

EFFECT OF HUMAN RESOURCE MANAGEMENT PRACTICES ON PERFORMANCE OF PUBLIC UNIVERSITIES IN KENYA

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Abstract

Public universities are labour intensive institutions which depend on people for effective service delivery. This study sought to establish the relationship between strategic human resources management practices and performance of public universities in Kenya. The study was guided by the following specific objectives: To establish the effect of resourcing practices on performance of public universities; to determine the effect of reward management on performance of public universities; to assess the effect of training and development on performance of public universities and to determine the combined effect of resourcing practices, reward management and training and development on performance of public universities in Kenya. The study was a census with a target population of the public universities in Kenya and their constituent colleges. Senior HR officers and administrators were the units of analysis where a response rate of 58% was obtained. Data was collected using semi-structured questionnaire and was subsequently analyzed using SPSS. Research findings suggested that strategic human resource management practices have a significant effect on the performance of public universities in Kenya. Further, findings revealed that reward management, training and development and resourcing practices respectively influenced the performance of public universities. Based on the findings following key recommendations were made: Management of public universities to develop employment policy that encourages job security; invest in HR information systems to automate resourcing practices; government to ensure that selection in public universities is based on equal employment opportunity principle, management to conduct a staff competency analysis in order to address training and development needs.

Keywords: Human resource, HR policies, Public universities, Employee performance, Kenya

INTRODUCTION

A consensus has emerged among scholars and practitioners alike that the business environment has become more competitive than in the past because of globalization (Busienei 2013). Busienei 2013 argues that in order to survive in this new era, businesses must focus even harder on their competitive strengths so as to develop appropriate long - term strategies. The researcher further state that the way an organization manages people can influence its performance. In particular HRM practices such as resourcing practices, job design, employee participation and empowerment, team-based production systems, extensive employee training and performance-contingent incentive compensation are widely believed to improve the performance of organizations (Busienei, 2013). Impact of human resource management practices on organizational performance has been a widely researched area for years. Results of studies, from developed countries to developing countries have been time and again showing that HR practices have significant impact on organizational performance (Busienei, 2013). But unfortunately very insufficient number of studies have been conducted in this area of context in Kenya and other developing countries (Busienei, 2013). Considerable evidence suggests that investments in training produce beneficial organizational outcomes (Barrel, 1994).

According to Dessler (2008), higher institutions of learning can adopt various HRM practices to enhance employee skills as well as motivate them to work harder towards achieving the set targets. Higher institutions of learning can improve the quality of current employees by providing comprehensive training and development activities. Considerable evidence suggests that investments in training produce beneficial organizational outcomes (Knoke 1994). The effectiveness of skilled employees will be limited, however, if they are not motivated to perform their jobs. Organizations can implement merit pay or incentive compensation systems that provide rewards to employees for meeting specific goals. Performance management as a process explicitly recognizes that in today's globally competitive industrial environment, every employee's efforts must focus on helping the company to achieve its strategic goals.

Human Resources Management Practices in Public Universities in Kenya

Munjuri (2011) argues that higher education institutions pursue multiple goals namely: Human capital development, most notably through classroom instruction for students; providing additional services to aid students in their development of human capital – through such mechanisms as tutoring, mentoring, child care, thoughtful scheduling; provision of services to the local community and knowledge production goals through faculty research programs. The researcher went on to clarify that human capital production and the role of instructors and

managers in achieving this goal provides meaningful success and effectiveness in institutions of higher learning. Yet even within this narrower definition of the goal of broad-access institutions, the meaning of success or effectiveness is difficult to define or measure (Munjuri, 2011). There has been rapid expansion in the higher education sector of Kenya. More people are seeking higher education from the few universities we have. The university education system is also isolated from the society. A meaningful modern education system should stimulate all aspects of human intellectual potential. It should not simply emphasize access to knowledge, but also uphold the richness of local cultures and values, supported by valuable disciplines of the humanities and social sciences, including philosophy, literature and arts (Kipkebut, 2010).

The report by World Bank (2004) points out that higher education institutions, such as universities, colleges and polytechnics, are labor intensive organizations; they depend on people for the delivery of their services. The reports confirms the institutions the quality of the staff in institutions of tertiary education is thus central to their effectiveness, in the same way that it is to all people-centered organizations (Munjuri 2011). In business and the professions there is a wide recognition that the skills of their staff need to be continually strengthened and enhanced. In the face of challenges from national and international competitors the better companies are investing more resources in the continual training and retraining of employees at all levels. They focus not only on the competences of their staff, but also give time to stressing the need for commitment to the organization's goals and to promoting a capacity to change. Should not be the same be true of our institutions of higher education? They are crucial to national aspirations for economic development and, if such capacity building aims are to be achieved, the institutions will have to make the most effective use of all their human resources (Munjuri, 2011).

Performance of Public Universities in Kenya

Higher Education is undergoing considerable change. These changes are in response to a multiplicity of factors: the development of information and communication technologies, globalization, internationalization and regionalization, an advancing network society, an advancing knowledge society, socio-cultural trends, demographical trends and the marketization in higher education, including the changing roles of governments. But scholars and critics alike have never stopped blaming they system, which most of them went through, and their critiques are somewhat justified. (Kirimi, 2007; Waithaka, 2012) agree that university performance in Kenya is too rigid resulting to bad consequences whereby there is mass exodus of lecturers seeking green pastures to other outside country universities.

Studies have confirmed that the nature of training provided by Kenyan public universities does not adequately prepare the higher cadre human resources that are required for development. In an editorial article in the Daily Nation (July 12, 2007) it was observed that Education in Kenya has largely operated in isolation from the economic sector it is supposed to serve. The result has been that its products have at times been found wanting in vital skills that have hampered their absorption into the economic mainstream. The university education system is also isolated from the society. A meaningful modern education system should stimulate all aspects of human intellectual potential. It should not simply emphasize access to knowledge, but also uphold the richness of local cultures and values, supported by the valuable disciplines of the humanities and social sciences (Clarke, 2001).

Human resource management practices are critical for success in any higher institution of learning. The commonly utilized human resource practices to enhance performance include but not limited to: recruitment and placement, training and development, performance appraisal, compensation and benefits and employee relations and the issues and challenges encountered in the implementation of these practices among others. However, this study will look consider resourcing practices; reward management; training and development to enhance performance which is operationalized by; labour turnover, employee job satisfaction, employee empowerment, and employee job commitment. Scholars have argued that recruiting and selecting high potential employees at some point in time doesn't automatically guarantee that they will perform effectively (Olando, 2006). Training is an expensive venture and organizations need some assurance of return on investment on training, in the form of enhanced productivity. The total reward concept emphasizes on combining intrinsic and extrinsic motivators to get a complete package. Organizations use performance-related pay as an extrinsic motivator to recognize and reward those employees that meet the set performance targets. Intrinsic motivation is provided when people feel that the work they do is intrinsically interesting, challenging and important and involves the exercise of responsibility, autonomy or freedom to act, and opportunities for advancement and growth. This argument is consistent with the conclusions made by Pfeffer (1994) and Busienei (2013).

Statement of the Problem

Research on human resource management practices and its effects on performance have accelerated over the last two decades (Munjuri 2011, and Kipkebut, 2010). These scholars have expressly called for research on and documentation of human resources management practices

and its effect on organization performance. Most of these research works have focused on the effect of human resource management practice in enhancing organizational commitment and performance. Munjuri (2011) studied on the effect of human resources management practices in enhancing employee performance in catholic institutions of higher learning in Kenya. The researcher found that the performance-related pay had the greatest impact on increasing employees level of performance. Kibkebut (2010) considered human resources management practices and organizational commitment in higher educational institutions. In his research kiptkebut [2010] found that human resource management practices were more important than demographic characteristics in influencing organizational commitment; demographic characteristics and differ in their influence on each dimension of organizational commitment; and private universities had more superior HRM practices than public universities. On the other hand, Balatbat (2010) considered the perceived implementation of human resources management practices and demographic variables of employees in private higher education institutions. The researcher found that all the human resources management practices were implemented to a great extent. Based on the foregoing empirical studies among others, limited systematic study has been undertaken to show the effect of human resources management practices on performance of public universities in the Kenyan context and that there was need for the same. From the statement of the problem, the following broad research questions is raised: What is the effect human resource management practices on the performance of public universities in Kenya?

General Research Objective

To establish the relationship between human resource management practices and performance of public universities in Kenya.

Specific Objectives

- 1.To establish the effect of resourcing practices on the performance of public universities in Kenya.
- 2.To determine the effect of reward management on the performance of public universities in Kenya.
- 3.To assess the effect of training and development on the performance of public universities in Kenya.
- 4.To determine the combined effect of resourcing practices, reward management, training and development on performance of public universities in Kenya.

Hypotheses

H₁: There is no statistically significant relationship between resourcing practices and performance of public universities in Kenya.

