

Effects of Quality of Working Life on Female Employees in Institutions of Higher Learning: A Case of the Catholic University of East Africa

Gladys Atambo¹, Wesonga Justus Nyongesa²

Abstract

The researchers undertook a study on the effects of a total rewards system on the motivation and quality of working life of female employees in institutions of higher learning: A case of the Catholic University of East Africa. The research looked into the prevalent aspects of a total reward system in institutions of higher learning, the effects of these aspects on the motivation of the female employees, impact of these aspects have on their quality of working life and sought suggestions to improve the total reward system of institutions of higher learning. The population under study was the 127 female employees of the Catholic University of Eastern Africa. A stratified sampling design was used with instruments used in data collection being questionnaires for everyone in the sample population and interviews with some selected individuals to verify the data filled in the questionnaires. The data from this study was analyzed and presented using graphs, frequency tables and percentages to represent the data. The major findings of the study lead to the conclusion that the reward system in the institution's reward system is perceived to be discriminative and not holistic in motivation though there is much room for improvement in meeting the gaps present. The research concludes by recommending review of the institution's reward system and eliminating all aspects that don't favor women and employing strategies that have holistic mechanisms of motivation of female employees.

Keywords: employee compensation, total reward system and quality of work life

1. Introduction

Accountability for gender equity is not always integral to regular administrative structures in the institutions. Reliance in large part is on task forces, offices of the HR and equal or affirmative action to advocate for the cause of women and to monitor policies and programs affecting women (Educating the Majority: Women challenge Tradition in Higher Education, 1989). Many subtle restrictions exist that prevent women from acquiring promotions, tenure, and other forms of advancement.

The vocations of successful mother and professional are not necessarily mutually exclusive (Holt, 1981). However, the major segment of the workforce-women, comprising 52%-are struggling to balance these two most important forces in their lives. Drastic increases in the number of workingwomen have thrust this issue to the workplace forefront. Resolution of such career and family concerns should definitely contribute not only to increased productivity, but also to the psychological well-being of a more successful workforce (AAWCJC, 1991).

The February 1, 1993 cover of Time magazine confronts us with the plight of the working professional woman, as we see a picture of the first female nominee for U.S. Attorney General. Zoe Baird was "drawn and quartered" for decisions she made regarding a family concern: quality child care. Regardless of personal beliefs about respect for the rules, integrity, or credibility, the fact remains: Had a male nominee ever been asked about his child care arrangements? The answer is no (Gibbs, 1993).

Most institutions continue to be male-dominated with athletic and military overtones. Women are, however, quietly breaking into the male-controlled society in a subtle manner but are required to utilize male rules and mores for successful integration. In fact, women who secure administrative positions must capitalize on the typical paths derived from their male predecessors. Concerns about gender disparities within education have been long standing in many parts of the world. (Davies, 1990, Dorsey et al 1989, Gray 1989). Major differences of status and position have divided men and women throughout. Within the organizational structures and processes of the educational institutions themselves, gender plays a much larger role than is often realized. Indeed, until recently when women began to speak out loudly about their concerns about being marginalized, gender issues in education in the developing countries remained largely un-addressed and therefore unresolved.

That the marginalization of women in educational institutions requires urgent attention is shown in a recent United Nations report on the status of the world's women in educational organizations, which notes that women are poorly represented among policymakers and decision takers. Not surprisingly, women are increasingly dissatisfied with just the opportunity to work and have begun to demand representation at the highest levels of decision-making structures in education. Meanwhile society encourages men and women to

¹ Lecturer Maasai Mara University, School of Business and Economics P. O. Box 14525-00100 Nairobi:

² Lecturer Maasai Mara University, School of Business and Economics P.O.Box 534-40200 Kisii

behave in specific ways according to its norms and regards any deviance as inappropriate and unacceptable although, according to Gray (1989), it is quite natural to be fully androgynous.

A number of explanations have been put forward. For instance, Subbarao et al (1994) have argued that one of the reasons why women are underrepresented in top positions in educational institutions is that fewer women than men apply for top administrative jobs. This claim is open to debate as even in countries where centralized posting is the norm, as in Britain and France, the same gender imbalances still hold (Shakeshaft, 1989). The other reason is that many women have to leave work to have children and therefore essentially, are seen as renouncing their interest in a career. Lastly, they maintain that, because women bear the bulk of domestic responsibilities, it has generally been felt that they could not cope with added responsibilities.

2. The Catholic University of Eastern Africa Background Information

The Catholic University of Eastern Africa was established in 1992 as a private institution. Through the years it has grown in leaps and bounds becoming an institution of great repute. From its inception, with the faculty of Arts and social science, more programs have been introduced with the number of students and staff increasing significantly.

Just like any organization, CUEA is premised on various objectives in pursuit of which there is need for a qualified and motivated workforce. This is why as an organization, CUEA has recognized or acknowledged the diversity of its human resources and has sought to ensure that employees' welfare and unique needs are integrated in the organizational culture and that the policies and human resources practices meet the employees at their point of need thus ensuring motivation and performance.

