THE RELATIONSHIP BETWEEN REMUNERATION AND THE PERFORMANCE OF NON-TEACHING STAFF IN PUBLIC SECONDARY SCHOOLS IN MANDERA EAST DISTRICT, KENYA

BY

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MAY, 2011
DECLARATION

This research project is my original work and has not been presented for examination in any other University

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Signature _______________________________ Date ____________
DEDICATION

This research project is dedicated to my loving mother whose prayers and encouragement has made the accomplishment of this project possible.
ACKNOWLEDGEMENT

I am very grateful to all the people who in one way or another assisted me to bring this project to a successful conclusion.

To begin with I would like to thank the almighty God for making everything possible for me and to my loving wife for her encouragement, moral and material support. Secondly, to the respondents who took their time to respond to the questionnaire. Thirdly, to fellow students, colleagues and my own students at Mandera Boys Secondary School for their patience and perseverance.

Last but not least my able supervisors Dr. Muathe S.M.A and Mr. James Kilika for their understanding, consideration and willingness to assist me.
The study sought to investigate the relationship between remuneration and performance of non-teaching staff in the six Public Secondary Schools in Mandera East District, Mandera County, Kenya. The factors under investigation included components of remuneration, such as basic pay, benefits and non-financial rewards and working conditions. The study investigated how these factors affect performance of the non-teaching staff in public Secondary School, because they have been lamenting over poor pay, poor working conditions, among other numerous problems. These often led to poor work performance which is directly or indirectly reflected in the work output.

The literature review included both primary and secondary data. The research design was descriptive because it will help to examine and present all the relevant information of the study. The target population was 50 non-teaching staff who are the employees of the six Public Secondary Schools in Mandera East District, Mandera County. Due to the small size of the population, a census investigation was undertaken. This has provided good coverage of the population surveyed and the most accurate result was obtained.

Tools for data collection were mainly by use of questionnaire which was self-administered. The data was analyzed by use of descriptive statistics such as percentage and mode. The result of the study was presented by means of pie charts, bar graphs and frequency distribution tables.

The study found that there is urgent need to develop the salary structure of the non-teaching staff to guide the management of the Public Secondary Schools in Mandera East District. They should design a comprehensive remuneration system that is attractive to the staff for better performance. The remuneration should include both financial and non-financial rewards. Regular pay review should be implemented to motivate the non-teaching staff and to adjust to the economic changes. Despite the above findings the researcher was not able to do conclusive study in the non-teaching staff as the scope was only the six Secondary Schools in Mandera East District. The researcher is therefore suggesting a similar study should be undertaken in all the Public Secondary Schools in Kenya in order to establish the relationship between remuneration and performance of non-teaching staff.
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### ABBREVIATION AND ACRONYMMS

- **B.O.G**  Board of Governors
- **D.E.B**  District Education Board
- **GOK**  Government of Kenya
- **I L O**  International Labor Organization
- **KESSHA**  Kenya Secondary School Heads Association
- **KUDHEIHA**  Kenya Union of Domestic, Hotel, Education Institution, Hospital and Allied Workers
- **NTS**  Non Teaching Staff
- **P.S.C**  Public Service Commission
- **PSS**  Statistical Package for Social Science
- **TSC**  Teachers Service Commission
- **NSSF**  National Social Security Fund
- **KESSP**  Kenya Education Sector Support Programme
- **M.O.E**  Ministry of Education
OPERATIONAL DEFINITIONS OF TERMS

Attitude: Armstrong (2003) broadly defined attitude as a settled mode of thinking or a relatively stable predisposition to evaluate an object (person, organization, process or issue) in a favorable or unfavorable manner.

Basic Pay: Armstrong, (2006) defines basic pay as the cash (salary or wage) that is expressed as monthly or weakly and constitutes the rate of the job.

Motivation: Rue, and Byars (1993) defined motivation defined as an inner force that impels human beings to behave in a variety of ways and is therefore a very important part of the study of human individuality.

Performance: Richard (2002) performance means the transformation of inputs into outputs for achieving certain outcomes. It informs about relation between minimal and effective cost between effective cost and realized output and between output and achievement output.

Remuneration: Armstrong, (2006) Remuneration is defined as the value of all cash payments (total earnings) and benefits received by employees.

Rational rewards: Manus and Graham (2003) defines rational rewards as the intangible rewards concerned with learning and development and work experience.

Service: Donnelly (1992) defines service as an activity required by a customer or a client or work done for another person. The Oxford English Dictionary defines a service as something done to help or benefit another person.

Total rewards: Thompson (2002) defined total reward as encompassing not only traditional quantifiable elements like salary variable pay and benefits but also more intangible non-cash element such as scope to achieve and exercise responsibility, career opportunities, learning and development.

Union: Anami (2008), Defines union as association that is formed by employees in order to negotiate for better terms and conditions of service.
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Remuneration is the value of all cash payments (total earnings) and benefits received by employees. Armstrong (2006) indicates the cash payment (salary or wage) is the base pay that is expressed as monthly or weekly and constitutes the rate of the job. It may be varied according to the grade of the job or for manual workers, the levels of the skills required. Employee’s benefits include pension, sick bay, medical scheme, insurance cover, house, cafeteria and transport allowances. This comprises of element of remunerations in addition to the various form of cash payment (Dessler, 1997). The non-remuneration element (Non-financial incentives) that form part of the total rewards of an employee are for instance achievements, autonomy, recognition, praise, responsibility and personal growth among others. According to Thompson (2002) total reward typically encompass not only traditional, quantifiable elements, like salary, variable pay and benefits, but also more intangible non-cash elements such as scope to achieve and exercise responsibility, career opportunities, learning and development, the intrinsic motivation provided by the work itself and the quality of working life provided by organization.

Remuneration is a significant factor in staff motivation (Omollo 2002, MeCGuire 2003). Lewis, (2005) states that remuneration is a motivator. He adds that when a remuneration system is attractive to employees they work harder and are more focused and better results are got. He adds that this also reduces the high employee turnover normally experienced in a quite a number of organizations. An effective remuneration structure should effectively address basic salary, housing, health scheme and pension, among others. (Combs 2002).

Barltrop and Naughton (1992) stated that remuneration should be linked to the desired results because when this is done; this can be a good reason to achieve the desired results. Further they state that there should be a link between performance and remuneration. They also argue that promotion should be done for the right reasons and also that non-remuneration rewards (awards, prizes, public recognitions, recommendation letters etc) should also be included to the remuneration plan. Further they state that it is important to compare the remuneration of an organization with that of its competitors. They also observe that is important to motivate all levels of employees by an acceptable remuneration system.
They add that remuneration system should also reflect relative importance of the job. Jacques (1961) state that pay should be clearly related to effort or the level of responsibility and people should not receive less money than they deserve compared with their fellow workers.

The Equity Theory Perspective 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 inequality creates tension and the greater inequity, the greater the tension. Such 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. Mechanic (1983) states that the effort and the commitment employees give to their work depend on the rewards received. He argues that productivity depends on the rewards received. A good housing scheme provides the employees with organizations’ houses or commensurate market driven house allowances. Good employee housing greatly affects employee’s performance. Feras S, (2010) states; if our employees are happy, it has direct impact on their performance at work. Harriete S, (2010) states there have been numerous studies conducted on staff retention and the factors that contribute to staff motivation. In all cases, housing is one of the leading factors that affect an employee’s personal life.

