

**EFFECTS OF SELECTED HUMAN RESOURCE PRACTICES ON
EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES IN
KENYA**

(A Survey of Public Universities in Mt. Kenya Region)

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR THE DEGREE OF
MASTER OF BUSINESS ADMINISTRATION OF
KENYA METHODIST UNIVERSITY.**

JULY, 2021

DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented for a degree or any other award in any other university.

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DEDICATION

This piece of academic work is dedicated to my late fiancé Gideon T. Ruciaka and our daughter Meyer Claire Makena my greatest source of inspiration.

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I wish to offer special thanks to my supervisors; Dr. Clement Nkaabu and Mr. Abel Moguche for the support provided during the entire period of thesis writing. I am sincerely indebted to the research respondents from the six universities without whom the study would not have been possible; as well as the data analyst for the technical support in analysing data. I also thank the staff of the School of Business & Economics for the support provided during the writing of this thesis, the library staff for providing me with the required materials and guiding me on the APA referencing style as well as the directorate of postgraduate studies for providing guidance on the overall structure of thesis report. Finally, special thanks to my family, friends and colleagues for providing me with emotional and financial support.

ABSTRACT

Human resource is a crucial asset to organizations. Effective human resource management practices are associated with the increased performance of employees. The study sought to establish the relationship between selected human resource practices and the performance of employees; using a survey of public universities in the Mt. Kenya region. The specific objectives of the study were to determine the effect of the hiring process on employee performance; to establish the effect of training on employee performance; to determine the effect of performance appraisal on employee performance and to establish the effects of compensation on employee performance. The study was guided by Ability-Motivation-Opportunity (AMO) theory and Expectancy Theory of Performance Management. The target population was Office Administration Officers in public universities in Mt. Kenya region. Due to the small population size, the entire population comprising of 201 Office Administration Officers was selected. A closed-ended questionnaire comprising a five-point Likert Scale was used to collect data. The questionnaire was administered online through the use of Qualtrics online survey software. The introduction letter was issued to the respondents informing them of the purpose of the research. A total of 176 responses were generated; which was a response rate of 88%. Descriptive statistics in form of tables, frequencies and percentages were used to present the analysed data. Cronbach alpha was used to assess the instrument reliability, while content validity was assessed through reviews of the items by the supervisors. Data was tested to ensure that it did not violate regression assumptions. The result of the study indicated that hiring ($p < 0.05$), training ($p < 0.05$) and performance appraisal ($p < 0.05$) had a statistically significant effect on employee performance. The compensation practice had no statically significant effect on the employee performance ($p > 0.05$). The research recommends that the management of public universities need to focus on the improvement of each practices through the establishment of relevant policies. There is also need for further research using public universities from other regions, private universities as well as use of additional variables such as satisfaction and motivation. The research also needs to focus on introduction of a moderator variable in order to establish its role on the relationship between HR practices and employee performance.

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ABBREVIATIONS AND ACRONYMS

AMO - Ability, Motivation and Opportunity

AO – Administration Officers

APA - American Psychological Association

CBA – Collective Bargaining Agreement

HRM - Human Resource Management

HRP – Human Resource Practices

KeMU – Kenya Methodist University

NACOSTI - National Commission for Science, Technology and Innovation

SMEs - Small and Medium Enterprises

SPSS: Statistical Package for the Social Sciences

WERS - Workplace Employment Relations Study

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

World over, employee performance has been a concern of every firm whether public or private and thus its importance cannot be overemphasized. Though, traditionally, the importance of performance was viewed as a concern for the private sector only, there has been a notable change to this view over the last couple of decades, where both private and public sectors embrace and value performance alike (Tursunbayeva, 2019).

One of the key objectives of any organization is to optimize its performance, which is believed to translate into better profits and satisfied customers for the profit-making organizations which are either product or service oriented (Sharma & Dhar, 2015). Non-profit organizations also endeavor to enhance employee performance to enable them deliver their mandate. To perform, all these organizations, whether profit or non-profit making, need to develop a strong internal workforce to address various challenges that they frequently face as they strive to improve employee performance.

The importance placed on employee performance and the new strategic role of human resources has changed the way human capital is viewed in many organizations. Due to cost and nature of human capital, in the traditional approach, little attention was paid to it. However, this view has changed due to the realization among researchers and practitioners of its importance at assisting the organizations to achieve competitive advantage (Marina & Giner, 2014). Human capital is seen as a strategic lever that has

economic significance on a firm (Hamel & Prahalad, 2010). According to a publication by the United States Department of Labour (1993), United States firms were advised to take up various HRM performance enhancing initiatives to increase competitiveness in global market. This recommendation was in agreement with the assertion of many researchers and practitioners that organization's performance can be influenced by the way employees or human resources are treated.

Chen and Huag (2009); Collins and Smith (2006) define HRP as the major method by which the entities can convince the staff and structure their behavior and skills to perform tasks focused on the achievement of organization goals. Researchers on this subject suggest that there is a set of identifiable set of practices which are clustered in various categories and include Best practices, High Performance, Progressive Practices, High Commitment and High Involvement HR practices (Pfeffer, 1994).

Mayes et al. (2017) asserts that it is possible to influence employees' performance by use of human resource practices. In their study carried out in the Peoples Republic of China on the effects of HRPs on perceived organizational support, it was found out that certain HRPs predicted perceived organizational support. These practices included hiring, training and compensation practices. Further, they noted that perceived organizational support had a positive influence on workers' satisfaction. This assertion was in congruence with other studies carried out outside China, especially in the Western countries.

There exists adequate empirical literature to support the belief that HRPs which include, equitable hiring, sufficient employee training, compensation based on performance and

performance appraisal, could reduce the adverse effects of organizational politics; which would otherwise be fuelled by feelings of unfair treatment and negative perceptions among employees. This could have an overall impact on both employee and organizational performance (Mayes et al., 2017).

In Africa, many public and private organizations have recognized the importance of HRPs in improving both the employee and performance of organization. The human resource practices are affected by culture and social values; thus the practices should be customized to meet the prevailing conditions (Erasmus, 2018). The indigenous knowledge plays the critical role in the development of human resource practices in Africa. Specifically, while the African countries use the Western practices in human resource management, the indigenous knowledge and cultural and social values are entrenched in organizations (Uzo & Kinoti, 2018). For instance, many organizations recognize the importance of respecting older employees, just like the society respects the elderly. However, the incorporation of the indigenous values has been criticized by many scholars because it ignores the importance of evidence-based methods of management. The poor human resource management can be attributed to the overreliance of indigenous practices; which cause the ignorance or limited application of scientific principles (Boxall, 2015).

A review by Uzo and Kinoti (2018) indicated that the managers in Africa are forced to cope with the community demands and expectations which sometimes lead to the ineffective and inefficient management practices. For the human resource practices to be

successful there should be a blend of the indigenous practices with the scientific principles.

There are various types of HRPs that are used in Africa; hiring, training, performance appraisal and compensation. Good hiring practices leads to the recruitment of employees with the suitable skills, motivation, culture and personality, hence increasing their job performance. Similarly, training leads to the increased employee performance because it equips the staff with the skills, knowledge and abilities that enable them to perform optimally (Atan et al., 2015). Performance appraisal enables the identification of the staff weakness and strengths; hence enabling the management to identify the opportunities for improving employee performance. Compensation practice leads to improvement in staff performance because the financial and non-financial incentives directly lead to the motivation, which results in increased performance (Akhter et al., 2013). Several studies indicate that many organizations practice these approaches. For example, a survey among firms in Ghana and Nigeria, by (Arthur et al., 2005) established that most of the firms practiced these four HRPs. Another study by Wood and Bischoff (2020) indicated that the four practices are heavily relied on together with the traditional management practices. Therefore, the study tested these four HRPs (hiring, training, performance appraisal and compensation) in the Kenyan context.

1.1.1 Public Universities in Kenya

Kenyan Public Universities fall under the umbrella of Ministry of Education, State Department of Universities Education and Research; formerly known as Ministry of Higher Education. Public universities are semi-autonomous in their operations though

they draw their funding from the government exchequer. This sector remains one of the core sectors that steer the country's economy and forms the social pillar in the Kenya Vision 2030.

According to a report published by World Bank, the growth and development of any economy is grounded on its education system, hence investing in it would imply economic growth, increased productivity, national and social development and reduction in social inequality (World Bank, 2018). The important role of higher education in creation of high level human capital cannot be overemphasized (Edundayo & Ajayi, 2009). To achieve this, Universities being service organizations need to formulate policies and adopt appropriate practices that drive employee performance.

Due to the important role played by public universities in Kenya in economic growth through creation of high level human capital, the semi-autonomous nature in their operations and the fact that they are domiciled in the public service industry has motivated the researcher to study the issue based on Kenyan public universities context.

This research, therefore, investigated the effect of selected HR practices based on the AMO (Ability, Motivation & Opportunity) theory advanced by (Arthur 1994; Huselid 1995; Pfeffer 1994) on Employee performance. These specific practices which are hiring, training, performance appraisal and compensation were adopted from a study by (Mayes et al., 2017) on "The Effects of HRP's on perceived organizational support in the People's Republic of China"

1.2 Statement of the Problem

Human resource is one of the most critical assets in a firm; therefore, organizations are investing in the enhancing competitiveness of this asset. Unlike the traditional approach that assessed the performance of the firm financially, modern techniques also assess the performance based on human resource practices and employee performance (Singh et al., 2015; Chashmi & Fadaee, 2016).

The majority of the researches on the role of HRPs on employee performance are conducted in firms outside Africa. Therefore, a study in the African context will fill the research gap, on how HRPs affect employee performance. Also, most of the studies are conducted in the private sector; hence the influence of the practices on the public sector organization is not well understood (Bernecker et al., 2015). Unlike the private the public sector performance is low because of failure to employ effective HR strategies (Bernecker et al., 2015). This situation is evident in Kenya. Specifically, the Kenyan public sector is characterised by low employee performance, which in turn results in poor institutional performance (Leseiyo & Ngui, 2019). According to Leseiyo and Ngui (2019); Muriu et al. (2017) employee performance in public institutions in Kenya is low due to various factors such as poor remuneration, lack of training, and ineffective compensation and appraisal practices. Therefore, this research sought to determine the effect of selected HRPs on employee performance. Just like the private sector, the public sector should have the procedures and policies for improving organizational performance through human resource departments (Daly, 2016). Limited research has been conducted in the Kenya context. For example, Odendo (2018) researched the

effects of HRPs on the performance of employees in the branding and graphic industry. The researcher established that there is a positive association between HRPs and workers' performance. However, Odendo (2018) researched HR practices in the general organization context such as policies, corporate culture, and supervisory support. Therefore, there is limited research on how each of HRM practices (hiring, training, performance appraisal, and compensation) affects employees' performance in Kenya public universities context.

1.3 Objectives

1.3.1 General Objective

The main objective of this study was to establish the effects of selected HRPs and Employee Performance in public universities in Kenya.

1.3.2 Specific Objectives

- i. To determine the effect of hiring process on Employee Performance in public universities in Kenya.
- ii. To establish the effect of training on Employee Performance in public universities in Kenya.
- iii. To determine the effect of performance appraisal on employee performance in public universities in Kenya.
- iv. To establish the effect of compensation on employee performance in public universities in Kenya.

1.4 Hypothesis

Ho₁: There is no statistically significant effect of hiring process on Employee Performance in public universities in Kenya.

Ho₂: There is no statistically significant effect of training on Employee Performance in public universities in Kenya.

Ho₃: There is no statistically significant effect of performance appraisal on employee performance in public universities in Kenya.

Ho₄: There is no statistically significant effect of compensation on employee performance in public universities in Kenya.

1.5 Justification of the Study

The study will assist various stakeholders in the higher education sector to formulate appropriate HR policies. Further, the results of the effect of HR practices and Employee performance will enable public universities employ the right HRM practices, whether as bundles or as a single independent practice to get the highest positive effect on employee performance to achieve corporate goals. The understanding of the association between specific HR practices and workers' performance outcomes could also be helpful to the executives in the development of HR practices geared towards achievement of staff performance.

1.6 Limitation of Study

The study was limited to chartered public universities, which excluded private universities and all University Colleges in Mt. Kenya region. Therefore, generalization

to private universities and colleges would be challenging. The study was limited to the selected HR practice namely hiring, training, performance appraisal and compensation used in a study by (Mayes et al., 2017) and supported by the Ability-Motivation-Opportunity theory; thus parameters from other models were excluded.

