

**INFLUENCE OF EMPLOYEE ENGAGEMENT PRACTICES ON TEACHER
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN NDHIWA
SUB COUNTY**

BY

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DECLARATION

This research project is my original work and has not been presented for any award in any other university.

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I give special thanks to the staff of Maseno University for their great support during my studies. Most sincerely, I thank my supervisor; Dr. Christine Bando for her guidance and endless encouragement. To my family; Brother David, sister Sophy, husband Charles, son Evans and the great Were's family, I give my sincere gratitude for the encouragement and support you gave me when I needed you most.

God bless you all.

DEDICATION

I dedicate this study to my husband Charles Ayieko and to my children, Javis Otieno and Leticia Suzanne Otieno.

ABSTRACT

Performance in public secondary schools is believed to be influenced by factors such as school resources, teacher student ratio, learners' discipline and curriculum implementation. Inadequate performance in most public schools has jeopardized development in the affected areas including Ndhiwa Sub County. However, how teacher engagement practices such as professional development, workplace communication and reward system influence performance in these public schools is not known. This hence led to the need to investigate the influence of employee engagement practices on teacher performance. Specifically, the study sought to establish the influence of employee professional development on teacher performance, to investigate the influence of work place communication on teacher performance and to investigate the influence of school based reward on teacher performance. This study was anchored on social exchange theory and job performance theory. Correlational research design was used. Study population was 300 teachers and 34 principals. Yamane's formula gave a sample size of 170 out of teachers and 34 principals. The 34 schools were stratified into four divisions of Kobama, Ndhiwa, Kobodo and Riana. Simple random sampling was then used to obtain the sampled population. Questionnaire and an interview guide were used to collect information from teachers and principals respectively. Validity of the questionnaire was established through consultation with experts while a test- retest result achieved 0.74 Cronbach's alpha. From summary of the interview for the principals, majority agreed that there was need for professional development; however lack of funds hindered their support to teachers, communication in their schools were hierarchical. The schools basically used non-financial reward system. Regression of employee engagement practices and teacher performance revealed the following unstandardized coefficients. Professional development ($B=.164, p=.003$) showing positively significant relationship between professional development and teacher performance, communication practices ($B=.164, p=.018$) revealing existence of positive significant relationship between communication practices and teacher performance and rewards ($B=.049, p=.274$) showing insignificant relationship between school based reward system and teacher performance. The value of R^2 was .491 showing that 49.1% of teacher performance can be accounted for by employee engagement practices. This shows that professional development and communication practices when used, will improve teacher performance. The study recommends that professional development, workplace communication and reward system be increased to improve performance. The study suggests need for further research on other employee engagement practices to establish how they would influence teacher performance in public secondary schools. The findings would be appropriate in increasing teacher engagement.

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ABBREVIATIONS AND ACRONYMS

TSC	Teachers’ Service Commission.
HR	Human Resource
KNEC	Kenya National Examination Council
DQUASO	Directorate of Quality Assurance and Standards
KENPRO	Kenya Projects Organization
KCSE	Kenya Certificate of Secondary Education
SPSS	Statistical Package for Social Sciences

CONCEPTUAL DEFINITIONS

Teacher management	Refers to the people charged with the responsibility of supervising the duties of teachers.
Employee engagement practices	Are activities which drive teachers to be committed to their work and the organization and have influence on their levels of job performance. In this study they are employee professional development, work place communication practices and school based reward system
Employee disengagement	Lack of enthusiasm and commitment to work or at workplace

Teacher performance	Are the duties performed by a teacher at a particular period in the school system towards achieving organizational goals. This will be measured in terms of KCSE performance, teacher attendance, and time on task and content knowledge.
Professional development	The process of improving and increasing capabilities of staff through access to training and education in form of seminars, workshops, KNEC training for teachers and in-service training.
Work place communication	The degree to which the organization's management transmits job information to its members and among the members in the organization. This study measures it in terms of employee involvement in decision making, interpersonal relationship, regular feedback and clarity of job expectations.
School based reward system	Reward system consists of financial rewards and employee benefits, which is commonly called total remuneration. It is measured in terms of allowance for extra lessons, recognition, teacher trips and merit based promotions.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

There is need for improvement in the effectiveness of Kenya's education since education is one of the single most powerful predictors of social mobility in a country. According to Gayle and Obert (2013) in their survey of Service delivery indicators on Kenya's education and health, Kenya spends heavily on education than its neighboring countries but there is a disconnect between Kenya's spending and achievements in national examination. This survey attributes this disconnect to gaps in teacher knowledge, time spent teaching and absence from classroom that requires immediate attention of human resource managers in Education. Yamoah (2013) added knowledge on this through his study on the relationship between reward system and teacher performance in Accra, Ghana when he found that teachers are accused of laziness, lack of dedication and zeal at work. These revelations are indications that teachers, who are the main drivers of learning, face great pressure from parents, government, politicians and all education stake holders to ensure that learners get results that would enable them to further their studies at the institutions of higher learning. This is so to all teachers regardless of the diversity in their work environment and the conditions prevailing in their institutions that would either encourage or jeopardize their efforts.

Looking at the analysis of Kenya Certificate of Secondary Education, as provided by the office of Directorate of Quality Assurance and Standards (DQUASO), Homabay County (2016), there is an indication of persistent dismal performance among secondary schools in Ndhiwa Sub County in comparison to other Sub Counties within the County. This study randomly sampled two sub counties of Homabay and Rachuonyo south for performance comparison to Ndhiwa Sub County.

Table 1.1 KCSE performance mean for Ndhiwa, Homa-Bay and Rachuonyo south sub-counties between 2013 and 2016.

YEAR	NDHIWA	HOMABAY	RACHUONYO SOUTH
2013	5.24	6.00	5.66
2014	4.95	6.31	5.82
2015	5.27	6.97	6.34
2016	3.61	4.90	4.12

Source: Ministry of Education, Science and Technology report, 2017.

From the data above, the performance in Ndhiwa Sub County has been generally low in comparison to Homabay and Rachuonyo South sub County of Homabay County. Moreover, from the office of DQUASO, Homabay County, only one student has ever scored a mean grade of A plain in KCSE in Ndhiwa Sub County since the year 2006. This suggests an underlying performance problem which needs to be investigated. Other studies done elsewhere (Gayle and Obert, 2013; Yamoah, 2013) have given likely reasons to low achievements in national examinations basically linking such low achievements to gaps in teacher performance being that most teachers are purported to be unmotivated and uncommitted to their work based on the allegations that teaching could have not been their first choice profession.

According to Harter *et al.* (2013) in their meta-analysis of the relationship between engagement at work and organizational outcomes found out that employees could be grouped into three levels of engagement; engaged, disengaged and actively disengaged which could in turn lead to different levels of performance among employees. There is hence need to get more insight into the engagement practices undertaken in public institutions in Kenya.

Researchers have tried to explore different components of employee engagement to try and explain varied aspects of work related issues. Oluwole (2016) in Nigeria conducted a study on employee engagement to establish the practices that could precondition teachers to get engaged. The study adopted a qualitative survey of 28 teachers from 8 senior secondary schools in Lagos state, Nigeria. The study found the factors that get teachers engaged at work were passion for the job, availability of resources for the job, work environment, relationship and support among employees, training and retraining and pay and remuneration. This study by Oluwole (2016) mainly focused on factors that may keep teachers engaged at work but failed to find their influence on teacher performance. Moreover, work conditions prevailing in schools are different meaning teachers may be engaged by different practices. Hence engagement practices for teachers in public secondary schools in Ndhiwa Sub County, Kenya and the influence of these practices on their performance remains unknown.

Gullup (2015) conducted a phone survey of teachers in the United States of America on teacher engagement to establish the extent of teacher engagement. A total of 6711 full time teachers across the United States were surveyed on phone. The study revealed that 57 percent of teachers were not engaged at work, 13 percent were actively disengaged from work while only that 30 percent were engaged at work. This study revealed that most teachers were not employing discretionary efforts in their work. However, it failed to focus on engagement practices within these schools that could have led to the different levels of engagement among the teachers. And therefore there is no link between employee engagement practices and teacher performance. This study was based in the western context, United State of America and hence its findings could not apply to the

African context, specifically to Ndhiwa Sub County of Kenya in which the current study was based.

From the review of studies by Oluwole (2016), Harter *et al* (2013) and phone survey by Gullupsurvey group (2015), it is clear that engagement practices for teachers vary and that findings of these studies may not be generalized for all teachers. This prompted the need to conduct research on engagement practices in public secondary schools of Ndhiwa Sub County and how they influence performance of teachers.

There exists many engagement practices schools. However this study will be based on three practices which are considered easy to measure and hence would make the study findings more reliable. The study will specifically investigate teacher professional development, work place communication and school based reward system and how they influence performance of teachers.

Researchers have conducted studies linking employee professional development to teacher performance. According to Gathumbiet *al.* (2013), professional development is defined as the process of improving and increasing capabilities of staff through access to training and education in form of seminars, workshops, KNEC training for teachers and in-service training. The studies reviewed on influence of professional development on teacher performance (Gathumbi *et al.* 2013; Bett, 2016; Bunyiet *al.* 2013 and Mburugu, 2010), the initial training that teachers are exposed to is inadequate for them to be able to handle their teaching roles effectively and efficiently. Likewise, teacher professional development has not been properly implemented for all teachers and all subjects because they do not take care of the challenges met by teachers in their different work

environment. The studies hence admit that there is need to institutionalize professional development under the support of the head teacher to meet the unique professional development needs of teachers in different areas. This therefore means that the unique professional development needs of teachers would call for unique professional training programs that would in turn result into unique influence on the performance of teachers. On this basis therefore, the influence of professional development on teacher performance cannot be generalized for all teachers as these studies put it. Therefore, there was need to investigate the influence that professional development would have on performance of teachers in public secondary schools in Ndhwa Sub County.

According to Asamu (2014), work place communication is defined as the degree to which the organization's management transmits job information to its members and among the members in the organization. This study measures work place communication in terms of employee involvement in decision making, interpersonal relationship, regular feedback and clarity of job expectations. Both Asamu, 2013 and Karimi, 2013 tend to concur that workplace communication could presumably be useful in employee selection, induction, development and appraisal process.