Bennet and Pratt, S (1989) notes that, if workers are worried about their salaries, housing, safety with the work they are doing, job security etc much energy will be wasted in their efforts to ensure these things. They observe that if employees do not have job security they may try to organize themselves to ensure security. If they cannot organize, their mental energy maybe spent in thinking about the poor conditions in which they are living in. Offering a safe and secure work environment is the foundation to have a sustainable performance within the employees of an organization.

Moors, R. (1990) defines a great place to work as one where employees trust the people they work with. If the work environment is unfriendly, it can lead to low morale and high turnover of staff. Employees will watch the clock desperate to get home everyday. Conversely a positive working environment can motivate staff to deliver.

According to Kets (2000), basic salary of workers has a direct influence on their motivation and on the performance of the institution.
Cole (2000) states that Maslow’s Hierarchy of Needs of 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 the 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 future. Therefore, 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).

G.O.K Gazette notice No 755 (1993) and signed by then the Ministry of education Science and Technology advises schools’ Board of Governors to remunerate workers on terms and conditions similar to those of the mainstream civil service. Peter S, (2005) elaborates on the confusion that exists in remuneration of non-teaching staff in post primary institutions. He observes that when the Ministry of Education, Science and technology discontinued paying non-teaching staff in 1993, there has been a lack of scheme for the group. He says that the schools are left to meet the burden of non-teaching staff remuneration from school fees and other income generating activities. He further argues that many post Primary Institutions, who’s fees collection has fallen back for years have been unable to meet the obligation of paying non-teaching staff, attracting a torrent of boycotts and strikes from employees, in other institutions, he states, the staff have opted to suffer quietly their morale to deliver service hitting all time low.

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

Armstrong (2004) states that, a given wage policy must be instrumental in achieving the elimination of exceptionally low wages, establishment of fair labour standards, the protection of wage earners from the effect of rising prices and the incentives for workers to improve their production performance.

Russes and O’Brian (2001) state that a remuneration system should be as objective as possible. They argue that danger looms in the system of remuneration where pay depends on the whims of the paymaster. In the context of the Education sector in Kenya, remuneration issues have majorly been focused on Teachers Service Commission (TSC) and Public Service Commission employees (PSC).
The decision areas are controlled by the major stake holders, namely TSC and PSC. They have however, ignored the non teaching staff in high schools, and also other relevant stakeholders have for long ignored the issue. For instance KESSHA in its annual conferences have not raised the issue either. On the ground however, these category of employees perform a great deal of the school functions and neglecting their remuneration aspects can prove to be quite costly. For a school, it means a high rate of turnover and low productivity.

1.2 Statement of the problem

Non-teaching staff in Public Secondary Schools are very essential components of school systems. Most of the schools depend on non-teaching staff on service delivery. They also indirectly contributes to the quality of education children receive. As such, School Board of Governors has responsibility to create situation where non-teaching staff are motivated fully and dispense their duties with commitment effectively and efficiently. However, through observations of small sample group, low morale is evident among the non-teaching staff in Public Secondary Schools in Mandera East District. They have been lamenting over poor pay; job insecurity and poor working condition among other numerous problems. These often led to poor work performance which has been directly or indirectly reflected in their work output.

The public secondary school have no clear structures on remuneration and particularly on the basic salary and management of every school pays its non-teaching staff what they want, when and how they want

The absence of the structure may have resulted from lack of attention by policy guidelines from the various attempts that have addressed the management of School Education in Kenya. It is clear from various Commissions on Education that matter of non-teaching staff in secondary schools has not been addressed (Kamuge Report 1988; Ominde Report 1964 and Mackey Report 1981). The latest attempts made through the Education Conference such as KESSP (2005) have also remained silent on the matter. The schools have therefore been left on their own to manage this category of staff on an haphazard manner. As a result, the school managements persistently complained of high levels of absenteeism, lateness, lack of commitment and unprofessional behaviour from this category. It is however, not clear whether this behaviour may directly associated with prevailing condition of their Remuneration.
Besides no one single study has been undertaken on sector to demonstrate how remuneration issues affect the performance of workers in the non-teaching category. Only this year 21st April 2011 has this matter come to the attention of Law makers in the country with the first Bill likely to address the matter still being in the process of formulation. This is after Members of Parliament unanimously passed a motion sponsored to improve the terms of service for non-teaching staff, who they noted have been neglected as teachers’ welfare is addressed (The Standard News Paper, Thursday, April 21st, 2011)

Even though Simpson (1991) cites increasing absenteeism among employees and excessive labour turnover, low output and productivity, an increasing rate of accidents and wastage of raw materials, frustration and violent behaviour of workers in and outside working places and frequent confrontation or argument with the supervisors and managers and non-cooperation and abusive as indicators of low motivation, empirical research is needed in the case of the Education sector to show the relationship between the key aspects of non-teaching staff motivation and the emergent behavior of workers. It is against this backdrop, that the researcher deems it necessary to investigate the relationship between remuneration and performance of non-teaching staff in public secondary schools in Mandera East District.

1.3 Objectives of the study

1.3.1 General objectives

To investigate the relationships between remuneration and the performance of non-teaching staff in public secondary schools in Mandera East District.

1.3.2 Specific objectives

(i) To find out how basic salary affects the performance of the non-teaching staff in the public secondary schools in Mandera East District.

(ii) To establish the extent to which employee benefits affect the performance of the non-teaching staff in the public secondary schools in Mandera East District.

(iii) To determine the extent to which non-financial rewards affect the performance level of the non-teaching staff in the public secondary schools in Mandera East District.
1.4 Research Questions

(i) To what extent does basic salary affect the performance of the non-teaching staff in the Public Secondary Schools in Mandera East District?

(ii) To what extent do employee benefits affect the performance level of the non-teaching staff in the public secondary schools in Mandera East District?

(iii) To what extent do non-financial rewards affect the performance level of the non-teaching staff in the public secondary schools in Mandera East District?

1.5 Significance of the study

It is expected that the findings of this research will improve non-teaching staff morale and this will improve their working performance. Work will be enjoyable for them. The non-teaching staff will offer their services not only as a means of earning an income but also as a way of developing their long careers. They will want to stick to their respective institutions.

The study is expected to be one of the studies that will focus on remuneration and performance of non-teaching staff in public secondary schools in Mandera East district of Mandera County. As such, it is expected to form a useful material for reference to other researchers and other readers in general.

The study will also be expected to suggest significant policy statements through its recommendations. This study will make recommendations in formulating remuneration policies for better performance. Such recommendations will form policy formulations in non-teaching staff in secondary schools and tertiary colleges in Kenya and other organizations in general.

The findings of the study will also be useful to other stakeholders such as sponsors and the Kenya union of domestic, hotels, educational institutions, hospitals and Allied Workers (KUDHEIHA) because they would improve performance and job satisfaction.

1.6 Scope of the study

The study was specifically focused on the non-teaching staff of the six public Secondary Schools in Mandera East District of Mandera County.
1.7 Limitation of the study

The study was not without limitations. The major constraints were scope, financial and time. Other minor factors that were likely to impact on the study are;

The study was confined to only the non-teaching staff in the public secondary schools in Mandera East District of Mandera County as opposed to covering the whole Mandera County.

