



**ROLE OF STRATEGIC HUMAN RESOURCE MANAGEMENT PRACTICES ON THE PERFORMANCE OF PUBLIC UNIVERSITIES: A CASE OF JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY**

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**Njoroge, J. W.<sup>\*1</sup> & Kagiri, A.<sup>2</sup>**

<sup>\*1</sup> MBA Scholar, College of Human Resource, Jomo Kenyatta University of Agriculture & Technology [JKUAT], Westlands, Nairobi, Kenya

<sup>2</sup> PhD, Jomo Kenyatta University of Agriculture & Technology [JKUAT], Westlands, Nairobi, Kenya

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**ABSTRACT**

*The main objective of this study was to examine the role of strategic human resource management practices to the performance of public universities using JKUAT as the case study. To achieve this the study was guided by the following specific objectives; to analyze the influence of recruitment practice to the performance of public universities, to determine the effect of training and development to the performance of public universities, to ascertain the contribution of team building practice to the performance of public universities and to determine the influence of rewards and compensation the performance of public universities. The target population was the Middle Level Managers working in the various departments of Jomo Kenyatta university of Agriculture and Technology. Data collection instruments involved both questionnaires and interviews. Data was be analyzed using both descriptive statistics such as frequency tables and charts and inferential statistics such as Chi-square analysis for which the researcher employed the use of SPSS (Ver.24). From the findings of the study, it was concluded that recruitment and selection, training and development, reward and compensation strategies, team building practices and reward and compensation practices have a positive effect on the performance of Public Institutions. From the findings and conclusion, Public Institutions had adopted strategic human resource management practices to some extent. The study recommended that organizations should adopt strategic human resources management practices. When these are put in place the people through whom the goals of an organization are accomplished are empowered.*

**Key Words:** Recruitment Practice, Training and Development, Team Building, Rewards and Compensation, Public Universities

## INTRODUCTION

In many countries in Africa, the employees' working performance and the quality of services as provided mainly in the public service, has not measured up to the expectations of many people. A lot of blame has been heaped on corruption and theft of government funds that has resulted in poorly remunerated and demoralized staff who spend much of their energies in trying to survive at the expense of meeting organizational goals (COREVIP 2008). Having the right personnel at the right place and at the right time is of utmost importance to the survival and success of any organization. A substantial body of theoretical literature argues that Strategic Human Resources Management (SHRM) plays an important role in the creation of competitive advantage within firms (Butler, et al., 2010). Executives must be able to integrate strategic Human Resources practices into overall organization initiatives in order to ensure the successful implementation of strategies.

The recognition of Human Resource Management (HRM) as a key source of competitive advantage provides professionals working in the human resources (HR) functional areas with elevated organizational status. The acknowledgement of human resource management, however, presents professionals working in the area with a number of role changes and new challenges. For example, the creation of more central strategic roles for the HR function brings with it the expectation that it is not enough for HR to simply partner top management; it has to drive business success (Bulla & Scott, 2007).

Several critiques have been raised regarding the value creation of human resource management (HRM) i.e. whether it can contribute directly to the implementation of the strategic objectives of firms and improve performance (e.g. Hope-Hailey et al. 2004). Strategic HRM emerged in the early 1990s

laying more emphasis on an integrative and value-driven approach to HRM. SHRM focuses on issues such as the fit between human resource practices and organizational strategic management, the involvement of the HR function in senior management teams, the devolvement of HR practices to line managers and the value that is added to organizational performance by HR (Bowen & Ostroff, 2004).

Organizations today have increasingly become aware of the importance of strategic human resource management. This awareness in a system is a critical dimension in the performance of organizations (Redman & Wilkinson, 2006). The real life experiences substantiate the assumption that no matter how sophisticated and modern the business activities of the organization may become, it will be extremely difficult to sustain its growth and effectiveness unless there are strategies that complement its operations.

Business competitiveness is a recurring theme examined by academicians, consultants and practitioners. The frequent and uncertain changes, greater competition between firms, the need for continuous innovations, quality enhancement and cost reduction force companies to face the challenge of improving their competitiveness and consequently their performance. This realization has propelled SHRM as a major field of study and the renewed interest has facilitated the development of newer approaches in managing organizations and human resource (HR), (Wright, 2005). Therefore, Strategic Human Resource Management is increasingly seen as a key to developing and implementing strategic responses to these pressures.

According to Werbel and DeMarie (2005), SHRM creates procedures that constitute the building of employees' knowledge and skills throughout the organization to promote valued and unique

organizational competencies which support competitive advantage. Strategic HRM is a new paradigm in managing in the modern organization which is hinged on the understanding that the most critical resource that any organization must provide itself of is HR, since it is responsible for coordinating the other factors of production to spur corporate performance. Strategic HRM aims to achieve strategic fit.

