

**EMPLOYEE ENGAGEMENT AND EMPLOYEE PERFORMANCE IN PUBLIC  
SECONDARY SCHOOLS IN NYERI COUNTY, KENYA**

**ESTHER WANJIKU KAGO**

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## DECLARATION

This is my research project, and it has never been submitted for a degree or other award at another university.

Signature ..... Date .....

**Esther Kago**

**D53/NYI/PT/39631/2016**

I confirm that this research project has been developed by the student under my supervision as the university appointed supervisor.

Signature ..... Date: .....

**Dr. Rosemarie Wanyoike (PhD)**

Department of Business Administration

School of Business,

Kenyatta University.

## **DEDICATION**

This research project is dedicated to my son Vincent Kago and my lovely family for financial aid, appreciation, moral support, prayers and for their contributions.

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## **ABBREVIATION AND ACRONYMS**

<b>ANOVA</b>	Analysis of Variance
<b>EPF</b>	Education Production Function
<b>GOF</b>	Goodness of Fit
<b>JD-R</b>	Job Demand Resources
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KNUT</b>	Kenya National Teachers Union
<b>KUPPET</b>	Kenya Post-Primary Education Union
<b>PPMC</b>	Pearson Product Moment Correlation
<b>PSR</b>	Public Service Reforms
<b>PTA</b>	Parents Teachers Association
<b>SDT</b>	Self Determination Theory
<b>SEM</b>	Structural Equation Model
<b>TCSAP</b>	Teachers Characteristics and Students Academic Performance
<b>TSC</b>	Teachers Service Commission

## OPERATIONAL DEFINITION OF TERMS

<b>Employee Engagement</b>	Employees' willingness to go the additional mile, believe in the organization and what it stands for, and work hard to help it thrive. The rewards system, employee empowerment, and interpersonal skills are used to operationalize employee engagement.
<b>Employee Performance</b>	Completion of assigned tasks effectively and efficiently for purposes of contributing to overall organizational goal achievement. Efficiency, responsiveness, availability and competence were the proxies of employee performance
<b>Employee Empowerment</b>	The motivational practice that aims to increase the performance by increasing the opportunities of participation and involvement in decision making. Job autonomy and job flexibility were used as the indicators of employee empowerment.
<b>Reward System</b>	Compensation to employees through the work done. It includes intrinsic and extrinsic rewards
<b>Interpersonal Skills</b>	Relating cordially between teachers and students. It involved teamwork and communication in this study
<b>Teachers Performance</b>	Ability of teachers to carry out their duties effectively and through the utilization of the required resources. Teacher's performance was measured through efficient utilization of resources, responsiveness, availability and competence level.

## ABSTRACT

Nyeri County general data on the teachers competence and professionalism between the year 2015 and 2019 has been on the decline. Nyeri County is thus representative of many other similar counties in Kenya, where low levels of change, a lack of competency, and instructor ineptitude have been regularly observed. The mean scores of pupils are an indication of the practices of teachers and, more precisely, how the school administration, TSC, and the Ministry of Education handle the Human Resource aspects of the teachers. The relationship between teachers engagement on their performance in Nyeri County is not clear since scanty of empirical literature done have presented a contradicting findings and diverse operationalization of the study variables. The study's overall goal was to determine the impact of employee engagement on teacher performance in public secondary schools in Nyeri County, Kenya. The specific objectives were to determine the impact of rewards on teacher performance in public secondary schools in Nyeri County, Kenya, the impact of employee empowerment on teacher performance in public secondary schools in Nyeri County, Kenya, the impact of interpersonal relationships on teacher performance in public secondary schools in Nyeri County, Kenya, and the mediating effect of training on the relationships. Self-determination Theory, Herzberg two factor theory and Job Demands Resource Theory were used to explain the variables interaction. Descriptive research design was used and unit of analysis were 311 public secondary school teachers in Nyeri County. The unit of analysis was 175 secondary school teachers. A sample of 175 teachers through stratified and simple random sampling were used. Semi-Structured questionnaire was used to collect primary data. Construct and content validity tests were carried out. Reliability was tested through the use of Cronbach Alpha and a threshold of 0.7 was accepted. Quantitative analysis used to analyse closed ended questions. Qualitative analysis was used to analyse open ended questionnaires. Tables and figures were used to present both qualitative and quantitative data. The results indicated that the teachers are dissatisfied with their current pay and do not get overtime benefits. The study found that welfare services from their employer such as health services, housing, security, educational and recreational services was below the expectations. The results indicates that teachers in majority of the schools fully attend to their duties with minimum supervision. As a united community working to assist student academic success, empowerment encourages team members to learn about themselves and others so that they may relate, engage, and contribute more effectively. The instructor-student relations and connection has long been thought to have a substantial impact on the teacher's growth and achievement. The findings found that instructors who have positive social relationships with their colleagues and principal, as well as high-performing peers, had a much better probability of achieving high performance levels. According to the findings, reward played a substantial role in explaining changes in employee performance. Employee empowerment improved employee performance in a substantial way. According to the findings, there is a substantial link between interpersonal relationships and employee performance. Teachers' basic salaries should be enhanced to motivate them more, which will strengthen their dedication.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Increasing global competition and demand for technology oriented services means that employers need to be more agile, learner and efficient (O'Byrne, 2013). High performing companies have remained based on employee input, economic climate, and as a result, have generated positive business results through improved levels of employee engagement (Werhane, 2012). Attractive and competitive businesses are actively working to maximize the value of their human capital (Vipinosa, 2015). In a company on the global business platform, workers who are devoted, competent, and engaged are the most priceless asset. Leaders in both profit and non-profit making know that it is necessary for growth and sustainability to have a high-performing workforce and have recognized that an extremely engaged workforce will increase creativity, production and efficiency (Demin, 2003).

Employees who are not recognized and rewarded for their achievements are lost to competitive institutions (Aspinwall, Sampaio & Rodrigues, 2014). This has a long-term impact on the growth of these institutions, raising the expense of hiring, training and advancement of new workers. If companies want to thrive, they should engage and treat workers fairly and competitively in order to attract them.. If employees are not satisfied there's no way an institution can achieve its success (Lalli, 2015). Teachers are also employees who make decision for students in various schools. To make effective judgements, teachers must consider the different ways in which pupils' learning will unfold as a result of economic growth, cognitive differences, language and cultural issues, as well as individual dispositions, inclinations, and learning techniques. Furthermore, teachers must understand how to gather extra information in order to get foundational understanding about these areas

of learning and achievement, which will enable them to make more informed decisions as to what is going on and what tactics might be effective.

Above all, teachers should make decisions with the best interests of the children in heart (Bransford, Darling-Hammond, & LePage, 2005). In Canada and others, educational reform has set lofty goals for student learning. While many elements contribute to accomplishing these goals, recent research reveals that one of the most important aspects influencing student performance is what instructors know and can do (Fullan, Hill & Crevola, 2006). Teachers and students must work together creatively to interpret and develop training goals and theoretical concepts into successful classroom and school activities, as well as to establish a learning environment.

Learning institutions around the world face intensified competition, technological advances, mobilization, political and economic changes (Evans, Pusik & Barsoux, 2015) and it is therefore necessary for schools and higher education institutions to encourage and reward their workers in order to compete globally. Chen (2010) argued that Chinese middle schools teachers are generally satisfied with their job when job satisfiers are met which includes; Working conditions (e.g. college status, school power, resource availability), leadership and teamwork opportunities, while job dissatisfaction was found to have to do with teacher pay, workload and stress and growth opportunities.

Warm, open, enthused, and compassionate, opportunity to define the highest standards of every student, able to alter gears and versatility, an utter lack of teaching, a cooperation, a skilled commander, and a love of learning are among the nine behaviors/characteristics of an excellent teacher in Nigeria, according to Orlando (2013). The success of teachers seems to be a nagging concern in education. A number of scholars, Ajayi and Afolabi (2012), pointed

to teachers' poor performance. Bad teacher productivity can be caused by a variety of things, and it can also have a detrimental impact on student achievement, which is one of the consequences of poor teacher quality. On a daily basis, teachers make difficult judgments that require a variety of abilities and judgment, and that may have high-stakes ramifications for kids' futures, requiring additional work (Stride, Wall & Catley, 2007).

Locally, in Kenya, Njagi (2013) posited that age, gender, professional skills and teaching experience of teachers have influenced academic achievement. Makewa, Role, Too and Kiplagat, (2012) noted that high-performance school teachers rated attitudes towards mathematics, methodology of teaching, dedication, preparing and using learning resources, measuring and analyzing in low-level schools is better than their peers. Maicibi (2005) stressed that good leading was the only tool that teachers in high schools needed to work effectively.

### **1.1.1 Employee Performance**

According to Reddy and Karim (2014) employee performance entails the completion of work with the desirable set of actions and resources contributing to overall organizational goal achievement. In addition, employee performance can be said to be the completion of errands by individuals within a required period to achieve the goals of an organization. Osibanjo, Adeniji, Falola and Heirsmac (2014) observed that employee performance is the sum of abilities, motivation, perceptions, and efforts of doing a task.

There are various indicators for measuring employee performance including, how much work done by an employee, in percentage, must be redone or is rejected by the organization. Customer satisfaction is another metric which is measurable through an analysis of customer

feedback and the number of loyal clients of an organization. Timeliness is another aspect that can be used to determine employee performance, it can be measured by determining how much time an employee takes to accomplish certain work. Tardiness or absenteeism is another metric which is measured by how many times employees do not show up for work. Other metrics include employee comprehension of organizational goals and his roles and employee self-management capabilities (Odunlami & Matthew, 2014).

Finally, achievement of goal objectives set by the organization. For instance, when an employee surpasses his set targets, then he is a high performer, and when he does not reach his targets, then he is a low performer (Shilongo, 2013). A ratio of inputs to outputs can be used to assess employee performance (Ajayi & Afolabi, 2012). Teachers' performance in the high school system, according to the Teachers Service Commission (2019). KPIs is measured in terms of teachers competence, reforms and innovation in the provision of services, integrity, professionalism and teaching quality. The current study will use teacher's competence, innovation in provision of services, integrity and professionalism in the provision of services as the proxies of teachers performance in public secondary schools.

### **1.1.2 Employee Engagement**

Employee engagement refers to employees' willingness to go above and beyond, as well as their belief in the company and what it stands for, in order to help the firm flourish. Employees who are engaged are hard at work, enthusiastic about their jobs, and committed to them. According to Lazonick, organizations around the world do not find a match between their profits, productivity, and worker motivation in the workplace (2014). Some of the leaders of these multinational organisations are also seeking to match the approach of the organizations with the organizations' talent strategy.

In their opinion, a good support policy built by employers, Deci and Ryan, (2007), demonstrates the concern about the feelings and needs of employees. Both the employer and employees should establish a constructive contact and feedback system to reach organizational objectives and ultimate success of the organization. An undeniable dominant source of competitive advantage at all levels is employee engagement. The maintenance of a higher-quality workforce is therefore the secret to success and the way to create a competitive edge in the global scenario (Schwartz, 2011). A global study conducted reveals that fewer than half of workers employed globally (46 percent) actually favor organisations that earn remuneration for what they actually do in the workplace on a regular basis. The study also finds that while the organization's dedication to enhancing employee engagement is significantly marginally increased, the overall net change in the average view of employees on engagement is negative. In the last year, however, the expectations of tools and activities that encourage a general culture of employee engagement worldwide have plummeted (Hewitt, 2015). The study focuses on the contribution of employee engagement of different characteristics that influence the performance of employees defined by Anittha (2014), including: reward, training, interpersonal relationship, and empowerment of employees.