3. Statement of the Problem

Hensel (1991) noted that women are as productive and scholarly as men, although women suffer from higher attrition rates and slower mobility in higher education. Further discrimination is prevalent and appears to be exacerbated by the perplexing responsibilities of university women attempting to balance family life and professional career. With too much demand on women shoulders, their performance tends to go down and as such motivation of this category of workers is very crucial to any institutions of higher learning

This study highlights the benefits that can be derived from an integrated reward system that encompasses both financial benefits and non financial benefits and establish the relationship that exists between such a system and motivation of female employees and how it impacts on the quality of their working life because it is essential that employees stay energized, enthusiastic and committed to job excellence and career enhancement. Motivation is the fuel of performance. Without motivation, performance suffers (Carnevale et al, 1990).

4. Objectives of the study

The study was guided by the following objectives:

- i. To determine the impacts of quality of work life on female employees
- ii. To establish the strategies to improve on organizational total reward system

5. Significance of the Study

The study findings are expected to be beneficial to various stakeholders. Institutions of higher learning can be guided in coming up with suitable total reward systems as a strategy to ensure the motivation and quality of working life of female employees. CUEA management can also benefit by assessing, evaluating and reviewing their reward system as a tool for motivating and improving the quality of working life of female employees in the face of the changes in the business environment. The female employees are also set to benefit from this study because it will ensure that there will be equity in reward and their quality of working will improve through the adjustments the institution will make to the reward system.

6.0 Literature Review

6.1 Introduction

Cole (2002) says there are three principal purposes of a payment policy in an organization. These are to attract sufficient and suitable employees, to retain employees who are satisfactory and to reward for effort, loyalty, experience and achievement. Money in the form of pay or some other sort of remuneration is the most obvious extrinsic reward. Money provides the carrot that most people want. Doubts have been cast by Herzberg et al (1957) on the effectiveness of money because, they claimed, while the lack of it can cause dissatisfaction, its provision does not result in lasting satisfaction. There is something in this, especially for people on fixed salaries or rates of pay who do not benefit directly from incentive scheme. They may feel good when they get an increase, apart from the extra money, it is a highly tangible form of recognition and an effective means of helping people to feel that they are valued. But these feelings of euphoria can rapidly die away.

Financial incentives motivate people. Goldthrope et al (1968) in their research into the affluent worker note that pay is dominant factor for those people who are strongly motivated by money and whose expectations that they will receive financial rewards are high. However it must be emphasized that different people have different needs. Some will be much more motivated by money than others. What cannot be assumed is that money motivates everyone in the same way and to the same extent. Thus it is naive to think that the introduction of a Performance Related Pay (PRP) scheme will miraculously transform everyone overnight into well-motivated high performing individuals. But less confident employees may not respond to incentives that they do not expect to achieve. It can also be argued that extrinsic rewards may erode intrinsic interest; people who work just for money could find their tasks less pleasurable and may not therefore do them so well. A multiplicity of factors are involved in performance improvement and many of those factors are interdependent

Flippo (1984) says that pay helps in satisfying physiological, security and egoistic needs. Although money cannot alone motivate the whole person but serves to satisfy multiple needs. Armstrong (1999) agrees that problems arise because of uncompetitive, inequitable or unfair pay systems. Possible actions would include reviewing salaries on the basis of market surveys, introducing job evaluation or improving an existing scheme to provide for equitable grading decisions. It is also important to ensure that employees understand the link between performance and reward as well as involving employees in developing and operating job evaluation and performance related pay systems.

6.2 Total Reward System

Organizations have many objectives in designing their compensation systems. The human resource specialist must keep in mind the goals of the system and what the organization needs to accomplish to attain these goals. In the earliest years that the fields compensation and benefits were recognized as professions, practice was based largely on formulas that served the entire employee population in an organization. Salary structures were just that, rigid and highly controlled and benefits programs were designed as a one-size-fits-all answer to a homogenous work force. In the 1970s and 1980s, organizations recognized that strategically designed compensation and benefits programs could give them the edge in a rapidly changing environment.

In the earliest years that the fields of compensation and benefits were recognized as professions, practice was based largely on formulas that served the entire employee population in an organization. Salary structures were just that, rigid and highly controlled and benefits programs were designed as a one-size-fits-all answer to a homogenous work force. In the 1970s and 1980s, organizations recognized that strategically designed compensation and benefits programs could give them the edge in a rapidly changing environment. Suddenly, the relatively simple compensation and benefits programs of the past were requiring consideration of their strategic impact and relationship to one another. Integration became a key, and compensation and benefits professionals emerged as critical strategic partners in their organizations' leadership a position still occupied by leaders in the field today. Companies have experienced unprecedented challenges including a workforce demographic changes that challenged the traditional working-father, stay-at-home-mother model of previous decades.

