A STUDY OF THE EFFECTS OF REMUNERATION FACTORS ON PERFORMANCE OF EMPLOYEES IN TERTIARY TRAINING INSTITUTIONS IN NYERI DISTRICTS

BY

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A research report submitted to the school of business in partial fulfillment of the requirement for the Degree of Master of Business Administration in Human Resource Management

Kenyatta University

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DECLARATION

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

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A study of the effects of
My sincere thanks go to the Almighty God for giving me strength, wisdom and finances to carry out this project and my family for moral support.

My gratitude also goes to a colleague and friend, Kabiru Gathuthi for his contribution in form of ideas to this project.

To my supervisor Lucy Kavinda, I extend my appreciation for her guidance without which this research could not have seen the light of day.

My thanks to the employees of Nyeri District Labour Office and KUDHEIHA office for offering the necessary help I needed.
ABBREVIATION AND ACRONYMS

I.L.O. - International Labour Organization
G.O.K. - Government of Kenya
COLA - Cost of Living Adjustment
KUDHEIHA - Kenya Union of Domestic, Hotel, Education Institutions, Hospital and Allied Workers
SPSS - Statistical Package for Social Scientists
Y.M.C.A. - Young Men Christian Association
D.L.O - District Labour Officer
TIVET - Technical, Industrial, Vocational and Entrepreneurial Training
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ABSTRACT

The study seeks to investigate the effects of remuneration factors on performance of employees in tertiary training institutions in Nyeri North and South districts. Among the twenty tertiary training institutions in the districts, employees have filed various cases concerning issues on remuneration and the industrial court has ruled in their favour. This shows the problem of inadequate remuneration, making employees dissatisfied, thus leaving the training sector to other well or better paying opportunities.

The factors under investigation include the salary scales, salary reviews, pay secrecy, labour union involvement and employee involvement in the remuneration policy formulation.

The study will investigate how these factors affect performance of employees because they may influence quality teaching /facilitation, research and development, resource mobilization, guidance and counseling and innovation and improvisation in the training sector.

The study aims to address bottlenecks in the above stated factors by collecting relevant information that can be used by stakeholders in addressing unsatisfactory remuneration policy.

The literature review includes books in education and training sector, magazines on education and training, skill development journals, internet sourcing, financing education and training, research books, among other literature. The literature review will extensively seek information on all the factors affecting performance of individual or group employees.
The research design will be descriptive, because it helps to explain and present all the relevant information on the study. The descriptive research design will require use of graphs, tables and charts. Both the private and public institutions will be sought. The employees in the study will be teaching and non-teaching staff.

The sampling frame will be 1130 employees of all the 20 tertiary training institutions within the Nyeri districts. A sample of 11 institutions comprising over 50% of the institutions, randomly selected, will be used for study. The sample size of the individuals to be selected will be about 250 respondents. Tools for data collection which will include questionnaires, observation and interview will be applied. The questionnaires will be self administered. However, face to face interviews will be used among the respondents in specific circumstances. Observation will require recording activities, drawings and notes taking on the visits.
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CHAPTER ONE

INTRODUCTION

1.1 Background Information

Formulation of rational wage policy has always been one of the most significant social demands. Initially, as an economic issue, it was mainly the concern of the employer. But, with the industrial progress and subsequent industrial balance between employers and employees needs, wage bargain has become a matter for the three-fold concern of the employer, employee, and the state. (Dayal, S. 1980)

Dayal (1968) adds that any rational wage policy has to be woven into the socio-economic texture reflecting the objectives and aspirations of the people of a particular country. The policy cannot be dealt with on purely economic considerations in isolation from the social policy and political culture of that particular community.

In general, economic welfare will be maximized if the highest and most stable standard of living for each section of the community is attained. In order to secure this, it is necessary to achieve:

(1) the full employment and optimum allocation of all resources;
(2) the highest degree of economic stability consistent with an optimum rate of economic progress; and
(3) maximum income security for all sections of the community. The major objectives of wage policy must be aimed at attaining these conditions. (Armstrong, 1980)
The essence of J. S. Adam’s Equity Theory is that employees make comparison of their efforts and rewards with those of others in similar work situations. Inequity exists when these ratios are not equivalent. The existence of perceived inequity creates tension and the greater the inequity the greater the tension. Such a tension may motivate the workers to increase or decrease their output or input to attain equity. The importance of this theory to management lies in the area of determining appropriate levels of rewards among the employees.

Cole (2000) states that Maslow’s Hierarchy of Needs on an individual moves up the ladder responding first to the physiological needs for nourishment, clothing and shelter. These physical needs must be equated with pay rate, pay practices and to an extent with the physical conditions of the job.

People dominated by the need of economic security may grumble about the job and may save money for the future. This is a very important need and if many employees have this as a high need, the organization policies may be worth looking at. (Anami 2008) It is in the view of this that the study will seek to investigate the effects of remuneration factors on staff performance in the tertiary training institutions within the Nyeri districts.
Statement of the problem

Peter Silsil (2005) elaborates on the confusion that exists in remunerating non-teaching staff in tertiary training institutions. He says that when the Ministry of Education, Science and Technology discontinued paying non-teaching staff in 1993, there has been a lack of scheme of service for the group. He says that the schools were left to meet the burden of non-teaching staff remuneration from school fees and other income generating activities.

Aswathappa (2005) says that challenges of remuneration facing institutions are scale based pay, salary reviews, pay secrecy, employee participation and below market or above market rates.

Armstrong (1980) states that a given wage policy must be instrumental in achieving the elimination of exceptionally low wages, the establishment of “Fair” labour standards, the protection of wage earners from the effects of rising prices and the incentive for workers to improve their productive performance.

