Kivunja and Kuyini (2017), refers to the general perspective that guides the research. Philosophy guides the selection of research methods and informs what data is collected, how it is analyzed, and how conclusions are drawn

from the study (Žukauskas & Andriukaitienė, 2018). According to Žukauskas and Andriukaitienė (2018), research philosophy is broadly categorized into four groups: positivist, constructivist, interpretivist, and pragmatist.

Pragmatic research philosophy adopts the view that reality is best understood in terms of practical consequences. This study adopted the pragmatist research philosophy. Pragmatism is a research philosophy that stresses the practicality and usefulness of knowledge. The research is geared towards explaining and predicting. Besides, the research carried out is observable via human senses.

As discussed, this methodology heavily relies on quantitative data that are believed to be more reliable than qualitative research. According to studies, the quantitative research method is more scientific than qualitative research.

3.4 Research Design

Research design is a crucial component of any study as it provides a roadmap for collecting and analyzing data (Asenahabi, 2019). The design of a study refers to the overall plan that guides the collection, analysis, and interpretation of data (Creswell, 2019). It also determines the type of study to be employed. The research utilized survey research design as identified subjects are involved in the data gathering process. Survey research design was found appropriate because it ensures that the researcher collects data off a single case or from a small number of cases (Suryani, 2013). Also, it is beneficial when relating to the concerns on diverse theoretical frameworks used in the research, thus providing detailed descriptive context efficient for the research.

3.6 Target Population

The study's target population refers to the specific group of people or units that the researcher intends to study (Majid, 2018). It comprises the entire population about which data was collected from by the researcher. The target population for this study was the library staff of four selected universities in the Coast Region of Kenya, one is a private university Mt. Kenya university MKU, the other is a Christian based university – Kemu then the other two are public – Taita Taveta & Technical University of Mombasa. Three institutions are located in the larger Mombasa County and one outside the county. These universities are highlighted in Table 3.1 including: Kenya Methodist University (Mombasa campus), Technical University of Mombasa, Taita Taveta University, and Mt. Kenya University (Mombasa campus). The researcher intended to collect data from a target population of sample size of the 4 Universities, obtaining samples of 54 library staff from them.

Table 3.1

Breakdown of the Number of Library Staff in the Selected Universities

University	Sample size (No. of Library Staff)
Kenya Methodist University (Msa)	3
Technical University of Mombasa	18
Mt. Kenya University Mombasa	13
Taita Taveta University Voi	20
Total samples size	54

According to Table 3.1, librarians do a repetitive and involving work such that the occurrence of employee burnout is more likely among them. Both the senior and junior Librarian staffs are imperative to this conceptual model study due to their numerous encounters with students and more so, new ones who tend to ask a lot of questions since they cannot independently locate a research article from the library displays. However, based on such occurrences, the personality of most of the junior staff gets bored while others maintain work ethics and cooperate with the students.

3.7 Sampling and Sample Size

Sampling refers to the process of picking a subset of a population for study and selecting units for study from a larger population (Majid, 2018). The purpose of sampling is to obtain information about the population that would be too costly or impractical to obtain using other methods (Majid, 2018). The researcher employed census method based on the assertion that the population is small. Also referred to as the complete enumeration survey method, the technique would ensure each and every item selected for the data collection is studied with the aim of gathering detailed data (Taherdoost, 2017). This type of sampling technique is often used in population studies.

Since the total sample size of the study is 54 from the 4 universities located in the coast region, 4 University Librarians from the 4 Universities were interviewed. The others, 50 library staff from the 4 Universities were handed the questionnaires. The researcher strictly depended on the randomly selected questionnaires among each university library staff.

3.8 Data Collection Tools

The instruments that the researcher employs to gather information from respondents are known as data collection tools. Questionnaires and interviews served as the study's main data collection tools. A questionnaire is a form of data collecting tool that involves asking the respondents a number of questions (Krosnick, 2018). It is often used in survey research. The researcher selected this type of data collection tool as it is suitable for collecting data from a large number of respondents. The questionnaire was administered to 50 library staff. The questionnaire used utilized a mixture of open and closed questions where users would be given options such as “Strongly agree, disagree, neutral, and strongly agree. The questionnaire for this study consists of sections. For clarity and relevance purposes, the research relied on data in chapter two in generating the research questions. Age, education level, gender, and marital status of the respondents are all gathered in the first section's demographic data collection. The following second section asked 4 of the remaining staff members who are heads of department. The respondents then respond to a number of questions regarding their experiences with occupational burnout. The third sections also involve the 4 department leaders asking them to respond to a number of questions regarding their experiences with employee engagement. The fourth section also asked the 4 respondents to provide their comments on burnout, personality, and employee engagement.

An interview guide is normally data collection instrument type that consists of a number of questions that are asked of the respondents during an interview (Krosnick, 2018). It is often used in qualitative research. As such, 50 junior staff members of the identified

sample size issued with questionnaires while the remaining 4 are subjected to the interview questions. Therefore, 4 library officers comprising of 2 female and 2 male senior officers were the interviewed. Semi-structured interview questions were used in this study's interview guide. This type of interview guide is flexible and allows the interviewer to ask additional questions that are relevant to the issue being studied. The interviewer used this interview guide to conduct interviews with the library staff within the sample size.

The study's interview guide is divided into four components. First, data on the respondents' age, level of education, gender, and marital status are gathered. Secondly section asks the respondents to respond to a pair of questions regarding their experiences with burnout. The third section asks the respondents to respond to a series of questions regarding their experiences with employee engagement. The fourth section asks the respondents to provide their comments on burnout, personality, and employee engagement. Data from chapter one was utilized in generating the relevant questions to enhance gathering of basic and detailed distinctive information.

3.9 Piloting of Research Instruments

Before collecting data from the respondents, the researcher piloted test the questionnaires and interview guide on a small sample of library staff from Pwani University - Kilifi. The institution is not part of the targeted universities. Further, the staffs working within the institution face similar situations to our targeted members. As a result, this makes it a suitable facility to conduct the test. This was done to ensure that the instruments are suitable for use and that they collect the required information.

The pilot testing technique evaluates the viability and precision of research instruments using a small sample of respondents (Bryman, 2012). It is commonly used to improve the standard of data collection instruments. The researcher piloted to test the questionnaires on library staff at Pwani University- Kilifi. The institution would best offer officials as the sample size would not be acquired from the identified geographical area, thus embracing data credibility. Furthermore, the chosen University would enhance the availability of the research staff. The university provided staff members who were selected and informed about the position since this size is practical for early-stage investigators conducted within a single center. Afterward, the 1/3 were interviewed on whether they would like to be part of the research or not. Five agreed and were be trained on collecting data and offering assistance to the test subjects when needed. Furthermore, they were educated on examining questionnaires and collecting the data from the filled questionnaires. In turn, this helped the researcher to make necessary modifications to the instruments. This was done to ensure that the procedures are suitable for use and that they collect the required information.

3.10 Validity of Research Instruments

The degree to which a research tool assesses what it intends to measure is known as validity (Taherdoost, 2017). Prior to gathering information from the respondents, it is essential to make sure the research tools are reliable. The researcher used a number of methods to assess the validity of the questionnaires and interview guide. These include face validity, content validity, and construct validity.

Face validity is the extent to which a research tool appears to measure what it is intended to measure (Taherdoost, 2017). This is a measure of the appearance of the research instrument. In most cases, it is employed to evaluate the reliability of questionnaires and interviewing techniques. On this note, the researcher used a number of methods to assess the face validity of the questionnaires and interview guide. These include expert review and pilot testing. An expert review was done by a panel of experts who are knowledgeable about burnout and employee engagement. Pilot testing was done on a small sample of library staff to determine whether the instruments are suitable for use and collect the required information.

Content validity refers to the degree a research instrument covers all the crucial aspects of the variable being studied (Taherdoost, 2017). This is a measure of the completeness of the research tool. Frequently employed to evaluate the validity of questionnaires and interviewing techniques. It is crucial that the questionnaires and interview guide cover all the critical aspects of burnout, personality, and employee engagement. This guarantees that the information gathered was accurate and reliable. In this study, the researcher used expert review and pilot testing. This aided in determining the questionnaires' and the interview guide's topic validity. An expert review was done by a panel of experts who are knowledgeable about burnout, personality, and employee engagement. These experts consisted of friends and alumni of the university. The researcher looked into literature review on the theory of employee engagement, its obvious indicators, and how to measure it before moving on to empirical literature on employee engagement. Pilot testing was

done on a small sample of library staff to determine whether the instruments are suitable for use and collect the required information.

The chapter described occupational burnout, its precursor, how to measure it. Then discuss related empirical literature. The personality concept used by psychologists to measure a person's personality. It ends with a discussion and description of the theoretical framework. Construct validity refers to the extent to which a research tool measures the theoretical construct it is designed to measure (Taherdoost, 2017). It serves as a gauge of the research tool's precision. It is frequently employed to evaluate the validity of questionnaires and interview guides.

In this study, the researcher used expert review and pilot testing to assess the construct validity of the questionnaires and interview guide. The two experts visited Mt. Kenya University to evaluate the accuracy of the questionnaire. Also, the pilot asked exhaustive questions to ensure all relevant content is covered that answered the research question and objective.

3.11 Reliability of Research Instruments

Reliability is defined as the result of a research tool being consistent throughout time (Mohajan, 2017). It serves as a gauge of the research tool's precision. It is frequently employed to evaluate the validity of questionnaires and interviewing techniques. In this study, research explores various ways to test the reliability of research instruments, with the main focus on internal consistency using Cronbach's alpha (Taber, 2018). This ensures that benchmarks and research tests meet project objectives. It measures the reliability of research tools used in science education. Allow the researcher to cite the alpha value along

with comments explaining why the value is relevant. As previously mentioned, the questionnaire issued during data collection leads the researcher to capture what are known as latent variables. Latent variables cannot be measured directly, so Cronbach's alpha is needed. In this case, 0.70 is the minimum threshold value for Cronbach's alpha accepted by researchers (Peters, 2018).

3.12 Data Collection Procedures

After the research tool has been validated, the researcher collects data from the respondents as described below. After obtaining approval, the researcher introduced himself to the senior library staff. This is a useful opportunity for the researcher to explain the rationale behind the research to managers and employees. In this forum, researchers also identify the most suitable subjects for research. This is followed by an exchange of contact details and an appointment for an interview. To limit the occurrence of bias, this is caused by fear when some respondents try to answer questions accurately and are not influenced by other respondents. The interviews were guided by a guide prepared by the researcher. The interview should last around 45 minutes. Researchers used an interview guide to collect data from a selected sample of library staff. According to the interview guide, the interviewer asks questions to gauge the respondent's saturation and staff involvement. Data on respondents' levels of burnout, personalities, and staff engagement were gathered using an interview guide.

Questionnaires were distributed to library staff, who are representative of the study population, to collect data on staff saturation levels, personalities, and engagement. Questionnaires were randomly distributed and compiled and checked for errors.

Questionnaires were administered to respondents and collected upon completion to prepare them for data analysis.

3.13 Data Processing and Analysis

The collected data were analyzed using qualitative and quantitative methods. Data analysis was aided by Statistical Package for Social Sciences (SPSS). Content analysis and causal step approaches were used in each case. The model is tested using mediating factors or variables in the causal stages' technique. It is a useful tool for determining how two or more variables relate to one another. 2013 (Imai, Keele, & Tingley). In this study, the relationship between burnout, employee engagement, and personality was investigated using a causal stages method. To determine the mean, mode, median, and variance, use descriptive statistics. Path analysis, regression, and correlation testing are all included in the causal stages' method. The relationship between two variables is examined using correlation. It assesses how closely two variables are related (Saunders et al., 2016). Researchers employed Pearson's correlation coefficient to evaluate the correlation.

This study specifically used a mediation test with regression analysis. According to Testing of Mediation with Regression Analysis 2020, mediation is a fictitious randomized strategy in which one variable impact another, which in turn effects a third variable. M is a representation of the mediator's intervening variable. It illustrates how X, the independent variable, and Y, the dependent variable, are related. The following is an algebraic illustration of this:

X-----a-----M-----b-----Y. Direct effects are those that follow paths a and b. The indirect (mediational) effect occurs when X leads to Y via M. When both pathways a and b are combined, the direct effect from X to Y is represented by the letter c.