An equally wide definition of total rewards is offered by World at Work (2000) who states that total rewards are all of the employer's available tools that may be used to attract, retain, motivate and satisfy employees. Thompson (2002) suggests that definitions of total reward typically encompass not only traditional, quantifiable elements like salary, variable pay but also more intangible non-cash elements

6.3 Motivation Theories

Motivation is the human energy to grow, to change, to survive, to advance or to act in a certain manner or to do something. Humans are complex creatures with a variety of needs. In addition people are motivated differently at different times depending on desires, the situation, culture and the possibility of attainment (Carnevale et al, 1990).

As an intervention, managers, team leaders or coaches need to determine how to motivate others to achieve desired performance (Rosenbaum, 1982). An understanding of the concept of needs is essential if management is to be effective. A fundamental internal influence on employee's behavior is motivation. This is one of the most basic elements of behavior. Motivational theories attempt to explain how effort is generated and channeled. Approaches to motivation are underpinned by motivation theories. Two of these theories are discussed in the following paragraphs.

6.3.1 Instrumentality Theory

Instrumentality is the belief that if we do one thing it will lead to another. In its crudest form instrumentality theory states that people only work for money. The theory emerged in the second half of the nineteenth century with its emphasis on the need to rationalize work and on economic outcomes. It assumes that a person will be motivated to work if rewards and penalties are tied directly to his or her performance, thus the awards are contingent upon effective performance. Instrumentality theory has its roots in the scientific management

methods of Taylor (1911) who wrote that it is impossible, through any long period of time, to get workmen to work much harder than the average men around them unless they are assured a large and permanent increase in their pay.

This theory is based on the principle of reinforcement as influenced by Skinner's (1974) concept of conditioning, the theory that people can be conditioned to act in certain ways if they are rewarded for behaving as required. It is also called the law of effects. Motivation using this approach has been and still is widely adapted and can be successful in some circumstances. But it is based exclusively on systems of external controls and fails to recognize a number of other human needs. It also fails to appreciate the fact that the formal control system can seriously be affected by the informal relationship existing between workers.

6.3.2 Herzberg's Two factors Model.

The two factors model of satisfier was developed by Herzberg et al (1975) following an investigation into the source of job satisfaction and dissatisfaction of accountants and engineers. It was assumed that people had the capability to report accurately the conditions that made them satisfied and dissatisfied with their jobs. Accordingly, the subjects were asked to tell the interviewers about the times during which they felt exceptionally good and exceptionally bad about their jobs and how long their feelings persisted. It was found that the accounts of "good" periods most frequently concerned the content of the job, particularly achievement, recognition, advancement, autonomy, responsibility and the work itself. On the other hand, accounts of "bad" periods most frequently concerned the context of the job, company policy and administration, supervision, salary and working conditions more frequently appeared in these accounts than in those told about "good periods." The main implications of this research, according to Herzberg, are that the wants of employees are divided into two groups. One group revolves around the need to develop in one's occupation as a source of personal growth. The second group operates as an essential base to the first and is associated with fair treatment in compensation, supervision, working conditions and administrative practices.

The fulfillment of the needs of the second group does not motivate the individual to high levels of job satisfaction and to extra performance on the job. Satisfaction of the second group of need is expected to prevent dissatisfaction and poor job performance. In spite of criticism, the Herzberg theory continues to thrive partly because for the layman it is easy to understand and seems to be based on 'real life' rather than academic abstraction, and partly because it fits well with the highly respected ideas of Maslow (1974) and McGregor (1960). His emphasis on the distinction between intrinsic and extrinsic motivation is also important. Motivation is therefore a cyclical process affecting the inner needs or drives that energize, channel and maintain behavior (Steers et al, 1979).

7.0 Rewards and Motivation

Employees' motivation is of crucial concern to managers, mainly because of the role that employee motivation plays in performance. Basically, performance is determined by three things, ability, motivation and environment. To perform effectively; one must know how to do the job (ability), must want to do the job (motivation) and must have the proper setting, materials, and tools to do the job (environment). A manager can have the most highly qualified subordinate, provide her or he with the best tools and equipment available, but effective performance will not result unless the subordinate is motivated to perform. According to expectancy theory, the critical attributes of organizational rewards are contingency, valence, and saliency. If rewards are seen in terms of these attributes, the theory postulates that the rewards will have significant impact on work motivation.

Armstrong (1999) agrees that employees are dissatisfied if jobs are not rewarding in themselves. Jobs should be designed to maximize skill variety, task significance, autonomy and feedback, and should provide opportunities for learning and growth. He further says that an induction to the job is the process of receiving and welcoming employees when they first join a company and giving them the basic information they need about the job to enable them settle down quickly and happily start work will highly motivate the employee.

Herzberg's theory in Luis (2004) raises attempts to identify and explain the factors that employees find satisfying and dissatisfying about their jobs, called motivators. Internal factors led to job satisfaction and higher motivation. In the absence of motivators, employees will not be satisfied with their work or motivated to perform up to their potential. These motivators are: work itself, achievement, recognition, responsibility and opportunity for advancement

Kanungo and Hartwick (1987) found that employees in terms of three dimensions perceive rewards: Performance contingent reward, intrinsic-extrinsic mediation, and reward generality. These concepts of expectancy theory are forged into an action program to design and administer the reward system and to assess its effectiveness. Its procedural steps involve: developing a list of all the rewards the organization offers employees, deciding on the purpose of each reward, conducting a survey of employees to determine how they perceive each reward, examining the survey findings and investigating those rewards where employee perceptions are different from those of the organization, and reviewing.