In the last ten years, employees of tertiary training institutions in Nyeri districts have filed a number of cases in industrial court involving inadequate remuneration. In fact, the cases which were filed involving six out of the twenty tertiary training institutions through the employees union KUDHEIHA, were ruled in favour of the employees. This represents 30% of the institutions affected. In addition, individual employees have gone to court directly through the labour ministry and their cases have been ruled in their favour.
The study sought to investigate the effects of remuneration factors on performance of employees of tertiary training institutions in Nyeri districts.

1.3 **Purpose of the study**

The purpose of the study was to collect information on effects of the remuneration factors on the performance of employees of tertiary training institutions in Nyeri districts then recommend the best remuneration policy for all the institutions.

1.4 **Objectives of the study**

The specific objectives of the study were:

(a) To find out how salary scales affect performance of employees of tertiary training institutions.

(b) To determine how salary reviews affect performance of employees of tertiary training institutions.

(c) To find out to what extent pay secrecy affects performance of employees of tertiary training institutions.

(d) To determine how labour union involvement in the institutions wage decisions affects performance of employees of tertiary training institutions.

(e) To find out to what extent direct involvement of employees in designing a remuneration plan for their institutions affects their performance.
1.5 Research questions

The study was guided by the following research questions;

(a) To what extent does a salary scale affect performance of employees of tertiary training institutions?

(b) How much do salary reviews in the institutions affect performance of employees?

(c) How much does the awareness of where jobs are located in the institution’s wage structure affect employees’ performance?

(d) To what extent does the labour union involvement affect the performance of employees of the institutions?

(e) How much does direct employee involvement in designing a remuneration plan for their institutions affect their performance?

1.6 Significance of the study

Employees’ remuneration is a key factor in influencing the performance of any employee. The study was important because the management of tertiary training institutions would have the opportunity to use and implement the recommendations in formulating remuneration policies for better performance. The study would also be useful to other stakeholders like the trainees and sponsors because they would improve performance and job satisfaction. This study will also be useful to future researchers.

1.7 Scope of the study

The study on remuneration involved all the twenty tertiary training institutions in Nyeri North and Nyeri South districts. It focused on both private sector and the public sector
employees totaling 1636. Those institutions studied were randomly selected from the entire population.

1.8 Limitations of the study

One limitation of the study was access to all the information required since remuneration is normally a sensitive issue in institutions. Some institutions were not ready to provide information on remuneration.

The other limitation was the issue of bureaucracy where a protocol had to be followed to get to the actual person to give information required in the institutions.

The other limitation was language barrier where some employees did not know how to read or write.
CHAPTER TWO
LITERATURE REVIEW

Introduction

In the study, the need for remuneration policies in the performance of employees in institutions is discussed.

The need for a salary scale guiding institutions, pay openness and industrial involvement in relation to employee performance is considered. Further, the need for salary reviews is discussed. Related literature regarding the above areas is also reviewed.

2 Basis of salary payment

Peter Silsil (2005) says that many tertiary training institutions, whose fees collected have fallen back for years, have been unable to meet the obligation of paying non-teaching staff attracting a torrent of boycotts and strikes from the employees. In other institutions, he says, the staff have opted to suffer quietly, their morale to deliver service hitting an all time low.

Cole (2000) says that although the value of a job is relative to other jobs inside and outside the organization, the value of a person in the job is something very specific to that individual. Hence, he says, his salary should be influenced by his performance. He adds that the salary system should as far as possible enable the individual to be rewarded according to contribution and not restricted by the artificial barriers contained in a rigid salary structure.
Muindi (2008) says that the pact awarding more pay to teachers will still not match those of the civil servants. He continues to say that while the highest paid teacher, chief principal, will take home Kshs. 98,978 per month, a civil servant in the same job group will pocket Kshs. 120,217 per month. He also adds that the fact that post primary education teachers are not well remunerated, they will opt to pursue other non educational businesses to generate additional income. This, he concludes could affect their teaching performance.

A Kenya Gazette notice No. 755 (1993) and signed by the Minister of Education advises schools Boards of Governors to remunerate workers on terms and conditions similar to those of the mainstream civil service.

Makathimo (2002) says that the main factors affecting salary levels are:-

(i) External relativeness: He says that a salary is a price indicating, like any other price, the value of the service to the buyer and the seller; the employer and the employed. He says that the growing rate for a job is its market rate, and many will claim that a job is worth what the market says it is worth. He says that external quality is a fundamental aim of any salary system.

(ii) Internal relativeness: He says that the value of a job within an organization is relative. Within an organization, he continues, pay levels will be affected by real or perceived differences between the value of jobs. He continues to say that the ideal salary structure should establish and maintain appropriate differentials based on an objective system measuring relative internal values.
2.3 Compensation and reward systems

Barltrop and Naughton (1992) state that remuneration should be linked to desired results because when this is done, this can be a good reason to achieve the desired results. Further, they say that there should be a link between performance and remuneration. They also say that promotions should be done for the right reasons and also that non-remuneration rewards (awards, prizes, public recognition, recommendation letters e.t.c.) should also be included in the remuneration plan. Further, they say that it is important to compare the remuneration of an organization with that of competitors. They also say that it is important to motivate all levels of employees by an acceptable remuneration system. They add that a remuneration system should also reflect relative importance of jobs.

According to Armstrong (1980), a salary structure can be evolved from one or a combination of the following:

(a) Graded salary structure: This he says is where the structure is made up of a sequence of salary ranges or grades each having a defined minimum and maximum. He says that this is based on the assumption that jobs allocated into the grade are broadly of the same value. However, he adds, the actual salaries earned by the individuals are based on their performance or length of service.

(b) Salary progression curves: He says that these curves aim to link increases in salary over a fairly long period to increased maturity or experience. He adds that these curves are mostly used for professional scientific staff whose starting salary is linked to the market rate of their professional qualification. This system, he
says, assumes that they will develop within their discipline at some standard rate as a result of their experience.