H₂: There is no statistically significant relationship between reward management and performance of public universities in Kenya.

H₃: There is no statistically significant relationship between employee training and development on performance of public universities in Kenya.

H₄: There is no statistically significant relationship between the combined effect resourcing practices, reward management, training and development on performance of public universities in Kenya.

Significance of the Study

The study will provide insight to organizations on the effect the various HRM practices have on employee performance, hence enabling them to take the necessary action in order to improve overall organizational performance. The management of higher institutions of learning in Kenya would find this study informative and useful to them in their daily operations. This study would equip the managers of these higher institutions of learning and other policy makers with the knowledge of effects of human resources management practices and its applicability in managing activities. The study will enable the government more specifically, the Ministry of Education, to develop and implement human resources management policies that are tailor-made to enhance performance. This study paves the way for other researchers in this field towards identifying areas for further research. The study will also add to the increasing body of theoretical knowledge in the human resource management field, in particular, it will enrich human resource practices in relation to firm performance among others. This therefore, lays down the foundation for other similar replicative studies with extensions in developing countries. However, in this respect, recommendations for further research will be presented at the end of this study.

Scope of the Study

The study was conducted in all the 32 public universities and their constituents. Respondents comprised senior human resource management officers or administrators. Strategic human resource management practices considered included: Resourcing practices, reward management and training and development. Performance of public universities was measured

in terms of research output, number of students enrolled, number of graduates, web ranking and completion rate.

Study Limitations and Delimitations

The researcher faced the following challenges: Primary data collection was the main source of obtaining the relevant information. However, not all respondents were comfortable with providing information as they were unsure on the use of the information that they provided. However, the researcher assured the respondents that the information sought would be used for academic purposes and that utmost confidentiality would be assured to them. Other respondents found it difficult to take time off their busy work schedules as they viewed the researcher taking up too much of their valuable time. The researcher addressed this challenge by taking minimum time administering questionnaires.

Assumptions of the Study

The study was carried out on the basis of the following assumptions:-

1. That all the respondents would give genuine, truthful, and honest responses to the research questions and interviews.
2. That strategic human resource management practices affected performance of public universities in Kenya.
3. That the sample taken would be a fair representation of the population and therefore the findings would be generalized.
4. That the target population was uniform

LITERATURE REVIEW

Human Resource Management

Human resource management is an approach to manage human resource of an organization, in an attempt to define HRM, Armstrong (2001) emphasized that it is people working in an organization who individually and collectively contribute to the achievement of its objectives. The human resource is a living and active input that operates the other factors of production. It is people who create organizations and make them survive and prosper. Hence, their special management cannot be neglected as other components of the organization are likely to suffer. Without people, organizations could not function. Busienei [2013) suggested a number of human resource management practices, termed as best practices, which he believed could improve organizational performance. These are namely; selective hiring, extensive training, employment security, diffusion of information, team working, reduction of status differences, performance related and incentive pay. Guest (2002) argues that a relationship exists between

the use of appropriate HRM practices and positive employee attitudes among them job satisfaction and commitment. Defined by Storey (1995): Human resource management is a distinctive approach to employment management which seeks to obtain competitive advantage through the strategic deployment of a highly committed and skilled workforce, using an array of cultural, structural and personnel techniques. It is clear that human resources management is an important part of today's business management.

Human resource management (HRM) refers to the policies and practices involved in carrying out the 'human resource (HR) aspects of a management position including human resource planning, job analysis, recruitment, selection, orientation, compensation, performance appraisal, training and development, and labour relations (Dessler, 2007). HRM is composed of the policies, practices, and systems that influence employees, behaviour, attitude and performance (Gerhart and Wright, 2007). Human Resource management are informal approaches used in managing people (Armstrong, 2010). HRM practices as sophisticated selection methods, appraisal, training, teamwork, communications, empowerment, performance related pay and employment security. Busiennei [2013] posits that research based on HR practices has identified several HR practices and failed to group them under the broad areas HR in which they belong. This approach makes it impossible to explain clearly the contribution of a certain broad HR area to performance. Studying HR practices by specifying broad area in HRM such as training, reward management, recruitment among others is likely to end up with findings that do not map to a very specific issue. Rather HRM practices should be several in any broad HRM area in researches dealing with HR practices. Dimba (2008) deals with this by generating several measurement scales for each HR practice identified. Thus a broad research area such as training cannot be used as HR practice. Rather several practices can be derived from this broad area. Chad and Katou (2007) deals with this challenge by grouping 27 HR practices into six broad groups namely, recruitment and selection, manpower planning, job design training and development quality circles and pay systems. The very mention of appraisals, reviews and ratings is enough to make seasoned professionals cringe and rejoice alike. For some, these are occasions when they would come out smiling out of the review whereas for others, there is nothing memorable about the whole process. So, what is it that is so important about performance management? For starters, performance management is the process of reviewing an employee's performance during the preceding year or cycle and deciding where he or she stands as far as their peers in the same band are concerned. Human resources are the source of achieving competitive advantage because of its capability to convert the other resources (money, machine, methods and material) in to output (product/service). The

competitor can imitate other resources like technology and capital but the human resource are unique According to busienei [2013]. According to Khatri (2000), people are one of the most important factors providing flexibility and adaptability to organizations.

Theories on best practices or high commitment theories suggest that universally, certain HRM practices, either separately or in combination are associated with improved organizational performance. Researchers have also found that those well-paid, well-motivated workers, working in an atmosphere of mutuality and trust, generate higher productivity gains and lower unit costs (Pfeffer, 1994). HRM practices differ from one country to another and the factors which affect the HRM practices include external and internal factors. In order to develop a sound HRM system, the organization should have effective HR practices. HRM practices refer to organizational activities directed at managing the pool of human resources and ensuring that the resources are employed towards the fulfillment of organizational goals (Schuler and Jackson, 1987; Schuler and MacMillan, 1984; Wright and Snell, 1991). HRM practices may differ from one organization to another and from one country to another (Huselid, 1995]. Pfeffer (1994; 1998), argued the most appropriate term is “Best HRM Practices”. But according to Chandler and McEvoy (2000) , one of the lingering questions in HRM research is whether or not there is a single set of policies or practices that represents a ‘universally superior approach’ to managing people . Theories on best practices or high commitment theories suggest that universally, certain HRM practices, either separately or in combination are associated with improved organizational performance. Researchers have also found that those well-paid, well motivated workers, working in an atmosphere of mutuality and trust, generate higher productivity gains and lower unit costs (Pfeffer, 1994). Several attempts have been made from time to time by different researchers to identify the type of HRM practices in different sectors. Initially Pfeffer (1994) identified 16 practices which denote best practice. This was later refined to the following seven practices: Employment security, Selective hiring, Self-managed teams/team working High compensation contingent on organizational performance ,Extensive training , Reduction in status difference ,Sharing information In one another study, Redman and Matthews (1998) identify an ‘HRM bundle’ of key practices which support service organizations quality strategies, these being: Careful recruitment and selection, for example, ‘total quality recruitment’, ‘zero defects recruitment’, ‘right first time recruitment’. Extensive remuneration systems, for example, bonuses available for staff willing to be multi-skilled. Team working and flexible job design, for example, encouraging a sense of cohesiveness and designing empowered jobs. Training and learning, for example, front line staff having enhanced interpersonal and social skills.

Employee involvement, for example, keeping employees informed of key changes in the organization. Performance appraisals with links to contingent reward systems, for example, gathering customer feedback to recognize the work by employees over and above their expected duties, which in turn is likely to lead to a bonus for staff. Recently, Saxena and Tiwari (2009) examined the HRM Practices implemented by leading IT Companies such as TATA, Infosys and Wipro in India. They developed the 3cTER Framework of HRM practices and identified Training and Development, Employer-Employee Relations, Recognition through Rewards, Culture building, Career Development, Compensation and Benefits as important HRM Practices. Parallel to the understanding that human resources are vital for an organization, human resource management function is also going up in organizational hierarchy. Human resource management aims to ensure that the organization obtains and retains the skilled, committed and well-motivated workforce it needs. This means taking steps to assess and satisfy future people needs to enhance and develop the inherent capacities of people-their contributions, potential and employability-by providing learning and continuous development opportunities. It involves the operation of recruitment and selection procedures, management development and training activities linked to the needs of the business (Campion and Thayer, 1985).