Organization that do not have good reward systems and motivation of their staff, normally have a high

employee turnover. Turnover, in a human resources context refers to the characteristic of a given company or industry, relative to rate at which an employer gains and losses staff. If an employer is said to have a high turnover, it most often means that employees of that company have a shorter tenure than those of other companies in that same industry. Similarly, if the average tenure of employees in a particular sector is lower than that in other sectors, that sector can be said to have a relatively high turnover, (Tett & Meyer, 1993).

8.0 Compensation

The term compensation generally refers to pay for work and performance, the term benefits refers to all financial rewards that generally are not paid directly to an employee. A compensation system includes all rewards that can be classified as monetary payments and in-kind payments (Henderson, 2000). Compensation can either be direct or indirect. Direct compensation encompasses an employer's base wage and salary including traditional and state based pay plans and performance based pay while indirect compensation on the other hand is the benefit package provided by the employer. This includes government mandate programs such as social security, Medicare (Schuler and Huber, 1993).

Today, many pressures are demanding a broader more comprehensive and more strategic perspective with regards to the organizations human resources. These pressures have created a need for longer -term perspective in managing people and consideration of variable cost (Beer et al, 1987). Rewards can be powerful motivators and significant intervention for improving employee performance and satisfaction. Rewards may be as simple as a weekly allowance for a child who completes chores or as complex associated with businesses. However simple or complex the reward is, it will only be effective in motivating improvement if goals and expectations are realistic, if individuals understand what is expected of them, and if they have the necessary skills and resources to be successful (Cummings and Worley, 1993).

9.0 Quality of Working Life

Sociologists have spoken of the quality of life. Behavioral scientists have also begun using a related term, quality of working life (QWL). This term refers to the extent to which employees' personal needs are met through their work. One's QWL improves as one's work meets more and more personal needs such as security, responsibility and self esteem (Hackman and Suttle, 1977). As the work culture changes drastically in the recent years, the traditional concept of work to fulfill humans' basic needs are also facing out. The basic needs are continued to diversify and change according to the evolution of the work system and standards of living of a workforce. Thus a definition by Suttle (1977) on the QWL as the degree to which work are able to satisfy important personal basic needs through their experience in the organization is no longer relevant

Parallel to this definition, Lawler (1982) defines QWL in terms of job characteristics and work conditions. He highlights that the core dimension of the entire QWL in the organization is to improve employees' well-being and productivity. The most common interaction that relates to improvement of employees' well-being and productivity is the design of the job. Job design that is able to provide higher employee satisfaction is expected to be more productive. However, he accepted the fact that QWL is complex, because it comprises physical and mental well being of employees.

Flippo (1984) says that safe working conditions stem from security need. Specific attributes such as desks and rugs constitute symbols of status denoting a hierarchy of importance. Maclelland and Cole (2002) in the hygiene theory agrees that work conditions must be fully satisfying to an employee. He places work conditions as a hygiene factor whose absence causes dissatisfaction among workers

Later definition by Beukema (1987) describes QWL as the degree to which employees are able to shape their jobs actively, in accordance with their options, interests and needs. It is the degree of power an organization gives to its employees to design their work. This means that the individual employee has the full freedom to design his job functions to meet his personal needs and interests. This definition emphasizes the individual's choice of interest in carrying out the task

The recent definition by Serey (2006) on QWL is quite conclusive and best meet the contemporary work environment. The definition is related to meaningful and satisfying work. It includes the following:

- i. An opportunity to exercise one's talents and capacities, to face challenges and situations that require independent initiative and self-direction;
- ii. An activity thought to be worthwhile by the individuals involved;
- iii. An activity in which one understands the role the individual plays in the achievement of some overall goals; and
- iv. A sense of taking pride in what one is doing and in doing it well.

This issue of meaningful and satisfying work is often merged with discussions of job satisfaction, and believed to be more favorable to QWL. This review on the definitions of QWL indicates that QWL is a multi-dimensional construct, made up of a number of interrelated factors that need careful consideration to conceptualize and measure. It is associated with job satisfaction, job involvement, motivation, productivity,

health, safety and well-being, job security, competence development and balance between work and non work life as is conceptualized by European Foundation for the Improvement of Living Conditions (2002).