Researchers have revealed that organizations tend to face different impediments to communication due to differences in cultural, political and relational challenges while at the same time organizations have different objectives to be met through communication. These differences would hence call for organizations to adopt different workplace communication practices (Maduenyi, 2015; Musyoka, 2015; Wamalwa and Wandera, 2015 and Chimielecki, 2015). In addition, being that a school has diverse number of stakeholders including parents, politicians and sponsors with whom it needs to be in

constant communication. According to Musyoka, 2015 it is therefore difficult for a school to adopt a communication system similar to those in the private sector like financial institutions and manufacturing companies. Since schools are believed to face different communication challenges and that they target achievement of different objectives, it is hence clear that schools in different locations tend to adopt different workplace communication practices which in turn would differently influence teachers' performance. Therefore the influence of workplace communication practices on teacher performance in public secondary schools of Ndhiwa Sub County is not yet known.

According to Yamoah (2013) Reward system consists of financial rewards and employee benefits, which is commonly called total remuneration. Teachers' Service Commission has a pay guide for teachers based on job groups. Teachers have argued that this reward system by their employer is poor and barely meets their needs. This has hence made teachers to look up to the school management for their engagement. Earlier researchers however reveal that school based reward system has faced challenges too due to their differences in resource endowment where some tend to be poorly endowed (Yamoah, 2013 and Ogal, 2014). Kituyiet *al.* (2014) goes ahead to say that teachers tend to prefer financial rewards to non- financial rewards like recognition and staff trips. According to Gatere (2015), managers can adopt performance based reward to help retain and motivate employees, however the criticism of this study is that performance based reward in schools has been blunted by biased performance appraisal thus making this reward system ineffective. This makes schools to adopt different forms of reward system which presumably would have different influence on teacher performance. Therefore, influence of school based reward system on teacher performance in public secondary schools of Ndhiwa Sub County remains unknown.

Campbell (1990) define employee performance as what one does that is considered as a means to achieving a goal or set of goals within a job, role or organization and the outcomes associated with one's job. Campbell (1990) emphasizes that only employee activities geared towards achieving the organization's goals are considered as performance. According to Borman and Motowildo (1997) reveals that an employee could engage in either task performance which involve undertaking duties as outlined in the job description or contextual performance which involves performing duties beyond what the job description requires. Contextual performance however, calls for use of discretionary effort and basically depends on the level of engagement of an employee.

Teacher performance is defined as duties performed by a teacher at a particular period in the school system towards achieving organizational goals (Selamat, 2013). Teacher performance has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Yego, 2013). The effectiveness of teachers' teaching on the learning process of students is assessed on the basis of academic achievements of the learners. This is why the study settled on students' academic achievement as the major measure of teacher performance. Moreover it is easy to measure and easily understood by all education stakeholders. Job performance is important to ensure the quality of instruction taking place at school. As per the job performance theory developed by Campbell (1990), teacher job performance will however depend on the existence of work place factors that are hypothesized to either increase or decrease teacher job performance.

1.2 Statement of the Problem

Government of Kenya has established a number of strategies towards improving performance in public schools. This includes giving school bursaries, subsidizing school fees and provision of infrastructure like text books, lighting and teaching equipment for students. However, there is a disconnection between government input in education and performance in education as it is manifested in poor learners' performance in national examination. This has led to low levels of development in the affected areas including Ndhiwa Sub County. The KCSE exam analysis between the year 2013 and 2016 shows that secondary schools in Ndhiwa Sub County have had low performance over the years in relation to other sub counties in Homabay County. The cause of this poor performance in KCSE is not known. Previous research done in other parts of the country blamed poor performance on unavailability of teaching and learning resources, lack of follow up on curriculum implementation and teacher shortages. However, presence of this knowledge has not resulted into any improvement in performance within the Sub County. This calls for a further investigation prompting this study to establish the influence of professional development, work place communication and school based reward system on teacher performance in public secondary schools in Ndhiwa Sub County as this is still unknown.

1.3 Purpose of the Study

The study sought to establish the influence of employee engagement practices on teacher job performance in public secondary schools in Ndhiwa Sub County, Homabay County, Kenya.

1.4 Objectives of the Study

The overall objective of the study was to establish the influence of employee engagement practices on teacher performance in public secondary schools in Ndhiwa Sub County, Kenya. Specifically, the study sought;

1. To establish the influence of employee professional development on teacher performance in Ndhiwa Sub County.
2. To determine the influence of work place communication practices on teacher performance in Ndhiwa Sub County.
3. To investigate the influence of school based reward system on teacher performance in Ndhiwa Sub County

1.5 Research hypotheses

The study was guided by the following research hypotheses;

H₀₁ Employee professional development does not influence teacher performance.

H₀₂ Teacher performance is not influenced by work place communication practices.

H₀₃ School based reward system has no influence on teacher performance.

1.6 Scope of the Study

The study was based in Ndhiwa sub county, Homa Bay County, Kenya. Specifically, the study was based in public secondary schools in Ndhiwa Sub County. Teachers and principals in the public secondary schools within the sub county formed population for the study. The study took place between August and September; 2017. The study sought to establish the influence of employee engagement practices on teacher job performance in public secondary schools in the Sub county. Employee engagement practices were

indicated by employee development practices, work place communication and school based reward system while teacher performance was indicated by KCSE performance.

1.7 Conceptual Framework

In this study, the independent variable was employee engagement practices which was indicated by employee professional development, school based reward system and work place communication practices and dependent variable was teacher performance indicated by KCSE results. The intervening variables were school infrastructure, leadership style and political influence. This model was based on the assumption that teacher performance is influenced by engagement practices which if put at the teachers' expected levels may have influence on KCSE performance. This is shown in figure 1.1 below.

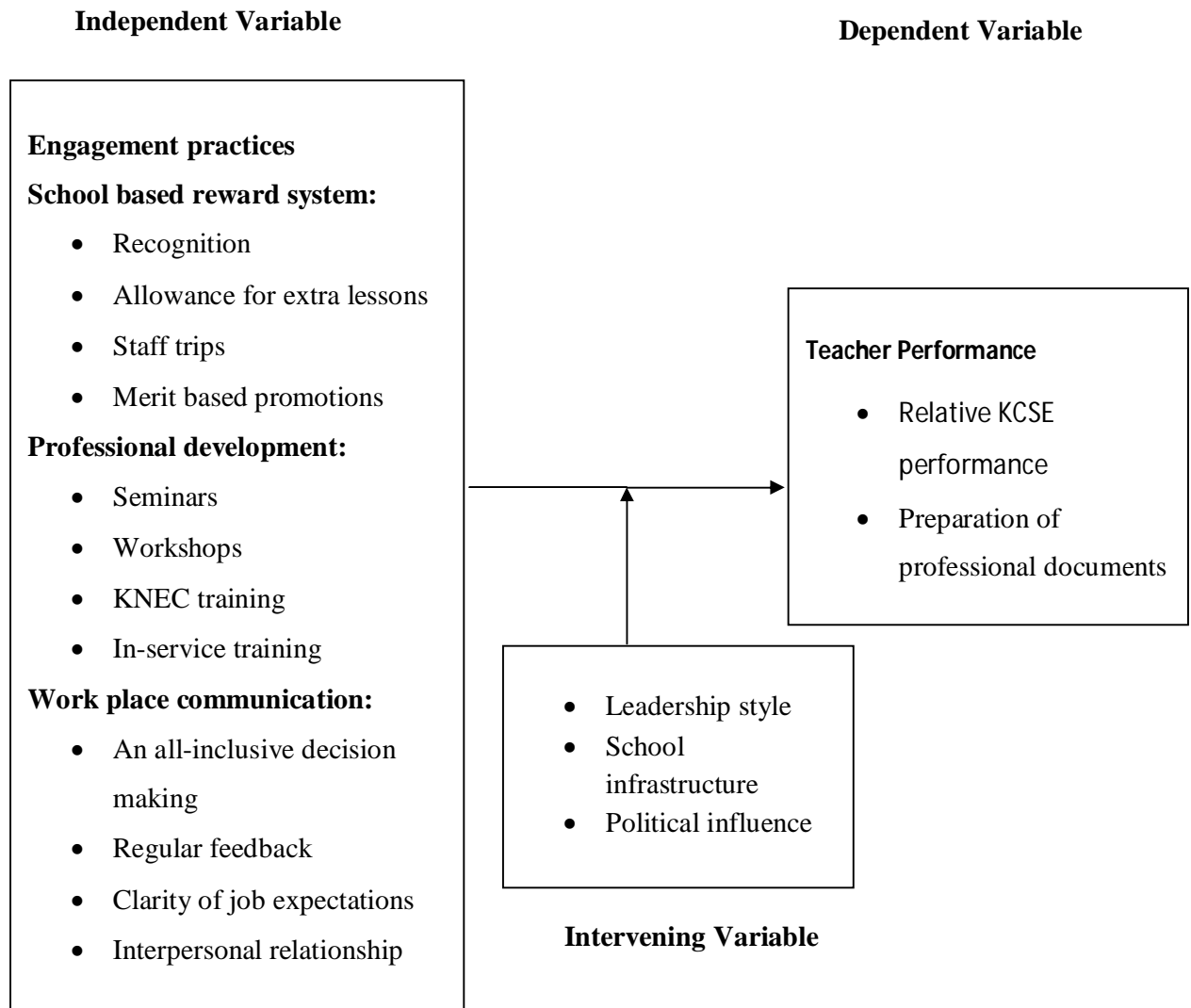


Figure 1.1: Conceptual Framework.

Source: Modified from Matoke et al, 2015.

1.8 Significance of the Study

The findings of this study may likely be of use to the teacher managers in their attempt to increase teacher engagement as well as teachers themselves in trying to work out on their engagement for the purpose of increasing job performance. The Government and Teachers' Service Commission may use this information to formulate policies that could aid in boosting the level of teacher performance in public secondary schools. This study may also form a basis for further research.

CHAPTER TWO: LITERATURE REVIEW

This chapter reviews the study done by earlier researchers on employee engagement practices and their role in teacher performance in public secondary schools as well as the theories guiding the study.

2.1 Theoretical Review

This study is based on two theories thus the Social Exchange Theory and Job performance theory.

