

**STRATEGIC HUMAN RESOURCE MANAGEMENT PRACTICES AND
PERFORMANCE OF SELECTED PUBLIC UNIVERSITIES IN KENYA**

BY

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DECLARATION

Student Declaration

This research project is my original work and has not been presented for in any University for the award of certificate, diploma or degree.

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DEDICATION

This research project is dedicated to my husband and my children for their patience, prayers, and moral support during my study period.

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ABBREVIATIONS AND ACRONYMS

ANOVA	-	Analysis of Variance
CUE	-	Commission for University Education
HRD	-	Human Resource Development
HRM	-	Humana Resource Management
KIPPRA	-	Kenya Public Policy Reassert and Analysis
NACOSTI	-	National Commission for Science Technology and Innovation
SHRM	-	Strategic Human Resource Management
SRC	-	Salaries and Remuneration Commission
KBV	-	Knowledge Based View
R&D	-	Research and Development
R.B.V	-	Resource Based View
SPSS	-	Statistical Package for Social Studies
UNESCO	-	United Nations Educational, Scientific and Cultural Organization

OPERATIONAL DEFINITION OF TERMS

Human Resource Management: is an organizational practice that involves employee hiring, training and development, performance of appraisal, employee compensation, motivating, industrial relations, employees' safety and healthy and compliance to labour laws.

Human Resource Planning: Is a process that determines the current and future human resource needs for an organization to achieve its long term and short term goals. The selected indicators in this study involves rrecruitment Policies, succession and retirement plan, reward management policies.

Organization Performance: It involves the ability of the organization to achieve its objectives using limited resource available. The selected indicators in this study involves efficiency, effectiveness, employee satisfaction, customer satisfaction and corporate image.

Staffing and Retention: Is a process of deploying employees based on their qualification and experience and seeking to retain them through fair compensation, working conditions and career growth. The selected indicators in this study includes employee compensation, employee mentorship and performance appraisal.

Strategic Human Resource Management practices: Refers to organizational level activities/policies/initiatives that determine the competitiveness of a firm in the long term period. The

selected metrics in this study involves human resource planning, staffing and retention, training and development.

Training and Development: Is a systematic acquisition of skills, knowledge, concepts or attitudes that result in improved performance of workers in an organization. The selected indicators in this study includes needs assessment, career development and talent management.

ABSTRACT

Strategic Human Resource Management (SHRM) is one of the aspects that is attributed to organizational competitiveness both from developed to developing countries. Despite the fact that SHRM influences organizational performance, it is revealed from human resource literature that public organizations and more specifically Public Universities in Kenya are experiencing deteriorating in performance due to issues associated to failure to adopt SHRM policies. High turnovers, periodical strikes and boycotts, service inconsistencies among Public Universities are issues associated to poor human resource management strategies. Based on this premise, this study sought to investigate the effect of Strategic Human Resource Management on performance of selected Public Universities in Kenya. The objectives of the study were: to establish the influence of human resource planning, staffing and retention, training and development on performance of selected Public Universities in Kenya. The study adopted descriptive research design. The target population of the study comprised of 13 Public Universities in Kenya where 914 employees were selected from teaching and non-teaching staff members. Simple random sampling technique was used to select the respondents of the. To determine the sample size, the scientific formula proposed by Israel was used to arrive at a sample size of 278 employees. Pilot study was conducted on 5 respondents to determine validity of the instrument by using views of scholars, university lecturers and industry experts while reliability of the instrument was determined by using Cronbach Alpha coefficients of 0.7. Primary data was collected using a structured questionnaire consisting of close-ended and open-ended questions. In addition, secondary data was collected from published sources such as Labour Acts, reports by Commission for University Education (CUE) and performance appraisal reports. Qualitative data was analyzed using content analysis where key themes of public and spoken word was critically analyzed and conclusions were made. Quantitative data was analyzed using descriptively and inferential statistics such as regression with the help of Statistical Packages for Social Sciences (Version 24) software. Regression analysis was conducted at 95% confidence level and 5% significance level. Descriptive data was presented in form of tables and figures. The study revealed that there exists a positive significant relationship between human resource planning ($r = 774, p < 0.000$), staffing and retention ($r = 376, p < 0.000$), training and development ($r = 576, p < 0.000$) on performance of selected Public Universities in Kenya. The study concludes that despite the fact that strategic human resource practices had a significant positive relationship on performance of selected Public Universities in Kenya, issues of understaffing, motivation and capacity development were of great concern. Therefore, this study recommends that for effective performance of Public Universities in Kenya, the government should increase financial budgets to facilitate adoption of appropriate technology, employment of staff and investment in infrastructural facilities.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Organizations operating in the 21st century are gradually shifting from traditional approaches of Human Resource Management (HRM) to Strategic Human Resource Management (SHRM) approaches (Lamba & Choudhary, 2013). With the changing business environment, competition, influence of technology, employee diversity, change of consumer demands and costs of operation, organizations in developed and developing countries have to adopt human resource management in order to be competitive (Thite & Russell, 2010). The development of SHRM concept since 1980s has resulted to transformation in many organizations internationally and locally and internationally (Abdus, 2011). The concept of SHRM is widely recognized around the world and particularly in developed countries like Australia, United States, Japan and Korea.

Organizational performance is thought to be a function of Strategic Human Resource Management practices even though there is no clear link between SHRM practices and organizational performance (Yamamoto, 2011). However, organizational performance is defined as the ability of the organization to get its best out of the efforts employees if effectively managed. Enhancing organizational performance in terms of customer service quality, improved image, repeat purchase, change implementation, increased employee morale, new product development and adoption of new technologies is conceptualized to be an uphill task if employees are not considered to be valuable asset (Wright, Kroll & Lado, 2010).

A survey Adnan and Izzat (2012) in Israel demonstrates that SHRM management is one of the fundamental practices that has contributed to significant improvement of

organizational productivity. Swapna and Raja (2012) in India observed that companies operating in developing countries are gradually recognizing the SHRM concept as the competitive practice of organizational performance despite the internal and external challenges that are experienced. Ali and Nur (2016) observed that oil companies in Iraq were in a position to survive in highly competitive environment because of strategic human resource planning and talent management.

Masaiti (2011) in Zambia observed that many organizations operating in developed and developing countries are striving to adopt human resource strategies in order to address issues related with consumer demands, production costs, employee job satisfaction and workplace technology. Gopal (2012) in India noted that Strategic Human Resource Management is one of the fundamental practices of competitive firms. Organizations that fail to develop human resource strategies are likely to perform poorly and vice versa. Hassan (2014) in Pakistan observed that for organizations to achieve their objective more efficiently and effectively, Strategic Human Resource Management policies should be developed. For organizations to achieve their long term and short term goals in the changing business environment, shaping employee behaviours through human resource policies or strategies is key.

Extensive studies conducted in Kenya by Kiiru (2013); Kilika et al. (2016); Gitonga, Kilika, & Obere (2016); Thiriku & Were (2016) indicate that Strategic Human Resource Management can result to a number of benefits to modern organizations that range from: the ability of the organization to achieve its goals with minimal resistance, employee support of business strategies, it enhances organizational competitiveness, it promotes creativity and innovation among workers, it promotes top management support of plans formulated and enhances cooperation among workers and departmental

synergies. They further revealed. Ligare, (2010) and Ngatia (2011) contend that for any organization to be competitive, issues of human resource planning, talent development, job design, knowledge and management, learning and development, employee staffing and retention and training and development should be addressed.

1.1.1 Strategic Human Resources Management Practices

Strategic Human Resource Management concept has continued to evolve as scholars seek a common consensus on its operationalization in the organizational context (Masaiti & Naluyele, 2011). Despite a common consensus on the universality of SHRM, a number of scholars have tried to look at it from different perspectives. Wright et al. (2010) define a strategy as the direction and scope of an enterprise in the long term period. Williams (2003) defines strategy as the means which firms use to meet their objectives in the changing business environment. On the other hand, strategy is regarded as overall plan which defines the purpose and direction of an enterprise. Wangai (2014) asserts that strategies formulated by an organization can range from marketing, procurement, finance and human resource.

Samson Et Al. (2016) attest that SHRM practices are decisions that have a long term impact on functional areas of a business enterprise. In the dynamic business environment, organizations are embracing strategic moves that seek to maximize productivity using human capital. In any competitive organizations, strategic human resources management is a function that is inseparable from other core-functions of the firm. Without effective human resource strategies such as recruitment, training, compensation and performance appraisal, organizational competitiveness cannot be achieved (Dimba, 2010).

Kiiru (2013) contends that Strategic Human Resource Management is a practice that involves the use of integrated methods aimed at development human resource plans. By extension, these strategies describe intents and plans associated to the overall organizational considerations, employee resourcing, knowledge and development, reward and employee relations are some of the Strategic HRM that can enhance organizational competitiveness. Strategic Human Resource Management is observed to be a continuous activity that requires constant adjustment of top management, the business environment and organization resources (Yamamoto, 2011). Kilika et al. (2016) assert that SHRM policies that are developed and implemented by employees of the organization. It is an approach that emphasizes on equipping employees with necessary skills and knowledge to enable them adjust to internal and external challenges.

Armstrong (2010) regards SHRM to be a process that enables the development of a human capital in the organization. He further argues that, human resource strategies have remained the integral part of any competitive business enterprise. Thiriku and Were (2016) assert that SHRM entails establishing policies and techniques that enable skillful strategy implementation using dedicated teams to influence cross-functional knowledge and competences, increasing knowledge management abilities that support the leveraging of best practices and efficient use of opportunities (Loderer & Martin, 2007).

Kasmi (2011) argues that traditional HR emphasize on manual skills that concentrate on training employees on exact duties and responsibilities. Further, it focuses on individuals' capacity to perform a specific task without positive consideration of changing trends in the corporate world. The traditional HR approach is viewed to be mechanical and rigid to changes but SHRM is considered to be organic that is adaptable to changing trends in the business environment (Greenidge et al., 2012).

1.1.2 Organization Performance

Strategic Human Resource Management is considered to be a function of organizational performance of any competitive enterprise from context to context if effectively managed. With increased competition, change of technology and consumer need for quality goods and services, organizations are embarking on SHRM as a driver of organizational competitiveness (Voorde, Van De, Paauwe& Van Veldhoven, 2010).

The concept of organizational performance has continued to receive a number of interpretations from different scholars. For instance, Shikha and Karishma (2012) regard organization performance to be employee satisfaction, customer satisfaction, minimal employee absenteeism and high level of employee commitment. On the other hand, Ghazala and Habib (2012) define organization performance as the extent to which a firm can achieve its objectives using limited resources. Thiriku and Were (2016) also suggest that organization performance can be evaluated using profits, volume of sales and employee satisfaction.

Lusch and Laczniak (2009) assert that organizational performance is the extent to which an organization can achieve the intended objectives within a given period of time. Organizational performance can be measured using employee commitment, exceeding customer expectations, maximizing revenue and minimizing general costs of operation. Abdullah (2014) asserts that HRM performance outcomes can be categorized into: HR-related outcomes which is characterized with employee turnover, absenteeism, job satisfaction and commitment; Organizational outcomes which are characterized with aspects of productivity, quality, customer service, costs of production and customer satisfaction.

Organizational performance is thought to be a function of Strategic Human Resource Management in competitive organizations (Ligare, 2010). Even though human resource management practice is thought to influence organizational performance, Strategic Human Resource Management is also thought to be one of the practices that enhances organizational performance in a more efficient and effective way (Lanyon & Abdalla, 2008). Even though there are conflicting views on the extent to which strategic management practices chosen by organizations influences performance of organization, to a larger extent, SHRM is seen to be considered to be the most appropriate practice of surviving in the changing business environment that is characterized by stiff competition, employee diversity, influence of technology and globalization (Masaiti & Naluyele, 2011).