Furthermore, Boselie (2005), by analyzing the literature over the last years on the HRM-performance relationship, reported wide disparities in the treatment of the components emphasizing the “black box” stage between HRM and performance. They indicated that the theoretical frameworks which dominated the field were the “contingent framework” (i.e. HRM influences performance in relation to contingent factors such as business strategies) (Schuler and Jackson, 1987), the resource-based view (HRM influences performance according to the human and social capital held by the organization) (Barney, 1991) and the AMO theory HRM influences performance in relation to employees’ Ability, Motivation and Opportunity to participate (Appelbaum et. al, 2000). Moreover, considering that there was no agreement on the HRM practices, policies and systems employed and accordingly the constructs developed, Boselie et al (2005, Wright et al. (2005) argued that the results derived from these studies were not comparable. Specifically, although there were attempts to create ‘HRM checklists’, these lists were not generally accepted due to the different context and concept of HRM employed by the authors of the studies. Additionally, the HRM-outcomes categorized as “employee skills” (employee competences, including cooperation), “employee attitudes” (motivation, commitment, satisfaction) and “employee behavior” (retention, presence), were the usually employed sets of mediating variables (Pauwe, 2004; Lepak et al, 2006). However, the studies considering HRM-

outcomes as mediating variables also produced mixed results with respect to causation (Wright et al, 2005).

In summary, it may be argued that while there is a growing body of theory and empirical research demonstrating relationships between HRM policies, collective employee attributes, and firm outcomes, additional studies in this area are needed (Purcell and Kinnie, 2007). Furthermore, although it was accepted that HRM is positively related to organizational performance, there is great need for additional evidence to support the HRM-performance relationship from different contexts (Gerhart, 2007). Specifically, while a few investigations have been initiated in emerging markets and in transitional countries (Huselid, 1995; Guest, Michie, Conway and Sheehan, 2003). To fill this gap and to further examine the process through which HRM policies impact organizational performance, it is important to conduct analysis in non-US/UK context. Thus, the purpose of this paper is to investigate how HRM influences organizational performance and for a better understanding of the relationship between these two variables, to take into account that business strategies influence HRM in the Kenyan universities context.

Resourcing Practices

The recruitment and selection process determines the decisions as to which candidates will get employment offers. The aim of this practice is to improve the fit between employees, the organization, teams and work requirements and thus, to create a better work environment (Tzafir, 2006). Sophisticated recruitment and selection system can ensure a better fit between the individuals' abilities and the organization's requirement (Fernandez, 1992). Hunter and Schmidt (1982) concluded that employment stability can be achieved through a selection procedure based on ability. Katou and Budhwar (2007) also found that recruitment and selection was positively related to all organizational performance variables such as effectiveness, efficiency, innovation and quality. Though most of the studies have been conducted in the western world it is now well established that HR practices have significant impact on productivity, corporate financial performance and employee turnover (Arthur, 1994). Pollit (2004) found that the HRM practices of Nokia played vital role in helping the company in reaching its 40% percent share of the global handset market, and industry leading profit margins of 20%-25% at a time of unmatched change and competition. Katou and Budhwar (2007) through an in-depth study on 21 institutions of learning of Greece found that HR practices such as recruitment, training, promotion, incentives, benefits, involvement and safety and health were positively related with the elements of organizational performance such as innovation and satisfaction of stakeholders . Singh (2004) in a study on 82 Indian firms observed that HR

practices such as training and compensation had significant impact on perceived organizational performance. Two recent studies (Billah and Islam, 2009) in context of Kenya also found that HR practices have significant association with employee turnover and organizational commitment. No much research has been done in Kenya pertaining to HR practices and performance of higher institutions of learning.

Reward Management

Compensation refers to all types of pay or rewards going to employees and arising from their employment (Dessler, 2007). Compensation is very much important for employees because it is one of the main reasons for which people work. Employees' living status in the society, satisfaction, loyalty and productivity are also influence by the compensation (Aswathappa, 2008). Delaney and Huselid (1996) found that incentive compensation was associated with perceived market performance in USA. Employee compensation system resulted in better organizational performance in Indian firms (Singh, 2004). Moyeen and Huq (2001) studied HRM practices of 92 medium and large business enterprises (Public and private sector) located in Dhaka, Bangladesh. They found that only 62% of surveyed organizations had an HR/Industrial Relations (IR) department. HRM practices of ten higher institutions of learning in Bangladesh were examined by Akhter (2002). She measured correlation between employee's opinions regarding HRM practices in their institution, their age, education and experience.

When we hear of employee recognition, we think of merit, acknowledgement, gratitude, appreciation and some thanks for the job well-done by an employee. Employee recognition may be in the forms of awards, employee merits, promotions and monetary incentives. However, a simple saying of thanks and round of applause can also become a good form of recognition that may boost the morale of a certain worker. The importance of recognising your personnel is as important as making them productive and achieving organizational goals. That's why, a failure to properly recognize your best assets (human resources), may result to a total organizational disaster. The responsibility of employers and managers to recognize employees does not only extend to their ability to quickly judge people – whether these people are worthy of acknowledgement or not. Their obligations should also stretch to their abilities to rightfully diagnose and deeply monitor their personnel for their hidden acts that help the organisation. This involves reliable employee performance review and evaluation. Employees are humans. Hence, managers should take extra care on their morale and emotions. This is why employee recognition should always be preceded by a careful employee assessment. One wrong recognition of an underserving employee can destroy the morale of other employees; and one

failure to recognize a worthy employee can raze his self esteem and can also result to the destruction of the confidence of his co-workers.

Finally, employee recognition should still not just stop from acknowledgement sand evaluation of employees. Employers should also be happy to see their laborers accomplish their jobs well. Therefore, they should also have the initiative to guide these workers to do their jobs effectively and efficiently. To conclude everything managers and employers should always observe fair employee recognition which is ensured by proper employee evaluation and maintained by constant employee direction. This should be applied to all the members of the organisation and not just to selected people. Remember that everyone can contribute and affect the whole organisation – positively or negatively.

Training and Development

Training and development is considered to be the most common HR practice (Tzafirir, 2006). Training and development refers to any effort to improve current of future employees' skills, abilities, and knowledge (Aswat happa, 2008). Thang and Buyens (2008) through reviewing 66 studies conducted in different parts of the world opined that training and development leads to superior knowledge, skills, abilities, attitudes and behaviour of employees that eventually enhance organizational performance. Hoque (1994) unearthed that training and development had positive impact on organizational effectiveness in Bangladeshi context. Training refers to the methods used to give new or present employees the skills they need to perform their jobs (Dessler, 2008). Training refers to improving competencies needed today or very soon (Jackson and Schuler, 2000). Training is the planned and systematic modification of behaviour through learning events, programmes and instruction which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively (Armstrong, 2006). Dessler (2008) argued that the training process starts with determining what training is required. Analyzing training needs depends on whether you are training new or current employees. The main task in analyzing new employees' training needs is to determine what the job entails and to break it down into subtasks, each of which you then teach to the new employee. Analyzing current employees' training needs can be done through task analysis and performance analysis.

Determining training needs is done at three levels; organizational needs analysis which involves examination of short and long-term objectives of the organization and the trends that are likely to affect these objectives. It can include a human resource analysis, analyses of efficiency indexes, and an assessment of the organizational climate. Job needs analysis involves examining jobs through job analysis. For existing jobs, information on the tasks to be performed, the skills necessary to perform those tasks, and the minimum acceptable standards

are gathered. Person needs analysis identifies gaps between a person's current capabilities and those identified as necessary or desirable (Dessler, 2008). Second, designing a training program involves setting training objectives and choosing the training methods. Training methods can be divided into on-the-job training and off-the-job training methods. On the job training methods include coaching, mentoring, job rotation. Off-the-job methods include formal courses, lecture, discussion, role playing and case study (Armstrong, 2006). Third, actual implementation of the training is done. It is important to increase learning during training. This can be done by providing for active participation; increasing self efficacy; matching training techniques to trainees' self efficacy; providing opportunities for enactive mastery; ensuring specific, timely, diagnostic, and practical feedback; and providing opportunities for trainees to practice new behaviours (Jackson and Schuler, 2000). Fourthly, training should be evaluated to check on its effectiveness.

Does the trainee use what was learned in training back on the job? This is also a critical measure of training success. We all know coworkers who have learned how to do something but choose not to. If learning does not transfer to the job, the training effort cannot have an impact on the employee's or organization's effectiveness. Kirk et.al. (2002) further argues that measuring whether training has transferred to the job requires observation of the trainee's on-the-job behaviour or viewing organizational records. Has the training or HRD effort improved the organization's effectiveness? Is the organization more efficient, more profitable, or better able to serve its clients or customers as a result of the training program? Meeting this criterion is considered to be the bottom line as far as most managers are concerned.

It is also the most challenging level to assess, given that many things beyond employee performance can affect organizational performance. Typically at this level, economic and operating data (such as sales or waste) are collected and analyzed. Armstrong (2006) argues that effective training can minimize learning costs; improve individual, team and corporate performance in terms of output, quality, speed and overall productivity; improve operational flexibility by extending the range of skills possessed by employees (multi-skilling); attract high quality employees by offering them learning and development opportunities, increasing their levels of competence and enhancing their skills, thus enabling them to obtain more job satisfaction to gain higher rewards and to progress within the organization; help to manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need to adjust to new situations; help to develop a positive culture in

the organization, one that is oriented towards performance improvement; provide higher levels of service to customers.