Lewis (2005) says that remuneration is a motivator. He adds that when a remuneration system is attractive to the employees, they work harder, are more focused and better results are got. He adds that this also reduces the high employee turnover normally experienced in quite a number of organizations.

Munro (2005) says that talents can make a difference in remuneration. He argues that a remuneration system should accommodate compensation for talent shown by employees.

Russel and O’Brian (2001) say that a remuneration system should be as objective as possible. They say that danger looms in a system of remuneration where pay depends on the whims of the paymaster.

Mechanic (1983) says that the effort and commitment employees give to their work depends on the rewards received. He says that productivity by employees depends on the rewards received.

ILO (1979) says that salary brackets are normally derived from job evaluation. It says that there are three techniques of job evaluation namely; Ranking technique, job classification technique and points rating technique. It says that conversion of job
evaluation into salary value is simply a matter of bracketing up the total salary range into sub-divisions corresponding to the number of classes of jobs arrived at.

2.4 Salary Reviews

Bungess (1984) says that salary progression procedures relate increases in salary to merit. He says that the features of systematic procedure for salary progression should be:

(a) The salary ranges are divided into defined areas or zones. The individual will pass through these zones as he progresses.

(b) There should be incremental systems which will indicate the rates at which individuals can progress according to merit or experience.

Armstrong (1980) says that salary reviews can either be general or individual. General salary review, he says, take place when it is necessary to increase all or most salaries as a result of an increase in the cost of living or in market rates, or as a result of settlements. He adds that it is equally important to keep individuals informed of how they stand in the salary structure and the rewards they are getting or can obtain.

Individual salary reviews, he says, are meant to decide on the merit increment that should be given to the staff. He adds that either one annual review for all the staff or a review on the anniversary of the staff joining the institution can be used to match productivity.

Finlayson (2001) says that for a manager to consider salary review on any employee, he should consider several factors. These factors are:

(i) His present performance in the job.
(ii) Potential value of individual for future success of an organization.

(iii) Competitive compensation for a similar talent in the market.

(iv) The cost of company if he were to replace the employee.

(v) Contributions of the individual compared to others.

He says that when these factors are considered, then salary review can be done appropriately.

Chapman (2001) says that when salary raise and salary review are being considered, the base salary should be the starting point. He says that raises are computed at a percentage of the base salary. The higher the base salary, the higher the percentage raise. He argues that the timing of the raise, the amount used as base salary and the percentage used should carefully be considered to give the right and suitable expected remuneration to the employees.

He adds that the actual percentage of raise used can be influenced by the cost-of-living adjustment (COLA). This, he adds, is used to compensate inflation.

Further, he says that the government publishes several COLA indicators and the management should choose the appropriate one.

He also suggests that reviews should be based on contribution and done every 6 months.

Dick and Richard Grote (1996) say that those employees newly hired and those promoted need their salary reviews adjusted and annualized.

They say that managers need to pay a lot of attention to salary increases and caution that they (managers) need to project the impact of salary increases on budgets before
informing subordinates. They say that all reviews can be compared and ensure equity. They suggest that it is better to review all salaries one time in the year, than monitoring reviews continually during the year.

Aswathappa (2005) says that in organized industrial establishment, pay reviews take place once in three years.

GOK (2002 – 2008) says that training institutions are ill-equipped, having low capacity to implement their mandates due to shortage of qualified staff and inadequate budgetary allocations. To address this, it continues, public training and capacity building policy would be developed to ensure training is systematic, demand driven and cost effective. Professional appraisal systems, it adds, would be developed to promote output oriented work programmes. Further, it says that civil service reform activities will continue to focus on four major areas namely; redefinition and rationalization of Government function, staffing and management of wage bill, pay and benefits review, training and capacity building and introduction of modern technology systems.

Ng’ang’a (2007) says that teachers’ remuneration is far below the other public servants’ remuneration and therefore there is need to adjust the remuneration upwards. He adds that pay review of teachers is necessary and that they should be awarded an increase of 110%. He also thinks that the reasons why teachers go for other income generating activities is due to under remuneration.
Muteyo (2008) says that post primary education teachers are poorly remunerated compared with their counterparts in the civil service and urges the government to harmonise the teachers pay with that of their counterparts in the civil service. He complains that, based on qualifications, the teachers ought to be better remunerated than how they are now.

Majali (2008) says that teachers salaries should urgently be looked into by the government. He adds that they are no longer motivated to perform well in their work. He warns of a looming industrial action if the issue is not addressed within a month.

Anami (2008) says that recognition of employees’ performance or increased responsibilities should come in the form of salary increment. He says that government wage policies are said to be too meager for urban dwellers, for example, this year’s increment of 12% for lowest paid workers.

He suggests that use of pay spots for senior management staff should be emphasized, where employees are rewarded according to their worth gained through experience, training and level of competence. Anami continues to say that employers should be encouraged to pay for merit on top of employee’s salary based on the ability of the organization to pay. He also says that companies that pay well emphasize on benchmarking and productivity improvement.

On the issue of pay raise, Anami says that asking for it is one of the most challenging issues in an employee’s career. He says that an employee should build a strong case on why he wants a raise. He cautions that an employee should avoid asking for a salary raise
because a colleague got one the day before. What should be considered, he adds, is if the employee picked up some extra duties along the way and also his worth. The employees, he says, should keep a record of performance, acquired skills and additional duties. He suggests that if the starting salary of an employee is lower than the market value, the employee could ask if his salary can be reviewed after six months.

On salary gaps in the same job group, Anami says it is due to quality of skills, attitude towards the job, productivity, seniority or length of service. Anami (2008) says that a pay raise is a form of reward. He says that organizations should aim to increase employees pay instead of playing with their titles. He continues to say that a salary increment signals that an employee has done very well on his job in the past year and therefore has been rewarded for the valuable contribution to the organization.

