

**INFLUENCE OF EMPLOYEE RELATIONS STRATEGIES ON EMPLOYEE
PERFORMANCE IN PUBLIC UNIVERSITIES IN WESTERN KENYA**

BY

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DECLARATION

I declare that this research project has not been presented anywhere for any award and that all sources of information have been acknowledged by means of references.

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This research proposal has been submitted with my approval as the university supervisor.

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I cannot go without acknowledging my class mates, the famous "Team Warwick's". Thank you all for your incalculable support. My sincere gratitude goes to Sir Eric Musoga, for availing the "Warwick van" at our point of needs. May the Almighty bless you abundantly.

Last but not least, a special accolade goes to Maseno University for the enabled conducive learning environment.

DEDICATION

I dedicate this project to my late Dad Mr. Derrick Abura, to my Mum Mrs. Benter Abura, to my son, Warren Gonzalez and the entire Aburas' family.

ABSTRACT

Traditional sources of competitive advantage are changing and it is imperative to deploy new strategies to successfully compete under changing external conditions. Effective employee relation strategies encourage individual and group commitments to excellence and help in creating favorable environment at workplace. Public universities in Western Kenya, as organizations, are faced with challenges that seem to be detrimental to their performance. These include employee turnover, brain drain and retention of staff among others. All these have resulted in poor relations between the university and its employees. The nature of the relationship of employees at work is therefore fundamental to the effective management of an organization. Past studies have attributed contributions of the employee relation strategies to the organizational performance. Previous studies have not focused on what these relations strategies contribute to the employee performance. It is for this reason that this study sought to establish the influence of employee relations strategies on employee performance in public universities in Western Kenya. Specifically, the study: examined the influence of staffing and promotions; determined influence of employee training and development, and ascertained the influence performance appraisal on employee performance in Public University in Western Kenya. The study was guided by Human Relations Theory: the Hawthorne Effect. Correlation research design was adopted. The population was all the 102 Human Resource departments' employees of six public Universities in Western Kenya. It was a census study. Data sources were both primary and secondary. Primary data were collected using structured questionnaires. Validity of the instruments was ascertained through expert opinion and revision. Reliability of between 0.765 and 0.876 was ascertained using Cronbach's alpha test that was conducted on pilot data from 10 respondents. Data were analysed using regression analysis to determine influence of employee relations strategies on employee performance. The findings revealed 64.7% variation in employee performance accounted for by the combined influence of human relation strategies ($R^2 = 0.647$). The study further revealed that staffing and promotion ($\beta = .302$, $p = .000$), training and development ($\beta = .202$, $p = .000$) and performance appraisal ($\beta = .411$, $p = .000$) all had significant positive influence on employee performance in public Universities in Western Kenya. Therefore, the study concluded that staffing and promotion, training and development and performance appraisal are all important antecedents of employee performance. The study further recommends the need for Universities management in Kenya to intensify the implementation of employee relation strategies such as: staffing and promotions, training and development and performance appraisal as they are positively associated with employee performance. The findings of this study could help the Universities to plan for employee relations strategies that are effective, relevant and acceptable to the stakeholders of the Universities. Additionally, the study provided new knowledge on the areas of employee relations strategies and their likely influence on employee performance.

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LIST OF ABBREVIATIONS AND ACRONYMS

HRM	-	Human Resource management
T&D	-	Training and Development
S&P	-	Staffing and Promotions
PA	-	Performance Appraisal

OPERATIONAL DEFINITION OF TERMS

- Employee relations** - The relationship between employee and employer that sets the rules which govern employment relationship
- Influence** - To affect positively or negatively.
- Performance** - The accomplishment of pre-determined goals and objectives
- Public Universities** - refers to the institutions that are governed and owned by the Government in provision of higher education to its citizens.
- Strategy** - Practices instituted by the management to achieve set goals and objectives
- Western Kenya** - The former Nyanza and Western provinces.

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CHAPTER ONE

INTRODUCTION

This chapter presents the background to the study, statement of the problem, research objectives, research hypotheses, scope of the study, justification of the study and the conceptual framework. It also highlights the context of the study which is Public Universities in Western Kenya.

1.1 Background of the Study

Employee relations simply defined is the relationship between employees and employers. Rose, (2008), defines Employees relations as the study of the regulation of the employment relationship between employer and employee, both collectively and individually, and the determination of both substantive and procedural issues at industrial, organizational and workplace levels. Employee relations is traditionally concerned with the institutions of job regulation and generation of employment rules and led to focus on trade unions, collective bargaining and collective agreements. Employee relations is both event driven by government change, technological change, demographic change, management change and changes in ownership of organization and also structure driven by economic trends, political trends and changes to social institutions.

Employee relations strategies define the intentions of the organization about what needs to be done and what needs to be changed in the ways in which the organization manages its relationships with employees and their trade unions. Like all other aspects of HR strategy, employee relations strategies will flow from the business strategy but will also aim to support it. For example, if the business strategy is to concentrate on achieving competitive edge through innovation and the delivery of quality to its customers, the employee relations strategy may emphasize processes of involvement and participation, including the implementation of programmes for continuous improvement and total quality management (Armstrong, 2006). Employee relations strategy is concerned with how to build stable and cooperative relationships with employees that minimize conflict; achieving commitment through employee involvement and communications processes; and developing mutuality a common interest in achieving the organization's goals through the development of organizational cultures based on shared values

between management and employees. Today employee relations strategy in Kenya is more about involvement, engagement, participation and partnership rather than collective bargaining and conflict resolution. As a result employee relations strategy is emerging as the optimal system to manage the employment relationships in modern organizations and improve the overall organization performance. Employee relations strategy is a particular approach to human resource management characterized by certain emphasis on the development of employee skills, job enrichment and provision of equitable incentives.

An organization can only achieve all its objectives through people. The nature of the relationship of people at work is therefore, fundamental to the effective management of an organization. The way various human resources in all parts of an organization are combined together into relatively fixed relationship and defined patterns of social relations determine their performance. Organizations have to create positive work environment to make the work interesting and flexible and to motivate and develop employees if they are to be competitive in a changing and dynamic environment (Dauda, 2010). Effective employee relation strategies encourage individual and group commitments to excellence and help in creating favorable environment at workplace. The fact that organizations are subjected to constant change makes it imperative for both management individual employees to constantly evaluate the relevance and achievement of the organization's vision at all times. (Oguwa, 2011), lists staffing and promotions, employee training and development, employee performance appraisal, job analysis and description, and reward as components of employee relation strategies.

Training is process of enhancing knowledge, skills and ability of employee for doing a particular job. Training process moulds the thinking of employees and leads to quality performance of employees. Training is directly proportional to revenue. If employee gets better training then definitely productivity increases and revenue also increases (Srivastava & Agarwal, 2014). Training is determined as the process of enabling employee to complete the task with greater efficiency, thus considered to be vital element of managing the human resource performance strategically (Lawler, 2013). The importance of training on the employee performance, through accelerating the learning process, is mentioned in many researches (McGill and Slocum, 2013).

A sentiment also shared by Khan et al. (2017) they state that Training and development is a vital process, which seeks to get better performance of workers in the organization. In order to figure out the proficient committees, employees' significant knowledge and intellectual ability desires to be enhanced. Moreover, the uselessness of training and development of employees in the organization reduces the organization's output, as organizations depend on having people with the accurate skills, attitudes and capabilities in order to attain goals well. Companies whose investment perception is on human resource management view training as a chance to boost long-term productivity. Investing in training and development is essential for any organization, which will surely understand a return on its investment in training and developing its workers. Effective employee training leads to enlarge in quality as a result of potentially less mistakes. Training has direct relationship with the employees' performance. This is the measure of output vis-a-vis the input. It shows effectiveness and efficiency that make a payment to organizational goals and may depend upon many factors like performance appraisals, employee motivation, satisfaction, compensation, job security, organizational structure and others (Saeed & Asghar, 2012).

Performance appraisal is a performance measurement toolkit which is used to get performance information of an individual and compares them with the already set standards (Beardwell and Thompson, 2014). "With the help of the performance appraisal reports and findings, the organization can be able to identify development needs. However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs" Nassazi, (2013). Performance appraisal also measures employees' performance and growth on a specific job and their prospective for future development (Gupta, 2008). Due to rapid growth and changes in today's organizations to suit the dynamic political, social and economic environments in which they thrive, there is need for employees to align their objectives with those of the organization (Dessler, 2003). Performance appraisal is annual exercise conducted by organizations in order to determine an employee's overall contribution to the organization's performance. This appraisal of performance is done using aspects such as time management at work, quality of work done, quantity produced and cost incurred to produce results or any other credible and mutually agreed standard or measure (Invancevich, 2003).