Performance of Public Universities

Organizational performance comprises the actual output or results of an organization as measured against its intended outputs (or goals and objectives). Organizational performance is the concept of measuring the output of a particular process or procedure, then modifying the process or procedure to increase the output, increase efficiency, or increase the effectiveness of the process or procedure (Smith, 2004). The roles of higher education institutions are clear. First, they should provide education and training within a structure that combines research and teaching. Second, they should offer professional training in fields such as Medicine, Engineering, Architecture, Law and Teaching. Third, these institutions should operate as research centers, responsible for carrying out research in a broad range of disciplines.

Fourth, they should play a part in regional development as well as developing international contacts, and contacts, and last but not least, they should play a social function in fostering the intellectual and social development of the society. But scholars and critics alike have never stopped blaming the system, which most of them went through, and their critiques are somewhat justified. Studies have confirmed that the nature of training provided by Kenyan public universities does not adequately prepare the higher cadre human resources that are required for development. In an editorial article in the Daily Nation (July 12, 2007) it was observed that Education in Kenya has largely operated in isolation from the economic sector it is supposed to serve. This study will however focus on research output, number of students enrolled, number of graduates produced, web ranking and completion rate of students as measures of performance in public universities in Kenya.

Research Output

Research output as journals articles and other scholarly publication are a tangible result of research. They are primary means of communicating the results of academic inquiry. Metrics associated with research are being applied to the measurement of research quality and impact of an individual scientific group as well at the institution and the rising national level. Rising research is an indicator of economic growth Research is described as a systematic attempt to provide answers to question Sulot [2012]. Research aims at producing new and better goods and services and develop new and better way of offering and distributing them. According to Aloruntoba and Ajayi [2006] research attainment is determined by the number of published articles in referred journals. In his study perry etal [2000] observed that academic staff viewed

successful research as an important factor in evaluation and believed are essential requirements for promotion. He further recommends university lectures should increase research productivity. The importance of research to a university cannot be Overemphasized Sulot [2012].

Web Ranking

Based on web biometric ranking different factors are considered which includes, academic web presence, research output, scholarly communication and economic relevance of technology transfer to industry, community engagement other important factors considered are rate of impact, openness and academic excellence. According Peterking [2011] webmetric ranking of the world university is done by cybermetric lab .it offer information according to the web presence an assessment of the scholarly content, visibility and impact of university on the web. based on ranking in 2015 webmetric used different ranking factors based on academic web presence, research output, including not only forms [e-journals reposition] publication but also scholarly communication and economic relevance of technology transfer to industry. The webmetrics data is collected between January 1st and 10th, and corresponding period in July, each variable is obtained atleast to times during period and the maximum value is chosen for mistakes or error. Havard university is top ranked in the world, while university of Nairobi leads the local ranking. If web performance of an institution is below the expected position according to their academic excellence, university authorities should reconsider their web open access and transparency policy, promoting substantial increases of the volume and quality of their e-publications (webmetric 2015).

Student enrolment

Study shows that over the last decade student enrolment in African universities has grown by sufficient amount in response to the increasing demand for higher education while expanding access to the underserved is commendable the pressure of enrolment growth on the capacity of university to provide quality education is a serious problem (Wisdom 2009). According to economicsurvey [2014] the enrollment of student has increased. Kenyatta university over past two years enrollment has grown to 23 percent from 2012, Nairobi university recorded 25% in 2012. Despite surge in student numbers higher education face numerous challenges frustrating its ability to produce more graduates, these includes inadequate capacity, a mismatch between skills acquired and the demands of industry, rigid admission criteria and limited opportunities for credit transfer (Wisdom [2009], University news [2014]).

Completion rate of students

Completion rate is the number of successful graduates compared to the number of students admitted. When the completion rate is high, it reflects a good performance of the university. Several factors may affected completion rate, e.g. riots, political influence, economic challenges among others. The general completion rate has been going up according to Tracy B. [2013], university of Nairobi performance in producing of graduates was close to an average rate of 17% from 2001-2007, equivalent to cohort rate of 53%. According to Nyang'au [2014], self sponsored students are majority in Kenyan universities. This tremendous expansion of undergraduate education when combined with declining funding translates into more and more students being admitted into institutions that were originally designated to accommodate few students. Severe crisis of overcrowding that's not uncommon to find students standing or seating outside of lecture halls. The factor points to worrisome cohesion that Kenyan public higher education institutions produce graduates who are ill equipped to complete effectively in the modern global economy, Odiambo [2011]. Only half of more the than 50,000 graduates annually are suitable for employment.

Number of graduates

Number of graduates in the public universities has been soring tremendously due to expansion of public universities. Double intake has been critical in influencing the number of graduates. This is a reflection of improved performance. According to Chacha C. [2004], there has been a continuous demand for education in Kenya and the university system has been forced to be more innovative to meet increasing demand. Among other ways, public universities responded to development by enacting private sponsored module II program. This ultimately increase the number of graduates in public universities. According to Sifuna [1998], study reveal that the rapid expansion of university was spontaneous to high demand. The increasing demand has been contributed to lack of planning. The direct consequences of poor quality graduates has been increasing unemployment. Poor quality of graduates and consequently graduate unemployment can have serious social, economic and economic ramifications as witnessed during the arab spring.

Empirical Studies

Some studies have shown direct linkage between HRM practices and firm performance. Katou and Budhwar (2006) argue that HRM practices do not lead directly to business performance but influence employee motivation and it is these employee outcomes which ultimately influence performance. Munjuri (2011) studied the effect of human resources management practices in

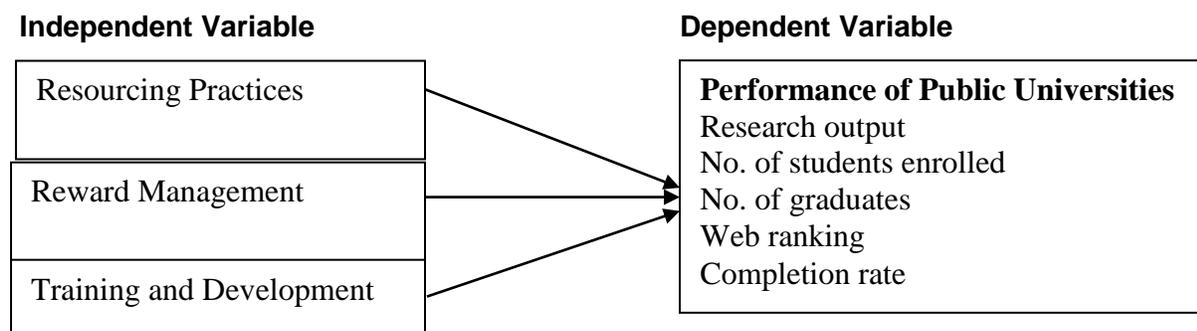
enhancing employee performance in catholic institutions of higher learning in Kenya. She established that performance related pay had the greatest impact on increasing employee level of performance. She further found out that training and employee empowerment had also got a significant effect of increasing employee level of performance. Job design and job security had the least impact on performance. Kipkebut (2010) also explored human resources management practices and organizational commitment on higher educational institutions. He found out that HRM practices were more important than demographic characteristics in influencing organizational commitment. He further established that private universities had more superior HRM practices than public universities. He recommended that that there was need for both qualitative and quantitative data for research to reveal pertinent issues of human resources management that enhance performance in higher institutions of learning. On the other hand Balabat (2010) considered the impact of human resources management practices on turnover, productivity and corporate financial performance. The results based on a national sample of nearly one thousand firms indicated that these practices have an economically and statistically significant impact on both intermediate employee outcomes and short and long term measures of corporate financial performance. Elsewhere, Kidombo (2009) considered human resource strategic orientation and strategic responses to environmental change. The findings revealed that most of the independent variables had a relationship with firm performance and the variations in the dependent variable can be explained by the independent variables. Kidombo recommended that future research should consider the effect of different commitments on firm performance. Future research should be triangulated by incorporating multiple sources such as line managers, workers and other stakeholders. Busienei (2013) in his study on the effect of human resource strategic orientation on performance of large private manufacturing firms in Kenya found out that there was a strong positive correlation between human resources strategic orientation and firm performance. He concluded that there is need to for future research to focus on performance of public institutions. Decramer et al (2007) argue that higher education institutions in Europe are undergoing a process of reform. Performance Management has been a core theme in this reform process in higher education institutions. The researchers pointed out that their article looks at the meaning of Performance Management as a HRM instrument in higher education institutions. They went on to confirm that the purpose of their research is to investigate to what extent and why a faculty of a higher education institution in Flanders University (USA) implemented individual performance management (IPM). Their research present a detailed in-case study where they examine whether a faculty in a higher education institution uses some form of role definition, goal setting, developmental goal setting,

monitoring, evaluation and/or appraisal in order to manage individual performance. Finally, they investigate if the actual implementation of these IPM activities is influenced by factors addressed by the rationales of adoption from a Resource Based View and a Neo-Institutional approach.

