

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

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.

Key words: employee motivation, compensation, total reward system and quality of work life

1. Introduction

Despite the fact that women's participation in the workplace has grown steadily worldwide, existing gender inequalities have intensified with respect to pay and working conditions. Women are not reaching the same level of achievement as their male counterparts. Institutional demographics are changing as more women enter higher education at all levels, however, the structures to encourage, support and retain women have not kept pace. Women continue to be underrepresented in the curriculum, in leadership, ignored or disparaged in the workplace and over represented in entry level and support positions. At the same time men are over represented in the curriculum and in leadership roles, a system of privilege and gender inequity is perpetuated.

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.

¹ Lecturer Maasai Mara University, School of Business and Economics P. O. Box 14525-00100 Nairobi:
Email: atambo89@yahoo.com

² Lecturer Maasai Mara University, School of Business and Economics P.O.Box 534-40200 Kisii
Email: justuswesonga@yahoo.com

(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 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

Employers not only in institutions of higher learning fail to acknowledge the economic importance and social burden of work and community thus discriminating against women. Single or married women who have family members requiring care often experience demands and stresses which are typically much greater than those experienced by their male peers (Caplan et al 1993). Many subtle restrictions exist that prevent women from acquiring promotions, tenure, and other forms of advancement.

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.

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

- i. To establish the prevalent aspects of total reward system in institutions of higher learning
- ii. To investigate the effects of total reward system on motivation of female employees

5. Research questions.

The study was guided by the following research question:

- i. What are the prevalent aspects of a total reward system in institutions of higher learning?
- ii. What are the effects of these aspects on the motivation of the female employees?

6. 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.

The government while formulating policies and measures to improve the welfare of female employees in the institutions stands to benefit from findings of the study. Those in academia will also find the results of this study invaluable as it contributes to the body of knowledge in the field.

7. Literature Review

7.1 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. Goldthorpe 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

Research over the past 70 years shows that the organization's reward system is highly related to job organization (Greenberg and Baron, 1995). Compensation is a major function of Human resources management because it represents a tangible reward for employee service, as well as a source of recognition and livelihood. Performance improvements can be achieved by giving people the opportunity to perform and rewarding them by financial and non-financial means when they perform. One of the common goals of a compensation policy includes the component of attracting and retaining new employees (Sherman et al, 1996).

7.2 Total Reward System

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.

Collectively, these forces and others caused business leaders to scramble for ways to improve efficiency, effectiveness and marketplace viability. The concept of total rewards emerged in the 1990s as a new way of thinking about the deployment of compensation and benefits, combined with the other tangible and intangible ways that companies seek to attract, motivate and retain employees

As defined by Manus and Graham (2003), total reward includes all types of rewards indirect as well as direct, and intrinsic as well as extrinsic. Each aspects of reward approach is holistic, reliance is not placed on one or two rewards mechanism operating in isolation, 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 combined impact of a wide range of reward initiatives on motivation, commitment and job engagement. As O'Neal (1998) explains, total reward embraces everything that employees value in the employment relationship.

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. The conceptual basis of total rewards is that of configuration or "bundling" so that different reward processes are interrelated, complementary and mutually reinforcing. Total reward strategies are vertically integrated with business strategies, but they are also horizontally integrated with other HR strategies to achieve internal consistency.

7.3 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. Hygiene factors can lead to active dissatisfaction and demotivation and in extreme situations they can lead to avoidance of work altogether. These are company policies, work conditions, job security, salary, employee benefits, and relationship with supervisors, managers, co-workers and subordinates.

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).

7.4 Compensation

The pay individuals receive in return for the work they perform is usually the major source of their financial security. Hence, pay plays a vital role in a person's economic and social well being. Employees may see compensation as a return in an exchange between their employer and themselves as an entitlement for being an employee of the company or as a reward for a job well done. Performance improvements can be achieved by giving people the opportunity to perform and rewarding them by financial and non financial means when they perform. One of the common goals of a compensation policy includes the component of attracting and retaining new employees (Sherman et al, 1996).

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).

7.5 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.