Measurement of organizational performance is viewed to be a complex issue that is attributed to financial and non-financial metrics. Financial metrics may include profits, costs, and investments, volume of sales while non-financial metrics may include employee satisfaction, customer satisfaction, repeat purchase and corporate image. Further, Mutia (2011) ascertains that organization performance can be measured using indicators such as effectiveness, efficiency, change implementation, product development, expansion and financial viability (Mutia, 2011).

Similarly, Kasmi (2011); Katua, Mukulu and Gachunga (2014) acknowledge that organizational performance can be measured using the firm's ability to develop new products and services, maintain close links with key stakeholders, incur minimal social and economic costs, integrate technology in the system, manage employee resistance to change and re-engineer business processes for efficiency and effectiveness. Further, Hassan (2014) attests that despite organizational performance may be measured in

different ways from context to context, to a larger extent, parameters such as customer satisfaction, profits, process automation and learning and innovation are used to evaluate competitiveness of any organization.

1.1.3 Public Universities in Kenya

UNESCO (2016) suggests that growth of University education in Kenya can be traced back to 1922 when Makerere college was established a Technical college to admit students from Kenya, Uganda and Tanzania. As a result, in 1949 and 1954, Makerere College was necessitated to enter into special relations with Universities from London to enable Africans to study for degree programs. Later in 1954, Makerere College was converted to be the University College of East Africa. In 1970, it was decided by the African Authority to split University of East Africa into three major Universities which included: Makerere University (Uganda,) University of Dar es Salaam (Tanzania), and the University of Nairobi (Kenya). Since 1970, to date, the University Education has experienced rapid growth.

The number of universities offering degree programs have increased significantly thus resulting to increased number of student enrollment. According to the Ministry of Education Report (2016), Chartered Public Universities have continued to record increased number of student enrollment in various certificate, diploma, degree and postgraduate programs due to Governments initiatives to promote quality education to all Kenyans as spelt out in vision 2030. With increased competition from international and local private Universities, Chartered Public Universities have continued to experience a number of challenges to accommodate the increased number of students. Some of these challenges are: accreditation of academic programs, lecturer verses student ratio, inadequate infrastructural facilities and capacity of the teaching staff.

As a result of the integrity questions raised from key stakeholders in the education sector with regard to quality of education in higher institutions of learning in Kenya, the Commission for University Education (CUE) was established under the Universities Act, No. 42 of 2012 to replace Commission for Higher Education to oversee and regulate university education in Kenya (Ministry of Education, 2016). However, despite the establishment of Commission for University Education in Kenya, Public Universities in Kenya are experiencing several challenges such as employee strikes and inequitable workloads, poor remuneration and career stagnation among others.

1.2 Statement of the Problem

According to the survey conducted by the Salaries and Remuneration Commission (2016) it was revealed that majority (96%) of public organizations and more specifically Public Universities in Kenya are experiencing deteriorating. The real issues which are attributed to deteriorating performance among Public Universities include; inability of employees to develop their careers, non-existence of policies that promote staff development, poor remuneration policies, poor working conditions (Magutu, Mbeche, Bitange, Onserio Nyaanga & Ogoro, 2010). Despite the fact the SHRM practices are attributed to improved organization performance, it is noted that little has been done by previous studies conducted globally and locally to address issues of SHRM that influence performance of Public Universities in Kenya.

Extensive studies conducted globally and locally Abdus (2011); Adnan & Izzat (2012); Ali et al. (2016); Kilika et al. (2015) & Thiriku & Were (2016) demonstrate that Strategic Human Resource Management practices are correlated to organizational performance. Another study conducted by KIPPRA (2016) also revealed that there was a mismatch between employees' qualifications, salaries paid and duties performed. Consequently,

extensive studies conducted in Kenya by Ligare (2010); Maina (2011); Odunga (2011); Mutia, (2011); Mbondo (2011) & Manguru (2011) have failed to examine variables of this study in the university context.

A study by Adnan and Izzat (2012) was confined to human resource management practices in commercial banks in Israel. A study by Ali et al. (2016) was limited to oil and gas companies in Iraq. A study by Masaiti and Naluyele (2011) examined strategies to retain and motivate employees among employees of the ministry of education in Zambia. A study by Kiiru (2013) was limited to SHRM practices in State Parastatals in Kenya. Further, a study by Kilika, K' Obonyo, Ogutu and Munyoki (2016) examined the relationship between human resource development infrastructure and university performance. Moreover, a study by Ligare (2010) was limited to State corporations in Kenya. A study by Maina (2011) was confined to secondary schools in Kenya and a study by Mbondo (2011) was limited to Kenya Police Staff SACCO Ltd.

However, from the findings of empirical studies, it is noted that there exist deficiencies in evidence on the link between SHRM and performance of organizations. First, it is noted that each study examined different variables partially and in isolation and failed to examine the combined variables of this study on performance of selected Public Universities in Kenya. Second, the studies conducted were confined to different geographical and cultural backgrounds thus difficult to generalize. Third, each study adopted different data analysis methods which resulted to inconsistencies in research findings. Therefore, it is on this premise this study sought to investigate the effect of Strategic Human Resource Management practices on the performance selected Public Universities in Kenya.

1.3 Objective of the Study

1.3.1 General objective

The general objective of the study was to assess the effect of Strategic Human Resource Management practices on the performance of selected Public Universities in Kenya.

1.3.2 Specific Objectives

The specific research objectives that guided this study were:

- (i) To establish the effect of human resource planning on performance of selected Public Universities in Kenya.
- (ii) To determine the effect of staffing and retention on performance of selected Public Universities in Kenya.
- (iii) To assess the effect of training and development on performance of selected Public Universities in Kenya.

1.4 Research Hypotheses

The research hypotheses that guided this study were:

H₀₁: There was no relationship between human resource planning and performance of selected Public Universities in Kenya.

H₀₂: There was no relationship between staffing and retention and performance of selected Public Universities in Kenya.

H₀₃: There was no relationship between training and development and performance of selected Public Universities in Kenya.

1.5 Significance of the Study

This study may add new insights to the world of knowledge thus the need for Public Universities to embrace SHRM in order to enhance performance. Management of Public

Universities may find this information essential in formulating human resource plans that promotes employee welfare thus enhanced productivity. The information may help management of Public Universities improve employee working conditions and review policies of engaging workers to enhance performance. Policy makers such as the, Salaries and Remuneration Commission, Trade unions, Ministry of Education, Commission for University Education and other International Stakeholders such as UNESCO may use the information to formulate policies that would contribute to improved performance of Public Universities in Kenya. The information may help scholars, academicians and researchers to enhance their literature and propose new models of solving the problem under investigation.

1.6 Scope of the Study

This study sought to establish the effect of Strategic Human Resource Management practices on the performance of selected Public Universities in Kenya. The study was limited to Public Universities as shown in appendix (3). Universities were chosen based on the number of years of operation, number of academic programs offered, infrastructural facilities in place and ISO certifications. The independent variables of the study were: strategic human resource planning, staffing and retention and training and development while the dependent variable was performance of selected Public Universities in Kenya.

1.7 Limitations of the Study

It was anticipated that some respondents were to be reluctant in giving the intended information once questionnaires are administered. This limitation was overcome by the researcher clearly stating the objective of the study and providing assurance of confidentiality of the information given. It was anticipated that some of the empirical studies that were reviewed in this study were carried out in different geographical and

cultural contexts. However, this limitation was overcome by this study focusing on higher education sector in Kenya which is different from developed countries. Some of the information used in this study may have been obtained from sources which were biased during data analysis due to the number respondents involved, sampling design, instruments and data analysis methods. However, this limitation was overcome by this study using simple random sampling, questionnaires and multiple regression method in analyzing data.

1.8 Organization of the Study

Chapter one the study provides background of the study, statement of the problem, objectives of the study, hypotheses, significance, scope and limitations of the study. Chapter two outlines theoretical review, empirical review, summary of literature review and knowledge gaps using a table and finally conceptual framework illustrating the association between variables. Chapter three provides. Chapter three discusses the research design, the target population, sample size and sampling procedure, data collection, collection procedure, validity and reliability, data analysis and ethical considerations. Chapter four presents data analysis, findings and discussions in relations to objectives of the study and chapter five discusses the summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review on strategies human resource management and organizational performance. It presents the theoretical review, empirical review, summary of literature and knowledge gaps and finally conceptual framework.

2.2 Theoretical Literature Review

This study was anchored on empowerment theory and supported by other two theories which includes Herzberg's two factor theory and human capital theory.

2.2.1 Empowerment Theory

The theory was pioneered by Zimmerman (1992). The theory argues that empowerment is process equipping employees with relevant skills and knowledge to performance various tasks more competently. Achieving organizational goals in any context is thought to be a function of employee empowerment (Viljoen, 2004). Continuous development of employee skills and providing the necessary support not only improves overall productivity of the organization, but also enhanced employee motivation to perform and exceed organizational goals.

Thiriku and Were (2016) attest that even though empowerment is viewed differently from context to context, to some extent is interpreted as the ability of the organization to provide the necessary support, information and opportunities to employees. Futuristic thinking organizations are always dedicated in empowering their workers to achieve their goals in a more efficient and effective manner. It is argued by Kavoo and Kiruri (2013) that empowering employees psychologically can result to improved organizational productivity. Feeling of competence, freedom in decision making and

value of the job can significantly lead to organizational growth in terms of positive behaviours, profits, creativity and innovation and minimal resistance to change

Spanos and Lioukas (2011) opine that employee empowerment is the extent to which managers of an enterprise can promote employee talents in order to achieve the best results. Delegating responsibilities, training workers, job rotation, promotions, job enrichment and financial support are some of the factors that enhances employee empowerment. Empowerment of employees is viewed to be a direct function of organizational competitiveness from context to context (Gopal, 2012). This theory was applicable in this study on the premise that Public Universities are likely to enhance their performance by adopting strategic human resources plans such as recruitment, succession, compensation and retirement plans to enhance their performance.

2.2.2 Herzberg's Two Factor Theory

The theory was founded by Herzberg in 1969. Motivation-Hygiene Theory argues that employees are likely to work effectively if motivated by intrinsic and extrinsic factors. Hygiene factors are regarded to be those job factors which must be existent at the workplace for employee to be motivated to work (Kasmi, 2011). Non-existence of these factors in an organization can lead to dissatisfaction even though they do not guarantee positive satisfaction. Hygiene factors when adequate in an organization can make employee to be motivated to perform and vice versa. Hygiene factors are also called as dissatisfies or maintenance factors as they intervene to minimize levels of employee dissatisfaction (Heggsted & Mingo, 2011). The hygiene factors that can make employees perform may include reasonable pay and wages, flexibility of administration policies, fringe benefits attached to employee positions, conducive working

environment, good interpersonal relations among workers and job security (Greenidge, Alleyne, Parris & Grant, 2012).

Aguenza and Som (2012) argue that hygiene factors only cannot be considered to be the only motivators but also other factors termed as satisfiers can enhance employee motivation to perform such as recognizing the effort of hard working employees by top level managers, employee capacity to have a sense of achievement from the job, ability of the employee to develop his or her career in the system through promotions, ability to perform delegated duties effectively and meaningfulness of the work. Employees in an organization are likely to behave positively towards organizational goals if they find their jobs to be interesting or exciting and vice versa (Bal et al., 2012)

Despite extensive application of Motivation-Hygiene Theory in human resource management literature by Farman, Kashif., Syed, Muhammad and Muhammad (2013); Greenidge, Alleyne, Parris and Grant (2012) and Kimani (2010), it is observed that the theory has some limitations which make operationalization and contextualization of its constructs to be uncertain. Theory assumes the correlation between satisfaction and productivity (Ligare, 2010). Further, it is observed that satisfaction is multidimensional facet which is influenced and determined by multiple aspects thus complex to be measured from context to context.