Onkunya (2008) says that it is a grave mistake to use pay hikes just to make people happy. He continues to say that salary hikes used as rewards quickly creates inequalities and affect performance. He says that bad performers should be moved out, not paid less. Inequity issues emerge when one pay raise results in ten other people feeling betrayed, he emphasizes. He concludes by saying that, most employees do not get encouraged or discouraged by what they get, but what others with whom they compare get.

Kanyamba (2008) says that post primary education teachers should be well remunerated and that their salaries should be harmonized fully with those of the civil servants. He says that, the recent pay pact does not benefit most of his members, after all.
Pay Secrecy

Aswathappa (2005) says that just how much and what type of information about pay to be given to employees in firms remain a secret. He says that firms should show their employees where their jobs are located in the wage structure. This, he says, motivates them to work hard for higher grades.

Mathis and Jackson (2006) say that, in closed systems, pay secrecy involves information on salary scales and salary systems. They say that what others make, what raises others have received and what pay grades and ranges exist in organizations is secret. They add that some organizations prohibit their employees from discussing their pay with other employees which when violated can lead to disciplinary action. They also say that pay openness is providing information on compensation policies, general descriptions of compensation systems and where the individual’s pay is within the grade. They conclude that pay openness allows managers to manage employees more effectively for better performance.

According to Olson, Herman and Zanna (1986), pay secrecy policy does not completely eliminate the process of pay comparison. This, they add, can lead to inaccurate information and dissatisfaction among the employees.

Baldwin (2003) says that an open system is better than a closed one. Base pay should be adjusted annually to reflect market and use of bonus systems that rewards current performances. He adds that pay policies and decision processes should be communicated and that pay increases should be based on performance appraisal. He also says that jobs
should be defined well and job description kept up-to-date. Pay actions, he emphasizes, should be discussed and performance measures should be mutually agreed upon between the managers and the employees.

Sherman, Bohlander and Snell (1995) say that some managers prefer pay secrecy. However, they caution, performance can be affected by secrecy.

Jones, Steffy and Bray (1990) say that in closed systems, some employees overestimate pays of their peers and in contrary, underestimate that of supervisors making it unattractive for them to go up. They also say that in such closed systems, employees will always think that they are not being remunerated according to their worth and will always be suspicious of “lost income”

2.6 Industrial involvement

Aswathappa (2005) says that in organized industrial establishments, the management enters into a wage and salary agreement with the labour union valid for 3 years. He further says that when employees are involved in designing a remuneration plan, they exhibit little resistance in accepting it. He further states that employees therefore work hard to achieve their aims.

He adds that minimum wage is tied by agreement between management and workers and determined through legislation where labour is unionized.
According to KUDHEIHA and ministry’s agreement signed in 1969, a worker could ideally move vertically in three ways – direct appointment, promotion or advertisement through training. It says that the highest paid non-teaching staff is at job group ‘L’ while the lowest paid is at job group ‘A’. The civil service scheme places the highest paid non-teaching staff at job group ‘N’ while the lowest paid at job group ‘A’.

Obare (2002) says that the objective of trade unions and staff associations must be to obtain the maximum benefits for their members. They will want their members pay to keep ahead of inflation to match or exceed market rates and to reflect any increase in the prosperity of the company. Moreover, he continues, they will want an equitable system and may object to merit review schemes based on management discretion, because they are thought to be arbitrary and unfair.

G.O.K. (2008) says that in 2007, the government enacted reviewed labour laws resulting from working of a task force formed in 2001, to make all laws consistent with ILO conventions and recommendations. Employment Act No. 11 of 2007 declares and defines the fundamental rights of employees, protects workers against unfair dismissal other than disciplinary and available remedies from industrial court.

The labour relations Act No. 14 of 2007 deals with registration, regulation, management and democratization of trade unions to promote sound labour relations through protection and promotion of freedom of expeditions, dispute settlement, conducive social justice and economic development and related matters.
G.O.K (2008) says that the objective of the national wage policy is to assure wage earners a reasonable share of the national product, be responsive to demands of economy and promote a just and harmonious relationship between employees and workers. It continues to say that government wage guidelines form basis for negotiations of terms and conditions for employment, arbitration and settlement of trade disputes. It further states that the minimum pay for civil servants is 7,466/= p.m in group A.

Anami (2008) says that most new employees don't get what they were promised during the interview and therefore opt to join a trade union to negotiate for better terms and conditions of service. He says that decisions regarding pay, work, transfer or promotion are highly subjective and therefore chances of favoritism and discrimination may arise. To minimize this, he suggests, joining a trade union is an option when faced with a situation that can compel management to formulate performance policies that allow equality of treatment of workers.

Anami continues to say that the law provides that all workers are free to join unions of their choice. He says that a worker has a constitutional right to join, form or take part in trade union affairs. He adds that the unions provides a forum where the feelings, ideas and opinions of the workers could be discussed and transmits the feelings, ideas and complaints of workers to the management. He continues to say that threat or actuality of a strike by a union is a powerful tool that often causes the employer to accept the demands of workers for better conditions of employment. He concludes by saying that trade unions secure retirement benefits of the workers and compel management to invest in welfare services for the benefit of the workers.
2.7 Summary and gap in literature

The reviewed literature clearly shows that the importance of remuneration in performance of employees in institutions cannot be overemphasized. Remuneration policies must be clearly outlined in institutions if expected performance of the institutions will be achieved.

The literature also clearly shows that failure to consider remuneration factors namely salary scale, pay reviews, pay secrecy, direct involvement of employees in developing a remuneration plan and labour union involvement will greatly affect employee performance in institutions.
2.8 Conceptual Framework

The effects of the remuneration factors on performance of employees can be summarized in the following figure.