Conceptual Framework

The conceptual framework indicated below show both independent and dependent variables proposed by the study. Mugenda and Mugenda, (2003), define a variable as measurable characteristic that assume different values among the subjects. Kothari, (2004), defines a dependent variable as one that depends upon other variables or is as a consequence of other variables. An independent variable is defined as one that is antecedent to the dependent variable. The dependent variable, "performance of higher institutions of learning in Kenya" is the subject of this study and is the one that is influenced by the independent variables (resourcing practices, reward management, training and development). Institutional performance is indicated by research input, number of students enrolled, number of graduates, web ranking and completion rate. The study can be conceptualized as shown in Figure 1.

Figure 1: Relationship between Human Resource Management Practices and Performance of Public Universities



RESEARCH METHODOLOGY

Research Design

This study was carried out through a correlational research design. This approach provides the an opportunity to establish the relationship between human resource management practices and performance of public universities in Kenya. The adopted research design allowed the researcher to test the hypotheses. The correlational research design is considered because of the relationships amongst the study variables.

Population

This study focused on all the 31 public universities and their constituent colleges in Kenya as shown in Appendix II. It mainly targeted non-teaching staff. The staff was however represented by the head of human resource management in each of these public universities. In the event that the heads of HR were not available then a key informant from the HR department responded to the questions. This was attributable to the fact that the study needed key informants on strategic human resource management practices in public universities. All the universities were targeted due to their small number hence there was no need of sampling. This therefore implied that each university or constituent college was represented by one respondent hence a total target of 31 respondents.

Data Collection

This study mainly relied on primary data collected using a questionnaire. Questionnaires are appropriate for studies since they collect information that is not directly observable (Mellenberg, 2008; Franker 2006). The questionnaire consisted of three sections: Section A captured questions on the respondents' background information. Section B on the other hand focused on human resources management practices ranging from: Resourcing practices, reward management, training and development. Finally section C focused on Performance of public universities in Kenya. Performance was measured in terms of research output, number of students enrolled, number of graduates, web ranking and completion rate.

Data Analysis and Interpretation

Both descriptive and inferential statistics were used in analyzing data. This entailed frequencies and percentages, means and standard deviations, Pearsons correlation analysis and regression analysis. Prior to data analysis the questionnaires were coded based on a five point likert scale used in the questionnaire. SPSS 20.0 was used to perform the analysis of quantitative data. Pearsons correlation and multiple regression analysis were used to test for the research hypotheses. The research was as modelled by this linear regression equation:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \mu$$

where,

Y = Performance of public universities

α = Correlation constant

X_1 = Resourcing practices

X_2 = Reward management

X_3 = Training and development

ANALYSIS AND INTERPRETATIONS

Response Rate of the Study

The researcher administered 31 questionnaires in total and managed to obtain 18 completed questionnaires representing 58% response rate.

Reliability Analysis

In this study to ensure the reliability of the instrument Cronbach's Alpha was used. Cronbach Alpha value is widely used to verify the reliability of the construct. Therefore, Cronbach Alpha was used to test the reliability of the proposed constructs. The findings indicated that resourcing practices had a coefficient of 0.847, reward management 0.751 and training and development 0.881. All constructs depicted that the value of Cronbach's Alpha are above the suggested value of 0.5 thus the study was reliable (Nunnally and Bernstein, 1994; Nunnally, 1974). On the basis of reliability test it was supposed that the scales used in this study is reliable to capture the constructs.

Table 1. Reliability Analysis

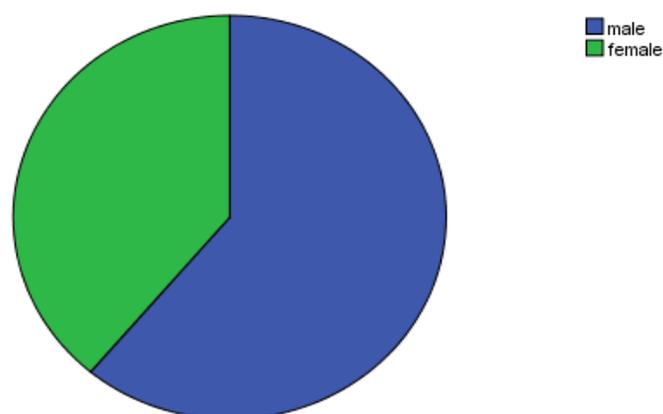
Human Resource Management Practices	Cronbach's Alpha	Comments
Resourcing practices	.847	Accepted
Reward management	.751	Accepted

Demographic Profile

Gender of Respondent

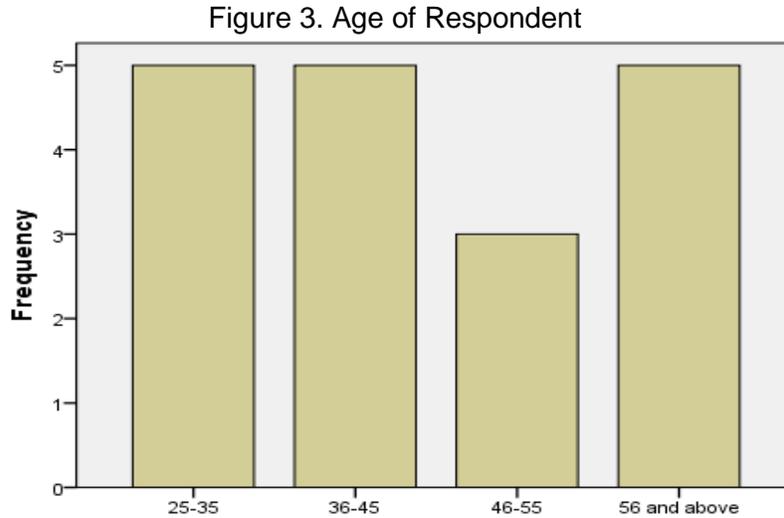
Respondents were further required to indicate their gender. The research findings revealed that majority (56%) of the respondents were female and the remaining 44% of them were male.

Figure 2. Gender of Respondent



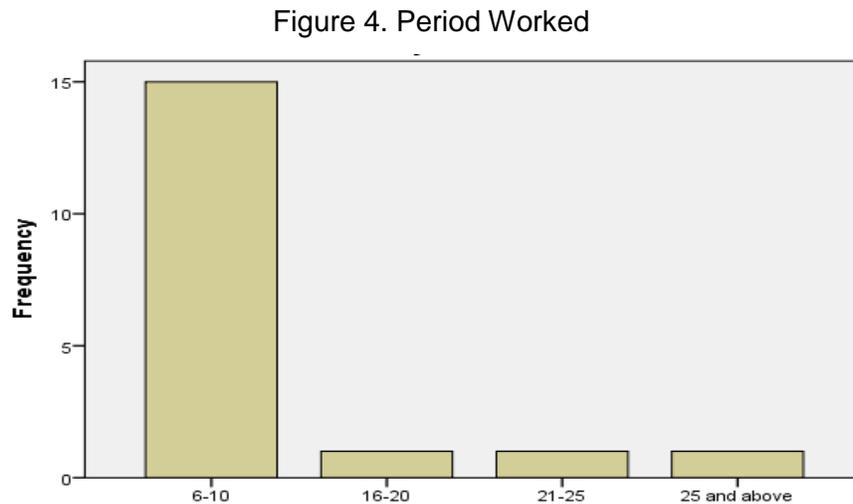
Age of Respondent

Minority (17%) of the respondents indicated that they were aged between 46-45 years while the rest (83%) of the respondents were equally distributed between the age groups 25-35, 36-45 and 56 and above years as shown in Figure 3.



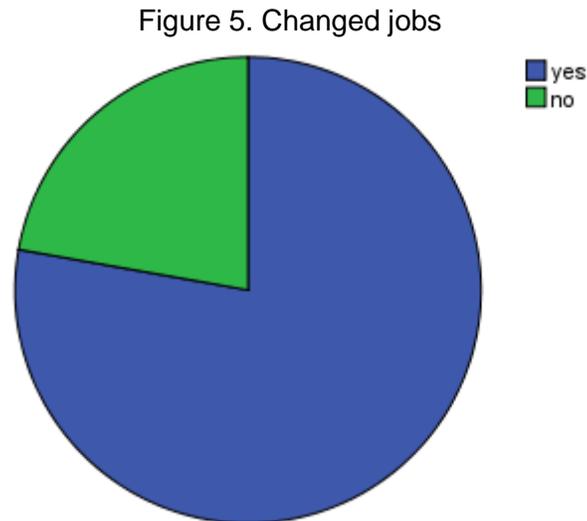
Period Worked

Majority (83%) of the respondents that they had been working in their institutions for a period of between 6-10 years while the rest (17%) of the respondents were equally distributed between periods of 16-20, 21-25, 25 and above each 6%. This therefore reveals that majority of the respondents had worked for a period long enough to enable them comment on the factors under study as shown in Figure 4.