1.7 Delimitation of the Study

The research covered public universities only because they may have different human resource practices; when compared to private universities. The study used Ability-Motivation-Opportunity theory which had been applied in multiple HRM studies.

1.8 Significance of the study

1.8.1 Institutions

The study results provide crucial knowledge on the effect of selected HR practices on the staff performance. The findings will guide the universities in designing the appropriate Human Resource practices such as training modules and motivation initiatives and packages aimed at increasing the workers' productivity.

1.8.2 Academia

The study findings contribute to the existing knowledge on the impact of selected HR practices on the employee performance. The knowledge assists future researchers to identify research gaps that they will use to establish problem statement and objectives.

1.9 Scope

The study population comprised of public universities operating in Mt. Kenya region which were sampled accordingly to achieve a representative sample size. The Universities constituted of chartered public universities, excluding University Colleges, Campuses and Centres.

1.10 Assumptions

The study was based on the assumption that all the data collected from various respondents in the study was factual and credible, thus, the research findings were generalizable. Further, the researcher assumed that the data collection instrument provided the desired results and that the design adopted was appropriate. It was also assumed that the practices advanced by Ability-Motivation-Opportunity theory and adopted in this study were a fair and general representation of commonly used HR practices. Lastly, the researcher assumed that the research results are generalizable to all public universities in Kenya.

1.11 Operational Definition of Terms

Human Resource Management (HRM): The process of managing employees through various actions such as recruiting, compensation, and assigning duties (Cook et al., 2016).

Hiring: The process of identifying, selecting and recruiting the new workers (Cook et al., 2016).

Training: A process of enhancing the employee knowledge, skills, abilities and efficiently to enable them to increase their performance in specific task or tasks (Barbazette, 2006).

Performance appraisal: Analysing the employee performance against the set goals, or achievement targets (Boxall, 2015)

Compensation: Monetary or non-monetary exchange to the employees in exchange to the services provided to the organization (Boxall, 2015).

Employee performance: How staff achieve set organizational goals, fulfil duties and responsibilities and comply with the policies and procedures (Barbazette, 2006).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter is sub-divided into two parts namely Theoretical and Empirical Literature Review respectively. The first sub-section examines two theories which are: Ability-Motivation-Opportunity (AMO) Theory and Expectancy Theory of Performance Management. The second sub-section covers Empirical Literature which constitute of studies on the relationship between selected HRPs and Employee Performance. In this chapter, the study is further conceptualized through use of a conceptual framework showing the interaction of the Independent Variable and the Dependent Variable in the study.

2.2 Theoretical Literature Review

The study was guided by AMO theory and Expectancy Theory of Performance Management.

2.2.1 Ability-Motivation-Opportunity (AMO) Theory

AMO theory was first proposed by Bailey in 1993 (Garcia & Tomas, 2016). He urges that to encourage employees to use their discretion at work, the following three components are vital: essential skills, suitable motivation and opportunity that employees are given in order to participate. The theory argues that a set of bundles of interconnected HRPs will enhance employee performance. Bailey sees the bundle of three components that form the Ability-Motivation-Opportunity framework as best

serving the interests and goals of any organization. Further, he adds that these components are the ones that build the employee's character and contribute to the success of the firm they work for as cited in (Ujma & Ingram, 2019).

This theory has been widely accepted in HRM literature as evidenced by its use in explaining the relationship between HRPs and performance of either individual staff or the organization in general. This assertion is well supported by the various studies in HRM field where behavioural theories have been applied. In majority of literature, authors have adopted and applied the Ability-Motivation-Opportunity theory to support their argument why human resource practices affect various employee outcomes. These authors include Guest (2011); Ehrnrooth and Bjoorkman (2012); Hutchunson (2013); Gould-Wiliams et al. (2014) as they tried to explain the HRM-Performance relationship.

Further, Marin-Garcia and Tomas (2016) carried out a systemic review of Ability-Motivation-Opportunity model in their study titled "Deconstructing the AMO framework: A systemic review." In their study, they found out that Ability-Motivation-Opportunity model provides an exceptional and well-thought-out structure that provides a better understanding of HRM-Performance relationship. They further noted that the effectiveness of the model's proposal was way beyond doubt as a skilled and well-trained and employee achieve better results, while a motivated staff will be ready to take up extra duties and responsibilities. Additionally, they underscored the role of work environment in providing adequate opportunities for the employee. This in turn ensures that the first two components, that is, Ability and Motivation produce good results. This is also echoed by Gould-Wiliams et al. (2014) who concur with this assertion that

performance is enhanced when abilities and skills are improved; employees are motivated to a level where they can exert discretionary efforts and further given opportunities to use their skills, knowledge, abilities and attributes at their work place.

Despite its wide acceptance and use, the theory has been criticized by some authors as they consider Ability-Motivation-Opportunity framework and its influence on performance complex. They argue that it does not only depend on existence of the practices, but also the employee's instinctive perception of these practices (Ehrnrooth & Bjoorkman, 2012). Other critics of this theory assert that Ability-Motivation-Opportunity theory may not be a perfect fit for all situations. This is because the HRPs could also be influenced by other factors like beliefs, individual likes, and employee prevailing circumstances which could influence implementation of the HRPs and consequently affect their results (Guest, 2011).

The theory thus supports this study of the effects of selected HRPs on performance of employees as it argues that some specific bundles of HRPs (Ability enhancing; Motivation enhancing and Opportunity enhancing) practices have an effect on employee performance.

2.2.2 Expectancy Theory of Performance Management

The model was proposed by Victor Vroom in 1964 (Lee, 2018). In this theory, he argues that individuals or employees are inclined to behave in a specific way as they are motivated by the beneficial consequences of their behaviour. He explains that expectancy is the motivation which encourages individuals to choose to behave in a specific way over the other. He further explains that this theory is anchored on three key

pillars namely: Expectancy, Instrumentality or Reward and Valance as cited in (Baakeel, 2018).

He looks at expectancy as based on personal belief that exhibition of certain behaviour will definitely assist a person in anticipated performance goals. This expectancy thus guides the individual in identifying the skills and training required to effectively perform a given task. He argues that if the goal is set way beyond the individual's ability and skills, then, there arises a corresponding decline in motivation.

Instrumentality is linked to the process of rewarding individuals for desired performance behaviours and outcomes. This makes individuals more motivated towards performance outcomes with greater rewards. He concludes that when rewards for various performance outcomes are the same, individual's motivation to perform variety of tasks decline.

Vroom defines valence as the significance of reward to individuals as they exhibit desired performance outcomes. He argues that different individuals will evaluate rewards based on their motivation sources, goals, values and personal needs; thus, they tend to assign the greatest importance to the variable with the greatest motivational force to them (Freeman, 2019).

The theory has been applied in almost all organizations and basically in all aspects of employment relationships. However, it is mainly used in employee performance monitoring, analyzing outcomes of training against the expected organizational performance outcomes, as well as other processes which include but not limited to

targeted recruitment and selection of employees. The theory is also used to identify employees' motivators and also interpret specific behaviours (Lee, 2018; Nsofor, 2009).

Nsofor (2009) studied the influence of Expectancy Theory on employees' performance in Lagos State and found out that the theory has a role to play as an employee motivator tool. However, he cautions managers and advises them to be alert when applying the Expectancy theory of performance management since motivators differ from one employee to another. To succeed, therefore, they should endeavour to understand what motivates each of the employees and provide it in order to create a positive influence. This includes both physical rewards and building of positive character.

Porter and Lawler (1968) used Victor Vroom's Expectancy theory as a foundation to develop their expectancy model. During the development of their expectancy theory, they argued that the Vroom's model was deceptive due to its simple nature; hence they introduced additional parameters. They discredited it as deceptive as employee's productivity is linked to motivation initiatives. However, this assertion is only possible if employee links the reward to personal specific need (Graen, 1969).

The Expectancy theory was criticized by various authors like Graen (1969); Porter and Lawler (1968); Lawler and Porter (1967); and Lawler (1971) for its simplistic nature. The criticism prompted some of the critics like Lawler (1971) to start adjusting Vroom's model basing it on the following four arguments: employees tend to choose the outcomes with the greatest personal benefits whenever they are presented with a variety of outcomes; they will always have preferences; every individual has the belief that their efforts will produce the desired outcomes; any individual behaviour generates desired

outcomes; thus individuals actions are triggered by their preferred outcomes and expectations. Vroom himself was in agreement with some of the criticisms advanced by other authors stating that the theory should be expanded to incorporate findings and recommendations of other studies (Smith & Hitt, 2006; Smith, 2006).

This theory is relevant to this study as it helps managers understand what individuals in an organization want, value and expect from the organization and thus they are able to provide them in order to reap maximum benefits in terms of employee outcomes. The theory is also applicable because it explains how some work-system elements such as extensive training, fair performance appraisal or job rotation practices can cause the individuals in an organization to behave in a desired manner. Specifically, they lead to motivation of employees; hence they focus their efforts towards improving their performance for benefit of entire organization.

2.3 Empirical Literature Review

Researchers on this subject suggest that there is a set of identifiable set of HR practices which are clustered in various categories namely hiring, training, performance appraisal and compensation practices. This section reviews the literature of selected HRPs and employee performance.

2.3.1 Hiring and Employee Performance

The hiring process is the function of human resource department. It is a process that involves “reviewing the applications, selection of the right candidates for interview, testing the applicants, performing the pre-employment tests and choosing the most

qualified candidate for the job” (Wayne & Martocchio, 2016). Hiring is an essential process in an organization because it brings new talents that facilitate creativity and growth.

The hiring process involves various other aspects such as job design, job analysis, job description and creation of awareness. Otoo et al. (2018) indicate that the hiring process is the main determinant of a successful organization. The companies that have effective hiring process are likely to have good reputation and financial performance.

Grabara et al. (2016) narrates that there are two critical phases of the hiring process. The first phase is the attraction of the large pool of qualified individuals, while the second one is the ability of the human resource manager to select the right people to hire. The efficacy of recruitment process is determined by the ability of the organization to attract large pool of qualified employees and handling the selection process efficiently and effectively.

During the process of hiring, the organization looks at various elements. There exists extensive literature on the skills and qualities of employees that organizations consider. According to Potter and Ebb (2006), most employers consider work experience, interpersonal and communication skills. Bolander and Sandberg (2013) agree with this assertion, however, they further explain that communication skills is the most important skill that the organization should consider. This is because an individual with good communication skills is able to prevent and solve conflict, become a good leader, have good relationship with team members and easily trained on other critical skills such as problem solving.

Many organizations firms are affected by the recruitment practices. The organizations strive to get the most qualified candidates. Traditionally, organizations were striving to hire the individuals with best qualifications with little consideration to personal attributes. However, modern hiring practices rely on the personal attributes when making the hiring decisions (Collins & Smith, 2006). The emphasis placed in today's hiring practices is due to the realization of the critical role it plays in the performance of the employees. The available evidence indicates that the hiring process positively impacts the workers' performance.

A survey among Kenyan life insurance companies by Janet (2019) indicated that hiring practices led to positive improvement in employee performance. Specifically, the researcher established that selection, induction and interview process led to enhancement in employee performance. Similar results were obtained by Ramki (2015) in a study among Kenya International schools. The researcher established that there a positive relationship between the hiring and recruitment process used in the international schools and the performance of employees. Such were also the results of Potter and Ebb (2006) who established that there is a positive association between the hiring strategies and the staff performance.

Effective hiring process ensures that the employees are motivated towards ensuring that the organization meets the goals and mission values (Prieto & Santana, 2014). This assertion is reflected by a study among 436 manufacturing firms in Japan by (Gamage, 2014). The researcher established that the use of effective recruitment process leads to identification of the candidates who matches the job description, which leads to

increased motivation to perform the assigned roles. Some organizations have established unique ways of carrying out hiring. These methods significantly deviate from the traditional methods of hiring. For example, a research by Kollitz et al. (2019) indicated that some firms prefer hiring among the family members. While this practice has been criticized by many researchers, it has various advantages. For instance, it leads to long-term stability, shared values and intergenerational continuity. Some of the firms that have successfully employed these practices include Toyota and Samsung.