Promotion is the advancement of an employee's rank or position in an organizational hierarchy system, Goblaret al. (2002). He further alludes that, promotion may be an employee's reward for good performance that is, positive appraisal. Before a company promotes an employee to a particular position it ensures that the person is able to handle the added responsibilities by screening the employee with interviews and tests and giving them training or on-the job experience. A promotion can involve advancement in terms of designation, salary and benefits, and in some organizations the type of job activities may change a great deal, Kalesh et. al. (2007). Empirically, promotion in a business organization is a practice for recognizing and rewarding employees' effort and contribution to the group. It is usually symbolized with a change of job and title. It can be attached with an increase in pay, power, and responsibility. Or, it can also include an increase in freedom or independence, or a decrease in danger or discomfort. Management need to motivate and reward high performing employees to prevent them from quitting. Knowing the factors contributing to the employees satisfaction; organization can plan and take appropriate step to increase positive behaviour among employees (Seta *et al.* 2000).

According to Dessler (2005), employee performance can be defined as the extent to which the employee is contributing to the strategic aims of the organization. It is expected that with enhancement of employees' capabilities through various career development programmes such as undertaking further studies, participating in research, seminars, workshops, conferences and team learning in organizations, employees performance will improve. For this to be ascertained, employee performance ought to be measured. Measures of employee performance differ with one's profession and workplace whereby measures of employee performance in the banking sector will differ from those used in the education sector (Kiriri and Gathuthi, 2009). In the university set up, university academic staff's performance can be measured through the extent to which they effectively teach allocated workloads, attendance of learned conferences, publication of books and journal articles and furtherance of academic and professional qualifications (Kiriri and Gathuthi, 2009).

The genesis of higher education in Kenya can be traced back to 1956 when the royal Technical College was established in Nairobi. It was then made a constituent college of University of East

Africa in 1963 and grew to become the University of Nairobi in 1970, remaining the only university till mid 1980s. The government responded to increased demand for higher education, formalized the establishment of private universities in the 1980s and have now increased the number of public universities to thirty one (Appendix D). These public universities were established through Institutional Acts of Parliament under the Universities Acts, 2012 which provides for development of university education, the establishment, accreditation, and governance of universities (Universities Act No. 42 of 2012).

Currently, universities have attracted unprecedented public scrutiny and have encountered challenges in their performance such as: increase in student numbers, scarce resources, staff turnover, weak capital outlays, industrial disputes and 'brain drain'. With increased student numbers this translates to large work-loads for the staff which leads to staff burnout and affect performance. Universities in Kenya play an increasingly important role in economic and social development. However universities are encountering challenges such as increased student numbers, rapid expansion, inadequate facilities, less number of staff, low salaries, inadequate funding, low research output among others (Ibua, 2017). To tackle these challenges, universities need to be strategic and to realize the importance of human resource as an important resource (asset) in order to gain competitive advantage.

In Kenya, the number of people seeking university education has increased to the extent that public universities cannot absorb all the eligible candidates (Chacha, 2004; Kalai, 2009). The government has responded to this challenge by establishing more universities and university colleges, diversifying the programmes offered by these institutions (Vundi, 2009; Chacha 2004) as well as initiated self sponsored programmes. The rapid expansion of university education has led to a myriad of challenges especially for public universities. These include low funding from the exchequer forcing these institutions to operate under very tight budgets, increased student enrolment without commensurate improvement in available facilities as well as reduced research capacity (UNESCO, 1998; Chacha, 2004; Kalai, 2009). Apart from these, studies by Kalai (2009) and Kadenyi et al. (2009) indicate a decline in effective teaching, research and publishing by lecturers, yet these are the critical measures of lecturers' performance. This has been attributed to heavy workloads as a result of high students' enrolment. Public universities in

Western Kenya, as organizations, are faced with challenges that seem to be detrimental to their performance.

Several studies have been carried out in the field of employee relations and employee performance in particular. These studies included Kiyana & Bett (2017), Oguwa (2011), Khan (2011), Afroz (2018) and Asfaw (2015). The studies covered influence of training and development appraisal in organizations. The studies investigated the influence of training and development on productivity in organization, Job Training, Training Design, Delivery style and Training and feedback. They focused on County government, Administration offices, and Banking sector. However, no study focused on training, development and employee performance in the public universities. Knowledge on the effect of Training and development on employee performance in public Universities is lacking.

Studies conducted by Omboi (2011), Lillian, Mathooko, & Sitati (2011), Odhiambo (2005), Mwema & Gachunga (2014), Wanjala & Kimutai(2015), June (2004) and Kuvaas, (2007) covered influence of performance appraisal in organizations. These studies investigated the influence of performance appraisal on productivity in organization, the appraisal systems, the effects on job performance and motivation. The studies focused on tea factories, public servants, Kenyan Secondary school teachers, Banking sector and World Health Organization Offices. However, no study focused on performance appraisal and employee performance in the public universities. Knowledge on the effect of performance appraisal on employee performance in public Universities is lacking.

Other studies have been done by Tuwei et al. (2013), Gathingu et al. (2008), Opisa (2008), Oguwa (2011), Manyasi, Kibas & Chepkilot (2012), Gaur, Delios, & Singh (2007) and McCue, Mark, & Harless (2003). These studies covered influence of staffing and promotions organizations. They investigated the staffing and promotions on productivity in organization, the effect of job promotion opportunity on non-teaching staff career change, the effects promotion strategies on organizational commitment, effect of staffing and promotions on organizational performance and staffing strategies on subsidiary performance. They focused on non-teaching staff in learning institutions, banking sector, state owned enterprises and on lecturers of public universities. None of them focused on staffing and promotions in the public universities for both

teaching and non-teaching staff. Knowledge on the effect of staffing and promotions on the employee performance in public Universities is lacking.

1.2 Statement of the Problem

Poor remuneration and relations evidenced by constant strikes has demoralized both teaching and non teaching staff in the public universities, Western Kenya Universities notwithstanding. Many are decamping to foreign universities and research institutions thereby contributing to the much touted brain drain currently affecting many institutions of higher learning in Kenya. The massive brain drain experienced in universities is due to better remuneration packages offered by foreign and regional universities. In addition, some staff members go for further studies outside the country and do not come back upon completion of their studies. This therefore has deprived the universities in Western Kenya of the much needed academic strength. To meet the growing demand for higher education in Kenya, there is need to build the capacity of the remaining academics and, given the reality of the brain drain, the greater challenge is to attract and retain talented staff through employee relation strategies. Traditional sources of competitive advantage are changing and it is imperative to deploy new strategies to successfully compete under changing external conditions. For example, employee relations and flexibility are emerging as competitive weapons that allow organizations to counteract current market evolution and competitive levels. For the employees to perform better it is important that the employees are comfortable with each other, share a good rapport and work in close coordination towards a common objective. It is important that the management promotes healthy employee relations at workplace to extract the best out of each individual.

Studies have investigated the influence of training and development on productivity in organization, Job Training, Training Design, Delivery style and Training and feedback. They focused on County government, Administration offices, and Banking sector. However, no study focused on training, development and employee performance in the public universities. Other studies covered influence of performance appraisal in organizations. These studies investigated the influence of performance appraisal on productivity in organization, the appraisal systems, the effects on job performance and motivation. The studies focused on tea factories, public servants, Kenyan Secondary school teachers, Banking sector and World Health Organization Offices. However, no study focused on performance appraisal and employee performance in the public

universities. The studies also covered influence of staffing and promotions in organizations. They investigated the staffing and promotions on productivity in organization, the effect of job promotion opportunity on non-teaching staff career change, the effects promotion strategies on organizational commitment, effect of staffing and promotions on organizational performance and staffing strategies on subsidiary performance. They focused on non-teaching staff in learning institutions, banking sector, state owned enterprises and on lecturers of public universities. None of them focused on staffing and promotions in the public universities for both teaching and non-teaching staff. These studies have been conducted in other contexts on employee relations strategies but the studies have mainly focused on organizational performance. Therefore, knowledge is lacking on the relationship of these employee relation strategies and employee performance in Public University, which this study seeks to address.

1.3 Objectives of the Study

Overall objective of this study was to establish the effect of employee relations strategies on employee performance in Public Universities in Western Kenya.

The specific objectives of the study were:

- i. To establish the influence of staffing and promotions on employee performance in Public Universities in Western Kenya;
- ii. To examine influence of employee training and development on employee performance in Public Universities in Western Kenya;
- iii. To ascertain the influence of performance appraisal on employee performance in Public Universities in Western Kenya.

1.4 Research Hypothesis

To realize the outcome, the following hypotheses underpinned the study.

- i. H₀₁. Staffing and promotions does not significantly affect employee performance
- ii. H₀₂. Training and development does not significantly affect employee performance
- iii. H₀₃. Performance appraisal does not significantly affect employee performance

1.5 Scope of the Study

The study focused on employee relation strategies, its effects on employees' performance in public universities in western Kenya. It was conducted in accredited public universities in

western Kenya, formerly Nyanza and western provinces. The counties within this region are Kisumu, Kakamega, Homabay, Busia, Bungoma, Vihiga, Kisii, Siaya, Nyamira and Migori. There are six accredited public universities in western Kenya namely Maseno, Masinde Muliro, Kisii, Jaramogi Oginga Odinga, Rongo and Kibabi. The study was concerned with Public Universities in Western Kenya and focused on training and development, staffing and promotions and performance appraisals by these universities and how these influence employee performance. It was concerned with the period the universities have been in place up to date.

