THE MODERATING EFFECT OF REMUNERATION ON THE RELATIONSHIP BETWEEN WORK-LIFE POLICIES AND EMPLOYEE WORK OUTCOMES AMONG LECTURERS IN KENYA

Alexander Katuta Kyule ✉

Open University of Tanzania, Faculty of Business Management, Tanzania

katutalex@yahoo.com

Tumaini Katunzi

Open University of Tanzania, Faculty of Business Management, Tanzania

Robert Arasa

Catholic University of East Africa, School of Management and Commerce, Kenya

Abstract

This study examines the moderating effect of remuneration on the relationship between Work life policies and employee work outcomes among lecturers in public universities in Kenya. The target population comprised of 6299 full time lecturers, where a sample of 391 lecturers was chosen using multi-stage sampling. The Correlational survey design was used. Primary data was collected using 5 scale Likert questionnaire. Data was subject to descriptive and inferential statistics where correlation analysis and linear regression were used. Analysis of Variance was used to determine the suitability of the models used. The study found that work-life policies are available in the public universities and they enhanced positive attitudes towards work. However, the availability of the work life policies did not automatically lead to improved performance. Lecturers did not also consider their compensation as adequate and they took additional work when they had time off work to supplement their income. Remuneration was also found to have a moderating effect on the relationship between HR policies and Employee work outcomes. The researcher recommends that the lecturer's pay to constitute of performance based incentives.

Keywords: Remuneration, Work Life Policies, Work Outcomes, Performance, Kenya

INTRODUCTION

With the increased competition among organizations, employees tend to be overworked as they spend more time than ever at their jobs (White, Hill, McGovern, Mills, & Smeaton, 2003). Overworking leads to work-home conflict, which is characterized by pressures from work and family domains which are not mutually compatible? This conflict leads to burnout and reduced levels of performance (Lingard, & Francis, 2005). Failure to create a balance between work and home affects one's identity, well-being and quality of functioning (Cinamon & Rich, 2010). This has led to many HR practitioners now valuing the idea of introducing work-life policies that aim at enabling employees realizes this balance. These are expected to improve an employee's wellbeing and improve organizational work performance (Jennings & McDougald, 2004).

Work Life Policies are family-friendly policies that seek to enhance the balance between time at work and social life, for example flexible work systems and the enhancement of friendly work norms (Major & Germano, 2006). Lecturers in Universities in Kenya are no exception in this elusive balance, especially after the liberalization of the education sector in Kenya. This has led to a large student enrollment (Odinga, 2010), and the mushrooming of numerous institutions of higher education, both private and public, with inherent competition for staff. This turn of events has led to a shortage of qualified personnel (Gudo, 2012), which in turn provides the lecturers with an opportunity to seek more part time engagements to supplement their perceived low income.

Public University lecturers in Kenya are provided with Work life policies seek to provide them with enough time for work and social lives. Such policies facilitate flexibility in times of reporting and leaving work. Inclusive, are a variety of leave options, balanced teaching load which is pegged to only nine hours per week, and manageable student consultation hours (Moi University, 2006, UON staff handbook, 2006), an academic calendar of two semesters is also provided (six months) with an optional third semester, which they could choose to take an annual leave then or take extra load as internal part timers (Kenyatta University digest, 2012).

Employees engaged in a range of activities during their non-work time. For example, learning to drive, playing sport, and spending time with friends, relaxing, or even doing major life events including a wedding; and spending time with partners, children and other family members (Bradley, Mok, Townsend, & Brown, 2008). However, the achievement of the said balance may not be automatic despite the organizational work-life programmes being put in place. This is because some employees may not fully embrace them due to the fear of being viewed as less committed workers (Hewlett, 2007; Thompson, 2008). Demographic characteristics such as gender, age, and parental status have been found to inhibit the balance (Bianchi, Milkie, Sayer, & Robinson, 2000). Others may engage in activities that do not make

them realize the balance like taking up additional jobs when away from work (Meyer, Becker, & Vandeberghe, 2004).

University lecturers are expected to conduct research, publish articles, teach classes, advice students, participate in community work and serve on committees (Odinga, 2010). Despite the provision of Work life policies, work outcomes among lecturers continue to fall below the expected levels (Wesangula, 2014). A research conducted by Bigambo (2004) on the output of University Lecturers in Kenya found out that the performance of lecturers in Kenyan Public Universities was below expectations and set standards. This is so despite the availability of work life policies which are supposed to assist in alleviating difficulties in managing multiple roles, and therefore facilitating employee's quality of life, and performance (Haar & Roche, 2010).