There are four steps in this process. Regression analysis is the initial phase, where X predicts Y and checks path c to get $Y = B_0 + B_1X + e$. In the second phase, a regression analysis in which X predicts M is conducted, and the path suggested by $M = B_0 + B_1X + e$ is tested. In the third phase, a new regression analysis is conducted in which M forecasts Y, and the impact of path b provided by $Y = B_0 + B_1M + e$ is tested. In the final phase, a multiple regression analysis is carried out in which M and X forecast Y provided by $Y = B_0 + B_1X + B_2M + e$, where e is the error term.

Whether there is no association between the variables is determined by steps 1-3. The researcher comes to the conclusion that mediation is not conceivable if one or more connections are not significant. If actions one and three are connected, the researcher moves on to action four. When the impact of M (route b) is still felt after X has been taken into account, mediation has taken place. However, the findings show a complete mediation if X is no longer significant after controlling for M. It is a partial mediation if X is still relevant (M and X both predict Y).

Regression tests the relationship between two or more dependent variables. It is a statistical technique that allows the researcher to forecast the dependent variable's value on the basis of the independent variables' values (Iweka & Onoshagbegbe, 2018). Researchers used multiple regression to examine the relationship between employee engagement and burnout. The assumption were that personality does cause burnout.

Another assumption is that the staffs are satisfied with the salary. Other assumptions for regression include autocorrelation, heteroscedasticity, multicellularity, normality and linearity. Autocorrelation similarly compares the dependence between specified variables. Besides, heteroscedasticity expounds on the random variable available at a specified rage. Multicellularity composes variables which perform tasks more than once depending on its compositions. Normality shows the distributions for the diverse models available. The constituted peculiarities expound on the constituted linear engagements between diverse variables.

A thematic approach was used to analyze the information. Nowell et al, (2017) identifies that thematic analysis involves identifying some themes and patterns in the data. It is used to study a selected section of the research content. It is complete research based on a few selected topics. The researcher used axial and open encryption to analyze the data. Open coding is used to identify the initial themes in the data. Axial coding is used to develop the themes further. The data collected were represented in themes and key points as they relate to the research question. The presentation in this case would seek to analyze the data rather than just describing it generally. The researcher would also prepare and organize the data by printing out relevant transcripts or other materials. While presenting themes coherently, the researcher would take into account the audience and purpose of the study and best content for credibility of the research.

3.14 Ethical Considerations

The researcher was required to adhere to the ethical principles of research when collecting and analyzing data. The researcher attached the permission letters from Kenya Methodist

University, a research permit from NACOSTI (National Commission for Science Technology and Innovation), and a cover letter. The researcher obtained informed consent from all the respondents before collecting data. To this effect, the researcher assured the audience's information confidentiality by telling them not to identify themselves (anonymity). Respondents voluntarily participated in this survey. Moreover, respondents were assured non-fabrication and data integrity. Lastly, the researcher acknowledged the sources of the information to obey the academic integrity rule to avoid plagiarism.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The results of the data analysis are shown in this section. The following results are arranged in accordance with the study's objectives: professional involvement and burnout. Employee commitment and personality as well as the mediating effects of personality are all related to burnout. The results are presented in the form of percentages, frequencies and descriptions in tables and figures.

4.2 Reliability Test Results

A reliability test was used to evaluate the questionnaire's dependability. Particularly, Cronbach's Alpha coefficients were computed, and the results are shown in Table 4.1.

Table 4.1

Reliability result on main constructs of the study

Constructs	No. of Items	Cronbach's Alpha
Burnout (X)	13	0.928
Personality (M)	11	0.980
Employee Engagement (Y)	13	0.873

Table 4.1 indicates that Cronbach's alpha value for each of the variables was higher than 0.7. In particular, occupational burnout had 0.928, personality had 0.980, and employee engagement had 0.873. Cronbach coefficients of 0.7 or higher are considered satisfactory

and indicates instrument dependability (Taber, 2018). Therefore, items in the questionnaire were reliable for further analysis.

4.3 Response Rate

The study respondents included 54 library staff from 4 universities located in the coast region. Out of this, 4 university Librarians were interviewed while 47 library staff were responded to the questionnaires. The study's response rate was therefore (51) 94.4% which was sufficient for further analysis. Saunders et al. (2009) opine that a response rate greater than 50% is sufficient for statistical analysis.

4.4 Demographic Information of Respondents

The research sought to find out gender, marital status, education level and number of years worked of the respondents and how it tied to the problem of the study. Findings are provided in Table 4.2.

Table 4.2*Gender of the Respondents*

	Level	Frequency	Percent (%)
Gender	Female	25	53.2
	Male	22	46.8
	Total	47	100
Marital status	Divorced	1	2.1
	Married	32	68.1
	Separated	1	2.1
	Single	13	27.7
	Total	47	100
Education Level	Diploma	3	6.4
	Masters	18	38.3
	PhD	3	6.4
	Undergraduate	23	48.9
	Total	47	100
No. of years worked	1-5 years	6	12.8
	11-15 years	17	36.2
	6-10 years	10	21.3
	Less than 1 year	2	4.3
	More than 15 years	12	25.5
	Total	47	100

The findings in Table 4.2 shows that there were more females 25(53.2%) than males 22(46.8%) who responded. However, the difference was insignificant. Further, the constitutional requirement of one-third gender representation was achieved. The results imply that information obtained on the connection between occupation burnout and employee management as mediated by personality was as a result of views from both male and female library staff, and therefore it was expected to be balanced.

Majority 32(68.1%) of respondents were married, and this was followed by 13(27.7%) who were single. This implies that most of the respondents were married and therefore

involved in household activities apart from the work-related tasks. This could contribute to burnout that may negatively affect their engagement at work place.

The study revealed that 23(48.9%) of the librarians had undergraduate level of education while 18(38.3%) had master's level with a 3(6.4%) having diplomas and PhD's respectively. Having adequate education level, library staff are expected to manage occupational burnout and this is likely to enhance their engagement at work place. The results further revealed that a higher percentage of the librarians 17(36.2%) had worked for 11-15 years while 12(25.5%) had worked for more than 15 years followed by 10(21.3%) who had worked for 6-10 years. The researcher expected that the more the years worked the higher the work experience and thus less occupational burnout leading to improved employee engagement.

4.5 Occupational Burnout

The aim of the study was to investigate the association between professional burnout and employee engagement at particular coastal university libraries. The concept of professional burnout was measured by asking respondents to assess several items. The items related to emotional exhaustion, detachment, depersonalization, depression, anxiety and dissociative tendencies. Strongly disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), and strongly agree (5) were the options on the Likert scale used. Descriptive results in form of frequencies (f) and percentages (%) are presented in Table 4.3.

Table 4.3*Occupational Burnout*

Statements on Burnout (N=47)	1 f(%)	2 f(%)	3 f(%)	4 f(%)	5 f(%)	M	SD
I have felt burn out from work in the past year	9(19.1)	5(10.6)	17(36.2)	9(19.1)	7(14.9)	3.0	1.3
Occasionally I'm under stress, thus much energy	7(14.9)	13(27.7)	18(38.3)	7(14.9)	2(4.3)	2.7	1.0
I feel physically and emotional exhausted while at work	13(27.7)	11(23.4)	12(25.5)	7(14.9)	4(8.5)	2.5	1.3
I lack interest in office work	27(57.4)	8(17)	9(19.1)	2(4.3)	1(2.1)	1.8	1.0
I find myself moody at work	24(51.1)	12(25.5)	8(17)	3(6.4)	0	1.8	1.0
I feel sleepy and tired while undertaking office work	28(59.6)	8(17)	5(10.6)	2(4.3)	4(8.5)	1.9	1.3
My energy levels while at work are not optimum to execute work related tasks	20(42.6)	13(27.7)	7(14.9)	5(10.6)	2(4.3)	2.1	1.2
Concentration while at work is limited thus cannot engage fully in work activities	25(53.2)	8(17)	10(21.3)	3(6.4)	1(2.1)	1.9	1.1
Sometimes I feel helpless while engaging in work activities	23(48.9)	11(23.4)	7(14.9)	3(6.4)	3(6.4)	2.0	1.2
I think am frustrated at work	25(53.2)	9(19.1)	6(12.8)	2(4.3)	5(10.6)	2.0	1.4
I feel total burnout and at the point where I need rest	18(38.3)	11(23.4)	9(19.1)	4(8.5)	5(10.6)	2.3	1.4
I feel need medical help to manage my weariness	27(57.4)	10(21.3)	5(10.6)	4(8.5)	1(2.1)	1.8	1.1
Overall mean						2.3	1.2

The findings in Table 4.3 indicates that the participants disagreed with most of the statements on occupational burnout as supported by overall mean of 2.3 and a standard deviation of 1.2. Most respondents disagreed with the assertion that they were uninterested in office job, being moody at work, feeling sleepy and tired at while undertaking office work, energy levels while at work are not optimum to execute work related tasks, concentration while at work is limited thus cannot engage fully in work activities, feeling

helpless while engaging in work activities, frustrated at work, feeling total burnout, and feeling the need for medical help to manage weariness. The findings imply that most of the library staff did not consider occupational burnout as a serious challenge to employee engagement. The findings are inconsistent with results of Woo et al. (2020) who pointed out that there was a high prevalence of occupational burnout among service professionals.

Results on occupational burnout from interview Guide

The study sought to find out whether respondents enjoyed their work and it emerged that majority enjoyed their work. The respondents were asked how they execute work when their energy levels are low due to burnout and whether they seek medical help. A respondents reported, *“I take an off or off, and then embark to work”*. The study sought to find what signs the librarians look out for to say that they feel work burnout and whether they do you seek medical help. A major theme emerged most frequently that *“tiredness and low concentration* were reported as signs of feeling burn out. Another librarian noted *“Lack of self-drive in execution of my duties and mental exhaustion”* as the signs to look for to feel work burnout.

The results are consistent with the work of Geary and Hickey (2018) who concluded that burnout is related to reduced work engagement. Similarly, Kim et al. (2017) noted that burnout is related decreased job satisfaction.

4.6 Personality

The goal of the study was to assess the connection between library staff involvement and personality at a few coastal colleges. Items that measure the concept of personality were

rated by respondents. The items related to openness, conscientiousness, agreeableness, extraversion and neuroticism. Strongly disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), and strongly agree (5) were the options on the Likert scale used. Descriptive results in form of frequencies (f) and percentages (%) are presented in Table 4.4.

Table 4.4

Descriptive results on Personality

Statements on Personality (N=47)	1 f(%)	2 f(%)	3 f(%)	4 f(%)	5 f(%)	M	SD
I'm able to work in a competitive environment	5(10.6)	5(10.6)	2(4.3)	17(36.2)	18(38.3)	3.8	1.3
I take personal and group initiatives at work	5(10.6)	5(10.6)	4(8.5)	18(38.3)	15(31.9)	3.7	1.3
I work well with peers and relate well with coworkers	5(10.6)	4(8.5)	5(10.6)	15(31.9)	18(38.3)	3.8	1.3
I'm self-disciplined while at work	6(12.8)	1(2.1)	5(10.6)	12(25.5)	23(48.9)	4.0	1.4
I'm flexible and dependable at work	6(12.8)	3(6.4)	3(6.4)	15(31.9)	20(42.6)	3.9	1.4
I desire to learn new skills and gain more knowledge at work.	6(12.8)	1(2.1)	3(6.4)	11(23.4)	26(55.3)	4.1	1.4
I relate well with library patrons	4(8.5)	4(8.5)	3(6.4)	14(29.8)	22(46.8)	4.0	1.3
I'm able to adjust to work environment and pressure	6(12.8)	4(8.5)	4(8.5)	15(31.9)	18(38.3)	3.7	1.4
I possess the capacity to maintain inner strength and optimism while exhibiting positive character at work.	5(10.6)	3(6.4)	5(10.6)	17(36.2)	17(36.2)	3.8	1.3
I can organize, pursue, and complete an objective.	6(12.8)	3(6.4)	5(10.6)	15(31.9)	18(38.3)	3.8	1.4
I am able to be proactive and take responsibility for my surroundings.	6(12.8)	1(2.1)	4(8.5)	19(40.4)	17(36.2)	3.9	1.3
Overall mean						3.8	1.3

According to Table 4.4, which shows that the respondents' aggregate mean was 3.8 and their standard deviation was 1.3, they generally agreed with the claims about personality.