The use of technology has improved the process of hiring. For example, a research by Nikolaou (2021) indicated that most firms are using technology to attract a large pool of qualified candidates. With the large number of candidates, the HR is able to select candidates who are best talented for a particular job; thus leading to improved performance. The analyzed information indicates that the hiring process is associated with improved employee performance.

Hiring in the public sector in Kenya has been criticized due to inefficiencies, corruption, tribalism and nepotism (Ombanda, 2018). These issues lead to low employee and organizational performance. A study conducted in public universities context, would indicate whether the hiring process used in these institutions affects workers' performance.

2.3.2 Training and Employee Performance

Salah (2016) defines training as the process of acquiring a skill for a certain job or knowledge in a particular area to support a certain occupation or task. Therefore,

training needs are triggered by job or organizational demands. Other scholars like Gill (2012) and Otoo et al. (2018) describe training as a step by step approach of changing the behavior of the trainee with organizational goals in mind. Singh and Mohanty (2012) define training as initiatives to improve employee's skills, knowledge and competencies which affect both the employee and organizational performance.

Training is said to have great effect on organizational efficiency as it prepares employees with the right combination of skills, information and competencies to enable them discharge their duties and responsibilities (Cole, 2002). Training can bring about positive work attitudes on employees if it is perceived by the employees as geared towards addressing their developmental needs. Training is, therefore, not a benefit to the employees alone, but also to the organization as it forms an investment that has immense returns to the organization both in the short term and long term (Salah, 2016).

Organizations have adopted various training practices to fit the needs a particular set of employees. These include Induction training - which targets newly employed persons in an organization; mentorship or coaching to help employee fit-in the job or for future job role; improve on a technical aspect of their job (for instance, when responding to a new technological development in their job), improve skills or prepare for future job roles, among others.

For training programs to be effective, they have to be undertaken in a systematic way. This means that training is addressing a need or gap identified during training needs assessment. Training needs assessments means the skills and competencies required to

undertake a certain job vis-à-vis the skills and competencies of the employees. The skills and competency gap determines the best approach to address it (Barbazette, 2006).

Despite the great importance placed on training, training methods used in any organization for a particular set of employees have an impact on employee performance. Some of the commonly used training practices include On-the-job training, Off-the-job training, orientation and induction, promotional and advancement training, refresher training and Technical Training (Wayne & Martocchio, 2016).

The organization growth is affected by a number of dynamic factors. Therefore, the training of staff is critical to cope with the changes in environment such as new technologies and legislations (Barbazette, 2006). This argument indicates that there is a notable difference in firms that train their staff and the ones that do not. Existing literature indicates the existence of a relationship between training and development and staff performance.

In a study to establish the relationship between training and employee performance, Afroz (2018) used a sample of 14 banks located in Bangladesh. She established that employee training increased their skills, which lead to efficiency and effectiveness in the performance of the assigned tasks. A Study by Atan et al. (2015) in which they sought to establish the relationship between training and performance of SMEs in Malaysia established that there was a relationship between the training and job performance by the employees. Using integrated research model Diamantidis and Chatzoglou (2014) established that the employment training initiatives lead to the long-term training, self-efficacy and post-job training performance.

The training practices also results in solving other HR-related problems that the firms face. A study in NHIF office in Machakos, Kenya established that the training practices led to the improvement in employees' performance, despite the existence of various HR-related issues such as poor motivation, lack of team spirit, poor compensation, and poor working condition (Mohamud, 2014).

Training is an important way of dealing with skill deficit, and way of improving the employee performance. Mohammed (2016) states that bridging the gaps in performance is one the most significant challenges that the organization face. However, the firms can use training to bridge this gap. Specifically, training enables the identification of skill deficit and implementation of the targeted training programs that equips the employees with specific skills. In a comparative analysis of before and post-training in Bank of Indonesia, Patt and Rumokoy (2016) established various aspects of employee performance such as team work, cooperation, communication, planning and organization significantly improved after training.

In a study by Salah (2016) investigated "the association between training and development and employees' performance and productivity in selected Jordanian Private Sector transportation firms. The study revealed that "training and development were positively correlated and indicated that there exists a significant relationship of these practices and staff performance and productivity." This research sought to establish whether training had influence on the performance of public university employees in the Kenyan context.

2.3.3 Performance Appraisal and Employee Performance

World over, performance appraisal practices have been used to determine employee pay, recognize workers, identify strengths and weakness, design counter measures to improve on the weaknesses identified, inform salary-based decisions as well as evaluate performance (Brown et al., 2018). Performance appraisal provides a platform for subordinates to air their views and concerns relating to their job and issues affecting their job performance (Dangol, 2020). These very important roles played by performance appraisal and its impact on the employees, underscores the need for an open and fair process (Cappelli & Conyon, 2017).

According to Mayes et al (2017), the practices surrounding the performance appraisal process include self-assessment where employees have a chance to appraise themselves, peer appraisal which involvements appraisal by employees of equal job ranking, and appraisal by supervisor. The component of appraisal by customer has been incorporated in many appraisal tools due to the high importance placed on the customer. Further, they argue that performance appraisal should aim at identifying employees' strengths as well as bring out their weaknesses, help in recognizing good performers while at the same time, giving an opportunity to work on employee's weaknesses. All these efforts are geared towards employee development hence better performance (Cappelli & Conyon, 2017).

Benson et al. (2020) noted that firms who use performance appraisal practices for conformity and compliance, giving a lot of attention to discipline and punishment may not reap the full benefits of these important human resource management practices. This

is because such management responses will lead to diminishing trust and suspicion. Inadequate use of appraisal results will demoralize employees as they will assume that management lack good faith in the appraisal process (Akinbowale, 2014). Therefore, performance appraisal at all costs, should aim at preserving employees trust, be seen as fair and focusing on the general well-being of the employee which include employee development or reward for positive outcomes (Kampkötter, 2016).

The employee performance appraisal assists in improving the productivity and performance of employees. Appraisal is used in making the promotion decisions and also assessing the shortcomings, strengths and skills (Nor & Abdullah, 2020). Performance appraisal is aimed at ensuring that the employee performs according to the desired levels, and according to the rules and the regulations (Nitika & Arora, 2020). Various researchers have researched the effects of performance appraisal on employee performance. An integrated review of literature by Shaharyar (2014) determined that performance appraisal leads to improved performance.

A study by Moraa and Datche (2019) in which they sought to determine whether the performance appraisal in NHIF head offices led to improved performance determined that there is a positive association between performance review and performance of the staff. A study on the effects of performance appraisal on employee productivity on Kenya universities determined that performance appraisal leads to improved individual productivity, which in turn contributes to the overall organizational performance (Mbiti et al., 2019). A Survey of 166 employees working in industrial companies in Spain established that performance appraisal has a positive impact on employee behaviour

such as innovativeness and problem solving. The positive behaviour leads to enhanced performance (Canet-Giner et al., 2019). However, according to the performance appraisal may not generate the desired improvement in performance because of the bad relationship between the appraised employee and appraiser (Lin & Kellough, 2018). The effective performance appraisal causes improved employee performance when it is perceived positively by the appraised subjects.

2.3.4 Compensation and Employee Performance

Compensation practices are the procedures and policies that organizations use to pay the workers proportionately based on the performance and terms of contract (Sothy, 2019). When the organization provides better compensation practices, the employees will be encouraged to perform their tasks better; thus contributing to the overall improvement in organization performance (Samnani & Singh, 2014)

Organizations use various methods such as job security, promotion, rewards, and salary to increase the employees' performance (Mariani et al., 2019; Hassan & Mahmood, 2016). According to Pradhan and Jena (2016), employee performance is the output of the exchange with the compensation strategies such as rewards offered by the employer. The relationship between compensation practices and workers' performance is a widely researched area.

Existing literature indicates that fair compensation practices leads to the motivation of workers. The motivated workers are likely to perform better than the unmotivated ones.

The employees view compensation as recognition by the organization for their services (Akhter et al., 2013).

A survey among Nigeria banks Onyekwelu et al. (2020) established that compensation practices led to the motivation of workers leading to increased productivity. These results are supported by the empirical research by (Kadir et al., 2019). The researchers interviewed 80 lecturers of XYZ College to test the relationship between the compensation practices used by the university and lecturers' performance. They concluded that the compensation practices were directly associated with lecturers' performance.

Etebu (2016) in an investigation in financial compensation in Nigeria's public sector determined that the compensation practices Commensurate to their efforts led to the improved performance of the workers. The researcher also determined that the reform agendas in the compensation practices led to increased motivation and increased employee performance. Chang and Zhang (2018) established that offering better salaries than the competitors leads to increased performance in the short term. However, in the long run, the compensation practice to outrun the competitors is not beneficial to the company because it will lead to the increased labour costs.

Although most literature indicated that there is a positive relationship between compensation practices and employee performance, others determined that compensation does not necessarily lead to improved performance. A systematic review by Roland and Campbell (2014) established that pay-for-performance may have unintended consequences. For example, the financial-based compensation may lead to

unethical practices such as overestimation of sales, sales contests, and reduced team cohesion (Odole, 2018).

Compensation practices can be financial or non-financial. All the monies received for the performance of the services is regarded as financial compensation. The monetary rewards are the primary motivator for many employees (Muhammad et al., 2012). This argument is empirically tested. A research by Stajkovic and Luthans (2001) among 7,000 workers indicated that the monetary rewards led to more motivation than the performance feedback and social recognition.

Similar findings have been established by multiple researchers in different contexts. For example, Du and Choi (2010) indicate that pay for performance is a strong motivator when compared to other methods such as non-monetary rewards. However, according to Chib et al. (2012), monetary compensation can lead to adverse outcomes such as increase in unethical practices such as over estimating sales to get the bonuses. The increased fear of failure associated with pay for performance can decrease performance. The third problem associated with financial compensation is the development of a sense of self-entitlement which negatively affects performance. Despite the limitations of the compensation initiatives, most of the literature indicates that compensation practices lead to enhanced performance.

Despite the limitations associated with financial compensation, the research used this measure due to the wide literature supporting its applicability at increasing the workers' performance.

2.4 Summary of the Reviewed Literature

The reviewed studies indicate that there is a positive relationship between various HRP and the employee performance; thus, this study tests the relationship between selected HRPs and the performance of employees in the context of Kenyan Universities.

Table 2.1

Summary of review of literature and research gaps

Researcher	Research focus	Findings	Research Gap
Janet (2019)	Effect of hiring practices on employees performance	Effective hiring practices leads to improved employee practices	The research did not focus on other bundles of HR practices.
Mohamud (2014)	Impact of training on the performance of staff	Training is associated with enhanced performance of the staff and reducing various HR issues.	The researcher did not focus in Kenya public universities context.
Moraa and Datche (2019)	Impact of compensation practices on performance of employees	Positive association between performance review and performance of the staff.	Only Addressed performance appraisal.
Kadir et al. (2019)	Relationship between compensation practices and staff performance	Compensation practices is directly associated with lecturers' performance	Study conducted outside the Kenyan context

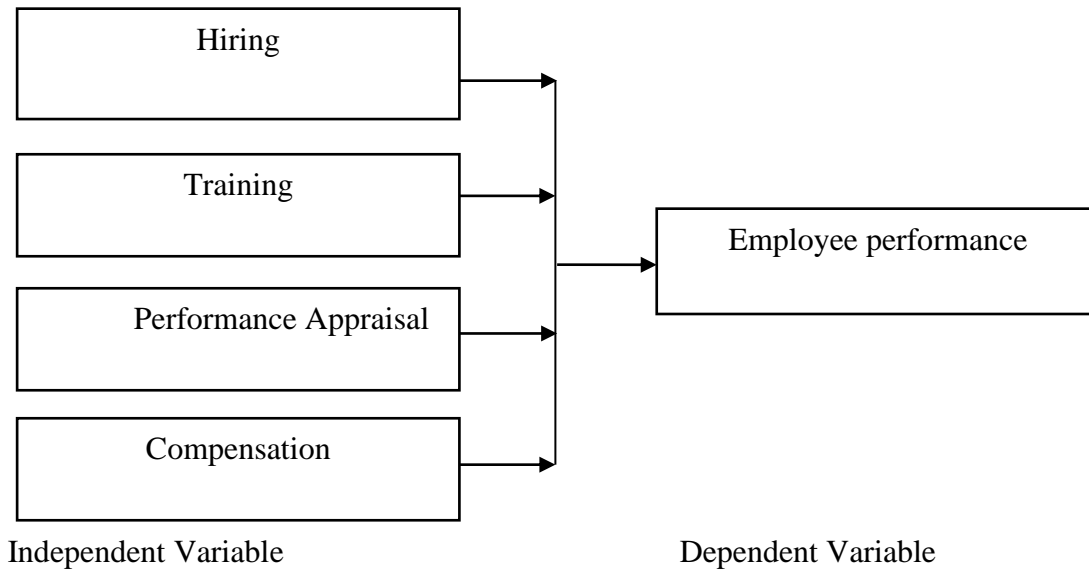
All the reviewed studies focused on the specific HR practices; thus there is a gap on how a bundle of the four practices namely hiring, training, performance appraisal and compensation would affect employee performance in the context of Kenyan Public Universities.