Additionally, it is observed that despite adequacy of satisfiers in an organization, to some extent, organizations may fail to accomplish their goals in the long term period (Ghansah, 2011). The level of excitement and satisfaction among workers is not correlated to productivity and vice versa. However, this theory is applicable in this study based on the premise that Public Universities are likely to perform effectively if they refocus on human resource planning, staffing and retention, training and development. (Adnan & Izzat, 2012)

2.2.3 Human Capital Theory

The theory was propounded by Becker in 1993. The theory argues that investment in employee is thought to be a function of organizational performance. Employees who are equipped with the right mix of knowledge, skills and experience are likely to perform effectively. According to Abdullah (2014) recruitment and retaining workers with unique skills and knowledge is one of the factors that promote organizational growth in the changing business context. Employee capabilities and skills are drivers of creativity and innovation any competitive organization.

Afzal et al. (2013) assert that creating an enabling environment that promotes employees' talents or career growth can stimulate organizational performance. Organizations that invest in training employees are more likely to perform effectively as compared to those that consider employee training as a cost. Creating a shared mental model of solving problems using scientific knowledge is one of the fundamental factors that triggers employee motivation. Introduction of advanced systems in any organization is purely dependent on employee knowledge and capacity to operate them (Markos & Sridevi, 2010). Inefficiency of any organization is attributed by inability of employees to learn new skills, lack of management support, structural rigidity, poor leadership and lack of self-initiative among workers.

Mutahi and Busienei (2015) suggests that firms are likely to be competitive if they recognize the need for talent development. Similarly, Ghazala and Habib (2012) demonstrate that to survive in a highly competitive business environment, companies not only need to equip workers with knowledge and skills but also provide supportive environment that nurtures new and existing talents. Introduction of technology and

equipment can give employees new insights on how to perform different tasks using the new platforms thus enhanced service delivery.

The theory was applicable in this study on the premise that Public Universities in Kenya are likely to boost their performance by investing in employees. Improving working conditions, providing job security, sponsoring workers for further studies would result to enhanced performance of Public Universities in Kenya. Training and development initiatives such as departmental research and periodical trainings among non-teaching staff would result to improved performance of Public Universities in Kenya.

2.4 Empirical Literature

2.4.1 Human Resource Planning and Organization Performance

Afsal et al. (2013) suggest that human resource planning is one of the HR competitive practices that enhance organizational productivity. Organizations should always seek to identify people with the right mix of knowledge and skills to perform. Organization that do not have clear HR plans are likely to fail. Further, it was observed that their research work was limited to human resource planning in telecommunication sector in Pakistan and found out that there exists a significant effect between human resource planning and organizational performance. Moreover, the study sought to examine determinants of HRP such as selection, training and incentives on organizational performance.

In contrast, this study will seek to establish the effect of Strategic Human Resource Management practices on the performance of selected Public Universities in Kenya. The independent variables of the study will be strategic human resource planning, staffing and retention and training and development while the dependent variable was performance. In this study it will look at the real issues which are attributed to

deteriorating performance among Public Universities which include; inability of employees to develop their careers, non-existence of policies that promote staff development, poor remuneration policies, poor working conditions (Magutu et al., 2010).

Chebet (2015) also established that effective HR planning was the only way organizations are using to meet customer demands in the changing business environment. Organizations should engage HR professionals to conduct employee needs assessment. However, the study focused on examining the influence of compensation, leadership, training, working conditions on performance of the employees at the County government of Bungoma. The target population comprised of 5,900 employees of Bungoma County government. The study adopted a descriptive survey research design and a sample size of 375 was chosen using stratified random sampling whereby the strata was represented by the levels of management which were top, middle and lower management levels. Data was analysed using descriptive statistics that failed to establish the statistical effect between variables of the study. In contrast, this study focused on selected Public Universities in Kenya to examine the relationship between Strategic Human Resource Management on performance.

Dauda et al. (2010) assert that human resource planning is directly correlated organizational growth. Inability of organization to achieve the set standards is attributed by system rigidity to accept new changes such as technology. Further the study observed that inability to have succession and talent development plans can hinder successful organizational growth from context to context. Even though organizations experience various challenges when implementation strategic planning policies, understanding the past, present and future needs of the organization is one of the fundamental factors that enhance organizational competitiveness (Ondieki et al. 2017).

Spanos and Lioukas (2011) attest that organizations operating in the changing business environment should consistently embrace strategic human resource planning in order to meet future needs of customer. Companies that fail to articulate the right number of employees and a mix of knowledge and skills required to perform more effectively may cease to exist in the competitive business environment. Identification of appropriate techniques of determining the required number of employee in the organization can create a significant effect on organizational growth. However, it was noted that the study was confined to Strategic Human Resource Management practice and corporate performance of Small Business Enterprises in Lagos Metropolis but failed to focus on issues in higher education sector in Kenya.

Hassan et al. (2013) established that there exists a difference between number of workers and organizational output. The study revealed that to some extent, the larger number of workers in an organization may not reflect the real output if effective mechanisms are not put in place to determine input and output. Continuous development of employee skills and knowledge is seen to be one of the drivers of organizational performance. Despite the positive correlation between Strategic Human Resource Management and performance of organization, it was observed that the study was limited to training and development impact among Oil and Gas Sector of Pakistan but failed to examine the integrated approach of SHRM variables of this study on performance of Public Universities in Kenya.

2.4.2 Employee Staffing and Retention and Organization Performance

Namusonge, Kabare and Kagwiria (2014) revealed that employee staffing and retention were aspects that were determined by managing employee talents. It was pointed out by the study that if appropriate strategies are not embraced by organizations, retaining

employees may be a challenging task in the changing business context. Moreover, the concern about the scarcity of talent is almost universal. However, it is observed that the study examined variables of this study in isolation but not in a combined manner. Odunga (2011) contend that organizations around the world are competing for the similar pool of capacities. However, organizations are finding it hard to attract and retain competent workers. Issues of compensation, working conditions and opportunity for career growth are top priorities of aggressive workers. Nevertheless, it was noted that the study was confined to construction companies in Kenya but failed to focus on issues in higher education sector in Kenya.

Ibullah et al. (2016) found out that most of the organizations are experiencing high employee turnover due to inability retain workers. Organizations operating in the changing business environment may find it difficult to compete due to inability to provide an environment that promote employee welfare such as flexible schedules, promotions, training, job design, job enrichment, performance appraisal and salary review. However, it was noted that their study was limited to retention and organizational performance and competitiveness of firms in the banking sector in positioning in Nigerian but failed to focus on higher education sector in Kenya.

Mutua, Karanja and Namusonge (2012) ascertained that when organizations losses workers it automatically losses its competitiveness in terms of skill, experience and corporate memory. To enhance productivity of any organization, retaining employees who are highly qualified is one of the determinants that triggers employee internal insights to find alternative means of achieving organizational objectives. Further, the study noted that organizations may turn to be trainings grounds for well established companies. Companies that fail to identify unique skills of workers and develop them are likely to be the losers in the long term. However, it was noted that the study was

confined to the role of human management practices on performance of financial cooperatives based in Nairobi County, Kenya but failed to address SHRM practices on performance of Public Universities in Kenya.

Mbondo (2011) posits that employers are experiencing challenges of employee retention due to changing labour laws and employee drive to develop their career potential within the shortest time possible. Management styles, inflation rates and skills of workers can influence employee retention directly or indirectly in any context. Dissatisfied workers not only taint the image of the company but also contribute to organizational stagnation and rigidity to changes. Nevertheless, it was observed that the study was restricted to Strategic Human Resource Management practices at the Kenya Police Staff SACCO Ltd and studied variables of this study in isolation.

Maina (2011) postulate most of the organizations that are ranked top in service delivery are directly attributed to effective compensation policies, career growth, flexible working environment and employee recognition. Good relations among workers, delegation, consultation and autonomy in decision making are some of the factors that promote organizational performance if effectively embraced in any competitive system. However, it was noted that the study was limited to Strategic Human Resource Management practices applied in performance of the top five secondary schools North District of Kajiado County, Kenya but failed to examine the integrated approach of the variables of this study on performance of Public Universities in Kenya.

2.4.3 Employee Training and Development and Organization Performance

Ligare (2010) established that there is a relationship between employee training and development and performance among organizations. Employee training entails a combination of essential abilities that involve the development of a knowledge base,

expertise level and mindset that is increasingly necessary for success in the modern workplace. Employability skills are typically considered essential qualifications for many job positions and hence have become necessary for an individual's employment success at just about any level within a business environment. In contrast, this study used questionnaires to collect data and multiple regression method to establish the relationship between variables.

Kilika et al. (2012) contend that the ability of employees to share information and learn new skills that will facilitate effective implementation of strategy. Well trained employees are likely to have a wide understanding of the business environment and adjust quickly to changes with minimal resistance to change. However, it was pointed out that their study was limited to understanding the design of human resource development infrastructures for knowledge intensive organizations: an empirical evidence from Public Universities in Kenya.

Katua, Mukulu and Gachunga (2014) argue that achievement in the workplace deals with the pride and sense of accomplishment employees feel about their jobs and employers. Managers who notice a decline in achievement must take proactive steps to implement strategies to increase motivation and employee morale. Training is one of non-financial rewards that drive and empower workers to work towards organizational strategic intent. Human resource management is primarily concerned with the management of people within organizations, focusing on policies and on systems. The study revealed that the responsibilities of a human resource manager can fall into three roles which include; staffing, employee compensation and benefits, and defining/designing work. However, their studies were limited to the effect of employee resourcing strategies on the performance of commercial banks in Kenya but failed to

address the combined SHRM variables of this study on performance of Public Universities in Kenya.

Kavoo and Kiruri (2013) on the other hand noted that the purpose of human resource management is to maximize the productivity of an organization by optimizing the effectiveness of its employees. In addition, it entails, conducting job analyses, planning personnel needs, recruiting the right people for the job, orienting and training, managing wages and salaries, providing benefits and incentives, evaluating performance, resolving disputes, and communicating with all employees at all levels. However, it was revealed that the study was confined to the effect of placement practices on employee performance in small service firms in the information technology sector in Kenya but failed to examine variables of this study on performance of higher education sector in Kenya.

Kiiru (2013) assert that employees should have skills to enable them solve problems, being flexible with project changes and taking feedback from other workers. Employees often work together on projects, so some employees must take on the leadership role to ensure deadlines are met, problems are addressed and all ideas are being considered. Employers often seek employees who have natural leadership skills. In addition, these employees must also have creativity skills so they can find and use solutions for potential problems on tasks, projects or assignments. However, it was pointed out that the study was limited to State parastatals in Kenya and studied variables of this study in isolation such as training and compensation.

Hafiza (2015) pointed out that talent management can be the best way to create a long term competitive advantage. A sustainable competitive advantage stems from the

valuable company specific resources that cannot be imitated or substituted by competitors. Human capital, rational capital and structural capital can all be sources of long term competitive advantage but the most significant evidence favours human capital. Nevertheless, it was observed that the study was limited to the impact of training and development on organization performance with mediating role of intention to quit as human resource quality cost.