The spillovers between work and personal life have serious implications on employees' QWL. It has also been argued that the conflict related to work and personal demands can lead to negative health outcomes for employees, may decrease organizational commitment, job satisfaction and increase burnout, which will eventually lead to poor QWL. Traditional human resource policy practices that require the professionals to work long hours at the expense of personal time is believed to generate poor work family relationship. Working long hours consistently reflect poor health both physically and psychologically. Most studies on hours of work and health re-affirm that consistent long hours at work do reflect itself in employees' ill health, both physical and psychological. This might have tremendous effect on the marital and family relationship. There is a link between long hours and the breakdown of the family, primarily because in contemporary business environment an average family is a dual-earner family

Therefore, alternatives such as career breaks, flexible working arrangements (Bijleveld, Andries and Rijkevorse, 2000) and family friendly employment policies were suggested to balance between work and non-worklife. Reducing the level of spillover may help to reduce the perceived stress and psychological stress and assist to maintain some amount of balance between the two environments (Aminah, 2002). The existing low level of organizational support with increase in work-life conflict provides the risk of lower QWL. Organizations need to provide alternative means of employment practices to eliminate the pressure of spillover without influencing the career progression. Therefore, balance between work and non-work life is suggested as one of the measures of QWL.

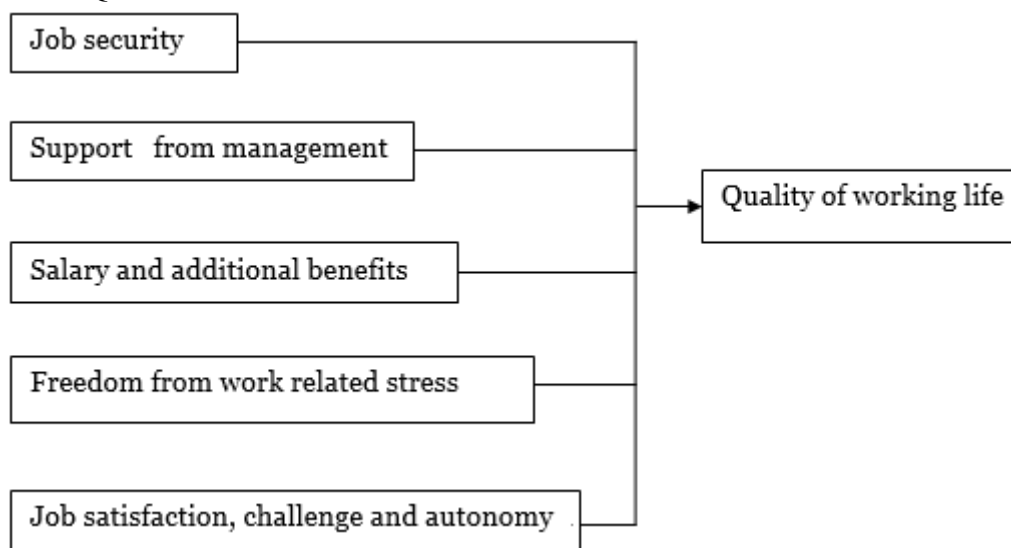


Figure 1: A Paradigm Showing the Constructs of QWL

10.0 Empirical Studies

Research supports a history of limited success for professional, and especially university, women with families (Ezrati, 1983). In fact, conflicts involving expectations and family obligations appear to run rampant in institutions of higher education. Several pertinent statistics are esoteric to institutions of higher learning and the issue of family and employee gender:

- Fewer married women achieve high academic rank than married men;
- Men are more successful in combining parenthood and academic careers; in fact, the combination of family and career are the norm for men, not women, academicians;
- The majority of university women remain childless, 50% as reported by Hensel (1991), with only 15% having three or more children, as compared to 33% of men (Carnegie Commission as reported by Ezrati, 1983); and
- The more children a woman has, the more difficult it is to balance family and career. In fact, career advancement for the professional woman often means limiting family size (Holt, 1981).

Holt (1991) also addressed the issue of juggling the demands of family and position in the advancement process. Only those female university administrators who had secured quality childcare arrangements and had a supportive husband felt any relief from the career pressures they must endure. In addition, for those who are family women in management positions, their greatest expenditure of energy was directed at resolving conflict about priorities of family and career. Most of them felt that eventually a choice was forthcoming (Hampton, 1981).

Ezrati (1983) presented the following list of covert reasons why advancement for women in higher education may be limited: Geographic Immobility, Limited Bargaining Power, Inability to Combine Family and Career, Public Mindsets, Housework, Limited Job Market, Nepotism and Institutional Inbreeding, Part-time Employment, Childcare Provisions

11.0 Research Methodology

11.1 Research Design

To get hold of vital information for the study the researcher used a Case Study. Case Studies are based on gathering data, mostly in the form of interviews and document analysis (Marshall and Rossman, 1999). Though a Case Study is not suitable for statistical generalization (it is suited for analytical generalization) it was useful because of the researcher's limited knowledge of the area being studied and thus, it allowed for exploration and extensive discussion between the researcher and respondents.

11.2 Target Population

The target population of the research study was all the female staff of Catholic University of Eastern Africa. They are 127 in total and consisted of both the academic and non-academic staff in the faculties of Arts and Social Sciences, Center of Social Justice and Ethics, Science, Law, Commerce, Education, Theology, Deputy Vice Chancellor Academics and Administration, Registry, Office of the Vice Chancellor, Top level management and in other areas of deployment.