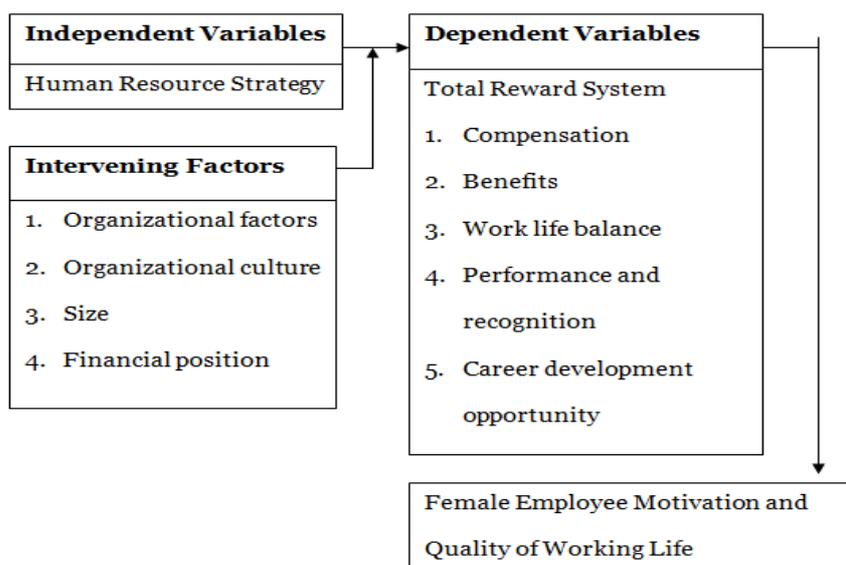
Serey (2006) on QWL is quite conclusive and best meet the contemporary work environment. The definition is related to meaningful and satisfying work. It includes the following:

- 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

Elisa and Ellen (2001) revealed that the majority of employees suggested that their long work hours have negatively affected their personal life and family responsibilities. Personnel and family responsibility are neglected in the process of securing an economic prospect; hence, it deteriorates the interaction of family life that reduces quality of work life.

7.6 Conceptual Framework

This study was conceptualized within the framework of organizational evaluation as shown in **Figure 1**. From the framework there are five elements of total rewards, each of which includes programs, practices, elements and dimensions that collectively define an organization's strategy to attract, motivate and retain employees. These elements (Compensation, Benefits, Work-Life, Performance and Recognition Development and Career Opportunities) represent the "tool kit" from which an organization chooses to offer and align a value proposition that creates value for both the organization and the employee. An effective total rewards strategy results in the motivation of female employees and the quality of their work life, which in turn create desired business performance and results. This is regarded as the dependent variable. Total rewards operate in the context of HR strategy which represents the independent variable. Indeed, a company's exceptional culture, financial position and size may be considered a critical component of the total employment value proposition. These are regarded as the intervening factors. An important dimension of the model is the "exchange relationship" between the employer and employee. Successful companies realize that productive employees create value for their organizations in return for tangible and intangible value that enriches their lives.



Source: Author

Fig 1: Conceptual Framework

8. Research Methodology

8.1 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.

8.2 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.

8.3 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 were considered in the sample size. Census and Purposive sampling allowed the researcher to use cases that have the required information with respect to the objectives of the study. (Mugenda and Mugenda, 2003).

8.4 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

8.5 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

9. Findings of The study

9.1 Prevalent Aspects of CUEA's Reward System and the Issue of Motivation

On the features that characterize the reward system at CUEA, the respondents were asked to rate the factors shown in **Table 1** below on their importance (on the scale: 5- Very Important; 4- Important; 3- Neither Important nor Unimportant; 2- Unimportant; and 1- Very Unimportant). Collectively the female employees were of the view that compensation, benefits, work life balance, performance and recognition, and career growth and development were all important aspects of the institutions RS as evidenced by the computed mean (m=4.2) of all the features.

Table 1: Features Characterizing the Reward System at CUEA

Features	Ratings					Mean
	1	2	3	4	5	
Compensation	0.0%	7.4%	14.8%	18.5%	59.3%	4.3
Benefits	3.7%	0.0%	11.1%	44.4%	40.7%	4.3
Work life Balance	3.7%	7.4%	25.9%	29.6%	33.3%	4.0
Performance & Recognition	3.6%	7.1%	17.9%	35.7%	35.7%	4.1
Career Growth & Development	10.7%	3.6%	21.4%	21.4%	42.9%	4.3

Source: Survey 2009

9.2 The Level of Satisfaction

The respondents were further asked to indicate their level of satisfaction with a number of reward systems features with regards to work at the University. **Table 2** shows the computed mean of the levels of satisfaction

(using the scale: 5- Highly satisfied; 4- Satisfied; 3- Neither Satisfied nor Dissatisfied; 2- Satisfied; 1- Highly Dissatisfied). The computed mean (m=3.8) shows that the female employees of the university were satisfied with the working conditions; quality of accommodation/house allowance given by university (m=3.7); salary and fringe benefits (m=3.7); retirement benefits (m=4.0); provision for leave – annual, maternity, sick, compassionate (m=4.3); career growth and development opportunities (m=3.6); and Time off to do research (m=3.7.)