Gopal (2012) revealed that skills development as an organizational development intervention with the purpose of strategically focusing the individual towards future organizational demands. Furthermore, developing talent is an important managerial function, since the continuous improvement of all organizational systems and products is dependent on it. However, the study was confined to talent management and performance of firms in India but failed to address issues in the higher education sector in Kenya. Regarding the factors necessitating skills development, the balance should be created between developing individual talent and adding value to the organization (Gitonga, Kilika & Obere, 2016).

Ali and Nur (2016) contend that measuring of talent is based on confidence, skills expression, virtue expression, physical wellness, mental wellness, relationship wellness, spiritual wellness and personal leverage. High performance organisations are characterised as living their vision, implementing strategic and business plans, writing and evaluating scorecards, setting benchmarks and enforce ranking. A culture of achievement stems from strong values and beliefs. A culture of achievement supports tools of motivation and measurement of individual, group and organisational performance. However, it was revealed that the study was confined to the role of recruitment and selection practices in the organizational performance of Iraqi oil and gas

sector but failed to examine SHRM practices on performance of Public Universities in Kenya.

Thiriku and Were (2016) assert that organizations cannot compete if employees' talents are not developed through clear policies of career development. They argue that organizations should adopt scientific approaches of determining the present and future demand of products and accurately determine the number of workers who can handle the demand. However, their study was to examine the effects of talent management strategies and employee retention among the private firms in Kenya with a case of Data Centre Ltd. In contrast, this study sought to investigate the effect of Strategic Human Resource Management on performance of selected Public Universities in Kenya.

Further it is noted that the study was confined only to one variable of this study; talent management which was treated as an antecedent of this study and discussed under training and development variable. The research design used in this study was descriptive research design. The target population for this study comprised of 76 employees of Data Centre Limited (DCL). Further, this study will adopt descriptive research design approach to investigate the effect of Strategic Human Resource Management on performance of selected Public Universities in Kenya. The target population of the study will comprise of 53 human resource managers and officers of selected Public Universities in Kenya. Purposive sampling technique was used to select the representative sample size of the population.

Table 2.1: Summary of Research Gaps

Author	Focus of the Study	Methodology and Findings	Knowledge Gaps	Focus of the Current Study
Ondieki ,Nyang'au & Mbura(2017).	Influence of strategic management practices on productivity of state corporations in Kenya: A case of Kenya Civil Aviation Authority.	Adopted descriptive research design and a case study to select 155 employees of Kenya Civil Aviation Authority The study established that there exists a significant effect between SHRM on productivity of State Corporations.	Independent variables of the study were organizational policies, organizational strategies and leadership style. A case study of Kenya Civil Aviation Authority.	Dependent variables of the Study will be human resource planning, staffing and retention and training and development. The study will focus 10 selected Public Universities in Kenya
Ali et al. (2016)	The Role of Recruitment and Selection Practices in the Organizational Performance of Iraqi Oil and Gas Sector	Descriptive and convenient sampling technique was used to select 113 employees of oil and gas companies in Iraq It was established that there was a correlations between recruitment, selections and performance	Variables of the study were selection, training and incentives Phenomenological paradigm was adopted and exploratory research design Data was analyzed descriptively	The study will seek to examine the effect of human resource planning, staffing and retention and training and development and performance of selected Public Universities in Kenya Positivist paradigm will be adopted and cross-sectional research design to discover new knowledge and test hypotheses based on the laws of cause and effect. Multiple regression will be adopted to test the statistical effect between variables
Kilika, K' Obonyo, Ogotu, &Munyoki (2016)	The Mediating Role of University Industry Collaboration on	Single case design and random sampling technique was used to select 76	The study examined the mediating role of university industry	The study will test the direct relationship between

	the Relationship between Human Resource Development Infrastructure and Performance of Universities in Kenya	<p>employees of Data Centre Limited.</p> <p>It was established that human resource develops influence performance</p> <p>Data was analyzed descriptively.</p>	<p>collaboration on the relationship between human resource development infrastructure and performance of universities in Kenya.</p> <p>A single case design.</p>	<p>strategic human resource planning, staffing and retention and training and development and performance of selected Public Universities in Kenya.</p> <p>10 Universities will be the unit used to select the sample size</p> <p>Data will be analyzed using multiple regression method.</p>
Mutahi&Busienei (2015).	Effect of human resource management practices on performance of Public Universities in Kenya	<p>Descriptive research design was adopted.</p> <p>A census approach was used</p> <p>The study revealed that there exists a difference between HRM and performance of Public Universities in Kenya.</p>	<p>The dependent variables of the study were resourcing practices, reward management, training and development</p> <p>The study was took a census approach</p>	<p>The study will seek to investigate the relationship between SHRM on performance of selected Public Universities in Kenya.</p> <p>The study will adopt stratified sampling technique to select 10Public Universities in Kenya.</p>
Farman et al. (2013)	Effect of Human Resource Planning on Performance of the Telecom Sector in Pakistan	<p>Purposive sampling was used to select 160 employees of telecommunication companies in Pakistan</p> <p>Data was collected using interview guides and questions.</p> <p>Factor analysis method was used to analyze data.</p> <p>The study established that there</p>	<p>Independent variables were training, selection and incentives.</p> <p>Interview guides were used to collect data</p> <p>Factor analysis method was adopted</p>	<p>The study will examine the relationship between Strategic Human Resource Management and Performance of selected Public Universities in Kenya.</p> <p>Stratified Sampling Will be used to</p>

		<p>exist a significant relationship between HRP and Performance</p>		<p>select respondents</p> <p>Questionnaires will be used to collect data</p> <p>Multiple regression will be used.</p>
Kiiru (2013)	<p>Strategic Human Resource Management practices and performance of parastatals in Kenya</p>	<p>Adopted positivist research design</p> <p>Used both descriptive and exploratory research design</p> <p>To select respondents from 185 parastatals in Kenya</p> <p>Established that compensation, training, recruitment and performance management influenced organization performance.</p>	<p>The study focused on SHRM practices among State Parastatals in Kenya</p> <p>The study tested the moderating effect of between SHRM and performance of State parastatals</p> <p>Exploratory research was used</p> <p>Respondents were employee of parastatals in Kenya</p>	<p>The study will test the direct relationship between strategic human resource planning, staffing and retention and training and development and performance of selected Public Universities in Kenya.</p> <p>Cross-sectional research design will be adopted</p> <p>Respondents will be employee of HRM department of selected Public Universities in Kenya.</p>
Maina (2011)	<p>Strategic Human Resource Management practices applied in performance of the top five secondary schools North District of Kajiado County, Kenya</p>	<p>Longitudinal research design was adopted</p> <p>Quota random sampling technique was used to select 111 teachers of secondary schools</p> <p>Revealed that employee training and motivation was directly correlated to organization performance</p>	<p>The variables of the study were human resource policies, talent development and compensation.</p> <p>Non-probability sampling technique was used.</p> <p>Respondents were teachers of day and boarding secondary schools</p>	<p>The study will be confined to Public Universities in Kenya.</p> <p>Probability sampling technique; stratified sampling technique will be used.</p> <p>The respondents will be employees of Public Universities who will</p>

				constitute human resource managers and officers
Kimani (2010).	Relationship between Strategic Human Resource Management Practices and Firm Performance of the Multinational Manufacturing Companies in Kenya: the Mediating role of Technology	<p>Descriptive design was adopted and purposive sampling technique were used to select 36 manufacturing firms in Kenya.</p> <p>Data was analyzed using multiple regression analysis.</p> <p>The study established there exist a significant relationship between SHRM and firm performance.</p>	<p>The study tested the mediating effect of technology on the relationship between SHRM and performance of manufacturing firms in Kenya.</p> <p>Metrics of measuring performance of manufacturing firms were costs, profits, innovation and customer satisfaction</p>	<p>The study will adopt cross-sectional research design and focus universities which offer education services.</p> <p>Metrics of measuring university performance will be efficiency, effectiveness, employee satisfaction, customer satisfaction and corporate image.</p>

Source: Literature Review (2019)

2.5 Conceptual Framework

Figure 2.1 depicts the relationships between human resource planning, staffing and retention and training and development on performance of selected Public Universities in Kenya.

Independent variables

Dependent Variable

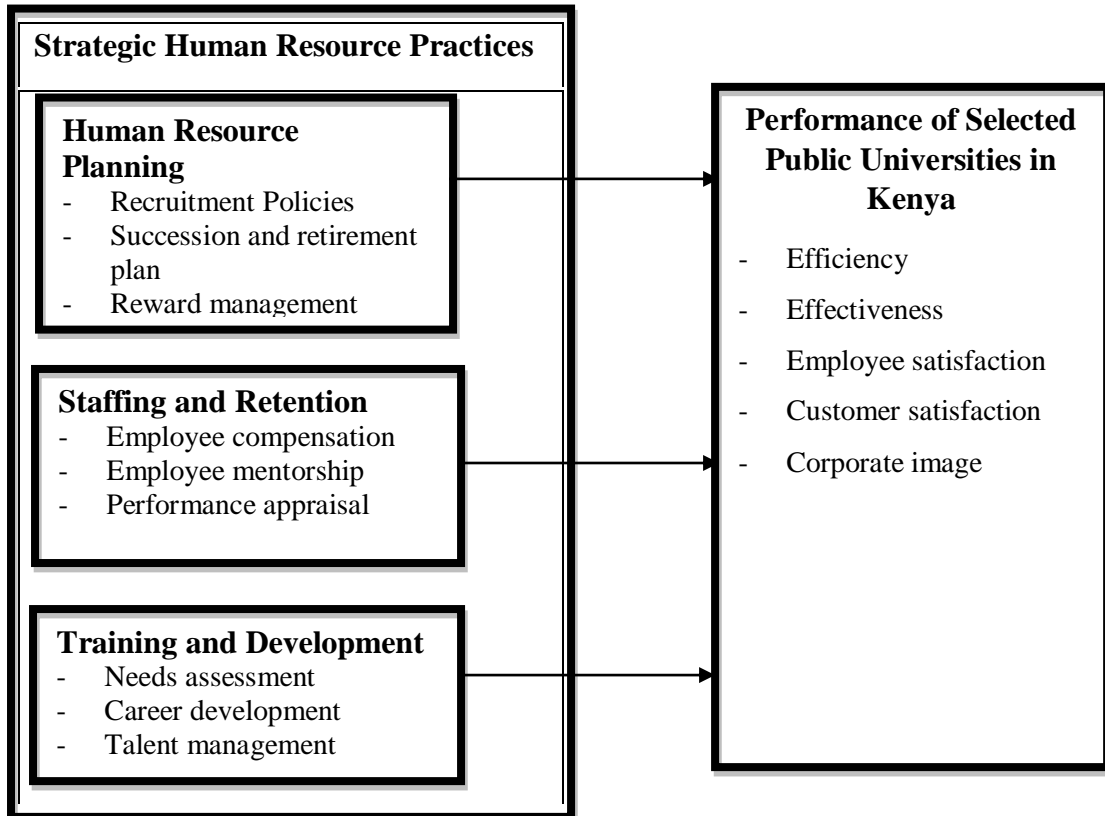


Figure 2.1: Conceptual Framework

Source: (Author, 2019)

Figure 2.1 illustrates that human resource antecedents such as recruitment Policies, succession and retirement plan and reward management policies had a significant positive effect on performance of Public Universities in Kenya. Performance of Public Universities was measured in form of efficiency, effectiveness, employee satisfaction, customer satisfaction and corporate image. Staffing and retention antecedents such as employee compensation, employee mentorship and performance appraisal had a

significant positive effect on performance and finally training and development antecedents such as needs assessment, career development and talent management had a significant positive effect on performance of Public Universities in Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents the research design, target population, sampling design, data collection procedure, validity and reliability, data analysis method and ethical considerations.

