

# **INFLUENCE OF REWARDS AND INTERPERSONAL RELATIONSHIP ON THE PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN NYERI COUNTY, KENYA**

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## **ABSTRACT**

Nyeri County general data on the teacher's 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 have continuously posted low levels of reforms, lack of professionalism and incompetencies amongst teachers. The mean grades of students are a reflection of the teachers' 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 contradicting findings and diverse operationalization of the study variables. The specific objectives were; to establish the effect of rewards on the performance of teachers in public secondary schools in Nyeri County, Kenya and to find out the effect 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 population was 311 public secondary school teachers in Nyeri County. The sampled unit of analysis used was 175 teachers selected through stratified and

simple random sampling. Semi-Structured questionnaire was used to collect primary data. Construct and content validity tests were carried out and tested through the supervisor's comments. Reliability was tested through the use of Cronbach Alpha and a threshold of 0.7 was accepted. Quantitative analysis used to analyze closed ended questions. Qualitative analysis was used to analyze 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 teacher-pupil's interpersonal relationship and interaction have 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. The study concluded that there was a strong positive correlation between interpersonal relations and employee performance.

**Keywords:** Interpersonal Skills, Reward System, Teacher's Performance, Employee Performance.

## **INTRODUCTION**

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.

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. 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).

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 Nyeri County which is located in central Kenya, the best performing secondary school 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. 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)

### **Statement of the Problem**

Most schools in Nyeri county have reported poor interaction between principal and teachers, failure of principals to carry out proper class visitation and observation which improves teaching methodologies and class learning climate, poor provision of learning aids to improve student learning (Githui, 2019). These circumstances limit the school administration effectiveness in execution of their roles which comprises the efficient and effective delivery of teaching services. Poor Performance of teachers has contributed drop in the number of public secondary schools in Nyeri County appearing in the top 100 schools in Kenya from 6 schools in 2014 to 4 schools in 2019. The 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 interpersonal relationships on performance on teachers.

### **Purpose of the Study**

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.

## **Specific Objectives**

The study was channeled by the following specific objectives;

- i. To establish the effect of rewards on the performance of teachers in public secondary schools in Nyeri County, Kenya.
- ii. To find out the effect of interpersonal relationships on performance of teachers in public secondary schools in Nyeri County, Kenya.

## **LITERATURE REVIEW**

### **Theoretical Literature Review**

#### **Self Determination Theory**

The study was guided by Self Determination Theory (SDT). In 1985 researchers Edward Deci and Richard Ryan founded self-determination theory (SDT). SDT identifies two motivating forms which are intrinsic and extrinsic motivation. 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).

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 interpersonal relationship variable that have been considered in the study. First, it encourages staff engagement as the relationships effectively improve through trust and loyalty.

#### **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 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.

## **Empirical Literature Review**

### **Relationship between the Rewards and Employee Performance**

Adil (2013) analyzed the influence in the context of private schools on the motivation of employees of five determinants of the incentive system. The private Karachi teachers are drawing a sample of 310 people. Five independent variables, including pay, recognition, promotion, job and working conditions were used to assess the scheme of incentives. The findings indicate that, with the exception of salary offer, the remainder of the four variables have been statistically important in predicting the motivation of the instructor using exploratory and regression analyzes. The appreciation of efforts and the conditions of employment, however, has shown the greatest effect on the motivation of teachers. Thus private school management should not only appreciate the efforts of its teachers but also focus on updating and improving its working conditions, so that its motivation is enhanced. A selection from Karachi's private school teachers was obtained from the report. By collecting information from public school teachers of Nyeri County, the researcher would fill the gaps.

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

incentives on teacher success in Nyeri County in the examined research based on Learning opportunities for high school mathematical academic results in Kenya Bondo district.

The relationship between demographics, rewards, and teaching in classrooms of selected professors and the academic achievement of students at selected high schools in Nyandarua county, Kenya was addressed by Kimani, Kara & Njagi (2013), respectively. Study participants included 100,53 teachers randomly selected from 18 schools in 3 districts of county. In the last three years, the Kenya Secondary Education Certificate (KCSE) rated the overall performance of schools above and below the average. In each district category, two schools were chosen. 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.

### **Relationship between the Interpersonal Relationships and Employee Performance**

The effects of interpersonal relationships on work satisfaction were examined by Lodisso (2019): the case of the education department, Hawassa city government, Ethiopia. The aim of the research was to examine the impact of interpersonal relationships on the job satisfaction of employees. The participants were 61 colleagues and supervisors from the Hawassa City Administration's education department. In order to scrutinize the patterns of the effects of independent variables on the dependent variable, Structural Equation Model (SEM) study was carried out for the overall sample. The study results indicate that a good pleasant atmosphere at the workplace plays an important role in the interpersonal relationship of employees and the interpersonal relationship has a clear positive direct impact on job satisfaction. It is therefore recommended that management involvement can be instrumental in fostering friendships at work, for a good environment in the workplace and also for a healthy interpersonal relationship, workers must get along well with their fellow employees. The study's background was interpersonal relationship and job satisfaction of employees, the study also centered on Ethiopia, education department, Hawassa city administration, while the current 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.