1.6 Significance of the Study

This study may provide an opportunity to public Universities in western Kenya to assess their employee relation strategies. The study results may enable the management to establish the effects of employee relations strategies on employee performance, hence identify the areas where improvements can be done. It may also help the management in planning for the development and implementation of effective and efficient employee relations strategies that may lead to improved performance of the employees in Public Universities in Western Kenya. This may in turn help in ensuring economic growth and stability of the country. Other researchers who may need reference to information on role of employee relations strategies on employees' performance may also benefit by being able to assess previous approaches used to solve similar management questions.

1.7 Conceptual Framework

Independent Variables

Employee Relations Strategies

- Staffing and promotions
- Employee training and development
- Performance appraisal

Intervening Variables

- Economic stability
- Political stability
- Business competition
- Government policies

Dependent variable

- Employee performance**
- Attendance and Punctuality
 - Quality of Work
 - Cost-effectiveness

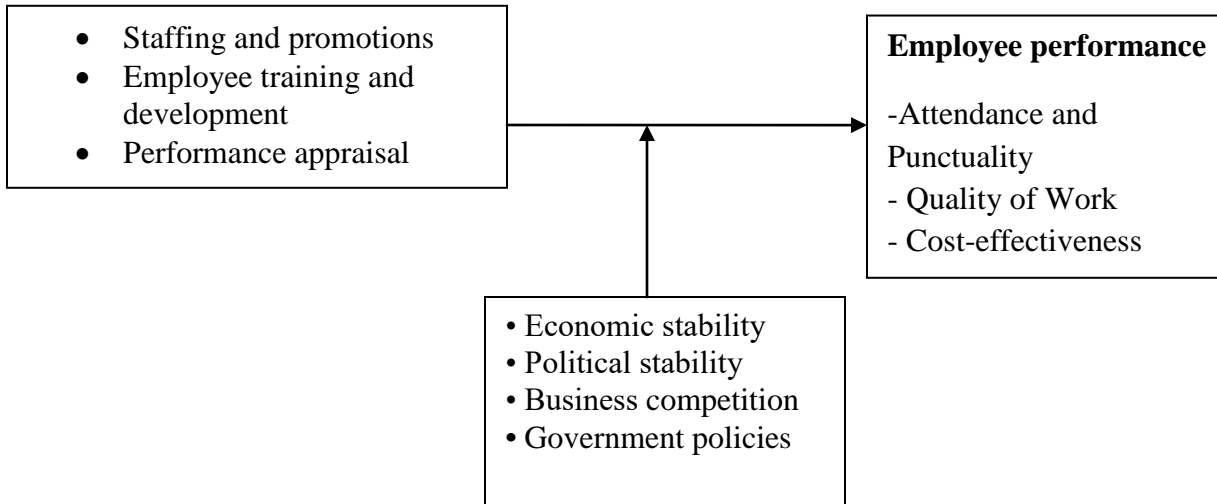


Figure 1.1: Conceptual framework showing the relationship of Employee relation strategies and Employee performance

Source: Adapted from Oguwa (2011), Modified by author (2018)

According to Young (2009), conceptual framework is a diagrammatical representation showing the relationship between dependent variable and independent variable. In this study, the conceptual framework indicated that employee relations strategies (staffing and promotions, training and development and performance appraisal) were expected to influence the level of employee performance indicated by attendance and punctuality, quality of work and cost-effectiveness. Further, economic stability, political stability, business competition and government competitions intervened in the relationship between employee relations strategies and employee performance.

CHAPTER TWO

LITERATURE REVIEW

This chapter focused on the theoretical foundations on which the study is built and also explored comparative empirical literature which helped to explain the gap which the study sought to address.

2.1 Theoretical Literature

The study was anchored on Human Relations Theory: The Hawthorne Effect.

2.1.1 Human Relation Theory

The study was guided by Human Relations Theory introduced in 1933 by Elton Mayo. Elton Mayo is generally seen as the founder of Industrial Sociology and the Human Relations School of business organization. His research on groups and behavior in work has had direct implications for management of organizations and for sociology. He studied a spinning mill in Philadelphia and the Hawthorne works of the Western Electric Company in Chicago. The results of Professor Elton Mayo's Hawthorne studies proved that the factors most influencing productivity are relationships. The researchers realized productivity increased due to relationships and being part of a supportive group where each employee's work had a significant effect on the team output. As a side result, the researchers noticed that the increased attention the workers received by the researchers increased motivation and productivity, which resulted in what is the Hawthorne Effect. Human Relations has the assumption that men have social needs desires rewarding relationships in the work place and answers more to the peer pressure than to the superiors' authority and administrative control forms its main contribution for management.

This theory explains the position of Public Universities in implementing employee relation strategies. According to this theory, organizations need to stress on employee relations as tools of improving the productivity of workers in organizations.

2.1.2 Concept of Employee Relations Strategies

Rose (2008) defines Employees relations as the study of the regulation of the employment relationship between employer and employee, both collectively and individually, and the determination of both substantive and procedural issues at industrial, organizational and workplace levels. Sharing the same sentiments, Employee relations suggests a wider

employment canvas being covered with equal importance attached to non union employment arrangements and white collar jobs. It is concerned with the social economic relationship that forms and revolves around a contract between the parties to perform work in return for employment benefits such as remuneration (Perkins & Shortland, 2006). Employee relations shows the existence of psychological contracts that is different from any other relationships, Lewis et al, (2003).

According to Pearce and Robinson (2009) firms actively seek good employee relations whether or not they are bound by union contracts. Proactive steps in anticipation of employee needs and expectations are therefore characteristic of strategic managers. Organizations should strive to satisfy their employees with good pay, good supervision and good stimulating work. Employee satisfaction is related to customer satisfaction. Managers believe that employee performance is linked to loyalty and to appreciation of manager's interests in employee welfare.

2.1.3 Concept of Employee Performance

Whereas performance refers to the act of performing; the carrying into execution or recognizable action, achievement or accomplishment, in the undertaking of a duty, employee performance refers to the effective discharge of one's duty for good results (Munjuri & Maina 2012). Employee performance, achieved through training, refers to immediate improvements in the knowledge, skills and abilities to carry out job related work, and hence achieve more employee commitment towards the organizational goals (Huselid, 2015) mentioned that training should leads to the culture of enhancing learning, to raise employee performance and ultimately higher return on investment (in training) for the firm.

The concept of performance covers both what has been achieved and how it has been achieved (Armstrong, 2009). The management has to compare the set goals in relation to the employee output to measure the level of performance. Performance in the corporate is largely driven by input of employees. Employee performance has therefore become a key concern of the management. Combined efforts of various employees performance determines the level of an organizations level of production hence development and growth of that organization. The continuing prosperity of a firm is likely to be enhanced by employees who hold attitudes and expectations that are closely aligned with organizations vision (Chew, 2005). Employees require motivation and other factors to enable them work effectively to achieve the organizational goals.

Employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets competent to perform their jobs, which is achieved through better training programs. Recognizing the role of training practices, enable the top executives to create better working environment that ultimately improves the motivational level as well as the performance of the workforce. Understanding that sustainability is key to organizational survival is intrinsic to establishing the foundation of performance. With this in mind, it is only reasonable to assume that organizational survival can be predicated on the performance of its human capital. Human resources are a powerful potential internal resource that fits the resource based view concept (Paauwe, 2004).

2.2 Empirical Literature

This section explored the existing literature on previous studies on the strategies of Employee relations namely: training and development; performance appraisal and staffing and Promotions. It also discusses in detail the literature on employee performance and specifically in the Public Universities.

2.2.1 Training, Development and Employee performance

Kiyana & Bett (2017) in their study on Training and Development Practices and Employee Performance of Turkana County where the study adopted a sample size of 96 respondents, used Purposive sampling technique and Questionnaires were administered, they found out that team building training influence employee performance, there was a relationship between the evaluation of knowledge and employee performance and finally, there was a relation between promotions practices and employee performance.

Oguwa (2011) sought to study the Influence of Employee Relations Strategies on Organizational Performance. The study was conducted at Kenya Commercial Bank Ltd; Kisumu Branch targeting all employees at all levels of the organizational structure. The sample population of the study included all the sixty of the branch's staff population and the research design was descriptive with instrumentation of questionnaires and in-depth interview of top level management, sampling design was used in the research study. Data collected was analyzed using SPSS version 12 and presented in tables to allow for cross comparison according to the objective

of the study. The study pointed out that training significantly influence organizational performance.

Afroz (2018) in His Study on Effects of Training on Employee Performance-A Study on Banking Sector, conducted in Tangail Bangladesh, in which Training (employee engagement, motivation and job satisfaction) considered as independent variable whereas dependent variable 'Employee Performance. Data for the study was collected through primary source that are from questionnaires surveys. The data was analyzed trough statistical software SPSS 20 to perform Descriptive analysis, T-test, Correlation, and Regression analysis. On the role of training the study showed that general training enhances employee engagement, employee motivation and job satisfaction. The Hypotheses showed that all these had significant effects on Employee Performance. That means, this research found that strong relationship exists between employee training and employees' performance.