11.3 Sample and Sampling Procedure

A sample is a small group of persons or elements selected from the total population as a representative of the whole population. The researcher used the census method, which is a purposive method of sampling, because there are only 127 female employees, according to statistics obtained from the personnel office at CUEA and therefore all of them constituted a sample size

11.4 Research Instruments

The researcher used self-administered questionnaires so as to get higher response rate from the target population. The questionnaire consisted of four sections. The first section of the questionnaire sought the biographic data of the respondents. The second section sought to establish the prevalent aspects of the reward system and the issue of motivation in terms what the respondents find motivating at the workplace. The third section sought to gather information on the extent to which the quality of working life of the respondent has been met at the workplace. The fourth section sought to evaluate the institution's reward system and the fifth and final section was about any recommendations that the respondents had to improve the reward system for the motivation and quality of working life of female employees.

11.5 Data Analysis Techniques

Data collected from the questionnaires and follow-up interviews was first sorted out before it was analyzed. Data from closed ended questionnaires item was subjected to descriptive analysis using averages, frequencies and percentages then presented in tables and graphs for ease of interpretation. Data editing and reconciliation were undertaken before data analysis was done. This was essential to avoid using incoherent data which could lead to making wrong conclusions and drawing wrong inferences. Data was analyzed using Microsoft Excel.

12.0 Findings of the study

12.1 Reward Aspects that Motivate female Employee

Table 1 shows various reward aspects that motivate female employees at their workplace (using the scale: 5- Very Great Extent; 4- Great Extent; 3- Neither Great nor Little Extent; 2- Little Extent; 1- Very Little Extent.) The overall assessment reveals that the respondents were of the view that they would be motivated to a great extent (m=4.1) by all the motivation aspects – compensation (m=4.2); benefits (m=4.2); work life balance (m=3.9); performance and recognition (m=4.0); and career development opportunities (m=4.2).

Table 1: Motivation Features characterizing the institution's Reward

Features	Ratings					Mean
	1	2	3	4	5	
Compensation	0.0%	7.1%	21.4%	14.3%	57.1%	4.2
Benefits	0.0%	10.3%	6.9%	34.5%	48.3%	4.2
Work life Balance	3.4%	6.9%	31.0%	17.2%	41.4%	3.9
Performance & Recognition	0.0%	17.2%	6.9%	34.5%	41.4%	4.0
Career Growth & Development	3.8%	11.5%	7.7%	19.2%	57.7%	4.2

Source: Survey 2009

12.2 Quality of Working Life at the Workplace

The researcher sought the perception of female employees on the level of importance of some objectives to the institution (using the scale: 1-Very Important; 2- Moderately Important; 3- Important; 4- Slightly Unimportant;

and 5- Totally Unimportant) All the objectives were perceived to be moderately important given the computed mean of the objectives (m=2.4). The objectives are Profitability (m=2.1); Development of female employees (m=2.8); Job satisfaction (m=2.2); Motivation of female employees (m=2.5); Improving the quality of work life balance for female employees (m=2.8); and Competitive position (m=2.3). This is illustrated in the **Table 2**.

Table 2: Level of Importance of Objectives of CUEA

Objectives	Ratings					Mean
	1	2	3	4	5	
Profitability	39.3%	32.1%	14.3%	3.6%	10.7%	2.1
Development of Female Employees	24.1%	20.7%	31.0%	3.4%	20.7%	2.8
Job Satisfaction	34.5%	34.5%	13.8%	13.8%	3.4%	2.2
Motivation of Female	20.7%	41.4%	13.8%	13.8%	10.3%	2.5
Improving Work Life Balance for Female employees	6.9%	44.8%	24.1%	10.3%	13.8%	2.8
Competitive Position	24.1%	41.4%	20.7%	6.9%	6.9%	2.3

Source: Survey 2009

12.3 Level of Satisfaction

On the level of satisfaction of needs identified by the researcher (using the scale: 1- Highly Satisfied, 2- Satisfied, 3- Neither Satisfied nor Dissatisfied, 4- Dissatisfied, 5- Highly Dissatisfied), the overall response was that the needs are neither satisfied nor dissatisfied based on the computed mean of all identified needs (m=2.7). The computed mean of each need is as shown in **Table 3**.