2.1.1. Social Exchange Theory

Social exchange theory proposes that social behavior is the result of an exchange process. The purpose of this exchange is to maximize benefits and minimize costs. According to this theory, people weigh the potential benefits and risks of social relationships. When the risks outweigh the rewards, people will terminate or abandon that relationship. Social exchange theory is based on reciprocity where people are considered reciprocal when they reward kind actions and punish unkind actions. Much of social life involves interactions between individuals or corporate actors in dyads, groups, organizations or networks that can be viewed as social exchanges. The social exchange theory was first developed by a sociologist called Homans (1958) in his study on social behaviour as exchange. He viewed social exchange from the sociological and psychological perspective where people learn from their past interaction experiences to reinforce, modify or extinguish future behaviours in order to achieve desired outcomes and minimize costly outcomes.

The use of social exchange theory in the study of employee engagement believes that the relationship between employee and employer is reciprocal in nature. Employees will be

engaged to varying degrees depending on the resources they get from employers. When employees feel treated well and valued by their employers then they are more likely to respond by exerting discretionary effort on their duties due to raised levels of engagement. This means that employee engagement is a two-way relationship between employer and employee and that an employee's loyalty, commitment and discretionary efforts towards job performance are all forms of social reciprocation to a good employer. The assumption of the study is that the more engaged an employee is the better will be his performance.

In a school context, teacher engagement is seen as a consequence of teacher-school exchange. High learning outcomes in schools would therefore call for teachers' to work beyond their formal job prescriptions of which according to Kahn (1990), they are expected to express themselves through physical involvement, cognitive awareness and emotional connection to their work. It is hence hypothesized that if school management would appreciate the extra role nature of employee engagement by adopting teacher engagement practices, then they could be able to assess how those practices influence teacher performance. Social exchange theory proves most suitable for this study to help investigate the influence that employee engagement practices adopted by school leaders would have on performance of teachers. This is so because social exchange theoretical foundation justifies the reason why employees engage more or less on their jobs depending on how fair or balanced the system of exchange is.

2.1.2. Job Performance Theory

Job performance theory was first developed by Campbell in 1990 in his study on modeling the performance prediction problem in industrial and organizational psychology. He aimed at explaining that organizational performance is determined by level of individual performance of employees. He therefore describes performance as an individual level variable or what a single person does; hence he believes that job performance assesses how well a person performs a job that would eventually influence performance of the organization. Thus, performance is an important criterion for organizational outcomes. According to Campbell, 1990 job performance is studied academically as part of industrial and organizational psychology (the branch of psychology that deals with the workplace) and also forms a part of human resources management. He further explains that an employee's performance must be directed towards achieving the organizational goals that are relevant to his job or role. Hence job performance does not include efforts geared towards achieving goals outside the targeted organizational goals. Moreover, only employee behaviours which can be measured are considered to be employees' performance and that the outcome of one's job performance would indicate his level of performance.

In the view of Campbell (1990), job performance can be categorized into task performance and contextual performance. Three assumptions exist to distinguish between the two; (Borman & Motowidlo, 1997; Conway, 1999; Motowidlo & Schmit, 1999) all conducted research on distinction between task performance and contextual performance and their findings were in support of these assumptions by Campbell (1990). First; Activities relevant to task performance vary between jobs whereas contextual performance activities are relatively similar across jobs. Two; task performance is related

to ability, whereas contextual performance is related to personality and motivation. Third; task performance is part of job prescription and constitutes in-role behavior, whereas contextual performance is more discretionary and extra-role. The conclusion from these assumptions is that employees who engage in contextual performance actually exhibit elements of employee engagement where they perform beyond their job prescription.

Being that only employee's behavior that are geared towards meeting organizational goals and are measurable are considered as performance, it hence calls for identification of performance indicators that would help tell to what extent an individual's performance meets organizational goals. On this basis, this study will use KCSE performance as an indicator of teacher performance.

2.1.3 Employee Engagement

In the past, organizations have been trying to motivate employees so that together they can achieve results. Today the trend is changing from motivational thinking to engagement thinking whereby in addition to this motivation, they can align their employees behind organizational objectives and strategies in order to get back employees discretionary effort to achieve the set objectives and expected results. All human resource managers have the major duty of keeping employees engaged in their jobs. Any initiative undertaken by the organization cannot be fruitful without willful involvement and engagement of employees.

The concept of employee engagement was first introduced by Kahn in 1990 in his study of psychological conditions of personal engagement and disengagement at work. His study involved two qualitative, theory- generating studies where summer camp

counselors and members of an Architecture firm were examined. The study intended to identify work conditions that make people to personally engage or express themselves at work and the work conditions that make people disengage or withdraw themselves from work. The finding of the study was that people personally engage themselves at varying degrees, physically, cognitively and emotionally in their job performance. Kahn hence defined employee engagement as simultaneous employment and expression of one's self in task behaviours that promote connections to work and to others, personal presence (physical, cognitive and emotional), and active full role performance. From his definition of employee engagement, Kahn sees engagement as a situation in which the employee does not sacrifice either himself or his role at work. The employee is however physically involved in his task, whether alone or with others, cognitively vigilant and is empathetically connected to others at work.

According to Kahn (1990) personal engagement of employees consist of the domains of meaningfulness, safety and availability. Meaningfulness is the positive sense of return on investment of self in job performance. Safety is the ability to show one's self without any negative consequences to image, status or career and availability refers to the possession of the physical, emotional and psychological resources necessary for the completion of work. Therefore employee engagement has the overall role of creating meaningfulness, safety and availability in job performance of a teacher.

Since the introduction of the concept of employee engagement by Kahn in 1990, many researchers have tried to develop different definitions of employee engagement. Schaufeli (2006) defined employee engagement as a positive work related state of fulfillment that is characterized by vigour, dedication and absorption. Sak (2006) defines it as a construct

that consists of cognitive, emotional and behavioural components associated with one's role performance while Armstrong (2014) define employee engagement as a situation in which people are committed to their work and the organization and are motivated to achieve high levels of performance. This shows that there is no common agreement on the definition of employee engagement but there are common agreements that employee engagement involves a holistic expression of one's preferred self at work role and involve dedicating cognitive energy, emotional energy and physical energy.

Harter *et al.* (2013) in their meta-analysis of the relationship between engagement at work and organizational outcomes, identified three levels of employee engagement as engaged, disengaged and actively disengaged. They revealed that the difference in level of engagement would result into different levels of performance in the business organizations. That is, business units with high engagement levels are 83% likely to have high performance while those with low engagement levels are 17% likely to have low performance. The current study sought to investigate if these differences in levels of employee engagement could influence how teachers perform their duties in schools by specifically picking on influence of engagement practices of professional development undertaken in terms of seminars, workshops and KNEC training. School reward system in form of recognition, allowance for extra lessons, staff bonding trips and merit based promotions. Work place communication includes regular feedback, clarity of job expectations, interpersonal relationship and decision making criteria.

2.1.4 Professional Development

Is the process of improving and increasing capabilities of staff through access to training and education in form of seminars, workshops, KNEC training for teachers and in-service

training. Employees have a hard time caring about a company if they believe the company does not care about them (Odembo, 2013), Furthermore, employees recognize the value of working for an organization that is willing to invest money in their professional development even if that investment ultimately benefits the organization. This is likely to make an individual feel important to the organization.

2.1.5 School Reward System

Reward is anything that is given in recompense for desired behaviour. It can be either in cash or in kind for example; recognition, praise and recommendation, Odembo (2013). Reward system consists of financial rewards and employee benefits, which is commonly called total remuneration. Employees who are rewarded for desired or positive behaviour feel good about themselves and thrive to exhibit those behaviour that are rewarded. When organizations reward employees, they are telling them of their appreciation and encouraging them for more of such behaviours. When employees are rewarded adequately for jobs well performed, they tend to show very positive behaviour and are likely to exhibit discretionary effort in their work. It is measured in terms of allowance for extra lessons, recognition, teacher trips and merit based promotions.

2.1.6 Work Place Communication

According to Asamu (2014), work place communication is defined as the degree to which the organization's management transmits job information to its members and among the members in the organization. Asamu (2014), Karimu (2013) and Maduenyi (2015) acknowledge that communication at work place would influence employee selection process, induction, development and appraisal processes. In a school set up, the manager

could use communication to organize and conduct staff meetings and to coordinate and control school activities

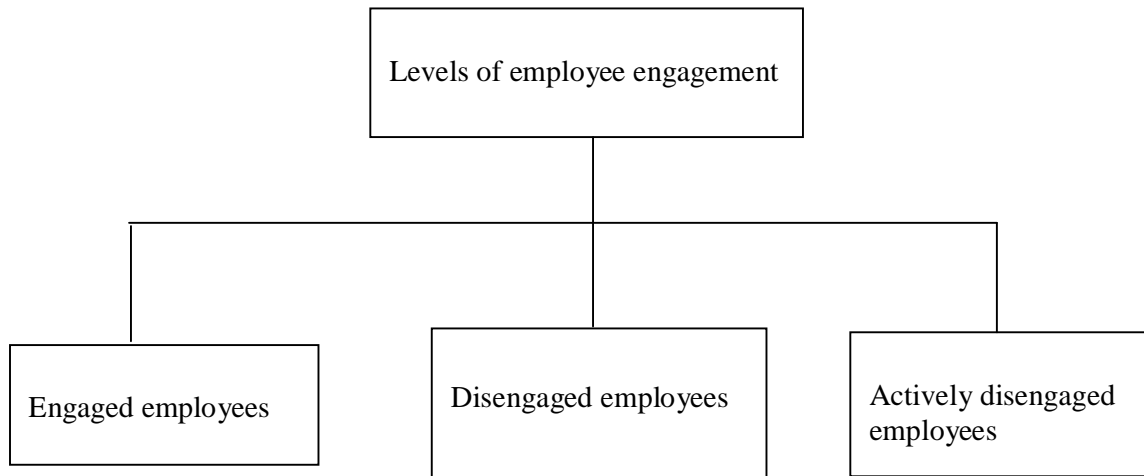


Figure 2:1 Levels of Employee Engagement.

Source: Modified from Harter *et al* (2013)

Engaged employees are the employees who express discretionary effort in performing their job. They do not only perform their work as is outlined in their job description but also play a role in achieving the organizational goals. Disengaged employees are employees who only care about their work as outlined in the job description with very little aim to achieving the goals and development of the organization. They are less cooperative with their workmates and employer. Actively disengaged are employees who do not perform their work in a proper manner and do not complete their work within stipulated time. Their contribution to the development and success of the organization is negligible. With such employees, it is hypothesized that the goals of the organization may not be achieved.