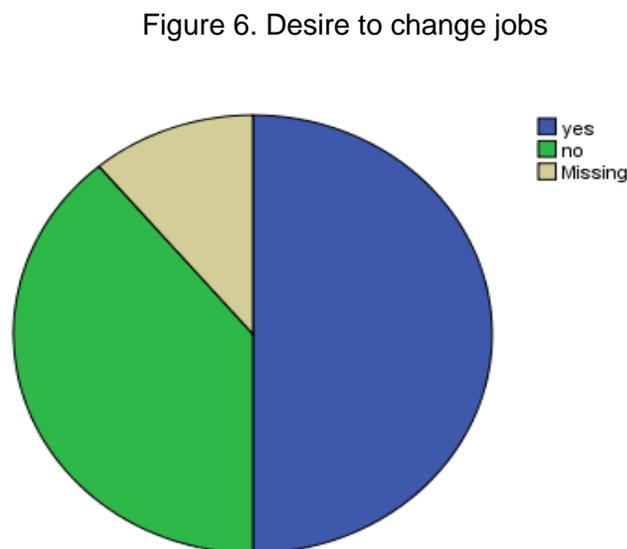
Changed Jobs

Respondents were further required to indicate whether they had changed jobs before. Majority (78%) of the respondents indicated that they had changed jobs before and the remaining 22% of them indicated otherwise. This implies high employee turnover in public universities as shown in Figure 5.



Desire to Change Job in Future

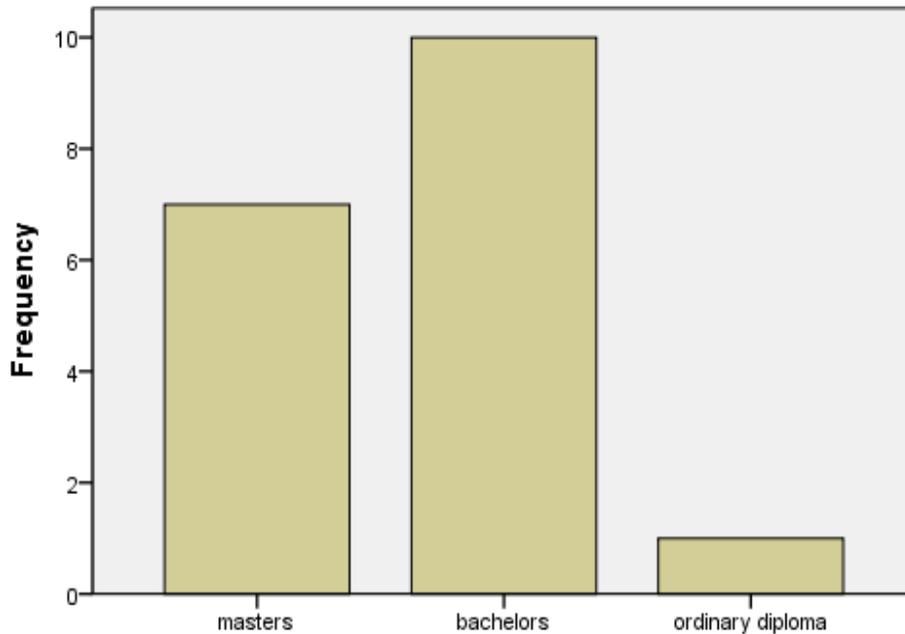
Majority (50%) of the respondents indicated that they had a desire to change their jobs in the future, 35% indicated otherwise and 15% didn't respond. The findings are as presented in Figure 6.



Academic Qualifications

Respondents were further required to indicate the highest academic qualifications they had attained. Majority (56%) of the respondents indicated that they had attained Bachelors Degree level of education. They were followed by those who had attained Masters Degree as represented at 39%. Only 5% of the respondents had attained that they had attained Diploma level of education. The findings are as presented in Figure 7.

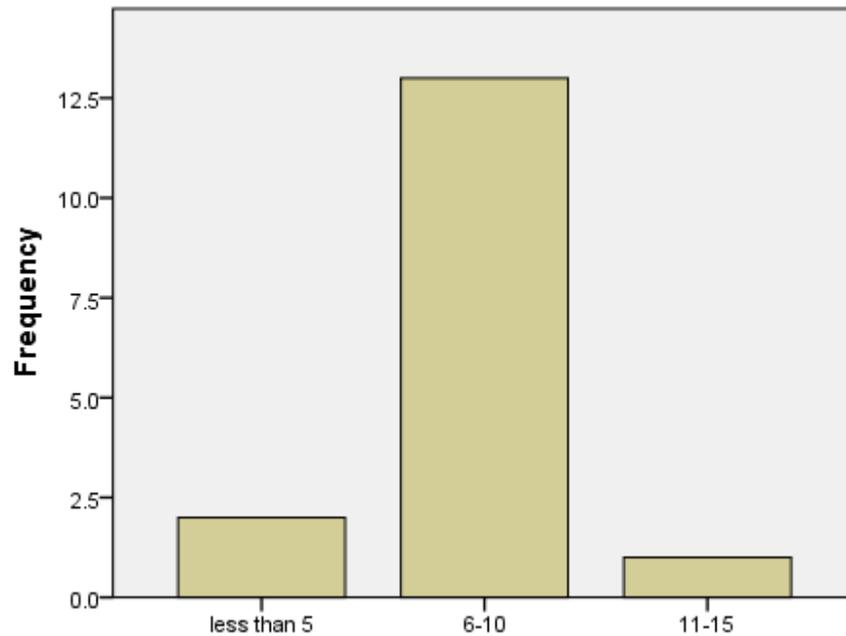
Figure 7. Academic Qualifications



Years since Last Promotion

Respondents were further required to indicate the number of years since their last promotion. The findings revealed that 81% of the respondents had been promoted between 6-10 years ago. 13% of them had been promoted less than 5 years ago while only 6% of the respondents indicated that they had been promoted in a period of between 11-15 years ago. The findings therefore imply that employee career advancement is average in public universities in Kenya as shown in Figure 8.

Figure 8. Years since Last Promotion



Human Resources Management Practices

This section focuses on the findings of various human resource management practices and their effect on performance of public universities in Kenya. It specifically analyzes data on resourcing practices, reward management and training and development.

Resourcing Practices

Respondents were required to indicate their level of agreement with various resourcing practices. Items that were measured on a five point Likert-Type scale ranging from 1 being “Not at all” to 5 being “To a very great extent”. Means of between 3.36 - 4.25 and standard deviations of between 0.622- 1.401 were registered. On average majority of the respondents were of the opinion that the resourcing practices applied to a great extent as revealed by means of 3.83. Specifically the study findings revealed that majority of the respondents agreed that employee - supervisor relationship enhances team spirit to a very great extent (4.25). They further indicated that duties and responsibilities were clearly defined in their organizations to a very great extent (4.21). On the contrary, the findings revealed that sudden exit of key people has minimal impact on working of pulic university (3.36). The findings are as presented in Table 2.

Table 2. Resourcing Practices

Resourcing Practices	Mean	Std Deviation
Employment policy encourages employee job security	3.71	.726
Recruitment of staff is based on meritocracy	3.93	.917
Compensation strategies enhances staff morale	3.86	1.027
Training and development encourages performance	4.00	.961
Training and development is on merit	3.36	1.336
Our human resource culture enhance performance	3.64	.842
Human resource policies encourages employee decision making	3.71	.914
Human resource policies enhances employee empowerment	3.71	.726
Employee - supervisor relationship enhances team spirit	4.25	.622
Duties and responsibilities are clearly defined in my organization.	4.21	.975
I would recommend others to work for the university	4.21	.802
Sudden exit of key people has minimal impact on working of University	3.36	1.336
Attrition rate is low and people are satisfied in their jobs	3.57	1.016
The use of Information technology in HR is a win-win situation for both employees and managers	3.57	1.016
I understand human resources information system (HRIS) is an important tool in increasing human resource effectiveness in the institute	4.00	.784
Recruitment and selection is based on equal employment opportunity principle	4.07	.917
Our recruitment and selection process is open and objective	3.93	.917
The relationship between the employee and supervisor is cordial	3.79	1.122
Overall Mean	3.83	0.942

Reward Management

Respondents were required to indicate their level of agreement with various reward management practices in public universities in Kenya. Means of between 2.65–4.13 and standard deviations of between 0.93 –1.64 were registered. On average majority of the respondents indicated that they agreed to various aspects regarding reward management to a great extent as revealed by a mean of 3.41. Specifically, the study findings revealed that majority of the respondents agreed that their organization tries to hire people with specialized skills (4.13) to a very great extent. They further indicated that compensation package should be linked with performance of employee (3.88) to a great extent. However majority of the respondents disagreed that they were unclear as to what their pay and benefits package consists of (2.65). It was also clear that most of the respondent disagreed that they would be

rewarded financially or otherwise if they went beyond what is expected of them in their job. The findings are as presented in Table 3.