The researcher is fulltime employee hence limited time to do the research. The time limitation may not allow the researcher to very exhaustively look at all the variables involved in the problems
Language and illiteracy was a barrier since most of the non-teaching staff did not know how to read and write. The researcher had to translate the questionnaire to a language understood by the respondent.

Library and internet facilities are either not available or inaccessible most of the time to the researcher. This was due to the remoteness of the area under study.

1.8 Assumption of the study

The researcher has assumed that all the respondents will be co-operative and honest and will give reliable information. A cover letter from the University was attached to the questionnaires to ensure the respondents of confidentiality of the information.
CHAPTER TWO

LITERATURE REVIEW

2 Introduction

In this chapter of the study, review of motivation theory relevant to the study was discussed. Related literature regarding the area of study was also reviewed.

2.1 Theoretical Review

Various theories have been developed in attempt to explain how motivation of employees for better performance can be achieved. These theories provide an important understanding of human behavior and also show how such behavior can be channeled to facilitate good performance in an organization. The theories that are relevant to the study are reviewed. They include goal setting theory, expectant theory, contingency theory, economic and equity theory.

2.1.1 Goal Setting Theory

Theories of goals and targets have become popular in recent decades. For instance Lockes argument that people are motivated by relatively difficult goals and they have agreed to seek (Latham and Locke 1979). This puts the source of motivation not on some “need” of the employees, but on achievement of a goal which he/she has been involved in setting. MBO (Management by Objectives) has an approach to management based on motivation to achieve goals first proposed by Drucker in 1964, but its overly bureaucratic application often produced poor results.

According to Lockie and Latham (1984), satisfaction comes from achieving specific goals. They asserted that the harder these goals are to achieve, the greater the effort and subsequent satisfaction.

The management of the public secondary schools in Mandera East District should consult the non-teaching staff about the goals, targets or behavior changes which will earn the reward and this should be made as specific and clear as possible. By setting the objective or targets together with the management, the non-teaching staff will identify themselves with the institution goals and will commit themselves towards the achievement.
2.1.2 Expectancy Theory

The Vrooms Expectancy Theory emphasized the importance of employees believing that they could improve their effort, believing that this would lead to improved performance and believing that this improvement would be recognized and could lead to reward which they did desire. Expectancy Theory is really a model of the process being motivated by an incentive reward system and it emphasizes the importance of certain requirement for that process to operate. Research has shown that employers have ensured their workers understand what reward will results from his/her effort, where the employer has made sure that these rewards are desired by the workers where supervisors and managers have made sure that employees know what effort is required from them and where employees have confidence that they will have the facilities, the resources and the ability to achieve the effort and produce the results. Then they will be motivated by the incentives offered by the pay system. And where these constituents of the process are missing the attempts to motivate has a high probability of failing.

Wannus, Keon and Latack (1983), state workers do not usually go through the process of information processing and rational decision making when they are deciding hard to work. Rather they base their actions on habits, on expectations derived from previous experience, and on advice from respected co-worker.

There can be little doubt that an employer who spend the time necessary to ensure all the requirements of Expectancy Theory, will have spent a considerable amount of time involving and consulting managers, supervisors and employees. The good results from this approach are quite consistent with the finding of the Strath cycle study. The remuneration schemes that succeeded were the ones where the most time and effort was spent in consultation and involving workers and their managers.

The implication of this theory on the non-teaching staff of public secondary schools in Mandera East District is that respective school managers should involve the staff in development of any new remuneration system and consult them about problems they may foresee with it. The non-teaching staff should be encouraged to develop commitment to its success and a sense of ownership which will carry the system its teething difficulties.
Payment should be directly linked to effort, care should be taken to ensure employees believe they can achieve their effort, that the rewards are desirable, and that performance will improve, and produce the expected reward if they put in the effort.

2.1.3 Contingency Theory

This had been developed in response to research findings that the same management practice could be a resounding success in one organization and a miserable failure in another. John Woodward (1958) advocated adopting the structure of an organization to its technology. Burns and Stalker (1961) showed that different styles of management fitted firms facing different rate of change and from Tom Lupton and his research teams at Manchester Business school team developed the “best fit” approach to designing remuneration systems (1968 and 1967). This approach involved identifying the most suitable system for each organization, and even for different sections within an organization.

The implication of the theory on the non-teaching staff of public secondary schools in Mandera East District is that the management of respective institution should design payment to suit the contingent organization features and the kind of employees. The management should remove all difficulties which frustrate employees from achieving high levels of performance. It is no use trying to motivate high performance if the employees effort to perform well are frustrated by not having the right quality and amounts of equipment, tools, space, material, spare parts, instructions support system, co-operation from others or other resources which they need. Procedures should be put in place with care to give non-teaching staff reinforcement, encouragement, guidance and feedback so that they are aware of heir employer’s interest in their performance and they can quickly learn how to earn the desired reward.

2.1.4 Equity Theory

Propounded by Adam in 1977, equity theory suggests that people are influenced in their behavior by relative rewards they either receive or expect to receive. The Theory is based on assumption that people are most likely to be motivated if they are equitably treated at work. It is concerned with the way in which people judge the fairness or otherwise of the way of rewards, including the way wages are distributed. Workers determine equity by comparing the input on the job with what is expected after investing the effort. People tend to compare for example the pay they get with what others are paid for the same effort and situation.
The implication of Equity theory to managers of public secondary schools in Mandera East district should ensure that any performance standards which are to be applied to goals, target or behavior change for remuneration calculations should be fair and comparable for all non-teaching staff doing the same job in the same institution.

2.1.5 Economic Theory of Motivation

Sometimes described as Rational Economic Theory or the Traditional Theory. It is exemplified in the ideas of F.W. Taylor (1901) and his followers in the so called scientific management school which introduced methods of time and motion study into the work organization. It was based on the assumption, that workers are motivated mainly by material incentives. Taylor argued that the output of a highly productive person would decrease when he discover that he was receiving basically the same compensation as that of a person who produces less. His solution was to design a system where individuals were compensated according to their production. Taylor’s Theory got huge support from the scientific management movement at the dawn of 19th century and continues to receive huge support in modern day organizations. In supporting Taylor’s ideas, Fred Lutherns, (1991) observes that whether employees maintain high performance or not depend on how they perceive consequences of their effort. If they believe his performance will be rewarded, they will be more likely work to achieve it.

2.2 Past studies/ Empirical Studies

2.2.1 Rewards and compensation on Employees performance

Employees’ compensation refers to all forms of pay and rewards going to the employees arising from their employment. It includes direct financial payments in the form of wages, salaries, incentives, commissions, bonus and indirect payment such as health (Dessler, 1994). Manus and Graham (2003), the total reward includes all types of rewards – indirect as well as direct and intrinsic as well as extrinsic. Each aspect of reward, namely cash pay, contingent pay, employee benefits and non financial rewards, which include intrinsic rewards from the work itself, are linked together and treated as integrated and coherent whole. Total rewards combine the impact of two major categories of rewards arising from transaction between employees and employer concerning pay and benefits. Rational rewards – intangible rewards concerned with learning and development and the work experience.
A total reward approach is holistic, reliance is not placed on one or two rewards operating in isolations, and account is taken of every way in which people can be rewarded and obtain satisfaction through their work. The aim is to maximize the wide range of reward initiatives on motivation, commitment and job engagement. O'Neal, (1998) has explained: Total reward embraces everything employee value in employment relationships.

Worldat Work (2000) states that total reward are all of employee’s available tools that may be used to attract, retain and motivate and satisfy employees.

