

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

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D53/NYI/PT/39631/2016

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS,
ECONOMICS AND TOURISM IN THE PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE IN MASTER OF BUSINESS
ADMINISTRATION (HUMAN RESOURCE OPTION) OF KENYATTA
UNIVERSITY**

NOVEMBER, 2022

DECLARATION

This project is my original work and has not been presented for a degree in any other University.

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I confirm that the work in this project was done by the candidate under my supervision

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DEDICATION

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

ACKNOWLEDGEMENT

Many thanks and gratitude to Dr. Wanyoike, my supervisor, for her time and patience in examining this project. She has made an important contribution to shaping this study through her guidance, instructions, suggestions and critiques. I would like to thank the Almighty God for enabling me complete the course work successfully.

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ABBREVIATION AND ACRONYMS

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

OPERATIONAL DEFINITION OF TERMS

Employee Engagement	The willingness of the employees to go the extra mile, believe in the organization and what it stands for in an effort to help the organization succeed. Employee engagement is operationalized using rewards system, employee empowerment and interpersonal skills.
Employee Performance	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
Employee Empowerment	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.
Reward System	Compensation to employees through the work done. It includes intrinsic and extrinsic rewards
Interpersonal Skills	Relating cordially between teachers and students. It involved teamwork and communication in this study
Teachers Performance	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 therefore representative enough of many other similar Counties in Kenya which continuously have posted low levels of reforms, lack of professionalisms and incompetencies amongst teachers. The mean grades of students are a reflection of the teacher's performance and specifically how Human Resource aspects of the teachers are handled by the school management, TSC and the Ministry of Education. 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 general 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. The specific objectives was; to establish the effect of rewards on the performance of teachers in public secondary schools in Nyeri County, Kenya, to determine the influence of employee empowerment on performance of teachers in public secondary schools in Nyeri County, Kenya, to find out the impact of interpersonal relationships on performance of teachers in public secondary schools in Nyeri County, Kenya. 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 the total unit of analysis were 311 public secondary school teachers in Nyeri County. The sampled 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 and tested through the supervisors comments. 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. Empowerment calls on team members to learn about themselves and others so that they can relate, interact, and contribute more effectively" as a united community working to facilitate student academic success. The teacher-pupil's interpersonal relationship and interaction has long been considered to have a crucial influence on teacher's performance and development. The results revealed that teachers with good social relations with their fellow teachers and principal, with high performing friends, have significantly better chances in reaching a high performance level. The study concluded that reward was significant in explaining changes in employee performance. Employee empowerment had a positive and significant effect on employee performance. The study concluded that there was a strong positive correlation between interpersonal relations and employee performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Employers must be more flexible, quick learners, and effective due to rising worldwide competitiveness and the demand for technology-oriented services (O'Byrne, 2013). High-performing businesses continue to be centered on employee feedback and the overall company environment, which has led to higher levels of employee engagement and excellent business outcomes (Werhane, 2012). Businesses that are appealing and successful are actively working to optimize the value of their people resources (Vipinosa, 2015). The most valuable asset in a firm operating on the global business platform is a committed, knowledgeable, and engaged workforce. Leaders in the for-profit and nonprofit sectors understand that a high-performing staff is essential for development and sustainability and that a highly engaged workforce will boost creativity, production, and efficiency (Demin, 2003).

Organizations that do not identify and reward the success of the employee end up losing them to the competing 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. Teachers need to be mindful of the many ways in which student learning will unfold in the context of development, differences in learning, language and cultural factors, and individual temperaments, interests, and approaches to learning in order to make good decisions. In

addition, teachers need to know how to take the appropriate steps to gather additional information to obtain fundamental knowledge about these areas of learning and success, which will help them to make more grounded decisions about what is going on and what strategies might be useful.

Teachers ought, above all, to keep what is best for the child at the heart of their decision-making (Bransford, Darling-Hammond, & LePage, 2005). Developments in educational reform in Canada and elsewhere set ambitious targets for student learning. Recent literature from research shows that while many factors contribute to achieving these objectives, one of the most significant factors affecting student success is what teachers know and can do (Fullan, Hill & Crevola, 2006). Teachers are responsible for working creatively with their students to translate and form instructional objectives and theoretical principles into effective activities in the classroom and school, and to provide an atmosphere for effective learning.

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.

Orlando (2013) listed nine behaviors/characteristics of an effective teacher in Nigeria that value students, build a sense of community in the classroom: warm, open, enthusiastic and

caring, ability to set the highest standards of every student, an ability to change gears and flexibility, an absence of learning, a collaboration a skilled leader a passion for learning. 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. This poor performance could be due to several variables and could also have detrimental effects on the performance of students, which is one of the consequences of teacher performance. Teachers face difficult decisions on a daily basis that depend on several different kinds of expertise and judgment and that can include high-stake consequences for the futures of students and these calls for additional commitment (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

Employee performance, according to Reddy and Karim (2014), comprises doing work with the desired set of behaviors and resources that contribute to the attainment of overall corporate goals. Employee performance can also be defined as the execution of tasks by individuals within the allotted time in order to meet an organization's objectives. Employee performance, according to Osibanjo, Adeniji, Falola, and Heirsmac (2014), is the result of the task's talents, motivation, perceptions, and efforts.