2.1.7 Job Performance

The concept of job performance was first introduced by Campbell (1990) during his study on modeling the performance prediction problem in industrial and organizational psychology. In his study, job performance is defined as what one does that is considered as a means to achieving a goal or set of goals within a job, role or organization and the outcomes associated with one's job. Campbell (1990) only considers employees' behaviours geared towards meeting the organization's set goals and can be scaled as performance. From this definition, job performance has the behavioural aspect and the outcome aspect. Behavioural aspect refers to what people actually do while undertaking a job while outcome aspect refers to the results of one's behaviour during work. Campbell (1990) however admits that behavioural aspect and outcome aspect of performance are related but goes ahead to reveal that the two do not overlap since performance outcomes could be influenced by other factors other than employee's behaviour at work. This hence means certain work conditions may have influence on job performance.

With an increase in the level of competition in the job market, employees are expected to work beyond what job prescriptions require of them. Thus, in addition to task performance as per job prescription, attention of employers is drawn to contextual and adaptive performance in most organizations. Borman and Motowildo (1997) in their study on task performance and contextual performance, considered contextual performance as one that contains characteristics of organizational citizenship behaviours and prosocial work behaviours hence it is useful for employers to go for employees who exhibit elements of contextual performance when selecting employees for various jobs.

Conway (1999) undertook a study on distinguishing contextual performance from task performance for managerial jobs and tends to concur with Borman and Motowildo (1997) on a five- dimensional taxonomy of contextual performance which includes volunteering to undertake duties beyond one's formal job prescriptions, exhibiting enthusiasm while on task, offering assistance to others, following rules and prescribed procedures of the organization and openly defending the objectives of the organization.

Pulakos et al. (2000) undertook a study on adaptability in the work place. The study emphasized the need for employees to be able to adapt to the changing and dynamic nature of work place. They hence developed an eight- dimensional taxonomy of adaptive performance including handling emergencies and crisis situations, handling work stress, solving problems creatively, dealing with uncertain and unpredictable work situations, learning work tasks, procedures and technology, demonstrating interpersonal adaptability, demonstrating cultural adaptability and demonstrating physically oriented adaptability.

The assumption of the current study was that the five- dimensional taxonomy of contextual performance by Borman and Motowildo (1997) and the eight- dimensional taxonomy by Pulakos et al. (2000) both tend to describe an employee working beyond his normal job description and displaying discretionary effort when undertaking his duties. These are linked to the characteristics of an engaged employee.

Performance can further be categorized into employee performance and organizational performance (Keijzers, 2010) A performing organization is one that is employing appropriate strategies to attain its predetermined objectives. Employee performance is the result of an employee's work. Organization's performance depends on employee performance and other factors like the work environment.

Teacher performance is defined as duties performed by a teacher at a particular period in the school system aimed at achieving organizational goals (Selamat, 2013). According to the Ministry of Education, teacher performance is measured in terms of students' academic achievement, teacher's teaching methods, punctuality, relationship between teachers and students, commitment to work and teacher delivery of subject content. Teacher performance has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Yego, 2013). The effectiveness of teachers' teaching on the learning process of students is assessed on the basis of academic achievements of the learners. This is why the study settled on students' academic achievement as the major measure of teacher performance. Moreover it is easy to measure and easily understood by all education stakeholders. The Ministry of education offers guidelines on specific roles of a teacher but this only includes the task performance aspect of a teacher's job. However, because of the emerging challenges in the education sector as a whole and school environment in particular, teachers' managers need to also adopt contextual performance and adaptive performance aspects of teacher job performance.

Campbell, 1990; Borman and Motowildo, 1997; Conway, 1999 and Pulakos et al., 2000, all agreed that employees job performance greatly determines the overall performance of the organization even though the existing work place practices could also influence the extent to which an organization's goal is achieved. They too concur that an organization should not only depend on the task aspect of performance but should also adopt contextual performance and adaptive performance. In reference to Campbell (1990), teacher performance will however depend on the existence of work place practices that are hypothesized to either increase or decrease teacher performance. From the above

studies, these work place practices, and how they would influence job performance is not known. The current study hence sought to investigate how work place practices, which this study refers to as engagement practices in a school set up, would influence performance of a teacher. Even though there are many work place practices in schools, this study specifically sought to investigate how employee professional development, school based reward system and work place communication would influence teacher job performance.

2.2 Empirical Review

2.2.1 Employee Engagement Practices and Job Performance

Most organizations are experiencing the need to shape their human resource towards attaining the organization's strategic objectives so as to make them stay ahead of their competitors. The extent to which an organization competes with similar organizations depends on the level of job performance in the organization which is attributed to individual employee's job performance as well as engagement practices prevailing in the organization. Such employee engagement practices are thought to create a work environment that would influence how employees feel about their leaders, their career developments and their work and whether they love their job and are willing to go an extra mile to keep the organization ahead of competitors.

Waigwa and Kwasira, (2014) in Kenya undertook a study to assess the relationship between job satisfaction and employee engagement among teachers in Nakuru north Sub County by use of a descriptive survey design with a sample size of 64 teachers from the 16 schools in the Sub County. The study revealed that it is important for human resource departments in various organizations to create an attractive environment within which

their employees enjoy working. The study is limited to employee job satisfaction and engagement but does go ahead to relate engagement to job performance neither does it identify employee engagement practices existing in schools that may influence teacher job performance. Therefore employee engagement practices and their influence on teacher job performance is not known.

Gullup (2015) conducted a phone survey on teacher engagement to establish the extent of teacher engagement in the United States of America. 6711 full time teachers across the United States were surveyed on phone. The study revealed that 57 percent of teachers were not engaged at work, 13 percent were actively disengaged from work while only that 30 percent were engaged at work. In the study, Gullup (2015) defines an engaged teacher as one who is involved with, enthusiastic about and committed to their work. On the contrary, disengaged teachers are neither enthusiastic nor committed to their work. The study goes ahead to reveal that the disengaged and actively disengaged employees did not attend work regularly. However, the survey does not identify reasons as to why such teachers may not be engaged at their work neither does it reveal how the 30 percent of surveyed teachers got engaged in their work. The study basically focused on teachers' level of engagement but did not relate it to job performance. This therefore leaves employee engagement practices in schools and their influence on teacher job performance unknown, especially in the African context.

A study by Hay group (2013), on Global employee engagement and Enablement trends that examined engagement and enablement levels in organizations worldwide, examining over six million employees in companies in the United States of America, Europe, Asia Pacific region, Middle East and Africa. The study concluded that on average, 66 percent

of workers are engaged but high performing companies had their employees engaged at 73 percent. The study further revealed that 43 percent of employee globally do not feel engaged enough by their organizations to work beyond their job requirements while 38 percent voice concerns that their work environment do not allow them to fully exploit their potential at work. This leaves only 19 percent of the employees engaged in their work. At the same time the study suggests possible employee enablement practices that could help engage employees to be communication of changes in the organization, avoiding routine work, working as a team, employee compensation and recognition. This study by Hay group (2013) basically focused on companies whose engagement practices and their influence on job performance would result into outcomes that are different from the outcomes in the education sector. This study as well is too general to be applied to specific institutions. Moreover it does not specify how each sector can engage its workers given the varied nature of work and challenges faced in different organizations.

A study by Oluwole (2016) on antecedents of employee engagement, through a qualitative study of 28 senior secondary school teachers drawn from eight government owned secondary schools in Lagos state, Nigeria. Eight teachers were from schools in a suburb area, ten teachers from schools in rural area and another ten teachers from schools in urban area. This shows that the study took care of the diversity in environmental work conditions of teachers in the study area. The study however did not use any sampling technique to arrive at the sample size of 28 teachers but rather involved them in the study simply because they had shown interest in the study. The study found that factors that get teachers engaged at work include passion for the job, availability of resources for the job, work environment, relationship and support among employees, training and retraining and pay and remuneration. The study further admits that the factors that may get

employees engaged are many and are different in various organizations. However the study by Oluwole (2016) used a small sample size of only 28 teachers whose findings could not be generalized for all teachers in Lagos state of Nigeria. Moreover, the study only focused on practices that could precondition teachers in secondary schools to get engaged but fails to connect these engagement practices to teacher performance. Therefore the influence of engagement practices on teacher job performance is not known.

2.2.2 Employee Professional Development and Teacher Performance

Training and development of employees is one of the cornerstones of human resource management and is seen as an organizational level intervention. Gathumbiet *al.* (2013) conducted a study to reveal the state of in-service training of teachers in Kenya. They largely drew information from existing literature and professional development experiences of teachers. The study highlighted the challenges worthy of attention of policy makers in order to create a comprehensive policy that would institutionalize in-service training in Kenya. They argued that even though sometimes teachers may get themselves in the teaching profession by attaining the initial and very basic education, what they refer to as pre-service education, they still see the need to get teachers through in-service training to help them grow their facilitation skills and acquire new technology. To support their argument, they said that teaching in Kenya is not a first class choice compared to medicine and law and that most teachers get into teaching unwillingly and are always on the lookout for greener pasture. This is assumed to have led to larger recruitment of unmotivated and uncommitted teachers whose job performance is purported to have led to low levels of student academic performance.

On the basis of the recommendation by Gathumbiet *al.* (2013), Ministry of education has adopted some in-service training especially for teachers of science and mathematics however the other subjects have not got the government's attention. Moreover, the in-service training has always provided shallow content, has not contextualized the training to take care of the different training needs of teachers who work in different environment and that most teachers who undertake such in-service trainings have always attached some expectations in-terms of promotion and monetary gain of which such expectations have not been met. Further, the study revealed that training can be hard to get right because the training has to be done at dispersed locations and on the job. This revelation on state of teacher in –service training by Gathumbiet *al.*(2013) suggest that teacher career development has not been effectively adopted by education managers and hence the current study sought to find out if this poor teacher career development could be influencing performance among teachers, specifically in public secondary schools in Ndiwa Sub County.

Bett (2016) conducted a study on the cascade model of teachers continuing professional development in Kenya. He reviewed the existing literature on the model that Ministry of Education is using for professional development of teachers. From this study, Kenya has basically used the cascade model in an attempt for teachers' professional development where a small group of teachers are trained and are in turn expected to train others. The study identified the cost effective nature of this model and its ability to reach many teachers in a shorter period. However, this method is purported to face the challenge of the original content being watered down before it eventually reaches the recipients and that the content could be misinterpreted. The study hence recommend that there is need to institutionalize the professional development programs so that the teachers could be able

to relate the content to the context of their work environment as well as to the conditions under which they discharge their daily duties.