Whitlersay and Maurer (1993) observe that employees are motivated to appropriate behaviour by appropriate reward. They further observed that while specific compensation plan designs will vary according to company and industry, and be based on culture, management style and overall objectives, the basic outcome should remain the same. Employees are organization’s most important resource; therefore their reward for performance must be commensurate with the skills brought in an organization. Counting the cost of human resource has tremendous potential benefit in both humanistic and financial terms. Sutherland Cooper (1996).

Munro (2005) states that talents can make difference in remuneration. He argues that remuneration system should accommodate compensation for talent shown by employees. A mechanic (1983) state that the effort and commitment employees put to their work depends on the rewards received. He states that productivity by employees depends on the reward received.

Barlthrop and Naughton (1992) state that there should be a link between performance and remuneration. They also say that promotion should be done for the right reasons and also that non-remuneration rewards such as public recognition, prizes and recommendations should be included in the remuneration plan.

Anami (2008) notes that recognition of employees’ performance or increased responsibilities should come in the form of salary increment. He further says employees should be rewarded according to their worth gained through experiences, training and level of competencies. Anami continues to say that employers should be encouraged to pay for merit on top of employees’ salary based on the ability of the organization to pay. He also says that companies that pay well emphasize on bench marking.
On the issue of pay rise, Anami says that asking for it is one of the challenging issues in an employees’ career. He says that an employee should build a strong case on why he/she wants a raise. He cautions that an employee should avoid asking for a salary raise because a colleague got one day before. What should be considered he states is if the employee picked up some extra duties along the way and also his/her worth. The employer, 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 employees could ask if his/her salary can be reviewed after six months. On the salary gaps in the job group, Anami says it is due to quality of skills, attitude towards the job, productivity, seniority or length of service.

Anami (2008) further states that a pay rise 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.

Cappeli (2000) observe that reward, both financial and non-financial can contribute to the engagement and commitment of talented people by demonstrating that they are valued for their contribution and by operating fairly and consistently. Paying competitive rates will affect the ability of organizations to attract and retain people but there is a limit to the extent to which companies can compete with the ‘pull of the market’ as Cappeli (2000) points out.

Nyamunga (1999) factors affecting performance level of civil service. A case study of Directorate of Personnel Management of Government of Kenya asserts that performance level of civil service has been less satisfactory for a long period. He argues that the terms and conditions of service is one of the motivating factors influencing workers’ performance level. The terms and conditions of service of employees in the private sector are in the majority cases dealt with through the collective bargaining between the employees and the representative Trade union organization for the workers and reviewed after every two years as provided by the law. This is to ensure that salaries and allowances compensate workers fully for the changes in the cost of living. Hence their productivity is usually sustained at a higher level. The civil service, on the other hand review after an average of six years. This irregular and lengthy interval between salary reviews makes it difficult for the government to adequately compensate its employees due to the cumulative cost of compensation arising from the continuously increasing cost of living.
Hersey and Blanchard (2001) note that the following factors motivate employees. They include advancement, autonomy, company philosophy, attractive fringe benefits, improved communication channels with top managers/supervisors, responsibility, good working conditions, tactful disciplinary machinery, good wages, clear promotion, and growth opportunities, job security and interesting work.

Daughtrey (2002) highlighted the following factors as being at the top of the list of today’s workers performance. Health insurance benefits, job security, advancement opportunities, recognition for a good performance.

Gellerman (1994) observes that money is an important employee’s motivation, it is a means through which employees can access other important things in life. Through money their children can go to school. It determines where they live, what they eat, wear, access to social amenities and generally to a good life, more money, he felt, was the only way to move employees to higher performance. However, Nzuve (1999), argues that monetary incentives though important motivators, are not by themselves sufficient to motivate the employees. He observes that human beings have much more needs beyond that monetary incentives can provide. The opportunity for recognition, power, social status, prestige, security, belonging, growth and development in their career and leadership, are much more important than money reward towards good performance.

2.2.2 Working conditions and their effects on performance

Working conditions, embrace numerous factors that combine together to make an employee feel motivated to exert all his effects towards the achievement of the organizational set goals. Bennet and Pratt (1989) notes that if workers are worried about their salaries, housing, safety with the work they are doing, job security among others, much energy will be wasted in their efforts to ensure these things. They observe that if employees did not have job security they may try to organize themselves to ensure security. If they cannot organize their mental energies may be spent in thinking about the poor conditions in which they are living in. Most people, if not everyone like a clean, safe and tidy environment. An attractive working environment is a good motivator although we find few highly motivated people working in unattractive environment.
Morgan, (2008). The work environment has much of a profound impact (if not greater) on the job performance and satisfaction as does management salary, personality, knowledge and skills. It influences every aspect of being and direct actions and reactions. Air, lighting, sound, and workstation all play a major role in productivity, quality of performance, attendance and interpersonal relationships. Managers are not usually conscious of these effects but their physical and mental emotional well being is dictated by their surroundings.

The need for economic security that is the desire to be free from fear of such things as jobless, demotion and loss of income is attractive to all employees. Providing job security (not firing people at random), insurance cover, medical benefits, pension schemes etc are good for motivation. Physical security is also suitable for higher work performance (Hersey and Blanchard 2001). The physical work environment in which a person works has a tremendous motivational force. A pleasant noise free, well lit room with comfortable temperature and proper telecommunication facilities, secretarial assistance, canteen, transport etc is always conducive to work in.

Schein, (1973) argues that working environment is a motivating factor by itself. He says that first and foremost, the status of the organization for which a person works and the mere fact that he/she is working in that organization gives him/her that status. He also adds that the actual physical factors present in the work environment act as motivation.

Relationships developed at work with the boss, the colleagues and subordinates have an important motivating influence. The more congenial friendly and supportive are these relationship, the greater their motivational value. In contrast, strained relationship which can create tension and unhappiness are serious enough reasons for people to leave jobs, which in all other aspects may seem comfortable and attractive. The design and the content of the actual work to be done in itself is an important motivational factor. An element of freedom to experiment with new ideas within the parameters of the job fulfils the creative urge in every individual. Freedom to make decisions and assure responsibilities for the result are factors which enhance an individual self-confidence and feeling of self-esteem, the more such factors can be built-into the job, the greater would be the job satisfaction.

Hersey and Blanchard (2001) observed happy satisfied worker is a productive worker and a great asset to any organization. If an individual in himself/herself is involved in designing the content and the objectives of the job, there are greater chances to fulfill these objectives.
2.2.3 Industrial involvement and its effect on employees’ performance

Traditionally the fundamental purpose of Trade Union is to promote and protect the interest of their members. They are there to redress the balance of power between employers and employees. The basis of the employment relationship is the contract of employment. But this is not a contract between equals. Employees are almost always in a stronger position to dictate the terms of the contract than individual employees. Freeman and Medoff (1984), note that Trade Union provide workers with a ‘collective voice’ to make their wishes known to management and thus bring actual and desired conditions closer together. This applies not only to terms of employment such as pay, working hours and holidays, but also to the way in which individuals are treated in such aspects of employment as the redress of grievances, discipline and redundancy.

Aswathapa, (2001) argues 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 says that employees therefore work hard to achieve their aims. He adds that minimum wages is tied by agreement between the management and workers and determined through legislation where labour is unionized.