The majority of respondents, in particular, agreed with the assertions regarding abilities to operate in a competitive atmosphere, taking personal and group initiatives at work, working well with peers and relate well with coworkers, self-disciplined while at work, flexible and dependable at work, desire to learn new skills and gain more knowledge at work, relating well with library patrons, ability to adjust to work environment and pressure, the ability to stay strong and positive about yourself and demonstrate positive character in the workplace, the ability to plan, pursue and achieve goals, and the ability to take initiative and take responsibility for things around you.

The findings imply that most of the library staff have personalities that enable them to manage burnout leading to improved employee engagement. The findings are consistent with Mbofung (2021) observation that non-cognitive personality characteristics, such as self-control, sensitivity, humility, and flexibility, enabled librarians to provide the level of service different categories of users would need.

Results on personality from interview Guide

The librarians were asked to state what their response would be on engaging in any sports activities during weekends and off days. Some respondents affirmed that it would be great to engage in sport activities during weekends and off days. The results agree Williamson and Lounsbury's (2016) findings that strong reasoning capabilities among librarians boost work engagement by improving their performance on cognitively demanding activities. However, others opined that it was almost impossible to find time for sports activities even on weekends and off days. Instead, the preferred resting and engaging in home

activities. The results imply the need to enlighten library staff on importance of physical activities such as sports during their free time.

When asked their opinion in regard to working late due to workload or stretching expectations, some respondents noted that they are forced to work late so as to beat deadlines and reduce workloads. This is likely to lead to burnout which could adversely affect employee engagement.

4.7 Employee Engagement

The dependent variable of this research is the involvement of library staff in selected coastal colleges. The concept of employee engagement was measured by asking respondents to rate several items. The aspects pertaining to vigor, commitment, and absorption. Strongly disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), and strongly agree (5) were the options on the Likert scale used. Descriptive results in form of frequencies (f) and percentages (%) are presented in Table 4.5.

Table 4.5*Descriptive results on Employee Engagement*

Statements on Employee engagement (N=47)	1 f(%)	2 f(%)	3 f(%)	4 f(%)	5 f(%)	M	SD
I am proud to work for my library	3(6.4)	14(29.8)	18(38.3)	18(38.3)	12(25.5)	3.8	1.0
I am happy with employee rewarding system	11(23.4)	11(23.4)	16(34)	4(8.5)	5(10.6)	2.6	1.3
i am motivated to work with others	2(4.3)	5(10.6)	14(29.8)	21(44.7)	5(10.6)	3.4	1.0
I am engaged at work and less likely to voluntarily leave the company for another organization	6(12.8)	10(21.3)	20(42.6)	8(17)	3(6.4)	2.8	1.1
I'm always present at work only away on leave or when necessary	2(4.3)	3(6.4)	8(17)	13(27.7)	21(44.7)	4.0	1.1
I feel valued in the role I play in the organization	5(10.6)	5(10.6)	16(34)	11(23.4)	10(21.3)	3.3	1.2
I utilize the skills I have in executing work duties	2(4.3)	3(6.4)	9(19.1)	17(36.2)	16(34)	3.9	1.1
I have good relationship with my manager and peers	2(4.3)	17(36.2)	0	13(27.7)	15(31.9)	3.8	1.0
My performance at work is met	4(8.5)	9(19.1)	0	23(48.9)	11(23.4)	3.9	0.9
I am happy at my work place	3(6.4)	3(6.4)	15(31.9)	18(38.3)	8(17)	3.6	1.0
My organization gives room for career growth thus I can grow in my career	12(25.5)	7(14.9)	9(19.1)	11(23.4)	8(17)	2.9	1.5
The nature of tasks at work match my knowledge and skills	2(4.3)	3(6.4)	8(17)	19(40.4)	15(31.9)	3.9	1.1
Overall mean						3.4	1.1

Table 4.5 indicates that the respondents had different opinions in regard to various statements on employee engagement as supported by overall mean of 3.4 and their standard deviation was 1.1. In particular, the participants agreed with the statements on pride to work for the library, always present at work only away on leave or when necessary, utilizing the skills in executing work duties, good relationship with manager and peers, meeting performance at work, and nature of tasks at work match their

knowledge and skills. The results suggest that the majority of the library staff was dedicated to productive participation inside the company.

Most participants were neutral to the statements that they are happy with employee rewarding system, motivated to work with others, engaged at work and less likely to voluntarily leave the company for another organization, feeling valued in the organization, and organization gives room for career growth. The findings imply that most of the library staff had some concerns in regard to employee engagement at their organizations.

Results on employee engagement from interview Guide

When asked whether current employee rewarding system favor them, the respondents provided mixed findings with some acknowledging that the reward system was fair while others observed that the system was not merit based. When asked their feelings engaging and working with fellow librarians, all the respondents noted that they were comfortable and happy working with their colleagues. Further, the respondents were asked whether they were satisfied with current benefits and compensation policy in their department. According to the respondents, there was need to review benefits and compensation policy to ensure fairness.

4.8 Regression Assumptions

The Kolmogorov-Smirnova test is used to determine normality. If Sig value is greater than 0.05, then the data is assumed to be normally distributed. Table 4.6 presents the results.

Table 4.6

Kolmogorov-Smirnova tests of Normality

	Kolmogorov-Smirnova		
	Statistic	df	Sig.
Employee Engagement	.070	47	.200*
Burnout	.164	47	.073
Personality	.257	47	.107

a Lilliefors Significance Correction

Table 4.6 shows that employee engagement, burnout, and personality have a probability greater than 0.05. As a result, the normal distribution's null hypothesis is accepted. This means that the data for the variables are normally distributed.

4.9 Testing the mediating effect of personality on the connection between occupational burnout and library staff engagement

The Baron and Kenny (1986) model is used to determine if personality played a moderating role in the relationship between occupational burnout and employee engagement. The research used the following steps in testing for mediation:

1. How occupational burnout predicts employee engagement
2. How occupational burnout predicts personality
3. How personality predicts employee engagement
4. How occupational burnout and personality predicts employee engagement

The four tests must show a significant relationship to conclude that there is a significant mediating effect (Iacobucci, 2012; Hsu et al., 2012).

4.9.1 Effect of occupational burnout on Employee Engagement

The first objective of this research was to determine the connection between professional burnout and engagement of librarian at selected universities in the coastal region. Linear regression analysis was performed to test the extent to which burnout predicts employee engagement.

Table 4.7

Model Summary; Occupational burnout and staff engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.303a	0.092	0.072	0.6772

a Predictors: (Constant), Burnout
Occupational burnout and employee engagement

Table 4.7 shows that occupational burnout explains 9.2% of overall changes in employee engagement ($R^2=0.092$). These findings support correlation results ($R=0.303$) that occupational burnout has a weak relationship with staff engagement. The ANOVA results are presented in Table 4.8.

Table 4.8

Analysis of Variance; occupational burnout and employee engagement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.085	1	2.085	4.546	.038
	Residual	20.637	45	0.459		
	Total	22.722	46			

a Dependent Construct: Engagement

b Predictors: (Constant), Burnout

An F-statistic of 4.546 and a p-value of 0.038 are shown in Table 4.8. The proposed model is statistically significant (well fit) in predicting the dependent variable because the p-value is less than 0.05.

Table 4.9

Coefficients; occupational burnout and employee engagement

Mode		Unstandardized		Standardized		
1		Coefficients		Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant					
1)	3.93	0.279		14.081	0.000
	Burnout	-0.247	0.116	-0.303	-2.132	0.038

a Dependent Variable: Engagement

Model

$$\text{Employee engagement} = 3.93 - 0.247 \text{ Occupational burnout}$$

Table 4.9 shows that occupational burnout had a negative and substantial connection with employee engagement ($\beta = -0.247$, $p = 0.038 < 0.05$). The findings imply that occupational burnout contributes negatively to employee engagement. Furthermore, the results show that there is an effect that can be mediated (Hsu et al., 2012). Based on the results, the null hypothesis (H_{01}) that there is no statistically significant relationship between burnout and library staff engagement is rejected.

The study findings are consistent with the work of Geary and Hickey (2018) who concluded that burnout is related to reduced work engagement. Similarly, Kim et al. (2017) noted that burnout is related decreased job satisfaction. In addition, the findings

agree with Agyei et al. (2019) assertion that librarians working in the Electronic and Reference Services experienced extreme burnout.

4.9.2 Effect of occupational burnout on Personality

The second study objective was to examine the connection between occupational burnout and personality of library staff. To determine how much occupational burnout predicts personality traits, a linear regression analysis was done, and results are presented below.

Table 4.10

Model Summary; occupational burnout and personality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.221a	0.049	0.028	1.21155

a Predictors: (Constant), Burnout

Table 4.10 shows that occupational burnout explains 4.9% of overall changes in personality ($R^2=0.049$). These findings support correlation results ($R=0.221$) that occupational burnout has a weak relationship with personality.

Table 4.11

Analysis of Variance; occupational burnout and personality

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.386	1	3.386	2.307	.136
	Residual	66.053	45	1.468		
	Total	69.44	46			

a Dependent Variable: Personality

b Predictors: (Constant), Burnout

Table 4.11 displays an F-statistic of 2.307 and a p-value of 0.136. The proposed model is quite good at predicting the dependent variable; however, it is not statistically significant because the p-value is larger than 0.05.

Table 4.12

Coefficients; occupational burnout and personality

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.556	0.499		9.126	0.000
Burnout	-0.314	0.207	-0.221	-1.519	0.136

a Dependent Variable: Personality

Model

$$Personality = 4.556 - 0.314 \text{ occupational burnout}$$

Table 4.12 shows that occupational burnout had a negative but insignificant relationship with personality ($p=0.136 > 0.05$). The findings imply that occupational burnout contributes negligibly to personality. Furthermore, the results showed no effect that could be mediated (Hsu et al., 2012). The null hypothesis (Ho2), which states that there is no statistically significant association between burnout and staff personality, is not disproved in light of these findings. The results contradict Li and Xu's (2020) research, which found that staff burnout is influenced by personality factors. Some persons are more likely to experience burnout due to their personality type, claim Li and Xu (2020).

4.9.3 Effect of Personality on Employee Engagement

The third objective of this study was to determine the connection between personality and library staff engagement at selected universities in the coastal region. Linear regression analysis was conducted to test the extent to which personality predicts staff engagement.

Table 4.13

Model Summary; personality and staff engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.354a	0.126	0.106	0.66445

a Predictors: (Constant), Personality

Table 4.13 shows that personality explains 12.6% of overall changes in employee engagement ($R^2=0.126$). These findings support correlation results ($R=0.354$) that personality has a weak relationship with employee engagement.

Table 4.14

Analysis of Variance; personality and employee engagement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.854	1	2.854	6.465	.015
	Residual	19.867	45	0.441		
	Total	22.722	46			

a Dependent Construct: Engagement

b Predictors: (Constant), Personality

An F-statistic of 6.465 and a p-value of 0.015 are shown in Table 4.14. The proposed model is statistically significant (well fit) in predicting the dependent variable because the p-value is less than 0.05.

Table 4.15*Coefficients; personality and employee engagement*

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.593	0.322		8.061	0.000
	Personality	0.203	0.08	0.354	2.543	0.015

a Dependent Variable: Engagement

Model

$$\text{Employee engagement} = 2.593 + 0.203 \text{ Personality}$$

The findings in Table 4.15 reveals that personality had a positive and substantial connection with staff engagement ($\beta = 2.593$, $p = 0.015 < 0.05$). The findings imply that personality contributes positively to employee engagement.

Furthermore, the results show that there is an effect that can be mediated (Hsu et al., 2012). The null hypothesis (Ho3) that there is no statistically significant association between personality and staff involvement in libraries is rejected in light of these findings. The results support Gupta and Gupta (2020) finding that a conscientious personality characteristic is associated with better work performance. The findings also corroborate Williamson and Lounsbury's (2016) claim that strong reasoning capabilities among librarians boost work engagement by improving their performance on cognitively demanding activities.

4.9.4 Effect of Burnout and personality on staff engagement

The fourth objective of this study was to examine the mediating effect of personality on the relationship between burnout and engagement among librarians at selected Coastal Region universities. Multiple linear regression analysis was performed to test the effect of personality and burnout on employee engagement.