SHRM produces HR strategies that are integrated vertically with the business strategy and are ideally an integral part of that strategy. Vertical integration is necessary to provide congruence between business and HR strategy so that the latter supports the accomplishment of the business strategy and helps to define it. SHRM is also about horizontal integration which aims to ensure that the different elements of the HR strategy fit together and are mutually supportive (Armstrong, 2009). It enables strategic decisions to be made that have a major and long-term impact on the behavior and success of the organization by ensuring that the organization has the skilled, committed and well-motivated employees it needs to achieve competitive advantage.

Hitt, et al. (2001) opine that the likelihood of successful implementation of most strategic plans is greatly reduced when strategic initiatives - for growth, mergers or customer service - do not adequately consider whether strategic HR practices such as staffing, developing, appraising, rewarding, organizing and communicating with employees are consistent with the organization's objectives or the future capability of the organization to meet those objectives, as reflected in HR supply and demand forecasts.

Studies of progressive Strategic HRM practices in recruitment and selection, training and development, reward management, building and

HR planning have realized that this can lead to reduced turn-over and absenteeism, better quality work and better performance (Arthur, 2005; Delery & Heselid 2008; Shaw & Premush, 2004)

Combining human resource practices, all with a focus on the achievement of organizational goals and objectives, can have a substantial effect on the performance and general success of learning institutions. Resource-based theory posits that competitive advantage and the implementation of plans is highly dependent upon an organization's basic inputs, including its human capital (Barney, 2001; Hitt, et al., 2001).

The public sector in Kenya has embarked on the adoption of effective HRM practices in order to improve service delivery and performance. Therefore, the current study examines the contribution of Strategic Human Resource Management (SHRM) on performance of public universities a case study of JKUAT.

### **Statement of the Problem**

In many countries in Africa, the employees' working performance and the quality of services as provided mainly in the public service, has not measured up to the expectations of many people. A lot of blame has been heaped on corruption and theft of government funds that has resulted in poorly remunerated and demoralized staff who spend much of their energies in trying to survive at the expense of meeting organizational goals (COREVIP 2008).

Kenyan Public Universities like other modern organizations that need to be competitive, has to focus their attention on improving the organizational performance through having the right personnel at the right place and at the right time. The trend has created numerous interest on the role of human resource strategies on

performances of public universities in Kenya owing to numerous studies (Redman & Wilkinson, 2006; Wright, 2005; Armstrong, 2008; Reilly, 2003) which have shown a positive relationship between SHRM and organizational performance. A study conducted by Ombui. ( 2014) on the influence of Human Resource management practices on the performance of employees in research institutes in Kenya, revealed that there was a significant influence between the HR practices and employee performance. The study however did not investigate exactly how a good alignment between HRM and firm strategy leads to improved performance of the organization.

### **Objectives of the Study**

The general objective of this study was to examine the role of strategic human resource management practices on the performance of public universities in Kenya using JKUAT as the case study. The specific objectives were:-

- To analyze the influence of recruitment and selection on the performance of Public Universities.
- To determine the effect of training and development on the performance of Public Universities.
- To ascertain the contribution of team building practice on the performance of Public Universities.
- To determine the influence of reward and compensation practices on the performance of Public Universities.

## **LITERATURE REVIEW**

### **Theoretical Review**

#### **The Resource-Based Theory**

Barney (2001) indicates that the fundamental aim of resource-based HR strategy is to develop strategic capability - achieving strategic fit between resources and opportunities and obtaining added value from the effective deployment of resources. A

resource-based theoretical approach addresses the methods of increasing the firm's strategic capability by developing managers and other staff who can think and plan strategically and who can understand the key strategic issues. The resource-based theory is founded on the belief that competitive advantage is obtained if a firm can obtain and develop human resources that enable it to learn faster and apply its learning more effectively than its rivals (Armstrong, 2006). Human resources, according to Barney (1995, 2001) include all the experience, knowledge, judgment, risk-taking propensity and wisdom of individuals associated with the firm. Armstrong (2006) suggests that in the resource-based view theory, the firm is seen as a bundle of tangible and intangible resources and capabilities required for product/market competition.

Resource-based theory emphasizes that investment in people adds to their value in the firm. The strategic goal was to create firms which are more intelligent and flexible than their competitors (Boxall, 2003) by hiring and developing more talented staff and by extending their skills base. The resource-based HR strategy is therefore concerned with the enhancement of the human or intellectual capital of the firm. As Ulrich (2002) has noted that knowledge has become a direct competitive advantage for companies selling ideas and relationships, the challenge to organizations is to ensure that they have the capability to find, assimilate, compensate and retain the talented individuals they need.