In better-engaged workers, better job output is observed. To sustain the dedication, workers need input and constructive re-strengthening. On the other hand, appreciation is said to be important when it comes to motivation and interaction (Muchai, 2012). Reward, adequate company benefits and gratitude will lead to building trust between workers and management (Wachira, 2013). Recognizing workers and giving them benefits is a key step in engaging them, according to Saks and Rotman (2006). Employee benefits strengthen the sense of attachment and a great relationship with the company, resulting in increased loyalty. In the public sector, the rewards system comprises: loan programs, medical care, car and compound

loans. Workers' level of involvement is affected by the absence of vacation pay and promotions, pay and beneficiary programs in the present public sector. Regrettably, the financing program is based on the value of the outcomes rather than the weight of the results (Wallace& Trianka,2009).The incentive systems can sometimes be dangerous and sometimes lead to the disengagement of employees, especially those who do not worthy of such incentives (Soane, Truss, Alfes, Schantz, Rees &Gantenby, 2012). (Soane, Truss, Alfes, Schantz, Rees &Gantenby, 2012).

Interpersonal interactions with friends, supervisors and consumers are the key factor in employee participation around the world (Hewitt, 2015). (Jean-Claude, 2015). It is clearly shown that positive relationships encourage jobs while negative relationships are an obstacle to employee engagement (Perryman&Hayday, 2004). Robinson (2006) echoes the dedication and efficiency and extra hard work of workers who work under less strain and independence. It is also established that employee engagement aspects, including salaries and pay, are contributory to the performance of service organisations, including working conditions; alliances of co-worker teams; leadership; solid processes, policies and regulations (Robertson & Cooper, 2010).

Empowerment is an important and essential part of performance, productivity and development in all companies (Hunra,UHaq,Akbr& Yosaf,2011). Employee participation is viewed as a motivational approach aimed at expanding contact chances and promoting productivity and involvement in decision-making. It primarily focuses on boosting employees ' motivation, making decisions, and removing any barriers between employees and higher management (Meyerson &Dewettinck, 2012). Giving an employee judgment powers as well as delegating management tasks to other employees are all examples of

empowerment (Saif&Saleh,2013). Emissions have been defined previously as authorizing an organization's employees to handle issues relating to their day-to-day work.

The literature mentions the advantages of employee empowerment. Jacqueline(2014) said that employees motivated are likely to build positive feelings of authority and power to apply the know-how and skills needed to satisfy customers. In an effort to encourage and empower the workforce, the empowerment program strengthens the appreciation and status of empowered employees by managers, in the end. They cultivate constructive thinking and aspire to do their best in the workplace (Wadhwa &Verghese,2015). Furthermore, Ripley&Ripley(2012) discovered that empowered increased workers' readiness to stick to a routine, increased their job happiness, increased their commitment and productivity, and decreased their revenue intents.

Ramalibana(2009) argued that only through the jobs of skilled facilitators in the sector can quality service delivery be achieved. It can be inferred that by providing quality services resulting from structured training and development, improved organizational efficiency can be improved. Training opportunities for career growth involves employees in achieving and maintaining improved results. Education accelerates customer service quality, precise expectations, and productivity in an organizational setting. It also raises interest among staff and allows them to put more effort into it. In exchange, this improves their competence, resulting in increased output and efficiency of the organization. The involvement of a company in training and development in increasing employees' ability and effectiveness in their tasks is very necessary and mandatory to increase productivity. Psychological theories suggest that employee leadership and coaching is highly important because it affects intuitive instruments that require knowledge and experience in order to produce performance (Murphy &DeNisi, 2008).

### **1.1.3 Public Secondary Schools in Nyeri County**

In central Kenya, Nyeri County is located. The biggest town is Nyeri, the capital of the district. It is made up of 6 municipalities and 30 electoral divisions and has a population of 759,164 and 2,361 km<sup>2</sup> (KNBS 2019). The county is on Mount Kenya's southwestern side. Mainly Kikuyu ethnicity are local people. The best performing secondary school in Nyeri County in 2019 KCSE examinations was Kagumo High School. It had an average mean score of 8.99 and was number 25 nationally. The top student in the county from the same school scored 82 points. The second and third positions were scooped by Bishop Gatimu Ngandu and St Mary's Boys Nyeri High school; respectively (MOH, 2019). These was a reflection of poor teachers competence, poor reforms, lack of innovations in utilization of resources and lack of professionalisms (MOE, 2019)

The County has 31,242 boys and 31,959 girls in high schools. The net enrolment rate is 95% and the gap between boys and girls is considered negligible. The finish rate is 86.2%, while the retention rate is 89%. There are more than 175 secondary schools in Nyeri County categorized into National, extra county and county secondary schools (See Appendix I). Study by Githui (2019) in the County of Nyeri revealed that there are deficiencies in the supervision of the teaching staff which lead to poor student results. The deficiencies include inadequate supervision methods that lead to poor contact between teachers and principal, a lack of principal visits and evaluation by the directors to perform adequate class visits and improve the teaching approach and lessons and poor provision of learning support to enhance student learning. Academic performance in the five-year (2015-2019) Kenya Certificate of Secondary Education exams in government secondary schools in Nyeri County had been declining (MOE, 2019)

## **1.2 Statement of the Problem**

Most schools in Nyeri County have reported poor principal-teacher contact, principals' failure to conduct proper class inspection and inspection, which improves teaching techniques and classroom learning environment, and poor availability of learning aids to boost learning outcomes (Githui, 2019). These factors hinder the efficacy of school administration in carrying out their responsibilities, which include the effective and efficient delivery of educational services. Poor Performance of teachers has contributed drop in the number of public secondary schools in Nyeri County appearing in the top 100 schools in Kenya from 6 schools in 2014 to 4 schools in 2019. The teacher's effectiveness and, more specifically, how well the school administration, TSC, and the Education ministry handle the Human Capital aspects of the teachers, are reflected in the mean academic achievement of students. Despite the significance of employee engagement in teachers ' performance, empirical research on the impact of employee engagement on teacher performance is limited.

Kilonzo, Were, and Odhiambo investigated the impact of employee involvement on teacher performance in secondary schools in Machakos County, Kenya (2018). There is a strong link between employee involvement and effective teaching, according to the data. Worker engagement is characterized using job burnout, job requirements, work engagement, and employee engagement, while instructor effectiveness was measured using result and effectiveness. In addition, in East African Portland Cement Company limited, Tarus (2015) assessed perceived relationships between the involvement and performance of employees. The study found insignificant relationship between employee engagement and employee performance. The proxies of employee engagement under Tarus (2015) study were; training and development, salary and wages, job security, and performance appraisal while those

under employee performance were; self-evaluation, punctuality, meeting set targets, teamwork and peer rating.

In the two studies of Kilonzo, Were and Odhiambo (2018) and Tarus (2015), employee engagement was used to predict employee performance. However, overall research results were diverse, which could have been due to methodological, contextual, and conceptual differences, necessitating additional research to close the gaps. Even though the unit of observation was employees, neither study had a universal approach for evaluating employee engagement. A further interrogation is necessary to establish a common proxy for both employee engagement and employee performance which are acceptable and applicable to public secondary schools in Kenya. Therefore, the current study used rewards, employee empowerment and interpersonal relationships as the proxies of employee engagement recommended by Anittha (2014) and Hewitt (2015) and efficiency, responsiveness, availability and competence as recommended by Ajayi and Afolabi (2012); and Odunlami and Matthew (2014) investigated the impact of employee engagement on teacher performance in Kenya's Nyeri County public secondary schools.

### **1.3 Objectives**

#### **1.3.1 General objective**

The main objective of the study was to establish the effect of employee engagement on the performance of teachers in public secondary schools in Nyeri County, Kenya

#### **1.3.2 Specific objectives**

- i) To establish the effect of rewards on the performance of teachers in public secondary schools in Nyeri County, Kenya.

- ii) To determine the influence of employee empowerment on performance of teachers in public secondary schools in Nyeri County, Kenya.
- iii) To find out the effect of interpersonal relationships on performance of teachers in public secondary schools in Nyeri County, Kenya.

#### **1.4 Research Questions**

- i) What is the effect of rewards on the performance of teachers in public secondary schools in Nyeri County, Kenya.
- ii) How does employee empowerment affects teacher's performance in public secondary schools in Nyeri County, Kenya.
- iii) What is the effect of interpersonal relationships on teacher's performance in public secondary schools in Nyeri County, Kenya.

#### **1.5 Significance of the Study**

The findings of this study would be beneficial to the government of Kenya, in addition to its position as an employer, the national government has a responsibility to develop policies and strategies to promote teachers' success. This study would enable the government, in particular, the Teachers Service Commission and the Kenyan Department of Education to gain an insight into the determinants of teacher success in secondary schools, to establish policies and to legislate to help them deal with those factors.

The findings of this study would help to formulate training strategies in the government as well. Human resource managers will also benefit, as they will receive specialized knowledge into the performance determinants of teachers, which will be useful in other firms and so reproduce previous research findings. Such research results would help define areas for

studying and introducing improvements that would strengthen teachers' moral status in the performance of their duties and boost their performance. The research findings are important to consultants, particularly in the area of human resources management, who are looking for modern management and advisory services to help stop or reduce company sales.

Third, the research will add to the body of knowledge for academics studying secondary school teacher performance. The latest results can be used to discover new topics for further research as well as to compared to other research. Finally, the research will help stakeholders in the education system, notably secondary schools. Stakeholders include the County Council, the PTA (Parents - teacher Association), the Management board, and the pupils itself. Each party will also have a clear understanding of how to increase teacher quality. Fifth, labor unions such as the Kenya National Teachers' Union (KNUT) and the Kenya Post-Primary Teachers' Union (KPPTU) will profit from the research.

Union of Educators (KUPPET). To guarantee that teacher performance policies are enforced, the unions will work closely with TSC and the Education ministry. This will effectively reduce the gap between the teacher's union and his or her employer, preventing pointless strikes.

### **1.6 Scope of the Study**

Rewards, worker empowerment, interpersonal interactions, and the relationship between employee engagement and instructor performance were all investigated as separate factors in the study. The performance of instructors was the dependent variable in public secondary schools. The study employed a descriptive research design. The study was place in Kenya's Nyeri County, with 17 public secondary schools in Nyeri town's sub-county as the unit of observation. The study used a sample size of 175 teachers from a total population of 311. The interest period was from 2015 to 2019.

### **1.7 Limitations of the study**

Some respondents were hesitant to share some information because they were afraid of being harassed at work or losing their employment. This was addressed by clearly declaring the survey's goal and alerting the respondents that the study was conducted for academic purposes. In addition, the study anticipated busy schedules for teachers expected after the long break caused by corona virus pandemic. The teachers had little time left to fill the questionnaires due to their adjusted busy schedules. The researcher solved that by extending the period of filling and collecting the questionnaire to a minimum of 14 days. The researcher constantly reminded the respondents to fill the questionnaires during their free time over the weekends or late in the evenings.

## **1.8 Organization of the Study**

The research is structured as follows; the context study relating to engagement and employee performance, problem statement, objectives, and study significance, scope and limitations is described in Chapter one. Chapter two provides hypotheses that support the variables of the study, the empirical literature on employee engagement and employee performance, and the conceptual context that explains how the variables of the study have been operationalized. Research design, target population, is discussed in Chapter three. Techniques of sampling, tools and procedures for data processing, measures of validity and reliability, data analysis and ethical considerations are also discussed in chapter three. Chapter four presents the research findings and discussions. Recommendations and conclusions of the study were included in chapter five.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter presents theories supporting the study variables, the empirical literature related to employee engagement and employee performance and the conceptual framework presenting how the study variables have been operationalized.

#### **2.2 Theoretical Review**

The following theories supported the interrelationship between study variables;

##### **2.2.1 Self Determination Theory (SDT)**

In 1985 researchers Edward Deci and Richard Ryan founded self-determination theory (SDT). SDT identifies two motivating forms which are intrinsic and extrinsic motivation. Extrinsic motivation is doing something for the sake of doing something, but intrinsic motivation is doing something for the pleasure of doing something (Meyer&Gagne,2008).External motivation may represent a desire to accept or escape penalties (external regulation), encourage your own ego or flee from guilt (introjections), achieve your desired personal purpose or convey a sense of self (integration). According to SDT identification and integration are called autonomous regulation modes, along with intrinsic motivation. Types of regulated regulation are called external regulations and

introjections. Autonomous regulation was shown to lead to greater efficiency, resilience, initiative and innovation (Deci& Ryan, 2000).