**Independent variables**

- Salary scale
- Salary reviews
- Pay secrecy
- Labour Union involvement
- Employees involvement in remuneration plan

Affect

**Dependent variables**

Employee performance

**Intervening variables**

- Political conditions
- Economic conditions
- Natural environment
- Technological environment

Source: Author

Fig. 2.1 Conceptual Framework

Source: Author
The use or lack of use of salary scales, frequency of salary reviews, pay openness, involvement of labour unions and employees' involvement in planning, controlling, managing and implementation of remuneration policies will affect performance of employees. This will include teaching facilitation, guidance and counseling, innovation and improvisation, research and development and resource mobilization.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes strategies and procedures that were used in the study. The research design, target population, sampling procedures, data analysis and presentation are discussed.

3.2 Research Design

The research design adopted was descriptive. The design would render itself useful to be an accurate description of the variables and their relationship in the area of study.

3.3 Study Population: The target population was 1130 employees of tertiary training institutions in public and private institutions in Nyeri districts.

Table A: Target population

<table>
<thead>
<tr>
<th>Type of tertiary training institutions</th>
<th>Total Number</th>
<th>Expected Number of teaching staff</th>
<th>Expected Number of non-teaching staff</th>
<th>Expected Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>9</td>
<td>500</td>
<td>400</td>
<td>9</td>
</tr>
<tr>
<td>Private</td>
<td>11</td>
<td>130</td>
<td>80</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>630</td>
<td>480</td>
<td>20</td>
</tr>
</tbody>
</table>

Source: District Labour Office September 2008
3.4 Sample and sampling procedures

A sample size was obtained from 11 tertiary training institutions, which represented over 50% of the tertiary training institutions in Nyeri North and South districts by stratified random sampling (See table A below). This number was taken to be a fair representation of the population of the staff in tertiary training institutions.

It was also the number that the researcher could financially cater for.

**Table B: Sample size of the institutions to be selected**

<table>
<thead>
<tr>
<th>Type of tertiary training institutions</th>
<th>Number</th>
<th>Over 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Private</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>11</td>
</tr>
</tbody>
</table>

Source: Researcher (2008)
A sample percentage of 20% was used to determine the sample size of the individuals to be interviewed (See table B below)

**Table C:**

*Sample size of individuals to be interviewed*

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Sample percentage</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff (Public)</td>
<td>500</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td>Non-teaching staff (Public)</td>
<td>400</td>
<td>20%</td>
<td>80</td>
</tr>
<tr>
<td>Teaching staff (Private)</td>
<td>130</td>
<td>20%</td>
<td>30</td>
</tr>
<tr>
<td>Non-teaching staff (Private)</td>
<td>80</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td>Managers (Public)</td>
<td>9</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Managers (Private)</td>
<td>11</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1130</td>
<td></td>
<td><strong>241</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2008)

The specific individuals to be interviewed in the institutions were guided by the number of departments in the institutions to ensure that there was fair distribution of the instruments.

### 3.5 Data Collection procedure

The researcher got an introduction letter from Kenyatta University. To ensure that all the respondents were found at the appropriate time, the researcher visited the selected institutions in person and make prior arrangements with the management. An agreement
was reached as to when to issue and collect the filled in questionnaires. The researcher
did this personally to ensure confidentiality and ensure an acceptable return rate.

3.6 Instruments

The nature of the study demanded that questionnaires would be used since primary data
was required. Questionnaires were designed to collect data. Each questionnaire had two
parts. Part one consisted of personal information of the respondent. Part two had
questions related to remuneration in the institutions.

3.7 Data analysis and presentation

After data collection the analysis procedures employed involved both quantitative and
qualitative procedures because both quantitative and qualitative data were gathered. The
data was in form of percentages, frequency tables, bar graphs and Pie-charts.
Bell (1993) says that when making the results known to a variety of readers, percentages
have a considerable advantage over more complex statistics. Borg and Gall (1983) hold
that the most widely used and understood proportion is the percentage. Data was
presented by use of tables and frequency distributions to enhance clarity.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction

The data was received from questionnaires, which were hand delivered to the targeted population and the respondents given one and a half weeks to fill in. Out of 230 questionnaires given out, 172 employees responded, representing 75% response.

4.2 Quantitative Analysis

The data was presented using tables, percentages, line-graphs, pie-charts and bar-graphs.

4.2.1 Basic Analysis of the Respondents

Table 4: Basic Analysis of the Respondents

<table>
<thead>
<tr>
<th>Type of Employees</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Response</td>
<td>% Response</td>
<td>Response</td>
</tr>
<tr>
<td>Teaching</td>
<td>72</td>
<td>72</td>
<td>35</td>
</tr>
<tr>
<td>Non-teaching</td>
<td>53</td>
<td>76</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>125</td>
<td></td>
<td>47</td>
</tr>
</tbody>
</table>

Source: Author
The figure above indicates that the non-teaching staff in the private tertiary training institutions indicated the highest percentage response (80%). The least percentage response came from teaching staff of public institutions (72%).

Table 5: Gender of Respondents

<table>
<thead>
<tr>
<th>Gender of respondents</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching</td>
<td>Non-teaching</td>
</tr>
<tr>
<td>Male</td>
<td>36</td>
<td>19</td>
</tr>
<tr>
<td>Female</td>
<td>36</td>
<td>33</td>
</tr>
<tr>
<td>Variance</td>
<td>0</td>
<td>14</td>
</tr>
</tbody>
</table>

The female respondents among the non-teaching staff in public institutions exceeded the male respondents by 14. Similarly, the female respondents among the teaching staff in
private institutions exceeded the male respondents by 14. There were equal males to female respondents in both teaching staff of public institutions and non-teaching staff of private institutions.