There are many ways to gauge an employee's performance, including how much of their work must be redone or is rejected by the company, expressed as a percentage. Another statistic that may be measured is customer satisfaction, which is determined by looking at customer reviews and an organization's number of devoted customers. Another factor that may be used to assess employee performance is timeliness, which can be assessed by timing how long it takes an employee to complete a task. Another indicator, tardiness or absenteeism, counts how frequently workers fail to arrive for work. The ability of employees to handle their own affairs and their understanding of the organization's goals and roles are additional criteria (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). Vipinosa (2015) explains teachers as the result of the efforts exerted and the resources utilized. Employee performance can be measured as a ratio of output to input (Ajayi & Afolabi, 2012). In the context of high school system, teacher's performance according to 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, 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 entails the willingness of staff to go the extra mile, confidence in the company and what it stands for in an attempt to help the company succeed. Engaged employees are working, excited about their employment and dedicated to them. Organizations globally do not find a match between their returns, productivity and

employee engagement in the workplace, according to Lazonick (2014). Some of the leaders of these multinational organisations are also seeking to match the approach of the organizations with the organizations' talent strategy.

Deci and Ryan (2007) believe that a well-designed assistance policy by an employer shows that the employer is concerned about the needs and sentiments of the employees. To achieve organizational goals and ensure the long-term success of the organization, both the employer and the employees should set up a positive interaction and feedback mechanism. Employee engagement is an undeniably important source of competitive advantage at all levels. Therefore, maintaining a higher-quality staff is the key to success and the best approach to gain an advantage in the global market (Schwartz, 2011).

Fewer than half of workers employed globally (46%) favor organizations that pay them for the work they actually do on a daily basis, according to a global study. The report also reveals that, despite the organization's commitment to improving employee engagement being noticeably somewhat enhanced, the average employee's perception of engagement has actually declined overall. However, in the past year, expectations for tools and activities that promote a global culture of employee engagement have drastically decreased (Hewitt, 2015). The study focuses on how employee engagement affects several factors, such as reward, training, interpersonal relationships, and employee empowerment, as defined by Anittha (2014), that affect an employee's performance.

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. Unfortunately, the loan scheme is based on value and not on the weight of 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 (Hunjra, UIHaq, Akbar & Yousaf, 2011). Employee empowerment is seen as a motivating practice aimed at improving productivity and involvement in decision-making by increasing interaction opportunities. It focuses mainly on building morale and motivation, taking decisions and removing any borders between an employee and upper executives (Meyerson & Dewettinck, 2012). Empowerment includes granting an employee decision-making authority and also entails distributing managers' responsibilities to other workers (Saif & Saleh, 2013). Empowerment has 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) found that empowerment would increase the willingness of workers to work routine, increase their job satisfaction, boost their loyalty and productivity and reduce their intentions for revenue.

Ukpere and Naris (2009); Laabs (2001); Pretorius and Schurink (2007); Nisha (2009); Zulkifli and Duasa (2009); 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 km² (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

The majority of schools in Nyeri County have reported poor principal-teacher interactions, a failure of principals to conduct proper class visits and observations that would have improved teaching methodologies and classroom learning environments, and a lack of learning aids that would have improved student learning (Githui, 2019). Due to these factors, the school administration is less successful in carrying out its duties, which include providing teaching services in an effective and timely manner. The number of public secondary schools in Nyeri County that rank among Kenya's top 100 schools has decreased from 6 schools in 2014 to 4 schools in 2019, in part due to poor teacher performance. The mean grades of students are a reflection of the teacher's performance and specifically how Human Resource aspects of the teachers are handled by the school management, TSC and the Ministry of Education. Despite the importance of employee engagement in teacher's

performance, there is scanty of empirical literature on the effect of employee engagement on performance on teachers.

The effect of employee involvement on the performance of teachers in secondary schools in Machakos County in Kenya was studied in a report by Kilonzo, Were and Odhiambo (2018). The study showed that there was a substantial correlation between employee engagement and teacher performance. The study operationalized employee engagement by the use of job burnout, Job demands, job resources and employee voice while teachers performance proxies were outcome and efficiency. 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; selfevaluation, 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, their research findings were dissimilar which could be as a result of methodological, contextual and conceptual diversities, hence the need for further investigation to bridge the gaps thereof. Both studies did not have a universal methodology of estimating employee engagement even when the unit of observation was employees. 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) to assess the effect of employee engagement on the performance of teachers in public secondary schools in Nyeri County, Kenya.

1.3 Objectives of Study

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 influence on the performance of teachers in public secondary schools in Nyeri County, Kenya?
- iii) What is the effect of interpersonal relationships on the performance of teachers 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. Other beneficiaries will be human resources managers who would gain specific insight into the performance determinants of teachers who may be helpful in other organizations and thus replicate other 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. In the search for contemporary management and advisory services which would help stem or reduce sales of organizations, the research findings are of significance to consultants in particular in the area of human resources management.

Third, the study will add to the body of knowledge for scholars on the subject of performance of teachers in secondary schools. Information from the study may be used to identify new areas for further research as well as benchmarking with similar researches. Forth, the study will be of significance to stakeholders in the Education sector specifically in secondary schools. The stakeholders include the County Government, The PTA (Parents teachers Association), The Board of Management, the students themselves. Each party will get a clear understanding of what it takes for enhanced teacher performance Fifth, the study

will benefit trade unions including the Kenya National Teachers' Union (KNUT) and the Kenya Post-Primary

Education Union (KUPPET). The unions will work closely with TSC and the Ministry of Education to ensure the implementation of teacher performance policies. This will in effect close the distance between the unions and the employer of the teacher and thereby eliminate needless strikes.

