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Full Length Research Paper

Impact of remuneration and career growth on service delivery of the support staff in public secondary school employees

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The purpose of this study was to establish the relationship between remuneration and career growth versus the performance of the support staff in Kenya's public secondary schools. It addressed the dismal performance to catapult to country to its vision in 2030. Correlational research design was adopted to relationship between motivation and commitment of non teaching staff. Fifty secondary schools were identified using stratified random sampling and purposive sampling methods. Data collection instruments such as questionnaires and interview schedules were administered. Validity and reliability of research instruments was enhanced by conducting a pilot study in 10 secondary schools within the county. Descriptive statistics was used to analyze by way of percentages and ratios. The findings indicated that both pay and opportunity for career development significantly ($p < 0.05$) influenced the commitment. This study recommended the schools should strictly adhere to the Ministry of Labour remuneration scales and enhances capacity building for non teaching staff through seminars, workshops as well as on the job training programmes for career growth.

Keywords: Remuneration, Career Growth, Service Delivery, Support staff. Public secondary school employees.

INTRODUCTION

Kenya has experienced a rapid expansion of its educational sector partly due to high government expenditure on the free secondary tuition education programme (IPS, 2008). Kenya currently has more than 4, 478 public high schools, many of which are in a state of disrepair and lack of essential facilities (IPS, 2008). According to KESENTSU, (2012) it is estimated that these

non-teaching staff of over 800,000 plus in our secondary schools are poorly equipped, and work more for less pay in our secondary schools.. According to the Ministry of Education (MOE, 2011) County Map, there are 206 public secondary schools in Bungoma County with an approximated population of 3110 non-teaching staff members.

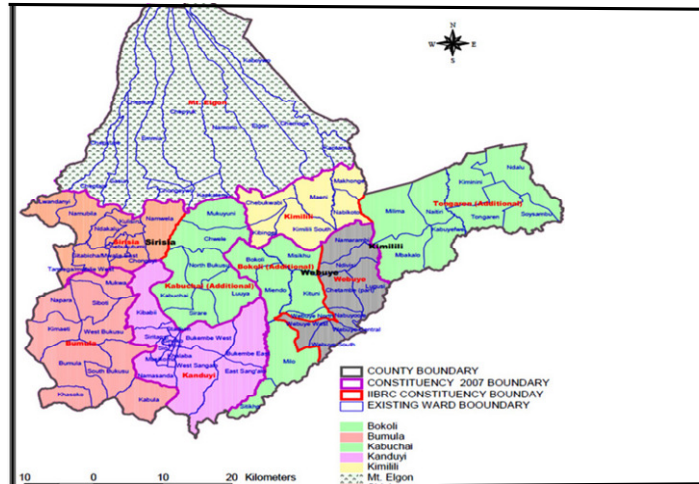


Figure 1. Map of Bungoma County.

Table . Summary of study population unit sampled, sampling method and sample size

Study population	sampling method	Sample Size	Percentage
Non-teaching staff	Stratified random	50	20
Heads of section	Purposive	50	20
Heads of units	Purposive	50	20
Heads of sub units	Purposive	50	20
Head teachers	Purposive	50	20
Total		250	100

The study was designed empower the school managers (Board of Governors), Human Resource Consultants, Ministry of Education, KESENTSU with monetary motivational issues for negotiation of improved work conditions and rewards. School managers will make informed decisions based on the findings of this study in matters of motivation and organizational commitment. This would improve performance, reduce turnover intentions and form reference source in the management of non-teaching staff in public secondary schools.

According to Unison, (2011) money remains the most significant motivational strategy. As far back as 1991, Taylor and his scientific management associate described, money as the most important factor in motivating the industrial workers to achieve greater productivity. Taylor advocated the establishment on incentive wage system as a means of stimulating workers to higher performance, commitment, and eventually satisfaction. Money possesses significant motivating power in as much as it symbolizes intangible goals like

security, power, prestige, and a feeling of accomplishment and success. Becker *et al.*, (2011) explains that pay adequacy has the power to attract, retain and motivate individuals towards higher performance. Motivated employees are expected to be committed to their organizations which in turn will result in positive organization outcomes such as low employee turnover, high attendance, abiding by organization values, employee participation in decision making amongst others, (Hsu.2003). In a school set-up, teaching and non teaching employees jointly contribute to organizational success.