A convincing rationale for resource-based HR strategy has been produced by Grant (2008) who indicates that when the external environment is in a state of flux, the firm's own resources and capabilities may be a much more stable basis on which to define its identity. Hence, a definition of a business in terms of what it is capable of doing may offer a more durable basis for strategy than a



definition based upon the needs (e.g. markets) which the business seeks to satisfy (Armstrong, 2006). Unique talents among employees, including superior performance, productivity, flexibility, innovation, and the ability to deliver high levels of personal customer service, are ways in which people provide a critical ingredient in developing an organization's competitive position. People also provide the key to managing the pivotal interdependencies across functional activities and the important external relationships (Armstrong, 2006).

It can be argued that one of the clear benefits arising from competitive advantage based on the effective management of people is that such an advantage is hard to imitate. An organization's HR strategies, policies and practices are a unique blend

of processes, procedures, personalities, styles, capabilities and organizational culture. One of the keys to competitive advantage is the ability to differentiate what the business supplies to its customers from what is supplied by its competitors. Armstrong (2006) argues that such differentiation can be achieved by having HR strategies that ensure that the firm has higher-quality people than its competitors, by developing and nurturing the intellectual capital possessed by the business and by functioning as a "learning organization".

**The Best Practice Theory**

This approach is based on the assumption that there is a set of best HR practices and that adopting them will inevitably lead to superior organizational performance. Four definitions of best practice are given in table 1.

**Table 1: HRM Best Practices**

<i>Guest (1999)</i>	<i>Patterson (1997)</i>	<i>Pfeffer (1994)</i>	<i>US Department of Labor (1993)</i>
<b>Selection and the careful use of selection tests to identify those with potential to make a contribution.</b>	Sophisticated selection & recruitment processes.	Employment security. Selective hiring.	Careful and extensive systems for recruitment, selection & training.
<b>Training and in particular a recognition that training is an ongoing activity.</b>	Sophisticated induction programmes. Sophisticated training.	Self-managed teams high compensation contingent on performance.	Formal systems for sharing information with employees. Clear job design.
<b>Job design to ensure flexibility, commitment and motivation, including steps to ensure that employees have the responsibility and autonomy fully to use their knowledge and skills.</b>	Coherent appraisal systems. Flexibility of workforce skills.	Training to provide a skilled & motivated workforce. Reduction of status differentials.	High-level participation processes. Monitoring of attitudes. Performance appraisals.
<b>Communication to ensure that a two-way process keeps everyone fully informed.</b>	Job variety on shop floor. Use of formal teams. Frequent and comprehensive	Sharing information.	Properly functioning grievance procedures. Promotion and compensation schemes

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**Employee share ownership programmes to increase employees' awareness of the implications of their actions for the financial performance of the firm.**

communication to workforce.

Use of quality improvement teams

Harmonized terms and conditions.

Basic pay higher than competition.

Use of incentive schemes.

that provide for the recognition and reward of high performing employees.

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**Source: Armstrong, 2006**

The "best practice" theory has been attacked by a number of commentators. Evans (2006) indicates that the notion of a single set of best practices has been overstated: "there are examples in virtually every industry of firms that have very distinctive management practices. Distinctive human resource practices shape the core competencies that determine how firms compete".

Purcell (2003) has also criticized the best practice or universalist view by pointing out the inconsistency between a belief in best practice and the resource-based view that focuses on the intangible assets, including HR, that allow the firm to do better than its competitors. He asks how can "the universalism of best practices be squared with the view that only some resources and routines are important and valuable by being rare and imperfectly imitable?" The danger, as Armstrong (2006) points out, is that of 'mechanistically matching strategy with HRM policies and practices'.

In accordance with contingency theory, which emphasizes the importance of interactions between organizations and their environments so that what organizations do is dependent on the context in which they operate, it is difficult to accept that there is any such thing as universal best practice.

What works well in one organization will not necessarily work well in another because it may not fit its strategy, culture, management style, technology or working practices. As To this effect, Webber and DeMarrie (2005) argues that organizational high-performance work systems are highly idiosyncratic and must be tailored carefully to each firm's individual situation to achieve optimum results.

Nevertheless, a knowledge of best practice as long as it is understood *why* it is best practice can inform decisions on what practices are most likely to fit the needs of the organization. Armstrong (2006) is consistent by arguing that the idea of best practice might be more appropriate for identifying the principles underlying the choice of practices, as opposed to the practices themselves.

**Best Fit Theory**

The best fit theoretical approach to HR strategy emphasizes the importance of ensuring that HR strategies are appropriate to the circumstances of the organization, including its culture, operational processes and external environment (Bulla & Scott, 2007). HR strategies have to take account of the particular needs of both the organization and its

people. For the reasons given above, it is accepted that "best fit" is more important than "best practice" (Purcell, 1999; 2001). There can be no universal prescriptions for HRM policies and practices. This is not to say that "good practice", or leading edge practice, (practice that does well in one successful environment), should be ignored. Purcell (2000) therefore argues that benchmarking (comparing what the organization does with what is done elsewhere) is a valuable way of identifying areas for innovation or development that are practiced to good effect elsewhere by leading companies.