1.6 Scope of the Study

The research explored the following independent variables: rewards, empowerment of workers, interpersonal relationships and, the relationship between employee engagement and teacher performance. In public secondary schools, the dependent variable was the performance of teachers. It used descriptive research design. The study was conducted in Kenya's Nyeri County and the unit of observation consisted of 17 public secondary schools in the sub-county of Nyeri town. The research used a sample size of 175 respondents from this population of 311 teachers. The period of interest were 2015 to 2019.

1.7 Limitations of the study

Some of the respondents were reluctant to provide some data needed for fear of being harassed at work or losing their jobs. This was resolved by specifically stating the objective of the study and informing the respondents on the study goal that's 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. The theories considered in this study include; Self Determination Theory, Herzberg's Two Factor Theory and Job Demands-Resources Theory (JD-R).

2.2.1 Self Determination Theory (SDT)

In 1985 researchers Edward and Richard founded self-determination theory (SDT). SDT identifies two motivating forms which are intrinsic and extrinsic motivation. The intrinsic motivation is to carry out an action out of fun and curiosity for your own sake, while extrinsic motivation is to undertake an action for instrumental purposes (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).

Autonomous regulatory term intersects with Macey and Schneider's state involvement (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).

Meyer and Gagne(2008) states that SDT not only helps to understand commitment, but also the psychologies and behavioral reactions resulting from the lack of engagement of Meyer and Gagne,' that SDT has been used for several years to direct the calculation of variables of interaction, such as happiness, motivation, psychological and compartmental outcomes. 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 likely to do better.

2.2.2 Herzberg's Two Factor Theory

Herzberg theory of (1966) two factors implies that there are two independent conditions, namely hygiene factors and motivating factors, which drive employee satisfaction and motivation. 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. An improvement in hygiene variables is therefore expected to encourage satisfaction and the lack of one or more of them promotes dissatisfaction. For example, a low salary or one seen as lower than one would increase dissatisfaction, it would be anticipated.

But once a fair salary level is established, money is no longer an important motivator of job performance and job satisfaction. The two-factor theory says that employees can carry out their jobs without motivators as required, but employees will increase their efforts with motivators to exceed minimum requirements. 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 motivation and satisfaction (Grant *et al.*, 2011).

This theory supported a number of studied variables. 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. Fourth, the theory finally supported the variable employee engagement in that provision of both hygiene factors and motivators are likely to make the teachers more involved thus an increased performance.

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. Employment resources are defined as the elements of the job that work to achieve the goals for employment, reduce the demand for jobs, and promote growth and personal growth. (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. Resources encourage interaction in terms of strength (energy), dedication (persistence) and absorption (focus) (Schaufeli, 2013). JD-R Theory also thought that its presence resulted in positive effects, such as job success. The JD-R

theory says that involvement in jobs mediates the relationship between employment and personal resources and positive outcomes on the one hand (Schaufeli, 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. Schaufeli (2013) notes, however, that it is true only for the job requirements with the potential to support mastery, growth, learning and achievement of objectives. This theory supports a variety of studied variables. First, it promoted the variable capacity of the employees by showing low empowerment, such as sickness, emotional fatigue, high turnover, or absenteeism on the workplace. However, if the triggers of teachers' low empowerment are dealt with, they should 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. Third, the theory also supports employee involvement with indicators of participation, commitment and vigor that affect the performance of teachers in secondary schools.

2.3 Empirical Literature Review

The section presents the study empirical review related to the study variables; reward, employee empowerment, interpersonal relationship and employee performance.

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 deprecation 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. To assess the relationship between selection variables and performance in KCSE, the researchers developed surveys for the collection of linear regression and the One Way ANOVA. 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 a study in schools in Nandi South District, Kenya, on teacher characteristics and academic achievement of students in biology. A selection of 20 schools and 20 biology teachers were chosen deliberately. Descriptive and inferential statistics were used to interpret the collected data (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 study concentrated on the achievement of Biology in schools in Nandi south district, Kenya while the current study will evaluate the performance of teachers 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, Wario and Odhiambo, (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 Lodiiso (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 study would concentrate on the performance of teachers in Nyeri County public secondary 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. Studies show that students were inspired to learn English for future expectations, including foreign and local interactions, academic achievement and working prospects. 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. A questionnaire was used in the compilation of validated and pilot results in order to determine its reliability. Descriptive statistics and inferential (t-test) statistics have been used to interpret the results. An average rating was given for the use by Mathematics Teachers of learning resources, teaching methodology, teacher training, participation and evaluation. Teachers in high performance schools often evaluate mathematics, teaching technique, devotion, preparation, and the use of learning resources, evaluations and tests higher than their colleagues in low-performance schools. That research indicated that future studies should associate teacher preparedness with inducing and developing teachers. 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 purpose of this research is to identify team work causes, to identify positive or negative team work effects for staff and to examine the impact of teamwork on the organization's success. This research analyzes the impact of teamwork on the efficiency of KomfoAnokye's and Ejisu Government Hospital workers at the organizational level. Several team performance metrics have been analyzed, including team trust, recognition and rewards. Convenience sampling method was used to collect the employees while the organization's management was selected using purposeful sampling technique. In the data collection, a self-structured questionnaire was used. There has been strong evidence that

teamwork and other team success indicators are positively linked to the performance of organizations. The outcome of the study suggests that teamwork has had a substantial positive effect on organizational success. The research centered on KomfoAnokye Teaching Hospital and Ejisu Government Hospital's organizational results, while the current study would concentrate on public secondary schools.