The Hierarchy of needs theory formulated in 1943 by famed behaviourist Abraham Maslow identifies five needs that might prompt individual's actions (Armstrong, 2009). These are, in ascending order of importance: Physiological (food, sleep, sex, breathing), safety (physical or psychological), social (family, friends, and organizations), esteem (including both self-respect and admiration from others) and self-actualization (attainment

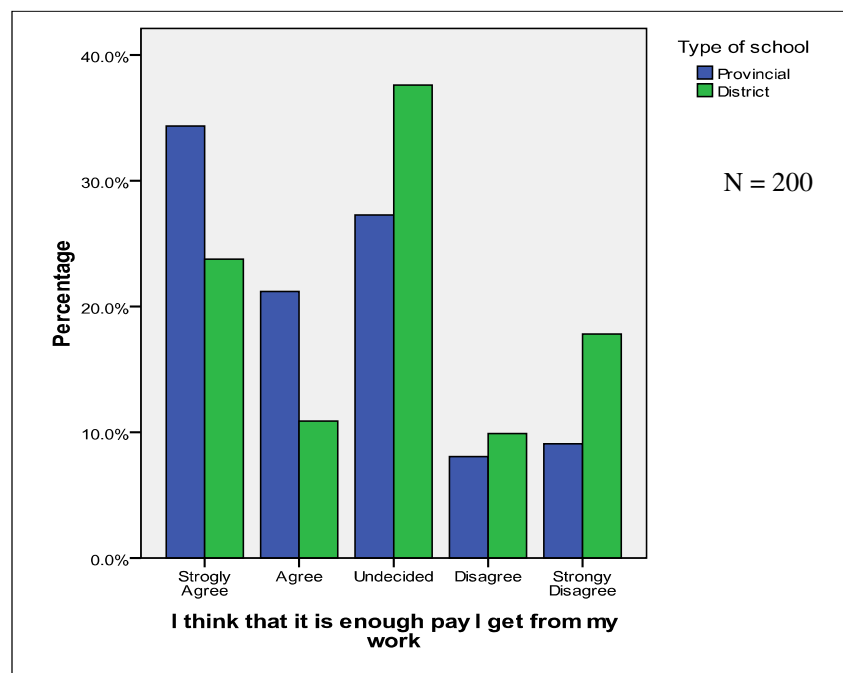


Figure 2. Pay adequacy for workers as non-teaching staff in public secondary schools in Bungoma County

of self-expression, moral clarity, sense of purpose). It is along the background that this study was conducted to assess the impact of remuneration and career growth on the service delivery of support staff in public secondary schools employees in Bungoma County.

RESEARCH METHODOLOGY

Study site

The study was conducted in Bungoma County. This was motivated by its cosmopolitan nature, as schools in the County are a representation of schools in Kenya. Bungoma County is the second most populous county in the Western region of Kenya. It is the third most populated county in the country KNBS, (2010). Bungoma County covers an area of 3,032.2 km² and has a population of 1,375,063. Males occupy 48% of the population, while females occupy 52%. The districts included in the study are: Bungoma South, Bungoma North, Bungoma East, Bungoma West, Bungoma central, Bumula and Mount Elgon.

Study population

The study population was 2160 non-teaching staff in public secondary schools of Bungoma County KESENTSA, (2012). Among the available secondary schools, there are several District schools that occupy

more than 65% of the total registered schools and 30% being county schools while Centres of Excellency occupy 5% of the total registered schools, (MOE, 2011). The study involved 50 heads of schools and 200 Departmental heads of non-teaching staff and members where applicable to provide a right representation in providing information about the study (Table 1).

Research Design

This research adopted a co-relational research design. It is about relationships among variables, it involved description, analysis and interpretation of circumstances at the study time Gupta (2004). The study adopted this design since it enables rapid collection of data from sampled population and it ensures that relevant data is obtained which can later be used to make generalizations on the target population.

Sampling Strategy

Stratified random sampling method was used in the target 206 public secondary schools to get a sample size of 50 schools. This ensured that each category of public schools was proportionally represented. Purposive sampling was used to identify the various head teachers and heads of section for study since they were key informants. They also had reliable information based on their supervisory role. This technique was used to identify

Table 2. Availability of opportunities for promotion of non-teaching staff in public secondary schools in Bungoma County, Kenya.