Farooq & Khan (2011) in their study on Impact of training and feedback on employee productivity, they conducted an empirical study and data was collected through questionnaires. Findings of the study suggested that Training and feedback can increase the performance level of all sorts of the organizations, and by wide spreading the implications of these and other more advanced factors of training, quality of the process of teams can be improved which will result in giving a better shape to the performance of the employees.

Khan et.al. (2011) sought to investigate Impact of training and development on organizational performance training and development, on the job training, training Design and delivery style are four of the most important aspects in organizational studies. The focus of the study was to understand the affect of training and development, On the job training, training design and delivery style on organizational performance. The study relied on the secondary data comprised of comprehensive literature review. Four Hypotheses are developed to see the Impact of all the independent variables on the overall organizational performance. The hypotheses showed that all these have significant affect on organizational performance. These hypotheses came from the literature review and we have also proved them with the help of literature review. Results showed that training and development, on the job training, training design and delivery style

have significant affect on organizational performance and all these had positively affected the organizational performance.

Kum, Cowden, & Karodia (2014) studied the impact of training and development on employee performance: A case study of ESCON Consulting. The study focuses on the impact of training and development on employee performance at ESCON. A random sampling method was used to select participants for this study, which adopted a quantitative approach. Accordingly, data was collected using a questionnaire. The study was limited to employees of ESCON. Subsequently, the findings revealed that working conditions and a lack of resources affect the training and development of employees. It is recommended that certain areas be improved, that is, management support, the provision of feedback to employees and the conducting of employee training on a continuous basis. The findings show that this would improve employee performance in the organisation.

Asfaw, Argaw, & Bayissa (2015) did a study on the impact of training and development on employee performance and effectiveness: A case study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia, The focus of this study was to determine the impact of training and development on the employees' performance and effectiveness. They employed cross sectional institutional based quantitative research method. Data were collected using Likert's scale tool from 100 employees after selecting participants using systematic random sampling technique. Ninety-four complete questionnaires with a response rate of 94% were considered during analysis. Training and development had positively correlated and claimed statistically significant relationship with employee performance and effectiveness.

Kiyana & Bett (2017) aimed to investigate Training and Development Practices and Employee Performance of Turkana County and found out that team building training influence employee performance, Oguwa (2011), Khan et al. (2011) sought to study the Influence of Employee Relations Strategies on Organizational Performance. While Afroz et al. (2018), and Bayissa et al. (2015) did a study on the impact of training and development on employee performance and effectiveness and results showed that Training and Development, On the Job Training, Training Design and Delivery style have significant affect on Organizational Performance.

The studies covered influence of training and development appraisal in organizations. They investigated the influence of training and development on productivity in organization, Job Training, Training Design, Delivery style and Training and feedback. They focused on County government, Administration offices, and Banking sector. None of them focused of training and development and employee performance in the public universities. Knowledge on the effect of Training and development on employee performance in public Universities is lacking.

2.2.2. Performance Appraisal and Employee Performance

Omboi (2011) investigated The Effect of Performance Appraisal Systems on Employees in Kenya Tea Development Agency he conducted a Survey of Selected Tea Factories in Meru County-Kenya. This research adopted a descriptive research design where the population of interest in the selected tea estate was visited. 70 respondents were selected out of representing a population of 348 possible respondents using stratified random sampling by taking 20% of the target population in each stratum. The study used a questionnaire as primary data collection instrument. The questionnaire was administered through drop and pick method to the officers of the selected departments. Data analysis and Presentation included analysis of data to summarize the essential features and relationships of data in order to generalize from the analysis to determine patterns of behaviour and particular outcomes. The content analysis was used to analyze the respondents' views about the effectiveness of performance appraisal. The quantitative data was then coded to enable the responses to be grouped into various categories. The research revealed that competence, assessment and development, management by Objectives, performance based pay and employee training all had an effect on employee Performance in Kenya Tea Development Agency.

Another study by Lillian et al. (2011), on the effects of performance appraisal system on civil servants job performance and motivation in Kenya, a case study of ministry of state for public service The study sampled staff randomly from also randomly selected departments who were interviewed using pre-tested questionnaires and through focused group discussions. Data was analyzed using appropriate statistical applications in SPSS. The study revealed that employees were given feedback to enable them improve their performance. This shows that Performance Appraisal has a positive impact on the employee's performance which leads to motivation.

Odhiambo (2005), in his study on Teacher appraisal: the experiences of Kenyan secondary school teachers adopted a qualitatively-oriented case study using multiple cases and drawing on multiple methods of data collection. The findings indicated that teacher appraisal policies and practices in Kenyan secondary schools exhibit weaknesses, which need to be urgently addressed if teacher appraisal is to be used to improve the quality of teaching and education in Kenya.

Mwema & Gachunga (2014), studied the influence of performance appraisal on employee productivity in organizations. The study was conducted as a case study of selected WHO offices in East Africa. Descriptive design was adopted in the study. Regression analysis was done to establish the effects of performance appraisal on employee productivity. From the findings, the study concluded that organizations should appraise their employees often through utilized targets, accomplishments, organization goals, time management and efficiency for performance measure purposes as it would lead to increased in employee's productivity.

Wanjala & Kimutai (2015), in their study on Influence of Performance Appraisal on Employee Performance in Commercial Banks in Trans Nzoia County in Kenya, the study adopted descriptive survey research design. A total of 178 research subjects were drawn from the target population using the stratified and the simple random sampling technique. Data analysis was done through descriptive statistics, specifically use of frequencies and percentages. Data was presented in frequency tables and Chi Square method was used for testing the hypothesis. The findings show that: there is a significant relationship between performance appraisal and worker's performance.

June (2004) in her studies on "Effects of performance appraisal politics on job satisfaction and turnover intention" Regression analysis results indicated that when employees perceived performance ratings to be manipulated because of raters' personal bias and intent to punish subordinates they expressed reduced job satisfaction that, in turn, led to greater intentions to quit their jobs. Manipulations of ratings for motivational purposes, however, had no effect on job satisfaction and turnover intention.

A study by Kuvaas (2007), on "Different relationships between perceptions of developmental performance appraisal and work performance", the study was conducted from a cross-sectional survey of 434 employees showed that the relationship between perceptions of developmental

performance appraisal and self-reported work performance was mediated by employees' intrinsic motivation, and strongly moderated by their autonomy orientation. He found out that for employees with a weak autonomy orientation, the relationship was positive, but for those with a strong autonomy orientation, the relationship was negative. The current study employed correlational research design and focused mainly on employees' retention, reduced absenteeism, productivity and product and service quality to find out the relationship between performance appraisal and employee performance unlike kuvas 2007 who majored only on employees intrinsic motivation to find out employees work performance.

Lillian, Mathooko & Sitati (2011), Mwema & Gachunga (2014) found out that there is positive effect between performance appraisal and worker's performance. Omboi (2011) in his case found out that performance Appraisal and employee training all had an effect on employee Performance. Wanjala & Kimutai (2015) also found that there is a significant relationship between performance appraisal and worker's performance. On the other hand, June (2004) found out that manipulations of ratings of the Performance Appraisals for motivational purposes, however, had no effect on job satisfaction and turnover intention. Odhiambo (2005) argued that Performance Appraisal exhibited weaknesses, which needed to be urgently addressed if teacher appraisal is to be used to improve the quality of teaching and education in Kenya, while Kuvaas (2007), found out that for employees with a weak autonomy orientation, the relationship was positive, but for those with a strong autonomy orientation, the relationship was negative.

The studies covered influence of performance appraisal in organizations. They investigated the influence of performance appraisal on productivity in organization, the appraisal systems, the effects on job performance and motivation. They focused on tea factories, public servants, Kenyan Secondary school teachers, Banking sector and World Health Organization Offices. None of them focused of performance appraisal and employee performance in the public universities. Knowledge on the effect of performance appraisal on employee performance in public Universities is lacking.

2.2.3. Staffing, Promotions and Employee performance

According to Rowden and Conine (2013), a large part of the workers sense of job satisfaction and performance can be attributed to workplace learning opportunities they benefit from. The

absence of appropriate and sufficient staff development programmes or mechanisms may therefore account to a large extent for the poor performance of employees in organizations.

Tuwei et al. (2013) on their study on Promotion Opportunity on Employee Career Change Decision, The Case of a Selected Learning Institution in Kenya; Thus, the study examined the effect of promotion opportunity on non teaching staff career change intention in Moi University Eldoret Municipality Kenya. Herzberg's two factor theory guided the study. The research design was a survey. Individual elements were selected using stratified systematic random sampling techniques and the sample size determination was based on Nassiuma method. Data was analysed using both descriptive and inferential statistics. The specific analysis methods in the study included frequencies, percentages, spearman correlation, phi and ordinal regression. The findings indicated that; promotion opportunity had a significant relationship with non teaching staff career change intention. The findings indicated that non teaching staff considered promotion opportunity as the critical indicator of their perception of job satisfaction.

Gathingu et al. (2008), on their study on Effect of Promotion Strategies on the organizational Commitment of Banking Sector Employees in Kenya, The study sought to assess the effect of promotion practices on the employee commitment in the banking industry in Kenya. Data were collected through a self-administered questionnaire from employees in different commercial banks. The study divided the target population into two groups, those on contract and permanent employees. The results indicate that promotion had a significant relationship with commitment for contract ($p=0.000$) while for permanent employees, there was no significant relationship ($p=0.443$).