Dollard and Bakker (2010) studied the psychosocial environment (the strategy, mechanism and procedures of the company to defend the psycho-social health and protection of workers) as an organizational resource that affects the job context. For instance, the absence of an atmosphere of psycho-social security will lead, whereas a good climate will encourage growth in other services, including work management, to poorly organized employment and persistent job demand. Dollard and 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 Summary of Literature and Research Gap

The section presents the summarized research gap relating to contextual, conceptual and methodological research gaps.

Table 2.1 Summary of Literature and Research Gap

Source	Title/Topic	Findings	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 results of the study showed that students taught by more autonomous teachers were much better able than those taught by less skilled 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)	study on the character of teachers in schools in Nandi South District, Kenya. Academic achievement of students of biology	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)	In their research in Nandi district, Kenya, the relationship between teacher quality and student achievement has been established.	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,Warioand Odhiambo(2014)	The study centered on the relationship between task clarity, self-sufficiency, work significance and work performance and the involvement of workers.	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 effects of interpersonal relationship on the job satisfaction of employees were studied: The case of the education department, Hawassa city administration, Ethiopia.	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, specifically mathematics teachers participating in the study. Stratified, random, and purposive sampling have been used.	The current study targeted all secondary school teachers in Nyeri county, stratified and simple random sampling will be used
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)	Examined the psychosocial safety framework (the company's policies, processes and procedures for the protection of employees' psychosocial health and safety) as an organizational resource that affects the job context..	Dollard and Bakker showed longitudinally that a successful psychosocial security atmosphere predicted a reduction in psychological stress through lower job demands (work pressure and emotional demands) and an increase in job participation through higher resources (skill discretion)	The research focused on the environment of psychosocial safety as an organizational resource that affects the context of the job.	The current study focused on interpersonal relationships.
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Source: Researcher (2020)

2.5 Conceptual Framework

The figure below presents the interrelationship amongst the study variables. It presents the independent variables on the left and dependent variable on the right. The arrows show the explanatory effect of reward, employee empowerment and interrelationship to employee performance. The figure above presents the interrelationship between the study's independent variables reward system, employee empowerment, interpersonal relationship and dependent variable teacher's performance.

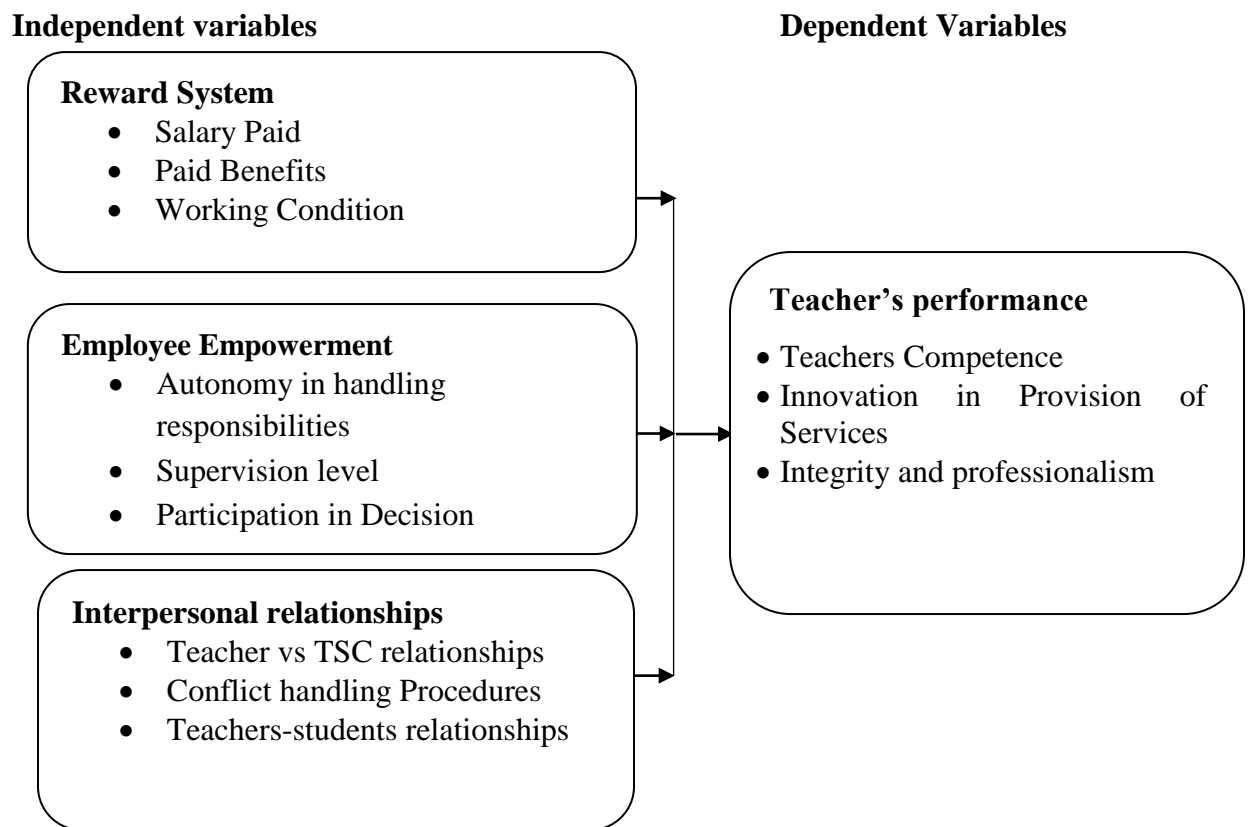


Figure 2.1 Conceptual Framework

Source: Researcher (2020)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section aims to provide an insight into the manner and nature in which this analysis will be performed. This involves the design of research, population and sample size, techniques for sampling, instruments, pilot testing and analysis of data.