Type of school	Frequently if not always	Fairly often	Sometimes	Once in a while	Not at all	Total
Provincial	21	18	23	20	16	98%
%	21.4%	18.4%	23.5%	20.4%	16.3%	
District	22	18	22	20	19	101%
%	21.8%	17.8%	21.8%	19.8%	18.8%	
Total	43	36	45	40	35	199%
%	21.6%	18.1%	22.6%	20.1%	17.6%	

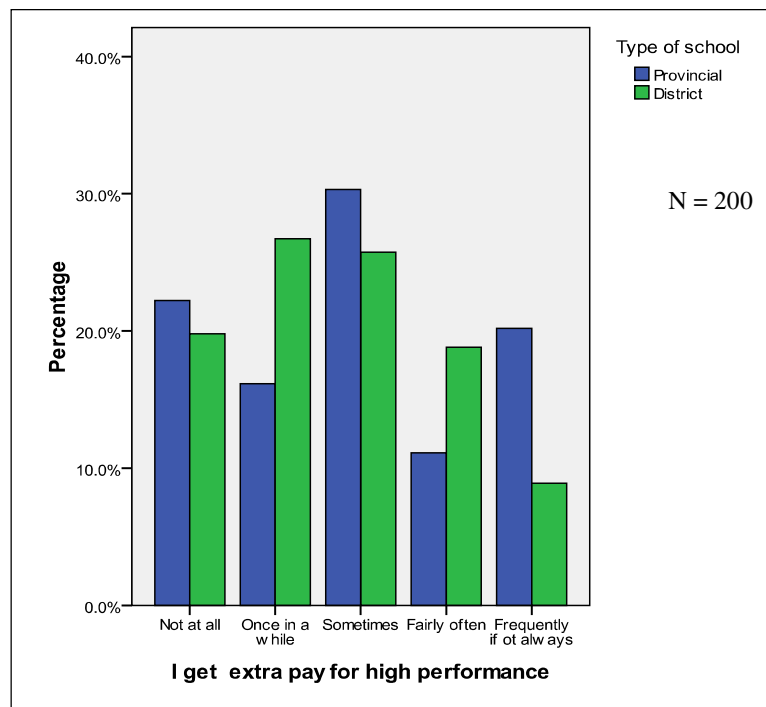


Figure 3: Reception of extra pay for high performance of non-teaching staff in public secondary schools in Bungoma County, Kenya.

respondents with common characteristics to constitute the sample of the study. The stratified random sample was therefore estimated at 200 non-teaching staff. This was done using stratified random sampling to ensure that each employee was proportionally represented.

Data collection

The instruments employed in the primary data collection were questionnaires and interview schedules. Questionnaire was used to obtain data from the non-

teaching staff. Questionnaires are preferred since they are easy to administer, economical in terms of time and they also enable the researcher to gather more information from a large number of respondents to answer them at their own free time and at a different speed Mugenda, (2003).

Unstructured interview method to collect data from selected respondents like the Head teachers, heads of sections and heads of units. This method gave the researcher an opportunity to probe and enable respondents to give information in aspects that may not have been captured in the questionnaire.

Table 4. Effect of pay adequacy and career growth to service delivery of support staff in public secondary schools in Bungoma County, Kenya.

Response	I think that it is enough pay I get from my work	I get extra pay for high performance	There is not an opportunity for promotion
I really feel as if these school problems are my own	0.080	0.140*	0.177**
	0.260	0.048	0.012
	200	200	199
I do not feel emotionally attached to this school	0.103	0.133	-0.026
	0.150	0.063	0.722
	197	197	196
This school has a great deal of personal meaning for me	-0.079	0.116	0.075
	0.270	0.101	0.296
	199	199	198
I do not feel like being absent from my school	0.085	0.151(*)	0.100
	0.234	0.033	0.160
	200	200	199
I feel my job in this school is like my own specific job	-0.057	-0.011	0.307**
	0.421	0.878	0.000
	200	200	199

* = Significant at p= 0.05

**= Highly significant at p= 0.01

Secondary data were obtained from the organizations reports, publications, manuals and newsletters. These supplemented the data obtained from questionnaires and interviews. Document analysis was appropriate for this study because it enabled the researcher to obtain thoughtful data those informants gave attention to when complying Armstrong, (2009).