4.2.2 Analysis of personal information

Table 6: Level of Education of Respondents

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching</td>
<td>Non-teaching</td>
</tr>
<tr>
<td>Degree</td>
<td>50 (69%)</td>
<td>5 (9%)</td>
</tr>
<tr>
<td>Diploma</td>
<td>21 (29%)</td>
<td>- (0%)</td>
</tr>
<tr>
<td>Certificate</td>
<td>1 (2%)</td>
<td>48 (91%)</td>
</tr>
<tr>
<td>Total</td>
<td>72 (100%)</td>
<td>53 (100%)</td>
</tr>
</tbody>
</table>

Source: Author

As indicated in the table above, most of the teaching staff of public institutions have high qualifications while most of the non-teaching staff of both public and private institutions have low qualifications. Notably, none of the respondents among the non-teaching teaching staff in private tertiary training institutions has a degree qualification.
Table 7: Age of the Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching</td>
<td>Non-teaching</td>
</tr>
<tr>
<td>18 – 28 years</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>29 – 40 years</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>41 – 50 years</td>
<td>36</td>
<td>25</td>
</tr>
<tr>
<td>Above 50 years</td>
<td>9</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>53</strong></td>
</tr>
</tbody>
</table>

Source: Author

Teaching Staff

Public Institutions

Private Institutions

![Fig. 4.2 Age of teaching staff – Public](image)

![Fig. 4.3: Age of Teaching staff – Private](image)
Non-Teaching Staff

Public Institutions

Private Institutions

![Pie Chart](image)

**Fig. 4.4: Age of non-teaching staff – Public**

**Fig. 4.5: Age of non-teaching staff – private**

Source: Author

The figures above show that the non-teaching staff in both public and private institutions are 50 years and below. It also shows that half of the teaching staff in private institutions are 29 to 40 years old. However half of the teaching staff in public institutions are 41 to 50 years old.

### 4.2.3 Analysis on grading system

Table 8: Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching</td>
<td>Non-teaching</td>
</tr>
<tr>
<td>Job Group</td>
<td>52</td>
<td>53</td>
</tr>
<tr>
<td>Contract</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Permanent</td>
<td>52</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: Author
The table above shows that most of the staff in public institutions are graded according to job group and are permanent. However, most of the employees from private institutions are employed under contract basis. None of the respondents among non-teaching staff in public institutions is employed under contract. The table also brings out the fact that none of the respondents among the non-teaching staff in private institutions is in a job group classification.

4.2.4 Determination of Salary Scale

Table 9: Salary Scale Determination

<table>
<thead>
<tr>
<th>Method of salary scale determination</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching</td>
<td>Non-teaching</td>
</tr>
<tr>
<td>Job</td>
<td>43</td>
<td>38</td>
</tr>
<tr>
<td>Age</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Position</td>
<td>25</td>
<td>12</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: Author

The table above shows that the salary-scale for most staff in public institutions is determined by the type of job they do and the job position. However, most of the teaching staff (57%) in private institutions do not know their salary scale. From all respondents, age is not a determiner of salary scale. Job position is a considerable determiner of salary scale among teaching staff of public institutions (37%).
### 4.2.5 Salary Reviews

Table 10: Frequency of Salary Review

<table>
<thead>
<tr>
<th>Frequency of salary review</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching</td>
<td>Non-teaching</td>
</tr>
<tr>
<td>Half yearly</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Annually</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>After two years</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>After three years</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>After more than three years</td>
<td>44</td>
<td>18</td>
</tr>
<tr>
<td>Not at all</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Author

The table above evidently shows that most teaching staff in public institutions get salary reviews after more than three years while most staff in private institutions never gets salary reviews. However, most of the non-teaching staff in public institutions get pay review annually.
## 4.2.6 Salary review determiner

Table 11: Determiner of salary review

<table>
<thead>
<tr>
<th>Determiner</th>
<th>Public Institutions</th>
<th></th>
<th>Private Institutions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching</td>
<td>Non-teaching</td>
<td>Teaching</td>
<td>Non-teaching</td>
</tr>
<tr>
<td>Administrator /</td>
<td>0</td>
<td>2</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Principal</td>
<td>(0%)</td>
<td>(4%)</td>
<td>(71%)</td>
<td>(12%)</td>
</tr>
<tr>
<td>B.O.G.</td>
<td>6</td>
<td>25</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(8%)</td>
<td>(47%)</td>
<td>(23%)</td>
<td>(12%)</td>
</tr>
<tr>
<td>Government</td>
<td>64</td>
<td>24</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>(89%)</td>
<td>(45%)</td>
<td>(0%)</td>
<td>(0%)</td>
</tr>
<tr>
<td>Don’t know</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>(3%)</td>
<td>(4%)</td>
<td>(6%)</td>
<td>(76%)</td>
</tr>
</tbody>
</table>

Source: Author
The figure above shows that most of the non-teaching staffs in private institutions (76%) do not know who should determine their salary review. However, most teaching staff from private institutions have their salary review done by only one person i.e. the administrator or the principal. Salary review among the teaching staff in public institutions is mostly determined by government and the principal has no say in its determination. The government has no say in salary review in private training institutions. Salary review among the non-teaching staff in public institutions is mostly determined by the government or B.O.G.
4.2.7 Labour Union Involvement

The respondents stated that their organizations hold meetings with labour unions on pay bargains on a frequency as indicated in the figure below.