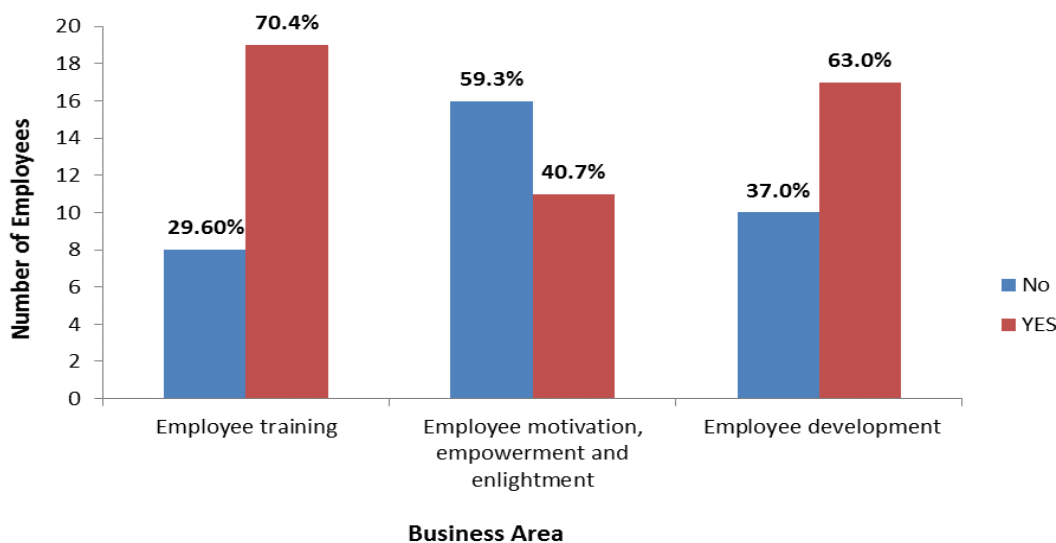
Table 3: Levels of Satisfaction of Work Related Needs

Work Related Needs	Ratings					Mean
	1	2	3	4	5	
Support from Management	0.2069	0.2414	0.3103	0.1379	0.1034	2.7
Freedom from work Stress	10.3%	37.9%	34.5%	10.3%	6.9%	2.7
Salary & Additional Benefits	0.1034	0.2759	0.2414	0.2069	0.1724	3.1
Job Satisfaction, challenge & Autonomy	10.3%	41.4%	31.0%	13.8%	3.4%	2.6
Job Security	6.9%	62.1%	20.7%	6.9%	3.4%	2.2

Source: Survey 2009

12.4 Level of Investment

An analysis of the level of investment in different business areas reveals that 70.4% of the respondents were of the view that there is heavy investment in employee training and 63.0% were of the view that there is heavy investment in employee development. However 59.3% of the respondents were of the view that there is no heavy investment in employee motivation, empowerment and enlightenment as illustrated in **Figure 2** below:



Source: Survey 2009

Figure 2: Level of investment in business areas at CUEA

12.5 Reward System at the Institution

An evaluation of the institution's rewards system (using the scale 1- Very Low Extent; 2- Low Extent; 3- Not at All; 4- Large Extent; 5- Very Large Extent) shows that to a low extent the institution monitors both internal and external influences on motivation (m=2.1); the management monitors other relevant internal and external motivation factors regularly (m=1.9); the institution takes gender into consideration in the reward system (m=2.0); the reward system is structured to meet employee needs and the institution also considers marital status (m=2.0) This shows that there is much the institution can do to improve on these areas with regards to their reward system.

Table 4: Level of Agreement on Statements about the Institution's Reward System

Statement	Ratings					Mean
	1	2	3	4	5	
Statement 1	20.7%	31.0%	17.2%	17.2%	13.8%	2.1
Statement 2	10.3%	51.7%	13.8%	20.7%	3.4%	1.9
Statement 3	21.4%	32.1%	32.1%	3.6%	10.7%	2.0
Statement 4	20.7%	31.0%	24.1%	13.8%	10.3%	2.1
Statement 5	17.2%	24.1%	41.4%	6.9%	10.3%	2.2

Source: Survey 2009

12.6 Benefits of Total Rewards System on Female Employees

Table 5 presents the overall benefits of the TRS as perceived by the respondents (using the scale: 5- Strongly Agree; 4- Agree; 3- Neither Agree nor Disagree; 2- Disagree; 1- Strongly Disagree) All the respondents disagree (m=2.4) on whether the institution benefits from its TRS in the following areas: improvement of organization's competitiveness (m=2.2); presence of performance-based reward systems (m=2.2); quality of working life of female employees (m=2.2); motivation and retention of female staff (m=2.2); and ability to attract highly skilled female staff (m=2.2) This also shows that is an opportunity for the organization to improve in these areas.

Table 5: Benefits Accrued from the TRS in the Institution

Benefits	Ratings					Mean
	1	2	3	4	5	
Improvement of Organization Competitiveness	7.1%	17.9%	25.0%	25.0%	25.0%	2.2
Performance Based Reward Systems	14.3%	14.3%	42.9%	17.9%	10.7%	2.5
Female Staff Quality of Work Life	10.7%	28.6%	14.3%	32.1%	14.3%	2.4
Female Staff Motivation & Retention	10.7%	21.4%	21.4%	39.3%	7.1%	2.8
Ability to Attract skilled Female Staff	25.0%	25.0%	17.9%	17.9%	14.3%	2.0

Source: Survey 2009

12.7 Key Suggestions to Improve the Reward System

A number of suggestions were given on how the TRS can be improved in the institution. The following is a summary of key suggestions given by the respondents on how the total reward system can be improved in institutions of higher learning.