RESULTS AND DISCUSSION

Pay adequacy for workers as non-teaching staff in public secondary schools in Bungoma County, Kenya,

A Chi Square test of independence conducted on the distribution of responses indicated that there was a significant ($p < 0.05$) association between school type and pay adequacy ($\chi^2_{1,0.05} = 9.91$). From the results, it can be established that majority of those who were satisfied with the pay received were from provincial schools (Figure 2). These results show that most workers were not satisfied with the pay received for their work done. Data gathered through key informant interviews with school managers (principals) indicated that most schools

were striving to pay their workers well, saying that better pay makes the workers to be more committed to their work. Hsu (2003) who asserted that money paid for salary/wage remains the most significant motivational strategy. This is also in line with Taylor (1991) described money as the most important factor in motivating the industrial workers to achieve greater productivity. Taylor (1991) advocated the establishment on incentive wage system as a means of stimulating workers to higher performance, commitment, and eventually satisfaction. Hsu, (2003) states that many managers use money to reward or punish workers. This is done through the process of rewarding employees for higher productivity by instilling fear of loss of job (e.g. premature retirement due to poor performance). Bernard in Becker *et al.*, (2011) states that to use pay adequacy as a motivator effectively, personnel managers must consider four major components of a salary structure, which are: Job rate, payment, personal/special allowance, and fringe benefits.

Availability of opportunities for promotion of non-teaching staff in public secondary schools in Bungoma County, Kenya

Respondents were also asked to indicate whether there

was an opportunity for promotion in their work place. A Chi Square test conducted on the data indicated that there was no significant ($p > 0.05$) association between school type and availability of opportunity for promotion ($\chi^2_{0.05} = 0.257$). From the results, 'not at all' was represented by 21.7%, 'once in a while' (18.2%), 'sometimes' (22.2%), 'fairly often' (20.2%) and 'frequently if not always' (17.7%) (Table 2). These results indicate that most schools hardly had opportunities for promotion of their workers. However, by interview results were obtained from school principals who indicated that workers who performed well would be promoted. Similarly, principals indicated that promotion of workers was also being done to replace those leaving for further studies, retire, death or after getting greener pastures.

Reception of extra pay for high performance of non-teaching staff in public secondary schools in Bungoma County, Kenya

Respondents were also asked to indicate whether they got any extra pay for high performance. A Chi Square test of independence conducted on the data indicated that there was a significant ($p < 0.05$) relationship between school type and reception of extra pay for high performance ($\chi^2_{0.05} = 9.48$). From the results, 'frequently if not always' response had a very high frequency among provincial schools as compared to the district schools. For other categories of responses, the distributions are not greatly varied across the school types. This points out that most schools especially provincial type were rewarding workers for extra work done. However, most of the schools were rarely doing this. In addition, some schools (21.0%) never gave such rewards to motivate workers.

Pearson's correlations were then carried out to establish the effects of pay adequacy, opportunities for career growth/ promotion and extra pay for high performance on organizational commitment of non teaching staff in public secondary schools in Bungoma County. The results are summarized in Table 3.

Correlations on effects of pay adequacy, opportunities for career growth/ promotion and extra pay for high performance on organizational commitment of non teaching staff in public secondary schools in Bungoma County, Kenya

The results indicate that the amount of money received for work done was not significant ($P > 0.05$) in influencing organizational commitment of non teaching staff in secondary schools in Bungoma County (Table 4). However, getting extra pay for high performance and

having opportunities for promotion significantly ($p < 0.05$) and highly significantly ($p < 0.01$), influenced organizational commitment of the workers respectively. For instance, being paid for extra performance made workers to never feel like being absent from school. Similarly, availability of opportunities for promotion made workers never to feel like being absent from school. The above results support those of Sinclair, *et al.* (2005) who explains that pay adequacy has the power to attract retain and motivate individuals towards higher performance. Becker *et al.*, (2011) states that many managers use money to reward or punish workers. This is done through the process of rewarding employees for higher productivity by instilling fear of loss of job (e.g. premature retirement due to poor performance). UNISON (2011) and Gupta (2004) assert that little attention has been paid to the non teaching staff despite the important role they play in supplementing the efforts of the teaching staff in public secondary schools in Kenya. KESENTSA (2012) also asserts that non-teaching staff in public secondary schools are poorly equipped, work more for less pay, have limited opportunities for career growth, and minimal extra pay for high performance.

CONCLUSION.

The following conclusions were made based on the findings:

✓ Pay adequacy, opportunities for career growth/ promotion and extra pay for high performance on organizational commitment indicated that the amount of money received for work done was not very significant in influencing organizational commitment of non teaching staff in secondary schools in Bungoma County.

RECOMMENDATION

In view of the above findings, the following recommendations were suggested by the researcher:

✓ The schools should ensure that non-teaching staff are paid adequate pay as money remains the most significant motivational strategy; pay is an important factor in motivating the industrial workers to achieve greater employee commitment. However, A study should be conducted to establish the effect of fringe benefits on employee performance in public secondary schools

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