Opisa (2008), in his study on response of Kenyan state owned enterprises to declining opportunities for employee promotion, The study sought to determine how' state owned enterprises were responding to problems emanating from declining opportunities for promotion and how successful the said responses have been. The population of interest was all the 54 State owned enterprises in Nairobi that have restructured. A closed ended questionnaire was used to collect data. For the purpose of showing the relationships among various responses, quantitative analysis was done using descriptive statistics, consisting of; percentages, arithmetic mean, standard deviations. Further, chi-square test was used to determine the association between the responses to declining opportunities for employee promotions on one hand and motivation and

retention on the other hand. Findings from the study indicate that; ensuring good work conditions; enhancing good work relations; giving annual salary increments and guaranteeing job security are some of the major strategic responses used by state corporations to effectively deal with the declining opportunities for employee promotions.

Oguwa (2011) in his study *Influence of Employee Relations Strategies on Organizational Performance: A Case of Kenya Commercial Bank Kisumu Branch*, found out that staffing and promotions, employee significantly influence organizational performance and therefore various strategies to strengthen these components of employee relations strategies should be put in place. The sample population of the study included all the sixty of the branch's staff population and the research design was descriptive with instrumentation of questionnaires and in-depth interview of top level management, sampling design was used in the research study, data collection was stratified using random sampling since the research was not dealing with homogenous respondents. Data collected was analyzed using SPSS version 12 and presented in tables to allow for cross comparison according to the objective of the study. The study found that staffing and promotions significantly influence organizational performance.

Manyasi, Kibas & Chepkilot, (2012), on their study on *Effects of organizational support for career development on employee performance: A case of Kenyan Public Universities*, The study sought to examine the effect of university support for career development on lecturers' performance in public universities. It was guided by the psychological contract theory, data was collected from 328 academic staff drawn from all the public universities in Kenya using questionnaires. It was analyzed using descriptive statistics and hypotheses tested using Pearson Product moment correlation coefficient. The results indicated that organizational support for career development of employees positively affected their performance in public universities. This support in terms of study leave, financial support for further studies as well as incentives such as salary increases and promotions on completion of such programmes enhanced organizational citizenship hence improved employee performance.

Gaur, Delios & Singh (2007), investigated Institutional environments, staffing strategies, and subsidiary performance. They adopted and develop an institutional perspective to advance understanding of how host country environments influence subsidiary staffing strategies. They propose and find that (a) firms rely more on expatriates in institutionally distant environments for

reasons related to the efficient transfer of management practices and firm-specific capabilities and (b) the positive influence of expatriate staffing levels on subsidiary performance is dependent on the institutional distance between the host and home country, and subsidiary experience. They found out based on their analysis of expatriate employment levels and performance in 12,997 foreign subsidiaries of 2,952 Japanese firms in 48 countries.

McCue, Mark & Harless (2003), in their study on Nurse staffing, quality care, and financial performance, examined the relationship among nurse staffing, quality of care and financial performance. The study applied a dynamic econometric model to evaluate whether hospitals that changed their nurse staffing and quality care affected their financial performance. Sampling 422 for the study, the study found out a statically significant increase in operating costs when registered nurse levels increase, but no statically significant decrease in profit.

Tuwei et al. (2013) studied Promotion Opportunity on Employee Career Change Decision in Moi University Eldoret, they focused on non-teaching staff using Herzberg's two factor theory the findings indicated that; promotion opportunity had a significant relationship with non teaching staff career change intention. Opisa (2008) sought to determine how state owned enterprises were responding to problems emanating from declining opportunities for promotion and used quantitative analysis using descriptive statistics found out that enhancing good work relations as a responses for the declining promotional opportunities. Oguwa (2011), studied Influence of Employee Relations Strategies on Organizational Performance: A Case of Kenya Commercial Bank Kisumu Branch, The study found that staffing and promotions significantly influence organizational performance. While Manyasi, Kibas, & Chepkilot (2012), sought to examine the effect of university support for career development on lecturers' performance in public universities, they focused on the teaching staff, the results indicated that organizational support for career development of employees positively affected their performance in public universities. Gaur, Delios, & Singh (2007), investigated Institutional environments, staffing strategies, and subsidiary performance, they found out the positive influence of expatriate staffing levels on subsidiary performance is dependent on the institutional distance between the host and home country, and subsidiary experience. McCue, Mark & Harless (2003) examined the relationship among nurse staffing, quality of care and financial performance, the study found out a statically

significant increase in operating costs when registered nurse levels increase, but no statically significant decrease in profit.

The studies covered influence of staffing and promotions organizations. They investigated the staffing and promotions on productivity in organization, the effect of job promotion opportunity on non-teaching staff career change, the effects promotion strategies on organizational commitment, effect of staffing and promotions on organizational performance and staffing strategies on subsidiary performance. They focused on non-teaching staff in learning institutions, banking sector, state owned enterprises and on lecturers of public universities. None of them focused on staffing and promotions in the public universities for both teaching and non-teaching staff. Knowledge on the effect of staffing and promotions on the employee performance in public Universities is lacking.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methodology that the researcher used to conduct the study. It outlines the research design, study area, target population, sample size, sampling technique, data type and source, data collection method, instrument validation and reliability test, data analysis and presentation.

3.1 Research Design

This study adopted correlational research design. Both qualitative and quantitative approaches were used. A research design functions as the research blue print for measurement and analysis of data. Kothari (2004) describe a research design as a plan and a structure of investigation conceived to find answers to research questions. According to Mugenda and Mugenda (2003), correlational research design is connected with providing solutions to the problems. It is found suitable for examining effect.

3.2 Study Area

The study was conducted in Western Kenya region namely; Kisumu, Kakamega, Homabay, Busia, Bungoma, Vihiga, Kisii, Siaya, Nyamira and Migori. The region is located between latitudes $0^{\circ} 15'N$ and $1^{\circ} 45'S$, longitudes $35^{\circ} 15' E$ and $34^{\circ} E$, and borders Lake Victoria from the East, Western Province to the north, Rift Valley province to the east and the Republic of Tanzania and Uganda to the south and west respectively (GOK, 2012). The total study area is $12,646 \text{ km}^2$. The main source of livelihood is mixed farming and other livelihoods strategies include fishing, cash crop farming and casual labor (GOK, 2012). The study area is characterized by bimodal rainfall pattern sufficient for agricultural production with peaks experienced in April/May and October/November. The temperatures vary within the counties depending on altitude and proximity to the Lake Victoria. The annual minimum temperatures vary from 17° to $18^{\circ}C$ and maximum temperatures vary between $27^{\circ} C$ and $34.8^{\circ}C$. The study was conducted in six accredited public universities in western Kenya namely; Kisii University, Jaramogi Oginga Odinga University of Technology, Maseno University, Masinde Muliro University of Science and Technology (Appendix -D).

Masinde Muliro University of Science and Technology is situated within Kakamega town in Kakamega County. It began as a constituent college of Moi University in 2006 and became fully accredited public university in 2007. Maseno University is situated in Maseno, Kisumu County. It began as a constituent of Moi University in 1990 and became fully fledged in 2001. Kisii University is situated within Kisii town. It began as a constituent college of Egerton University. It became fully fledged in 2013. Jaramogi Oginga Odinga University of Science and Technology is situated in Bondo Town within Siaya County. It began as a Constituent College of Maseno University in 2009 and became full-fledged in 2013.

3.3 Target Population

According to Mugenda and Mugenda (2008), population refers to the entire group of individuals, events or subjects having common observable characteristics. The total population of this study constituted respondents from six accredited public universities in Kenya as per the Commission of University Education Report (2017). A total of 102 HR department employees from 6 accredited public universities in western Kenya constituted the study population (Table 3.1)

Table 3.1 Population Distribution

NO	UNIVERSITY NAME	NUMBER OF HR STAFF
1	Maseno University	25
2	Masinde Muliro university of Science & Technology	18
3	Jaramogi Oginga Odinga University of Science & Technology	19
4	Kisii University	20
5	Rongo University	11
6	Kibabi University	9
TOTAL		102

Source: Office of Human Resource of respective universities under the study (2018)

3.4 Sampling Size and Sampling Procedure

The unit of analysis for the study was employees in the Human Resources offices. The target population constituted all respondents from six accredited public universities in western Kenya. Western Kenya has a total of six accredited public universities namely: Kisii University, Masinde

Muliro University of Science and Technology, Maseno University, Rongo University College, Kibabii University and Jaramogi Oginga Odinga University of Science and Technology. Census study was conducted on all the 102 Human Resource employees from a total population of 5547 employees from six accredited public universities in western Kenya (Human Resource Offices, 2018).

3.5 Data Collection Method

Primary data was collected using self-administered structured questionnaire. Secondary data was collected through document review, library research and internet search.

3.5.1 Data Type and Source

Both primary and secondary data were used. The primary data for the study was collected from respondents using structured questionnaires, while secondary data was gathered through library research and internet search.