Table 4.16

Model Summary; occupational burnout, personality and staff engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.423a	0.179	0.141	0.65126

a Predictors: (Constant), Personality, Burnout

Table 4.16 indicates that jointly, occupational burnout and personality explain 17.9% of variations in employee engagement ($R^2 = 0.179$). These findings support correlation results ($R = 0.423$), which indicated a moderate association between occupational burnout, personality and employee engagement.

Table 4.17

ANOVA; occupational burnout, personality and employee engagement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.06	2	2.03	4.786	.013b
	Residual	18.662	44	0.424		
	Total	22.722	46			

a Dependent Construct: Engagement

b Predictors: (Constant), Personality, Burnout

An F-statistic of 4.786 and a p-value of 0.013 are shown in Table 4.17. The proposed model is statistically significant (well fit) in predicting the dependent variable because the p-value is less than 0.05.

Table 4.18*Coefficients; occupational burnout, personality and employee engagement*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.142	0.453		6.933	0.000
Burnout	-0.192	0.114	-0.236	-1.686	0.099
Personality	0.173	0.08	0.302	2.158	0.036

a Dependent Variable: Engagement

Model

$$\text{Employee engagement} = 3.142 - 0.192 \text{ occupational burnout} + 0.173 \text{ personality}$$

Table 4.18 indicates that personality had a positive and substantial relationship with employee engagement ($\beta=0.173$, $p = 0.036 < 0.05$). The results imply that personality contributes positively to employee engagement. On the other hand, occupational burnout had a negative but insignificant relationship with employee engagement ($p=0.099 > 0.05$). The findings imply that occupational burnout contributes negligibly to employee engagement. Furthermore, the results showed no effect that could be mediated (Hsu et al., 2012). Based on these results, the null hypothesis (Ho4) that personality does not mediate the relationship between burnout and librarian engagement at selected coastal universities is not rejected.

The findings are inconsistent with the work of Li and Xu (2020) who concluded that personality traits affect the burnout experienced by staff, as well as their work

engagement. Li and Xu (2020) assert that some people's personality types make them more likely to experience burnout, which has an impact on their levels of involvement.

Table 4.19

Mediation Findings

	Analysis	P value	Verdict
Step 1	Occupational burnout and employee engagement	0.038<0.05	Significant
Step 2	Occupational burnout and personality	0.136>0.05	Not significant
Step 3	Personality and employee engagement	0.015<0.05	Significant
Step 4	Occupational burnout, personality and employee engagement	0.099>0.05	Not significant
		0.036<0.05	Significant

Following the assessment of all four conditions of the mediation test, the study established that second condition and fourth conditions were violated, hence personality does not mediate the connection between occupational burnout and library staff engagement. The results suggest that people's personalities do not alter the ability of occupational burnout to predict library staff work engagement in a few Coast Region university libraries.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of the results of the study, conclusions and suggestions. The objectives were to evaluate the mediating effect of personality and to ascertain the degree to which burnout predicts library staff commitment in specific university libraries in a coastal region of Kenya. The specific aims are: to explore the relationship between burnout and engagement; explore the relationship between burnout and personality; explore the relationship between personality and commitment; and to assess the mediating effect of personality on the relationship between burnout and engagement. This study uses a survey design. Researchers collected data from a focus group of 54 library staff from four universities. The research sampling technique used the census method. Semi-structured interviews and questionnaires were used to obtain both qualitative and quantitative data. Thematic analysis was utilized with qualitative data, whilst regression analysis and descriptive statistics were used with quantitative data.

5.2 Summary of Key Findings

The study mainly focused on employee engagement. Majority of the library staff agreed that they were proud to work in the library, are available to work when required, utilize their skills in executing work duties, good relationship with manager and peers, meet performance targets at work.

5.2.1 Occupational burnout and employee engagement

The first objective of the study was to examine the relationship between occupational burnout and employee engagement. Most respondents disagreed with the assertion that they were uninterested in office job, being moody at work, feeling sleepy and tired at while undertaking office work, energy levels while at work are not optimum to execute work related tasks, concentration while at work is limited thus cannot engage fully in work activities, feeling helpless while engaging in work activities, frustrated at work, feeling total burnout, and feeling the need for medical help to manage weariness. Findings from linear regression showed that employee engagement and occupational burnout were negatively and significantly related. The null hypothesis (Ho1) that there is no statistically significant association between burnout and employee involvement at libraries is rejected in light of the findings.

5.2.2 Occupational burnout and personality

The second objective of the study was to examine the connection between occupational burnout and personality of library staff. Most of the respondents agreed with the assertions regarding abilities to operate in a competitive atmosphere, taking personal and group initiatives at work, working well with peers and relating well with coworkers, self-discipline while at work, flexible and dependable at work, desire to learn new skills and gaining more knowledge at work. The respondents further agreed with relating well with library patrons, ability to adjust to work environment, ability to stay strong and positive about oneself, ability to plan, pursue and achieve goals was as the ability to take initiative and responsibility for things.

According to the results of linear regression, personality and occupational burnout showed a bad but insignificant link. In light of these results, the null hypothesis (Ho2)—according to which there is no statistically significant correlation between staff personality and burnout—was not disproved.

5.2.3 Personality and employee engagement

The third objective of the study was to determine the connection between personality and library staff engagement at selected universities in the coastal region. Linear regression findings indicated that personality had a positive and substantial connection with staff engagement. Based on the findings, the null hypothesis (Ho3) that there is no statistically significant association between personality and staff involvement in libraries is rejected.

5.2.4 Burnout and Personality on employee engagement

The fourth objective of the study was to examine the mediating effect of personality on the relationship between burnout and engagement among librarians at selected Coastal region universities. Linear regression findings indicated that personality had a positive and substantial connection with employee engagement. On the other hand, occupational burnout had a negative but insignificant relationship with employee engagement. Based on these results, the null hypothesis (Ho4) that personality does not mediate the relationship between burnout and librarian engagement at selected coastal universities is not rejected.

5.3 Conclusion

The study conclusions are presented below as per the objectives.

5.3.1 Occupational burnout and employee engagement

The study concluded that occupational burnout had a negative and substantial connection with employee engagement. The implication is that occupational burnout contributes significantly to negative employee engagement. The identified key aspects of occupational burnout include; emotional exhaustion, detachment, depersonalization, depression, anxiety and dissociative tendencies.

5.3.2 Occupational burnout and personality

The study concludes that occupational burnout had a negative but insignificant relationship with personality. The implication is that occupational burnout contributes minimally to negative employee engagement. The identified key aspects of personality include; openness, conscientiousness, agreeableness, extraversion and neuroticism.

5.3.3 Personality and employee engagement

The study concludes that personality had a positive and substantial connection with staff engagement. The implication is that personality contributes significantly to positive employee engagement.

5.3.4 Burnout and Personality on employee engagement

The study found that, taken together, personality and employee engagement had a significant and favorable association. On the other side, employee involvement was negatively but insignificantly correlated with occupational burnout. The implication is that employee personalities have little impact on the ability of occupational burnout to predict employee engagement.

5.4 Recommendations

This section offers advice on how to apply research findings to theory, practice, and policy.

5.4.1 Recommendations on study results

The study findings established that occupational burnout had a negative and substantial connection with employee engagement. The study recommended the need for university library management to support employees in managing burnout. Particular focus should be on emotional exhaustion, detachment, depersonalization, depression, anxiety and dissociative tendencies. Helping employees deal with these occupational burnout aspects will enhance their engagement at work.

The study findings established that personality had a positive and substantial connection with staff engagement. The study recommended the need for university library management to support staff in strengthening their personalities. Particular focus should be on key personality aspects such as openness, conscientiousness, agreeableness, extraversion and neuroticism. Strengthening staff personalities through these aspects will enhance their engagement at work.

5.4.2 Implications on Policy and Practice

This study's findings have a great impact on information science policy and practice. The study provides important policymakers with information, such as library management, university administration, and the Ministry of Education. The study results indicate the need to strengthen policies on occupational burnout and employee engagement.

Policymakers should pay close attention to how occupational burnout affects employee engagement, according to the study's conclusions.

In terms of application, the study provides guidance to university library administration and employees on how to enhance employee engagement while taking personality types and occupational burnout into account. The study's purpose is to enlighten higher education administrators on the relationship between personality factors and work engagement and how burnout affects it. The findings of the study further guided the managers in enhancing their managerial skills in preventing occupational burnout among their employees while enhancing employee engagement which is a fundamental ingredient for organizational success. The study benefits the management and academic staff in that it enhances their knowledge on how to manage the employees who are at risk of experiencing occupational burnout.

5.4.3 Implications on Theory

This study is based on the Maslach Burnout Inventory (MBI) theory, an assessment tool created to assess employee burnout. The MBI is designed to measure individual fatigue on three scales: Emotional Exhaustion (EE), Depersonalization (DP), and Personal Achievement (PA). The MBI Human Services Survey (MBI-HSS) is used to help human resources workers identify burnout by examining how they perceive their job differently from the people they serve or work for. A theoretical framework for researching employee well-being at work is the Job Demand-Resources (J-DR) model. This model examines the quantity of stressful workplace variables for an employee and the corresponding protective measures, which include the management's ability to provide supportive

resources to assist the employee in managing the stress at work. According to the J-DR theory, occupational burnout occurs when workload demands exceed available job resources. On the other hand, the employee is likely to feel less burnout when job resources and job expectations are in harmony. For a librarian, the most important factor in assessing occupational burnout, personality, and employee engagement is the amount of work that is accessible in any specific university in comparison to how the university addresses employee issues. According to the J-DR Model, university management resources including assistant staff members and automated self-service support the employee in coping with burnout.

The study findings contribute to the empirical literature on burnout and engagement. The study findings provide a platform for further research which can enhance researchers' understanding of the phenomena of occupational burnout among library staff in Kenyan universities.

5.5 Suggestions for further research

This study was conducted in a coastal area of Kenya to find out the saturation, personality and commitment among staff at selected university libraries in a coastal region of Kenya. Further research is suggested to be carried in other regions of the country to affirm how occupational burnout affects employee engagement in universities in the coastal region. The study findings revealed that personality had no significant mediation role on the relationship between occupational burnout and employee engagement. Future studies could consider the role of other variables such as moderating variables like organization

culture in influencing the relationship between occupational burnout and employee engagement.

REFERENCES

- Adebayo, O., Segun-Adeniran, C.D., Fagbohun, M.O., & Osayande, O. (2018). Investigating occupational burnout in library personnel. *Library Philosophy and Practice*, 3(2), 94-102. <https://digitalcommons.unl.edu/libphilprac/1770>
- Agyei, D.D., Aryeetey, F., Obuezie, A.C., & Nkonyeni, S. (2019). The prevalence of occupational burnout among librarians in three African countries. *Library Philosophy and Practice*, 8(2), 54-61. <https://digitalcommons.unl.edu/libphilprac/2276>
- Ajulo, A.A. (2023) *'Employees' Perceptions of Work Engagement: A study of Nigeria's Private and Public Universities* (PhD thesis. University of Bedfordshire). <https://uobrep.openrepository.com/handle/10547/625862>
- Akinola, A.A. (2020). Influence of work engagement on job burnout among librarians in university libraries in Nigeria. *Library Philosophy and Practice*, 4(7), 22-43. <http://localhost:8080/xmlui/handle/123456789/50>
- Albrecht, S. L., & Marty, A. (2020). Personality, self-efficacy, and job resources and their associations with employee engagement, affective commitment, and turnover intentions. *The International Journal of Human Resource Management*, 31(5), 657-681. <https://www.tandfonline.com/doi/abs/10.1080/09585192.2017.1362660>
- Ali, I. (2019). Personality traits, individual innovativeness and satisfaction with life. *Journal of Innovation & Knowledge*, 4(1), 38-46. <https://doi.org/10.1016/j.jik.2017.11.002>
- Alrawashdeh, H. M., Al-Tammemi, A. A. B., Alzawahreh, M. K., Al-Tamimi, A., Elkholy, M., Al Sarireh, F., ... & Ghoul, I. (2021). Occupational burnout and job satisfaction among physicians in times of COVID-19 crisis: a convergent parallel mixed-method study. *BMC Public Health*, 21(1), 1-18. <https://doi.org/10.1186/s12889-021-10897-4>
- Amahwa, O. M., & Otuya W. (2020). Employee engagement and organizational performance in Kenya: A critical review. *The Strategic Journal of Business & Change Management*, 7(2), 86 – 101. <http://strategicjournals.com/index.php/journal/article/view/1610>
- American Psychological Association. (2021). Why a generic approach to descriptive-interpretive qualitative research? <https://www.apa.org/pubs/books/essentials-descriptive-interpretive-qualitative-research-sample-chapter.pdf>
- Amri, Z., & Putra, T. (2020). The effect of perceived organizational support and psychological empowerment on employee engagement and its impact on the satisfaction of administrative employees in General Hospital Rsudza. *International Journal of Scientific and Management Research*, 3(3), 63-70. https://ijsmr.in/doc/ijsmr_01_6888_62.pdf