2.5 Conceptual framework

Both the Conceptual and Operational frameworks demonstrate the parameters and measurements of the independent variables and the dependent variable. Employee performance in public universities is the dependent variable and depends on the independent variables namely hiring, training, performance appraisal and compensation practices. The conceptual framework has adopted four key human resource practices which are underpinned by the Ability-Motivation-Opportunity theory proposed by Bailey (1963) and advanced by Arthur (1992).

Figure 2.1

Conceptual Framework



2.4.1 Explanation of Variables

The framework explains the relationship that exists between the dependent variable and the independent variables.

Hiring: It is defined as the process of “reviewing the applications, selection of the right candidates for interview, testing the applicants, performing the pre-employment tests and choosing the most qualified candidate for the job” (Wayne & Martocchio, 2016). When the process of hiring is effectively done, it results in improved employee performance.

Training: Salah (2016) defines training as the process of acquiring a skill for a

certain job or knowledge in a particular area to support a certain occupation or task. Since training aims at improving the employees' abilities, knowledge and competencies, then employees are able to undertake their job task more effectively, efficiently as well as apply new knowledge to be more innovative at work.

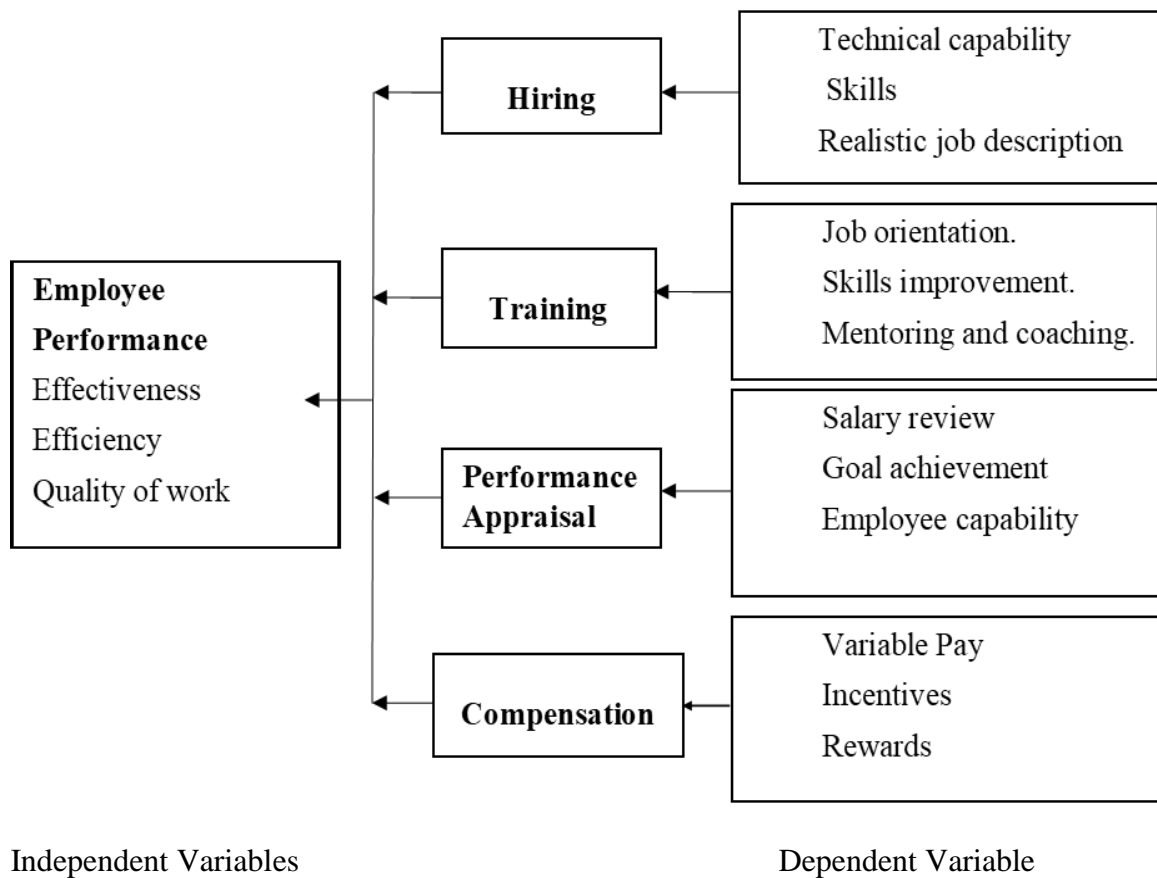
Performance Appraisal: “Performance Appraisal involves the identification, measurement and management of human performance in organisation.” (Gomej-Mejia, 2019). The employee performance appraisal assists in improving the productivity and performance of employees only when it is perceived positively by the appraised subjects. Since performance appraisal is based on pre-determined targets, it is likely than with provision of the necessary resources employees are likely to meet the targets as what gets measured gets done. Performance appraisal identifies high performers for recognition hence it becomes a motivator to performance (Nitika & Arora, 2020).

Compensation: These are practices aimed at “providing monetary value to employees in exchange for work performed in a systematic approach”. (Patnaik & Padhi, 2012). For instance, pay-for-work done approach is likely to increase employee output in an effort to get higher compensation. Therefore, there is a positive link between compensation and employee performance.

Employee Performance: This is the ability of organization to meet its stated goals and objectives within a specified period of time. Employee performance is measured by the efficiency and effectiveness of the employees as they discharge their daily duties. Employee performance is also manifested at organizational level with the measure of how the organization leverages with similar others (Rich, 2014).

Figure 2.2

Operational Framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes methodology that was applied. It discusses in detail the collection, processing and data analysis procedures. Specifically, the topics covered are research design, population of study, sample and sampling techniques, data collection methods, validity and reliability of instruments, data analysis and ethical considerations.

3.2 Research design

A survey using descriptive research design was used. The method involved collection of information at one specific point in time (Wang & Cheng, 2020). The method was thus suitable for this research, because it enabled collection of data relating to Hiring Practices, Training practices, Performance Appraisal, Compensation practices and Performance of Employees without influencing the participants. Also, the method was appropriate because it enabled the collection of data on the effect of exposure variable (Selected HR Practices) on the outcome variable (Employee Performance) as they exist in an organizational context. Another justification for using the research design was its ability to describe various dimensions of research phenomena (Welman et al., 2015). The method was also suitable due to its wide application in the research studies relating to HR practices, thus its reliability was supported by empirical **literature**.

3.3 Target population

The target population were the Office Administration Officers (formerly known as Secretaries) working in public universities in Mt. Kenya region. The justification behind targeting the Office Administration Officers is that they are engaged in daily administrative support duties such as handling internal and external communication, document management, offer administrative support before, during and after meetings, front-office management, data entry and processing, keeping custody of important information of the organization, among other duties that are crucial for smooth operations of universities. Therefore, their output is directly affected by the HR practices.

The Ability, Motivation and Opportunities are determined by the existing HR practices in an organization. The Office Administration Officers are also a direct link between the Leader and the followers/subordinates and vice-versa, hence have first-hand information relating to their departments, including colleagues. Targeting them was also appropriate because they are aware of HR practices that their employers use. Additionally, almost every department of a public University, whether in Academic, Administration or Research, has Administrative Officers who manage their day to day operations. Thus, the researcher was able to obtain data from almost all the organization departments; hence reducing the risk of bias. University Campuses and Centers were excluded because their human resources are controlled from the main campuses, thus employees may not have the adequate knowledge on the HR practices and policies. Also, Campuses

and Centres may only have a skeleton staff who may not necessarily consist of the Office Administration Officers.

To obtain the number of Office Administration Officers from the universities, the researcher requested HR departments of each selected university to provide this information. Table 3.1 shows the chartered public universities operating in Mt. Kenya region and the number of Office Administration Officers in each of the university.

Table 3. 1

Public Universities in Mt. Kenya Region

University	No. of Office Administration Officers
Dedan Kimathi University of Technology	42
Chuka University	37
Kirinyaga University	24
Karatina University	28
Meru University of Science and Technology	31
University of Embu	39
Total	201

Source: Human Resource departments of respective Universities (2021)

3.4 Sample and sampling size

Due to the small population size, all the Office Administration Officers were selected. The use of this approach was suitable because it allowed collection of data from all the participants; hence eliminating the risk of sampling bias (Ponto, 2015). The selection of all the Office Administration Officers was also appropriate because it facilitated capturing of data for all departments because Office Administration Officers work in almost all departments of a University. The method was also suitable because it is recommended by various researchers such as (Erhardt and Dennett, 2019) and (Erba et al., 2017) when the population size is small.

3.5 Data collection instrument

The study relied on primary data. A questionnaire comprising of close-ended questions was used. A questionnaire enabled collection of vast amount of data on all study the variables within a short period (Ponto, 2015). Another advantage of a questionnaire was that it enabled the collection of data without requiring the researcher to be physically present through the use of various methods such as online platform (Rowley, 2014).

Questionnaires were also appropriate in the study because they guaranteed anonymity of the respondents, by not requiring them to meet with the researcher or to indicate their names in the questionnaire. The questionnaire contained six parts; Part One collected demographic data, Part Two to Five collected data on the four Human Resource practices namely Hiring, Training, Performance Appraisal and Compensation while Part six collected data on Employee Performance.

3.6 Data collection procedures

The Researcher sought authority to collect data from each of the 6 (six) selected universities. Upon obtaining the authority, the Researcher approached the respective university Human Resource departments to obtain information on the research participants. Although the number of workers had been identified in the sampling size section, the researcher recognized that the number of workers varies due to turnover or natural attrition; thus clarification was sought from the HR department during the actual data collection. After clarification, the researcher requested the HR department to share the link that contained the e-questionnaire on e-mails requesting the Office Administration Officers to take part in the research. The researcher closed the link to questionnaire after two weeks. The use of online questionnaire was justified because it eliminated the risk of physically interaction with the respondents which is in line with the Ministry of Health Covid-19 protocols.

3.7 Measurement of the Variables

Table 3. 2

Measurement of the variables

Variable	Proxy	Variable type	Measurement indicators / elements	Expected sign
Employee performance	Y	Dependent	Effectiveness Efficiency Quality of work	-
Hiring	X ₁	Independent	Technical capability Skills Realistic job description	Positive
Training	X ₂	Independent	Job Orientation Skills improvements Mentorship & Coaching	Positive
Performance Appraisal	X ₃	Independent	Salary review Achievement Employee Capability	Positive
Compensation	X ₄	Independent	Variable Pay Incentives Rewards	Positive

3.8 Validity of research instrument

Instrument validity is the capability of the scale to measure what is developed to assess. The instrument that is representative of what it is intended to measure is said to have a high content validity (Personal et al., 2017). Content validity was provided by provision

of detailed questions to collect data on all research variables. The research supervisors and other professionals assessed the content validity by evaluating the questions and the measurement scales. Another validity which was assessed is construct validity. This construct validity assesses the generalizability of scale scores (Mochon & Schwartz, 2019). The instrument used for this study has been validated in (Mayes et al., 2017) hence it demonstrated construct validity.

3.9 Pilot Study

A pilot study is small research that is conducted before the actual research to assess research techniques, strategies for collecting sample, data collection instruments, and research protocols in preparation of the actual study (Mcburney & White, 2013). According to Welman et al. (2015), the pilot study should be conducted in population that is different from the actual study to prevent the possibility of bias when using the information obtained from the piloting. Consequently, for the purpose of the pilot study, the researcher used 20 members from a public university located outside the Mt. Kenya region, specifically in Laikipia University which is in the Rift-Valley region. The sample for pilot study was appropriate because it represents 10% of the actual study population as recommended by (Flick, 2015). Some of the issues assessed in the pilot study included sequence of answering questions, instrument reliability and ability of the respondents to understand the questions. The pilot study demonstrated that respondents followed the instructions; hence the technique of collecting data was appropriate.