3.2 Research Design

The study adopted a descriptive research design to establish the effect of Strategic Human Resource Management and performance of selected Public Universities in Kenya. Novikov and Novikov (2013) describe a research design as an overall plan of collecting analyzing and interpreting data to control a problem under investigation. The descriptive research design was considered appropriate in research because it facilitates discovery of new knowledge and helps to establish whether there exists a relationship between variables of the study. Further, it provides that opportunity to collect data from a sizeable sample with homogenous features. Moreover, it helped to analyze data using both quantitative approach and qualitative approach. In addition, it helped to verify findings using principles of existing theories and empirical findings.

3.3 Target Population

A population is described as the total number of elements with common observable features where researchers obtain information from (Collis & Hussey, 2014). The study targeted 53 employees from human resource department of the 13 selected Public Universities in Kenya. The years of operation and number of students were the criteria of selecting the 13 Public Universities operating in Kenya.

Out of the 13 selected Public Universities, a total population of 914 employees from teaching and non-teaching staff members were participants of this study. The unit of analysis were employees of selected Public Universities while unit of observation were selected Public Universities. The selected Public Universities from which the target population was obtained are shown in Appendix (3).

3.4 Sampling Technique and Sample Size

Mertler and Vannatta (2010) defines a sample size as the representative of the whole. A sample size selected in any study should be ideal of to represent the entire population using a scientific criterion. Similarly, Guest (2010) define a sampling technique as a process of selecting respondents of a study which may take a probability or non-probability approach. In this regard, the study adopted simple random sampling technique to obtain information concerning the problem under investigation.

Since the population of the study was finite and working in the university context, the respondents of the study included: lecturers and members of non-teaching staff. The study adopted Israel Formula (2009) of the form $n = \frac{N}{1+N(e)^2}$ to determine the sample size. Where; n denotes the sample size, N denotes the total population and e denotes the error term (0.05). Therefore, Using N=914 in the formula, the calculated sample size (n) was 278 respondents as summarized in Table 3.1.

Table 3. 1: Summary of Sample Size

S/N	Name of University	Total Number of Middle and Lower Level Management Employees Selected	Sampled Size	Percentage (%)
1.	University of Nairobi	76	23	30%
2.	Moi University	89	27	30%
3.	Kenyatta University	63	16	30%
4.	Egerton University	57	14	30%
5.	Jomo Kenyatta University of Agriculture and Technology	91	28	30%
6.	Maseno University	56	17	30%
7.	Chuka University	87	26	30%
8.	Dedan Kimathi University of Technology	77	23	30%
9.	Kisii University	68	21	30%
10.	Masinde Muliro University of Science and Technology	55	17	30%
11.	Pwani University	63	19	30%
12.	Technical University of Kenya	73	22	30%
13.	Technical University of Mombasa	59	18	30%
	Total	914	278	100

3.5 Data Collection and Procedure

This study used primary and secondary data. Primary data was collected with the help of a structured questionnaire with open-and closed ended questions. Questionnaires were considered appropriate in collecting information because they provided an opportunity for the researchers to collect information from the intended respondents without disclosing identity of respondents. Further, it helped to collect information in a structured way for systematic analysis and presentation (Fisher, 2010).

On the other hand, secondary data was obtained from published records such as employee records and commission for university education reports were reviewed and deductive conclusions were made based on the problem under investigation. The questionnaire sought to collect data using a Likert scale with five-point measurement.

The questionnaires were self-administered using drop and pick later method. To ensure high response rates, follow-up were made using phone calls in order to facilitate timely analysis and presentation of data.

3.6 Validity and Reliability of the Research Instrument

3.6.1 Validity of the Research Instrument

Validity is regarded as the extent to which an instrument measured what is purported to measure (Mertler & Vannatta, 2010). To ensure the research instrument collects the intended information, face, and content and construct validity was conducted. Face validity is the degree to which the research instrument is assumed to be appropriate to collect the intended information. Content validity is the degree to which the material facts of the research instruments reflects or relates with tenets of existing theories by operationalizing the constructs. In this regard, scholars at Kenyatta University and industry human resource experts were used to evaluate face and content validity. Four respondents were used to test validity of the instrument and were not included in the final sampled population.

3.6.2 Reliability of the Research Instrument

Novikov and Novikov (2013) describe reliability as the degree to which a research instrument can generate consistent results after repeated trials using respondents with homogenous features. For any research instrument to collect consistent results in any context, internal consistency of the research instrument should be determined using scientific approach. In this case, internal consistency of the instrument was determined using Cronbach's alpha formula. To determine estimates of internal consistency, Cronbach's alpha values of 0.7 were considered appropriate as proposed by Mertler and Vannatta (2010).

3.6.3 Diagnostic Tests

To ensure data was consistent with statistical assumptions, diagnostic tests such as normality, linearity, homogeneity, Multicollinearity and homoscedasticity were conducted. Normality was confirmed using Shapiro-Wilk test where data was assumed to be normally distributed if significance or p-values of the variables of the study were less than the critical value of 0.05 as recommended by (Crowther & Lancaster, 2012). Linearity of data was confirmed using Pearson's moment correlation coefficient. The study assumed linearity of data if p-values between variables were more than the critical value of 0.05. Correlation of the study variables was confirmed if there is co-movement of variables in the same direction (Guest, 2012).

Homogeneity of data was confirmed using Levene test. Homogeneity of data was assumed if variances across the range of predictor variables display equal variations as recommended by Guest (2012). Further, Multicollinearity was tested using regression method to test whether there exists a problem. If Variance Inflation Factors (VIFs) of variables was less than 10 and tolerance greater than 0.1, then there exists Multicollinearity and vice versa as proposed by Collis and Hussey (2014). In addition, homoscedasticity was confirmed using Levene's test where it was assumed that there is homoscedasticity if variance across predictor variables reflects equal variations as recommended by Guest (2012).

3.7 Data Analysis

Data collected was edited, sorted and coded in the computer systems to facilitate analysis of the items. Statistical Package for Social Sciences (SPSS version 24) was used to analyze data quantitatively using descriptive and inferential statistics such as correlation and regression. Multiple regression was conducted at 95% confidence level and 5% significance level to determine the statistical relationship between variables of

this study. The specific regression model was of the form: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$, Where; Y is performance of selected Public Universities in Kenya, β_0 is Y intercept, β_1 to β_3 are regression coefficients, X_1 is Strategic Human Resource Planning, X_2 is Staffing and Retention, X_3 is Training and Development and ε are other factors not included in the model.

3.8 Ethical Consideration

The researcher sought permission from the management of selected Public Universities, Kenyatta University and National Commission for Science, Technology and Innovation (NACOSTI) before data collect process. Informed consent of respondents was sought before collecting data. Respondents was assured non-disclosure of identity for any information given. Confidentiality of the information given was guaranteed. The objective of the study was clearly spelt out to respondents of the study. Any information used in this study was acknowledge by citing the sources in the document. Collected data was analyzed objectively without fabricating and manipulating data. Respondents of the study were assured of publication of the final findings to facilitate decision making process.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF THE DATA

4.1 Introduction

This chapter presents the research findings of the study carried out to determine the effect of Strategic Human Resource Management practices on the performance of selected Public Universities in Kenya. This sought to examine the effect of human resource planning, staffing and retention, training and development on performance of selected Public Universities in Kenya. Further, discussions on the findings are made in relation to findings of existing empirical studies conducted locally and internationally.

4.2 Response Rate

The unit of analysis for this study were teaching and non-teaching staff of selected Public Universities in Kenya. A sample size of 278 respondents was selected from 13 selected Public Universities in Kenya. A total number of 278 questionnaires were self-administered to respondents but only 211 questionnaires were received from the field, 33 were inappropriately filled while 34 were not returned after administration. A total of 211 questionnaires were used in the analysis and this represented 76 % response rate which was above 50% as recommended by Fisher (2010).

4.3 Population Demographics

4.3.1 Age of Respondents

Respondents of the study were asked to indicate their age and the findings were summarized as shown in Figure 4.1:

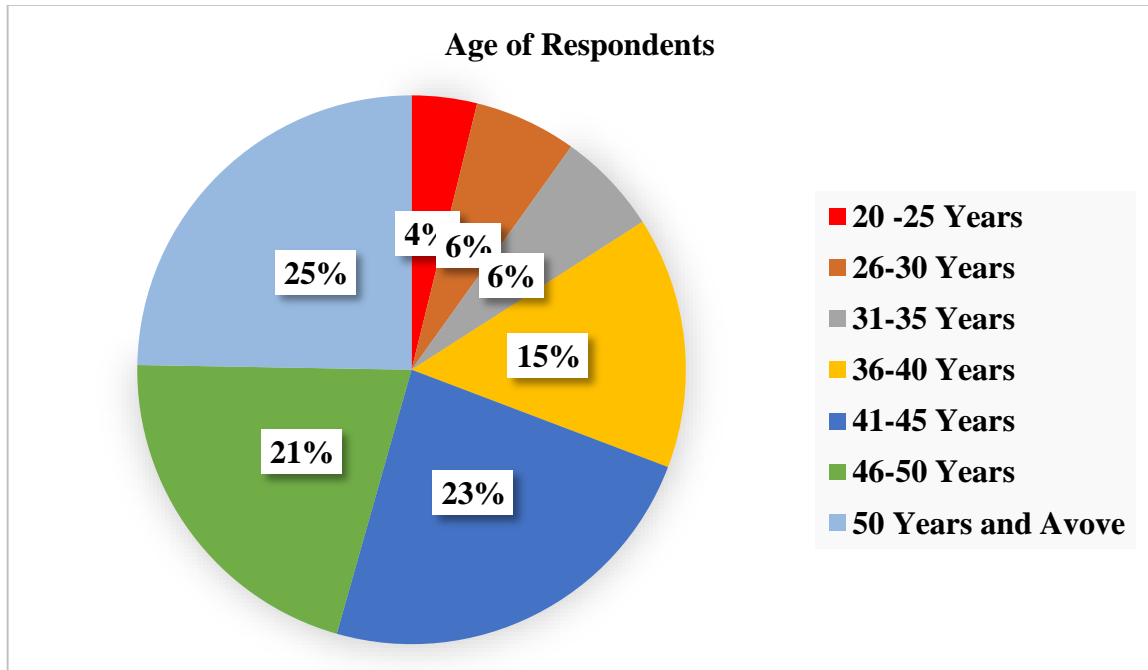


Figure 4.1: Age of Respondents

Source: Research data (2019)

As illustrated in Figure 4.1, the results indicated that the majority (25%) were aged above 50 years who comprised of senior teaching and non-teaching staff. Some (23%) of them were aged between 41-45 years who composed on middle management and teaching staff, 21% of them were aged between 46-50 years who comprised of senior administrators and senior lecturers, 15% of them were aged between 36-40. Some (06%) of them were aged between 26-35 years who comprised of administrators while 4% of them were aged between 20-25 years who comprised on newly recruited assistant administrators. This finding imply that majority of the respondents of this study had adequate experience concerning the problem under investigation.