3.5.2 Data Collection Procedure

The researcher personally collected the data. After administering the questionnaires, the researcher was present in order to clarify any ambiguity and collected the questionnaires thereafter.

3.5.3 Data Collection Instruments

Structured questionnaires were administered to employees working in the Human Resource Directorates and Offices of Registrar Administration in the six selected accredited public universities in western Kenya. The questionnaire comprised of questions related to employee relation strategies and its effects on employees' performance. (Appendix: B)

3.5.4 Reliability Tests

Reliability test was ascertained through Cronbach's alpha test that was conducted on pilot data from the 10 respondents for determination. For this study reliability was between 0.765 and 0.876 as presented in Table 3.2 implying that the variables in the questionnaires were reliable. Kumar (2005), suggests that an Alpha of 0.7 or above is considered reliable. Sekaran (2003) also affirms that reliabilities of 0.7 range is considered acceptable and over 0.8 is good. The result of the reliability test is as presented in table 3.2.

Table 3.2: Internal Consistency Scale

Constructs	No. of Items	Cronbach's alpha
Staffing and promotions	6	0.783
Training and Development	6	0.811
Performance Appraisal	6	0.876
Employee Performance	18	0.765

Source: Field Survey, 2018

3.5.4 Validity Tests

Expert opinion was sought on the data collection instruments. The researcher's supervisor provided this opinion. This helped in validity check. The study was also pre-tested on 10 conveniently chosen respondents to check for reliability. The pilot data was not included in the actual study.

3.6 Data Analysis and Presentation

Qualitative data obtained from interviews were transcribed and organized into various themes and sub themes according to study objectives. The data then was reported in descriptive and inferential statistics. Regression analysis was used to determine the influence of employee relations strategies on employees' performance in public universities in western Kenya.

Model Specification

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon \dots \dots \dots \text{Equation 3.1}$$

Source: Adapted from Fairchild and MacKinnon (2009)

- Y = Employee Performance
- X₁ = Employee Training and development (T&D)
- X₂ = Employee Performance Appraisal (PA)
- X₃ = Employee staffing and Promotion (S&P)
- β₀ = Y intercept in the equation
- β₁ = measure of effect of Training & development on employee performance
- β₂ = measure of effect of Performance Appraisal on employee performance
- β₃ = measure of effect of e Employee staffing & Promotion on employee performance
- ε = error term

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter presents the findings and discussion of the assessment that was undertaken with respect to the objectives and research questions raised in chapter one. This chapter is divided into five sections in accordance with the research objectives. These are: to examine the influence of staffing and promotions on employee performance in Public Universities in Western Kenya; to determine influence of employee training and development on employee performance in Public Universities in Western Kenya; and To ascertain the influence of performance appraisal on employee performance in Public Universities in Western Kenya. This was achieved by computing the total mean score for all the variables on five point Likert scale under each objective and transforming them in two categories which included either high influence or low influence. The categorical variables were then correlated with each of the questions on whether the staffing and promotions, training and development, and performance appraisal lead to Employee performance. The results were also presented in tables using frequency counts, means and standard deviations.

4.1 Questionnaire Response Rate

The study targeted a total of 102 Human Resource department employees from 6 accredited public universities in western Kenya. Primary data was collected by means of self administered questionnaires, of which out of the 92 expected respondents, 90 of the questionnaires were completed, a response rate of 97.8% was deemed sufficient. This response rate was good and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. The questionnaires that were not returned were due to reasons like, the respondents were not available to fill them in at that time and with persistence follow-ups there were no positive responses from them. The response rate demonstrates a willingness of the respondents to participate in the study. The corresponding response rate is presented as shown in Table 4.1.

Table 4.1: Population and Response Return Rate of the Respondents

Category	Percentage (%)
Number of Respondents targeted in the survey	92
Actual Number of participants who took part	90
Number of Non-Response	2
Percentage response rate	97.8

Source: Field Survey, 2018

4.2 Background Information

Background data on Public Universities in Western Kenya was obtained. This included the years of existence since the Universities were established, major divisions within the Universities, functions performed under the office the Registrar Administration and the functions performed under the Directorates of the Human Resources.

4.2.1 Years of the University Existence

Table 4.2 shows the distribution of sampled respondents based on the number of years University in which they worked had been in existence. According to the table, majority of respondents (56.7%) reported that their University had existed for between 11-15 years, while 22.2% had existed for over 15years, 20.0% had existed for 6-10 years while 1.1% indicated that their University had existed for 0-5 years. This infers that majority of public Universities within Western Kenya had existed between 11-15 years.

Table 4.2: Distribution of Respondents based on the Years of Existence of the Universities

Years	Frequency	Percent	Cumulative Percent
0-5 years	1	1.1	1.1
6-10 years	18	20.0	21.1
11-15 Years	51	56.7	77.8
over 15 years	20	22.2	100.0
Total	90	100.0	

Source: Field Survey, 2018

4.2.2 Major Divisions in Public Universities in Western Kenya

Table 4.3 presents the results in frequency counts and percentages of the Major Divisions in Public Universities in Western Kenya. Respondents were requested to indicate the number of major divisions that existed within their universities. Majority of the respondents indicated that they had 3 major divisions, 61% indicated they had 3 divisions, 34.4% indicated that they had 2 divisions, 3.3% indicated that they had 2 divisions while 1.1% indicated that they had 6 major divisions within their university. This therefore implies that majority of the universities were divided into 3 major divisions.

Table 4.3 Major Divisions in Public Universities in Western Kenya

Divisions	Frequency	Percent	Cumulative Percent
2	31	34.4	34.4
3	55	61.1	95.6
4	3	3.3	98.9
6	1	1.1	100.0
Total	90	100.0	

Source: Field Survey, 2018

4.3 Extent of Employee Relations Strategies

Descriptive data analysis was carried out as per the objectives of the study in the following subsections.

4.3.1 Extent of staffing and promotions in Public Universities in Western Kenya

The respondents were requested to indicate the extent of staffing and promotions on their performance in their respective Universities. The results were as indicated in Table 4.4.

Table 4.4: Extent of staffing and promotions Descriptive statistics

	N	Mean	Std. Deviation	Rank
Staffing and promotions encourage employees to do their best knowing that good performance will be rewarded.	90	4.60	.776	1
Staffing and promotion opportunities in the organization affected employee overall commitment and loyalty.	90	3.62	1.118	3
Staffing and Promotion also enables employees to advance themselves educationally and also in the gaining of new skills.	90	3.64	.865	2
Staffing and promotion comes with increase in responsibilities and increases employee ability.	90	2.89	.827	5
Employee skills increase with job promotion.	90	2.98	.783	4
Seniority in positions is considered during promotions	90	2.71	1.408	6
Overall	90	3.6846	.57270	

Source: Field Survey, 2018

The results for descriptive statistics as shown in Table 4.4 with N=90 as the total number of respondents indicates the following as the findings. Overall, promotions on employee have been reported to be prevalent to a moderate extent as shown by the overall mean value of 3.6846 and a standard deviation value of .57270 in Public Universities in Western Kenya. This therefore implies that public Universities in Western Kenya have adopted staffing and promotion strategies to a moderate extent even though much still needs to be done to that effect.

4.3.2 Extent of training and development in Public Universities in Western Kenya

In the study, while attempting to address the study objectives, an attempt was made by the researcher to use descriptive statistics to address the extent to which Public Universities in Western Kenya have adopted the training and development strategies. This is as stipulated in Table 4.5.

Table 4.5: Extent of training and Development Descriptive statistics

	N	Mean	Std. Deviation	Rank
Relevance of content of modules of training	90	3.16	1.170	6
Training enhances job focus	90	3.70	.880	1
Employees are more inspired to meet their goals at work due to staff trainings	90	3.60	1.079	3
Trainings empowers staff to achieving degree of independence associated with work roles	90	3.48	1.274	4
Training within the organization gives employees the necessary skills to work in tasks from start to the end	90	3.24	1.301	5
Training inclines staff to the organizational vision	90	3.60	.992	2
Overall	90	3.5596	.45983	

Source: Field Survey, 2018

The results for descriptive statistics as shown in Table 4.5 with N=90 as the total number of respondents indicates the following as the findings. Overall, training and developments have been reported to be prevalent to a moderate extent as shown by the overall mean value of 3.5596 and a standard deviation value of .45983 in Public Universities in Western Kenya. This therefore implies that public Universities in Western Kenya have adopted training and development strategies to a moderate extent.

4.3.3 Extent of Performance Appraisal in Public Universities in Western Kenya

In the study, while attempting to address the study objectives, an attempt was made by the researcher to use descriptive statistics to address the extent to which Public Universities in Western Kenya have adopted the Performance Appraisal strategies. This is as stipulated in Table 4.6.