Bunyiet *al.* (2013) conducted a study on teacher preparation and continuing professional development in Kenya. The study adopted the use of both qualitative and quantitative data. Quantitative data was collected by use of questionnaire that were administered to 1299 trainee teachers from different colleges, 137 newly qualified teachers and 23 teachers who had been on continues professional development for reading of mathematics in primary school. These four training colleges were sampled from Central province and Coast province of Kenya. Qualitative data was obtained from 19 focus group discussions. The data collection method was intensive however the study area scope was too limited to be generalized to the whole country. The study revealed that quality of education in a country cannot be better than quality of its teachers, hence they need to improve their content and pedagogical knowledge through continues professional development. The finding by Bunyiet *al.* (2013) hence shows that teacher training and professional development in Kenya has not been done right and hence a question could be asked on what influence this would have on teacher job performance. The study hence sought to establish how teacher professional development would influence teacher job performance within the public secondary schools of Ndhiwa Sub County.

Mburugu (2010) conducted a study on influence of secondary school head teachers' support on teachers' professional development in Nakuru District, Kenya. The study adopted an ex post facto study design. 226 teachers selected randomly from 40 schools were included in the study. Primary data was collected by administering structured questionnaires to the respondents. The study found out that some head teachers are not

actively involved in supporting staff professional development in that they do not actively provide an enabling environment that facilitate identification of training needs, participation of teachers in professional development programs and application of the knowledge learnt.

From the studies reviewed on influence of professional development on teacher performance (Gathumbiet *al.* 2013; Bett, 2016; Bunyiet *al.*, 2013 and Mburugu, 2010), the initial training that teachers are exposed to is inadequate for them to be able to handle their teaching roles effectively and efficiently and that at the same time teacher professional development has not been properly implemented for all teachers and all subjects because they do not take care of the challenges met by teachers in their different work environment. The studies hence admit that there is need to institutionalize professional development under the support of the head teacher to meet the unique professional development needs of teachers in different areas. This therefore means that the unique professional development needs of teachers would call for unique professional training programs that would in turn result into unique influence on the performance of teachers. On this basis therefore, the influence of professional development on teacher performance cannot be generalized for all teachers as these studies put it. Therefore, this brought the need to investigate the influence that professional development would have on performance of teachers in public secondary schools in Ndhiwa Sub County.

2.2.3. Work Place Communication Practices and Teacher Performance

The kind of relationship that exists between employer and employee greatly depends on how they communicate. There is need for harmonious and productive relationship between employer and employee that ensures employees are treated justly and well. In

any organization, the interests of employees will not necessarily coincide with those of their employers. The employees hence want to have a say in their terms and conditions of employment and how their work is organized. This therefore calls for clear communication on policies and strategies to employees (Armstrong, 2014).

According to Asamu (2014), work place communication is defined as the degree to which the organization's management transmits job information to its members and among the members in the organization. Asamu (2014) undertook a study on impact of communication on worker's performance in selected organizations in Lagos state, Nigeria. A descriptive survey design was adopted to study four private organizations in Lagos state, Nigeria with a sample population of 120 employees. His assumption was that communication is used to establish and disseminate the goals of the organization and that it is a two way process of reaching mutual understanding, in which participants not only exchange information, news, ideas and feelings but also create and share meaning. The study believes that it's through communication that the resources needed to carry out an assignment, the roles and duties and the expected results are made known to the employees. The study by Asamu (2014) is on impact of communication on worker's performance in private enterprises in Lagos State. However the researcher is not clear as to how long the study took to for it to be an impact study. Moreover, being that the study was on private enterprises, it may not give accurate information worth adopting for the public sector, specifically, the public education institutions. Therefore, the influence of workplace communication practices on teacher job performance is still unknown, especially within the public secondary schools of Ndhiwa Sub County.

Karimi (2013) in her study on the impact of communication on employee motivation in The Kenyan public service: a case study of postal Corporation of Kenya, communication is defined as the transmission of information, ideas, emotions and skills by use of symbols, words, figures or graphs. The study adopted a descriptive research design to a study a sample population of 95 employees of the corporation, selected through stratified random sampling. The finding of the study was that communication had a motivating effect on employees. The study was based on postal corporation of Kenya which is characterized by communication practices that are different from the communication practices within education institutions. Moreover this study by Karimi (2013) only dwelt on how communication would impact on employee motivation but does not reveal how work place communication would influence performance of employees. This therefore means that the influence of workplace communication on teacher performance within public secondary schools of Ndhiwa Sub County remains unknown.

Maduenyi (2015) carried out a study on effective communication as a strategic tool for enhancing employee performance in Skye bank PLC in Lagos state. The study adopted descriptive survey research design and involved the use of questionnaire to collect data. The study assumes that good communication practice helps to establish and disseminate objectives and goals of the organization, creates strategies to achieve the set goals and helps to organize employees in an effective way. Communication also helps to select, develop and appraise employees. Moreover, a good communication between employer and employee promotes accountability as both of them know what is expected of them and problems get solved promptly. The study further argues that for communication to be effective then there is the need to reduce barriers to communication which has been a challenge to most organizations. These include communication overloading, lack of plan

to communicate fear, distrust among communicators, late release of work schedule, leaders being too dictatorial and poor channels of communication. This study was however based on Skye bank which is an institution in the financial sector that may have different communication practices and barriers in relation to education sector. In addition, the goals targeted to be achieved through communication in financial institutions may be different from the goals targeted by education institutions. This means each organization has to adopt its own communication practices depending on its goals and challenges in their communication practices. Therefore the influence of work place communication practices on employee performance in financial institutions cannot be adopted for the learning institutions. Hence, influence of work place communication on teachers in public secondary schools in Ndhiwa Sub County is not known.

Musyoka (2015) undertook a study on institutional factors influencing communication by principals in public secondary schools in Kitui Central Sub County. The study used a descriptive research design with a sample size of 15 principals and 112 teachers from whom data was collected by use of questionnaire and interview guide. This study believes that the basic function of a school relies almost entirely on communication. A school manager may not organize his staff, conduct meetings, coordinate and control their activities without communication. At the same time, a school has a number of stake holders including parents, sponsors and politicians of which the school needs to be in constant communication. Given this diversity in the nature of people the school needs to communicate with, there is need for the school manager to embrace wholeness in communication. The study further identified the key organizational factors that could influence communication to be; organizational culture that involves a set of shared values, beliefs and norms that influence how employees think, feel and behave at work

place. School environment may also influence communication for existence of noise, extreme weather conditions and failure to embrace modern communication technology may be barriers to communication. Individual differences resulting from differences in economic status may either make one feel inferior or superior thus jeopardizing communication. This study only focused on how organizational factors, school environment and individual differences would influence communication by principals in a public secondary school but fails to connect communication to teacher performance. Hence need for a study to investigate how communication practices adopted in a school would influence the job performance of teachers.

Wamalwa and Wandera (2015) conducted a study on effects of internal work environment on employee performance in public secondary schools in Kimilili Sub County, Kenya. The study used stratified, purposive and simple random sampling to select sample for the study from 28 schools in the Sub County. Teaching and non-teaching staff were included. Both quantitative and qualitative data were collected and analyzed. One of the objectives of this study was to investigate the effect of information flow on employee performance. On this objective, the study found that information flow in the investigated schools were hierarchical and passed through several levels before reaching the recipient. This slowed down process of receiving feedback and giving of ideas to help improve the system.

Chimielecki (2015) conducted a study on factors influencing effectiveness of internal communication in organizations with a case study on organizations in Poland. It involved review of relevant existing research and primary data was also collected through in depth interview of 29 employees from various Polish organizations. The study particularly

concentrated on factors impeding the flow of information inside the organization. The study found that different organizations do have different communication climate based on difference in prevailing cultural, political and relational dimensions in the organization. This hence means that organizations face different impediments effective work place communication. First, most organizations don't find it necessary to invest in communication. They do not acquire necessary communication equipment; neither do they train their employees on good communication skills. Second is the problem of information sharing due to lack of trust among employees of between employees and the management. Third is the problem of information overloading or insufficient information. Fourth is the use of the traditional hierarchy model in workplace communication which may lead to loss of information before reaching the intended recipient and lastly is lack of timely feedback. In spite of all these findings, impediments to effective communication cannot be generalized but would differ from one organization to the next based on their cultural, political or relational dimensions existing in the organization.

The studies reviewed on influence of workplace communication purported that communication could be used as a motivating factor for employees (Asamu, 2013 and Karimi, 2013). However the study does not go ahead to show how communication practices would influence employee performance. Moreover, organizations tend to face different impediments to communication due to differences in cultural, political and relational challenges while at the same time organizations have different objectives to be met through communication. These differences would hence call for organizations to adopt different workplace communication practices (Maduenyi, 2015; Musyoka, 2015; Wamalwa and Wandera, 2015 and Chimielecki, 2015). In addition, being that a school has diverse number of stakeholders including parents, politicians and sponsors with

whom it needs to be in constant communication according to Musyoka, 2015 it is therefore difficult for a school to adopt a communication system similar to those in the private sector like financial institutions and manufacturing companies. This hence means there is still need to investigate how workplace communication would influence the performance of teachers in public secondary schools especially in Ndhiwa Sub County.

2.4.4 School Based Reward System and Teacher Performance

Teachers' Service Commission has a pay guide upon which teachers' salaries and allowances are paid depending on job groups. This reward system has however been a challenge in the teaching profession coupled with a series of teacher strikes that has led to an alleged strained relationship between teachers and their employer (Teachers Service Commission). This situation has therefore caused some level of disengagement among teachers. Being that the success of an organization greatly depends on effective employee performance, most teachers are now turning to the rewards that the school could offer as their alternative source of engagement which would in turn influence performance. These school based rewards includes praise or recognition, allowance for extra lessons, staff trips and merit based promotions. However, employees' efforts will be driven towards success of the organization if their expectations of fair and just reward system are met.