4.3.2 Gender of Respondents

Respondents of the study were asked to indicate their gender and the findings were summarized as shown in Figure 4.2:

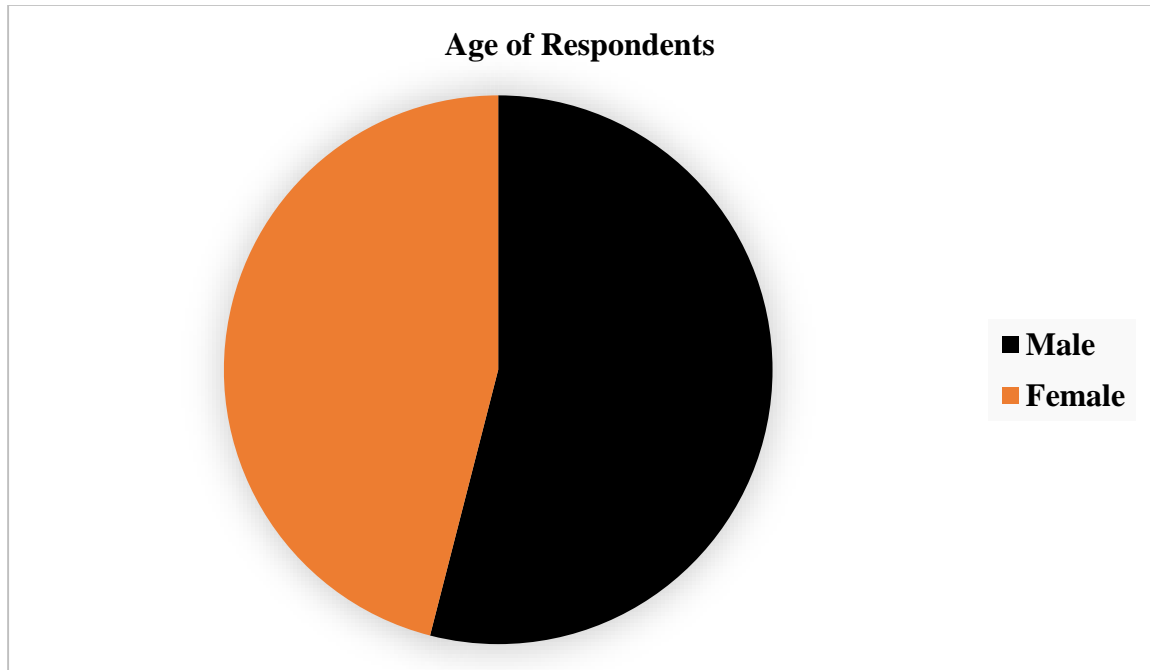


Figure 4.2: Gender of Respondents

Source: Research data (2019)

As depicted in Figure 4.2, the results indicated that majority (54%) of respondents were male while 46% of them were female respondents. These findings imply that most of the public university staff were men as compared to female employees who were less by 8%. This finding imply that most of the vacant positions in Public Universities were occupied by male employees based on the fact that female candidates who applied for the positions did not have adequate experience to occupy the positions which fall vacant.

4.3.3 Respondents Level of Education

Respondents of the study were asked to indicate their level of education and the findings were summarized as shown in Figure 4.3:

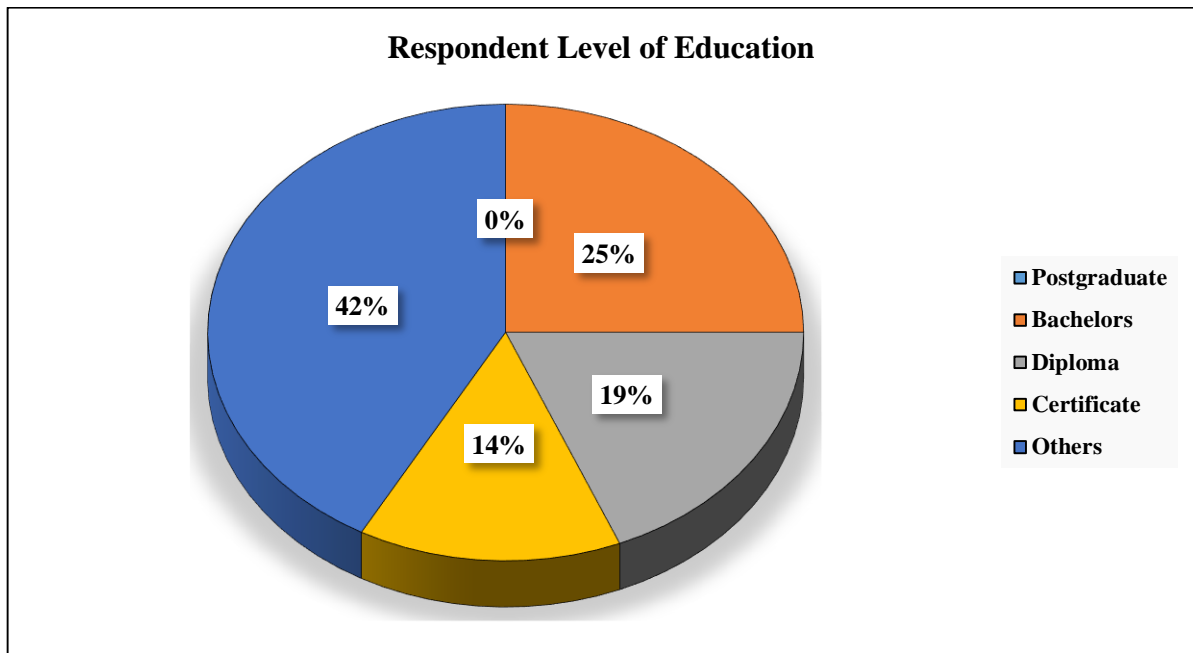


Figure 4.3: Respondent Level of Education

Source: Research data (2019)

As shown in Figure 4.3, majority of the respondents (42%) were postgraduate holders who served as lecturers and senior administrative posts. Some (25%) were first degree holders who comprised of administrators in different schools while 19% and 14% were secretaries and who served in different departments. This finding imply that most of the respondents of the study were highly qualified as it was a requirement of the commission for university education.

4.4. Descriptive Statics.

4.4.1 Strategic Human Resource Planning

Respondents of the study were asked to indicate the effect of strategic human resource planning on performance of Public Universities in Kenya and the findings were summarized as shown in Figure 4.1:

Table 4.1: Strategic Human Resource Planning

Statements	Mean	S.D
My university has the capacity to forecast future number of workers to accomplish particular tasks	4.26	.884
My university has clear policies that demonstrates how employees are engaged and rewarded after retirement	4.21	.664
My university has a clear policy that stipulates how employees in each cadre are rewarded	4.23	.587
My university recruits employees on a competitive criteria	2.11	.673
My university recruits employees with diverse knowledge and experience	4.04	.596
My university has a clear policy of employee succession	4.59	.498
My university conducts needs assessment before recruiting workers	2.98	.781
Average Mean Score	4.45	

Source: Research Data (2019)

Respondents of the study were requested to indicate the extent to which they agreed or disagreed with the influence of human resource planning practices on performance of performance of selected Public Universities in Kenya. As depicted in Table 1, the study revealed that the mean score for the for 5 of the 7 statements was more than the 4.00 which means that most of the respondents had agreed with the statement while the rest either disagreed or were neutral. It was indicated that strategic human planning practices such as ability to forecast for future employee influence performance with a mean of 4.26, implementation of policies of compensation after employee retirement with a mean of 4.21, policies that endorse how workers are rewarded with a mean of 4.23, recruitment of employees with diverse skills with a mean of 4.04, clarity of employee succession policies with a mean of 4.59, recruitment of employees on a competitive criteria with a mean of 2.11 and conduction of needs assessment with a mean of 2.98.

This finding imply that despite the fact that human resource planning influenced performance of selected Public Universities, to some extent some practices such as competitive recruitment and periodical employee needs assessment were not embraced

effectively. It was pointed out that some universities were understaffed while others overstaffed. Further, it was noted that to some extent some State corporation were challenged to recruit employees competitively due to public service policies that advocated for a general degree for entry in public entities. Further, the results suggest that early retirement of employees from the Public Universities was unlikely due to unsatisfactory salaries. Employees were working for quite some time before being promoted.

This finding corresponds with that of Ogolla (2007), Ibullah et al. (2016), Shikha and Karishma (2012), Thiriku and Were (2016) who ascertained that strategic human resource planning did not only influence organizational to increase productivity in terms of the quantity of goods produced but also facilitated ability of the organization to identify the necessary skills and knowledge required by workers to performance effectively in a changing business environment.

4.5 Strategic Staffing and Retention

Respondents of the study were asked to indicate the extent to which they agreed or disagreed with the influence of staffing and retention on performance of selected Public Universities and the findings were summarized as shown in Table 4.2.

Table 4.2: Strategic Staffing and Retention

Statements	Mean	SD
My university engages workers on permanent basis	4.78	.884
My university provides conducive working environment for all workers	2.61	.664
My university management incorporates views of employees when making key decision making	1.58	.587
My university promotes workers based on their performance	3.47	.673
My university has a mentorship program that aims to improve skills of workers	2.33	.596
Employees of my university are always motivated to perform their duties with passion	2.10	.498
My university has adequate number of staff to perform various tasks	2.10	.491
My university allocates responsibilities to employees based on their specialization skills	1.03	.411
My university competitively reward employees based on their qualification and experience	2.01	.374
Average Mean Score	3.33	

Source: Research Data (2019)

As depicted in Table 4.2, the study found out that the mean score for 1 of the 9 statements was more than 4 which meant that a few respondents agreed with the statement while the rest either disagreed or were neutral. The study indicated that engagement of workers on a permanent basis influenced performance with a mean of 4.78, promotions based on performance with a mean of 3.47, conduciveness of the working environment with a mean of 2.61, employee mentorship with a mean of 2.33, employee motivation and adequacy of staff to perform various duties with a mean of 2.10, reward of employees based on qualifications and experience with a mean of 2.01 and allocation of responsibilities based on areas of specialization with a mean of 2.01.

The findings imply even though staffing and retention was viewed to be a practice that influence performance of selected Public Universities in Kenya, to a larger extent it was revealed that Public Universities did not provide conducive working environment to worker, involve workers in decision making, motivate workers, increase number of staff,

assign duties based on individuals' skills and specialization and reward workers based on qualifications and experience. Further, the results suggest that Public Universities experienced high turnover rates based on the fact that most of the workers were engaged on contractual terms and more specifically non-teaching staff. Further, it was noted that taking early retirement among teaching and non-teaching staff was a rare practice in most of the Public Universities.

This finding concurs with that of Kasmi (2011), Kiiru (2013), Kwamboka (2016) Ligare (2010) and Manguru (2011) who elucidated that employee motivation spirit was influenced in any competitive organization through rewarding employees based on their knowledge, experience and skills. The studies pointed out that even though matching knowledge and duties allocated to employees was perceived to be a practice of private entities, to a larger extent it was attributed to organizational performance if effectively embraced. Further, it was noted that improving working environment and recognizing workers' effort were directly correlated to organizational performance. It emerged that despite the specialization of individual workers, most of the employees were assigned general duties which did not stimulate creativity and innovation or adoption of new changes.

4.6 Training and Development

Respondents of the study were asked to indicate the extent to which they agreed or disagreed with the influence of training and development on performance of selected Public Universities and the findings were summarized as shown in Table 4.3.

Table 4.3: Training and Development

Statements	Mean	S.D
My university has a mechanism of measuring the impact of employee training	2.91	.544
My university trains workers with a long term view of customer satisfaction	2.88	.487
My university provides timely feedback after performance appraisals	2.34	.346
My university conducts career counselling to employees	2.33	.421
Top management of the university encourages lower level workers to advance their studies	2.26	.374
My university sponsors internal employees to further their studies	2.22	.343
My university conducts training needs assessment to determine the kind of trainings each employee needs to perform effectively	1.33	.268
Aggregate Mean	4.7	.198

Source: Research Data (2019)

As illustrated in Table 4.3, the study found out that the mean score for 6 statements was less than 2 which meant that most of the respondents disagreed with the statement while the rest either agreed or were neutral. Results indicated that mechanisms of measuring the impact of employee training influenced performance with a mean of 2.91, training workers with a long term view with a mean of 2.88, feedback of performance appraisal with a mean of 2.34, counselling of workers with a mean of 2.33, management encouragement of lower level employees to advance studies with a mean of 2.26, university employee sponsorship with a mean of 2.22 and frequency of conducting training needs assessment with a mean of 1.33.