Table 4.6: Extent of Performance Appraisal Descriptive statistics

	N	Mean	Std. Deviation	Rank
Performance appraisal fosters Integration and Team Work among employees	90	3.87	1.163	1
Performance appraisal lead to increase in inter-personal relationships	90	3.84	1.217	2
Reviewing of employee's performance improves cooperation with people outside their department	90	3.47	1.030	5
Performance appraisal enables the staff to identify their skills and style and improve communications in the organization	90	3.67	1.307	3
Performance appraisal help employees meet performance targets	90	3.38	1.045	6
Performance appraisal help employees on time management through planning and setting of deadlines	90	3.59	1.217	6
Overall	90	3.6383	.66460	

Source: Field Survey, 2018

The results for descriptive statistics as shown in Table 4.6 with N=90 as the total number of respondents indicates the following as the findings. Overall, Performance Appraisals have been reported to be prevalent to a moderate extent as shown by the overall mean value of 3.6383 and a standard deviation value of .66460 in Public Universities in Western Kenya. This therefore implies that public Universities in Western Kenya have adopted Performance appraisals strategies to a moderate extent.

4.3.4 Extent of Employee Performance in Public Universities in Western Kenya

The study also sought to establish the extent of employee per Performance in Public Universities in Western Kenya. This was necessary as it laid the foundation for the subsequent analyses of relationship between staffing and promotion, training and development, performance appraisal and employee performance. The findings are as indicated in Table 4.7.

Table 4.7: Extent of Employee Performance Descriptive Statistics

	N	Mean	Std. Deviation	Rank
Employee Attendance	90	3.66	.706	13
Employee Punctuality	90	2.86	1.127	7
Reduction of Time Wastage in Activities	90	3.54	.887	16
Number of projects completed	90	3.59	.806	15
Target quotas and goals met easily than before	90	3.97	.661	2
Speed of achieving targets increased	90	3.99	.846	1
Completion rates of tasks	90	3.70	.854	12
Conformity with standards	90	3.78	.700	9
Quality of essential services in the university	90	3.29	.623	17
Reduction in number of complaints about services in the University	90	3.94	.755	4
Delivery of quality services to customers	90	3.80	.640	8
Improved skills to work with others at work	90	3.64	.928	14
Reduction in level of physical resource wastage	90	3.78	.909	10
Numbers of projects completed against numbers scheduled	90	3.77	.619	11
Reduction in numbers of staff in different functions of the University	90	3.23	.925	18
Increased attachment & professional obligation	90	2.89	1.075	5
Understanding of Job responsibilities	90	3.88	.747	6
Increased contribution toward achieving the organizational goals	90	3.97	1.136	3
Overall	90	3.6565	.47395	

Source: Field Survey, 2018

The results for descriptive statistics as shown in Table 4.7 with N=90 as the total number of respondents indicate the following as findings. Overall, the level of employee performance in

Public Universities in Western Kenya stood at a moderate extent as shown by a mean value of 3.6565 and a standard deviation value of .47395.

4.4 Influence of Employee relations strategies on Employee Performance

To actualize the study objectives, a regression analysis between the three dimensions of reward employee relations strategies namely: staffing and Promotion, training and development and performance appraisals and the dimensions of employee performance. The direction and magnitude of influence of each strategy of employee relations on employee performance was eventually established using regression model whose findings are presents in Tables 4.8.

Table 4.8 Model Summary for Employee Relation Strategies

Model R	R Square	Adjusted R Square	Change Statistics			df1	df2	Sig. Change	F
			Std. Error of the Estimate	the R Change	Square F Change				
.805 ^a	.647	.635	.28628	.647	52.646	3	86	.000	

a. Predictors: (Constant), performance appraisal, training and development, staffing and promotion

From the findings, it emerged that the overall model accounted for 64.7% change in employee performance (R square=.647, p=.000), findings that were significant as indicated by a significant value, implying that they were not by chance but as a result of fitting the model $F(3, 86)=52.646$. This further implies that the predictors were well chosen, therefore it can be concluded they have an influence on employee performance.

The regression model was in form of $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$ and by adding the regression coefficients as shown in Table 4.9 the equation transformed into:

$$Y = 0.925 + 0.250 X_1 + 0.208 X_2 + 0.293 X_3 \dots \dots \dots \text{equation 4.1}$$

$$R^2 = 0.647 (64.7\%)$$

The results for all the independent variables were also presented in order to determine out of them, the one that had the strongest unique contribution to the dependent variable of the study. The findings for the model coefficients are presented as shown in Table 4.9

Table 4.9: Coefficients for Employee Relation Strategies

		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.925	.248		3.725	.000
	staffing and promotion	.250	.102	.302	2.460	.000
	training and development	.208	.083	.202	2.507	.000
	performance appraisal	.293	.078	.411	3.781	.000

a. Dependent Variable: employee performance

The findings in Table 4.9 indicates that performance appraisal had the strongest unique contribution to the performance of the employees ($\beta=.411$, $p=.000$). Staffing and promotion was the second, ($\beta=.302$, $p=.000$) while training and development was the third ($\beta=.202$, $p=000$). It is clear from these findings that all the determinants positively contributed to the performance of the employees. This implies that employees in the universities perform well when there is staffing and promotions, training and development, and performance appraisal.

4.4.1 Influence of Staffing and Promotion on Employee performance

The first objective of the study was to establish the influence of staffing and promotions on employee performance in Public Universities in Western Kenya. In this regard, staffing and promotions was found to have a positive influence employee performance ($\beta=.302$, $p=.000$) thereby rejecting the null hypothesis H_{01} , which state that staffing and promotions does not significantly affect employee performance in Public Universities in Western Kenya. This means that a unit change in staffing and promotions strategy causes 0. 302 unit change in employee performance and the change is significant. This implies that staffing and promotions is a critical determinant of employee performance in Public Universities in Western Kenya.

The finding that staffing and promotions significantly influence employee performance is in agreement with the previous studies by Tuwei et al., (2013), Gathingu et al., (2008), Oguwa (2011) and Opisa (2008). This study is however, at variance with the previous study by Gathingu et al., (2008), whose variables were different from those of this study and the results indicated that promotion had a significant relationship with Employee Performance for contract, while for permanent employees, there was no significant relationship. This study did not categorize staff into subgroups.

This study was a great milestone in terms of empirical testing and establishing the links between staffing and promotions and employee performance that hitherto remained unexplored especially in the context of Universities like the Public Universities in Western Kenya.

4.4.2 Influence of training and Development on Employee Performance

The second objective of the study was to determine influence of employee training and development on employee performance in Public Universities in Western Kenya. In this regard, training and development strategy was found to have significant influence on employee performance in Public Universities in Western Kenya ($\beta=.202$, $p=.000$) thereby rejecting the null hypothesis H_{02} , which state that training and development does not significantly affect employee performance in Public Universities in Western Kenya. This means that a unit change in training and development strategy causes 0. 202 unit change in employee performance and the change is significant. This implies that training and development is a critical determinant of employee performance in Public Universities in Western Kenya.

The finding that training and development significantly influence employee performance is in agreement with the studies done previously by Kiyana & Bett (2017), Afroz (2018) Farooq & Khan, (2011) Khan, et.al. (2011) and Asfaw et al. (2015). These studies focused on County government, Administration offices, and Banking sector. None of them focused of training and development and employee performance in the public universities. Consequently, the effect of Training and development on employee performance in public Universities is not known.

This study has made contribution to new knowledge in terms of empirical testing and establishing the links between training and development and employee performance that hitherto remained unexplored especially in the context of Universities like the Public Universities in Western Kenya.

4.4.3 Influence of Performance Appraisal on Employee Performance

The third objective of the study was to ascertain the influence of performance appraisal on employee performance in Public Universities in Western Kenya. In this regard, performance appraisal strategy was found to have significant influence on employee performance in Public Universities in Western Kenya ($\beta=.411$, $p=.000$). Thereby rejecting the null hypothesis H_{03} , which states that Performance appraisal does not significantly affect employee performance in Public Universities in Western Kenya. This means that a unit change in performance appraisal strategy causes 0. 411 unit change in employee performance and the change is significant. This implies that performance appraisal is a critical determinant of employee performance in Public Universities in Western Kenya.

The finding that performance appraisal is significantly influence employee performance is in congruence with the studies done previously by Omboi (2011), Mwema & Gachunga, (2014), Wanjala & Kimutai (2015). The study contradicted Kuvaas, (2007), who majored only on employee's intrinsic motivation to find out employees work performance and found out that for employees with a weak autonomy orientation, the relationship was positive, but for those with a strong autonomy orientation, the relationship was negative.

Therefore, this study was a great milestone in terms of empirical testing and establishing the links between performance appraisals and employee performance that hitherto remained unexplored especially in the context of Universities like the Public Universities in Western Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a summary of the study findings based on each objective. It also covers conclusions and recommendations emanating from the results.

5.1 Summary of Findings

The first objective of the study was to establish the influence of staffing and promotions on employee performance in Public Universities in Western Kenya. The corresponding null hypothesis was that staffing and promotions does not influence employee performance in public Universities in Western Kenya. The study finding revealed that staffing and promotion has a significant positive influence on employee performance in public Universities in Western Kenya.

The second objective of the study was to establish the influence of training and development on employee performance in Public Universities in Western Kenya. The corresponding null hypothesis was that training and development does not influence employee performance in public Universities in Western Kenya. The study finding revealed that training and development has a significant positive influence on employee performance in public Universities in Western Kenya.