Table 3. Reward Management

Reward Management	Mean	Std Deviation
University makes adequate use of recognition and rewards other than money to encourage good performance	3.29	1.486
Compared with people in similar jobs in other institutes, I feel my pay package is fair	3.41	1.417
I will be rewarded financially or otherwise if I go beyond what is expected of me in my job	2.94	1.434
I am unclear as to what my pay and benefits package consists of	2.65	1.643
My organization relates to compensation system with the level of knowledge and skill acquired by employees	3.88	1.111
My organization tries to hire people with specialized skills.	4.13	0.927
Employee benefit plans are one of the important reasons for working in University	3.41	1.458
Compensation package should be linked with performance of employee.	3.88	1.078
Management recognizes and makes good use of my abilities and skills	3.29	1.486
There is equity in our remuneration process	3.25	1.346
Overall Mean	3.41	1.339

Training and Development

Respondents were further required to indicate their level of agreement with various training and development practices in public universities in Kenya. Items that were measured on a five point Likert-Type scale ranging from 1 being “Not at all” to 5 being “To a very great extent”. Means of between 3.06–4.06 and standard deviations of between 1.197- 1.489 were registered. On average, majority of the respondents agreed that the various aspects on training and development in their universities were true to a moderate extent as shown by a mean of 3.53. Specifically, the study findings revealed that majority of the respondents agreed that the knowledge and skills acquired from their training could be applied at their workplace to a very great extent (4.06). They further indicated that all their training programmes run by organization were of high quality (3.81) to a great extent. However majority of the respondents that disagreed that their training programmes were constantly revised or update to fit with changing environment as compared to other scientific institutions.

Table 4. Training and Development

Training and Development	Mean	Std Deviation
Training is provided to enable me to do my job effectively and efficiently	3.199	1.285
Training and development activities of university are satisfactory as compared to other scientific institutions	3.33	1.247
Training is imparted based on training need identification	3.69	1.488
My organization, exposed extensive orientation programmers for all new employees to familiarize themselves with the norms and values.	3.31	1.210
My organization provides continuous training programmers to update existing employee skills and knowledge.	3.75	1.250
Training programmes are constantly revised or update to fit with changing environment	3.063	1.345
All the training programmes run by organization are of high quality	3.81	1.236
The knowledge/skills acquired from training can be applied at workplace	4.06	1.197
Overall Mean	3.53	1.282

Performance of Public Universities

Respondents were required to indicate their level of agreement with various aspects on performance of public universities in Kenya. Items were ranked on a Likert-Type scale ranging from 1 being “Strongly Disagree” to 5 being “Strongly Agree“. Means of between 3.25 - 4.06 and standard deviations of between 0.647- 0.985 were registered. On average, a mean of 3.706 was registered as pertaining to various performance aspects. The study findings specifically revealed that majority of the respondents agreed that their students graduated within the stipulated time (4.06). Further, the findings revealed that majority of the graduates from the university were well equipped to undertake HRM- related research projects (3.83). However, the findings revealed that majority disagreed that their universities are ranked highly in the web ranking (3.25). The findings further revealed that majority of the public universities in Kenya invested in research. The findings are as shown in Table 5.

Table 5. Performance of Public Universities

Promotion	Mean	Std Deviation
The university has invested in research	3.61	.979
Graduates from the university are well equipped to undertake HRM- related research projects	3.83	.985
Students from the university graduate within the stipulated time	4.06	.873
The university has a high enrollment rate	3.78	.647
The university is ranked highly in the web ranking	3.25	.856
Overall Mean	3.71	0.867

Table 6. Some data for Specific University Performance

Variables/practices	Highest Score	University
Training and development	5	Moi and Meru
Reward management	4.6	Moi
Resource practices	4.8	Moi
Performance	4.8	Meru

From the table above, the highest mean on performance is 4.8, training and development was 5, resource practices is 4.8 and reward management is 4.6. Moi and Meru scored highly in training and development so the management can emulate those universities in terms of training and development. Moi was the highest in the overall performance.

Relationship between Human Resource Management Practices and Performance of Public Universities in Kenya

The study analyzed the correlation between the various components of strategic HR practices (resourcing practices, reward management, and training and development) and the performance of public universities in Kenya. The results of the pertinent correlation analysis are as outlined in Table 7.

The results indicated that the relationship between resourcing practices and performance was weak and not statistically significant ($r = 0.054$; $p > 0.05$). The relationship between reward management and performance was positive, strong and statistically significant ($r = 0.677$; $p < 0.05$). The relationship between training and development on one hand and performance on the other was weak and not statistically significant ($r = 0.053$; $p > 0.05$). Interpretatively, only reward management reflected substantial effect on performance of public universities in the country. All the other factors of strategic HR practices, that is, resourcing practices and training and development even though they had a positive effect on public universities' performance, their effect was very marginal. Essentially, therefore, public universities ought to put greater emphasis on their reward schemes in order to enhance their performance.

Table 7: Results of Correlation Analysis between Strategic Human Resource Practices and Performance of Public Universities

		Resourcing Practices	Reward Management	Training & Development	Performance
Resourcing Practices	Pearson Correlation	1	.195	.372	.054
	Sig. (2-tailed)		.439	.128	.831
	N	18	18	18	18
Reward Management	Pearson Correlation	.195	1	.041	.677**
	Sig. (2-tailed)	.439		.872	.002
	N	18	18	18	18
Training Development	Pearson Correlation	.372	.041	1	.053
	Sig. (2-tailed)	.128	.872		.835
	N	18	18	18	18
Performance	Pearson Correlation	.054	.677**	.053	1
	Sig. (2-tailed)	.831	.002	.835	
	N	18	18	18	18

** . Correlation is significant at the 0.05 level (2-tailed).

Hypotheses Testing

H₁: There is no statistically significant relationship between resourcing practices and performance of public universities in Kenya.

The results of the correlation analysis indicated that the the relationship between resourcing practices and performance was weak and not statistically significant ($r = 0.054$; $p > 0.05$). Therefore, the the first null hypothesis failed to be rejected.

H₂: There is no statistically significant relationship between reward management and performance of public universities in Kenya.

The relationship between reward management and performance was established to be positive, strong and statistically significant ($r = 0.677$; $p < 0.05$). The results led to the rejection of the second null hypothesis.

H₃: There is no statistically significant relationship between employee training and development on performance of public universities in Kenya.

The relationship between training and development and performance was found to be weak and not statistically significant ($r = 0.053$; $p > 0.05$). This implied that the third null hypothesis was not rejected.

Regression Analysis

Multiple linear regression analysis models the relationship between human resource management practices and performance of public universities in Kenya. The coefficient of determination (r^2) and correlation coefficient (R) shows the degree of association between human resource management practices and performance of public universities.

The research findings indicated that there was a strong positive relationship ($R = 0.608$) between the variables. The study also revealed that 37% of public universities performance could be explained by human resource management practices as shown in Table 8.

Table 8. Model Summary

Model	R	R Square	Adjusted R
1	.608	.628	.535

Table 8 shows the results of ANOVA test which revealed that the combined independent variables have significant effect on performance of public universities. This can be explained by high F values (6.75) and low p values (0.06) which are less than 5% level of significance.

Table 9. ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4.167	3	.1389	6.752	.06
Residual	2.469	12	.206		
Total	6.631	15			

Table 9 shows the results of regression coefficients which reveal that a positive effect was reported for all the human resource management practices. Further, the findings reveal that reward management had the greatest effect (0.266) on performance. This was followed by training and development and then resourcing practices at 0.147 respectively.

Table 9. Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
(Constant)	2.154	.689		3.127	.007

Resourcing practices	-.073	.148	-.105	-.491	.631
Reward management	.498	.142	.695	3.499	.004
Training and development	.035	.115	.064	.303	.766

a. Dependent Variable: Performance

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

$$Y = 2.154 - 0.073X_1 + 0.498X_2 + 0.035X_3$$

From this study it was evident that at 95% confidence level, reward management returned statistically significant values when regressed against performance ($\beta = 0.498$; $p < 0.05$). More so, as indicated reward management strongly influenced performance of public universities in Kenya. Both resourcing practices and training and development were found to have little effect on performance and their effect on performance was further established not to be statistically significant at 0.05 level of significance (95% confidence level). Conclusively, public universities ought to emphasize more on reward management than in resourcing practices and training and development.