3.10 Instrument reliability

Reliability is an important consideration because it ensures that the instruments used to collect data yield the same results in repeated studies in similar circumstances. The researcher used Cronbach' Alpha to assess internal consistency of research instrument. The acceptable range of alpha is between 0.70 to 0.95 as described by Tavakol and Dennick (2011). As indicated in table 3.3, the alpha value was 0.866; hence the instrument scale demonstrated a high internal consistency.

Table 3. 3

Reliability statistics

Cronbach's Alpha	N of Items
.866	36

3.11 Data analysis and presentation

Before carrying out data analysis, the data was checked for omissions, errors and consistency. The clean data was entered in SPSS for further analysis. Specifically, SPSS was used to perform frequency analysis for demographic questions, descriptive statistics for survey questions and inferential statistics to test research hypothesis. The results of data analysis were interpreted to answer research questions and make decision of accepting or rejecting research hypothesis.

3.12 Study Location

The study was conducted in public universities in Mt. Kenya region. The location was appropriate because there are numerous public universities in the region, and the ease of accessibility by the Researcher.

3.13 Regression equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where: Y = Employee Performance

β_0 = Constant

$\beta_1 - \beta_4$ = Coefficient of Independent Variables

X_1 = Hiring

X_2 = Training

X_3 = Performance Appraisal

X_4 = Compensation

e = Error term (Residual)

3.14 Ethical consideration

Kenya Methodist University requires all research to be approved; hence the researcher obtained permission from the university before commencing data collection. The research was voluntary; meaning that the respondents were not coerced to participate in

filling-in the questionnaires. For anonymity reasons, the respondents were not required to indicate their names in the questionnaires. The researcher sought informed consent from the respondents and also ensured that the data collected were used for academic purposes only. The research permit was obtained from NACOSTI and authority sought from the respective universities where research was conducted. APA ethical principles for ethical research were complied with to protect the research participants.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

The chapter discusses the results of the study. The results are organized according to the objectives of the study. Specifically, the section contains the socio-demographic information of the respondents, aimed at providing the inherent characteristics of the study population. The section is followed by the section presenting the study findings and an in-depth discussion based on the information presented in the literature review.

4.2 Response rates

A total of 201 questionnaires were distributed through an online platform (Qualtrics survey software). Out of 201 questionnaires, 176 responses were generated; which a response rate of 88 percent is as indicated in table 3.1. The response rate is above the threshold recommended by various researchers for online surveys such as 60% (Fincham, 2008) and 25% (Mol, 2016). The high response rate is attributed to the use of online platforms for collecting data which guaranteed anonymity, and confidentiality; and also compliance with the COVID-19 avoidance of close contact regulations.

Table 4. 1

Response rates

Response	Frequency	Percentage
Responded	176	88%
Did not respond	25	12%
Total	201	100%

4.2 Socio-demographics

The demographic information was collected because it enables determination of whether the study participants are representative of the target population. Information on four demographic variables namely gender, education levels, place of work, and number of years worked at the university were collected. The questions provided background information of the respondents in terms of their gender, education levels, employer and experience.

4.2.1 Gender

The researcher collected data on the participants' gender. The collection of information on gender was important because it enabled determination of whether the research was gender biased or not. The results of the participants' gender are indicated in table 4.2

Table 4. 2

Gender

Gender		Frequency	Percent
Valid	Female	165	93.8
	Male	11	6.3
	Total	176	100.0

From the results, 93.8 percent of the respondents were female, while 11 percent were male. Although this response rate appears to be gender biased, there is a tradition that women perform better than men in office management roles; including performing secretarial duties (Giles et al., 2018). The results indicate that most of the public universities either prefer hiring women for Office Administration Officers' roles; or by default, the career is dominated by women thus majority of the job applicants for this position are women.

4.2.2 Job Tenure at the Institution

The information on the respondents' tenure of service at the respective university is presented in table 4.3. Most of the respondents had worked for the university for 6-11 years, followed by 12-18 years; an indicator that the rate of Office Administration Officers' turnover is low. 25 percent had worked for the duration of 0-5 years, while only 1 (one) representing 0.57 percent had worked for more than 19 years and above. In

addition, all the study institutions are relatively young since being made constituent colleges and later full-fledged universities between 2012 and 2015. From the results, the universities are increasingly employing more employees as indicated for those who have worked 0-5 years.

Table 4. 3

Years worked at the university

	Frequency	Percent
0-5 years	44	25.00%
6-11 years	97	55.11%
12-18 years	34	19.32%
19 years and above	1	0.57%
	176	100%

4.2.3 Education level

The study sought to establish the respondent's level of education. The results are indicated in table 4.4. From the results, most of the respondents had professional qualifications, followed by undergraduate and postgraduate qualifications. Two respondents indicated that they had a higher diploma in secretarial studies and the other two indicated that they had undergraduate diploma in secretarial studies. The data indicate that the public universities prefer hiring the individuals with professional qualifications, followed by the undergraduate level for the position of Office Administration Officer. The low level of office administration officers at undergraduate

and postgraduate level of education is low. This could be attributed to possible transition to other positions in the university. The data on the education level also indicated that the respondents were able to understand the questionnaire questions and provide accurate responses.

Table 4. 4

Education level

	Frequency	Percent
Postgraduate	4	2.27%
Undergraduate	67	38.07%
Professional qualification	101	57.39%
Other	4	2.27%
	176	100%

4.2.4 Institution

The data on the name of the institution where the respondents worked were collected. The collection of this information is crucial because it facilitates the evaluation of whether the study is representative of the entire target population for generalization purposes. The results are displayed in table 4.5.

Table 4. 5

Institution

		Frequency	Percent
Valid	Chuka University	34	19.3
	Dedan Kimathi University of Technology	36	20.5
	Karatina University	24	13.6
	Kirinyaga University	21	11.9
	Meru University of Science & Technology	31	17.6
	University of Embu	30	17.0
	Total	176	100.0

The results indicated that the majority of the respondents worked for Chuka University, followed by Dedan Kimathi University, Meru University of Science & Technology, University of Embu, Karatina University and Kirinyaga University respectively. The results show that the research was not biased because the respondents were distributed evenly according to the university size.

4.2.5 Job Title

The information on the participants' job title was collected. This information was important because it enabled the researcher to determine if it is only the targeted respondents who responded to the study. Most (161) of the respondents indicated that their job title is Office Administration Officers, followed by Secretary (9), Officer Clerk

(5) and Office Administration Executive (1). The individuals with these titles perform office administration roles; hence they were relevant for the study.

Table 4.6

Job Title

	Frequency	Percent
Office Administration Officer	161	91.48%
Secretary	9	5.11%
Office Clerk	5	2.84%
Office Administration Executive	1	0.57%
Total	176	100%

4.3 Hiring

One of the research objectives was to determine the effect of hiring practices on employee performance. The research subjects were asked to indicate the extent to which they agree with various elements of university's hiring practice using a five-point Likert scale; strongly disagree, disagree, neither agree nor disagree, agree, strongly agree. A detailed descriptive of the assessment is indicated in table 4.6

Table 4.7*Mean and standard deviation of hiring*

Hiring practices	N	Sum	Mean	Std. Deviation
The hiring decisions at the University are determined by the candidates' ability to undertake the technical aspect of the job requirements.	176	626	3.56	.936
Hiring decisions at this university are determined by a person's potential to do job.	176	613	3.48	.997
The recruitment panel at the university provides the candidates with the required responses regarding the recruitment process.	176	577	3.28	1.114
The university employs the most qualified candidate.	176	551	3.13	1.106
The recruitment process is carried out in a transparent manner.	176	588	3.34	.912
I am satisfied with the recruitment processes in this university.	176	546	3.10	1.053
Average			3.32	1.02

From the descriptive information, the majority of the respondents agreed that the hiring decisions are determined by the ability of the candidate to perform technical aspects of the job (M=3.56, SD=0.936). However, the respondents could neither agree or disagree

on whether hiring decision are determined by the potential of the person to do the job (M=3.48, SD=0.997) recruitment panel giving the feedback of the recruitment process (M=3.58, SD=1.114), employment of most qualified candidates (M=3.13 SD=1.106), transparency of recruitment process (M=3.34, SD=0.912) and satisfaction with process of recruitment (M=3.10, SD=1.053). The average mean of the responses is 'neither agree or disagree' which implies that the respondents could not agree or disagree with the extent on which the university applies the selected elements of the hiring practice. The uncertainty in the hiring practices can be associated with lack of transparency in the organization (Ombanda, 2018). According to Ombanda (2018), employees in the public sector tend to be dissatisfied with the lack of transparency in the process of hiring.

4.4 Training

A 5-point Likert scale was used to assess the training practices. Specifically, the respondents were asked to indicate the level of agreement with the extent to which the universities practice employee training. The results of the responses are descriptively presented in table 4.7. The results indicate that the respondents could not agree or disagree on the statement that university trains new employees (M=2.74, SD=1.084), employee training is used to improve the technical performance of the staff (M=3.40, SD=0.933) and, training of staff to prepare them for future assignments (M=3.37, SD=1.051). However, the respondents agreed that training is provided when staff are required to perform different jobs (M=3.52, SD=0.958). The training of staff when new job roles are offered is similar to the findings of Diamantidis and Chatzoglou (2014) who indicated that training was essential to reduce decreased productivity of workers

and the university seeks to get the views of the employees regarding their training needs (M=3.55, SD=0.96). The subjects disagreed on the existence of mentorship programmes, whereby a more experienced staff coaches less experienced one (M=2.47, SD=1.322). Lack of mentoring in the organizations in the public sector was also indicated by Mgaiwa and Kapinga (2021) research among the public universities in Tanzania.

Table 4.8

Mean and standard deviation of training process

	N	Mean	Std. Deviation
This University trains new employees to acquaint them with the job.	176	2.74	1.084
Employee training at the university is used to improve staff technical performance.	176	3.40	.933
The University trains employees to prepare them for future assignments.	176	3.37	1.051
Training is provided to equip the university staff with various skills to perform different jobs.	175	3.52	.958
The university has mentorship programmes, whereby a more experienced staff coaches less experienced one.	176	2.47	1.322
The university seeks to get the views of the employees regarding their training needs.	176	3.55	.906
Average		3.175	

4.5 Performance Appraisal

The research subjects were asked to evaluate the level of agreement with the performance appraisal practices in the universities. The analysis indicates that the universities use performance appraisal to capture the employee suggestions (M=3.54, SD=0.931). However, they could neither agree on whether the performance appraisal activities are used as a basis of improving performance (M=3.14, SD=1.097), performance appraisals are used to identify employees' strengths and weaknesses (M=3.37, SD=0.978), performance appraisals are carried out using best practices (M=3.16, SD=0.973, and happiness on the way the performance appraisal is conducted (M=3.16, SD=1.110). The responders disagreed on the statement that performance appraisal results are utilized to recognize well performing employees (M=2.26, SD=1.115). The results indicate that the mean rating on the performance appraisal rating was low; an indicator that the employees could neither agree nor disagree on the appraisal practices. According to Mohammed (2016), neutral views on performance appraisal can be associated with ineffective or unfair performance appraisal practices.

Table 4.9*Mean and standard deviation of performance appraisal*

	N	Mean	Std. Deviation
In this university, performance appraisal results are utilized to recognize well performing employees.	176	2.26	1.155
In this university, performance appraisal activities are used as a basis of improving performance.	175	3.14	1.097
In this university, performance appraisals are used to identify employees' strengths and weaknesses.	175	3.37	.978
In this university, performance appraisals are used to capture the suggestions of employees.	176	3.54	.931
In this university, performance appraisals are carried out using best practices.	176	3.16	.973
I am happy with the way performance appraisal exercises are conducted in this university.	176	2.77	1.110
Average		3.04	

4.5 Compensation

The respondents were asked to assess the level of agreement with various statements about compensation practices in the university. The results indicate that respondents indicated that they neither agreed nor disagreed that the university provides a better competitive advantage than other universities (M=3.41, SD=0.964). Also, they neither

agree nor disagreed that their pay is appropriate pay when considered with workers with similar duties (M=3.10, SD=1.147), .and that the university compensates them for extra responsibilities (M=2.76, SD=1.214). They could also neither agree or disagree that the trade- union represents and negotiates employees' pay and other welfare matters to the University Management (M=3.34, SD=0.745). The respondents agreed that the university compensates them fairly for the work done (M=3.61, SD=0.667), and catering of their affairs by the university (M=3.69, SD=0.585). They strongly disagreed that they enjoy a healthy life-work balance at the university (M=3.34, SD=0.745).