<table>
<thead>
<tr>
<th>Frequency of meetings</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching</td>
<td>Non-teaching</td>
</tr>
<tr>
<td>Quarterly</td>
<td>-        (0%)</td>
<td>-        (0%)</td>
</tr>
<tr>
<td>Half yearly</td>
<td>-        (0%)</td>
<td>-        (0%)</td>
</tr>
<tr>
<td>Annually</td>
<td>2        (3%)</td>
<td>8        (17%)</td>
</tr>
<tr>
<td>More than one year</td>
<td>64       (89%)</td>
<td>6        (13%)</td>
</tr>
<tr>
<td>Not unionized</td>
<td>6        (8%)</td>
<td>33       (70%)</td>
</tr>
</tbody>
</table>

Source: Author

This shows that all the staff in the private institutions are not unionized, while most teaching staff in public institutions (89%) hold meetings with labour unions after more than one year. Most of the non-teaching staff (70%) in private institutions are not unionized.
### 4.2.8 Committees formed to deal with labour remuneration issues

Table 13: Type of committees formed

<table>
<thead>
<tr>
<th>Type</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching</td>
<td>Non-teaching</td>
</tr>
<tr>
<td>Management Committees</td>
<td>6 (9%)</td>
<td>29 (62%)</td>
</tr>
<tr>
<td>Tripartite committees</td>
<td>41 (60%)</td>
<td>- (0%)</td>
</tr>
<tr>
<td>Workers welfare</td>
<td>6 (9%)</td>
<td>8 (17%)</td>
</tr>
<tr>
<td>committees</td>
<td>15 (22%)</td>
<td>10 (21%)</td>
</tr>
</tbody>
</table>

Source: Author

The table above shows that most teaching staff in private institutions (65%) do not have committees that deal with labour remuneration issues. Management Committees mostly deal with labour remuneration issues among the non-teaching staff in private institutions (67%). Among the teaching staff in public institutions, labour remuneration issues are mostly dealt with tripartite committees.
4.2.9 Effects of salary scale, pay openness, pay review and employee involvement in remuneration plan on performance

Table 14: Effects of Remuneration factors on performance

<table>
<thead>
<tr>
<th></th>
<th>Public Institutions</th>
<th>Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching staff</td>
<td>Non-teaching staff</td>
</tr>
<tr>
<td></td>
<td>Work less</td>
<td>No effect</td>
</tr>
<tr>
<td>Salary Scale</td>
<td>4</td>
<td>53</td>
</tr>
<tr>
<td>Pay openness</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td>Pay review</td>
<td>-</td>
<td>24</td>
</tr>
<tr>
<td>Involvement in remuneration plan</td>
<td>-</td>
<td>30</td>
</tr>
</tbody>
</table>

Source: Author

From the above table, salary scales, pay openness and involvement in the remuneration plan has no effect on most teaching staff in public institutions. However, salary scale, pay openness, pay review and involvement in the remuneration plan makes non-teaching staff in private institutions feel motivated. Pay review of teaching staff in public institutions makes them feel motivated.
4.3 Qualitative Analysis

4.3.1 Salary Information leakage

It was found that, to handle salary leakages in public institutions, the pay slips are handled by one individual i.e. the principal/administrator and that anything to do with salary is only dealt with by one person. It was also found that in private institutions, warning letters, encouraging secrecy by the administration, dismissal and the accountant being the only person mandated to handle salary issues were among the measures taken to prevent salary information leakage.

4.3.2 Determination of salary scales

It was found that, closeness to management was among the factors that were considered by the administrators of the private tertiary training institutions to award good salaries to the employees.

4.3.3 Labour Union Involvement

It was found that the frequency of labour union meetings with the management of public training institutions was dictated by a dispute. It was also found that most employees of private tertiary training institutions have no idea of labour union involvement in their institutions.

4.3.4 Direct involvement of employees in formulating remuneration policies

Most non-teaching staff of public training institutions and most teaching staff of private institutions have never been involved in formulating labour policies. Furthermore, all
non-teaching staffs of private training institutions have never been involved in formulating labour policies.

4.3.5 Retirement Benefits

It was found that most teaching staff of public tertiary training institutions are given a pension on retirement, while most non-teaching staff in the same institutions are given a gratuity at the end of their contract period. However, most teaching staff in the private institutions do not receive anything at the end of their contract, some even losing part of their rightful salary and others expected to quit before the contract period is over. It was also found that non-teaching staff only know of National Social Security Fund remittances at the end of their contract period as their only benefit and no other benefits.

4.3.6 Employee Rewards

Most employees in private training institutions are not rewarded in the course of their duties but are only entitled to gratuity at the end of their contract period. However, few of them are awarded certificates of recognition, taken out for lunch, given handouts and given other favours depending on their loyalty to the organization.
SUMMARY OF MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary Of Major Findings

One of the objectives of the study was to find out how salary scales affect performance of employees in tertiary training institutions in Nyeri Districts. From the study, it was found that a number of employees in the institutions do not know the existence of salary scales in their institutions, teaching staff in private institutions, being most affected. It was also found that most staff in private institutions were employed on contract basis. In private training institutions, it was found that determination of salary was done at the whims of one person and not on a guided structure. Furthermore, it was found out that the existence of salary scales in these institutions makes most of the employees work harder. Uniquely, among the teaching staff in public tertiary training institutions, presence of salary scale in the institutions does not motivate them.

The study was expected to determine how salary review affect performance of employees in tertiary training institutions in Nyeri districts. It was found out that employees get their salary reviews done after more than three years and after a pay dispute as in the case of the teaching and non-teaching staff in public tertiary training institutions. A big number of institutions especially private institutions never consider pay reviews for employees, it was revealed. It was also established that once the employees remuneration is reviewed even after a dispute, they are motivated to work harder.
The other objective of the study was to find out the extent to which pay secrecy affects performance of employees in tertiary training institutions in Nyeri districts. The study established that threats and summary dismissal were among methods used by authorities in tertiary training institutions to ensure least salary information leakage, especially in private tertiary training institutions. It was revealed that issues involving remuneration in these institutions are meant to be a private affair. However, it was also found that issues of pay among the teaching staff in public tertiary training institutions were not private except only on allowances employees get on assignments by the principal/administrator. It was revealed that pay openness makes employees more motivated.

The study was expected to determine how the labour union involvement in institutions wage decisions affects performance of employees in tertiary training institutions in Nyeri districts. It was found that the labour union gets involved only when there is a salary dispute. Furthermore, all staffs in private tertiary training institutions in Nyeri districts are not unionized, it was revealed. It was further revealed that employees in these institutions seek assistance of ministry of labour to claim promised but unpaid dues from their tertiary training institutions.