Anami, (2008) states that most new employees don’t get what they are promised during the interviews and therefore opt to join a trade union to negotiate for better terms and conditions of service. He observes that decision regarding pay, work, transfer or promotion are highly subjective and therefore chances of favourism and discrimination may arise. To minimize this, he suggests joining a trade union is an option when faced with situation that can compel the management to formulate performance policies that allow equality of treatment of workers. Anami continues to argue 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 opinion of the workers could be discussed and transmits its feelings, ideas and complaints of workers to the management. He continues to say that threat or actuality of strikes by a union is a powerful tool that often causes the employer to accept the demand 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.
Obare, (2002), states that the objective of trade unions and staff association must be to obtain the maximum benefits for their members. They will want their members to pay to keep ahead of inflation to match or exceed market rates and to reflect any increase in the prosperity of the organization. Moreover, he continues and states that 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.


Employment Act No 11 of 2007 declares and defines the fundamental rights of employees, protect workers against unfair dismissal other than disciplinary and available remedies from Industrial Court. The labour relation Act No 14 of 2007 deals with registration, regulations, management and democratization of trade unions to promote sound labour relations through protection and promotion of freedom of expedition, dispute settlement, conducive social justice and economic development and related matters.

G.O.K, (2008) states that the objectives of the national wage policy is to assure wage earners a reasonable share of the national product, be responsive to the demands of the economy and promote a just and harmonious relationship between employers and workers. It continues to say that government wage guidelines forms the basis for negotiations of terms and conditions of employment, arbitration and settlement of trade disputes. It further states that minimum pay for civil servant is Ksh 7,466p.m in a job group A.

According to KUDHEIHA and Ministry of Education agreement signed in 1967, a worker could ideally move vertically in three ways namely, direct appointment, promotion or advancement 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.
2.3 The Conceptual framework

In the conceptual framework depicted in figure 2.3-1, Remuneration is affecting performance level of the non-teaching staff in public secondary schools in Mandera East District. Remuneration is defined as basic pay, benefits and non-financial rewards. It is expected that when these Remuneration factors are present, they will enable the non-teaching staff to perform the task well and exhibit good performance indicators such as meeting target, completion of task on time and making little or no mistake on the job. However, when Remuneration factors are inadequate the non-teaching staff are expected to register poor job performance such as being late for the work and high incidence of mistakes.

The relationship between remuneration and performance are moderated by the external environment of the institutions such as economic, political, cultural and technological factors.
CHAPTER THREE

RESEARCH METHODOLOGY

3 Introduction

This chapter describes the methods the researcher had used to collect data. It presents the research design, target population, sampling design, data collection tools and data analysis.

3.1 Research design

A descriptive survey design was used. Arotho, (2003) argued that descriptive survey design will allow researchers to gather, present and interpret information for the purpose of clarification. (Mugenda, Mugenda 2003) argued that descriptive survey design helps a researcher to describe phenomena in terms of attitude, values and characters.

3.2 Target population

The population of interest comprised of 50 non-teaching staff in the six public secondary schools in Mandera East District as illustrated in table 3.2-1.

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME OF THE INSTITUTION</th>
<th>NO. OF NON-TEACHING STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mandera Secondary school</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>Arabia Boys Secondary school</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Moi Girls Secondary School, Mandera</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>Arabia Girls Secondary School</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Khadija Girls Secondary School</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Barwako Boys Day Secondary School</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 3.2-1: The number of non teaching staff in each institution.

Source DEO’S Office, Mandera East District, 2011
3.3 Sampling design and procedure

The study population consisted of 50 non-teaching staff in the six public secondary schools in Mandera East District. A census investigation was undertaken. Due to the small size of population, a census investigation was undertaken. This provided good coverage of the population surveyed. (Saunders et al 2003) argued that this was to ensure that no element of chance was left and that the biggest accuracy was obtained using this approach.

3.4 Data collection tools

The study made use of both primary and secondary data. Primary data was collected using both structured and semi-structured questionnaire that was administered personally by the researcher. The secondary data was sourced from previous researches, journals and books.

3.5 Validity and Reliability

The validity of the instrument was tested through questioner pretesting. Reliability test was done through coefficient alpha score computed using the SPSS.

3.6 Data analysis

The data collected from the research was coded, edited, processed and analyzed using descriptive statistics such as percentage and mode. Bell, (1993) stated that when making the results of research known to variety of readers, percentage has a considerable advantage over more complex statistics. The statistical package for social science was used to generate descriptive statistics. The finding of the study was presented by means of tables, bar graphs; pie charts and frequency distribution to enhance clarity.
CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4 Introduction

Data analysis involved preparation of the collected data i.e. coding, editing and cleaning of the data collected before processing using a personal computer. Data validation was then done before analysis. Analysis was carried out using Statistical Package for Social Sciences (SPSS) version 16.0 application software for Windows and involved descriptive statistics. The findings of the study were presented by means of tables, bar graphs, bar charts and frequency distribution tables to enhance clarity.

SPSS is a comprehensive package for the statistical analysis of data which allows easy input and validation of the data. It can take data from most types of file and use it to generate tabulated reports, charts and plots of distributions and trends, descriptive statistics and complex statistical analyses.

The analysis of the data is based on the following broad areas;

- Background information of the respondents. This component analyzed age and gender distribution of the respondents as well as the education level, designation and working experience of the respondents.
- Remuneration – Basic pay.
- Remuneration – Benefits.
- Non financial rewards - working conditions.

The following tables and charts explain the output from the various responses obtained from the administered questionnaires.

4.1 Background Information

The study targeted non teaching staff of the six (6) secondary schools in Mandera East District of Mandera County. The initial target population, distribution and the actual completed and returned are as shown in table 4.1-1 below. Only four (4) respondents did not return their completed questionnaire. This represented only 8 percent of the respondents. The following analysis is therefore based on the completed and returned questionnaire as indicated in the table.
<table>
<thead>
<tr>
<th>NO.</th>
<th>Name of the Institution (Target population)</th>
<th>Distribution</th>
<th>Completed &amp; Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mandera Secondary School</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>2.</td>
<td>Arabic Boys Secondary School</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Arabia Girls Secondary School</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Khadija Girls Secondary School</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Barkwako Day Secondary School</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Census population</strong></td>
<td><strong>50</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

Table 4.1-1 Distribution and completion return
Source, Author, 2011

4.1.1 Gender and Age

Table 4.1.1-1 below shows the age and gender distribution of the respondents. The percentage of male respondents was 73.9 while the female respondents constituted 26.1 percent.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age of respondent (years)</th>
<th>Total</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18 - 28</td>
<td>29 - 40</td>
<td>41 - 50</td>
</tr>
<tr>
<td>Male</td>
<td>4</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>22</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 4.1.1-1: Age and gender information of the respondents
Source, Author, 2011

Majority of the respondents are aged between 29 and 40 years representing 47.8 percent while the ages of 26.1 percent of respondents fall between 41 and 50 years. The young workforce represents 10.9 percent of the respondents while about 15 percent are aged 50 years and above.
4.1.2 Education level & Designation of the respondents

The education and designation of the various cadres of the non teaching staff is as shown in table 4.1.2-1 below. Majority constituting 56.5 percent of the participants have no formal education or training. Only 32.6 percent have formal education to a certificate level. The respondents without formal education are mainly watchman and cooks constituting about 30 percent and 26 percent respectively.