Macey and Schneider's state engagement intersects with the autonomous regulatory concept (satisfaction,commitment,and,empowerment)and that Macey and Schneider (2004)'s behavioral involvement in addition to role, mission and function is the behavioral outcome associated with autonomous regulations (Meyer& Gagne,2008). SDT notes that the central psychological needs of capability, freedom and connections are to be satisfied in the secret of autonomous control. The mediator between environmental factors, e.g. work features, leadership, self-regulation, is very pleased with mediation (Gagne &Deci,2005).

Meyerand Gagne(2008) states that SDT not only helps to understand commitment, SDT has been utilized for several years to influence the computation of variables of interaction, such as pleasure, motivation, mental, and two - compartment consequences, as well as the personality types and behavioral responses arising from Meyer and Gagne's lack of involvement.They argue that the SDT may be used readily to develop the various aspects (such as feature, state, behavior) and other engagement (e.g. job, organization) identified by Macey and Schneider(2004) in the development of measures. Meyer and Gagne, (2008) state that for instance, an SDT-based engagement effort threatens rather than satisfies the need (for instance, challenges employees beyond their current skill or demands that interfere with relationships) provides a theoretical explanation of its consequences.

This theory supports a number of variables that have been considered in the study. First, it encourages staff engagement as the relationships effectively improve through trust and loyalty. this theory supports employee reward and empowerment for it promotes the

performance of employees, as motivated teachers are proof that they are heard and are more able to do good.

### **2.2.2 Herzberg's Two Factor Theory**

Herzberg's (1966) two-factor theory states that employee satisfaction and motivation are driven by two independent conditions: hygienic factors and motivational factors. Whereas factors of hygiene (also known as dissatisfying people), when absent, are assumed to unsatisfied staff at work, motivator factors (also known as happy workers) are assumed to make employees feel good in their job. Herzberg noticed the following hygiene factors: organizational practices, management, compensation, interpersonal relations, and working conditions on the basis of data from the engineers and accountants. As a result, an improvement in hygiene factors is expected to enhance contentment, whereas the absence of one or more of them is likely to promote unhappiness. A low salary, or one that is seen to be less than one, for instance, is likely to lead to dissatisfaction.

Money is no longer a key driver of job performance and job satisfaction once a fair compensation level has been set. Employees can perform their work as required without motivators, according to the two-factor model, but with motivators, they will enhance their efforts to surpass minimum standards. These may include recognition, sense of achievement and growth. Difference between factors of hygiene and motivators has been challenged by research into the two factor theory. The argument is that there is limited support of the model in predicting job satisfaction, depending on the method used. The evidence for the two-factor model. It also does not cater for individual differences which would affect individual's responses to these factors (Hackman & Oldham, 1976). However, Herzberg's work contributes significantly to the understanding of the potential

of job richness by researchers and practitioners, by redesigning, improving and growing job inspiration and employees satisfaction(Grant *et al.*, 2011).

A number of studied variables were supported by the theory. First, it supported employee interrelationship and rewards because teachers are satisfied with the presence of hygienic factors like corporate policy, supervision, and salary. Workplace rewards, such as appreciation, encourage the satisfaction of teachers. Better performance of satisfied teachers. Second, theory has encouraged employment resources as one of the hygiene factors in providing a good working environment enhances teacher satisfaction. Third, in providing motivators at work, the theory supported employee performance is an indicator of the voice of teachers. Finally, the due entirely the variables on employee engagement by stating that providing both hygiene aspects and motivators is likely to boost instructor involvement, resulting in improved results.

### **2.2.3 Job Demands- Resources Theory( JD- R)**

Demerouti, Bakker, De Jonge, Janssen & Schaufeli, developed this model (2001). The JD-R Theory implies that the inherently motivating essence of the resources contributes to job engagement, which distinguishes two forms of resources: work resources and personal resources. The characteristics of a job that work to meet career objectives, lower job demand, and stimulate growth and personal growth are referred to as employment resource. (e.g. feedback from performance, monitoring of tasks and peer social assistance). Tangible assets are identified as elements that are linked to the resilience of the ability to regulate and affect the environment effectively (e.g., self-efficacy, optimism, and emotional stability).

Resources energize workers, promote their persistence, and make them concentrate on their efforts, according to the JD-R Theory. Vitality (power), commitment (persistence),

and assimilation (concentration) are all characteristics that stimulate contact (Schaufeli,2013). JD-R Hypothesis also believed that its existence had favorable consequences, such as increased employment success. Job engagement, according the JD-R hypothesis, moderates the relationship between career and company resources, culminating in favorable outcomes on one hand and negative outcomes on another (Schauf eli,2013).

JD -R Theory also implies that low ability will result when the resources are weak. Organizations are therefore expected to ensure that workers have sufficient tools to prevent demotivation. Strenuous demand for jobs would also lead to low empowerment in line with this model. The theory of JD-R shows that demand for jobs could increase employment. Schau feli(2013) notes, however,that it is trueonly for thejob requirements with the potential to supportmastery,growth,learningand achievement of objectives. This idea can be applied to a wide range of parameters. First, it boosted the employees' variable capability by displaying low empowerment, such as sickness, emotional tiredness, turnover rates, or professional absenteeism. However, if the causes of low teacher motivation are addressed, they should be able to succeed. Second, the performances of teachers are positively influenced by the resources of employment and training, such as right skilled work, social support, appreciation and job control. Finally, the idea supports employee participation through indicators of involvement, dedication, and vigor that influence high school teacher performance.

## **2.3 Empirical Literature Review**

### **2.3.1 Rewards and Employee Performance**

Adil (2013) analyzed the influence in the context of private schools on the motivation of employees of five determinants of the incentive system. The private Karachi teachers are

drawing a sample of 310 people. Five independent variables, including pay, recognition, promotion, job and working conditions were used to assess the scheme of incentives. The findings indicate that, with the exception of salary offer, the remainder of the four variables have been statistically important in predicting the motivation of the instructor using exploratory and regression analyzes. The appreciation of efforts and the conditions of employment, however, has shown the greatest effect on the motivation of teachers. Thus private school management should not only appreciate the efforts of its teachers but also focus on updating and improving its working conditions, so that its motivation is enhanced. A selection from Karachi's private school teachers was obtained from the report. By collecting information from public school teachers of Nyeri County, the researcher would fill the gaps.

Otieno (2010) noted that it is still progressing steadily, considering the different challenges facing the Kenyan educational system. The study looked at the impact of teaching/learning facilities in Kenya's Bondo district on academic success in secondary school mathematics. The study population with a total of 405 senior 4 students was planned in a descriptive way. In the three Bondo districts there were randomly selected two hundred and forty two students representing the selected 9 schools out of the possible 24 schools. A strong correlation was observed between the eight independent variables through multiple linear regression analyzes to evaluate findings (curriculum review, service of qualified teachers, recruitment of more skilled teachers, learner motivation, Enhanced public support for education, good education approaches, better ratios for students and better pay for teachers) and depexation for teachers (academic performance in secondary school). This gap will be filled by analyzing the effects of incentives on teacher success in Nyeri County in the examined research based

on Learning opportunities for high school mathematical academic results in Kenya Bondo district.

The relationship between demographics, rewards, and teaching in classrooms of selected professors and the academic achievement of students at selected high schools in Nyandarua county, Kenya was addressed by Kimani, Kara & Njagi (2013), respectively. Study participants included 100,53 teachers randomly selected from 18 schools in 3 districts of county. In the last three years, the Kenya Secondary Education Certificate (KCSE) rated the overall performance of schools above and below the average. In each district category, two schools were chosen. The researchers created questionnaires for the gathering of regression analysis and One Way ANOVA data in order to investigate the association between selection variables and KCSE success. Resources showed that the academic achievements were strongly related by their age, sex, occupational qualifications, incentives and teaching skills. In contrast, the workforce of teachers had a significant and positive association with the academic achievement of high school students. The gap was created by the choice of respondents randomly and the use in one way of the ANOVA study. This analysis will be focused on stratified and simple random sampling.

### **2.3.2 Employee Empowerment and Employee Performance**

Olayele (2011) examined the characteristics of teachers as a predictor of student academic success in Nigeria's Osun province. The research used a survey to examine students' views of teachers' characteristics in relation to the academic success of students. 16 secondary schools (10 public and 6 private) were chosen using purposeful sampling, and 100 students were drawn randomly from each school. 1600 students were sampled. In order to obtain details, the questionnaire was marked with teacher characteristics and student academic performance (TCSAP). The data were tested in order to test the hypothesis with the PPMC

and Chi-Square percentages. Results show that students' academic success has a positive and significant connection, depending on teacher attitudes and capacity to teach and learn, knowledge of subjects and teaching skills in the classroom. The gaps identified in this study are that the study was a survey, used purposive sampling and Chi-square. The researcher will use SPSS version 24, stratified and simple random sampling.

Kasiisa and Tamale (2013) studied the impact on progress in primary social studies of teacher qualifications in East Uganda. A cross-sectional sampling design for 128 teachers from primary schools has been implemented. The study findings showed that teachers with greater autonomy and flexibility taught students in less qualified teachers. It was suggested to teach Social Studies on the basis of the results of research to experienced teachers with advanced qualifications. The reviewed study used a cross-sectional survey design, collected data from primary schools in Uganda. The gap will be filled by targeting public secondary schools in Kenya using descriptive research design method.

Anita (2013) conducted research in Kenya's Nandi District on teacher attributes and students' academic progress in microbiology. A total of 20 schools and 20 biology lecturers were chosen in a methodical manner. To interpret the collected data, descriptive and inferential were used (SPSS Version 17). Findings have shown that the credentials of teachers do not impact the academic performance of students. The study found that teachers' autonomy and flexibility affected greatly the students' academic achievement in Biology. The previous study focused on Science accomplishment in schools in Kenya's Nandi south area, but the present study would analyze teacher performance in 175 schools in Nyeri County.

In their research in the Nandi district, Kenya, on the the relationship between student performance and teachers quality deliver, Kosgei et al. (2013) was driven by the EPF theory, which compares student academic achievements with the characteristics of the professors. Teachers from all 26 state high schools in Nandi, Kenya district were among the population. A comparative causal model of study was used in the review. For data collection, a questionnaires that was evaluated using descriptive and inferential statistical techniques was used. The study found that teaching experience and flexibility had a major influence on student performance, but also notes that teacher qualification might not be very much in line with students' achievements. Nandi district public schools were targeted using causal comparative study design in the review. In the current research, descriptive analytical architecture will be used to target public high schools in the county of Nyeri.

In the study by Kangure *et.al.*,(2014) the connection between work openness, job independence, importance and success was explored and the involvement of employees was established. The results of the research showed a clear positive connection to employee commitment: work clarity, job autonomy, importance of work and good work. The general results also showed that 95.2% of employee participation by Kenya's state-owned enterprises has job characteristics. This study focused only on the direct correlation between the characteristics of the job and the participation of employees. Employment clarification, job autonomy, job importance and job efficiency were the metrics considered. The current study will focus on relationship between employee empowerment on teachers performance.

### **2.3.3 Interpersonal Relationships and Employee Performance**

The effects of interpersonal relationships on work satisfaction were examined by Lodisso (2019): the case of the education department, Hawassa city government, Ethiopia. The aim of the research was to examine the impact of interpersonal relationships on the job

satisfaction of employees. The participants were 61 colleagues and supervisors from the Hawassa City Administration's education department. In order to scrutinize the patterns of the effects of independent variables on the dependent variable, Structural Equation Model (SEM) study was carried out for the overall sample. The study results indicate that a good pleasant atmosphere at the workplace plays an important role in the interpersonal relationship of employees and the interpersonal relationship has a clear positive direct impact on job satisfaction. It is therefore recommended that management involvement can be instrumental in fostering friendships at work, for a good environment in the workplace and also for a healthy interpersonal relationship, workers must get along well with their fellow employees. The study's background was interpersonal relationship and job satisfaction of employees, the study also centered on Ethiopia, education department, Hawassa city administration, while the current research will focus on teacher quality in Nyeri County government high schools.