Yamoah (2013) undertook a study to establish the relationship between reward system and teachers' performance in Accra, Ghana. He used a sample size of 100, consisting of teachers and students from two senior schools in Accra, Ghana. The study adopted a descriptive research design. He used descriptive statistics to analyze the data and Pearson's chi square to test the significance of the relationship between reward system and teacher performance. The study revealed a significant relationship between reward

system and teacher's performance. According to Yamoah (2013) Reward system consists of financial rewards and employee benefits, which is commonly called total remuneration. From his findings, teachers have been accused of laziness, lack of dedication and zeal at work. In response, the teachers' argument has been poor reward that barely meets their basic need. From the employees view point, reward systems should meet their expectations in terms of equity and fairness. The reward policies should be well-communicated to the employees understanding, and the rewards should match market rate, qualification, and skills so as to make employees work towards achieving goals of the organization. Teachers are expected to render high job performance given the role that they play in education. This study by Yamoah (2013) focused on a small area scope of only two schools from where his study sample was drawn. This may make the result of his study unreliable being that different schools use different reward practices. Moreover, establishing the existence of a relationship between reward system and teacher job performance may not be enough for achieving the set goals of an organization. This current study will hence focus on a larger area scope consisting of 44 public secondary schools from where a sample size of 149 will be randomly drawn. In addition, instead of only establishing relationship as in the case of Yamoah, 2013, the study will investigate the influence of school based reward system on teacher performance in public secondary schools in Ndhiwa Sub County, Kenya.

Kituyiet *al*, (2014) embarked on a study to evaluate the effectiveness of school based reward system in enhancing teacher performance in secondary schools in Kenya. The study adopted the use of survey research design involving use of questionnaire to collect data from 30 teachers sampled randomly from 10 schools in Kitale County. The finding of the study was that most teachers prefer financial rewards to any other forms of reward

that a school can offer. However, this finding may be doubted because schools tend to adopt different reward systems based on their resource endowment and therefore even the influence of these reward systems on teacher performance would also be different. This study is also criticized for using a small sample size and a limited area scope (Kitale County) whose results could not be generalized for secondary schools in the whole country as is stated in the study topic. This makes it necessary to conduct further study in other parts of the country to come up with a more assertive result. On this basis therefore, the study seeks to evaluate the influence of school based reward system on teacher job performance in secondary schools in Ndhiwa Sub County, Homabay County.

A study by Ogal (2014) on relationship between teachers' job satisfaction, employment factors and academic performance in high and low performing public secondary schools in Homa Bay County, Kenya. The study adopted a descriptive survey and correlation research design. The sample population was 266 teachers and 202 principals. This study identified that KCSE performance in Homa Bay County has been declining from its previous high performance and that the levels of teacher job satisfaction is also on the decline. The study attributes this trend to poor recognition of teachers, poor salary and allowances and working age factor where young teachers are less satisfied with their jobs than older teachers. The study hence concluded that low level of job satisfaction among teachers is the main cause this decline in KCSE performance in the county. However, this study fails to identify that recognition needs of individual teachers are different and that this recognition practices will depend on individual schools based on the resources available. Moreover, salaries and allowances lies fully in the hands of teacher employer (TSC) and thus it is a factor common to all teachers in the country hence a specific school may not have influence on it. This therefore means the school management has to adopt

other practices within its means in order to influence academic performance. From the findings of this study, the influence of employee engagement practices on teacher job performance is yet to be revealed.

A study by Yego, 2013 on influence of teacher reward system on employees' output; A case of public primary schools, Turbo division, UasinGishu District, Kenya. A sample size of 130 permanent teachers in the division was selected from a total population of 434. Descriptive survey was used and data collected by use of structured questionnaire. Data was analyzed by use of descriptive statistics. This study found that employee performance can be influenced by a number of factors in an institution including pay, appreciation, recognition and promotions. Conclusion of the study was that pay and appreciation are forms of reward that could have more influence on teacher performance than others. However, this study does not take into account the difference in resource endowment of schools, a fact that would make monetary rewards less popular among many schools. This would call for re-evaluation of other forms of non-monetary rewards like recognition, promotion and staff trips to see how they would influence teacher performance.

Gatere (2015) conducted a study in Kikuyu Sub County, Kenya on teacher perception of the performance based rewards and commitment in public secondary schools within the Sub County. The targeted population was 620 that were stratified and 10% was sampled from each strata. The data was collected by use of questionnaire. The findings of the study were that performance based reward system increase motivation, performance and efficiency of teachers and that teachers perceived performance based reward to increase their commitment to the schools in which they work and the profession with no

considerations for transfer and turnover. However this study goes ahead to report that for performance based reward to be effective then it needs to be fair and that evaluation of performance needs to be accurate and at the same time, the study reveals that performance based reward should be at par with other firms for it to serve its purpose of attracting, retaining and motivating employees. In a school setup, performance based reward has been blunted by biased performance appraisal by the management. Therefore more research needs to be conducted to ascertain the findings of the study by Gatere, 2015. The current study will hence investigate other forms of school based reward system including staff trips and allowance for extra lessons which are not considered in Gatere, 2015 study.

The studies reviewed on influence of school based reward system on teacher performance reveal that indeed teachers perceive their reward system to be poor. This has been the basis of their argument when they are accused of being lazy, lacking dedication and lacking zeal at work (Yamoah, 2013 and Ogal, 2014). Kituyiet *al* (2014) goes ahead to say that teachers tend to prefer financial rewards to non- financial rewards like recognition and staff trips. According to Gatere (2015) performance based reward can be used to retain and motivate employees, however the criticism of this study is that performance based reward in schools has been blunted by biased performance appraisal thus making this reward system ineffective. It is hence clear that these findings cannot be generalized for all schools given the different nature of challenges faced in schools in terms of resource endowment. This makes schools to adopt different forms of reward system which presumably would have different influence on teacher performance. Therefore, influence of school based reward system on teacher performance in public secondary schools of Ndhiwa Sub County remains unknown.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This chapter shows the study design, study area, study population, sample size, sampling procedure, data type and collection method including source of the data, collection procedure, data instruments used and the method of testing the reliability and validity of the instruments. It also contains the method that will be used to analyze the collected data.

3.1 Study Design

As Creswell, (2012) put it, research design refers to the procedure of inquiry, choice of appropriate method of data collection depending on the topic of study, method of data analysis and interpretation and that it is based on the problem of the study. The study adopted correlational research design. This research design was meant to allow for collection of information from teachers at their work stations at a particular time and to establish a relationship between employee engagement practices and teacher performance.

3.2 Study Area

The study was based in Ndhiwa Sub County which is found in Homabay County of Kenya. It covers an area of 711.40 km² and a total population of 172,212 as provided in the National Housing and Population Census of 2009. As per the Ministry of Education Ndhiwa Sub County, there are 34 public secondary schools with a total of 334 teachers. Ndhiwa Sub County is located at Latitude 0° 43'43.1"South and Longitude 34°21'53.4"East.

3.3 Study Population

A population or universe of study is any group of individuals or institutions who have one or more characteristics in common that are of interest to the researcher (cooper 1916). The study targeted the teachers and principals in public secondary schools in Ndhiwa Sub County with a total of 44 schools having a total of 500 teachers including principals according to Ministry of Education, Ndhiwa Sub County as at the year 2016. Therefore the study targeted 44 principals and 456 teachers.

3.4 Sample Size

Sample size is a part of the target population that is taken for a research study. A good sample size is necessary for accurate and complete representation of the target population (Borg and Gall, 2003). The study adopted Yamane's formula for calculating sample size as was developed by Yamane (1967). This formula is appropriate when target population size is known and when there is lack of prior knowledge of standard normal deviation and proportion of the target population estimated to have characteristics desired by research study.

Yamane's formula

$$n = \frac{N}{1 + Ne^2}$$

Where; n = sample size

N = the size of the population

e = is the margin of error

The study targeted a population of 300 teachers and 34 principals. According to Yamane (1967), a sample size with a margin of error of 5% at a confidence level of 95% is suitable for collecting quantitative data. For the teachers, sample size will be;

$$\frac{300}{1 + (300 \times 0.05^2)}$$

This gave a sample size of 170 teachers who were selected randomly from each division of the Sub County. For the principals, the sample size was 34 which counted for all principals in the secondary schools that had engaged in KCSE exams during the period of the study.

Table 3:1. Study Population and Sample Size

Category of Respondents	Target Population	Sample Size	Sample Percentage
Principals	34	34	100
Teachers	300	170	57

Source: DQUASO office, Ndhiwa Sub County

3.5 Sampling Procedure

Sampling procedure is a process of choosing a sample population from the target population to participate in the study. The number of individuals selected should represent the larger group from where the sample is chosen as argued by Wanjoi (2012), a researcher with Kenya projects organization (KENPRO). Ndhiwa Sub County was purposively selected for the study because of the low level of performance in National examination relative to other Sub Counties in Hombay County. This study used multi-stage sampling procedure to sample teachers for the study. The procedure began by stratified sampling of the 34 schools in Ndhiwa Sub County into four divisions of Kobama, Ndhiwa, Riana and Kobodo. This is meant to give a fair representation of all the divisions of the Sub County. Simple random sampling was used to pick 42 teachers per division to give a sample of 170 teachers and 7 principals per division to give a sample of 31 principals to form the unit of analysis for the study.

3.6 Data Type and Collection Method

The study collected primary data from the sampled teachers and principals within Ndhwa Sub County by administering a mixture of open ended and closed questionnaires for the teachers and an interview guide for the principals in schools. The questionnaire used a 5-point Likert scale. It was divided into three sections; section one covered general demographic information of respondent, section two covered information on employee engagement practices and section three covered information on teacher performance. Both the instruments were prepared by the researcher to meet the study objectives. The questionnaires and interview guide were administered to the respondents personally by the researcher to help increase response rate.

3.7 Validity of Study Instruments

Validity of the study instruments means that a study instrument should measure what it is supposed to measure according to Mugenda and Mugenda (2003). The validity of the instrument was established through consultation with experts in the department of Business Administration of Maseno University. The experts reviewed the questionnaire and the interview guide and their suggestions and remarks were acted upon to improve validity.

3.8 Reliability of Study Instrument

Reliability is a measure of the degree to which research instrument yields consistent results or data after repeated trials on the same population (Gall et al, 2007). A pilot study was conducted in 4 schools; one school per division of Ndhwa Sub County. According to Mugenda and Mugenda (2003) 1% to 10% of the sample size is suitable for pilot study. The study used 10% of the sample size to pick sample for pilot study. That gave 17

teachers (10% of 170) and 3 principals (10% of 34) for content reliability. A test re-test method was then used to test reliability after which the study computed Cronbach Alpha score using SPSS. The questionnaires were administered to the teachers while an interview was conducted for the principals. After one week, the same questionnaire and interview were administered to the same teachers and principals respectively without their prior knowledge to see if the questions were answered in a consistent manner (Mugenda and Mugenda, 2003). The value of Cronbach's alpha ranges from 0 to 1 where 1 indicates a perfect reliability while 0.7 and above is acceptable reliability coefficient (Cooper & Schindler, 2008). The value of Cronbach's alpha was 0.74.