Another objective of the study was to find out how employees' direct involvement in designing remuneration plans in their institutions affects their performance. It was established that employees are not involved in designing remuneration policies in their institutions. This, it was revealed, is left to the administrator and the employees have no
say in the issue. It was further established that direct involvement of employees in the remuneration plans would make them work harder.

5.2 Conclusion

It is expected that established employee salary scales guiding institutions, pay openness, regular pay reviews, employee involvement in formulating remuneration policies and industrial involvement in institutions wage decisions, will improve employee performance. This research clearly demonstrates that there is urgent need to establish salary scales to guide tertiary training institutions on remuneration, pay openness where employees know what others are earning and therefore aspire and work to get to higher grades, regular pay reviews in order to motivate the employees and adjust to economic changes, employees involvement in remuneration plan in order to better accept the salary policies set and labour union involvement in remuneration issues for better bargains.

5.3 Recommendations

Remuneration policies among the tertiary training institutions in Nyeri districts need to be reviewed if the expected performance of employees is to be achieved. The study therefore recommends the following:

1. Tertiary training institutions in Nyeri districts establish salary structures with salary scales as a basis of remunerating employees which have a defined minimum and maximum, and which put into consideration objective factors including academic qualification, experience, type of job and productivity of the employees
2. Salary review of employees of tertiary training institutions in Nyeri districts should be introduced and be made regular.

3. Pay openness should be encouraged among the tertiary training institutions in Nyeri districts.

4. Employees of tertiary training institutions in Nyeri district should be allowed to join labour unions for arbitration purposes.

5. Tertiary training institutions’ managements should allow their employees to be directly involved in designing remuneration policies for their institutions.
5.4 Suggestions for Further Research

Similar study should be done in non-educational institutions in Nyeri districts. This will enable employers in these organizations to come up with the best remuneration policies.
REFERENCES


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APPENDIX I

Questionnaire for employees in tertiary training institutions.

The purpose of this questionnaire is to collect data. The researcher assures confidentiality on the information gathered and it is for the purpose of the study only.

DO NOT WRITE YOUR NAME anywhere on this questionnaire. Please respond to all items in the appropriate sections and tick (✓) where appropriate.

PART I

Background information

1. Your gender

   Male (  )

   Female (  )

2. Age 18 - 28 (  ) 29 - 40 (  ) 41 - 50 (  )

   Above 50 (  )

3. Level of education

   University degree (  )

   Certificate (  )

   Others (please specify) (  )

4. Category: teaching (  ) non-teaching (  )

PART II

5. How are you graded in your institution?

   Job Group (  )

   Contract (  )

   Permanent (  )

   Others (specify)
6. What determines your salary scale?
   Job ( ) Age ( ) Position ( ) others (specify)__________________________

7. After how long does your organization review your salary?
   half-yearly ( ) yearly ( ) after two years ( ) after 3 years ( )
   Others (Specify) ____________________________________________

8. Who authorizes your salary reviews?
   Administrator/Principal ( ) B.O.G. ( ) Government ( )
   Others (specify) ____________________________________________

9. Which type of salary / remuneration is classified as confidential and only privy to you as an employee? ________________________________

10. How does your institute deal with leakage of salary information?
    ________________________________

11. How often does your organization hold meetings with labour unions on pay bargains?
    Yearly ( ) Quarterly ( )
    Half yearly ( ) Others (Specify) ________________________________

12. Which committees are formed to deal with labour remuneration issues?
    Management Committees ( ) Tripartite Committee ( )
    Others (specify) ____________________________________________
13. How are you involved in formulating labour policies?
   (i) 
   (ii) 
   (iii) 
   (iv) 

14. Which are the retirement benefits you expect at the end of the contract period/term? (specify) 

15. When are you rewarded and by what means? 

16. In your own opinion, how do the following affect your performance as an employee?
   a) knowing your salary scale (work less/no effect/ work harder)
   b) knowing what your colleagues are earning (work less/no effect/ work harder)
   c) after getting a pay review (work less/no effect/ work harder)
   d) being involved in remuneration plan (work less/no effect/ work harder)

17. Any other issue you consider important?

Thank you for your participation and cooperation
APPENDIX II

Population size / Operating tertiary training institutions in Nyeri North and South districts

1. Kiganjo Police Training College
2. Mathari School of Nursing
3. Y.M.C.A. – Nyeri College
4. Kimathi University College of Technology
5. Kenya Institute of Management
6. Nairobi University College of Extramural studies
7. Methodist University – Nyeri campus
8. Nyeri Technical Training Institute
9. Mountain Top Training Institute
10. Rware College of Accountancy
11. Pinnacle College of Professional Studies
12. Mathenge Technical Training Institute
13. Kenya Institute of Professional Counselling
14. Cathedral College of Computer and Secretarial Studies – Nyeri Diocese
15. Kamwenja Teachers Training College
16. Kagumo Teachers Training College
17. Kenya Medical Training College (K.M.T.C.) Nyeri
18. Kenyatta University (IOL centre)
19. Turine Commercial College
20. Tumutumu Hospital

Source: Nyeri District Labour Office, June 2008
APPENDIX III

Cases involving staff of tertiary training institutions on inadequate remuneration

(a) Kagumo Teachers Training College versus Non-teaching staff – 1994

(b) Kamwenja Teachers Training College Versus Non-teaching Staff - 2004

(c) Turine Commercial College Versus Teaching Staff – 2001

(d) Tumutumu Hospital Versus Non-teaching staff – 2008

(e) Nyeri Technical Training Institute Versus non-Teaching Staff – 2002

(f) Y.M.C.A. Versus Teaching Staff – 2004

(g) 10 recorded cases involving individuals in teaching and non-teaching staff in the last 10 years

(h) 5 cases pending in court

Source : District Labour Office and KUDHEIHA office: June 2008