- Antwi, S., & Hamza, S. (2015). Qualitative and quantitative research paradigms in business research: A philosophical reflection. *European Journal of Business and Management*, 7(3), 217-226. <https://core.ac.uk/download/pdf/234626233.pdf>
- Anvari, M., Kalali, N., & Gholipour. (2011). How does Personality affect on job burnout? *International Journal of Trade, Economics and Finance*, 2(2), 115 – 119. 10.7763/IJTEF.2011.V2.88
- Arora, R., & Adhikari, B. (2013). Relationship between personality factors and employee engagement. *PES Business Review*, 8(1), 10-18. https://www.researchgate.net/publication/257664807_Relationship_between_Personality_Factors_and_Employee_Engagement
- Artha, B., & Hidayat, A. (2018). Organizational predictors of employees' burnout and engagement experiences. *Advances in Social Science, Education and Humanities Research*, 2 (29), 809-822. <https://doi.org/10.2991/iciap-18.2019.67>
- Aryatno, R. M. (2019). The relationship between work engagement and burnout in Ditpolair Korpolaairud Baharkam Polri. *Psychological Research and Intervention*, 2(2), 82-88. <http://dx.doi.org/10.21831/pri.v2i2.30361>
- Asenahabi, B. (2019). Basics of research design: A Guide to selecting appropriate research design. *International Journal of Contemporary Applied Researches*, 6(5), 76 - 89. https://www.researchgate.net/publication/342354309_Basics_of_Research_Design_A_Guide_to_selecting_appropriate_research_design
- Beckmann, N., & Wood, R. E. (2017). Editorial: Dynamic personality science. Integrating between-person stability and within-person change. *Frontiers in psychology*, 8 (2), 71-86. <https://doi.org/10.3389/fpsyg.2017.01486>
- Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, 2(1), 8-14. <https://www.sciencedirect.com/science/article/pii/S2352900816000029>
- Bianchi, R., Schonfeld, I., Vandell, P., & Laurent, E. (2017). On the depressive nature of the “burnout syndrome”: A clarification. *European Psychiatry*, 41(1), 109–110. <https://www.cambridge.org/core/journals/european-psychiatry/article/on-the-depressive-nature-of-the-burnout-syndrome-a-clarification/56691E7EC8823159E2C77013894AE4C7>
- Boikanyo, D., & Heyns, M. (2019). The effect of work engagement on total quality management practices in a petrochemical organisation. *South African Journal of Economic and Management Sciences*, 22(1), 1-13. <https://journals.co.za/doi/abs/10.4102/sajems.v22i1.2334>

- Brayne, L. C., et al. (2016). Measurement of workplace aggression: Assessing current trends and identifying needed future research. *American Journal of Workplace Health*, 12(3), 259-266. doi:10.1080/07388551.2016.1141449.
- Brom, S., Buruck, G., Horváth, I., Richter, P., & Leiter, P (2015). Areas of worklife as predictors of occupational health – A validation study in two German samples. *Burnout Research*, 2(2-3), 60–70. <https://www.sciencedirect.com/science/article/pii/S2213058614200179>
- Browne, M. K., Adams, A. B., Burnham, K. M., Dunn, J. D., Ferguson, R. L., Gardner, C. R., Gibson, A. E., et al. (2013). Can open research benefit social science? What does a feminist IR agenda have to offer? *Int. Rev. Sociol.* 47(1), 1-24. DOI: 10.1111/1758-9568.12047.
- Bryman, A. (2012). *Understanding research for social policy and social work: themes, methods and approaches*. policy press. https://books.google.com/books?hl=en&lr=&id=QB-LaGf05z0C&oi=fnd&pg=PP8&dq=Bryman,+A.,+2012.+Social+research+methods.+Oxford+University+Press.&ots=m6kTgEMIWW&sig=8Om9Xe5bUVucdZ-k_58UJbwhGqk
- Budriene, D., & Diskiene, D. (2020). Employee engagement: types, levels and relationship with practice of HRM. *Malaysian E Commerce Journal*, 4(2), 42–47. <https://epublications.vu.lt/object/elaba:81757092/>
- Buenzle, A. S., Peters, E. J., Mitchell, C. M., Kluth, D. A., Kormann, R. L., Leu, C. A., Gondele, S. L. (2017). Human resource management as a business unit within organizational theory. *International Journal of Management Studies*, 46 (4), 84-94. <https://www.researchgate.net/publication/275511428>
- Burke, M. J., Patel, P. R., Schraff, P. E., Stueve, C. A., Quenstedt, T. K., Hollenberg, M. M., Wilson, K. J., Webb, C. D., Balian, B. & Smith, B. A. (2016). Analyzing methods of teaching for online instruction: *Exploring five best practices and three critical trends*. *Online Journal of Distance Learning Administration*, 14(2), 31-38. <http://hdl.handle.net/2142/4007>.
- Business Performance Improvement Resource. (2020). *Employee motivation*. <https://www.bpir.com/employee-motivation/menu-id-71/measure-and-evaluate.html>
- Campbell, M. E., Fisher, E. S., Lawler, D. L., Abdo, E. N., Nicholson, B. L., Heisel, G. J., Carter, S. M. (2013). Evidence for structural job attributes associated with emotional exhaustion among low-income non-medical providers. *Social Science & Medicine*, 95, 46-54. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6737653/>
- Caponetti, A. (2012). *The correlates of work role stress with employee burnout, engagement*. University of Tennessee. https://trace.tennessee.edu/utk_graddiss/1407/
- Cardell, M., Carter, C., Vulliamy, R., Nuttall, A., Taylor, D., Burchell, B., Thomsett, K., Clancy, P., 2014. Occupational stress and health at work: Understanding patterns of risk among financial workers in South Africa. *British Journal of Industrial Relations* 52(4), 766-794. <https://pubmed.ncbi.nlm.nih.gov/34594840/>

- Carvalho, L. D. F., Martins, G. H., Gonçalves, A. P., & Sagradim, D. E. V. (2020). Pathological personality as predictor of work engagement, job satisfaction, and burnout in a community sample. *Revista Psicologia Organizações e Trabalho*, 20(1), 877-882. <http://dx.doi.org/10.17652/rpot/2020.1.16985>
- Chanana, N., & Sangeeta (2020). Employee engagement practices during COVID-19 lockdown. *Journal of Public Affairs*, 21(4), 8-25. <https://doi.org/10.1002/pa.2508>
- Chrisman, J. J., Pearce, J. L., Karpman, S. B., Jackson, M. E., Hickman, L. M., & Pierce, W. L. (2013). Employees' perception of manager support: Its link to leader behavior and outcomes. *Journal of Business & Psychology*, 28 (3), 153-165. <https://strategicjournals.com/index.php/journal/article/view/1639>
- Christian, L.A. (2015). A passion deficit: Occupational burnout and the new librarian: A recommendation report. *The Southeastern Librarian*, 62(4), 2-11. <https://digitalcommons.kennesaw.edu/seln/vol62/iss4/2>
- Collinson, A. D., Wilt, T. M., Armstrong, K., et al. (2011). Introducing socio-economic strain into models of depression: Insights from Australian occupational mental health services. *Psychological Medicine*, 41(3), 649-661. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5553319/>
- Crawford, E., LePine, J., & Rich, B. (2010). Linking job demands and resources to employee engagement and burnout: A theoretical extension and meta-analytic test. *Journal of Applied Psychology*, 95(5), 834 – 848. <https://psycnet.apa.org/record/2010-18410-002>
- Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications, Inc. https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/Creswell.pdf
- Dehejia, R. (2015). Experimental and non-experimental methods in development economics: A porous dialectic. *Journal of Globalization and Development*, 6(1), 47-69. <https://doi.org/10.1515/jgd-2014-0005>
- Deming, W. E. (2018). *The new economics for industry, government, education*. Cambridge, Massachusetts: MIT Press. [https://books.google.com/books?hl=en&lr=&id=-iZyDwAAQBAJ&oi=fnd&pg=PR7&dq=Deming,+W.+E.+\(2018\).+The+new+economics+for+industry,+government,+education.+Cambridge,+Massachusetts+Mit+Press.&ots=WbuHlaFp85&sig=11xJ2hQWQiaUXI2JkQk3fvM0IjU](https://books.google.com/books?hl=en&lr=&id=-iZyDwAAQBAJ&oi=fnd&pg=PR7&dq=Deming,+W.+E.+(2018).+The+new+economics+for+industry,+government,+education.+Cambridge,+Massachusetts+Mit+Press.&ots=WbuHlaFp85&sig=11xJ2hQWQiaUXI2JkQk3fvM0IjU)
- Dewar, J. (2020, September 24). *4 KPIs to measure employee engagement*. Sapling. <https://www.saplinghr.com/kpis-measure-employee-engagement>
- Dilmini, H. M. D., & Thalgaspitiya, U. K. (2020). Relationship between personality and job engagement: A Study of Nursing Employees of Leading Private Healthcare Organizations in Colombo District, Sri Lanka. *Vidyodaya Journal of Humanities and Social Sciences*, 5(2), 15-21. <http://dx.doi.org/10.31357/fhss/vjhss.v05i02.02>

- Eby, G. W., Nelson, T. O., Bradley, D. G., Rodefer, C. E., Glied, L. A., Nock, M. K., & Reynolds, P. W. (2016). Leaders who foster ethical workplace cultures also benefit financially. *Leadership & Organization Development Journal*, 37 (5), 31-44. <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02493>
- Edelbrock, K. R., Broome, J. H., Barnes, D. M., Blake, L. A., Harris, T. L., Kahn, R. S., Klinger, G. W., Koestner, R., Morris, D. L., Wilmer, D. E., 2002. Psychological contract at work: Theory, research, and application. *Academy of Management Review*, 27 (7), 81-96. https://hrmars.com/papers_submitted/14386/the-psychological-contract-theory-on-individual-and-work-related-outcomes-a-systematic-literature-review-slr.pdf
- Ekwelem, V., Okafor, V., & Ukwoma. (2011). Preservation of cultural heritage: The strategic role of the library and information science professionals in South East Nigeria. *Library Philosophy and Practice (e-journal)*, 562. <https://core.ac.uk/download/pdf/17248142.pdf>
- Eseadi, C., Onyishi, C. N., & Ossai, O. V. (2022). Influence of Occupational Stress on Work Engagement among Nigerian Library Personnel. *Journal An-Nafs: Kajian Penelitian Psikologi*, 7(2), 254-268. <https://doi.org/10.33367/psi.v7i2.2846>
- Faraci, P. (2018). Testing for the dimensionality of the maslach burnout inventory (MBI) on a sample of high school teachers. *Clinical Neuropsychiatry*, 15(1), 50-59. <https://www.academia.edu/download/60871168/MBI20191011-80861-c37z6y.pdf>
- Fukuzaki, T., & Iwata, N. (2021). Association between the five-factor model of personality and work engagement: a meta-analysis. *Industrial health*, 60(2), 154-163. <https://doi.org/10.2486%2Findhealth.2021-0051>
- Garba, A., & Madukoma, E. (2022). Librarians Professional Competencies And Work Engagement In Federal Universities In North West, Nigeria. <file:///C:/Users/Admin/Desktop/Naomi%202023/Youtube%20documents/780-2877-1-PB.pdf>
- Geary, J., & Hickey, B. (2019, October 16). *When does burnout begin? The relationship between graduate school employment and burnout amongst librarians. In the Library with the Lead Pipe*. <https://www.inthelibrarywiththeleadpipe.org/2019/when-does-burnout-begin/>
- Gichohi, P. (2014). The role of employee engagement in revitalizing creativity and innovation at the workplace: a survey of selected libraries in Meru County - Kenya. *Library Philosophy and Practice (e-journal)*, 1171. <http://repository.kemu.ac.ke/handle/123456789/831>
- Grailey K., Murray E., Billings, J., & Brett S. (2020). How do critical care staff respond to organisational challenge? A qualitative exploration into personality types and cognitive processing in critical care. *Plos One*, 15(1): e0226800. <https://doi.org/10.1371/journal.pone.0226800>