A study framework used by Mosha (2014) was developed that examined the variables affecting the performance of English-speaking students on secondary schools in Zanzibar. This research explored the variables influencing the success of students in Zanzibar Secondary Schools in English language subjects. Qualitative and quantitative methods were used in the study. Using interviews, classroom observation, questionnaire and documentary analysis, data was gathered. According to studies, students were motivated to learn English for a variety of reasons, including future hopes for locally and internationally contacts, academic achievement, and employment opportunities. Interpersonal relationship between teachers and students was found to significant contributing to student's performance. This study used a combination of interviews, classroom observation, questionnaire and documentary review to collect data from respondents while the current study uses a questionnaire.

Mathematical performance factors related to teachers in public day primary schools in the central district of Nandi, Kenya, were investigated by Makewa, Role, Too and Kiplagat (2012). There were 74 teachers in the field of mathematics. The sample collection methods included: laminated, altered and deliberate. In order to establish its dependability, a questionnaire was utilized to compile validated and pilot data. The data were interpreted using descriptive and inferential statistics and inferential (t-test) statistics. The utilization of educational materials, instructional approach, teacher training, involvement, and evaluation by Teacher Educators were all awarded an overall average. Teachers in high-performing schools frequently give better ratings to math, apply proper, devotion, preparation, and the use of learning materials, as well as to assessments and examinations, than their counterparts in low-performing schools. Future research should link teacher preparedness to inducting and training teachers, according to the findings of that study. The study in Nandi Central, Kenya, focused on primary schools in public day, especially teachers of mathematics who participated. Sampling was stratified, random, and deliberate. All secondary school teachers in Nyeri County will be targeted by the current research. Stratified and clear random sampling will be used.

The study by Boakye (2015) sought to describe the effect of teamwork on organizational efficiency. The goal of this study is to determine the reasons of teamwork, as well as the good and negative consequences of teamwork on employees and the influence of teamwork on the organization's performance. The influence of collaboration on the efficiency of KomfoAnokye's and Ejisu Government Hospital personnel is investigated at the organizational level in this study. Several team performance characteristics have been investigated, including team trust, recognition, and rewards. The personnel were recruited by a convenience sample process, but the management of the institution was chosen through a

purposeful selection strategy. Data was collected using a self-structured questionnaire. Collaboration and other team performance metrics are linked to an organization's performance, according to a lot of data. Teamwork has a considerable favorable influence on organizational effectiveness, according to the findings of the study. The previous study focused on the organizational outcomes of Komfo Anokye Teaching Hospital and Ejisu Government Hospital, but the present study would focus on public secondary schools.

Dollard and Bakker (2010) looked at socialization techniques as an organizational resource that has an influence on the workplace context (the firm's strategy, method, and procedures for protecting workers' psychological health and safety). For instance, a lack of an emotionally healthy secure environment would result in poorly structured employment and long-term job requirement, whereas a mild climate would support the development of additional services, including such management control. Dollard & Bakker have shown in a long way that a healthy psychosocial protective environment anticipates lower job demands (work burden and emotional requirements) and higher workforce participation by means of greater resources (skill discretion). The study focuses on the psychosocial safety environment as an organizational resource which affects the context of the mission, while the present study focuses on interpersonal relations.

## 2.4 Summaries of Literatures and Research Gaps

Sources	Title/ Topic	Finding/s	Gaps/Identified	Gaps/to be filled
Mosha(2014)	The factors affecting the student's progress in English subjects in the high schools of Zanzibar were examined on the basis of Bloom's evaluation pattern as a context in the study.	Interpersonal partnerships between teachers and students have made a major contribution to the success of students.	The reviewed study used a questionnaire as a data collection tool.	This study used a combination of interviews, classroom observation, questionnaire and documentary review to collect data from respondents
Adil(2013)	Five factors that influence the compensation system's incentive for workers were analyzed in the context of private schools.	The findings indicate that the majority of the four variables were statistically important to predict the motivation of the teacher, except for the salary offer.	The study gathered data from a selection of teachers from private schools in Karachi.	The researcher filled the gap by collecting data from Nyeri County public school teachers.

Yaraand Otieno(2010)	The study examined the influence of teaching/learning facilities in Kenya's Bondo district on academic success in secondary school mathematics.	The program, professional teachers, better remuneration and dependent staff were closely connected with each other (School academic Performance).	The study analyzed the academic performance of secondary education maths in the district of Bondo in Kenya.	studied effect of rewards on teachers performance in Nyeri County.
Kara, Kimani and Njagi (2013)	The correlation between demographic characteristics of selected teachers, rewards and teaching practices and the academic performance of students in selected high education schools in Kenya's Nyandarua County was studied.	The study showed that the age, qualifications, sex, incentives and teaching experience of the teachers are important.	The gap identified was that respondents were randomly selected and one way ANOVA analysis was used.	This research used stratified and simple random sampling.

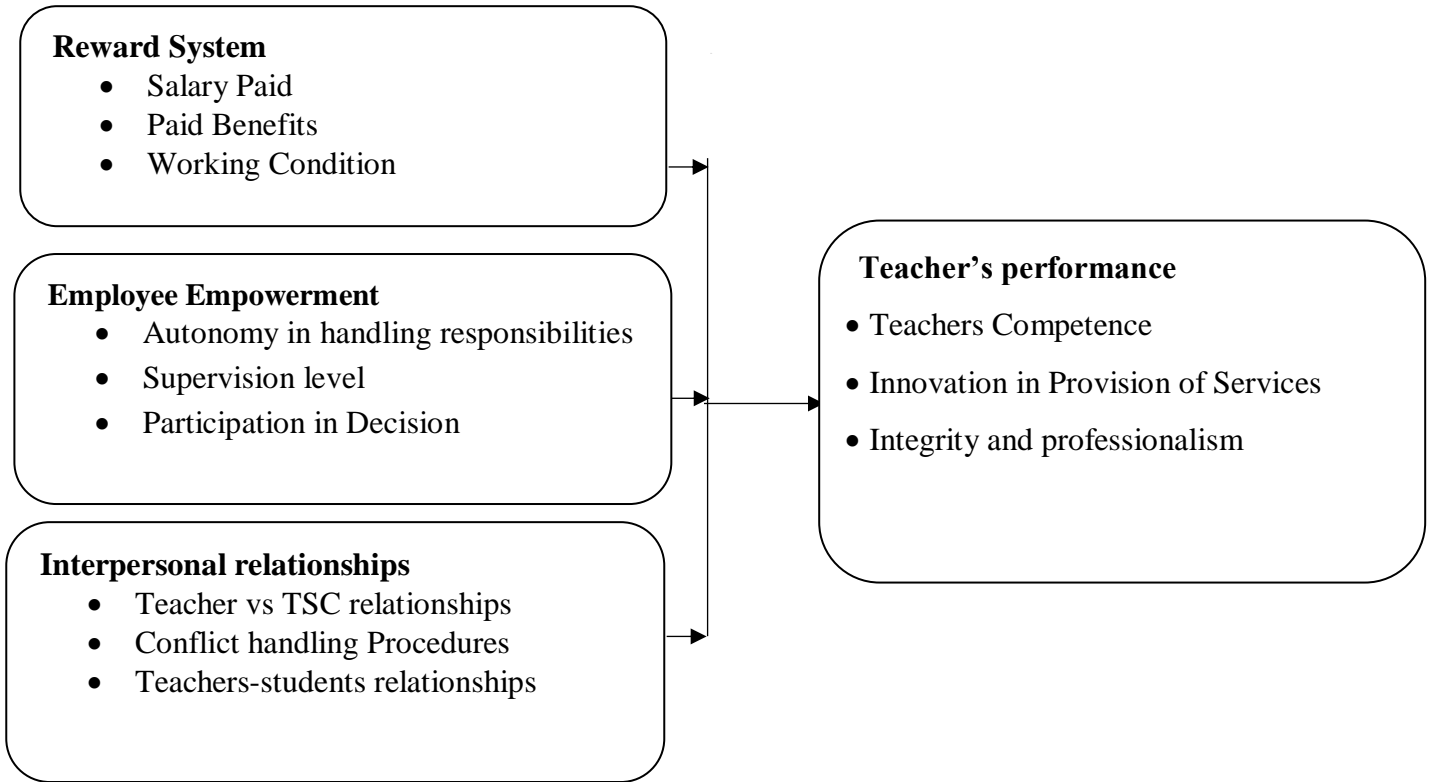
Olayele(2011)	Teacher characteristics were analyzed as an indicator of student academic success in the state of Osun in Nigeria.	The results show that the academic performance of students correlates positively and significantly, depending on the mindset and empowerment of teachers to teach and learn in the classroom, knowledge of the subject matter and teaching abilities.	The gaps identified in this study are that the study was a survey, used purposive sampling and Chisquare.	The researcher used SPSS version 24, stratified and simple random sampling.
Kasiisaand Tamale(2013)	A teachers qualification has been investigated for the effect of primary social studies in the East Uganda:	The study's findings revealed that students educated by more independent teachers were significantly more capable than students who are taught by less talented teachers.	The reviewed study used a cross-sectional survey design, collected data from primary schools in Uganda.	The gap filled by targeting public secondary schools in Kenya using descriptive research design method

Anita (2013)	In Kenya's Nandi South District, a research was conducted on the personality of instructors in schools. Biochemistry students' academic achievements	Findings have shown that teachers' credentials do not affect students' academic success. The study found that teachers' autonomy and mobility greatly affected the academic output of biology students.	The study based on the progress of biology in schools in the southern district of Nandi, Kenya.	The current study evaluated the performance of teachers in 175 Schools in Nyeri County.
Kosgei, <i>etal.</i> ,(2013)	The association between teacher competence and student accomplishment has been established in their research in Kenya's Nandi district.	The study finds that teacher experience and versatility had a substantial effect on the success of students	Public schools in the Nandi District were targeted, with the analysis using causal comparative research design.	Descriptive analysis design used in the current study and will target public secondary schools in Nyeri County.
Kangure,WarioandOdhiambo(2014)	The research looked at the connection between task transparency, personality, job relevance, performance outcomes, and employee participation	The study focused on the correlation between clarification of tasks, self-sufficiency, job sense and work and employee participation.	Indicators were considered: clarification of jobs, self-employment, importance of work and results	The current study focused on relationship between employee empowerment on teacher's performance

Lodisso(2019)	The influence of interpersonal interactions on employee work satisfaction was researched at Ethiopia's Hawassa city administration's education department..	The study results indicate that a good friendly working atmosphere plays an important role in the interpersonal relationship of employees and the interpersonal relationship has a clear positive direct impact on job satisfaction.	The context of the study was interpersonal relationship and employees' job satisfaction, the study also focused on Ethiopia, education department, Hawassa city administration	The current research concentrated on the performance of teachers in Nyeri County's public secondary schools.
Role, Makewa, Too, Kiplagat (2012)	In the Nandi Central District, Kenya, factors related to mathematics success in public-day elementary schools have been researched.	The mathematics ranking is average The use of learning materials, training of instructors, motivation, assessment and evaluation.	In Nandi Central district, Kenya, the study targeted public day primary schools, The study's participants are primarily maths teachers. The researchers utilized stratification, randomized, and purposeful sampling techniques.	To reach all instructors in Nyeri County, the present study will use stratified and random selection.