3.9 Data Analysis Methods

The collected data was inspected to identify errors and incompleteness. The data was then coded into themes depending on the objectives of the study then exported to SPSS for further analysis. Quantitative data obtained from the questionnaire was analyzed using descriptive statistics like frequencies, mean and standard deviation through a computer software called Statistical Package for Social Scientists (SPSS). The relationship between dependent and independent variables were established using multiple regression analysis. Data was then presented on tables and graphs. However, the data from the interview was analyzed through thematic content analysis which involves rereading the data, coding the data, grouping the data into themes depending on the objectives of the study and writing coherent narrative from the themes coupled with quotations from sampled informants.

Formula for multiple regression analysis; the study applied multiple regression analysis whose equation is

$$y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \pi$$

Where;

y is the dependent variable which is teacher performance.

β_0 is a constant in the regression analysis equation

β_1 is the coefficient of employee professional development

β_2 is the coefficient of work place communication

β_3 is the coefficient of school based reward system.

Teacher performance = Constant + Professional development + Workplace communication.

Teacher performance = 0.411 + 0.164(professional development) + 0.164(work place communication) + 0.049(school based reward system).

Teacher performance = 0.739.

This reveals that professional development and work place communication account for 73.9 percent of teacher performance and that other engagement practices account for the rest.

CHAPTER FOUR: DATA FINDINGS, ANALYSIS, AND DISCUSSION

Introduction

In this chapter, the study precisely presents data analysis and study findings both from the qualitative and quantitative data. A total of 170 questionnaires were distributed to respondents who were teachers in public secondary schools in Ndhiwa Sub County and an interview conducted for 31 principals. The data was collected between September and October, 2017.

4.1 Response Rate

The response rate was 79%, i.e. a total of 134 questionnaires completed and returned against 170 questionnaires distributed to teachers and 74% i.e. 25 interviews against 34 sampled principals. According to Mugenda and Mugenda (2003), a response rate of 50% is sufficient for data analysis and reporting, 60% is a good response rate while 70% and above is excellent.

Table 4.1. Response Rate for Teachers

Response rate	Frequency	Percentage
Respondents	134	78.8%
Non-respondents	36	21.2%
Total	170	100%

Table 4.2. Response Rate for Principals.

Response rate	Frequency	Percentage
Respondents	25	73.5
Non-respondents	9	26.5
Total	34	100

4.2 Respondent's biographic information.

Table 4.3 Gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	93	69.4	69.4	69.4
Female	41	30.6	30.6	100.0
Total	134	100.0	100.0	

Source: Research data

Table 4.4 Age of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
18-25	25	18.7	18.7	18.7
26-35	73	54.5	54.5	73.1
36-45	30	22.4	22.4	95.5
46-55	6	4.5	4.5	100.0
Total	134	100.0	100.0	

Source: Survey data, 2017

Table 4.5 Education Level of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Certificate	3	2.2	2.2	2.2
Diploma	18	13.4	13.4	15.7
Degree	111	82.8	82.8	98.5
Other	2	1.5	2.2	100.0
Total	134	100.0	100.0	

Source: Survey data, 2017

Table 4.6 Number of years worked as a Teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
0-1	18	13.4	13.4	13.4
1-3	45	33.6	33.6	47.0
4-6	38	28.4	28.4	75.4
7-9	14	10.4	10.4	85.8
9 and above	19	14.2	14.2	100.0
Total	134	100.0	100.0	

Source; Survey, 2017 data

Table 4.7 Worked in another institution besides current one

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	15	11.2	11.2	11.2
No	119	88.8	88.8	100.0
Total	134	100.0	100.0	

Source; Survey data, 2017

From the tables above, of the 134 respondents, 69.4% were male while 30.6% were female. Most of the respondents, i.e. 82.8% had degree level of education while 13.4% had a diploma, 2.2% had certificate and 1.5% had other level of education. Most of the respondents, i.e. 33.6% have worked as a teacher for 1-3 years, while 28.4% have worked for 4-6 years, 13.4% for less than a year, 10.4% for 7-9 years and 14.2% for 9 years and above. Moreover, 88.8% only work in the current institution while 11.2% have worked in another institution besides the current one.

Table 4.8 Benefit often attached to Teacher Professional Development

	Frequency	Percent	Valid Percent	Cumulative Percent
Promotion	25	18.7	18.7	18.7
Competencies	63	47.0	47.0	65.7
Remuneration	12	9.0	9.0	74.6
Recognition	24	17.9	17.9	92.5
Other	10	7.5	7.5	100.0
Total	134	100.0	100.0	

Source: Survey data, 2017

From the table above, most respondents i.e. 47% view competencies as benefit often attached to teacher professional development, promotion at 18.7%, Remuneration at 9.0% and other at 7.5%.

4.3 Descriptive Analysis

The questionnaire contained four variables. The respondents' responses were expected to be indicated on a scale of 1-5 whereby, 5 indicated High extent, 4: Good extent, 3: Fair extent, 2: Low extent and 1: None at all.

4.3.1 Employee Professional Development

Table 4.9. Descriptive Statistics on Employee Professional Development

Employee professional development	Mean	Std. Dev
Initial training got as a teacher is sufficient	4.05	1.18
Attend seminars and workshops in subject area	3.58	1.31
The school supports teachers to attend the KNEC trainings	3.46	1.39
The management gives teachers a conducive environment to discuss their professional development needs	3.83	1.15
The management informs teachers on organized training programmes either internally or externally	3.63	1.24
Staff development is a personal responsibility that the management is not involved	2.99	1.52
Aggregate	3.59	1.30

Source; Survey data, 2017

The aggregate mean is 3.59 while the SD is 1.30 which shows a low variation in the responses given by the respondents concerning employee professional development. The respondents agree to a good extent (mean of 4.05; std. deviation of 1.18) that the initial training that they get is sufficient for them to undertake their duties as is outlined in the guidelines provided by Teachers' Service Commission. To a fair extent (mean of 3.46; std deviation of 1.39), the school management supports teachers to attend KNEC training which offers competencies required for question answering and marking techniques and that to a low extent (mean 2.99; std. deviation 1.52), staff development is considered a personal responsibility that the management is not involved.

These study findings show that professional development programmes are only practiced to a fair extent within Ndhiwa Sub County. Summary from the interview of the principals showed that majority of the principals agreed that they could only sponsor their teachers to undertake professional development courses like KNEC training and subject based seminars and workshops if funds were available and that at times they could not let them know if such training opportunities had been organized. This reveals the reason as to why only 1.5% of the teachers had undergone other trainings besides the initial training. This is in support of findings by Mburugu (2010) that most school management were not actively supporting professional development by not being actively involved in identification of training needs, participation and application of knowledge learnt.

4.3.2. Work place communication

Table 4.10.Descriptive statistics on work place communication

Work place communication	Mean	Std. Dev
Communication about instruction and teaching are effective	4.08	0.95
Communication about everyday activities is prompt	3.94	1.16
Communication in relation to outcomes of teaching and learning are effective	3.98	0.90
The school channel of communication is clear and feedback is immediate	3.50	1.32
The management communicates changes in the school effectively	3.82	1.21
Communication practices create a sense of belonging among teachers	3.46	1.29
Aggregate	3.79	1.14

Source; Survey data, 2017

The aggregate mean is 3.79 while the SD is 1.14 which shows a low variation in the responses given by the respondents concerning work place communication. To a good extent (mean of 4.08; Std, deviation of 0.95), the respondents agree that there is effective communication on instruction and teaching. However, only to a fair extent (mean 3.5; std. deviation 1.32) do the respondents agree that communication channel in their institutions is clear and feedback is immediate.

These findings show that work place communication practices is fairly effective within the institutions. Armstrong (2014) revealed that the interests of employees and employers may not necessarily be the same. This calls for a clear communication on policies and strategies to the employees. From the interview session of the principals, majority confirmed that teachers complained a lot that they were not included in creating policies and programmes relating to their work. There exist hierarchy in communication of which the principals discuss a lot with Board of Management and give resolutions to the staff through briefings and staff meetings. At times they get circulars from the education office

and communicate them to the teachers. This study finding is further supported by a study conducted by Wamalwa and Wandera (2015) which revealed that hierarchical communication system slows down the process of giving ideas and receiving feedback. Thus making communication ineffective.

4.3.3. School Based Reward System

Table 4.11.Descriptive Statistics on School Based Reward System

School based reward system	Mean	Std. Dev
The management gives extra monetary rewards like overtime allowance to teachers	3.08	1.46
The teacher's promotion is merit based	3.43	1.30
The token allocation for grade returns is too little	3.63	1.25
The management recognizes teachers' efforts	3.52	1.32
Teachers are satisfied with non-monetary benefits like food, insurance, staff trips etc.	3.03	1.47
Teachers like working with principals that recommend them for promotion	4.18	1.16
Aggregate	3.48	1.33

Source: Survey data, 2017

The aggregate mean is 3.48 while the SD is 1.33 which shows a low variation in the responses given by the respondents concerning school based reward system. From these study findings, only to a fair extent do the respondents agree that promotion is merit based (mean 3.43; std. deviation 1.30). It is also revealed from the study that the respondents prefer working with employers that recommend them for promotion whereby they agree to a good extent (mean 4.18; std. deviation 1.16).

Teachers do agree to a fair extent that the management of the institutions in which they work do offer them rewards that meet their needs which in turn would have influence in

their work. From an interview session of the school principals, going by majority response, the major rewards given were basically non-financial like internal appointments, staff meals, recognition certificates, team building trips and verbal appreciations since they no longer get funds for such reward programmes. These findings tend to disagree with the findings of Kituyi *et al* (2014) whose study revealed that employees prefer financial rewards to non-financial rewards.