Table 4.10*Means and standard deviation of employee compensation*

	N	Mean	Std. Deviation
This University provides a competitive compensation and benefits package when compared to other institutions of higher learning.	176	3.41	.964
My pay is appropriate when it is compared with that of other workers with similar duties/responsibilities within the University.	176	3.10	1.147
This university compensates me for extra duties and responsibilities	176	2.76	1.214
I feel the University compensates me fairly for the work I do.	176	3.61	.667
I am happy the way this university caters for my health and well-being.	176	3.69	.585
As a staff of this university, I enjoy a healthy work-life balance.	176	1.45	.747
I am satisfied by the way my trade- union represents and negotiates employees' pay and other welfare matters to the University Management.	176	3.34	.745
Average	3.051		

4.5 Employee Performance

The respondents were asked to rate various elements related to their work performance. From the results in table 4.9, they agreed that they agreed to all the elements of their performance. Specifically, they agreed that they always exceed the expectation from the boss (M=3.92, SD=0.663), able to meet the deadlines (M=3.97, SD=0.736), reduce the time need to complete routine tests (M=3.82, SD=0.912) and surpass the objectives (M=3.84, SD=0.998), create meaningful suggestions (M=3.85, SD=1.017), and others. They strongly agreed that they always interact well with my colleagues outside my department and have their trust and respect at work (M=4.56, SD=0.601). The results are consistent with the finding of Muhammad et al. (2012) which indicated that employees always strive to achieve the best performance. Another study by Nikolaou (2021) indicated that the employees are likely to rate their performance positively; hence the data could indicate that they believe that they are performing according to the expectations.

Table 4.11*Means and standard deviation of employee performance*

	N	Mean	Std. Deviation
Efficiency			
The amount of work I complete at a given time always exceeds the expectations of my boss.	176	3.92	.663
I am able to meet deadlines by completing tasks assigned to me on time.	176	3.97	.736
I can reduce the total time needed to complete a routine task.	176	3.82	.912
In performing my work, I always surpass the objectives set by my boss.	176	3.84	.998
Effectiveness			
I can make creative and useful suggestions for the university.	176	3.85	1.017
I always satisfy the customers' needs.	176	4.19	.553
I have never caused my boss or the university any inconveniences due to incomplete tasks, lateness or personal carelessness in discharge of my duties.	176	4.24	.725
Quality of Work			
I have never received any complaints about poor work performance.	176	4.32	.535
My boss is always satisfied with my work performance.	176	4.03	.785
I cooperate with my colleagues, thus earning their respect and support.	176	4.50	.576
I interact well with my colleagues outside my department and have their trust and respect at work.	176	4.56	.601
Average		4.11	

4.7 Diagnostic tests

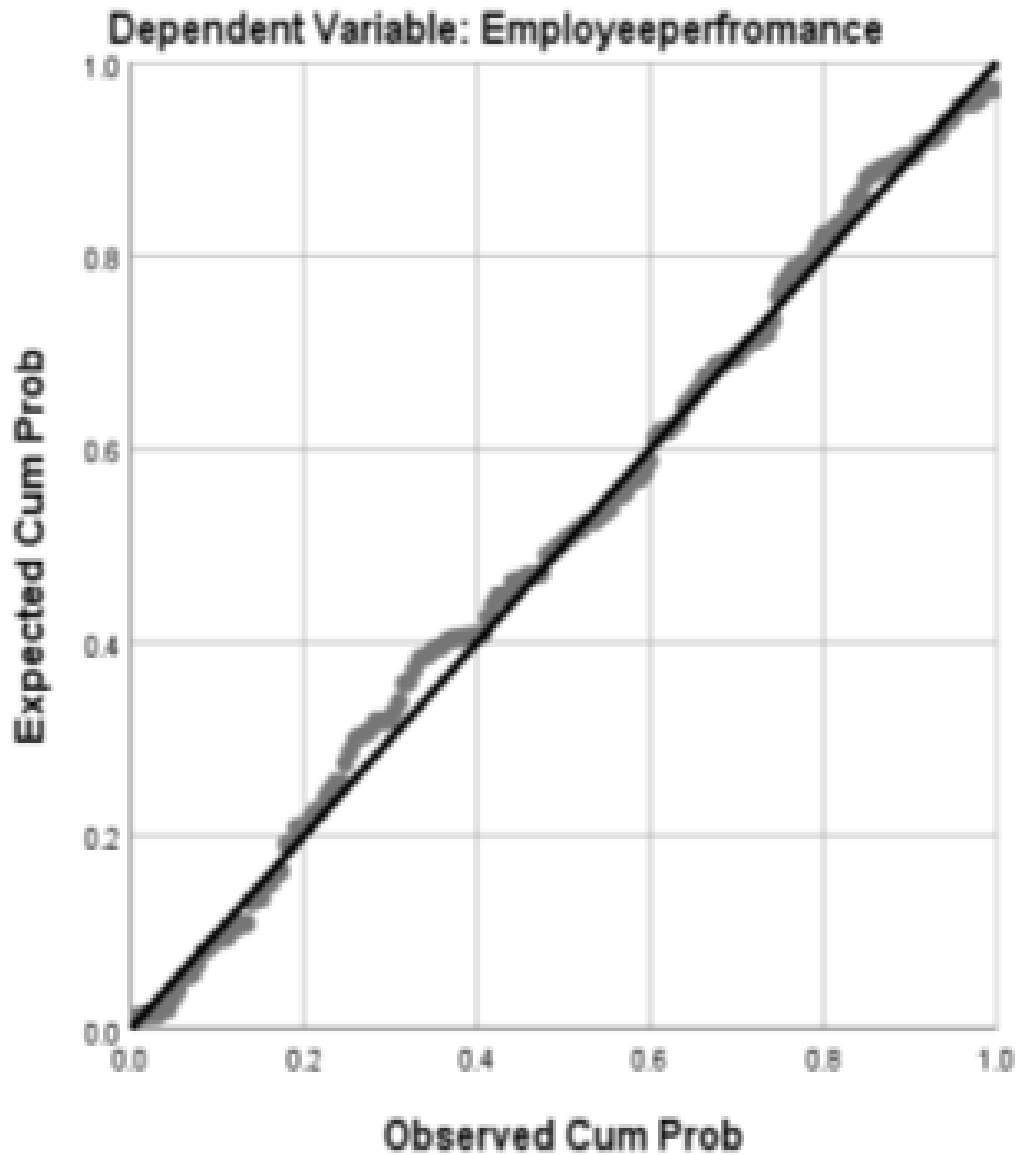
The relationships between the variables were assessed using multiple linear regression model. The regression model has various assumptions namely linear, absence of multicollinearity, no autocorrelation and normal distribution.

4.7.1 Normality test

The normality test was assessed through the use of P-P plots as indicated in figure 4.1. P-P points plotted against a theoretical normal distribution should form a straight line (Gupta 2011). From figure 4.1, the data was normal because the data points form an approximately straight line.

Figure 4. 1

Normal P-P plot of Regression Standardized Residual



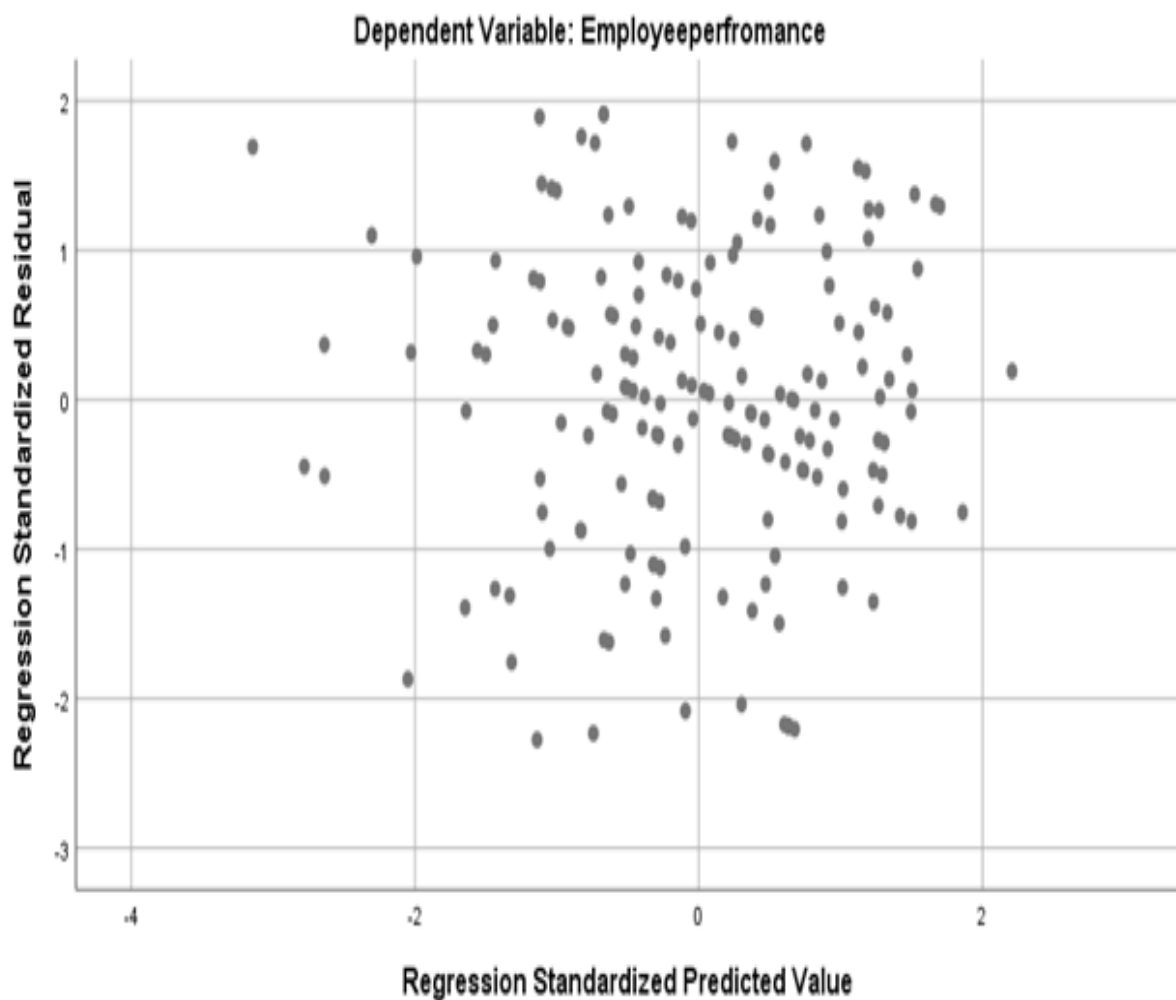
4.7.2 Homoscedasticity

“Homoscedasticity indicates that the variance in one variable is similar to other variables. Specifically, the situation occurs when each level of independent variable residuals has similar variances (Issa & Nadal, 2011). To assess homoscedasticity

residual scatter plots were used. According to Issa and Nadal (2011), the points should not have a specific pattern; meaning that the points should be to the right and left of X axis and above and below zero in Y axis. Figure 4.2 indicates that the data was homoscedastic.

Figure 4. 2

Scatter Plot



4.7.3 Multicollinearity

This situation occurs when there are highly correlations among the dependent variables. The assumption was assessed using VIF values and tolerance values. The acceptance value of tolerance levels should be less than 0.1, while the acceptable value of VIF is between 1 and 10 (Akinwande et al., 2015). Table 4.11 shows that the correlation levels were within the acceptable levels.

Table 4.12

Collinearity Statistics

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Hiring	.699	1.430
Training	.547	1.829
Performance appraisal	.564	1.773
Compensation	.998	1.002

4.7.3 Autocorrelation test

The linear regression assumes that there should be no autocorrelation. In other words, the observation should be independent. The Durbin Watson test was used to assess the

presence of autocorrelation. The test value should be between 1.5 -.25, (Mcburney& White, 2013). The value of the test was 1.680; an indication that the data did not violate statistical independence violation.