- Granet, K. (2017). *The business of creativity: how to build the right team for success*. Princeton Architectural Press. <https://www.perlego.com/book/1099468/the-business-of-creativity-how-to-build-the-right-team-for-success-pdf>
- Greenberg, S. A., et al. (2015). Examining psychological capital as a mediator of organizational outcomes: Results from the USA HR Scorecard Survey. *Human Resource Management Review*, 25(3), 227-241. doi: 10.1016/j.hrmr.2015.04.004.
- Gulamali, D. I. (2017). *Relationship between personality and work engagement: the role of individual traits and international experience* (Doctoral Dissertation, Kenyatta University). <https://core.ac.uk/reader/84689380>
- Gupta, N., & Gupta, A. (2020). Big five personality traits and their impact on job performance of managers in FMCG sector. *International Journal of Recent Technology and Engineering*, 8(5), 3104-3109. <https://www.ijrte.org/wp-content/uploads/papers/v8i5/E6406018520.pdf>
- Gupta, S., Iverson, J., Campion, E., Schein, G. (2014). Job stress and occupational outcomes: The role of job control, emotional exhaustion, and self-reported physical symptoms. *Human Relations*, 67 (7), 2082-2103. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0227328>
- Gyasi, R. M., Yeboah, A. A., Mensah, C. M., Ouedraogo, R., & Addae, E. A. (2019). Neighborhood, social isolation and mental health outcome among older people in Ghana. *Journal of Affective Disorders*, 259 (23), 154-163. <https://www.sciencedirect.com/science/article/pii/S0165032719313722>
- Hagen, T., De Caluwé, E., & Bogaerts, S. (2023). Personality moderators of the cross-sectional relationship between job demands and both burnout and work engagement in judges: The boosting effects of conscientiousness and introversion. *International Journal of Law and Psychiatry*, 89 (4), 101902. <https://doi.org/10.1016/j.ijlp.2023.101902>
- Halty M., Schaufeli, W., & Salanova, M. (2019). The Utrecht work engagement scale for students (uwes-9s): factorial validity, reliability, and measurement invariance in a Chilean sample of undergraduate university students. *Frontiers in Psychology*, 10 (1017). <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01017/full>
- Harris, L., & Brown, G. (2010). Mixing interview and questionnaire methods: Practical problems in aligning data. *Practical Assessment, Research, and Evaluation*, 15(1), 1-19. DOI: <https://doi.org/10.7275/959j-ky83>
- Harwell, K. (2013). Burnout and job engagement among business librarians. *Library Leadership & Management*, 27(1), 1-19. <https://pennstate.pure.elsevier.com/en/publications/burnout-and-job-engagement-among-business-librarians>
- Hau, T. C., & Bing, K. W. (2018). Relationship between big five personality traits and work engagement among private university academic staff. *International journal of education*,

- Psychology and counseling*, 3(15), 79-85. <http://www.ijepc.com/PDF/IJEPC-2018-15-06-07.pdf>
- Hongo, H., Kwanya, T., & Kiplang'at, J. (2019). Technostress among Technical University Librarians in Kenya. *Digital Technologies for Information and Knowledge Management*, 2-10. <http://repository.tukenya.ac.ke/bitstream/handle/123456789/1765/Technostress%20among%20Technical%20University%20Librarians%20in%20Kenya.pdf?sequence=1&isAllowed=y>
- Humphrey, S. E., Nahrgang, J. D., & Morgeson, F. P. (2007). We are integrating motivational, social, and contextual work design features. A meta-analytic summary and theoretical extension of the work design literature. *Journal of Applied Psychology*, 92 (5), 1332– 1356. <https://psycnet.apa.org/record/2007-12832-011>
- Huprich, J. (2007). *Burnout in academic libraries*. ALA Allied Professional Association (ALA-APA). <https://ala-apa.org/newsletter/2007/10/16/burnout-in-academic-libraries/>
- Iliffe, S., & Manthorpe, J. (2019). Job dissatisfaction, ‘burnout’ and alienation of labour: undercurrents in England’s NHS. *Journal of the Royal Society of Medicine*, 112(9), 370-377. <https://journals.sagepub.com/doi/abs/10.1177/0141076819855956>
- Ilke, I., & Warr, P. (2011). Personality and job engagement. *Journal of Personnel Psychology*, 10(4), 177-181. <https://econtent.hogrefe.com/doi/full/10.1027/1866-5888/a000045>
- Imai, K., Keele, L., & Tingley, D. (2010). A general approach to causal mediation analysis. *Psychological Methods*, 15(4), 309-334. <https://imai.fas.harvard.edu/research/files/BaronKenny.pdf>
- Ivanovic, T., Ivancevic, S., & Maricic, M. (2020). The relationship between recruiter burnout, work engagement and turnover intention: Evidence from Serbia. *Engineering Economics*, 31(2), 197-210. <http://dx.doi.org/10.5755/j01.ee.25.3.20627>
- Iweka, F., & Onoshagbegbe, E. (2018). Application and relevance of path analysis in casual modeling. *Global Journal of Arts, Humanities and Social Sciences*, 6(10), 26-50. <https://www.eajournals.org/wp-content/uploads/Application-and-Relevance-of-Path-Analysis-in-Casual-Modeling.pdf>
- Jallow, Y. A. (2020). The impact of stress management within organizations and its effects on employees’ performance. *SSRN Electronic Journal*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3703167
- Jun, W. H., & Lee, G. (2017). Comparing anger, anger expression, life stress and social support between Korean female nursing and general university students. *Journal of advanced nursing*, 73(12), 2914-2922. <https://onlinelibrary.wiley.com/doi/abs/10.1111/jan.13354>

- Jusuf, H. (2018). Understanding personality. *Journal al-Lisan*, 3(1), 45-59. https://www.academia.edu/81061006/Understanding_Personality?f_r=2672
- K'okul, F. (2001). Perceptions of Students on the Status of Guidance and Counselling in Selected Universities in Kenya for Minimizing Student Riots. <https://ir-library.ku.ac.ke/bitstream/handle/123456789/527/K%E2%80%99okul%20%20Florence%20S.%20A..pdf?sequence=3&isAllowed=y>
- Kalugho, B. A. (2018). The role of the Kenya National Library Service in the provision of information for youth empowerment in Nairobi County, Kenya. *Journal of Librarianship and Information Science*, 50(1), 88–102. <https://journals.sagepub.com/doi/abs/10.1177/0961000616662518>
- Kasa, M. (2012). Librarianship: benefits, expectations and challenges in a competitive information world. *Information Trends*, 8(1), 15 – 19. <https://www.researchgate.net/profile/Mathias-Kasa/publication/325270614>
- Kaushik, V., Walsh, C., & Lai, D. (2019). Pragmatism as a research paradigm and its implications for social work research. *Social Sciences*, 8(9). 255 – 271. 10.3390/socsci8090255.
- Kenya National Bureau of Statistics. (2021). Economic survey 2021. <https://www.knbs.or.ke/wp-content/uploads/2021/09/Economic-Survey-2021.pdf>
- Kiarie, M. A. W., Maru, L. C., & Cheruiyot, T. K. (2017). Leader personality traits and employee job satisfaction in the media sector, Kenya. *TQM Journal*, 29(1), 133-146. <https://www.proquest.com/scholarly-journals/leader-personality-traits-employee-job/docview/1855773710/se-2?accountid=145382>
- Kim, W., Ra, Y., Park, J., & Kwon, B. (2017). Role of burnout on job level, job satisfaction, and task performance. *Leadership & Organization Development Journal*, 38(5), 630-645. <http://doi.org/10.1108/LODJ-11-2015-0249>
- Kim, Y. J., et al. (2018). Antecedents and effects of emotional exhaustion on work attitudes: An examination of two generations of Kenyan bank employees. *Korean Journal of Work & Organizational Psychology*, 23(2), 163-181. https://ecommons.luc.edu/cgi/viewcontent.cgi?article=4354&context=luc_diss
- Kivunja, C. (2018). Distinguishing between theory, theoretical framework, and conceptual framework: A systematic review of lessons from the field. *International Journal of Higher Education*, 7(6), 44-53. <https://files.eric.ed.gov/fulltext/EJ1198682.pdf>
- Kivunja, C., & Kuyini, A.B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, 6(5), pp. 26-41. doi:10.5430/ijhe.v6n5p2

- Krosnick, J. A. (2018). Questionnaire design. In *The Palgrave handbook of survey research* (pp. 439-455). Palgrave Macmillan, Cham. https://link.springer.com/chapter/10.1007/978-3-319-54395-6_53
- Kumar, S. (2018). Preventing and managing burnout: What have we learned? *Biomedical Journal of Scientific & Technical Research*, 2(1), 1-4. https://www.researchgate.net/profile/Shailesh-Kumar-30/publication/324110217_Preventing_and_Managing_Burnout_What_have_we_learned/links/5bbc79d6a6fdcc9552dcb6c5/Preventing-and-Managing-Burnout-What-have-we-learned.pdf
- Kwon, K., & Park, J. (2019). The life cycle of employee engagement theory in HRD Research. *Advances in Developing Human Resources*, 21(3), 352–370. <https://journals.sagepub.com/doi/abs/10.1177/1523422319851443>
- Lawrence, B. D. (2005). Accessing public libraries: Critical issues for school librarians. *Education Librarian*, 41(3), 45-50. Retrieved from <http://jep.sagepub.com/content/39/2/155.short>
- Leephaijaroen, S. (2016). Effects of the big-five personality traits and organizational commitments on organizational citizenship behavior of support staff at Ubon Ratchathani Rajabhat University, Thailand. *Kasetsart Journal of Social Sciences*, 37(2), 104-111. <https://www.sciencedirect.com/science/article/pii/S2452315116300042>
- Lheureux, F., Truchot, D., Borteyrou, X., & Rasclé, N. (2017). The Maslach Burnout Inventory – Human Services Survey (MBI-HSS): factor structure, wording effect and psychometric qualities of known problematic items. *Le Travail Humain*, 80(2), 161–186. <https://doi.org/10.3917/th.802.0161>
- Li, J., & Xu, S. (2020). Extraversion, neuroticism, and employee voice: A conservation of resources perspective. *Frontiers in psychology*, 11 (3), 16-81. <https://doi.org/10.3389/fpsyg.2020.01281>
- Lindén, M., Salo, I., & Jansson, A. (2016). Organizational stressors and burnout in public librarians. *Journal of Librarianship and Information Science*, 50(2), 199-204. <https://journals.sagepub.com/doi/abs/10.1177/0961000616666130>
- Lofti, M., Muktar, S., Ologbo, C., & Chiemeké, K. (2016). The influence of the big-five personality traits dimensions on knowledge sharing behavior. *Mediterranean Journal of Social Sciences*, 7(1), 241-250. https://www.researchgate.net/publication/289982755_The_Influence_of_the_Big-Five_Personality_Traits_Dimensions_on_Knowledge_Sharing_Behavior
- Lubbadeh, T., (2020). Job burnout: A general literature review. *International Review of Management and Marketing*, 10(3), 7-15. https://www.researchgate.net/profile/Tareq-Lubbadeh/publication/341112394_Job_Burnout_A_General_Literature_Review/links/5ea44ba045851592d6b84ddc/Job-Burnout-A-General-Literature-Review.pdf