The role of remuneration to employees cannot be overemphasized. The Management Study Guide (2010) noted that remuneration is a method of promoting morale and increasing motivation. Enough or sufficient package implies that the employee will be able to meet their economic obligations. Poor remuneration on the other hand leads to low work commitment, low motivation and even seeking of alternative pay (Herzberg, Mausner, & Snyderman, (2011). Lecturers in Kenyan public Universities and the East African region generally are considered to be poorly paid (Waswa & Katana, 2008; KIPPRA, 2012). A study done by a group of experts appointed by a committee of all vice chancellors of public universities in Kenya in 2011 found that Public universities in Rwanda and Tanzania pay higher salaries to lecturers than those in Kenya and Uganda (Varghese, 2013). The researchers also collected evidence on what is paid by six top universities in Kenya, and concluded that salaries and allowances by public universities are lower than those of other professionals. This has led to Industrial action in the form of Lecturer strikes in public universities in Kenya in 1993, 1997, 2003, 2007, 2012 and 2014 over low wage issues.

Due to the low pay, it is the norm to find faculty staff even crossing borders to provide academic support like teaching, providing medical services in hospitals setting up consultancy firms, all for additional income, in addition to undertaking academic responsibilities at their home institutions (Wesangula, 2014). Similarly, the working schedule for academic staff of most Universities has shifted from 08.00am to 5.00pm Monday to Friday to all the days of the week and all the time. Low pay is therefore likely to inhibit the success of the work life policies as the lecturers go for part time engagements during this "free' time. This is backed by the Role Conflict Theory which hypothesizes that the longer time is spent at work the more the increase in levels of role conflict with home roles (Baryamureeba, 2013).

Work life policies seek to ensure that employees realize a balance in their work and social lives, otherwise known as work life balance. Work-life balance involves effectively managing the juggling act between paid work and all other activities that are important to people such as family community activities, voluntary work, personal development and leisure and recreation (Dundas, 2008). This in turn enhances satisfaction at work and therefore better performance among employees (Broers, 2005). The ability to strike such a balance is perceived to be important among workers globally, and therefore academics in higher education institutions are not an exception (Mohd, Stanton, & Young, 2009). Ervin (2012) asserts that this can be realized through individual employee input, and better managing time. However, organizations still need to play the most critical role by putting in place Work life policies that enhance the realization of this much elusive balance.

It is worth noting that Work life policies have been explored in the context of profit making organizations (English, 2003). They have also been studied within higher education organizations (Johnsrud & Rosser, 2000, Ervin, 2012). Most of the studies have attributed an improvement in performance when the said programmes are effective (Eaton, 2003). However, there is insufficient evidence to support the notion that Work-life policies may not necessarily enhance performance but rather compromise on it. This is especially so where employees consider their remuneration inadequate. Lecturers in Kenyan public universities are poorly paid (Waswa & Katana, 2008) and therefore seek to compensate on their income during the time availed to non-work time. In light of this, this study seeks to assess the link between work life policies and Employee work outcomes among lecturers in Public Universities in Kenya.

Objective of the study and Conceptual Framework

The study sought to determine the moderating effect of Remuneration on the relationship between Work life policies and Employee work outcomes among lecturers of public universities in Kenya.

The key variables in this study were categorized as independent variable (Work Life Policies), moderator (Remuneration) and dependent variable (Employee work outcomes). According to Mugenda (2008) the independent variables predict the amount of variation that occurs in another variable. The dependent variable, on the other hand is influenced or changed by another variable. A moderator variable alters the strength of the relationship between the dependent and Independent variable.