- The University management should avoid discrimination of female employees on the grounds of tribe and gender when undertaking staff development, giving promotions, or sponsorship for further studies
- The University management should Ensure that equality in appointments in management and leadership positions of institutions of higher learning should be enhanced
- The university management should give flexible schedules for expectant female employees and immediately after delivery.
- Performance recognition for female employees in their respective places of work should always be observed in order to motivate them.

13.0 Summary of the Findings

Respondents would be motivated to a great extent by compensation, benefits, work life balance, performance and recognition, and career development opportunities. They perceive profitability, job satisfaction, competitive position as moderately important objectives of the institution whereas development, motivation and improvement of quality of work life balance for female employees as important

Respondents are neither satisfied nor dissatisfied with the needs of support from management; freedom from work related stress, salary and additional benefits, job satisfaction, and challenge and autonomy. However they were satisfied with job security provided by the institution. They view that there is heavy investment in employee training, and employee development but no heavy investment in employee motivation, empowerment and enlightenment.

Respondents perceive that to a low extent the institution monitors both internal and external influences on motivation, regular monitoring of other relevant internal and external motivation factors, gender sensitivity,

structuring to meet employee needs and consideration of marital status. They disagree on whether the institution benefits from its TRS in terms of improvement of organization's competitiveness, provision of performance-based reward, improving QWL of female employees, motivation and retention of female staff, and ability to attract highly skilled female staff.

14. Conclusions

The total reward system at CUEA has had little success in benefiting the institution and the staff (female employees) since it is perceived as discriminatory and does not have a holistic motivational approach, there is dissatisfaction in the institution's reward system in meeting the motivational needs of female employees. Key being rewards with financial gains that will enhance their financial independence, opportunities that ensure career growth and recognition of gender and marital status, gender sensitivity is vital for any reward system to be successful in motivating and improving the quality of working life of female employees the institution, there is high investment by the institution in employee training and development and the female employees can be motivated to a great extent by compensation, benefits, work life balance, performance and recognition, and career development opportunities.

References

- American Association of Women in Community and Junior Colleges (1991). AAWCJC national agenda 1991-93: The new workforce. AAWCJC Quarterly, 16: 1-3
- Cole G. (2002) *Personnel and Human Resource Management*. New York, Book Power, 7th Edition.
- Edwin B. Flippo (1984) *Personnel Management*. (6th Edition) McGraw Hill International.
- Ezrati, J. (1983). "Personnel policies in higher education: A covert means of sex discrimination? *Educational Administration Quarterly*", 19: 105-119.
- Francine, D, Blau & Lawrence M. Kahn, (2001) "Understanding International Differences In the Gender Pay Gap," *Journal of Labor Economics*, University of Chicago Press, 21:1
- Gibbs, N. (1993). "Thumbs down". *Time*, 141: 27-29
- Goldthrope, J.H., D Lock Wood, F Bechhofer; J Platt (1968). "The Affluent Worker: Political Attitudes And Behavior". United Kingdom: The Cambridge University Press
- Gray, H. (1989). *Gender Considerations in school management: Masculine and Feminine Leadership Styles in Riches*. C and Morgan, C eds Human Resource Management in Education, London: OUP.
- Greenberg, J & Baron, R.A (1995). "Behavior in Organizations: Understanding and Managing the Human Side of Work". USA: Prentice Hall
- Hackman, J. R & Suttle, J.L (EDS) (1977). "Improving Life at Work: Behavioral Science Approaches To Organizational Change". Santa Monica, Ca: Good Year.
- Hensel, N. (1991 October). Realizing gender equality in higher education: The need to integrate work/family issues. ED340 273
- Holt, M. (1981). "Strategies for the ascent of woman in higher education administration in the 80's. *Journal for National Association for Women Deans*", Administrators, and Counselors, 44 .
- Manus, T.M & Graham, M.D (2003) *Creating A Total Rewards Strategy*, American Management Association, New York.
- Marshall, C, & Rossman, G.B (1999) *Designing Qualitative Research*. (3rd Edition), Thousand Oaks, California: Sage Publications.
- Michael Armstrong (1999). *A handbook of Human Resource Management Practice*. (7th Edition), New York, Kogan
- Pleck, J.H., L.S. Graham and L. Linda (1980). "Conflicts between work and family life". *Monthly Labor Review*, 103: 29-33.
- Schuler, R & Huber, V. (1993). *Personnel & Human Resources*. St. Paul, Mn: West. Publishing Company.
- Shakeshaft, C. (1989). *Women in Educational Administration* (updated edition). Newbury Park, CA: Sage.
- Subbarao, K. Raney., Dunder. H., Hawand J. 1994. Women in Higher Education: Progress, Constraints and Promising Initiatives,' World Bank Discussion Papers.
- Thompson, P (2002) *Total Reward Executive Briefing*. London: Chattered Institute Of Personnel and Development.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Academic conference: <http://www.iiste.org/conference/upcoming-conferences-call-for-paper/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