Hypotheses Testing

H₄: There is no statistically significant relationship between strategic HR practices (the combined effect resourcing practices, reward management, training and development) on performance of public universities in Kenya.

The results of the regression analysis indicated that relationship between strategic HR practices and performance was statistically significant ($p < 0.05$) and as such, the fourth null hypothesis was rejected.

Summary of Findings

The study sought to establish the relationship between strategic human resource management practices and performance of public universities in Kenya. Strategic human resource management practices considered included: Resourcing practices; reward management and training and development. The finding of the study revealed that resourcing practices significantly influenced the performance of public universities in Kenya. Results of the inferential statistics such as unstandardized regression coefficients show a positive effect on performance of public universities in Kenya. The findings further revealed that duties and responsibilities were clearly defined in public universities to a great extent. However, the findings revealed that the recruitment and selection process in public universities was open and objective. This complements the findings of Katou and Budhwar (2007) who argues that recruitment and

selection was positively related to all organizational performance variables such as effectiveness, efficiency, innovation and quality.

The finding of the study revealed that reward management positively influenced performance of public universities in Kenya. Results of the inferential statistics such as unstandardized regression coefficients and Pearsons correlation analysis show a strong and positive effect on performance. This was further complemented by the fact that majority of the respondents agreed that employee benefit plans were one of the important reasons for working in public universities. Further, the findings revealed a better package in public universities motivated employees to work well hence better performance. However, it was clear from the study findings that financial rewards were minimal in public universities whenever they went beyond what was expected of them in their jobs. The findings are similar with the findings of Aswathappa (2008) who argues that compensation is very much important for employees because it is one of the main reasons for which people work. Employees' living status in the society, satisfaction, loyalty and productivity are also influence by the compensation. The finding of the study revealed that training and development though positively influenced performance in public universities in Kenya, its effect was quite marginal. Results of the inferential statistics such as unstandardized regression coefficients show a positive but weak effect on performance. This further indicates that training and development is not a huge driving force of performance in public universities in the country. The findings differed from the findings of Thang and Buyens (2008) who through reviewing 66 studies conducted in different parts of the world opined that training and development leads to superior knowledge, skills, abilities, attitudes and behaviour of employees that eventually enhance organizational performance.

CONCLUSIONS AND RECOMMENDATIONS

The objective of this study was to establish the relationship between strategic human resource management practices and performance of public universities in Kenya. Based on previous studies, resourcing practices, reward management and training and development were expected to have a positive effect on performance. The study findings led to the conclusion that reward management is more important than resourcing practices and training and development in as far as enhancement of public universities' performance was concerned.

This study is a justification that human resource management practices significantly affects performance of public universities in Kenya. With due regard to the ever increasing desire to have high organizational performance in public universities there is need to invest in various strategies. This should be done in a manner in which all the stakeholders are happy.

This ensures that they are incorporative hence acceptable, accessible, ethically sound, have a positive perceived impact, relevant, appropriate, innovative, efficient, sustainable and replicable. This therefore calls for establishing strategies that meet employees' needs. Specifically the study recommends: The management of public universities to develop an employment policy that encourages employee job security; The management of public universities to invest in human resources information system so as to increase human resources effectiveness; Ensure recruitment and selection in public universities is based on equal employment opportunity principle; Management of public universities to link the compensation package with performance of employees; There is need to conduct a Training Needs Analysis in public universities which will identify the relevant training for various employees. Thereafter, employees will be trained so as to conduct their jobs effectively and efficiently and Management to review training programmes constantly to fit with the changing environment.

RECOMMENDATIONS FOR FURTHER RESEARCH

This study focused on the public universities in Kenya and therefore, generalizations cannot adequately extend to private universities. Based on this fact among others, it is therefore, recommended that a broad based study covering both public and private universities in Kenya be done to find out the relationship between strategic human resource management practices and their performance. It is also suggested that future research should focus on other strategic human resource management practices on organizational performance.

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APPENDIX I: Questionnaire

SECTION A: BACKGROUND INFORMATION

Profile of Respondent

1. Name of University
2. Position/Title
3. Gender Male Female
4. Number of years worked
Less than 5 6-10 11-15 16-20 21-25
25 and above
5. Have you ever changed your job before?
Yes No
6. Would you wish to change your job in future
Yes No
7. In terms of performance, how would you rank your University?
Excellent Above Average Average Below Average
8. Age Bracket
Less than 25 25-35 36-45 46-55 56 and above

9. Number of years since last promotion
 Less than 5 [] 6-10 [] 11-15 [] 16-20 [] 20 and above []
10. Given an opportunity, would you wish to change your career now?
 Yes [] No []
11. Highest Level of Education
 Ph.D [] Masters [] Bachelors []
 Higher Diploma [] Ordinary Diploma [] A-Level []
 O-Level/KCSE [] Primary []
12. Number of students enrolled in the university
13. Number of students graduated in the last 3 years

14. Estimate the completion rate of students in the university
15. Web ranking of the university

SECTION B: HUMAN RESOURCES MANAGEMENT PRACTICES

Please indicate with a tick the extent to which the following statements are true regarding how human resource practices are managed in your organization.

	Resourcing Practices	Not at all	Little extent	Moderate extent	To a great extent	To a very great extent
1.	Employment policy encourages employee job security					
2.	Recruitment of staff is based on meritocracy					
3.	Compensation strategies enhances staff morale					
4.	Training and development encourages performance					
5.	Training and development is on merit					
6.	Our human resource culture enhance performance					
7.	Human resource policies encourages employee decision making					
8.	Human resource policies enhances employee empowerment					
9.	Employee - supervisor relationship enhances team spirit					
10.	Duties and responsibilities are clearly defined in my organization.					
11.	I would recommend others to work for the university					

12.	Sudden exit of key people has minimal impact on working of University '					
13.	Attrition rate is low and people are satisfied in their jobs					
14.	The use of Information technology in HR is a win-win situation for both employees and managers					
15.	I understand human resources information system (HRIS) is an important tool in increasing human resource effectiveness in the institute					
16.	Recruitment and selection is based on equal employment opportunity principle					
17.	Our recruitment and selection process is open and objective					
18.	The relationship between the employee and supervisor is cordial					

	Reward Management					
1.	University makes adequate use of recognition and rewards other than money to encourage good					
2.	Compared with people in similar jobs in other institutes, I feel my pay package is fair					
3.	I will be rewarded financially or otherwise if I go beyond what is expected of me in my job					
4.	I am unclear as to what my pay and benefits package consists of					
5.	My organization relates to compensation system with the level of knowledge and skill acquired by					
6.	My organization tries to hire people with specialized skills.					
7.	Employee benefit plans are one of the important reasons for working in University					
8.	Compensation package should be linked with performance of employee.					
9.	Management recognizes and makes good use of my abilities and skills					

10.	There is equity in our remuneration process					
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Training and Development						
1.	Training is provided to enable me to do my job effectively and efficiently					
2.	Training and development activities of university are satisfactory as compared to other scientific institutes					
3.	Training is imparted based on training need identification					
4.	My organization, exposed extensive orientation programmers for all new employees to familiarize					
5.	My organization provides continuous training programmers to update existing employee skills and knowledge.					
6.	Training programmes are constantly revised or update to fit with changing environment					
7.	All the training programmes run by organization are of high quality					
8.	The knowledge/skills acquired from training can be applied at workplace					

SECTION C: Performance of Public Universities

Please indicate with a tick the extent to which the following statements are true regarding performance of public universities in Kenya.

		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree
1.	The university has invested in research					
2.	Graduates from the university are well equipped to undertake HRM- related research projects					
3.	Students from the university graduate within the stipulated time					
4.	The university has a high enrollment rate					

5.	The university is ranked highly in the web ranking					
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APPENDIX II: List of Universities under study

Public Universities	
1	University of Nairobi
2	Moi University
3	Kenyatta University
4	Egerton University
5	Jomo Kenyatta University of Agriculture and Technology
6	Maseno University
7	Masinde Muliro University of Science and Technology
8	Dedan Kimathi University of Technology
9	Chuka University
10	Technical University of Kenya
11	Pwani University
12	Kisii University
13	Maasai Mara University
14	Jaramogi Oginga Odinga University of Science and Technology
15	Laikipia University
16	South Eastern Kenya University
17	Meru University of Science and Technology
18	Multimedia University of Kenya
19	University of Kabianga
20	Karatina university
21	Eldoret university
22	Kisii university
Consituent Colleges	
1	Murang'a University College
2	Machakos University College
3	The Cooperative University College of Kenya
4	Embu University College
5	Kirinyanga University College
6	Rongo University College
7	Kibabii University College
8	Garissa University College

9	Taita Taveta University College
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