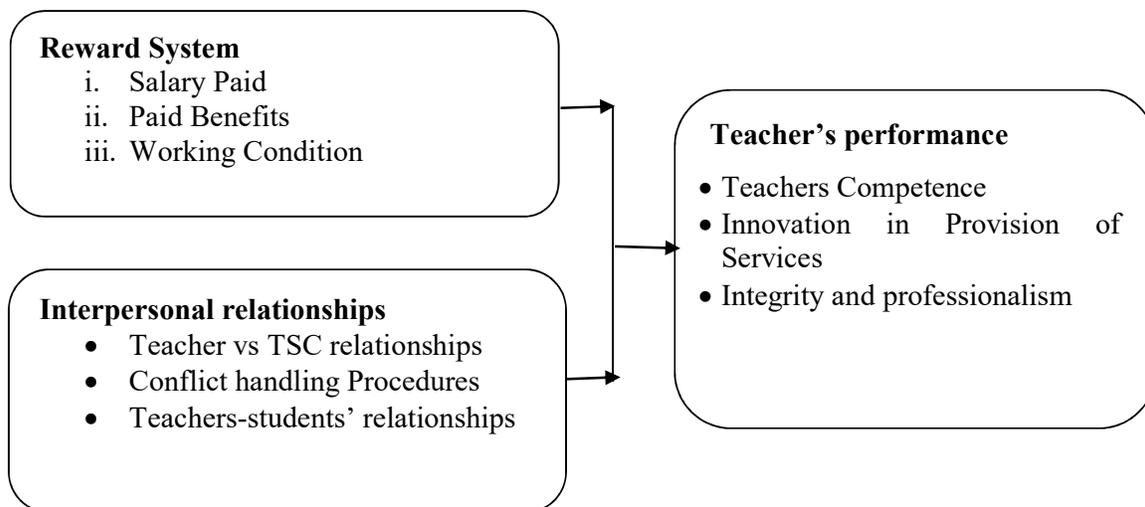
The study by Boakye (2015) sought to describe the effect of teamwork on organizational efficiency. The purpose of this research is to identify team work causes, to identify positive or negative team work effects for staff and to examine the impact of teamwork on the organization's success. This research 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.

### Conceptual framework

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

#### Independent Variable

#### dependent Variable



### RESEARCH METHODOLOGY

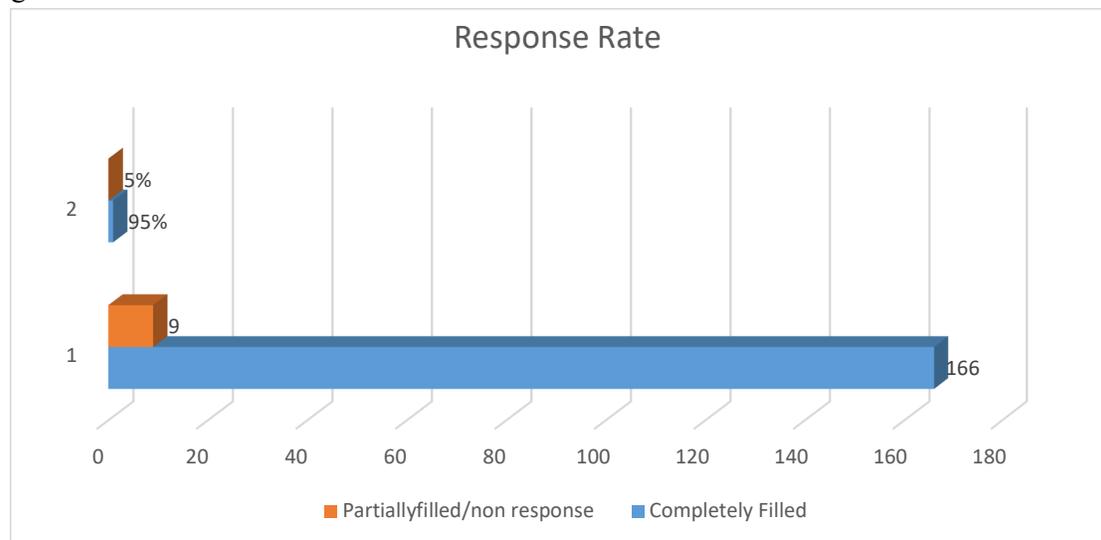
The study used descriptive research design. A descriptive research design is used, according to (Mugenda & Mugenda, 2013), to collect details about the current state of the phenomenon in order to explain 'what happens' with regard to variables or conditions in a situation. The target population was 17 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. Stratified random sampling was used to sample teachers into four strata; principal teacher, deputy teacher, heads of departments, and assistant teachers. 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. A semi structured questionnaire was used as the data collection tool. Primary data was sought. The descriptive statistics that were 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. Regression analysis was used to show the linear relationship between variables.

## **RESULTS AND DISCUSSIONS**

### **Response Rate**

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



*Figure 4.1 Response Rate (2021)*

### **Descriptive Analysis**

#### **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 4.1

	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)		

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. 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.

### **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 4.2 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 teacher’s 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.

### **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 teacher’s performance were; teacher’s competence, innovation in provision of services, Integrity and professionalism.

*Table 4.3 Teachers Performance*

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

*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).

### **Inferential Analysis**

#### **Regression Analysis**

The table 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<sub>i</sub> (independent variables).

#### **Model Summary**

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

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

The results revealed 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 reward and interpersonal relationship. 25.7% changes in the employee performance was explained by other factors not considered in the model.

#### **ANOVA**

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

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Interpersonal Relations and Reward

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.

## **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **Summary of the Study**

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.

The second 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.

### **Conclusion**

First, 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. Secondly, 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.

### **Recommendation**

- i. 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.

- ii. 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.

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