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Cook</th>
<th>Bursar</th>
<th>Messenger</th>
<th>Watchman</th>
<th>Grounder</th>
<th>Librarian</th>
<th>Secretary</th>
<th>Matron</th>
<th>Driver</th>
<th>Storekeeper</th>
<th>Laboratory Technician</th>
<th>Total</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>15</td>
<td>32.6</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td>Degree</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>No formal Education</td>
<td>11</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>26</td>
<td>56.5</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>3</td>
<td>2</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>46</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1.2-1: Education level and designation
Source, Author, 2011

Figure 4.1.2-1 and 4.1.2-2 below show a pictorial representation of the level of education and the designation of the respondents respectively.

**Level of Education of the Respondents**

Figure 4.1.2-1: Level of education of the respondents
Source, Author, 2011
4.2 Remuneration & benefits

The analysis of the remuneration and benefits looked at the working experience of the respondents, length of time on present grade, frequency of pay reviews and the adequacy or otherwise of the basic pay and benefits provided by the employer.

4.2.1 Working experience, length of time in the present grade and adequacy of the basic pay

The working experience of the non teaching staff ranged from below 5 years to over 10 years while the basic pay ranged from below KSh 5,000 to above 13,000.00. However, the majority of the non teaching staff earn between 9000 and 11,000 shillings; representing 47.8 percent of the respondents. Only a paltry 8.7 percent have worked for over 10 years earn KSh 13,000.00 and above.

<table>
<thead>
<tr>
<th>Working experience</th>
<th>Gross Monthly Salary (KSh)</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below 5000</td>
<td>5001 - 7000</td>
<td>7001 - 9000</td>
</tr>
<tr>
<td>Below 5 years</td>
<td>2</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>5 - 10 years</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>4.3</td>
<td>13.0</td>
<td>13.0</td>
</tr>
</tbody>
</table>

Table 4.2.1-1: Gross monthly Salary.
Source, Author, 2011
The length of stagnation in the present grade ranged from one year to over four years with some schools reporting more than 6 years on the same grade. A majority, 74 percent have their salaries reviewed between one to three years. Figure 4.2.1-1 below depicts the length of time in years the non teaching staff have spent in their present grade.

![Length of time in years in present grade](image)

**Figure 4.2.1-1: Number of years in present grade**
Source, Author, 2011

**Adequacy of basic pay**

The question on the adequacy of the remuneration was asked along with coping mechanism and their level of motivation to come to work. A majority, 93.5 percent of the non teaching staff indicated that the current remuneration is grossly inadequate to meet their basic needs as shown in Table 4.2.1-1 below.

<table>
<thead>
<tr>
<th>Salary sufficient for cost of living?</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td>No</td>
<td>43</td>
<td>93.5</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100</td>
</tr>
</tbody>
</table>

*Table 4.2.1-2: Salary sufficient for the cost of living?*
Source, Author, 2011
So how does the non teaching staff meet their basic needs? While the majority of the staff reported heavy reliance on debts, others have indicated that they operate small business to supplement their income. Some of the responses to the question included watchman at night and working in the day to make ends meet; Support from spouse, parents and relatives; involved in business and living on debt and borrowing.

The frequency of pay reviews and the period of time in present grade paint the same picture. While only about 28.3 percent indicated regular annual pay review, 47.8 percent have either indicated that their pay was last review over four years ago or it was never reviewed at all. This result is shown in the pie chart depicted in figure 4.2.1-3 below.

![Frequency of Pay Reviews](image)

**Figure 4.2.1-2: Frequency of pay reviews**
Source, Author, 2011
4.2.2 Motivation to come to work

In response to whether they feel motivated to come to work every day, the respondents overwhelmingly indicated yes, representing 91.3 percent. However, the reasons for motivation were as varied as the respondents. The following is a sampling of the reasons for their motivation to work; it is the only source of income; to meet basic needs; no other alternative and it is better than nothing.

Figure 4.2.2-1: Motivation to come to work
Source, Author, 2011

4.2.3 Membership in trade Union

None of the non teaching staff were members of any trade union as shown in table 4.2.3-1 below. This clearly shows that the non teaching staff are have not been involved in the formulation of the remuneration policies of the various institutions.

<table>
<thead>
<tr>
<th>Membership in trade union</th>
<th>frequency</th>
<th>percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>valid No</td>
<td>46</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.2.3-1: Membership in trade union
Source, Author, 2011
4.2.4 Retirement benefits

The non teaching staff are contributors to the National Social Security Fund (NSSF) as required by Law. However, they are not members of any pension scheme whether administered privately or by the Government of Kenya. This reality was not known to some of the staff who indicated that they expect retirement benefits such as gratuity from BOG or MOE. Table 4.2.4-1 below shows the recorded responses.

A majority, representing 69.6 percent expect retirement benefit from the NSSF while others constituting about 30 percent in total indicated NSSF, MOE and BOG.

<table>
<thead>
<tr>
<th>No.</th>
<th>Source</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GOK</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>2</td>
<td>I don't know</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>3</td>
<td>Kes 300,000</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>4</td>
<td>MOE</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td>5</td>
<td>None</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>6</td>
<td>NSSF</td>
<td>32</td>
<td>69.6</td>
</tr>
<tr>
<td>7</td>
<td>NSSF &amp; BOG</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>8</td>
<td>NSSF &amp; MOE</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>9</td>
<td>NSSF &amp; MOE</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>10</td>
<td>School will decide</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>11</td>
<td>No Response</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>46</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2.4-1: Expected retirement benefit

Source, Author, 2011
Figure 4.2.4-1 depicts pictorially the findings on the factors contributing to performance. Compensation for extra duties, responsibilities and overtime is nonexistent in most of the Schools. A majority, 80 percent of the respondents indicated that they are not compensated for extra duties, responsibilities and overtime. The 20 percent who reported compensation alluded to compensation in kind and cash which is not supported by the policy of the institution. This implies that compensation for extra duties, responsibilities and overtime is dependent on the school administration and it is not a benefit they demand. Figure 4.2.4-1 below shows the pie chart on the same.

**Compensation for extra duties, responsibilities and overtime**

- Yes: 20%
- No: 80%

*Figure 4.2.4-1: Compensation for extra duties, responsibilities and overtime*

Source, Author, 2011
Other expected benefits beside the basic pay are promotion, recognition, allowances and bonuses. Figure 4.2.4-2 below shows the respondents rating of the benefits enjoyed by the non teaching staff. Majority, 43 percent have reported no benefit since employment. This strengthens the earlier respondents’ assertion of having stagnated in one group for over six years.

![Pie chart showing benefits](image)

**Figure 4.2.4-2: Compensation for other benefits besides basic pay**
Source, Author, 2011

### 4.2.5 Compensation and Rewards

The opinion of the non teaching staff was sought on how the five factors listed below will affect their performance on a three point scale of no effect, work less or work harder. The following is the result of the responses:

- **Basic salary** - 89.1 percent strongly feel that they will work harder
- **Salary review** - 95.6 percent strongly indicated that regular salary review will encourage them to work harder.
- **Membership in pension scheme** - 84.8 percent will also work harder if they have membership to medical schemes.
- **Compensation for extra duties, responsibilities & overtime** - 86.9 percent will work harder if they are compensated for extra duties, responsibilities and overtime work and
Membership in trade union - 69.6 percent felt that membership to a trade union will give them the impetus to work harder.