4.8 Regression analysis

The regression model was used to establish the relationship between the independent and dependent variables. Specifically, the regression analysis was carried out to reject or accept null hypothesis of each objective. The sub-section organizes the results of regression analysis according to the hypothesis.

Ho₁: There is no statistically significant effect of hiring process on Employee Performance in public universities in Kenya

This was the first objective which aimed at determining the effect of the university’s hiring practice has significant impact on the performance of the university.

Table 4.13

Model Summary of the Relationship Between hiring process and performance Model

Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.310 ^a	.096	.091	.470

a. Predictors: (Constant), hiring process

The table shows the R square value of 0.96, which indicates that all other factors held constant, hiring practices account for 9.6% of the variation in employee performance in public universities. The adjusted R square (0.91) shows that the model is a good fit. The R (0.310) indicates that the relationship between hiring practices and employee performance is positive.

Table 4.14

Regression ANOVA for hiring practices and employee performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.094	1	4.094	18.509	.000 ^b
	Residual	38.490	174	.221		
	Total	42.584	175			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), hiring

From table 4.14, $F(1,2)=18.509$, $p<0.05$ an indicator that, in overall, the model predicts the relationship between hiring process and employee performance in public universities.

Table 4.15*Regression coefficients for hiring and employee performance*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.421	.154		22.203	.000
	Hiring	.195	.045	.310	4.302	.000

Dependent Variable: Employee performance

Table 4.15 shows the coefficients of the hiring practices. The model indicates that hiring practices were statistically significant associated with employee performance (B=0.195, t=4.302, p<0.05) at 5% significance level. Therefore, the null hypothesis that there is no statistically significant effect of the hiring process on employee Performance in public universities in Kenya is rejected. The results show that increase in one unit of hiring practices leads to 0.195 units in employee performance in public universities. The research supports the information from various scholars such as (Janet, 2019; Ramki, 2015; Potter and Ebb, 2006; Gamage, 2014) who have indicated that hiring practices are associated with increased performance of employees.

There are possible explanations for the positive relationship between hiring process and employee performance. As indicated by Janet (2019) the induction initiatives during the hiring process introduce the staff to the process, mission and culture of the organization; hence they are likely to focus their efforts towards the achievement of the organizational

goals and personal career goals. Another possible explanation is that hiring process, although rated lowly by the staff, ensures that right candidates are hired for the job; hence their efficiency and effectiveness in performance of duties is high.

H02: There is no statistically significant effect of training on Employee Performance in public universities in Kenya.

Table 4.16

Model Summary for relationship between training process and employee performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.367 ^a	.135	.130	.460

a. Predictors: (Constant), Training

The results indicate that 13.5% percent variation in employee performance is attributed to the training practices used by the universities (R square 0.135). R value indicates that employee training practices have a positive impact on employee performance (R=0.367).

Table 4.17*Regression ANOVA for training process and employee performance*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.749	1	5.749	27.158	.000 ^b
	Residual	36.835	174	.212		
	Total	42.584	175			

a. Dependent Variable: Employee performance

Table 4.17 indicates that $F(1,2) = 27.158$, $p < 0.05$; an indicator that model was statistically significant in determining how the training process is related to performance of employees in public universities in Kenya.

Table 4. 18*Coefficients of training process and employee performance*

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	3.460	.156		22.128	.000
	Training practice	1.198	.301	.289	3.979	.000

a. Dependent Variable: Employee performance

The model shows that training practices have a positive impact on the employee performance ($B=1.198$, $t=3.979$, $p<0.05$). Therefore, the null hypothesis that there is no significant relationship between training practices and employee performance in public universities is rejected. From the analysis, it can be argued that one-unit increase in training practices leads to 11.98% increase in performance of employees. The research findings are consistent with extensive information from the literature (Cole, 2002; Barbazette, 2006; Wayne & Martocchio, 2016; Barbazette, 2006) that indicate that there is a positive relationship between training process and performance of employees. The reason behind this finding could be that training provided by the university equips the staff with the right combination of skills, information and competencies to enable them discharge their duties and responsibilities as indicated by (Cole, 2002). Another reason could be training encourages staff to have a positive attitude as elaborated by (Salah, 2016).

H₀₃: There is no statistically significant effect of performance appraisal on Employee Performance in public universities in Kenya.

Table 4.19

Model Summary for performance appraisal and employee performance

Model	R	R Square	Adjusted R	
			Square	Std. Error of the Estimate
1	.330 ^a	.109	.104	.467

a. Predictors: (Constant), Performance appraisal

Results from table 4.19 indicate that 10.9% variation in the employee performance is as a result of performance appraisal. R (0.330) shows that the relationship between performance appraisal and employee performance was positive.

Table 4.20

ANOVA for performance appraisal and employee performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.643	1	4.643	21.295	.000 ^b
	Residual	37.941	174	.218		
	Total	42.584	175			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), Performance appraisal

The results indicate $F(1, 2) = 21.295$, $p < 0.05$, which indicates that the model was significant in determining how the performance appraisal affect the performance of employees.

Table 4.21*Coefficients between performance appraisal and employee performance*

Model		Unstandardized		Standardized		t	Sig.
		Coefficients		Coefficients			
		B	Std. Error	Beta			
1	(Constant)	3.449	.138			24.945	.000
	Performance appraisal	.203	.044	.330		4.615	.000

a. Dependent Variable: Employee performance

The results from table 4.21 indicate that performance appraisal had a statistically significant influence on employee performance (B=0.203, t=4.615, p<0.05); therefore, the null hypothesis that there is no statistically significant relationship between performance appraisal and employee performance is rejected. Increase in one unit of performance appraisal leads to 0.203 increase in employee performance. The results are similar to the findings of (Mayes et al.,2017), Cappelli & Conyon, 2017; Shaharyar, 2014). The possible explanation of these findings is that when employees regard the performance appraisal as fair and transparent; they are motivated to perform well to increase their chances of promotion (Cappelli & Conyon, 2017).

Ho4: There is no statistically significant effect of Compensation on Employee Performance in public universities in Kenya

Table 4.22

Model summary for relationship between Compensation and employee performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.110 ^a	.012	.006	.492

a. Predictors: (Constant), Compensation

Table 4.22 indicates 1.2% of the variation in employee performance in public universities can be explained by compensation practices (R-square 0.12).

Table 4.23

Regression ANOVA for compensation and employees' performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.518	1	.518	2.145	.145 ^b
	Residual	42.066	174	.242		
	Total	42.584	175			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), Compensation

Table 4.23 show the p value of 0.145 ($p=0.145$); an indication that the independent variable (compensation practice) does not reliable predict the dependent variable (employee performance). From table 4.25, employee compensation does have a statistically significant relationship on employees' performance ($B=-0.110$, $t=-1.464$, $p>0.05$). Thus the null hypothesis that there no statistically significant effect of Compensation on Employee Performance in public universities in Kenya is accepted.

Table 4.24

Regression coefficient between compensation and employee performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.616	.377		12.235	.000
	Compensation practice	-.180	.123	-.110	-1.464	.145

a. Dependent Variable: Employee performance

The findings are contrary to the findings of banks Onyekwelu et al. (2020) and Kadir et al. (2019) who established that the compensation leads to increased employee performance. Therefore, the likely reasons for the research findings are that firstly, compensation practices in Kenyan public universities are not regarded as fair by employees. For example, according to Etebu (2016), if the compensation efforts are not commensurate with workers' efforts, then their performance will decrease. This could be

explained by the findings by Roland and Campbell (2014); (Odole, 2018) who indicated that focusing on the financial compensation only could cause demotivation and decreased performance. Therefore, the public universities could be relying on financial compensation only; hence demotivating the employees and leading to decreased performance. Secondly, compensation in public universities in Kenya are negotiated by Collective Bargaining Agreements (CBAs) where basic pay and other allowances/benefits are negotiated to benefit employees across board. The implementation is done, with individual performance notwithstanding. This non-differentiated compensation may demotivate the hard-working employee or provide no motivation for employees in general.

Table 4.25

Multiple Regression ANOVA

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.414 ^a	.171	.152	.454

a. Predictors: (Constant), Compensation, Performance Appraisal, Hiring, Training practices.

Table 4.25 shows that 17.1% variation in employee performance can be determined by the four human resource practices analysed in this study (R-square=0.171).

Table 4.26*Regression ANOVA between selected HR practices and Employee Performance*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.289	4	1.822	8.828	.000 ^b
	Residual	35.295	171	.206		
	Total	42.584	175			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), Compensation, Performance appraisal, hiring, Training

Table 4.27*Regression coefficient of selected HR practices and employee performance*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.473	.403		8.622	.000
	Hiring practice	.086	.052	.137	1.649	.101
	Training	.151	.067	.213	2.259	.025
	Performance appraisal	.077	.057	.125	1.352	.178
	Compensation practice	-.133	.114	-.082	-1.169	.244

a. Dependent Variable: Employee performance

Table 4.26 shows that four variables reliability predict employee performance at public universities in Kenya. In other words, hiring, training, performance appraisal and compensation practice can reliably predict employee performance.

Table 4.27 indicates that when four bundles of practices are combined, each practice does not increase the employee performance. The results are contrary to bivariate regression models that have established that hiring practices, training and compensation are positively associated with employee performance. Because autocorrelation test discussed in the diagnostic section indicates that the independent variables are not autocorrelated, the issue can be attributed to decrease in the power due to small sample size; thus the selected practices could jointly explain employee performance; but lack adequate power to form statistically significant effects.

The summary of hypothesis testing is indicated in table 4.28

Table 4.28

Summary of hypothesis testing

Hypothesis	Results
There is no statistically significant effect of hiring practice on Employee Performance in public universities in Kenya.	Rejected
There is no statistically significant effect of training on Employee Performance in public universities in Kenya	Rejected
There is no statistically significant effect of performance appraisal on employee performance in public universities in Kenya.	Rejected
There is no statistically significant effect of performance appraisal on employee performance in public universities in Kenya.	Accepted

Based on the results of multiple regression model, the final regression equation for employee performance is thus presented as follows:

$$Y=3.473 + 0.86 X_1 + 0.151 X_2 + 0.77 X_3 -1.33 X_4$$

Where: Y=Employee performance;

A constant;

X₁ = Hiring;

X₂ = Training;

X₃ = Performance Appraisal; and

X₄= Compensation

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The section summaries the key findings of the study. The elements that are discussed include summary of the key contents of the study, conclusion based on the objectives, recommendations based on the findings and suggestions for research findings and suggestions for future research.

5.2 Summary of the study

The study aimed at establishing effects of selected HRPs and Employee Performance in public universities in Kenya. The researcher was motivated by the absence of literature information on the relationship between four practises of human resource management (hiring, training performance appraisal and compensation practice); and employee performance in Kenyan public universities context. The objectives of the study were; 1) To determine the effect of hiring process on employee performance 2) To establish the effect of training on employee performance, 3) To determine the effect of performance appraisal on employee performance 4) To establish the effect of compensation on employee performance. The study was guided by Ability-Motivation-Opportunity Theory and Expectancy Theory of Performance Management. The data for the study was collected from Office Administration Officers in 6 (six) public universities operating in Mt. Kenyan region.

5.3 Conclusion

This sub-section concludes the study based on the four objectives. The conclusions are derived from the hypothesis tests conducted in chapter five. The study assessed the impact of four dependent variables (hiring process, training, performance appraisal and compensation practices) on dependent variable (employee performance).

Effect of Hiring Process on Employee Performance in Public Universities in Kenya.

The researcher sought to determine if the HR practices used by the public universities had effect on the employee performance. To achieve this objective, the researcher hypothesised that “there is not statistical significant relationship between hiring process and employee performance”. The study established that hiring process had a significant statistical effect on employee performance.

Effect of Training on Employee Performance in Public Universities in Kenya.

The researcher hypothesized that training to not have a statistically significant effect on employee performance. The study indicated that the training practices used by the universities had a statistically significant effect on the employee performance.

Effect of Performance Appraisal on Employee Performance in Public Universities in Kenya.

It was hypothesized that performance appraisal had no statistically significant effect on the performance of employee. The results of regression analysis led to rejection of hypothesis; therefore, the study concludes that there is a significant effect of performance appraisal practises on employee performance.