Figure 1: Conceptual Framework
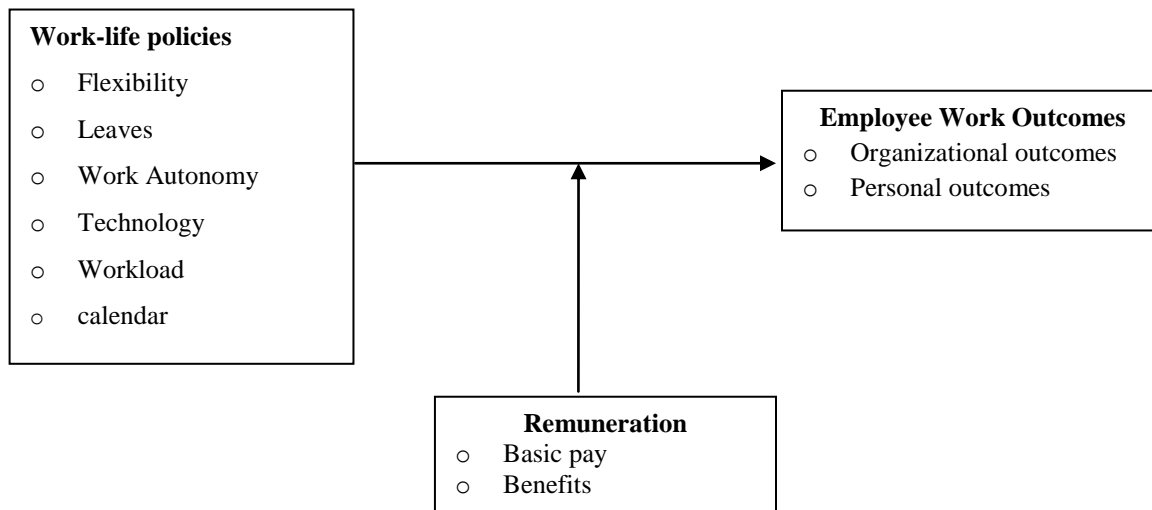
RESEARCH METHODOLOGY

The study was based on the positivist view. The Correlation survey design was used in this study in order to find out the relationships between variables

Research Area and Population

This study was carried out in seven Public universities in Kenya, East Africa. The target population of this study comprised of 6299 full time lecturers drawn from eight (8) since those universities have established Human Resource Policies which are useful in this research.

Sampling Techniques and Sample Size

The study used the multi-stage sampling procedure where a sample of 391 lecturers which constituted of deans and departmental chairpersons (26); and full time faculty (365) was chosen.

Data Collection

Secondary data was obtained from scholarly books, publications in management journals on work life issues, and biographies that touch on the area of study. Primary data on the other hand was collected by the use of the questionnaire in which Likert scales were used. The questionnaires were tested for Reliability and Validity.

Reliability refers to consistency of responses. Cronbach's coefficient alpha was used to determine reliability. Cronbach's alpha measures how well a set of items (or variables) measures a single uni-dimensional latent construct (Raubenheimer, 2004). Values of above 8 were captured. An alpha coefficient higher than 0.75 indicates that the gathered data has a relatively high internal consistency and could be generalized to reflect opinions of all respondents in the target population (Mandrish & Schaffer, 2005).

Validity on the other hand is the ability of the research instruments to measure what the researcher intends to measure (Saunders et al, 2009). In order to check face and content validity, a pilot test was therefore carried out with ten selected respondents who were selected from the target population. The ten respondents did not form part of the final sample size. Expert opinion was also considered. Factor analysis was used to test construct validity.

Data Analysis Approach

Quantitative data was analysed using descriptive and inferential statistics. Qualitative data was analysed using Correlation analysis and multiple regression models. Multiple linear regressions were used to examine the relationship between Work life policies and Employee work outcomes and to test whether remuneration moderates the relationship between Work life policies and Employee work outcome. The moderating effect of the relationships was tested using the following regression equations:

Step 1: Regressing the independent variable on the dependent variable

$EWO = \beta_0 + \beta_1 WLP + \varepsilon$ … (Direct relationship)...equation 1

Step 2: Regressing the independent variables on the dependent variable adding the moderator

$EWO = \beta_0 + \beta_1 WLP + R + \varepsilon$ …..(Moderated Relationship)……………………………..equation 2

Where:

EWO = Employee work outcome

WLP = Work Life Policies

R = Remuneration

β_0, β_1 = coefficients

ϵ = error term

ANALYSIS AND RESULTS

A correlation analysis was carried out between to establish the relationship between Work life policies and the employee work outcomes.