**Reward and Compensation**

![Bar chart showing the percentage of non-trading staff affected by various factors.](source)

Figure 4.2.5-1: Factors affecting performance

Source, Author, 2011

### 4.3 Non financial rewards - working conditions

The effects of seven non financial rewards listed here below where investigated using a four point scale of no effect, to low extent, to a great extent and to a very great extent; working environment; medical insurance scheme; working relationship; Involvement of the staff in decision making; Workers' social welfare association; Response to workers' grievances and provision of adequate relevant working tools.

The bar graph depicted in figure 4.3-1 below shows that the non financial factors listed would to a great extent and to a very great extent the performance of non teaching staff. Notably, the involvement of the staff in decision making and provision of adequate relevant working tools are rated as 76.1 and 73.9 percent respectively.
Figure 4.3-1: Factors affecting performance - non financial
Source, Author, 2011

Other issues raised by the respondents considered important in their view on the improvement of performance of non teaching staff are; regular salary reviews and provision of working tools; training; Salaries and emoluments of non teaching staff to be reviewed by the Ministry of Education instead of Board of Governance of the schools; membership to trade unions; payment of leave and medical allowance; Improvement of working conditions and other retirement benefits besides NSSF.
CHAPTER FIVE
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATION

5 Introduction

The growing number of student enrollment at primary and secondary school levels and the remuneration of non teaching staff present serious challenges to the administration of tertiary education in Kenya. The main concern of the study was to investigate the relationships between remuneration and the performance of the non-teaching staff in public secondary schools with a case study of the six public secondary schools in Mandera East District of Mandera County. The following sections present the findings of the study, conclusion and recommendation.

5.1 Discussions

Non teaching staffs (NTS) in the public Secondary Schools have suffered for far too long poor remuneration, lack of appropriate scheme of service, well defined Job Groups, working in pathetic conditions, and more importantly, lack of job security. The study was guided by the following Research questions.

(i) To what extent does basic salary affect the performance of the non-teaching in the Public Secondary Schools in Mandera East District?
(ii) To what extent do employee benefits affect the performance of the non-teaching staff in the Public Secondary Schools in Mandera East District?
(iii) To what extent do non-financial rewards affect the performance of the non-teaching staff in the public Secondary Schools in Mandera East District?

The first objective of the study sought to find out how basic salary affect the performance of the non-teaching staff in the Public Secondary Schools in Mandera East District. Data analysis and interpretation of the questionnaire responses from the non-teaching staff revealed that basic salary affects the performance of the non-teaching in the public Secondary Schools in Mandera East District.
From the study it was found that the basic salary in the institutions make most of the non-teaching staff to work harder. 89 percent indicated that the basic salary is a significant factor of staff performance. However, majority of the non-teaching staff revealed that their current basic salary is grossly inadequate to meet their basic needs. The management must therefore take into account the basic salary while developing a salary structure and while seeking ways to motivate the staff for better performance. This findings is in agreement with the views of the previous researchers from the literature Review who argued that basic salary is a significant factor in staff performance. (Omollo 2002; Mc Guire, 2003; Balosin, 2003). Pay should be adjusted to reflect the cost of living.

Basic salary must be adequate, progressive and relative to the position of the employer, (Maslow, 1954; Herzburg, 1968).

It was further found that the non-teaching staff in the public secondary schools in Mandera East district did not get pay slip hence a number of them did not know their basic salary. The management of the schools therefore should practice pay openness to encourage better performance. This is in agreement with the findings of the previous researchers (Mathis, Jackson 2006). Pay openness allows managers to manage employees more effectively for better performance. Majority of the non teaching staff, (96%) strongly felt that regular salary review will make them work harder. The finding is in agreement with the previous researcher. Lewis (2005) .when remuneration systems is attractive employees work harder and are more focused and better results are achieved. However, the determination of salary review was done at the mercy of one body, BOG of schools who usually depend on the advice of the school principals. Pay disparity between the schools are very high and remuneration is not pegged to qualification and experience. The management of the schools should therefore adopt regular salary review to encourage staff to work harder for better results.

The non-teaching staff feel motivated to come to work every day, however the reasons for their motivation was that they did not have any other alternative. It was also found that the non-teaching staffs in the public secondary schools in Mandera East District are not represented by any trade union. This implies that they are not involved in the formulation of remuneration policies in their institutions.
The second object of the study sought to determine how employee benefits affect the performance of the non-teaching staff in Mandera East District. It was found that the existence of benefits in the institutions will encourage the non-teaching staff to work harder. 85 percent of them said that they will work harder if they are given membership to any medical scheme and 87 percent said they will work harder if compensated for extra duties, responsibilities and over time work. This finding is in agreement with Daughtrey (2002) who found health insurance benefits and payment for overtime work make the staff work smarter if not harder making productivity and effectiveness increase. The management of the public secondary schools should thus envisage this success story. The study revealed that besides salary, majority of the non-teaching staff have reported no benefit since employment. NSSF is the only retirement benefit expected after retirement.

The third objective of the study sought to determine the extent to which non-financial rewards affect the performance of the non-teaching staff in the Public Secondary Schools in Mandera East District. The study found that all the non-financial factors listed would to a great extent and to a very great extent affect the performance of the non-teaching staff. This means that all the staffs are sensitive to all the factors investigated, however, involvement of the staff in decision making, provision of adequate and relevant working tools and working relationships were found to be the most important non-financial factors affecting the performance of the non-teaching staff. These views are shared by (Barlthrop; Naughton 1992) non-remuneration rewards should be part of remuneration plan. Moors, R.H.(1990) great place to work is where employees trust the people they work with, if work environment is unfriendly, it can lead to low morale. Conversely a positive working environment can motivate staff to deliver. However the study found that the above factors are either lacking or inadequate in the public Secondary schools in Mandera East District. These contributed to the low productivity levels for the non-teaching staff.

The other factors that were found to hinder the performance level of the non-teaching staff in the Public Secondary Schools in Mandera East District are illiteracy and gender imbalance. 26 percent of the NTS were found to be females. This implies the female NTS consider themselves as a minority which could affect their level of performance and also majority of the NTS have no any formal education. This leaves a big loophole for exploitation.
5.2 Conclusion

Non Teaching Staff are a key pillar in the education sector not only in Kenya but world over. This important pillar has been left without supporting structures for enhancing performance and the quality of education. This study therefore makes the following conclusions:

It is expected that a well established basic salary guiding the public schools, non-teaching staff benefits and non-financial rewards will improve the performance of non-teaching staff in the Public Secondary schools in Mandera East District.

This study clearly demonstrated that there is urgent need to develop the salary structure to guide the Public Secondary Schools in Mandera East District. The management should design a comprehensive remuneration system that is attractive to the staff for better performance. The remuneration should include both financial and non-financial rewards. Regular pay review should be implemented to motivate non-teaching staff and to adjust to the economic changes. The non-teaching staff should be encouraged to form or join a union so that they could be involved in the remuneration issues of the institutions.

5.3 Recommendations

The remunerations policies among the public secondary schools in Mandera East District need to be reviewed if the expected performance of the non-teaching staff is to be achieved. The study recommends.