Boakye (2015)	Research aimed at defining the effect on organizational success of teamwork	The team's effect on organizational success was significantly positive	The study based on KomfoAnokye Teaching Hospital Nigeria's organizational efficiency.	The current study focused on public secondary school
Dollard&Bakker(2010)	The cognitive-behavioral therapy system (the company's rules, practices, and procedures for safeguarding workers' psychosocial health and safety) was investigated as an organizational asset with implications for the workplace.	Dollard&Bakker discovered that a good psychosocial security environment predicted decreased psychological stress as a result of lower work demands (job stress and emotional tiredness) and enhanced job engagement as a result of improved resources (skills choice).	The study looked at psychological safety in the workplace as an organizational asset that has an influence on the employment situation.	The current study focused on interpersonal relationships.

**Source: Researcher (2020)**



## 2.4 Conceptual Framework

**Figure 2.1 Conceptual Framework**

**Independent variables**  
**Source: Researcher (2020)**

**Dependent Variables**

The figure below presents the interrelationship between the study's independent variables reward system, employee empowerment, interpersonal relationship and dependent variable teacher's performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter seeks to provide you an understanding of how and why such analysis will be conducted. The research concept, demographic and sample, sampling methods, equipment, pilot test, and process are all included.

#### **3.2 Research Design**

A research design, according to Kothari (2014), is the prior preparation of the approaches to be used in the study depending on the gathering of relevant data and the methodologies to be used in the inquiry. The thesis took a descriptive research design method. A descriptive study strategy is used to collect information about the current state of the phenomenon in terms of explaining 'what happens' in terms of variables or situations in a scenario, according to (Mugenda & Mugenda, 2013). The researchers adopted this technique because it allowed them to collect data on the elements that impact teacher performance in Kenya's Nyeri County secondary schools. The researchers adopted this technique because it allowed them to collect data on the elements that impact teacher performance in Kenya's Nyeri County secondary schools.

#### **3.3 Target Population**

A population, according to Cresswell (2011), is a group of people or items that the study is interested in. The population of interest was 17 public secondary schools in Nyeri town sub-county, Nyeri County, Kenya, which served as the study's unit. The observation units consisted of 311 public secondary school teachers who worked in the targeted 17 schools in Nyeri sub-county, Nyeri County, Kenya.

**Table 3.1 Target Population**

<b>Employee' Categories</b>	<b>Population sizes</b>	<b>Percentages</b>
Principals	17	5.47
Deputy Principals	17	5.47
Heads of Departments	96	30.87
Classroom teachers	181	58.19
<b>Total</b>	<b>311</b>	<b>100</b>

Source: Nyeri County Director of Education (2020)

### **3.4 Sampling Design and Procedures**

A list of all demographic units from which the sample will be drawn is established by the sampling system (Cooper & Schindler, 2008). It's a physical population model that encompasses all of the sample member's possible units. A source list is another name for a sample frame (Kothari, 2014). An excellent sample satisfies the requirements for performance, faithful representation, dependability, and adaptability (Mugenda & Mugenda, 2013). Stratified random sampling was used to sample teachers into four strata; principal teacher, deputy teacher, heads of departments, and assistant teachers. The researcher used Slovin's Formula to measure the sample size of the study in which (n) the target sample size is symbolized and (N) the target region of interest is symbolized and (E) the error margin from a target population of 311 is symbolized.

The formula by Slovins is presented below;

$$n = \frac{N}{1 + NE^2} = \frac{311}{1 + (311 \cdot .05^2)} = 311/1.7775$$

N= 175 teachers

As a result, the researchers had a sample group of 175 people to work with. These 175 respondents were chosen at random from the strata of society based on basic random sampling.

**Table3.2:Sample**

<b>Employee' Categories</b>	<b>Target Populations</b>	<b>Sample sizes (<math>\frac{N}{1+NE^2}</math>)</b>
Principals	17	10
Deputy Principals	17	10
Heads of Departments	96	54
Classroom teachers	181	101
<b>Total</b>	<b>311</b>	<b>175</b>

**Source: Nyeri County Director of Education(2020)**

### **3.5DataCollectionInstruments**

A semi-structured survey was used to gather the information. The objective was to gather primary data. A survey is made up of a set of inquiries written or written on a sheet or a group of forms in a certain order. This is because questioning encourages the respondent to react honestly and openly to the inquiries (Mugenda & Mugenda, 2013). There were mostly closed and open-ended questions in the survey. Respondents were given the freedom to

discuss their opinions in open questions if they so desired. The closed questions were arranged using a five- point Likertscale.

The questionnaire employed Likert scale questions instead of pointed questions. There were six sections to the questionnaire. The demographic profile of the respondents were required in section one, data on the bonus system was needed in section two, work engagement was required in third section, good relations were required in section 4, training (mediating variable) was required in part 5.2, and individual factor was required in segment six.

### **3.6 Data Collection Procedure**

The researcher needed a data collection authorisation document from Kenyatta University Graduate School in order to start collecting data. To conduct research, the study obtained a research authorization from the National Commission for Science, Technology, and Innovation (NACOSTI). The researcher then obtained consent from the ministry of education, Nyeri County, and the management of the chosen schools in order to ensure a high response rate. The respondents' consent was also obtained after they were informed of the study's goal and how to complete the questionnaire.

### **3.7 Validity and Reliability Testing**

#### **3.7.1 Validity of the Research Instruments**

An instrument's validity concerns the capacity of the instrument to assess the construct, face and content validity as expected. The validity of the construct is to test whether the practical meaning of the variables represents the concept's true theoretical significance. The questionnaire was developed for the purposes of this study on the basis of similar previous studies and amendments to address the study objectives. The validity of the material is verified by expert opinions (Cooper & Schindler, 2014). These included the supervisor,

whose diligence and professional advice ensured all of the research variables are captured by in the questionnaire. The supervisor also double checked the document to ensure the creation of the theoretical dimensions. On the basis of their ideas and input, the content and face validity of the instruments were improved, and the questionnaires were reframed to match the analysis, following which the researcher continued with data collecting.

### **3.7.2 Reliability**

The reliability of the testing tools relates to the degree to which they measure what they are intended to measure, with repeated trials delivering the same findings under similar conditions. The stability and precision with which analysis tools test concepts is demonstrated by their reliability (Kothari, 2013). The Cronbach Alpha test was used to verify the reliability of the research equipment used in this investigation. For a researcher, Cronbach's Alpha is important because the researcher knew whether the instruments can provide accurate and correct answers even if the questions were replaced with similar ones. A variable is stable if a similar set of questions give a stable response. The Cronbach Alpha indicates reliability by giving the 'source' or 'underlying' build a true score. Usually, 0.7 range reliability is considered reasonable, over 0.8 is good and 0.9 is outstanding (Valencia, 2015).

### **3.8 Data Analysis and Presentation**

Prior to statistical analysis, collected data was reviewed to confirm that response coding was correct. Data was cleaned after coding to eliminate survey errors caused by initial data capture, coding, editing, and imputation (Hair, et al., 2006). Using descriptive and inferential statistics, the acquired data was examined and interpreted. According to Saunders et al. (2012), descriptive statistics are best for explaining data, while inferential statistics are best for testing hypotheses and drawing conclusions. The mean (to measure central tendency) and standard deviation were utilized as descriptive statistics (to measure

dispersion). Regression analysis and correlation analysis were used to do inferential statistics, which entailed data analysis in order to evaluate causal relationships between and among research constructs. The data was analyzed using the Statistical Package for Social Sciences (SPSS) version 23. To examine qualitative data, content analysis was utilized, which entailed identifying important themes and concepts that were related to the research aims and plausible in forming inferences.

Regression analysis is used to show the linear relationship between variables. The regression analysis was of the form;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon \dots \dots \dots \text{(Equation 3.1)}$$

Where;

$Y$  = is Teachers Performance.

$X_1$  = is Rewards.

$X_2$  = is Employee empowerment.

$X_3$  = is Interpersonal relationships.

The incorrect term is =.

$\beta_0$  = the value of the explanatory variables when all of the explanatory variables are 0. (intercept).

$\beta_1$  = Regression Coefficient (slope) of variable  $X_1$  (Rewards)

$\beta_2$  = Regression Coefficient (slope) of variable  $X_2$  (Employee empowerment)

$\beta_3$  = Regression Coefficient (slope) of variable  $X_3$  (Interpersonal relationships.)

The linear regression method revealed the type and degree of the link between the research variables. The data were also used to determine the type and extent of relevance (using a 5% significance level) of the independent factors' influence on the dependent variable. Tables, charts, and graphs were then used to present the data.

### **3.9 Ethical Consideration**

The requisite data collection letter was obtained from the graduate school of Kenyatta University. The investigator requested permission from the National Science, Technology & Innovation Commission (NACOSTI) to perform the survey. Previous to their participation in the study, the researcher needed to get agreement from the participants. The respondents were informed that their involvement in the investigation is voluntary, and they can at all stages of the study withdraw free of charge. During the investigation process, confidentiality and privacy of the participants information was ensured. Participants were notified that the responses they provided would only be utilized again for research. This assured that they responded honestly and truthfully.

## **CHAPTER FOUR**

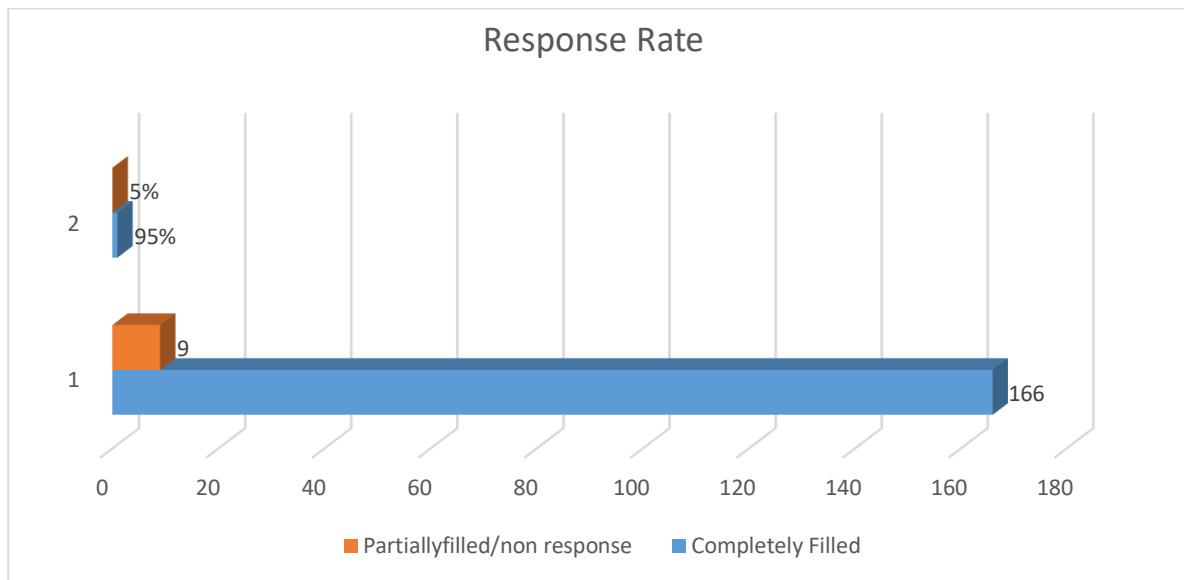
### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents the study's findings, analysis, and discussion, as described in the methodology. The chapter allows the researcher to justify the methodology used in the study, as well as offer the foundation for the study's findings and recommendations. The findings of a study on the impact of employee engagement on teacher performance in Kenyan public secondary schools are presented. This chapter also covers the methodology, procedures, and processes employed in the analysis of the study findings.

#### **4.2 Response Rate**

The researcher distributed 175 questionnaires but 169 questionnaires were filled and return. Out of the 169 returned, 166 were completely filled and considered fit for analysis. The response rate was therefore 95% and nonresponse was 5% (fig 4.1). The researcher personally administered the surveys and collected them after they were completed, resulting in this response rate. This agrees with Kothari (2009), who claimed that getting data that can be extrapolated to reflect the whole study population requires a response rate of more than 50% of the overall sample size. Mugenda and Mugenda (2013) reiterated these thoughts, stating that 50 percent of responses is adequate, 60 percent is good, and more than 80 percent is extremely good.