- Majid, U. (2018). Research fundamentals: Study design, population, and sample size. *Undergraduate Research in Natural and Clinical Science and Technology (URN CST) Journal*, 2(1), 1-7. 10.26685/urncst.16.
- Manning, G., Curtis, K., Mcmillen, S., & Attenweiler, B. (2016). *Stress: Living and working in a changing world*. Savant Learning Systems. <https://books.google.com/books/about/Stress.html?id=CYztZwEACAAJ>
- Maricuțoiu, L., & Iancu, C. (2017). Work engagement or burnout: Which comes first? A meta-analysis of longitudinal evidence. *Burnout Research*, 5 (3), 35-43. Maricuțoiu, L., & Iancu, C. (2017). Work engagement or burnout: Which comes first? A meta-analysis of longitudinal evidence. *Burnout Research*, 5, 35-43.
- Markwich, C., & Robertson-Smith, G. (2009). Employee engagement. A review of current thinking. Brighton: Institute for Employment Studies <http://www.employmentstudies.co.uk/system/files/resources/files/469.pdf>
- Martin, J. (2019). Workplace engagement of librarians and library staff. *Journal of Library Administration*, 60(1), 22-40. <https://doi.org/10.1080/01930826.2019.1671037>
- Maslach, C. (2011). Burnout and engagement in the workplace: new perspectives. *The European Health Psychologist*, 13(3), 44-47. <https://www.ehps.net/ehp/index.php/contents/article/download/ehp.v13.i3.p44/997>
- Maslach, C., & Leiter, M. (2010). Reversing burnout: How to rekindle your passion for your work. *IEEE Engineering Management Review*, 38(4), 91-96. https://www.researchgate.net/publication/239556313_Reversing_burnout_How_to_rekindle_your_passion_for_your_work
- Maslach, C., & Leiter, M. (2016). Understanding the burnout experience: Recent research and its implications for psychiatry. *World Psychiatry*, 15(2), 103-111. <https://onlinelibrary.wiley.com/doi/abs/10.1002/wps.20311>
- Mbofung, U. (2021). Impact of personal characteristics and environmental factors on librarians in university libraries in Nigeria. *International Journal of Library and Information Science Studies*, 7(3), 11-25. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3893652
- McCowan, T. (2018). Quality of higher education in Kenya: Addressing the conundrum. *International Journal of Educational Development*, 60(1), 128-137. <https://www.sciencedirect.com/science/article/pii/S0738059316300736>
- Meiyani, E., & Halim, A., & Putra, H. (2019). The relationship between Islamic leadership on employee engagement distribution in FMCG Industry, *Journal of Distribution Science*, 17(5), 19-28. <https://www.researchgate.net/profile/Aditya-Halim-Perdana-Kusuma/publication/333388621>

- Miguel-Puga, J. A., Cooper-Bribiesca, D., Avelar-Garnica, F. J., Sanchez-Hurtado, L. A., Colin-Martínez, T., Espinosa-Poblano, E., ... & Jáuregui-Renaud, K. (2021). Burnout, depersonalization, and anxiety contribute to post-traumatic stress in frontline health workers at COVID-19 patient care, a follow-up study. *Brain and Behavior, 11*(3), e02007. <https://onlinelibrary.wiley.com/doi/abs/10.1002/brb3.2007>
- Mohajan, H. (2017). Two criteria for good measurements in research: Validity and reliability. *Annals of Spiru Haret University, 17*(3), 58-82. https://mpr.ub.uni-muenchen.de/83458/1/MPRA_paper_83458.pdf
- Molina-Azorin, J. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics, 25*(2), 37-38. 10.1016/j.redeen.2016.05.001.
- Ng'eno, G. (2008). Causes of burnout among primary school teachers within Kericho Municipality, Kenya. *Journal of Technology and Education in Nigeria, 12*(2), 9-18. <https://www.ajol.info/index.php/joten/article/view/35699>
- Nicuță, E. G., Diaconu-Gherasim, L. R., & Constantin, T. (2022). How trait gratitude relates to teachers' burnout and work engagement: job demands and resources as mediators. *Current Psychology, 3*(4), 1-10. <https://doi.org/10.1007/s12144-022-04086-8>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods, 16*(1), 1-13. <https://doi.org/10.1177/1609406917733847>
- Nwachukwu, V., Abdulsalami T., & Paulina F. (2014). Availability, accessibility and use of information resources and services among information seekers of Lafia Public Library in Nasarawa State. *Information and Knowledge Management, 4*(10), 2 – 10. <https://core.ac.uk/download/pdf/234671811.pdf>
- Omosor, U. (2014). Effect of technology on librarians in academic libraries in Nigeria. *Journal of Information and Knowledge Management, 5*(2), 203 – 212. <https://www.ajol.info/index.php/ijikm/article/view/144661>
- Oosthuizen, R. M., Mayer, C. H., & Zwane, N. J. (2021). Burnout, employee engagement and self-perceived employability in the South African public sector. *SA Journal of Human Resource Management, 19* (6), 12-25. <http://dx.doi.org/10.4102/sajhrm.v19i0.1340>
- Orsborne, S., & Hammoud, M. (2017). Effective employee engagement in the workplace. *International Journal of Applied Management and Technology, 16*(1), 50–67. <https://scholarworks.waldenu.edu/ijamt/vol16/iss1/4/>
- Padavic, I. (2014). University Libraries in Transition: Charting a New Course. *ALA Editions*. <http://www.ala.org/pubs/Editions/2013/5395>

- Pandya, B., & Shah, K. (2018). A Conceptual Framework to Measure the Innovative Behaviour of Employees and To Automatically Analyze the Affecting Variables. *Journal of Research in Administrative Sciences* (ISSN: 2664-2433), 7(2), 7-13. <http://www.jraspublications.org/index.php/jras/article/view/22>
- Pérez-Fuentes, M. D. C., Molero Jurado, M. D. M., Martos Martínez, Á., & Gázquez Linares, J. J. (2019). Burnout and engagement: Personality profiles in nursing professionals. *Journal of Clinical Medicine*, 8(3), 286-301. <https://www.mdpi.com/2077-0383/8/3/286>
- Peters, G. J. (2018). The alpha and the omega of scale reliability and validity: why and how to abandon Cronbach's alpha and the route towards more comprehensive assessment of scale quality. <https://psyarxiv.com/h47fv/>
- Pijpker, R., Vaandrager, L., Veen, E., & Koelen, M. (2019). Combined interventions to reduce burnout complaints and promote return to work: A systematic review of effectiveness and mediators of change. *International Journal of Environmental Research and Public Health*, 17(1), 55. [10.3390/ijerph17010055](https://doi.org/10.3390/ijerph17010055).
- Placzek, S.B. (2001). All in a day's work. *Legal Reference Services Quarterly*, 19(1), 41-56. <https://digitalcommons.unl.edu/lawlibrary/5/>
- Rohrer, J. (2018). Thinking clearly about correlations and causation: Graphical causal models for observational data. *Advances in Methods and Practices in Psychological Science*, 1(2), 27-43. <https://journals.sagepub.com/doi/abs/10.1177/2515245917745629>
- Rožman, M., Treven, S., & Cingula, M. (2018). The impact of behavioral symptoms of burnout on work engagement of older employees: the case of Slovenian companies. *Naše gospodarstvo/Our economy*, 64(3), 3-11. <http://dx.doi.org/10.2478/ngoe-2018-0013>
- Salvagioni D., Melanda F., Mesas, A., González, A.D., & Gabani F. (2017). Physical, psychological and occupational consequences of job burnout: A systematic review of prospective studies. *Plos One*, 12(10): e0185781. <https://doi.org/10.1371/journal.pone.0185781>
- Salyers, M. P., Watkins, M. A., Painter, A., Snajdr, E. A., Gilmer, L. O., Garabrant, J. M., & Henry, N. H. (2019). Predictors of burnout in public library employees. *Journal of Librarianship and Information Science*, 51(4):974-983. <https://doi.org/10.1177/0961000618759415>
- Saunders, M., Lewis P., & Thornhill, A. (2009). *Research Methods for Business Students* (5th ed). Prentice-Hall. <https://www.academia.edu/23374295>
- Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research methods for business students*. Pearson. [https://www.scirp.org/\(S\(351jmbntvnsjt1aadkposzje\)\)/reference/ReferencesPapers.aspx?ReferenceID=2397725](https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/ReferencesPapers.aspx?ReferenceID=2397725)

- Schaufeli, W. (2017). General engagement: Conceptualization and measurement with the Utrecht general engagement scale (UGES). *Journal of Well-Being Assessment*, 1(1), 9–24. <https://link.springer.com/article/10.1007/s41543-017-0001-x>
- Schermer, J., Krammer, G., Goffin, R., & Biderman, M. (2020). Using the 16PF to test the differentiation of personality by intelligence hypothesis. *Journal of Intelligence*, 8(1), 12-18. <https://www.mdpi.com/2079-3200/8/1/12>
- Sheesley, D.F. (2001). Burnout and the academic teaching librarian: An examination of the problem and suggested solution. *Journal of Academic Librarianship*, 27(6), 447-451. <https://www.sciencedirect.com/science/article/abs/pii/S0099133301002646>
- Shirina, S., Sharma, R., Agarwal, R. N., & Sao, A. (2022). Factors affecting employee engagement in higher education institution-An empirical study in NCR. *Journal of Information and Optimization Sciences*, 43(7), 1779-1800. <https://doi.org/10.1080/02522667.2022.2128533>
- Shupe E., Wambaugh, S.K., & Bramble, R.J. (2015). Role-related stress experienced by academic librarians. *Journal of Academic Librarianship*, 41(3), 264-269. <https://www.sciencedirect.com/science/article/abs/pii/S0099133315000579>
- Sivanandan, N. K., (2010). Employment discrimination against ethnically distinct nationalities: Its historical background and contemporary manifestation in Trinidad and Tobago. *Doctoral dissertation, Department of Psychology, University of Toronto*. Abstract available online at <http://ir.utoronto.ca/95573>.
- Sivanandan, N. K., Gomez, C. P., Haile, D. Y., (2011). Emotional labor in an environment of international cultural heterogeneity: *Findings from research on Caribbean development workers*. *Work & Occupations*, 37(2), 293-318. Published ahead of print June 18, 2019, doi: 10.1177/0006345911748656.
- Society for Human Resource Management. *2016 Employee job satisfaction and engagement report*. <https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/documents/2016-employee-job-satisfaction-and-engagement-report.pdf>
- Songeya, L. (2013). Students' perceptions of job satisfaction in senior secondary schools in Tanzania. *Educational Research Review* 15(2), 64-75. https://www.academia.edu/45463953/Leadership_Styles_and_Teachers_Job_Satisfaction_in_Tanzanian_Public_Secondary_Schools
- Sosnowska, J., Hofmans, J. and de Fruyt, F. (2020), Revisiting the neuroticism – performance link: A dynamic approach to individual differences. *Journal of Occupational and Organizational Psychology*, 93 (4), 495-504. <https://bpspsychub.onlinelibrary.wiley.com/doi/abs/10.1111/joop.12298>
- Spring. (2020). *Testing mediation with regression analysis*. http://www.web.pdx.edu/~newsomj/semclass/ho_indirect.pdf

- Storm, K., & Rothmann, S. (2003). The relationship between burnout, personality traits and coping strategies in a corporate pharmaceutical group. *SA Journal of Industrial Psychology*, 29(4), 35 – 42. <https://journals.co.za/doi/abs/10.10520/EJC88979>
- Stroebe, W., Stroebe, M., Abakoumkin, G., & Schut, H. (1996). The role of loneliness and social support in adjustment to loss: a test of attachment versus stress theory. *Journal of personality and social psychology*, 70(6), 1241. Stroebe, W., Stroebe, M., Abakoumkin, G., & Schut, H. (1996). The role of loneliness and social support in adjustment to loss: a test of attachment versus stress theory. *Journal of personality and social psychology*, 70(6), 1241.
- Suarez, F., & Montes, J. (2020). Building organizational resilience. *Harvard Business Review*. <https://hbr.org/2020/11/building-organizational-resilience>
- Sulaiman, W., Shahrazad, W., & Zahoni, N. (2016). Validation of the Utrecht work engagement scale (UWES) in the Malaysian context. *International Journal of Social Science and Humanity*, 6(9), 672-676. <https://www.researchgate.net/profile/Wan-Shahrazad-Wan-Sulaiman/publication/289568942>
- Suleman, Q., Hussain, I., Shehzad, S., Syed, M. A., & Raja, S. A. (2018). Relationship between perceived occupational stress and psychological well-being among secondary school heads in Khyber Pakhtunkhwa, Pakistan. *Plos One*, 13(12), e0208143. <https://doi.org/10.1371/journal.pone.0208143>
- Sun, L., & Bunchapattanasakda, C. (2019). Employee engagement: A literature review. *International Journal of Human Resource Studies*, 9(1), 63-80. <https://ideas.repec.org/a/mth/ijhr88/v9y2019i1p63-80.html>
- Suryani, A. (2013). Comparing case study and ethnography as qualitative research approaches. *Jurnal ILMU KOMUNIKASI*, 5(1), 117-128. 10.24002/jik.v5i1.221.
- Sutapa, I. N., & Edi, I. A. I. (2021). *Employee Engagement Index: A Case Study of Academic Support Staff of Higher Education* (Doctoral dissertation, Petra Christian University). <https://doi.org/10.2991/assehr.k.220303.078>
- Swan, J. L., Corboy, D. W., Helbing, K. D., Teasdale, T. G., Redford, S. J., Strauman, A. S., Willig, R. H., Keeler, S. & Shelden, S. E. (2012). Unmet Needs and Public Library Service Delivery in Small Cities in Developing Countries. *Journal of Urban Research*, 39(1), 49-58. <https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=5809&context=etd>
- Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in science education*, 48(6), 1273-1296. <https://link.springer.com/article/10.1007/s11165-016-9602-2>
- Taherdoost, H. (2016). Sampling methods in research methodology: How to choose a sampling technique for research. *International Journal of Academic Research in Management*, 5(2), 18-27. 10.2139/ssrn.3205035.