3.2 Research Design

A research design stands for advance preparation, according to Kothari (2014), of the techniques to be adopted from the compilation of the relevant data and the techniques to be used in the study. The thesis followed an approach to descriptive research design. A descriptive research design is used, according to (Mugenda & Mugenda, 2013), to collect details about the current state of the phenomenon in order to explain 'what happens' with regard to variables or conditions in a situation. This design was adopted because it allowed the study to collect data on the determinants of the performance of teachers in Nyeri County secondary schools in Kenya.

3.3 Target Population

According to Cresswell (2011) a population is a group of individuals, or objects which the study is interested in. The target population was 17 public secondary schools in Nyeri town sub-county, Nyeri County, Kenya which forms the unit of analysis. There are 311 public secondary school teachers working in the targeted 17 schools in Nyeri Central sub-county, Nyeri County, Kenya which formed the units of observation.

Table 3.1: Target Population

Employee category	Population size	Percentage
Principals	17	5.47
Deputy Principals	17	5.47
Heads of Departments	96	30.87
Classroom teachers	181	58.19
Total	311	100

Source: Nyeri County Director of Education (2020)

3.4 Sampling Design and Procedures

The sampling system defines the list of all population units from which the sample is chosen (Cooper & Schindler, 2008). It is a physical population representation comprising all the units that are possible for the sample member. A sampling frame is also known as a source list (Kothari, 2014). An ideal sample is one that meets the demands of performance, representativeness, reliability and versatility (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 Slovincs is presented below;

$$n = \frac{N}{1 + NE^2} = \frac{311}{1 + (311 \cdot 0.05^2)} = 311/1.7775$$

N= 175 teachers

Therefore, the researcher had a sample size of 175 respondents. These 175 respondents were drawn from the strata's and were picked based on simple random sampling.

Table 3.2: Sample

Employee category	Target Population	Sample size ($\frac{N}{1+NE^2}$)
Principals	17	10
Deputy Principals	17	10
Heads of Departments	96	54
Classroom teachers	181	101
Total	311	175

Source: Researcher (2022)

3.5 Data Collection Instrument

A semi structured questionnaire was used as the data collection tool. Primary data was sought. A questionnaire is made up of a number of questions written or typed on a form or collection of forms in a definite order. This is because the questioning helps the respondent to answer the questions honestly and openly (Mugenda & Mugenda, 2013). The

questionnaire mainly had closed and open ended questions. Open questions gave the respondents the liberty to discuss their opinion where necessary. The closed ended questions was structured using a five-point Likert scale format.

The questionnaire avoided leading questions and used Likert scale questions. The questionnaire consisted of six sections. Section one required the respondents demographic characteristics, section two used data related to reward system, section three was on employee empowerment, section four was on interpersonal relationship, section five was on training (mediating variable) and section six was on teachers performance.

3.6 Validity and Reliability Testing

The section contains the validity and reliability tests.

3.6.1 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 thus ensuring content, construct and face validity were good. To test instruments' content and face validity was enhanced on the basis of their

suggestions and feedback, where the questionnaires was reframed to fit the analysis after which the researcher continued with data collection.

3.6.2 Reliability of Research Instruments

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 reliability of analysis tools demonstrates the stability and precision with which the tools test concepts (Kothari, 2013). The reliability of research instruments of this study were determined using Cronbach Alpha test method. 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).

3.7 Data Collection Procedure

To officially embark on collection of data, the researcher requested for data collection authorization letter from Kenyatta University Graduate School. The study applied a research permit from National Commission for Science, Technology and Innovation (NACOSTI) to conduct research. Subsequently, in order to guarantee a good response rate, the researcher sought approval from the ministry of education, Nyeri County and the management of targeted schools. Consent was also secured from the respondents, where the purpose of the study and how to answer the questionnaire was explained.

3.8 Data Analysis and Presentation

Collected data was screened prior to statistical analysis to ensure that coding of responses were accurate. After the coding of data, it was cleaned to eliminate survey errors generated from initial data capture, coding, editing and imputation (Hair, *et al.*, 2006). The collected data was analyzed and interpreted using descriptive and inferential statistics. Saunders *et al.*, (2012) argue that descriptive statistics is ideal for explaining data and inferential statistics to test hypothesis and draw conclusions. The descriptive statistics that was used were mean (to measure central tendency) and standard deviation (to measure dispersion). Inferential statistics, which entailed analysis of data in order to measure causal relationship between and among study constructs, was done using regression analysis and correlation analysis. Statistical package for social sciences (SPSS) version 23 was used in the analysis of data. Content analysis was used to analyze qualitative data and involve identification of key themes and concepts relevant to the research objectives and plausible in drawing conclusions.

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.

X₁= is Rewards.

X₂= is Employee empowerment.

X₃= is Interpersonal relationships.

ε = is the error term.

β_0 = a constant which is the value of dependent variable when all independent variables are 0 (intercept).