4.3.4. Teacher Performance.

Table 4.12. Descriptive Statistics on Teacher Performance

Teacher performance	Mean	Std. Dev
KCSE mean score in my subject has been improving	4.59	0.78
Job targets are clear and I often meet them	4.55	0.71
I prepare my professional documents promptly	4.19	0.82
I keep records of KCSE performance in my subject for reference	4.43	0.68
I come up with creative solutions to problems at work	4.50	0.66
I Work to keep my job skills to date to improve my competency	4.40	0.80
I strive to make my subject enjoyable to the students	4.29	0.92
I Embrace the use of information technology to do my work	4.12	0.96
I participate actively in creating teamwork in my department	4.22	0.90
Aggregate	4.36	0.80

Source: Survey data, 2017

The aggregate mean is 4.36 while the SD is 0.80 which shows a low variation in the responses given by the respondents concerning performance. From the findings, employees seem to undertake various measures to improve performance. They actually agree to a good extent that their KCSE mean score has been improving (mean 4.59; std. deviation 0.78). At the same time they admit that their job targets are clear and are able to meet them to a good extent (mean 4.19; SD 0.82). The teachers also strive to make their

jobs enjoyable to a good extent (mean 4.29; SD 0.92). Generally, the performance in the schools were to a good extent.

From the interviews conducted for the principals, majority of them admitted that KCSE performance in their schools have not had a continuous upward trend. Most of the principals interviewed blamed this on truancy of the students resulting from poor fee payments thus forcing the students out of school.

4.4 Teacher Engagement practices and Performance

Table 4.13 Evaluation of Influence of Teacher Engagement Practices on Performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.411	.356		2.581	.031		
Professional Development	.164	.055	.248	2.978	.003	.987	1.013
Communication practices	.164	.068	.201	2.389	.018	.972	1.029
Reward System	.049	.045	.093	1.098	.274	.967	1.034

Source: Survey data, 2017

Constant is teacher performance Independent variables are; employee professional development, workplace communication and school based reward system

Table 4.14 Mode Summary of Teacher Engagement Practices on Performance

R	R. Square	Adjusted Square	R. Std. Error of the Estimate
0.701	.491	.492	7534

Source: Survey data, 2017

4.4.1 Influence of Professional Development on Teacher Performance

Table 4.14 shows the regression coefficients for the independent variables indicating how (employee professional development, work place communication and school based reward system) predict teacher performance. The study adopted a significance level of 0.05 and a confidence level of 95%. Basing the results on the unstandardized coefficients, the influence of employee professional development is given ($B=0.164$, $p=.003$) which shows professional development and teacher performance have positive significant relationship. Therefore, for every unit increase in employee professional development, there is an increase in teacher performance by 0.164. This is in line with Gathumbi *et al.* (2013) who found out that the initial training that teachers get is not sufficient for their job performance and hence need to undertake professional development courses to help them grow their facilitation skills and acquire new technology.

Bett (2016) further supports the need for professional development for teachers. However in his study he emphasised the need to institutionalize professional development programmes to be in line with individual challenges faced by teachers. Therefore as Mburugu (2010) put it, there is need for principals to provide an enabling environment for teachers to undertake such programmes

4.4.2 Influence of Work Place Communication on Teacher Performance

From table 4.13, effect of workplace communication is given by ($B=0.164, p=0.018$) showing that there is a positive significant relationship between workplace communication and teacher performance. This shows that for every unit improvement in value of workplace communication, there is increase in teacher performance by 0.164. The finding of this study supports earlier finding by Asamu (2014) which stated that work place communication helped employees to exchange ideas, news, feelings and also share meaning in the organization which in turn affect performance. Moreover, Asamu believes that communication is key to establishment and dissemination of the organization goals and that it is also a two way process of reaching mutual understanding, in which participants not only exchange information but also create and share meaning. The study further emphasize that it is through communication that the resources needed to carry out an assignment, the roles and duties and the expected results are made known to the employees. Moreover, Karimi (2013) supports the importance of workplace communication by saying that if best practices are adopted, communication has the effect of keeping employees motivated. Maduenyi (2015) further found that good communication practices helps to select, develop and appraise employees and that a good communication between employer and employee promotes accountability and good problem solving skills. All these are necessary for improving teacher performance.

4.4.3 Influence of School Based Reward System on Teacher Performance

School based reward system had ($B=0.049, p=0.274$) showing an insignificant relationship with teacher performance This could be resulting from the fact that teachers basically depend on salaries from the employer and that tokens from the school may not create a significant influence on their performance. Moreover, majority of the principals revealed that they no longer get funds for teacher rewards and therefore use of school

based reward system as a form of teacher engagement practice had not been fully adopted in Ndiwa Sub County. According to study finding by Kituyi *et al.* (2014), most teachers preferred financial rewards to any other form of reward. Therefore being that public secondary schools are not in a position to offer financial rewards to their teachers, any other forms of reward offered may not have a significant influence on their performance. The finding of this study therefore contradicts earlier findings by Gatere (2015) which revealed that rewards had the effect of increasing motivation, performance and efficiency of teachers and the teachers perceived such rewards to increase their commitment to the schools in which they work.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter summarizes the major findings derived from the study, draws conclusions and make appropriate recommendations that could aid in improvement of employee engagement and performance.

5.1 Summary of findings of the Study

The study aimed at investigating how employee engagement practices in public secondary schools in Ndhiwa Sub County influenced teacher performance. Specifically the study sought to investigate how professional development, workplace communication and school based reward system influenced teacher performance.

On the first objective of the study which sought to establish the influence of employee professional development on teacher performance, the study found a significant positive relationship between employee professional development and teacher performance.

The second objective sought to establish the influence of work place communication on teacher performance. From the results of multiple regression analysis, there was a significant positive relationship between work place communication and teacher performance. Third objective sought to establish the influence of school based reward system on teacher performance.

The regression results showed that there was no significant relationship between school based reward system and teacher performance. This could be resulting from the fact that

teachers basically depend on salary from their employer and that school based rewards may not have significant influence in their performance.

5.2 Conclusions

As the study sought to establish the influence of employee engagement practices, specifically; employee professional development, work place communication practices and school based reward system on teacher performance, the following conclusions were drawn;

First, employee professional development is key to performance. There is need for employers to embrace professional development programmes among its employees if they have to improve organization's performance.

Second conclusion is in line with influence of work place communication on performance whereby, the study found out that good communication practices like free sharing of ideas, clarity on job expectations and feedback act as a motivator and creates a sense of belonging among employees.

The third objective sought to establish how school based reward system influenced performance and established that the school based rewards adopted by public secondary schools in Ndhiwa Sub County had no significant influence on teacher performance.

5.3 Recommendations based on the Study Findings

Based on the study findings. The following recommendations were made to help improve employee performance through engagement practices:

In order for employers and human resource managers to realize the need to embrace employee engagement practices. There is hence need for employers to support employees in undertaking various forms of professional development to increase their competencies.

The study also recommend that organizations adopt appropriate communication policies that would create team work, sense of belonging and ensuring that set targets are met. Lastly, organizations should reward their employees using both financial and non-financial rewards to help keep them engaged.

5.3 Suggestions for Further Research

The studies seeking to explain the influence of employee engagement practices on performance in Kenyan public secondary schools is still to a limited extent and that more studies need to be undertaken in other parts of the country. Secondly, a study needs to be conducted to investigate how other engagement practices such as leadership styles, accountability and employee well-being would influence teacher performance in public secondary schools in Kenya.

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4. Characteristics of respondents by year of service

For how long have you been serving as a teacher?

- Below 1 year 1-3 years 4-6 years
 7-9 years Above 9 years

5. Besides this institution, do you work in another institution?

- Yes
 No

SECTION B: Employee professional development.

1. Indicate the level of agreement to the following statements touching on employee professional development on a 5 point Likert scale where; 5 is to high extent, 4 is to good extent, 3 is to fair extent, 2 is to low extent and 1 is none at all.

Statement	Response				
	5	4	3	2	1
The initial training I got as a teacher is sufficient.					
I attend seminars and workshops in my subject area					
The school supports teachers to attend KNEC training					
The management gives teachers a conducive environment to discuss their professional development needs					
The management informs teachers on organized training programmes either internally or externally					
Staff development is a personal responsibility that the management is not involved					

2. State the benefit you often attach to teacher professional development.

- Promotion Competencies Remuneration Recognition
 Other (specify).....

SECTION C: Work Place Communication

Indicate to what extent you agree or disagree with the following statements.

Statement	Response				
	5	4	3	2	1
Communication about instruction and teaching is effective					
Communication about everyday activities prompt					
Communication in relation to outcomes of teaching and learning are effective					
The school channel of communication is very clear and feedback is immediate					
The management communicates changes in the school effectively					
Communication practices in my school create a sense of belonging among teachers.					

SECTION D: School based reward system

Indicate to what extent you agree or disagree with the following statements.

Statement	Response				
	5	4	3	2	1
The management gives extra monetary rewards like overtime allowances to teachers					
Teachers' promotion is merit based					
The token allocated for grade rewards are too little					
The management recognizes teachers' efforts					
Teachers are satisfied with non – monetary benefits like food, insurance, staff trips etc.					
Teachers like working with principals that recommend them for promotion.					

SECTION E: Teacher performance

Indicate to what extent the following statements apply in your job performance.

Statement	Response				
	5	4	3	2	1
KCSE mean score in my subject has been improving					
My job targets are clear and I often meet them					
I prepare my professional documents promptly					
I keep records of KCSE performance in my subject for reference					
I come up with creative solutions to problems at work					
I Work to keep my job skills to date to improve my competency					
I strive to make my subject enjoyable to the students					
I strive to make my subject enjoyable to the students					
I participate actively in creating teamwork in my department					

THANK YOU

Appendix II: Interview Guide for Principals

This will be used to collect data from principals concerning the schools they manage and the teachers in their schools.

1. Do you have challenges with performance of your teachers? How do you monitor their performance?
2. What challenges do the teachers' report to affect their job performance?
3. What is the trend in KCSE results in your school?
4. What measures have you put in place to ensure that the teachers love their job?
5. Do teachers like the existing professional development programmes in the school?
6. What is the kind of rewards in your school? How do they influence teachers' performance?
7. What are the professional development programmes in the school? What influence have they had on teacher performance?
8. What is the channel of communication in your school?

Appendix III: Work Schedule

YEAR	MONTH	ACTIVITY
2017	January to July	Literature review, writing and review of research proposal.
2017	August	Correction and Submission of final copy of research proposal
2017	September	Collection and analysis of data
2017	October	Writing and submission of project report