The Effect of Compensation on Employee Performance in Public Universities in Kenya.

To determine the fourth objective, the researcher hypothesised that compensation does not have statically significant effect on the employee performance. The results of bivariate regression indicated that compensation practices do not have a statistically significant impact on the employee performance. Thus based on the evidence from this study, compensation practices used by the public universities in Kenya have no statistically significant effect on employee performance.

5.3 Recommendations

5.3.1 Recommendations on research findings

The study results indicate that the public universities may require more investment in hiring, training, and performance appraisal practices because they are associated with significant public effect on employee performance. However, they may also consider evaluating the compensation practices used because the research has established that compensation practices in public universities had no statistically significant effect on employee performance. Specifically, instead of using financial compensation alone, it is important to also rely on non-financial compensation such as rewards and recognitions. These should also be performance-based in order to provide the required motivation. The financial motivators are hygiene factors, therefore, they may not serve as motivators by themselves; thus non-financial measures are also necessary. The universities may

also establish strategies to improve each of the HR practice elements, instead of a combined approach because the multiple regression results have indicated that combined approach will not have any effect on the performance. Therefore, policies for the individual HR practice should be developed and implemented.

5.3.2 Recommendations for future research

The study used four HR practices; hence future research should focus on incorporating more practices such as staff welfare, career development and separations. Also, the research in other regions such as Nairobi, and Rift Valley may be considered, because the cultural and social factors may have some influence of variables hence affect employee performance. Use of private universities context may be necessary because the effect of the variables may be different. The research also needs to focus on introduction of a moderator variable in order to establish its role on the relationship between HR practices and employee performance.

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APPENDICES

Appendix 1: Introduction Letter

Sylvia Kinyamu

P.O. Box 972 - 60 200

Meru, Kenya.

Dear Sir/Madam,

RE: REQUEST FOR YOUR PARTICIPATION IN RESEARCH

I am a student pursuing a Masters of Business Administration degree at Kenya Methodist University (KeMU). My thesis work is titled “Effects of selected human resource practices on employee performance among employees of public universities in Kenya”.

I am undertaking this research in selected public universities in Kenya and your institution has been sampled for this study. The purpose of the research is to establish whether selected HR practices have an effect on employees’ performance and how Ethical Leadership affects this relationship.

Enclosed herewith please find a questionnaire which will take approximately 20 minutes to complete. Kindly answer all the questions correctly. The information obtained will be confidential and used for academic purposes only.

I take this opportunity to thank you for your support.

SYLVIA KINYAMU

Appendix 2: Questionnaire

Part 1: General information

1. What is your Gender?

Male

Female

2. Please indicate your highest level of Education

Postgraduate

Undergraduate

Professional qualifications

Others..... Please Specify:

3. Please indicate the name of the institution you work for.

Chuka University

Dedan Kimathi University of Technology

Karatina University

Kirinyaga University

Meru University of Science & Technology

University of Embu

4. What is your job title?

Office Administration Officer/Secretary

Other [please specify]

5. How long have you worked in this University?

0-5 years

6-11 years

12-18 years

19 years and above

Part 2: Employee Hiring

6. Please answer the following statements on how the indicated elements of hiring describe your university's hiring process on a scale of 1 -5 (1= Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree).

S/No.	Description/particulars	1	2	3	4	5
6.1	The hiring decisions at the University are determined by the candidates' ability to undertake the technical aspect of the job requirements.					
6.2	Hiring decisions at this university are determined by person's potential to do job.					
6.3	The recruitment panel at the university provides the candidates with the required responses regarding the recruitment process.					
6.4	The university employs the most qualified candidate.					
6.5	The recruitment process is carried out in a transparent manner.					

6.6	I am satisfied with the recruitment processes in this university.					
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Part 3: Employee Training

7. Please rate the following statements about the University's training practices on the scale of 1 -5 (1= Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree).

	Description/particulars	1	2	3	4	5
7.1.	This University trains new employees to acquaint them with the job.					
7.2	Employee training at the university is used to improve staff technical performance.					
7.3	The University trains employees to prepare them for future assignments.					
7.4	Training is provided to equip the university staff with various skills to perform different jobs.					
7.5	The university has mentorship programmes, whereby a more experienced staff coaches less experienced one.					
7.6	The university seeks to get the views of the employees regarding their training needs.					

Part 4: Performance Appraisal

8. How accurately do the following elements describe the performance appraisal practices in your university on a scale of 1 -5 (1= Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree).

S/No.	Description/particulars	1	2	3	4	5
8.1	In this university, performance appraisal results are utilized to recognize well performing employees.					
8.2.	In this university, performance appraisal activities are used as a basis of improving performance.					
8.3	In this university, performance appraisals are used to identify employee's strengths and weaknesses.					
8.4	In this university, performance appraisals are used to capture the suggestions of employees.					
8.5	In this university, performance appraisals are carried out using best practices.					
8.6	I am happy the way performance appraisal exercises are conducted in this university.					

Part 5: Compensation

9. How accurately do the following elements describe your University's Staff

Compensation on a scale of 1 -5 (1= Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree).

S/No	Description/Particulars	1	2	3	4	5
9.1	This University provides a competitive compensation and benefits package when compared to other institutions of higher learning.					
9.2	My pay is appropriate when it is compared with that of other workers with similar duties/responsibilities within the University.					
9.3	This university compensates me for extra duties and responsibilities					
9.4	I feel the University compensates me fairly for the work I do.					
9.5	I am happy the way this university caters for my health and well-being					
9.6	As a staff of this university, I enjoy a healthy work-life balance					
9.7	I my satisfied by the way my trade- union represents and negotiates employees' pay and other welfare matters to the University Management.					
9.8	This University implements relevant policies on employee compensation					

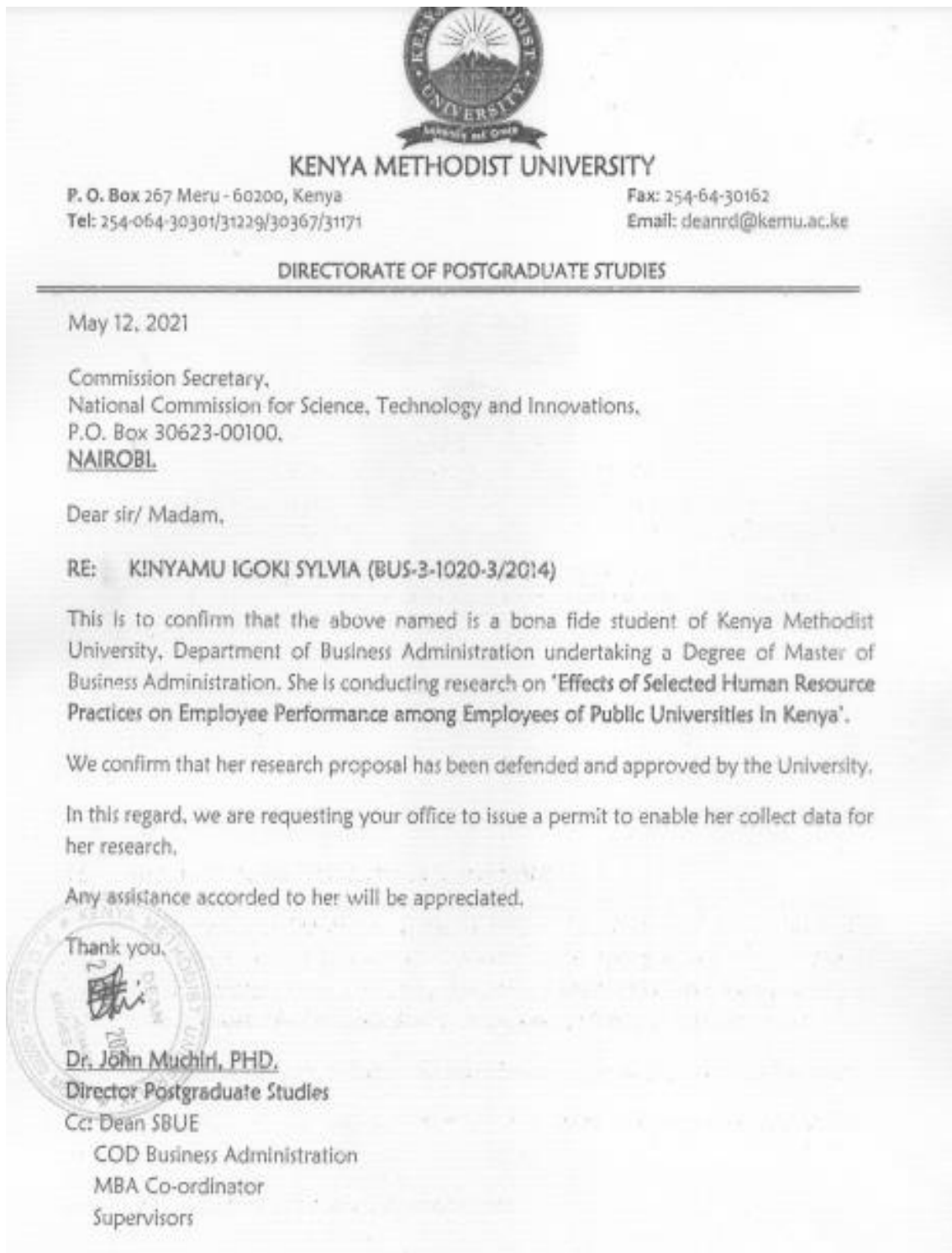
Part 6: Employee performance

10. Please answer the following particulars of your performance by ticking your level of agreement with the following elements according to scale of 1 -5 (1= Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree).

S/No.	Description/particulars	1	2	3	4	5
10.1.	The amount of work I complete at a given time always exceeds the expectations of my boss.					
10.2	I am able to meet deadlines by completing tasks assigned to me on time.					
10.3	I can reduce the total time needed to complete a routine task.					
10.4	In performing my work, I always surpass the objectives set by my boss.					
10.5	I can make creative and useful suggestions for the university.					
10.6	I always satisfy the customers' needs.					
10.7	I have never caused my boss or the university any inconveniences due to incomplete tasks, lateness or personal carelessness in discharge of my duties.					
10.8	I have never received any complaints about poor work performance.					
10.9	My boss is always satisfied with my work performance.					
10.10	I cooperate with my colleagues, thus earning their respect and support.					
10.11	I interact well with my colleagues outside my department and have their trust and respect at work.					

Thank you for your time and participation in this Survey

Appendix 4: University Authority Letter



Appendix 5: Journal Abstract

Effects of Training and Compensation Practices on Employee Performance in Public Universities in Kenya

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Abstract

Human Resource (HR) is a crucial asset to organizations. Many organizations, especially in the public sector, are faced with the challenge of improper management of human resources, which in turn affects the overall business negatively. Effective human resource management practices are associated with increased performance of employees. This study aimed to determine the relationship between training and compensation practices on employee performance in public universities in Kenya. The objectives of the study were to determine the effect of training on employee performance in public universities in Kenya, and to establish the effect of compensation practices on employee performance in public universities in Kenya. A survey approach was used. The study targeted all 201 Office Administration Officers working in six public universities in Mt. Kenya Region. Mt. Kenya region comprises the counties of Nyeri, Kirinyaga, Nyandarua, Tharaka Nithi, Embu and Meru. A questionnaire consisting of demographic questions and a 5-point Likert Scale was used to collect data. Qualtrics survey was utilized to administer the questionnaire. Out of 201 sets of questionnaires distributed, 176 responses were generated, representing a response rate of 88%. Descriptive statistics in form of tables, frequencies and percentages were used to present the analysed data. Cronbachs alpha was used to assess the reliability of instruments, while content validity was assessed through reviews of items. Data was tested to ensure that it did not violate regression assumptions. The study revealed that workers' performance was significantly influenced by training practice ($p < 0.05$), while the effect of compensation practice on workers' performance was not significant ($p > 0.05$). The study, therefore, concluded that training and compensation practices were associated with increased performance of the workers in public universities in Kenya. The results imply that the management of public universities needs to focus on improvement of each of the aforementioned practices through the establishment of relevant policies. There is need for further research on other human resources practices, and preferably be undertaken in a different geographical and organisational setting.

Keywords: *Human resource management, training, compensation, public universities, Employee performance, staff, workers.*