β_1 = Regression Coefficient (slope) of variable X_1 (Rewards)

β_2 = Regression Coefficient (slope) of variable X_2 (Employee empowerment)

β_3 = Regression Coefficient (slope) of variable X_3 (Interpersonal relationships.)

The linear regression gave an indicator of the nature and strength of relationship existing between the study variables. The researcher used the results to also ascertain the nature and degree of significance (using 5% level of significance) of influence of the independent variables on the dependent variable. Data was then be presented using tables, charts and graphs.

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. It was also pertinent for the researcher to get respondents' consent prior to their involvement in the investigation. 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. Contributors were informed that the responses they gave will be used for no other purposes than the study. This ensured that they gave honest and truthful responses.

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 outcomes of a research on the effects of employee engagement on teacher performance in public secondary schools in Nyeri County, Kenya are given. The methodologies, techniques, and processes used in the analysis of the research findings are also covered in this chapter.

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.

Table 4.1 Response Rate

Employee category	Sample size	No. of Responses	Response Rate
Principals	10	10	100%
Deputy Principals	10	10	100%
Heads of Departments	54	51	94%
Classroom teachers	101	95	94%
Total	175	169	95%

Source: Researcher (2022)

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

Variable	Cronbach's Alpha	Items
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

Different researchers, such as Orotho (2010) and Hair et al. (2011), have claimed that the demographic background of the participants influences the strategy for responding to the study goals. In fact, Orotho (2010) found that people with diverse demographic backgrounds, such as gender, age, educational background, job experience, and race, might have opposing viewpoints on a given research phenomena.

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 fair gender representation of teachers on the importance of employee empowerment on their performance (fig 4.2).

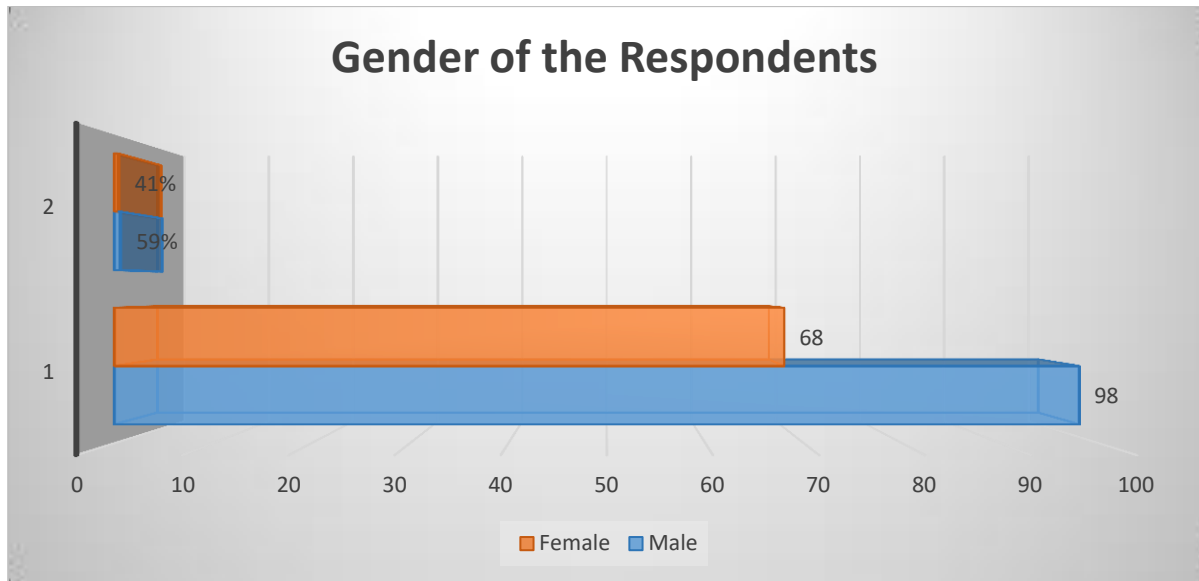


Figure 4.1 Gender of the Respondents

Source: Survey Data (2021)

4.4.2. Participant Age

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

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

Source: Survey Data (2021)

The study found that 23% of the teachers were diploma holders, 57% indicated that they had a degree certificate as the highest level of education. 29% indicated that they had Masters degree as the highest level of education. This implies that the findings of this study were influenced majority of the degree holders who made the largest proportion of teachers workforce (Table 4.3).

4.4.4. Length of Service

With regards to the length of service as a teacher, the study found that only 12.65% of the participants indicated that they had worked for more than 15 years in TSC, 40.36% indicated that they had worked between 11 and 15 years while only 27.11% indicated that they had worked for 6-10 years (fig 4.3). This implies that majority of the study respondents have worked with TSC long enough to gain necessary skills and knowledge. Tese helped the researcher attain the research objectives.