This finding are consistent with that of Gitonga, Kilika and Obere (2016), Thiriku and Were (2016), Ali and Nur (2016) who acknowledge that there exists a significant positive relationship between employee training and organizational performance in terms of service delivery. The studies attested even though in some cases there existed

difference between employee training and performance, to a larger extent formal trainings among workers were considered to be catalysts of organizational performance if were effectively implemented.

4.7 Inferential Statistics

4.7.1 Diagnostic Tests

Prior to subjecting the data to regression analysis, diagnostic tests which were conducted to establish conformity with statistical assumptions such as normality, linearity, homogeneity and Multicollinearity tests were conducted as discussed:

4.7.2 Normality Test

Normality was tested using Shapiro-Wilk test, which has the ability to detect departure from normality. Its statistic ranges from zero to one and figures $p > 0.05$ indicates the data is normal (Fisher, 2010). Shapiro-Wilk test assessed whether data was normally distributed against null hypothesis (H_0) that the sample did not follow a normal distribution.

As illustrated in Table 4.4, the four research variables had figures ranging from -0.1 to +1.0 and most of them were skewed towards +1.0. Human resource planning had the highest value of calculated probability (=0.872), whereas training and development had the lowest value of calculated probability (0.746). In this case, the resulting calculated probability values for all the research variables are greater than 0.05; therefore, at 5% level of significance the sample followed a normal distribution as recommended by Crowther& Lancaster (2012). Normality was also met since there was a large number of participants (211) involved in the study.

Table 4.4: Normality Test

Variables	Statistics	Df	Sig
Human Resource Planning	0.872	178	0.003
Staffing and Retention	0.811	178	0.002
Training and Development	0.746	178	0.000

4.7.3 Linearity Test

Linearity test was done using Pearson's moment correlation coefficient between Strategic Human Resource Management practices and performance of selected Public Universities in Kenya. Table 4.5, indicates that there was a positive and significant linear relationship between performance of selected Public Universities in Kenya and human resource planning, staffing and retention, training and development at 5% level of significance. The results indicate that human resource planning($r=0.556$, $p<0.05$), staffing and retention($r=0.417$, $p<0.05$) and training and development($r=0.456$, $p<0.05$). This results indicate that a unit increase in human resource planning, staffing and retention, training and development would result to an increase in performance of selected Public Universities in Kenya. The general implication of the results was that there was co-movement of variables, and in the same direction. However, it is critical to note that correlation does not necessarily mean that there is a causal relationship (Collis & Hussey, 2014).

Table 4.5: Linearity Test

Independent Variables		Public Universities in Kenya Performance
Human Resource Planning	Pearson Correlation	0.556**
	Sig(2-tailed)	0.001
	N	211
Staffing and Retention	Pearson Correlation	0.417**
	Sig(2-tailed)	0.000
	N	211
Training and Development	Pearson Correlation	0.456**
	Sig(2-tailed)	0.002
	N	178
	N	211

****p < 0.05**

4.7.4 Homogeneity Test

Homoscedasticity was tested by the use of Levene's Test (1960) of Homogeneity of Variances. Homogeneity of variances assumes that the dependent variable exhibits equal variance across the range of predictor variables (Novikov. & Novikov, 2013). If the variances in the two groups are different from each other, then adding the two together is not appropriate and will not yield an estimate of the common within-group variances. Therefore, the Levene Test for Homogeneity of the Variance was used to measure the equality of variances for the variables. If the test is significant (calculated probability > 0.05), the two variances are not significantly different and are thus approximately equal (Guest, 2012).

As illustrated in Table 4.6, it is indicated that the calculated probability is $p > 0.05$ for all the three variables of the study. The calculated probability values generated from this test ranged between 0.0742 for performance of Public Universities in Kenya and 0.789 for career development. The result shows that the significance level of Levene Test is greater than 0.05, indicating variance homogeneity as proposed by (Fisher, 2010).

Table 4.6: Homogeneity Test

Variables	Lavene Statistics	df	Sig
Human Resource Planning	8.456	1	0.789
Staffing and Retention	7.432	1	0.579
Training and Development	6.334	1	0.234
Performance of selected Public Universities in Kenya.	7.324	1	0.742

4.7.5 Multicollinearity Test

To establish whether Multicollinearity would pose a problem, regression analysis was conducted. Table 4.7 indicates that all the VIFs of the five variables of the study were less than 10 and Tolerance greater than 0.1 respectively. VIF of greater than 10 and Tolerance less than 0.1 suggests Multicollinearity (Collis & Hussey, 2014) work-life balance yielded the least VIF at 0.682 career development generated the highest VIF at 0.846. This implies that there was no Multicollinearity and thus all the predictor variables were maintained in the regression model, as this is within the threshold recommended by Crowther & Lancaster (2012) & Fisher (2010).

Table 4.7: Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	Mean VIF
Human Resource Planning	0.846	1.568
Staffing and Retention	0.682	1.467
Training and Development	0.712	1.245
Performance of selected Public Universities in Kenya.	0.712	1.249

4.8 Correlation Analysis

Pearson's product moment Correlation Analysis was conducted at 95% confidence interval and 5% confidence level 2-tailed to assess the statistical relationship between the variables while multiple regressions was used to determine the predictive power of each independent variable on performance of Public Universities in Kenya.

Table 4.8 indicates that there existed statistical correlation between the human resources planning (0.710), staffing and retention (0.693) and training and development (0.579).

Table 4.8: Correlations Results Analysis

	Career Development	Work-Life Balance	Working Environment
	1		
Human Resource Planning	.710 .0012		
Staffing and Retention	.693 .0017	1 .027 .799	
Training and Development	.579 .0023	.560 .000	1 .762 .560
**p< 0.05			

As shown in Table 4.8, the positive relationship indicates that there existed correlation between the three variables of the study on performance of selected Public Universities in Kenya. The Significance values of the three independent variables were less than 5% (0.0012, 0.0017 and 0.0023) which indicated that a unit increase of human resource planning, staffing and retention, training and development resulted to a unit increase in performance of selected Public Universities in Kenya.

4.9 Regression Analyses and Hypotheses Testing

To establish the statistical significance of the respective hypotheses, simple and multiple linear regressions analysis were conducted at 95% confidence level.

4.9.1 Testing of Hypotheses One

H₀₁: There was no relationship between human resource planning and performance of selected Public Universities in Kenya.

Table 4.9: Regression Results of Strategic Human Resource planning and Performance of Selected Public Universities

(a)The Goodness of Fit Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.774	.555	.439	.04395		
(b) The Overall Significance						
Model		Sum of Squares	df	Mean Square	F-test	Sig.(p-value)
1	Regression	.055	1	.055	28.372	.000
	Residual	.066	34	.002		
	Total	.120	35			
(c) The Composite Score Test						
Model		Unstandardized Coefficients		Standardized Coefficients	t-test	Sig.(p-value)
		B	Std. Error	Beta		
1	(Constant)	.353	.069		5.147	.000
	Human Resource Planning	.512	.096	.674	4.327	.000

Predictor: (Constant), Strategic Human Resource Planning

Dependent Variable: Performance of Selected Public Universities

The results in Table 4.9, indicate that human resource planning had a statistically significant influence on performance of selected Public Universities. It explained 55.5 % of variation ($R^2=.555$). The standardized regression coefficient (β) value of the computed scores of human resource planning was .774 with a t-test of 4.327 and a significance level of p-value=. 000. The results indicate a linear dependence of performance of selected Public Universities on strategic human resource planning.

The standardized regression coefficient was used as it is free from original units of the predictor and outcome variables. This finding are consistent with that of Ogolla (2007), Ibullah et al. (2016), Shikha and Karishma (2012) who found out that strategic human resource planning was directly correlated with organizational performance. The null hypothesis was rejected at 95% confidence level and the study concluded that human resource planning had a statistical significant effect on performance of selected Public Universities in Kenya.

4.9.2 Testing of Hypotheses Two

H₀₂: There was no relationship between strategic staffing and retention and performance of selected Public Universities in Kenya.

Table 4.10: Regression Results of Strategic Staffing and Retention and Performance of Performance of Selected Public Universities

(a)The Goodness of Fit Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
2	.376	.131	.116	.05795

(b) The Overall Significance

Model		Sum of Squares	df	Mean Square	F-value	Sig.(p-value)
2	Regression	.019	1	.019	5.591	.024
	Residual	.114	34	.003		
	Total	.133	35			

(c) The Composite Score Test

Model		Unstandardized Coefficients		Standardized Coefficients	t-value	Sig (p-value)
		B	Std. Error	Beta		
2	(Constant)	.554	.071		7.864	.000
	Staffing and Retention	.221	.093	.276	2.382	.014

Predictor: (Constant). Strategic Staffing and Retention

Dependent Variable: Performance of Selected Public Universities in Kenya

The results in Table 4.10 depict that the relationship between Strategic Staffing and Retention and performance of selected Public Universities is statistically significant. It explained 13.1 % of variation ($R^2=.131$). The standardized regression coefficient (β) value of the computed score of staffing and retention was .276 with a t-test of 2.382 and significance level of p-value= .014. The results indicate a linear dependence of performance of selected Public Universities on strategic staffing and retention. Previous studies by Kasmi (2011), Kiiru (2013) and Kwamboka (2016) concur that staffing and retention is a function of organizational performance from context to context. The null hypothesis was rejected at 95% confidence level and the study concluded that staffing and retention had a statistical significant effect on performance of selected Public Universities in Kenya.

4.9.2 Testing of Hypotheses Three

H₀₂: There was no relationship between training and development and retention and performance of performance of selected Public Universities in Kenya.

Table 4.11: Regression Results of Training and Development and Retention and Performance of Performance of Selected Public Universities

(a)The Goodness of Fit Test

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
2	.576	.231	.134		.05555

(b) The Overall Significance

Model		Sum of Squares	df	Mean Square	F-value	Sig.(p-value)
2	Regression	.011	1	.019	3.11	.014
	Residual	.126	24	.003		
	Total	.157	25			

(c) The Composite Score Test

Model		Unstandardized Coefficients		Standardized Coefficients	t-value	Sig (p-value)
		B	Std. Error	Beta		
2	(Constant)	.354	.071		6.334	.000
	Staffing and Retention	.241	.093	.176	1.282	.000

Predictor: (Constant). Training and Development

Dependent Variable: Performance of Selected Public Universities in Kenya

The results in Table 4.11 depicts that the relationship between training and development and performance of selected Public Universities is statistically significant. It explained 23.1 % of variation ($R^2=.231$). The standardized regression coefficient (β) value of the computed score of staffing and retention was .176 with a t-test of 1.282 and significance level of p-value= 000.The results indicate a linear dependence of performance of selected Public Universities on strategic staffing and retention. Previous studies by Kasmir (2011), Kiiru (2013) and Kwamboka (2016) concur that training and development is a function of organizational performance from context to context. The null hypothesis was rejected at 95% confidence level and the study concluded that

training and development had a statistical significant effect on performance of selected Public Universities in Kenya

Table 4.12: Summary of Hypotheses Testing

	Hypotheses	Results	Decision	Conclusion
H0_{1a}	Strategic Human Resource planning	(r = 774 , p < 0.000).	Reject null hypothesis and adopt alternative hypothesis	There was significant positive relationship between human resource planning and performance of selected Public Universities in Kenya.
H0_{1b}	Staffing and Retention	(r = 376, p < 0.000).	Reject null hypothesis and adopt alternative hypothesis	There was significant positive relationship between staffing and retention and performance of selected Public Universities in Kenya.
H0_{1c}	Training and Development	(r = 576, p < 0.000).	Reject null hypothesis and adopt alternative hypothesis	There was significant positive relationship between training and development and performance of selected Public Universities in Kenya.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introductions

This chapter presents findings of the study based on objectives which the study sought to address. Conclusion and recommendations are made and finally suggestions for further studies is made.