**Figure 4.1 Response Rate (2021)**

### **4.3 Reliability Test**

The researcher ran a pilot test to determine the reliability of the data collecting tools, which included a questionnaire. Cronbach's alpha was used as a measure of internal consistency in this study. According to Saunders et al. (2012), the alpha value cutoff should be more than 0.7. According to Saunders *et al*, (2007), alpha values greater than 0.9 are considered excellent (0.9 is Excellent), alpha values between 0.7 to 0.9 are considered good, greater than 0.7 can be perceived as acceptable, and less than 0.7 is perceived as poor, while alpha values less than 0.5 are considered unacceptable by Kothari (2009). In this regard, the study benchmarked its reliability test against the alpha values as described in the paper in order to satisfy the study's objectives.

**Table 4.1: Reliability Test**

<b>Variable</b>	<b>Cronbach's Alpha</b>	<b>Items</b>
Rewards	0.834	8
Employee Empowerment	0.876	8
Interpersonal Relationships	0.865	8
Employee Performance	0.817	8

**Source: Survey Data (2021)**

It was established that all the cronbach values were more than 0.7. The study found that rewards Alpha value was 0.834, employee empowerment was at 0.876, interpersonal relationships was at 0.865 and employee performance is 0.817. In this aspect, the research was found to be credible and so may be used for further investigation.

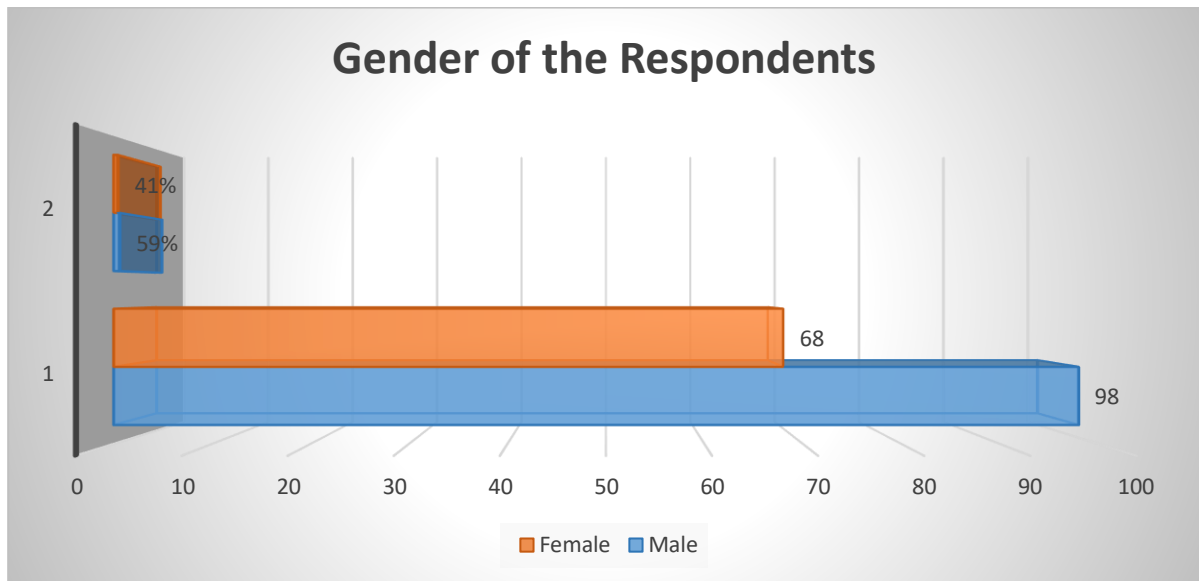
#### **4.4 Demographic Information**

According to several studies, like as Orotho (2010) and Hair et al. (2011), the socioeconomic background of the respondents has an impact on the method for responding to the study goals. In fact, Orotho (2010) found that people with different demographic background and different, such as sexual identity, age, educational background, job experience, and race, may well have differing views on a given research occurrences.

##### **4.4.1 Gender of the Participants**

Male participants made up 59% of the research respondents, while female participants made up 41 percent. As seen in the table below, there was gender bias in the study, and the overall

conclusions were influenced by the reasoning and knowledge of male teachers on the importance of employee empowerment on their performance (fig 4.2).



**Figure 4.2 Gender of the Respondents**

**Source: Survey Data (2021)**

#### 4.4.2. Participant Age

**Table 4.2 Age of the Participants**

	Frequency	Percent	Valid Percent	Cumulative Percent
25-35	24	14.5	14.5	14.5
36-45	20	12.0	12.0	26.5
Valid 46-53	92	55.4	55.4	81.9
above 53 years	30	18.1	18.1	100.0
Total	166	100.0	100.0	

**Source: Survey Data (2021)**

With regards to age distribution of the participants, the study found that 14.5% were 25 to 35 years, 12% were between 36-45 years, 55.4% were between 46-53 years and 18.1% were above 53 years old. This implies that majority of teachers were more than 46 years of age.

This indicates that they had enough skills and knowledge and therefore were able to answer questions relate to empowerment and employee performance.

#### 4.4.3 Level of Education

**Table 4.3 Education Level**

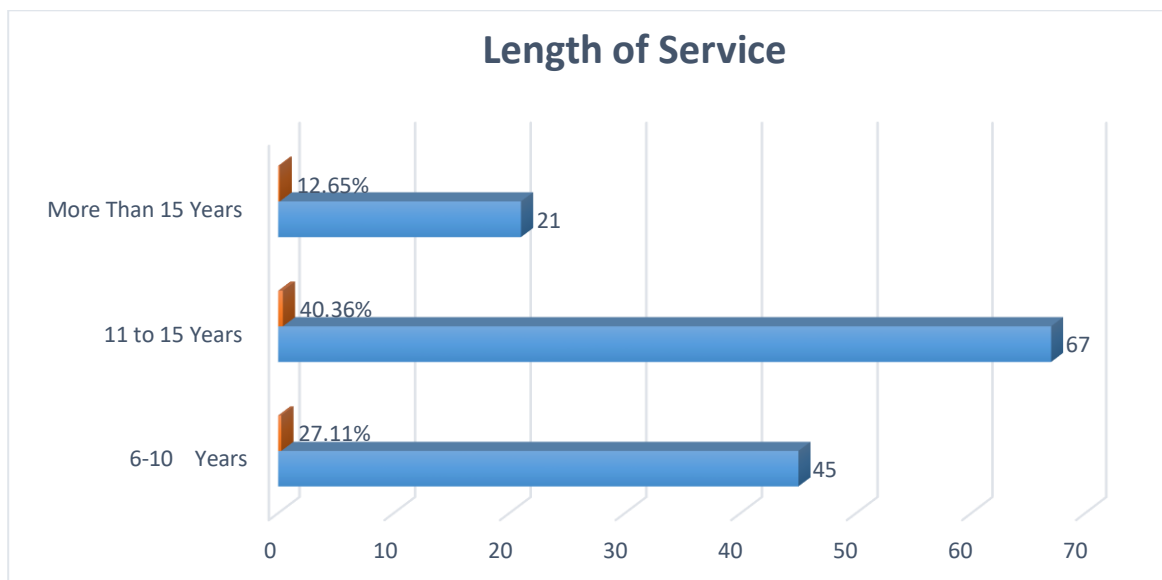
	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	23	14	14	14
Undergraduate	95	57	57	71
Masters	48	29	29	100.0
Total	166	100.0	100.0	

**Source: Survey Data (2021)**

The study found that 23% of the teachers were diploma holders, the greatest level of schooling for 57 percent of respondents was a degree certificate. The greatest level of education given by 48 percent was a Master's degree. This means that the majority of the degree holders who made up the largest share of the teaching workforce were influenced by the findings of this study (Table 4.3).

#### 4.4.4. Length of Service

In terms of duration of service as a teacher, the study discovered that only 12.65% of the participants had worked for more than 15 years in TSC, 40.36 percent had worked between 11 and 15 years, and only 27.11 percent had worked for 6-10 years (fig 4.3). This indicates that the majority of research participants have spent enough time with TSC to develop the qualifications and experience. Tese helped the researcher attain the research objectives.



**Figure 4.3 Length of Service**

**Source: Survey Data (2021)**

#### **4.5 Descriptive Analysis**

The lykert scale was employed in the survey, with 1 indicating strong disagreement and 5 indicating high agreement. On the continuous lykert scale, the equivalent average score for disagree to 5 = strongly disagree was 0 to 2.4 (OS.A/A2.4), whereas the cores for no comment had corresponding scores of 2.5 and 3.4. Finally, the mean score for agreement and agree wholeheartedly was the same: (3.5S.D/D5.0). Similarly, a standard deviation of more than 5 showed a substantial difference in the effects of factors on the survey respondents.

##### **4.5.1 Effects of Reward System on Teachers Performance**

The first objective was to determine effect of reward system on teachers performance in public schools Nyeri County, Kenya. The results were presented in the table 4.4

**Table 4.4 Effects of Reward System**

	I am satisfied with my current pay	I get overtime benefits, bills and on-call benefits	I have been receiving bonuses for the last five years	I have been receiving welfare services from my employer such as health services, housing, security, educational and recreational services	The employer has provided good working condition in relation to terms of service
N	Valid 166	166	166	166	166
	Missing 0	0	0	0	0
Mean	2.0361	1.8133	1.7530	2.8193	2.7349
Std. Deviation	.98406	.95095	.69139	.79612	1.21689

**Source: Survey Data (2021)**

From the results it is clear that the reward system was poor as indicated by the respondents views regard salary pay, bonus, benefits, welfare services and working conditions (Table 4.4). The results indicated that the teachers are dissatisfied with their current pay (Mean=2.0361). They do not get overtime benefits and on-call benefits (Mean=1.8133). They indicated that they have not been receiving bonuses for the last five years (Mean=2.1.7530). They also indicated that welfare services from their employer such as health services, housing, security, educational and recreational services was below the expectations (Mean=2.8193). Further, they indicated that working condition in relation to terms of service was below their expectations (Mean=2.7349). They suggested that TSC must create a clear method for identifying, recognizing, and rewarding workers who exhibit exceptional performance and accomplishments. They went on to say that a well-established

incentive system is essential for healthy working relationships since all workers want their efforts to be recognized by their superiors and peers. Only by using suitable incentives that are relevant to the receiver can good performance and success be recognized.

Furthermore, the teachers agreed that an effective teacher performance incentive system must be connected to a result-based performance management system that not only improves teaching standards and efficient use of educational resources, but also informs teachers' career advancement. The BOM and Commission should strive to motivate all teachers to attain their full potential by recognizing performance in relation to work assignments and accomplishments that contribute to the overall success of the commission's missions. They also noted that having a policy will allow TSC to recognize people and teams that contribute to a culture of shared success and commitment to customer service, as well as those who surpass specified performance goals.

The study findings agrees with Otieno (2010) who noted that public secondary school teachers are facing numerous challenges related to their reward system and that the challenge faces the entire Kenyan educational system. A strong correlation was found between the better pay for teachers and academic performance in secondary school. The study supports Kimani, Kara and Njagi (2013) that overall performance of schools is strongly correlated to benefits and working conditions.

#### **4.5.2 Effects of Employee Empowerment on Teachers Performance**

The second objective was to determine the effect of employee empowerment on teachers performance in Nyeri County, Kenya. The results were presented in the subsequent section.