Table 1: Correlation coefficient between the WLP and EWO

		Employee Work Outcomes
Leave	Pearson Correlation	-.052
	Sig. (2-tailed)	.389
	N	276
Flexibility	Pearson Correlation	-.024
	Sig. (2-tailed)	.688
	N	276
Work Autonomy	Pearson Correlation	-.086
	Sig. (2-tailed)	.152
	N	276
Information Technology	Pearson Correlation	-.110
	Sig. (2-tailed)	.069
	N	276
Workload	Pearson Correlation	-.237[**]
	Sig. (2-tailed)	.000
	N	276
Calendar	Pearson Correlation	-.307[**]
	Sig. (2-tailed)	.000
	N	276

According to table 1 it is evident that all the correlation coefficients are negative. This therefore implies that Work life polices do not necessarily enhance employee work outcomes. A regression analysis was also carried out on the same. Results show that Work-life policies explain 45.0% of the variation in Employee work outcomes while other factors outside the model can explain 55.0%. According to Table 2 the model shows that $R^2 = 0.45$.

Table 2.Work Life Policies Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	-.671[a]	.450	.889	.24837	2.137

This is indicative that as much as organizational policies negatively affected employee outcomes, they did so to a lesser extent than other factors which did not constitute part of this study. This means that there are other factors not of interest to this study that also affect employee performance negatively.

In order to determine the moderating effect of Remuneration on relationship between Work life policies and Employee work outcomes, a regression analysis was carried out on the independent variable with the moderator. According to Table 3, Model 1 displays an R^2 = 0.450. This R^2 means that Organisational policies alone explain 45% of the variation in Employee work outcomes. Model 2 shows the results of the regression model after the moderating effect of Remuneration has been removed. Model 2 resulted to an R^2 of 54.5%.

Table 3: Model Summary for Remuneration and Work-life Policies

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	-.671[a]	.450	.889	.24837	2.137
2	.738[b]	.545	.540	.50518	1.925

This implies a significant presence of moderating effect of Remuneration on the relationship between Work-life policies and Employee Work outcomes among lecturers of public universities in Kenya. This explains why despite the presence of work life policies, the lecturers performance was still low contrary to expectations.

CONCLUSION

This study concludes that Employee work outcomes are not necessarily enhanced by the availability of work life policies. This is so since despite the policies being availed to lecturers in order to enhance their attitudes towards improved performance, their work outcomes, both organizational and personal, are still dismal. It was also concluded that Remuneration moderates the relationship between work life Policies and Employee Work Outcome lectures in Public Universities in Kenya.

RECOMMENDATIONS

The researcher recommends HR practitioners introduce support policies to ensure that Work life policies enable employees to have a balance between work and life, and realize positive work outcomes. In addition, HR practitioners should link the work life policies with compensation policies. This will ensure that the policies will realize the intended effect since remuneration was found to moderate the relationship between work life policies and Employee work outcomes.

On remuneration, it is also recommended that the salary structure of lecturers in public universities be improved by including performance based incentives. Lastly, other variables should be studied in order to establish if there are other moderators to work life policies on employee work outcomes. This will help in the adoption of relevant policy decisions.

LIMITATIONS

The study had the limitation that it was specific to public Universities in Kenya, and specifically the Business Schools. This means that the results obtained may not be generalizable to other sectors in Kenya or even other faculties in Public universities that may lack similar characteristics with Business Schools, or even Private universities. Secondly, the choice of a Correlational design was made on the assumption that the relations on the data variables were linear. This meant that it was not possible to determine causal relations in the event they were. Lastly, the area of study in Kenya is under researched and it therefore was difficult to obtain a lot of secondary data from other similar studies in Kenya.

REFERENCES

Baryamureeba, V. (2013, April, 26). Encourage universities to share lecturers. *The Independent.* Retrieved from www.indepemdent.co.ug/column/opinion/7707

Bianchi, S. M., Milkie, M. A., Sayer, L. C., & Robinson, J. P. (2000). Is anyone doing the housework? Trends in the gender division of household labor. *Social forces*, *79*(*1),* 191-228.

Bradley, L, Mok, K, Townsend, K & Brown, K. A (2008). *'What employees do with their extra free time when work-life balance is improved through a change in roster',* Proceedings of the Australian and New Zealand Academy of Management (ANZAM) 22nd Annual Conference, Auckland, New Zealand, 2-5 December, ANZAM.

Broers, C. M. (2005), *Career and Family: The Role of Social Support*. Doctoral Dissertation, SE Queensland, Australia: Griffith University.

Cinamon, R. & Rich, Y. (2010). Work Family Relations: Antecedents and Outcomes. *Journal of Career Assessment, 18,* 59-70.