5.2 Summary of Findings

The study sought to examine the effect of Strategic Human Resource Management practices on the performance of selected Public Universities in Kenya, with main focus being testing the relationship between human resource planning, staffing and retention, training and development on performance of selected Public Universities in Kenya.

5.2.1 Human Resource Planning

The study revealed that there exists a positive significant relationship between human resource planning and performance of performance of selected Public Universities in Kenya. However, it was pointed out that most of the universities did not embrace human resource plans effectively. It was noted that non-teaching employees recruited in some schools did not have the required skills, knowledge and experience to perform effectively. Succession criteria was unclear and criteria of rewarding employees was also unclear. Further, it was noted that determining the right number of employees to accomplish particular tasks was attributed by internal politics.

5.2.2 Staffing and Retention

The study found out that there exists a positive significant relationship between staffing and retention and performance of selected Public Universities in Kenya. However, it was noted that some departments were understaffed and the existing workers were overworked. It was noted that some teaching staff were unsatisfied with the number of students they taught per class as it exceeded the recommended number by commission for university education. Further, some non-teaching staff were of the opinion that they were not paid for extra time worked. Lack of motivation and job security had resulted to high turnover rates among the non-teaching staff. It was also observed that universities did not replace retirees or those employees who resigned easily.

5.2.3 Training and Development

The study found out that there exists a positive significant relationship between training and development and performance of selected Public Universities in Kenya. However, it was noted that Public Universities did not review employee salaries after appraisals. The universities did not sponsor non-teaching as compared to teaching staff. Further, it was observed that career counselling among workers were unlikely and it was difficult to measure the impact of any training conducted.

5.3 Conclusion

This study concludes that to some extent State owned corporations were experiencing problems such as inadequate number of staff to provide services to customers, insufficient knowledge and skills among workers to perform particular technical tasks, inability to anticipate number of workers to replace retiring, dying and resigning employees.

This study concludes that to some extent issues of staffing and retention were of great concern. Inability to involve workers' decision making, poor working conditions,

unclear duties, inability to nurture talents and motivate workers using promotions, trainings and recognition were among of the factors that contributed to deteriorating performance of Public Universities in terms of employee turnover, low morale and lack of creativity and innovation among workers.

This study concludes that despite the fact that Public Universities were striving to improve service delivery, to a larger extent the teaching and not teaching staff were of the opinion that sponsorships awarded were not adequate and performance appraisals had little impact on career growth and development. Junior workers were of the view that scholarships were awarded to teaching staff but not non-teaching staff.

5.4 Recommendations

The study found out that most of the Public Universities did not have non-teaching employees with specialized skills and knowledge to perform effectively. Therefore, this study recommends that top leadership of Public Universities should review recruitment policies in order to promote the spirit of specialization in Public Universities thus enhanced customer service delivery.

Further, the government should increase financial budgets to all Public Universities in order to facilitate capacity development and employee motivation for enhanced service delivery. Top leadership of Public Universities should ensure that non-teaching employees are given job security after serving for a particular period of time in order to promote quality of service delivery.

The study noted that inability to forecast of the number of workers to accomplish particular tasks was a challenge. This study recommends that human resource managers of Public Universities should engage external human resource consultants or experts to enable them predict the kind of knowledge, skills and number of staff who may be

required to address service demand issues from time to time due to increased number of student enrolment in Public Universities. Moreover, top leadership of Public Universities should develop frameworks that encourage early retirement among teaching and non-teaching staff. To minimize staff turnover among non-teaching staff, human resource managers should review employee engagement policies in order to encourage staff retention and development.

Further, this study recommends that for Public Universities to excel in service delivery, the government should increase financial budgets in order to facilitate employment of teaching and non-teaching in Public Universities to address the increasing demand of academic services. The government should partner with well-wishers in order to promote capacity and infrastructural development.

5.5 Recommendations for Further Studies

This study was limited to selected Strategic Human Resource Management practices which included human resource planning, staffing and retention, training and development which may not be the only Strategic Human Resource Management practices to influence performance of Public Universities in Kenya. This study recommends that other researchers should explore on other sustainable Strategic Human Resource Management practices that can influence performance of organizations in the public service sector.

Researchers can also introduce moderating and intervening variable in the relationship to measure their direct or indirect effect on performance of organizations. Other researchers should seek to replicate a similar study in other countries and sectors to examine similarity of the results. Furthermore, researchers should go ahead and conduct

comparative studies among countries in East Africa such Uganda, Tanzania and Rwanda to compare the findings in terms of performance of Public Universities.

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APPENDICES

Appendix 1: Introductory Letter

C/O

DORIS NAITORE

D53/OL/EMB/32235/2016

KENYATTA UNIVERSITY

TO WHOM IT MAY CONCERN

Dear Respondent,

REF: MASTER OF BUSINESS ADMINISTRATION PROPOSAL

I am a student pursuing a Master of Business Administration degree. As a requirement of the program, am required to carry out a research study on: **“Strategic Human Resource Management on Performance of Selected Public Universities in Kenya.”**

I hope that this study will result to findings that would lead to beneficial recommendations on the improved services to public university customers. In addition, this information will help policy makers and practitioners to develop strategies that will result to enhanced employee satisfaction thus improved service delivery. Information given will be treated with utmost good faith and confidentiality.

Yours Faithfully

DORIS NAITORE

Appendix 2: Questionnaire for Employees of Selected Public Universities in Kenya

SECTION A: BACKGROUND INFORMATION

Please tick [] the appropriate box as provided.

1) Age of the Respondent

- 20-25 years () 26 to 30 years () 31 to 35 years ()
36 to 40 years () 41 to 45 years () 46 to 50 years ()
Above 50 years ()

2) Gender of the Respondent

- Male () Female ()

3) What is your Highest Level of Education?

- Postgraduate () Degree () Diploma () Certificate ()

SECTION B: STRATEGIC HUMAN RESOURCE MANAGEMENT PRACTICES

PART A: HUMAN RESOURCE PLANNING AND PERFORMANCE OF PUBLIC UNIVERSITIES IN KENYA

- 4) Indicate your level of agreement with the following statements concerning the effect of human resource planning and performance of your university (1=strongly agree, 2= Agree, 3= moderate 4 =disagree, 5=strongly disagree)

Statement	1	2	3	4	5
My university recruits employees on a competitive criteria					
My university recruits employees with diverse knowledge and experience					
My university has a clear policy of employee succession					
My university conducts needs assessment before recruiting workers					
My university has the capacity to forecast future number of workers to accomplish particular tasks					

My university has clear policies that demonstrates how employees are engaged and rewarded after retirement					
My university has a clear policy that stipulates how employees in each cadre are rewarded					

5) How else does human resource planning influence the performance of your university?

.....

PART B: STAFFING AND RETENTION AND PUBLIC UNIVERSITIES PERFORMANCE

6) Indicate your level of agreement with the following statements concerning the effect of staffing and retention and performance of your university (1=strongly agree, 2= Agree, 3= moderate 4 =disagree, 5=strongly disagree)

Statement	1	2	3	4	5
My university has adequate number of staff to perform various tasks					
My university allocates responsibilities to employees based on their specialization skills					
My university competitively reward employees based on their qualification and experience					
My university engages workers on permanent basis					
My university provides conducive working environment for all workers					
University management incorporates views of employees when making key decision making					
My university promotes workers based on their performance					
My university has a mentorship program that aims to improve skills of workers					
Employees of my university are always motivated to perform their duties with passion					

7) How else does staffing and retention influence the performance of your university?

.....

SECTION C: EMPLOYEE TRAINING AND DEVELOPMENT ON ORGANIZATIONAL PERFORMANCE OF PUBLIC UNIVERSITIES

8) Indicate your level of agreement with the following statements concerning the effect of training and development on performance of your university (1=strongly agree, 2= Agree, 3= moderate 4 =disagree, 5=strongly disagree)

Statement	1	2	3	4	5
Top management of the university encourages lower level workers to advance their studies					
My university sponsors internal employees to further their studies					
My university conducts training needs assessment to determine the kind of trainings each employee needs to perform effectively					
My university has a mechanism of measuring the impact of employee training					
My university trains workers with a long term view of customer satisfaction					
My university provides timely feedback after performance appraisals					
My university conducts career counselling to employees					

9) How else does Training and Development influence the Performance of your university?

.....

Thank you for your Cooperation

Appendix 3: List of Selected Public Universities in Kenya

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. Chuka University
8. Dedan Kimathi University of Technology
9. Kisii University
10. Masinde Muliro University of Science and Technology
11. Pwani University
12. Technical University of Kenya
13. Technical University of Mombasa

Source: (Commission for University Education, 2017)

Appendix 4: Kenyatta University Data Collection Letter



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: D53/OL/EMB/32235/2016

DATE: 16th January, 2019

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR DORIS NAITORE- REG. NO. D53/OL/EMB/32235/2016

I write to introduce Ms. Doris Naitore who is a Postgraduate Student of this University. He is registered for M.B.A degree programme in the Department of Business Administration.

Ms. Doris intends to conduct research for a M.B.A Project Proposal entitled, "Strategic human resource management practices on performance in selected public universities in Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
AG: DEAN, GRADUATE SCHOOL

J/K



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 16th January, 2019

TO: Doris Naitore
C/o Business Administration Dept.

REF: D53/OL/EMB/32235/2016

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 9th January, 2019 approved your Research Project Proposal for the M.B.A Degree Entitled, "Strategic human resource management practices on performance in selected public universities in Kenya".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.


JACKSON LUVUNGI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Business Administration Department.

Supervisor

I. Dr. Rosemarie Wanyoike
C/o Department of Human Resource Management
Kenyatta University

R/W

**Appendix 5: National Commission for Science, Technology and Innovation
Research Authorization Letter**



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/54611/28110**

Date: **27th February, 2019**

Naitore Doris Mwenda
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Strategic Human Resource Management practices on performance in selected public universities in Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **27th February, 2020.**

You are advised to report to **the Vice Chancellors of selected Universities, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The Vice Chancellors
Selected Universities.

The County Commissioner
Nairobi County.

**Appendix 6: National Commission for Science, Technology and Innovation
Research License**

THIS IS TO CERTIFY THAT:
MS. NAITORE DORIS MWENDA
of KENYATTA UNIVERSITY, 0-60100
EMBU, has been permitted to conduct
research in Nairobi County
on the topic: STRATEGIC HUMAN
RESOURCE MANAGEMENT PRACTICES
ON PERFORMANCE IN SELECTED PUBLIC
UNIVERSITIES IN KENYA
for the period ending:
27th February, 2020

Permit No : NACOSTI/P/19/54611/28110
Date Of Issue : 27th February, 2019
Fee Received :Ksh 1000



Doris Mwenda
Applicant's Signature


Belam
Director General
National Commission for Science, Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013
The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.


CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and Innovation
 P.O. Box 30623 - 00100, Nairobi, Kenya
 Telephone: **TEL: 020 400 7000, 0713 788787, 0735 404245**
 Email: **dg@nacosti.go.ke, registry@nacosti.go.ke**
 Website: **www.nacosti.go.ke**



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation
RESEARCH LICENSE
 Serial No.A 23359
CONDITIONS: see back page