- Taherdoost, H. (2016). Validity and reliability of the research instrument; How to test the validation of a questionnaire/survey in a research. *International Journal of Academic Research in Management*, 5(3), 28-36. [10.2139/ssrn.3205040](https://doi.org/10.2139/ssrn.3205040).
- Taris, T. W., Ybema, J. F., & van Beek, I. (2017). Burnout and engagement: Identical twins or just close relatives?. *Burnout research*, 5 (2), 3-11. <https://doi.org/10.1016/j.burn.2017.05.002>
- Te Brake, H., Bouman, A., Gorter, R., Hoogstraten, J., & Eijkman, M. (2007). Professional burnout and work engagement among dentists. *European Journal of Oral Sciences*, 115(3), 180–185. <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1600-0722.2007.00439.x>
- Thomas, M., Kohli, V. & Choi, J. (2014). Correlates of job burnout among human services workers: Implications for workforce retention. *Journal of Sociology & Social Welfare*, 31(4), 1-15. <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=4993&context=libphilprac>
- Toyin, D. (2016). The effect of stress on professional librarian's job performance in Nigerian university libraries. *Library Philosophy and Practice (e-journal)*, 1431. <http://digitalcommons.unl.edu/libphilprac/1431>
- Tran, Q. (2018). Employee Engagement How does the organization increase engagement? – From the viewpoint of HR representatives in Finland. Åbo Akademi University. <https://core.ac.uk/download/pdf/153495565.pdf>
- Uher, J. (2017). Basic definitions in personality psychology: challenges for conceptual integrations. *European Journal of Personality*, 31(5), 572-573. <https://eprints.lse.ac.uk/87730/>
- Upadyaya, K., Vartiainen, M., & Salmela-Aro, K. (2016). From job demands and resources to work engagement, burnout, life satisfaction, depressive symptoms, and occupational health. *Burnout Research*, 3(4), 101–108. <https://doi.org/10.1016/j.burn.2016.10.001>
- Varpio, L., Paradis, E., Uijtdehaage, S., & Young, M. (2019). The Distinctions Between Theory, Theoretical Framework, and Conceptual Framework. *Academic Medicine*, 95(7), 989–994. <https://doi.org/10.1097/acm.0000000000003075>
- Varpio, L., Paradis, E., Uijtdehaage, S., & Young, M. (2020). The distinctions between theory, theoretical framework, and conceptual framework. *Academic Medicine*, 95(7), 989-994. <https://www.ingentaconnect.com/content/wk/acm/2019/00000095/00000007/art00021>
- Vermooten, N., Boonzaier, B., & Kidd, M. (2019). Job crafting, proactive personality, and meaningful work: Implications for employee engagement and turnover intention. *SA Journal of Industrial Psychology*, 45(1), 1-13. http://www.scielo.org.za/scielo.php?pid=S2071-07632019000100017&script=sci_arttext
- Villavicencio, A., Jurado, S., & Valencia, A. (2015). Work engagement and occupational burnout: Its relation to organizational socialization and psychological resilience. *Journal of*

- Behavior, Health & Social Issues*, 6(2), 45-55.
<https://www.sciencedirect.com/science/article/pii/S2007078015300043>
- Wang, P., & Walumbwa, F. O. (2007). Family-Friendly Programs, Organizational Commitment, And Work Withdrawal: The Moderating Role of Transformational Leadership. *Personnel Psychology*, 60(2), 397-427. <https://www.proquest.com/scholarly-journals/family-friendly-programs-organizational/docview/220132975/se-2?accountid=145382>
- Wangenge-Ouma, G., & Nafukho, F. (2011). Responses to conditions of decline: The case of Kenya's public universities. *Africa Education Review*, 8 (1), 169-188.
<https://www.tandfonline.com/doi/abs/10.1080/18146627.2011.586163>
- Waweru, N. M., Gachunga, H., & Kihoro, J. M. (2020). Effect of Principals' Relationship Management On The Organizational Commitment Of Teachers In Secondary School In County Governments In Kenya. *Independent Journal of Management & Production*, 11(7), 2755-2777. <http://dx.doi.org/10.14807/ijmp.v11i7.1030>
- Western Governors University. (2019). Workplace burnout: causes, effects, and solutions. <https://www.wgu.edu/blog/workplace-burnout-causes-effects-solutions1906.html#close>
- Williams, R. A. (2020). *Ordinal regression models*. SAGE Publications Limited. Williams, R. A., & Quiroz, C. (2020). *Ordinal regression models*. SAGE Publications Limited.
- Williamson, J., & Lounsbury, J. (2016). Distinctive 16 PF personality traits of librarians. *Journal of Library Administration*, 56(2), 124-143.
<https://www.tandfonline.com/doi/abs/10.1080/01930826.2015.1105045>
- Woo, T., Ho, R., Tang, A., & Tam, W. (2020). Global prevalence of burnout symptoms among nurses: A systematic review and meta-analysis. *Journal of psychiatric research*, 123 (3), 9–20. <https://www.sciencedirect.com/science/article/pii/S0022395619309057>
- Yin, N. (2017). The effect of job engagement on job burnout and job performance: the moderating effect of organizational justice. *International Journal of Business and Management*, 12(5), 177-177. <http://dx.doi.org/10.5539/ijbm.v12n5p177>. <http://hdl.handle.net/10400.14/22733>
- Young, H. R., Glerum, D. R., Wang, W., & Joseph, D. L. (2018). Who are the most engaged at work? A meta-analysis of personality and employee engagement. *Journal of Organizational Behavior*, 39(10), 1330-1346. <https://doi.org/10.1002/job.2303>
- Zhang, X., Bai, X., Bian, L., & Wang, M. (2021). The influence of personality, alexithymia and work engagement on burnout among village doctors in China: a cross-sectional study. *BMC Public Health*, 21 (4), 1-13. <https://doi.org/10.1186/s12889-021-11544-8>
- Žukauskas, P., Vveinhardt, J., & Andriukaitienė, R. (2018). *Management Culture and corporate social responsibility*. BoD–Books on Demand. <https://books.google.com/books?>

APPENDICES

Appendix I: Introductory Letter

Dear Respondent

I am a Master's student in the Department of Information Science at the Kenya Methodist University (KEMU), pursuing a Master's Degree in Information Science. I am undertaking research on "occupational burnout, personality and employee engagement at selected university libraries in coast region in Kenya". This study is in partial fulfillment for the award of Master of Science in information science at the fore mentioned university. The study is purely for academic purposes and any information collected for this study. I am kindly requesting you to be part of the study by filling in the questionnaire provided. Your participation will be highly appreciated and I wish to thank you in advance.

Thank You

Stephen Kuyabi Magori

Appendix II: Questionnaires for Senior Staff Members

Section One: Demographic Data

1. Please state your age:

Age: _____ years

2. Please select your gender from the options below:

a. Male [] b. Female []

3. Please indicate your highest qualification level from the following options:

a. Master's degree []

b. Bachelor's degree with honors []

c. Non-honors bachelor's degree []

d. Higher National Diploma []

4. Marital Status

a. Single []

b. Married []

c. Divorced []

5. How long have you been working in the library?

a. Less than 1 year []

b. 1-2 years []

c. 3-5 years []

d. 6-10 years []

e. 11 years and above []

6. Designation/Position held _____

7. Satisfactory experience with your current work, kindly tick accordingly.

Strongly Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied

Section Two: Experiences with Burnout

To what extent do you agree with the following statement regarding burnout.

Statement regarding burnout	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I have felt burned out from work in the past year					
I always set up weekly goals					

I'm comfortable with computerized systems					
I always find the energy to meet people after work					
I have experienced physical and emotional stress in the past year					
frustration has hindered the quality of my performance in the past					

Section Three: Experiences with Employee Engagement

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I am proud to work for my library					

I'm happy with employee rewarding system					
I'm motivated to work with others					
I feel like I may be rewarded for my work input					
I feel my job is benefiting me					

Section Four: Personality

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I am a people person					
I always work late					

I often exercise					
Our administration is supportive					
At work there are sufficient resources					
I prefer working as a team.					

Section Five: Job satisfaction

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree(3)	Agree (4)	Strongly agree (5)
I am satisfied with support from peers					

My personality influences work delivery.					
I engage in sporting activities outside work					
Management reduces performance hurdles					
I often leave work late					
I would prefer shifting work environment after every year					

Appendix III: Interview Guide for Senior Staffs

1. What is your gender?

Male	Female

2. Highest Education level

Primary school or below	Secondary school	Tertiary education (university/college)

3. Marital Status

Yes	No

4. Marriage period, if married.

Less than 1 year	1-2 years	3-5 years	5 -10 years	10 years and above

5. Satisfactory experience with your current work Strongly Unsatisfactory	Unsatisfactory	Neutral	Satisfactory	Very Satisfactory

Section Two: Experiences with burnout.

1. What's your opinion on setting daily or weekly work-related goals?
2. What is your take on computerized systems in your department?
3. What would be your response in relation to emotional exhaustion?
4. What's your response in regard to frustration in your department?

Section Three: Experiences with employee engagement

1. How are the current employee rewarding system favor you?
2. How do you feel engaging and working with your fellow librarians?
3. What's your take in relation to sharing job positions in your library with your friends?
4. How satisfied are you with our current benefits and compensation policy in your department?

Section Four: Comments on burnout, personality, and employee engagement

1. What would be your response on engaging in any sports activities during your weekends and off days?
2. How has the management provided adequate resources to enable you to perform effectively at your workstations?
3. What would be your response on working late due to workload or stretching expectations?
4. How well are career advancement opportunities available to you?

Appendix IV: Introductory Letter



KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya
Tel: 254-064-30301/31229/30367/31171

Fax: 254-64-30162
Email: deanrd@kemu.ac.ke

DIRECTORATE OF POSTGRADUATE STUDIES

August 4, 2022

Commission Secretary,
National Commission for Science, Technology and Innovations,
P.O. Box 30623-00100,
NAIROBI.

Dear Sir/Madam,

RE: STEPHEN KUYABI MAGORI – (REG. NO. ISK-3-2011-3/2019)

This is to confirm that the above named is a bona fide student of Kenya Methodist University, in the School of Science and Technology, Department of Information Science undertaking a Masters' Degree in Information Science. He is conducting research on "Occupational Burnout, Personality and Employee Engagement at Selected University Libraries In Coast Region in Kenya".

We confirm that his research proposal has been presented and approved by the University.

In this regard, we are requesting your office to issue a research license to enable him collect data.


Any assistance accorded to him will be appreciated.

Thank you

Dr. John Muchiri, Ph.D.
Director, Postgraduate Studies


Cc: Dean SST

Appendix V: Research Permit



REPUBLIC OF KENYA
National Commission for Science, Technology and Innovation

Ref No: **530581**



**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION.**

Date of Issue: **17/August/2022**

RESEARCH LICENSE




This is to Certify that Mr., Stephen Kuyabi Magori of Kenya Methodist University, has been licensed to conduct research in Mombasa on the topic: OCCUPATIONAL BURNOUT, PERSONALITY AND EMPLOYEE ENGAGEMENT AT SELECTED UNIVERSITY LIBRARIES IN COAST REGION IN KENYA for the period ending : 17/August/2023.

License No: **NACOSTUP/22/19702**

Applicant Identification Number: **530581**

Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.