Table 2: Levels of Satisfaction on Various Aspects at the Institution

Aspects	Ratings					Mean
	1	2	3	4	5	
Work Conditions	10.3%	6.9%	17.2%	51.7%	13.8%	3.9
Accommodation/ House Allowance	20.7%	10.3%	24.1%	41.4%	3.4%	3.7
Salary & Fringe Benefits	20.7%	13.8%	24.1%	34.5%	6.9%	3.7
Retirement Benefits	14.3%	0.0%	25.0%	46.4%	14.3%	4.0
Provision for Leave	6.9%	3.4%	6.9%	48.3%	34.5%	4.3
Career Growth & Development	10.3%	17.2%	27.6%	27.6%	17.2%	3.6
Time for Research	27.6%	20.7%	20.7%	20.7%	10.3%	3.7

Source: Survey 2009

9.3 Level of agreement with Institutions reward system

The respondents reported their level of agreement with the institutions reward system as shown in **Table 3**. The overall assessment (using the scale: 5- Strongly Agree; 4- Agree; 3- Neither Agree nor Disagree; 2- Disagree; 1- Strongly Disagree) of the current reward system shows that employees are ambivalent – neither agree or disagree – (given that m=2.8) as to whether the current reward system of the institution is fair (m=3.4); discriminative (m=4.0); considers marital status (m=1.9); emphasizes on performance (m=2.7); and as to whether the reward system is gender sensitive (m=2.2). This shows there is room for improvement by the university on these areas – especially consideration of marital status and gender sensitivity.

Table 3: General Features Characterizing the Reward System

Features	Ratings					Mean
	1	2	3	4	5	
Fair	13.8%	31.0%	13.8%	31.0%	10.3%	3.4
Discriminative	10.3%	10.3%	20.7%	31.0%	27.6%	4.0
considers Marital Status	58.6%	6.9%	20.7%	10.3%	3.4%	1.9
Emphasizes Performance	31.0%	6.9%	31.0%	20.7%	10.3%	2.7
Gender Sensitive	41.4%	17.2%	24.1%	13.8%	3.4%	2.2

Source: Survey 2009

9.3 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

9.4 Benefits of Total Reward System

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 Total Reward System in the Institution (N=28)

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

9.5 Key Suggestions to Improve the Reward System.

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

- i. By avoiding discrimination of female employees on the grounds of tribe and gender when undertaking staff development, giving promotions, or sponsorship for further studies
- ii. Ensuring equality in appointments in management and leadership positions of institutions of higher learning
- iii. Give flexible schedule for expectant female employees and immediately after delivery.

10. Summary of Findings

Respondents view compensation, benefits, work life balance, performance recognition, and career development as important aspects of the institutions RS.

They are satisfied with the working conditions of: accommodation; retirement, salary and fringe benefits; leaves and career growth opportunities. However, they are of the view that the institution's RS does not at all consider monetary aspects of salary, bonuses, paid time off, insurance cover and retirement benefits). Car loan is considered to a little extent and medical cover is considered to a great extent.

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

11. Recommendations of the Study

Given the conclusions made above, the researcher proposes the following recommendations:

- i. Institutions of higher learning (in this case CUEA) need to review their reward systems to identify any aspects that make them unfavorable to female employees.
- ii. Reward systems employed by the institutions of higher learning need to have a holistic approach of motivating it employees and should consider both financial and non-financial aspects of motivation.

References

- American Association of Women in Community and Junior Colleges (1991). AAWCJC national agenda 1991-93: The new workforce. AAWCJC Quarterly, 16: 1-3
- Davies, L. (1990) *Equity and Efficiency? School Management in an international Context*. New York, The Palmer Press.
- Dorsey B., Gaidzanwa R., Mupawaenda A. (1989). Factors Affecting Academic__Careers for women at the

- University of Zimbabwe. Harare, HRRC Publications, University of Zimbabwe
- 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
- Guest, D.E (1999) “Human Resource Management and Performance: A Review and Research Agenda”, *International Journal of Human Resource Management*, 8: pp 5-25
- 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
- Higgins, G.L. Duxbuxy and R.H Irving (1992). “ *Work- family conflict in the Dual-Career family. Organizational Behaviour and Human Decision Processes*”, 51: 51-75.
- 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 .
- 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.
- Mugenda O. and Mugenda A.G. (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press
- O’Neal; S (1998). “*The Phenomenon of Total Rewards*” *ACA Journal*, 7:13
- Shakeshaft, C. (1989). *Women in Educational Administration* (updated edition). Newbury Park, CA: Sage.
- Storey, J (1989) “*Introduction: From Personnel Management to Human Resource Management*”, Chapter in Storey, J (Ed), *New Perspectives on Human Resource Management*, London, Routledge.
- 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.
- World at Work (2002) *Professional Association for Compensation, Benefits and Total Rewards* (Formerly, The American Compensation Association.)

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