The management of the Public Secondary Schools in Mandera East District should put in place clear structures on remuneration and particularly on basic salary of the non-teaching staff. This would improve the morale of the staff which is currently at its lowest ebb. The management should provide both financial and non-financial benefits besides the basic pay. A clear system of promotion, work merit, retirement benefit and recognition of those who excel in their careers is needed to motivate the non-teaching staff.
The Government of Kenya to relieve the parent of paying of salaries by absorbing the non-teaching staff in the Public Secondary Schools. This would ensure equitable pay commensurate with the academic qualifications and experience irrespective of the status of the schools, District or provincial.

The non-teaching staff should be allowed to join or form trade union of their own choice. The formation of the trade union is to articulate and champion the cause of the non-teaching staff to address labour and industrial relations.

The B.O.G should observe gender balance in employment of non-teaching staff. The study found that the women make less than 30 percent of the non-teaching staff.

5.4 Suggestion for further Research

Due to the time limitations stated earlier; the researcher was not able to do conclusive study in the non-teaching staff as the scope was only the six Secondary Schools in Mandera East District and therefore the researcher suggests that in future a research Scholar could undertake the this study but try to study all the non-teaching staff in all the Public Secondary Schools in Kenya.
REFERENCES


Ominde Education Commission Report, (1964)
Standard News Paper, April, (2011)
APPENDIX I: COVER LETTER

Dear Respondent

I am a postgraduate student at Kenyatta, School of Business, Department of Business administration. I am carrying out a research on the relationship between remuneration and the performance of the non teaching staff in public secondary schools in Mandera East District.

The purpose of this questionnaire is to collect data for research project leading to the degree of Masters of Business Administration (MBA), Human Resource Management Option of Kenyatta University. The researcher kindly request you to assist in filling the questionnaire in order to help him go through his academic work and suggest ways of improving the performance level of the non teaching staff in public secondary schools in Mandera East District. The information supplied will be held in strict confidence and will only be used for academic purpose.

Thank you

Yussuf M. Kassim
APPENDIX II - QUESTIONNAIRE FOR NON-TEACHING STAFF IN PUBLIC SECONDARY SCHOOLS IN MANDERA EAST DISTRICT

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

Do not write your name anywhere in this questionnaire. Please respond to all items in the appropriate section and tick where appropriate.

PART ONE

Background information

1. Gender information: Your sex. Male ( ) Female ( )
2. Age. 18 – 28 yrs ( ) 29 – 40 yrs ( ) 41 - 50 yrs ( ) Above 50 years ( )
3. Level of education:
   Certificate ( ) Diploma ( ) Degree ( )
   If others, specify ............................................................
4. Designation in your institution e.g. cook, watchman etc..........................
5. Your working experience.
   Below 5 yrs ( ) 5 - 10 yrs ( ) over 10 years ( )

PART TWO

6. What is your monthly gross salary?
   Below Kshs 5000 & Below ( )
   Ksh 5001-7000 ( )
   Kshs 7001 - 9000 ( )
   Kshs 9001 - 11000 ( )
   Kshs 11001 - 13000 ( )
   Others, specify ............................................................
7. How long have you served in your present grade?
   Less than 1 year ( )
   Between 1 and 2 years ( )
   Between 2 and 3 years ( )
   Others, specify ............................................................
8. Does your current salary and wages enable you to cope up with the current standard of living?  
   Yes ( )  No ( )

   If NO, how do you meet your extra expenditure?
   ..........................................................................................................................

9. Do you get your pay slip on time?  Yes ( )  No ( )

   Others, specify .................................................................

10. After how long does your institution review your salary?
   Half yearly ( )
   Yearly ( )
   After 2 years ( )
   After 3 years ( )
   Others, specify ..............................................................................

11. Who authorizes your salary review?
   Principal ( )  Board of Governors (B.O.G) ( )  Government ( )

12. Do you feel motivated to come to work everyday?  Yes ( )  No ( )

   Give reasons ................................................................................................

13. Besides your salary, what other benefits do you enjoy from your employer?
   Promotion ( )  Recognition ( )  Allowances and Bonuses ( )
   Others, specify .....................................................................................

14. Is there compensation for extra duties and responsibilities and overtime for work done?
   Yes ( )  No ( )

   If yes, by what means? ..........................................................................

15. Are you a member of any Trade Union?
   Yes ( )  No ( )

   If yes, how often does your institution hold meetings with your labour union on pay bargains?
   Yearly ( )  Half yearly ( )  Quarterly ( )

   Others specify .....................................................................................

16. Which are the retirement benefits you expect at the end of the contract/retirement period?
   Specify .................................................................................................
17. A) Reward and compensations

In your opinion how do the following factors affect your performance? Please tick against your choice.

<table>
<thead>
<tr>
<th>Factors</th>
<th>No effect</th>
<th>Work less</th>
<th>Work harder</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Basic Salary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) Salary Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) being a member of pension scheme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv) Being compensated for extra duties and responsibilities and overtime for work done</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v) Being a member of trade union</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B) Working conditions

To what extent do the following factors affect the level of your performance? Please tick with the one you agree with the most.

<table>
<thead>
<tr>
<th>Factors</th>
<th>No effect</th>
<th>To low extent</th>
<th>To a great extent</th>
<th>To a very great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Working environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) Medical insurance schemes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) Working relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv) Involvement of the staff in decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v) Workers’ social welfare Associations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi) Response to workers’ grievances</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii) Provision of adequate and relevant working tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. Any other issue you consider important for the improvement of the performance of the non-teaching staff in your institution?

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

Thank you for your participation and cooperation.
### APPENDIX III – LIST OF RESPONDENTS’ INSTITUTIONS

<table>
<thead>
<tr>
<th>NO.</th>
<th>Name of the Institution</th>
<th>No. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mandera Secondary School</td>
<td>17</td>
</tr>
<tr>
<td>2.</td>
<td>Arabic Boys Secondary School</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Arabia Girls Secondary School</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Khadija Girls Secondary School</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

Source: DEO office Mandera East District, 2011
APPENDIX IV: LIST OF EXPECTED RESPONDENTS

Categories of non-teaching staff

1. Bursar
2. Account Clerk
3. Driver
4. Cook
5. Messenger
6. Grounds man
7. Watchman
8. Cateress
9. Matron
10. Store man
11. Librarian
12. Laboratory Technician

Source: D.E.O's Office, Mandera East District, 2011
## APPENDIX V BUDGET

<table>
<thead>
<tr>
<th>Activity</th>
<th>Estimated Cost Kshs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travelling</td>
<td>25,000.00</td>
</tr>
<tr>
<td>Stationery</td>
<td>10,000.00</td>
</tr>
<tr>
<td>Subsistence (upkeep)</td>
<td>50,000.00</td>
</tr>
<tr>
<td>Computer Services</td>
<td>10,000.00</td>
</tr>
<tr>
<td>Data Collection (Survey)</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Data coding and analysis</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Project production, project proposal and printing materials</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Report Writing and Printing Materials</td>
<td>3,000.00</td>
</tr>
<tr>
<td>Contingent and other miscellaneous 10%</td>
<td>11,300.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>124,300</strong></td>
</tr>
</tbody>
</table>

Source, Author, 2011
## APPENDIX VI WORKPLAN

<table>
<thead>
<tr>
<th>Task</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synopsis/Submission/approval</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Proposal Writing/Correction</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Data Collection</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Data Preparation</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Data analysis</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Report Writing</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Correction and presentation</td>
<td>1 weeks</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18 weeks</strong></td>
</tr>
</tbody>
</table>

Source, Author, 2011