**Table 4.5 Statistics on Employee Empowerment**

	Teachers in my school fully attend to their duties with minimum supervision	Teachers have a significant role in the school's decision-making process.	On concerns of school administration, the school rapidly reacts to ideas from teachers or their representation.	Teachers are free to attend to their daily activities freely	In my school, we are free to express our opinions	The school encourages active participation to the trade union	Regarding teachers' professional growth, TSC support them adequately
Valid N	166	166	166	166	166	166	166
Missing	0	0	0	0	0	0	0
Mean	4.1325	4.0422	4.0361	3.6084	4.0060	4.1506	1.7952
Std. Deviation	.65636	.83377	.75391	1.09419	.75073	.66622	.91796

**Source: Survey Data (2021)**

The results indicates that teachers in majority of the schools fully attend to their duties with minimum supervision (mean=4.1325). Teachers were involved in making important decisions for the school (mean=4.0422). They said the school reacts quickly to comments from teachers or their members on school administration issues (mean=4.0361). It was also clear that some teachers were free to attend to their daily activities freely (mean=3.6084). The majority of teachers said their schools allow them to voice their thoughts (mean=4.0060) and that the school promotes active trade union engagement (mean=4.1506). Further, majority opined TSC do not support them adequately regarding teachers' professional growth (mean=1.7952). The majority of respondents stated that empowering teachers requires principals to elicit changes in one's function, which are most likely to be seen in one's amount of authority on the job. Empowerment empowers team members to learn about themselves and others so that they can interact, participate, and contribute more effectively as an unified community striving to support student academic achievement.

The instructors also advised the principal to recognize that influence is not limited to those in formal leadership positions within an organization; all members of the organization have the potential to influence decisions and individuals. In order to accept increasingly stringent teaching and learning requirements, school principals should look for methods to empower and encourage leadership characteristics in teachers so that they can share the workload of educational activities. Furthermore, they stated that such empowering methods will allow principals to devote more time to assisting teachers with instructional practice. In order for effective teacher empowerment to exist, principals can enhance the meaning of employees' work through interactions that emphasize the importance of individual roles and how a teacher's individual work supports the school's interdependent activities that are focused on common goals and outcomes.

The study findings supports Olayele (2011) that teachers with greater autonomy and flexibility enables them to carry out their tasks effectively. Further, Anita (2013) supported that teachers autonomy and flexibility affected greatly the students' academic achievement. Kosgei *et al.*, (2013) found that teaching experience and flexibility had a major influence on student performance, but also notes that teacher qualification might not be very much in line with students' achievements. In addition, Kangure, Wario and Odhiambo (2014) noted that the connection between work openness, job independence, importance and success was key to the employee commitment and teachers performance.

#### **4.5.3 Effect of Interpersonal Relationship and Teachers Performance**

This section investigates the effects of interpersonal relationship on teacher's performance in public secondary schools in Nyeri. To determine the influence of interpersonal interactions

on the teaching and learning process. The data was analyzed under the following headings, keeping in mind the study's aims and variables: The influence of interpersonal interactions on the teaching-learning process is explored, as well as interpersonal relationships among students, instructors, and principals. The respondents were asked to assess how much the following aspects of employer-employee relationships were impacted by their employment (Table 4.6)

**Table 4.6 Interpersonal Relationship and Teachers Performance**

	Procedure for complaint handling	Disciplinary steps	Agreement for mutual exchange	Resolution of conflicts/ disputes
N Valid	166	166	166	166
Missing	0	0	0	0
Mean	4.2328	4.1022	4.3061	4.6084
Std. Deviation	.65637	.94376	.85378	.99214

**Source: Survey Data (2021)**

The results indicated that the teachers performance had contributed a lot on procedure for complaint handling (mean=4.2328), disciplinary steps (mean=4.1022), agreement for mutual exchange (mean=4.3061) and resolution of conflicts/disputes within the school (mean=4.6084). Majority (54%) indicated that their relationship with their employer was relative good despite the pay challenges. TSC's rules and processes have been criticized by the majority of respondents (57%) who said they are unhappy with them. The interpersonal relationship and interaction between the instructor and the student has long been seen to have a significant impact on the teacher's performance and development. The interaction between a teacher and a student has a reciprocal combined influence on the learning process.

The findings found that instructors who have positive social relationships with their colleagues and principal, as well as high-performing peers, had a far greater probability of

achieving high performance levels. It was found that there was a positive moderate interpersonal interaction with teaching learning process. So the relationship between Teacher-Teacher, Teacher-Student, Teacher-Principal, and Human-interaction affects the teaching - learning process.

The results supports Lodisso (2019) that good pleasant atmosphere at the workplace plays an important role in the interpersonal relationship of employees and the interpersonal relationship has a clear positive direct impact on job satisfaction. Additionally, Mosha (2014) found that interpersonal relationship between teachers and students was found to significant contributing to teacher's performance. According to Boakye (2015), there is considerable evidence that teamwork and other team success metrics are positively associated to organizational performance. The study's findings indicate that cooperation and interpersonal relationships have a significant positive impact on organizational effectiveness.

#### 4.5.4 Teachers Performance in Public Secondary Schools

The dependent variable was employee performance. The study aimed to determine the effect of the three independent variables; reward, empowerment and interpersonal relationship on employee/teachers performance. The indicators of teachers performance were; teacher's competence, innovation in provision of services, Integrity and professionalism (table 4.7).

**Table 4.7 Teachers Performance**

	N		Mean	Std. Deviation
	Valid	Missing		
Teachers are sensitive on the relevant policies and other legislations in performance of their duties	166	0	4.1506	.99464
There is a build capacity of county staff in preventing professional misconduct among teachers	166	0	4.6687	.84127
There is clear identification and development of coaches and mentors to guide newly recruited teachers on ethical and professional aspects in teaching service	166	0	3.7470	.70226
There is constant teacher engagement in training institutions and KICD on requirements of teacher qualification and standards	166	0	4.8072	.78560
There is an establishment and implementation of an induction program for newly recruited teachers	166	0	4.1205	.66783
There is a roll out of an open performance appraisal system for teachers in all public educational institutions	166	0	4.0181	.73421
There is strengthened competitive selection processes on teacher promotion and deployment to administrative positions	166	0	4.0120	.80142
There is development of policy guidelines for standards assessment and supervision of curriculum delivery in educational institutions	166	0	3.5663	1.02328
There is frequent conduct of teacher audit to establish critical baselines	166	0	4.0843	.68233
Review and apply appropriate teacher staffing norms at all	166	0	4.1205	.67685
There is a national plan on long term teacher requirements	166	0	1.7892	.95860
	0	166		

**Source: Survey Data (2021)**

The results indicated that teachers are sensitive on the relevant policies and other legislations in performance of their duties, there is a build capacity of county staff in preventing professional misconduct among teachers and that there is clear identification and development of coaches and mentors to guide newly recruited teachers on ethical and professional aspects in teaching service (mean>4.00), In addition it was established that there is constant teacher engagement in training institutions and KICD on requirements of teacher qualification and standards, there is an establishment and implementation of an induction program for newly recruited teachers and that there is a roll out of an open performance appraisal system for teachers in all public educational institutions. The study further determined that there is strengthened competitive selection processes on teacher promotion and deployment to administrative positions, there is development of policy guidelines for standards assessment and supervision of curriculum delivery in educational institutions and that there is frequent conduct of teacher audit to establish critical baselines (mean>4.00 and Std.dev< 5). However it was found that rarely national plan on long term teacher requirements were done (mean=1.7892, Std.dev=.95860)

#### **4.6 Inferential Analysis**

The study carried out correlation and regression analysis. The results were presented in the subsequent subsections.

##### **4.6.1 Correlation Analysis**

Correlation Analysis is a statistical technique for assessing if two variables/datasets are linked and how strong that correlation is. Correlation analysis is a methodology for examining quantitative data obtained through research methods such as surveys to discover whether any notable linkages, patterns, or trends exist.

**Table 4.8 Correlations**

		Reward	Empowerment	Interpersonal Relations	Employee Performance
Reward	PearsonCorrelation	1			
	Sig. (2-tailed)				
	N	166			
Empowerment	PearsonCorrelation	.134	1		
	Sig. (2-tailed)	.086			
	N	166	166		
Interpersonal Relations	PearsonCorrelation	.186*	.065**	1	
	Sig. (2-tailed)	.216	.606		
	N	166	166	166	
Employee Performance	PearsonCorrelation	.233**	.707**	.837**	1
	Sig. (2-tailed)	.003	.000	.000	
	N	166	166	166	166

\*. Correlation is significant at the 0.05 level (2-tailed).

The study found that there was a weak and positive correlation between reward and employee performance ( $r=0.233$ ,  $sig=.003$ ). The correlation between empowerment and employee performance was strong and positive ( $r=0.707$ ,  $sig=.000$ ). The relationship between interpersonal relationship and employee performance was positive and very strong ( $r=0.837$ ,  $sig=.000$ )

#### 4.6.2 Regression Analysis

Regression analysis, according to Orotho (2010), is a statistical procedure for determining the existing correlations between study variables. It is used to create a regression equation that describes the statistical connection between one or more predictors and the response variable. The study further conducted regression analysis for the purpose of determining the existing relationship between the independent variable namely reward ( $X_1$ ), employee empowerment ( $X_2$ ), and interpersonal relationship ( $X_3$ ) and dependent variable Y which

was employee/teachers performance. As shown below, the study presented regression analysis with the use of improved coefficient tables and regression model expression.

Table 4.9 presents the model summary which has the coefficient of correlation (R) and Coefficient of determination (R squared). The coefficient of correlation indicates the nature and strength of relationship between variables while the coefficient of determinations shows the change of Y (dependent variable) as a result of changes in  $X_i$  (independent variables).

**Table 4.9 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.864 <sup>a</sup>	.747	.743	2.57492

a. Predictors: (Constant), Interpersonal Relations, Reward, Employee Empowerment

The results in table 4.9 presents that there was a strong positive correlation ( $R=0.864$ ) between variables considered (independent and dependent variables). This indicates that employee engagement level had a strong effect on employee performance. The adjusted R square indicates that 74.3% of the changes in the employee performance was explained by employee empowerment, reward and interpersonal relationship. 25.7% changes in the employee performance was explained by other factors not considered in the model.

**Table 4.10 ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3174.747	3	1058.249	159.610	.000 <sup>b</sup>
	Residual	1074.096	162	6.630		
	Total	4248.843	165			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Interpersonal Relations, Reward, Employee Empowerment

**Source: Survey Data (2021)**

The overall significance level of the model (sig=0.000) indicates that the variables can be used to explain the changes in the employee performance at 95% confidence interval.

**Table 4.11 Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
	(Constant)	4.075	2.356			
1	Reward	.224	.117	.077	1.907	.058
	Employee Empowerment	.555	.110	.267	5.046	.000
	Interpersonal Relations	1.736	.143	.646	12.102	.000

a. Dependent Variable: Employee Performance

**Source: Survey Data (2021)**

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

The above model was rewritten as  $Y = 4.075 + 0.224 \text{ of Reward} + 0.555 \text{ of Employee Empowerment} + 1.736 \text{ of Interpersonal Relations} + \epsilon$  after obtaining the coefficient in table 4.11. The result can be interpreted to mean that holding the three variables considered (reward, employee empowerment and interpersonal relationship) the value of employee performance will be 4.075 units.

The findings indicated that employee reward insignificant in explaining changes in employee performance at 95% confidence interval (sig=0.058). However, at 90% confidence interval (10% significant level) the variable was found to significant and positively affecting employee performance. Thus, at 10% significance level, a unit changes in reward will result to 0.224 unit changes in employee performance. The study findings agrees with Otieno (2010) that there is a strong correlation was found between the better

pay for teachers and academic performance in secondary school. The study supports Kimani, Kara and Njagi (2013) that overall teacher performance in schools is strongly correlated to benefits and working conditions.

From the table 4.11 it can be depicted that employee empowerment had a positive and significant effect on employee performance. Therefore changes in employee empowerment affected positively the changes in employee performance at 5% significance level (sig=0.000). The result further presents that a unit change in employee empowerment results to 0.555 unit changes in employee performance. The study findings supports Olayele (2011) that teachers with greater autonomy and flexibility had a strong positive effect on employee performance. Anita (2013) supported that teachers autonomy and flexibility affected greatly the students' academic achievement. Kosgei *et al.*, (2013) found that interpersonal relations had a major influence on teachers performance.