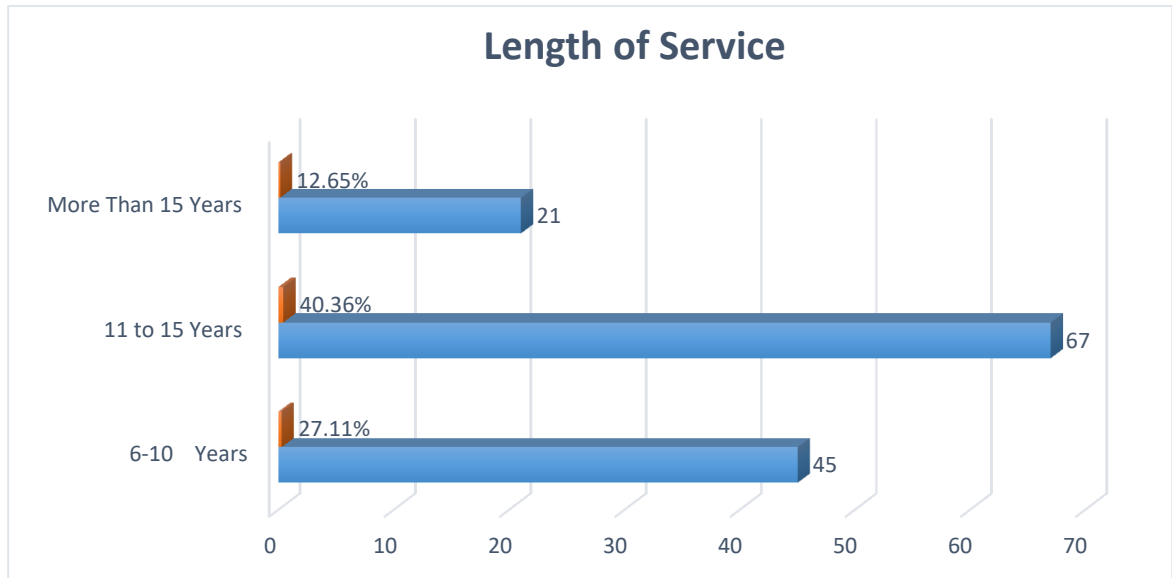


Figure 4.3 Length of Service

Source: Survey Data (2021)

4.5 Descriptive Analysis

The questionnaire used lykert scale ranging between 1=strongly disagree and 5 which is strongly agree. The equivalent mean score for disagree and strongly disagree was 0 to 2.4 on the continuous lykert scale; ($0 \leq S.A/A < 2.4$) while the cores for no comment has equivalent score of 2.5 and 3.4. Finally, the score for agree and strongly agree had equivalent mean score of ;($3.5 \leq S.D/D < 5.0$). Equally, standard deviation of > 5 indicated that there was significant difference on the impacts of variables on the study participants.

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

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

Source: survey Data (2022)

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

	Mean	Std. Deviation
Teachers in my school fully attend to their duties with minimum supervision	4.133	0.65636
Teachers are involved in making important decisions for the school	4.042	0.83377
The school promptly responds to suggestions from teachers or their representatives on matters of school management	4.036	0.75391
Teachers are free to attend to their daily activities freely	3.608	1.09419
In my school, we are free to express our opinions	4.006	0.75073
Valid N (listwise)		

Source: Researcher (2022)

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 indicated that the school promptly responds to suggestions from teachers or their representatives on matters of school management (mean=4.0361). It was also clear that some teachers were free to attend to their daily activities freely (mean=3.6084). Majority of the teachers indicated that their schools were free to express their opinions (mean=4.0060) and that the school encourages active participation to the trade union (mean=4.1506). Further, majority opined TSC do not support them adequately regarding teachers' professional growth (mean=1.7952). Majority of the respondents argued that empowering teachers requires principals to elicit changes in one's

role, which are likely to be evident mostly in the level of authority that individuals have on the job. Empowerment calls on team members to learn about themselves and others so that they can relate, interact, and contribute more effectively” as a united community working to facilitate student academic success.

The teachers also suggested that the principal understand that influence is not confined to those in formal leadership roles within an organization; all members of the organization have the ability to influence choices 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 emphasize 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 measure the interpersonal relations and its effect on teaching learning process. Keeping in view the objectives and variable under study investigator analysed the data under the following heads: study of the interpersonal relations among students, teachers and principals, study of the effect of interpersonal relations on teaching learning process. The respondents were required to indicate to what degree their performance contributed to the following aspects of employer-employee relations (Table 4.6)

Table 4.6 Interpersonal Relationship and Teachers Performance

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

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. Majority of the respondents (57%) indicated that

they aren't happy with the policies and procedures put in place by TSC. The teacher-pupil's interpersonal relationship and interaction has long been considered to have a crucial influence on teacher's performance and development. The communication between a teacher-child brings a reciprocal combined effect on the action towards learning process.

The results revealed that teachers with good social relations with their fellow teachers and principal, with high performing friends, have significantly better chances in reaching a high performance level. 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. The study by Boakye (2015) argued that there has been strong evidence that teamwork and other team success indicators are positively linked to the performance of organizations. The outcome of the study suggests that teamwork and interpersonal relationship has had a substantial positive effect on organizational success.

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

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

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 statistical method that is used to discover if there is a relationship between two variables/datasets, and how strong that relationship may be. Correlation analysis is used to analyse quantitative data gathered from research methods such as surveys to identify whether there is any significant connections, patterns, or trends between the two.

Table 4.8 Correlation Co-efficient

		Reward	Empowerment	Interpersonal Relations	Employee Performance
Reward	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	166			
Empowerment	Pearson Correlation	.134	1		
	Sig. (2-tailed)	.086			
	N	166	166		
Interpersonal Relations	Pearson Correlation	.186*	.065**	1	
	Sig. (2-tailed)	.216	.606		
	N	166	166	166	
Employee Performance	Pearson Correlation	.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

Orotho (2010) defined regression analysis as the statistical process use in determining the existing correlations between the study variables. It is used in the generation of regression equation describing the statistical relationship between response variable and one or more

predictor. 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. The study presented regression analysis with the aid of better coefficient tables and regression model expression as indicated below

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 ^a	.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^a

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

a. Dependent Variable: Employee Performance

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

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 Co-efficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	4.075	2.356		1.730	.086
	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)

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

The above model was rewritten as $Y = 4.075 + 0.224 \text{ of Reward} + 0.555 \text{ of Employee Empowerment} + 1.736 \text{ of Interpersonal Relations} + \varepsilon$ 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 ($\text{sig}=0.058$). 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 ($\text{sig}=0.000$). 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 ($B=1.736$, $\text{sig}= 0.000$). 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 OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter contains a summary of the findings conclusions and recommendations on the way forward to effective use of employee engagement on enhancing employee performance in public secondary schools. The theoretical contribution of this research project is to extend the existing knowledge on employee engagement in public secondary schools in Kenya.