Dundas, K. (2008, Summer), *Work-Life Balance: There is no "One-Size-Fits-All" Solution. In K. O'Rourke (Ed.), Managing Matters*. New South Wales, U.K.: Southern Cross University, Graduate College of Management, Vol. *3,* pp. 7-8.

Ervin, Shaina M. (2012). "*A Comparative Analysis of Work-Life Balance in Intercollegiate Athletic Graduate Assistants and Supervisors"* Kinesiology Thesis. Paper 4.

Gudo, Caleb O. (2012) *University Expansion in Kenya and Issues of Quality Education: Challenges and Opportunities*. Nairobi. Kenya.

Haar, J. & Roche, M. (2010).Family Supportive Organization Perceptions and Employee Outcomes: The Mediating Effects of Life Satisfaction. *The International Journal of Human Resources Management, 21 (7),* 999-1014.

Herzberg, F., Mausner, B., & Snyderman, B. B. (2011). *The motivation to work* (Vol. 1). Transaction Publishers.

Hewlett, S. A. (2007), *Off-Ramps and On-Ramps: Keeping Talented Women on the Road to Success.* Boston, MA: Harvard Business School Press.

Jennings, J. & McDougald, M. (2007).Work-Family Interface Experiences and Coping Strategies: Implications for Entrepreneurship Research and Practice. *Academy of Management Review, 32 (3),* 747-760.

Johnsrud, L. K., Heck, R. H., & Rosser, V. J. (2000). Morale matters: Midlevel Administrators and Their Intent to Leave. *Journal of Higher Education, 71,* 34-59. *Journal of International Academic Research, (2012), Vol.12, No.1.* 30 April 2012 An Empirical Analysis of Factors Affecting Work Life Balance among University Teachers: the case of Pakistan 16

Kenya Institute for Public Policy Research and Analysis (2013). KIPPRA. *Policy Paper* No. 5

Lingard, H., & Francis, V. (2005). Does work–family conflict mediate the relationship between job schedule demands and burnout in male construction professionals and managers? *Construction Management and Economics*, *23*(7), 733-745.

Major, D. A., & Germano, L. M. (2006). The changing nature of work and its impact on the work-home interface. *Work-life balance: A psychological perspective,* 13-38.

Meyer, J., Becker, T. & Vandeberghe, C.(2004). Employee Commitment and Motivation: A Conceptual Analysis and Integrative Model. *Journal of Applied Psychology, 89 (6),* 991-1007.

Mohd Noor, K., Stanton, P. & Young, S. (2009), *Work-Life Balance and Job Satisfaction: A Study Among Academics in Malaysian Higher Education Institutions*, Paper Presented at the *14th Asia Pacific Management Conference*, Surabaya, Indonesia.

Mugenda, O. M., & Mugenda, A. G. (2008). Research methodology. *Qualitative and Quantitative Methods.*Nairobi.

Odinga, M. (2010) *staff development programs and job performance of lecturers of Moi University:* (Master's thesis Makerere University, Kampala Uganda).

Moi University, (2006), Human Resource Manual: Moi University Printing Press.

Sekaran, U. (2009). Bougie. *M,"Research Methods for Business: A Skill Building Approach". UK: John Wiley & Sons*.

Raubenheimer, J. (2004). An item selection procedure to maximise scale reliability and validity. *SA Journal of Industrial Psychology*, *30*(4).

Thompson, C. A. (2008). *Barriers to the Implementation and Usage of Work-Life Policies. Harmonizing Work, Family, and Personal Life: FromPolicy to Practice* (pp. 209-234). Cambridge, England: Cambridge University Press.

University of Nairobi Staff handbook (2006) Published by University of Nairobi, Nairobi.

Varghese, N. V. (2013, April). Governance reforms in higher education: A study of selected countries in Africa. *In Policy Forum on governance reforms in higher education in Africa, Nairobi Kenya. Paris: UNESCO.*

Waswa, F., & Katana G. (2008). Academic Staff Perspectives on Operating Beyond Industrial Actions for Sustainable Quality Assurance in Public Universities in Kenya. *Journal of Environment*.

Wesangula, D. (2014, June 8). 'Only half university graduates in Kenya are ready for Job market'. *Standard Digital.* Retrieved from www.standardmedia.co.ke/ lifestyle/article/2000123982.