The study found that there was a strong positive correlation between interpersonal relations and employee performance ( $B=1.736$ , sig= 0.000). This indicates that interpersonal relationships had a huge effect on employee performance in public secondary schools in Nyeri County. A unit change in interpersonal relationship resulted to 1.736 unit changes in employee performance. The results supports Lodisso (2019) that interpersonal relationship has a positive direct impact on job satisfaction and hence employee improved performance. Masha (2014) supported by reiterating that interpersonal relationship between teachers and students was found to significant contributing to teacher's performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1. Introduction**

This chapter summarizes the data, draws inferences, and makes recommendations for how to use employee engagement to improve staff performance in public secondary schools. This study project's theoretical contribution aims to expand current information on staff engagement in Kenyan public secondary schools.

#### **5.2. Summary of the Study**

##### **5.2.1. Employee Reward on Employee Performance**

The initial goal was to see how employee rewards affected teacher performance in Nyeri County, Kenya. The results indicated that the teachers are dissatisfied with their current pay and do not get overtime benefits. The study found that welfare services from their employer such as health services, housing, security, educational and recreational services was below the expectations. The findings indicated that there is lack of clear method for identifying, recognizing, and rewarding workers who exhibit exceptional performance and accomplishments. Only by using suitable incentives that are relevant to the receiver can

good performance and success be recognized. The study noted that having a policy will allow TSC to recognize people and teams that contribute to a culture of shared success and commitment to customer service, as well as those who surpass specified performance goals.

### **5.2.2. Employee Empowerment on Employee Performance**

The second goal was to see how employee empowerment affected teacher performance in Nyeri County, Kenya. The results indicate that teachers in majority of the schools fully attend to their duties with minimum supervision. Teachers were involved in making important decisions for the school. They stated that the school rapidly responds to ideas for school management from teachers or their representatives. The majority of respondents claimed that empowering teachers necessitates principals eliciting changes in one's role, which are most likely to be visible in one's level of authority on the job. As a united community working to assist student academic success, empowerment encourages team members to learn about themselves and others so that they may relate, engage, and contribute more effectively.

### **5.2.3. Interpersonal Relationship on Employee Performance**

The third objective was to investigate the effects of interpersonal relationship on teacher's performance in public secondary schools in Nyeri. The results indicated that the teachers performance had contributed a lot on procedure for complaint handling, disciplinary steps, agreement for mutual exchange and resolution of conflicts/disputes within the school. Teachers aren't happy with the policies and procedures put in place by TSC. The interpersonal relationship and interaction between the instructor and the student has long been seen to have a significant impact on the teacher's performance and development. The

interaction between a teacher and a student has a reciprocal combined influence on the learning process. The findings found that instructors who have positive social relationships with their colleagues and principal, as well as high-performing peers, had a much better probability of achieving high performance levels.

### **5.3. Conclusion**

According to the findings, reward played a substantial role in explaining changes in employee performance. Based on findings in related to particular objectives, the study discovered that using different measures such as basic wage and extra pay payment, schools can improve teacher performance. Teachers' basic income and overtime compensation had a considerable influence on their performance, according to the research. This is also a financial motive that influences the performance of the instructor.

Employee empowerment improved employee performance in a substantial way. Positive sentiments of belonging to the school and a shared sense of belonging are significant implications for empowering educators. Teachers who are given more autonomy have more opportunities for involvement and innovation. Teachers deserve the chance to come up with creative solutions to problems at school and find purpose in their work, which may be accomplished through empowerment.

According to the findings, there is a substantial link between interpersonal relationships and employee performance. Interpersonal relationships are important to most instructors, students, and administrators in the classroom. Learners with hearing impairments benefit from good interpersonal relationships because they help to create a more favorable

educational environment and allow them to progress cognitively. As a result, the study indicates that teacher-pupil, pupil-pupil, and parent-pupil interpersonal relationships must be improved in order to provide positive educational direction and hence greater academic success.

#### **5.4. Recommendation**

Teachers' basic salaries should be enhanced to motivate them more, which will strengthen their dedication. In terms of acknowledgment, the study suggests that instructors be more involved in school decision-making. Instructors should be promoted based on merit, according to the report, and all teachers should be given equal attention. Teachers with obligations in the classroom should also be awarded a responsibility allowance.

Principals should be aware that influence is not limited to those in formal leadership positions within an organization; all members of the school community have the power to influence decisions and persons. In order to accept increasingly stringent teaching and learning requirements, school principals should look for methods to empower and encourage leadership characteristics in teachers so that they can share the workload of educational activities. Principals should emphasize the importance of individual roles and how a teacher's unique work supports the school's interdependent activities that are focused on common goals and outcomes to make workers' job more meaningful.

The government, through the Ministry of Education, should ensure that skilled teachers are available in schools to assist in the promotion of interpersonal relationships, which would

eventually eliminate isolation and improve educational achievement. Learners will gain confidence, self-esteem, and self-actualization as a result of this. The government should begin and maintain a systematic awareness campaign about the importance of all stakeholders accepting, recognising, and using a common style of communication at school and at home for all students. Equally, more teachers should be trained to how to relate with students and fellow teachers.

### **5.5. Suggestion for Future Research**

Employee engagement has proven to be a fascinating research topic with far-reaching ramifications for school administrators. This research, on the other hand, has shed light on a broad area of school leadership. Regardless of the fact that pertinent data have been given, this study highlights the need for more research. The link between job satisfaction and teacher empowerment should be the focus of future study in the field of teacher empowerment.

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**APPENDIX I: INTRODUCTION LETTER**

Esther Kago

P.o Box 25

Nyeri, Kenya

Dear Respondent,

**RE: DATA COLLECTION FOR ACADEMIC RESEARCH**

I am Esther Kago, currently pursuing a partial fulfillment study project to earn a Master's Degree in Business Administration (Human Resource Management) from Kenyatta University. I am currently undertaking a study on the topic “**EMPLOYEE ENGAGEMENT AND TEACHERS PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN NYERI COUNTY, KENYA**”. As one of the respondents, you have been picked. The data sought here is for educational purposes only and will be handled with a high degree of confidentiality. You are hereby humbly asked to cooperate freely and honestly with us in supplying the requested data. Thanks in advance.

Yours sincerely,

Esther Kago,

Signed .....

Date.....

## APPENDIX II: QUESTIONNAIRE

Kindly use a tick to respond to the questions below.

### Section One: Background Information

1. What is your gender?

i. Male [ ]

ii. Female [ ]

2. What is your age range (in years)?

i. 18-23 [ ]

ii. 24-29 [ ]

iii. 30-35 [ ]

iv. 36-41 [ ]

v. Above 42 [ ]

3. What is your highest level of education?

i. Diploma [ ]

ii. Undergraduate [ ]

iii. Postgraduate [ ]

4. What is your leadership position in School?

Principal [ ]

Deputy Principal [ ]

Head of Department [ ]

Classroom Teacher [ ]

**Section Two: Reward System and Teachers Performance**

The researcher tries to decide how the award system influences your school results. To demonstrate your degree of consensus or disagreement on the declaration on the left, use the Likert scales 1-5, where 1-Strongly Agree, 3- Unsure, 4- Disagree, 5- Strongly disagree.

Statement	1	2	3	4	5
5. I am satisfied with my current pay					
6. I get overtime benefits, bonuses, bills and on-call benefits					
7. I have been receiving bonuses for the last five years					
8. I have been receiving welfare services from my employer such as health services, housing, security, educational and recreational services					
9. The employer has provided good working condition in relation to terms of service					

10. Suggest improvement measures by your employer in your reward system to promote increased teachers performance .....

11. What are the contributing factors to the poor reward system.....,.....  
 .....  
 .....

12. Suggest any other appreciation mechanism the school BOM, parents and TSC must have to ensure improved performance.....  
 .....  
 .....

**Section Three: Employee Empowerment on Teachers Performance**

The researcher wants to depart from your success at school the impact of the employee empowerment. To demonstrate your degree of consensus or disagreement on the declaration on the left, use the Likert scales 1-5, where 1-Strongly Agree, 3- Unsure, 4- Disagree, 5- Strongly disagree.

Statement	1	2	3	4	5
13. Teachers in my school fully attend to their duties with minimum supervision					
14. Teachers have a significant role in the school's decision-making process.					
15. On concerns of school management, the school rapidly reacts to ideas from teachers or their representatives.					
16. Teachers are free to attend to their daily activities freely					
17. In my school, we are free to express our opinions					
18. The school encourages active participation to the trade union					
19. Regarding teachers' professional growth, administrators support them adequately					

20. Indicate the contributors to the increased teachers empowerment in your school

.....  
 .....  
 ...

21. What are some of the challenges affecting teachers autonomy in your school?

.....  
 .....  
 .....

22. Suggest some of the measures to be put in place to improve teachers empowerment levels.....

...  
 .....  
 ....

**Section Four: Interpersonal Relationship and Teachers Performance**

24. How will you represent your employer's relationship? Please position a tick in the space next to the correct answer?

a	Very bad	
b	Bad	
c	Good	
d	Better	
e	Best	

25. To what degree have your performance contributed to the following aspects of employer-employee relations? Main Argument 1= Not at all, 2= Smallly 3= In an acceptable measure 4= to a larger degree and 5= to a large degree. Please identify a number and enter it next to the attribute in the area provided.

a	Procedure for complaint handling	
b	Disciplinary steps	
c	Agreement for mutual exchange	
d	Resolution of conflicts/disputes	

25. 25. Do you agree with the TSC's policy and procedures? Please mark the space beside the right answer with a checkmark.

a	Yes	
b	No	
c	Don't Know	

26. If No, kindly indicate which policies and procedures you are not contented

with.....  
 .....  
 .....  
 .....

27. How are you going to explain your relationship with your students? Please position a tick in the space next to the correct answer

a	Very bad	
b	Bad	
c	Good	
d	Better	
e	Best	

23. To what extent has the teacher-student relations aspects contributed to your performance?

Key:

1=Not at all [ ]

2= To a small extent [ ]

3=To a reasonable extent [ ]

4=To a greater extent [ ]

5=To greatest extent [ ]

### Section Five: Teachers Performance

The researcher aims to determine the performance of teachers. Please use the Likert scales 1-5, where 1- Strongly Agree, 2-Agree, 3- Uncertain, 4- Disagree, 5- Strongly disagree, to indicate your degree of agreement or disagreement with the statement on the left.

Statement	1	2	3	4	5
Teachers are sensitive on the relevant policies and other legislations in performance of their duties					
There is a build capacity of county staff in preventing professional misconduct among teachers					
There is clear identification and development of coaches and mentors to guide newly recruited teachers on ethical and professional aspects in teaching service					
There is constant teacher engagement in training institutions and KICD on requirements of teacher qualification and standards					

There is an establishment and implementation of an induction program for newly recruited teachers					
There is a roll out of an open performance appraisal system for teachers in all public educational institutions					
There is strengthened competitive selection processes on teacher promotion and deployment to administrative positions					
There is development of policy guidelines for standards assessment and supervision of curriculum delivery in educational institutions					
There is frequent conduct of teacher audit to establish critical baselines					
Review and apply appropriate teacher staffing norms at all levels is always done					
There is a national plan on long term teacher requirements					
There is redirecting the focus of teachers and key stakeholders towards ICT integration in curriculum delivery					

**Thank you for agreeing to participate in this study**

**APPENDIX III:LIST OF PUBLIC SECONDARY SCHOOLS LOCATED IN NYERI TOWN SUB COUNTY, NYERI COUNTY**

- Kagumo High School
- Gachika Secondary School
- Kiganjo Amboni Secondary School
- Marua Secondary School
- Kiamuiru Secondary School
- Muruguru Girls' Secondary School
- Ithenguri Secondary School
- Giakanja Boys' Secondary School
- Gitathini Secondary School
- Kihatha Secondary School
- Ihwa Secondary School
- Kihuyo Secondary School
- Nyeri High School
- Rware SecondarySchool
- Riamukurwe Secondary School
- Ngangarithi Secondary School
- Kahiga Secondary School