5.2. Summary of the Study

The section presents the summarized results on the study variables; employee reward, employee empowerment and interrelationship, and how they affected employee performance.

5.2.1. Employee Reward on Employee Performance

The first objective was to determine the effect of employee reward on teacher's 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 objective was to determine the effect of employee empowerment on teacher's 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 indicated that the school promptly responds to suggestions from teachers or their representatives on matters of school management. Majority of the respondents argued that empowering teachers requires principals to elicit changes in one's role, which are likely to be evident mostly in the level of authority that individuals have on the job. Empowerment calls on team members to learn about themselves and others so that they can relate, interact, and contribute more effectively" as a united community working to facilitate student academic success.

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 outcomes showed that the teachers' performance had made a significant contribution to the process for managing complaints, disciplinary measures, mutual exchange agreements, and resolution of conflicts/disputes inside the school. The rules and regulations established by TSC haven't gone over well with teachers. The interpersonal dynamics and interactions between a teacher and student have long been thought to have a significant impact on a teacher's performance and professional growth. The interaction between a teacher and student has a positive, reciprocal impact on learning activities. The findings showed that instructors with high-performing friends and

positive relationships with their principal and fellow educators are far more likely to succeed at a high level.

5.3. Conclusion

The study concluded that reward was significant in explaining changes in employee performance. The study concluded that incentive improves teacher performance when schools utilize various measures such as basic wage and overtime payment, based on the findings in connection to specific objectives. The findings revealed that the teacher's base wage and overtime pay had a substantial impact on their performance. This also represents a monetary incentive that influences the teacher's performance.

Employee empowerment had a positive and significant effect on employee performance. There are powerful implications for empowering teachers, one of which is the positive feelings of connectedness and having a shared sense of belonging to the school. Cultivating empowerment allows teachers more opportunities for interaction and innovation. Teachers deserve the chance to seek creative solutions to school problems and find meaning in their work which can be established through the practice of empowerment.

The study concluded that there was a strong positive correlation between interpersonal relations and employee performance. The role played by interpersonal relations is significant most teachers, learners and the administrator in school. Good interpersonal relationship serves as splendid and pivotal in enhancement of conducive educational environment and cognitive advancement to learners with hearing impairments. The study therefore concludes

interpersonal relationship of teacher-pupil, pupil-pupil and parents needs to be enhanced because to provides positive educational direction hence better academic performance.

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.

The principals should understand that influence is not confined to those in formal leadership roles within an organization; all members of the school have the ability to influence choices 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. Principals should enhance the meaning of employees' work through interactions that emphasize the importance of individual roles and emphasize how a teacher's individual work supports the school's interdependent activities that are focused on common goals and outcomes.

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

The area of employee engagement has proven to be a noteworthy investigative area of study with broad implications for school leaders. However, this study has provided insight into a very large domain of school leadership. While relevant findings have been discussed, this study uncovers the need for additional research. Future research in the area of teacher empowerment should investigate more closely the relationship between level of teacher empowerment and job satisfaction.

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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 the length of service?

0 to 5 []

6 to 10 []

11 to 15 []

More than 15 []

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 are involved in making important decisions for the school					
15. The school promptly responds to suggestions from teachers or their representatives on matters of school management					
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 choose a number and write in the space next to the aspect:

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

25. Are you happy with the policies and procedures of the TSC? Please position a tick in the space next to the correct answer

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

1. Kagumo High School
2. Gachika Secondary School
3. Kiganjo Amboni Secondary School
4. Marua Secondary School
5. Kiamuiru Secondary School
6. Muruguru Girls' Secondary School
7. Ithenguri Secondary School
8. Giakanja Boys' Secondary School
9. Gitathini Secondary School
10. Kihatha Secondary School
11. Ihwa Secondary School
12. Kihuyo Secondary School
13. Nyeri High School
14. Rware SecondarySchool
15. Riamukurwe Secondary School
16. Ngangarithi Secondary School
17. Kahiga Secondary School

APPENDIX III: DATA COLLECTION AUTHORIZATION LETTER


**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School
TO: Esther Wanjiku Kago
C/o Business Administration Dept.

DATE: 2nd July, 2021
REF: D53/NYI/PT/39631/2016

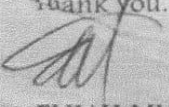
SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the graduate school board 2nd June, 2021 entitled "Employee Engagement and Employee Performance in Public Secondary Schools in Nyeri County, Kenya".

You may now proceed with your data collection, subject to clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and progress report forms per semester. The forms are available at the University's Website under Graduate School webpage downloads.

Thank you.


ELIJAH MUTUA
FOR: DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Business Administration

Supervisors:

1. Dr. Rosemarie Wanyoike
C/o Department of Business Administration
Kenyatta University