The third objective of the study was to ascertain the influence of performance on employee performance in Public Universities in Western Kenya. The corresponding null hypothesis was that performance appraisal does not influence employee performance in public Universities in Western Kenya. The study finding revealed that performance appraisal has a significant positive influence on employee performance in public Universities in Western Kenya.

5.2 Conclusions

From the analysis and findings regarding the influence of employee relations strategies on employee performance in public universities in Western Kenya, on the first objective which sought to establish the influence of staffing and promotions on employee performance in Public Universities in Western Kenya, the study concludes that staffing and promotions is an important antecedent of employee performance in public Universities in Western Kenya.

On the second objective which sought to establish the influence of training and development on employee performance in Public Universities in Western Kenya, the study concludes that training and development is an important antecedent of employee performance in public Universities in Western Kenya.

On the third objective which sought to ascertain the influence of performance appraisal on employee performance in Public Universities in Western Kenya, the study concludes that performance appraisal is an important antecedent of employee performance in public Universities in Western Kenya.

5.3 Recommendations

Based on the foregoing findings conclusions, the study therefore recommends the following:

First of all, since a significant positive relationship exist between staffing and promotions and employee performance, the Universities management should lay more emphasis on the implementation of staffing and promotion strategies to a greater extent as it was found to positively influence employee performance. Currently staffing and promotion strategies are being implemented to a moderate extent.

Secondly, because training and development exert a positive significant influence on employee performance, more effort and resources should be focused on activities that ensure successful implementation of training and development as these efforts will enhance employee performance.

Thirdly, since the study revealed that performance appraisal has appositive significant influence on employee performance, universities management should focus their attention towards adoption and implementation of performance appraisal so as to positively impact on employee performance.

5.4 Limitations of the Study

While this research offers insight into how various employee relation strategies influence employee performance in public Universities in Western Kenya, this work was not without limitations. Specifically, all the employee relations strategies were not looked into due to time and cost constraints. To compensate, a recommendation for future study was provided so as to

promote the continuous investigation on the issue. In this way, a continuum of learning through investigation on this issue could be promoted.

5.5 Suggestions for Further Study

The study suggests a replication of this study to other organizations in Kenya in order to ascertain whether the same results can hold in these other sectors of the economy. This will help in enhancing the knowledge on employee relation strategies in Kenya.

The study further suggests that future studies should be directed towards investigating other variables that influence employee performance in Kenya since the ones looked into under this study are found to have moderate influence.

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APPENDICES

APPENDIX A. LETTER OF INTRODUCTION

C/o Dept. of Business Administration
School of Business and Economics
Maseno University
P.o box 333
Maseno

DATE.....

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: ACADEMIC RESEARCH

I am a student at Maseno University pursuing Master of Science in Human Resource Management. As part of the requirement, I am carrying out this research entitled “**Influence of Employee Relations Strategies on Employee Performance in Public Universities in Western Kenya**”

Your organization has been selected to participate in this study, your assistance is required in filling the questionnaire you will be provided with. The information will be treated with much confidence.

For any question on this, feel free to contact me on 0721257931.

Yours faithfully,

Abura Phyllis Achieng
MSC/BE/00133/2016

APPENDIX B: QUESTIONNAIRE

EMPLOYEE QUESTIONNAIRE

The purpose of this study is to find out the “**Influence of Employee Relations Strategies on Employee Performance in Public Universities in Western Kenya**”

Kindly fill in the spaces provided with appropriate information or tick (√) where applicable. The information provided will be treated with utmost confidentiality and used for the purpose of the study only.

a).BACKGROUND INFORMATION

- 1. How many years since your University was established:
0-5 year () 6-10 years () 11-15years () over 15 years ()
- 2. (i) How many major Divisions exist within your University
2 () 3 () 4 () 5 () 6 ()

(ii) Name the Major Divisions

- 3. What are the Human Resource Functions performed under:

(i) Office of the Registrar Administration

(ii) Directorate of Human Resources

b) Employee Relations Strategies

Rate the following employee relation strategies carried out in the University?

Employee Relation Strategies	Rate				
	Very High 5	High 4	Moderate 3	Low 2	Very low 1
Training and Development					
• Relevance of content of modules of training					
• Training enhances job focus					
• Employees are more inspired to meet their goals at work due to staff trainings					
• trainings empowers staff to achieving degree of independence associated with work roles					
• training within the organization gives employees the necessary skills to work in tasks from start to the end					
• Training inclines staff to the organizational vision					
Performance Appraisal					
• performance appraisal fosters Integration and Team Work among					

Employee Relation Strategies	Rate				
	Very High	High	Moderate	Low	Very low
	5	4	3	2	1
employees					
<ul style="list-style-type: none"> performance appraisal lead to increase in inter-personal relationships 					
<ul style="list-style-type: none"> Reviewing of employee's performance improves cooperation with people outside their departments 					
<ul style="list-style-type: none"> Performance appraisal enables the staff to identify their skills and style and improve communications in the organization 					
<ul style="list-style-type: none"> performance appraisal help employees meet performance targets 					
<ul style="list-style-type: none"> performance appraisal help employees on time management through planning and setting of deadlines 					
Staffing and Promotions					
<ul style="list-style-type: none"> Staffing and promotions encourage employees to do their best knowing that good performance will be rewarded. 					
<ul style="list-style-type: none"> Staffing and promotion opportunities in the organization affected employee overall commitment and 					

Employee Relation Strategies	Rate				
	Very High	High	Moderate	Low	Very low
	5	4	3	2	1
loyalty					
<ul style="list-style-type: none"> staffing and Promotion also enables employees to advance themselves educationally and also in the gaining of new skills 					
<ul style="list-style-type: none"> Staffing and promotion comes with increase in responsibilities and increases employee ability. 					
<ul style="list-style-type: none"> Employee skills increase with job promotion. 					
<ul style="list-style-type: none"> seniority in positions is considered during promotions 					

c) Employee Performance

To what extent are the following Employee Performance experienced?

Employee Performance	EXTENT				
	Very High	High	Moderate	Low	Very low
	5	4	3	2	1
Attendance and Punctuality					
• Employee attendance					
• Employee punctuality					
• Reduction of time wastage in activities					
• Numbers of projects completed					
• Target quotas and goals met easily than before					
• Speed of achieving targets increased					
Quality Of Work					
• Completion rates of tasks					
• Conformity with standards					
• Quality of essential services in the university					
• Reduction in number of complaints about services in the University					
• Delivery of quality services to customers					
• improved skills to work with others at work					
Cost -effectiveness					
• Reduction in level of physical resource wastage					
• Numbers of projects completed against					

numbers scheduled					
• Reduction in numbers of staff in different functions of the University					
• Increased attachment & professional obligation					
• Understanding of Job responsibilities					
• Increased contribution toward achieving the organizational goals					

APPENDIX D: LIST OF ACCREDITED PUBLIC UNIVERSITIES IN KENYA

S/N	UNIVERSITY NAME	YEAR OF ESTABLISHMENT	YEAR OF AWARD OF CHARTER
1	University of Nairobi	1970	2013
2	Moi University	1984	2013
3	Kenya University	1985	2013
4	Egerton University	1987	2013
5	Maseno University	2001	2013
6	Jomo Kenyatta University of Agricultural Technology	1994	2013
7	Masinde Muliro University of Science and Technology	2007	2013
8	Dedan Kimathi University of Technology	2007	2012
9	Chuka University	2007	2013
10	Technical University of Kenya	2007	2013
11	Technical university of Mombasa	2007	2013
12	Pwani University	2007	2013
13	Kisii University	2007	2013
14	University of Eldoret	2010	2013
15	Maasai Mara University	2008	2013
16	Jaramogi Oginga Odinga University of Science and Technology	2009	2013
17	Laikipia University	2009	2013
18	South Eastern Kenya University	2008	2013
19	Multimedia University of Kenya	2008	2013
20	University of Kabianga	2009	2013
21	Karatina University	2010	2013

22	Meru University of Science and Technology	2008	2013
23	Kibabii University	2011	2015
24	Rongo University	2011	2016
25	The Co-operative University of Kenya	2011	2016
26	Taita-Taveta University	2011	2016
27	Murang'a University of Technology	2011	2016
28	University of Embu	2011	2016
29	Machakos University	2011	2016
30	Kirinyaga University	2011	2016
31	Garissa University	2011	2017

Source: Commission for University Education Report (2017)

APPENDIX E: WORK SCHEDULE

WORK PLAN

PERIOD

2018

April May June July August September October

ACTIVITY							
Problem Identification	■						
Review of literature	■	■	■	■			
Proposal Writing and Presentation		■	■	■			
Proposal presentation				■			
Data collection and data entry					■	■	
Data Analysis						■	■
Presentation of draft							■
Final draft							■
Submission of project for examination							■

APPENDIX F: BUDGET

<u>ITEM</u>	<u>KSHS</u>
Stationery	7,000
Literature Review and proposal development	11,000
Data collection	15,000
Data analysis	11,000
Secretarial costs	11,000
<u>TOTAL COSTS</u>	<u>55000</u>

APPENDIX G: MAP OF AREA OF STUDY