Bulla and Scott (2007) opine that having learnt about what works and what does not work in comparable organizations, it is up to the firm to decide what may be relevant in general terms and what lessons can be learnt that can be adapted to fit its particular strategic and operational requirements. The starting point should be an analysis of the business needs of the firm within its context (culture, structure, technology and processes) which may give a clear clue of what has to be done. Thereafter, it may be useful to pick and mix various "best practice" ingredients, and develop an approach that applies those that are appropriate in a way that is aligned to the identified business needs.

However, there are problems with the best fit approach, as stated by Purcell (2001) who notes that the search for a contingency or matching model of HRM is also limited by the impossibility of modeling all the contingent variables, the difficulty of showing their interconnection, and the way in which changes in one variable have an impact on others. In Purcell's view, organizations should be less concerned with best fit and best practice and much more sensitive to processes of organizational change so that they can "avoid being trapped in the logic of rational choice".

### **The Configurational Approach (Bundling)**

The configurational theory (bundling) is explained by Delery and Doty (2000) and Robinson, Pearce and Mital (2008) who maintain that a strategy's success turns on combining "vertical" or external fit and "horizontal" or internal fit. They conclude that a firm with bundles of HR practices should have a higher level of performance, providing it also achieves high levels of fit with its competitive strategy. Emphasis is given to the importance of 'bundling' - the development and implementation of several HR practices together so that they are interrelated and therefore complement and reinforce each other. This is the process of horizontal integration, which is also referred to as the use of 'complementarities' (MacDuffie, 2005) or as the adoption of a 'configurational mode' (Delany & Huselid, 2001). MacDuffie (2005) also explained the concept of bundling by noting that implicit in the notion of a "bundle" is the idea that practices within bundles are interrelated and internally consistent, and that "more is better" with respect to the impact on performance, because of the overlapping and mutually reinforcing effect of multiple practices.

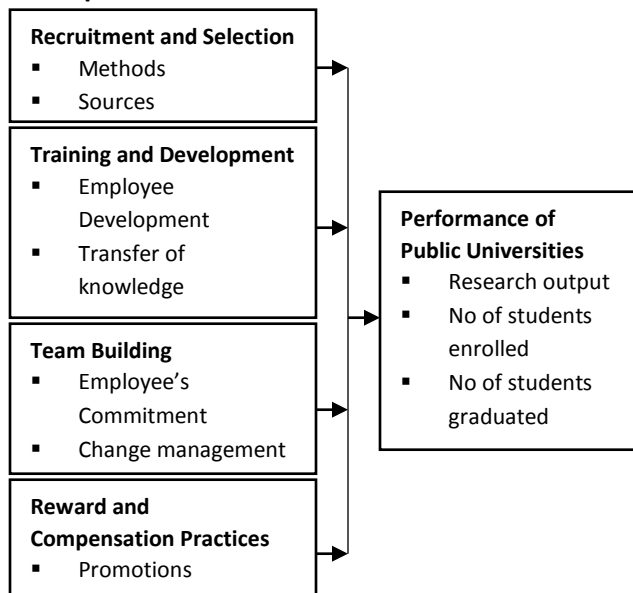
Dyer and Reeves (2003) noted that the logic in favor of bundling is supported by the fact that since employee performance is a function of both ability and motivation, it makes sense to have practices aimed at enhancing both. Thus there are several ways in which employees can acquire needed skills (such as careful selection and training) and multiple incentives to enhance motivation (different forms of financial and non-financial rewards). The research by MacDuffie (2005) indicated that plants using flexible production systems that bundle human resource practices into a system that is integrated with production/business strategy outperform plants using more traditional mass production systems in both productivity and quality.



The aim of bundling is to achieve coherence, which is one of the four ‘meanings’ of strategic HRM defined by Armstrong (2006). Coherence exists when a mutually reinforcing set of HR policies and practices have been developed that jointly contribute to the attainment of the organization’s strategies for matching resources to organizational needs, improving performance and quality and, in commercial enterprises, achieving competitive advantage.

The process of bundling HR strategies is an important aspect of the concept of strategic HRM. In a sense, strategic HRM is holistic; it is concerned with the organization as a total entity and addresses what needs to be done across the organization as a whole in order to enable it to achieve its corporate strategic objectives. It is not interested in isolated programmes and techniques, or in the ad hoc development of HR practices.

**Conceptual Framework**



**Independent variable      Dependent variable**

**Figure 1: Conceptual framework**

**Recruitment and Selection**

Armstrong (2008) gives the overall aim of recruitment as to obtain at minimum cost the and quality of employees required to satisfy the human resource needs of the company and involves defining requirements (preparation of job description and specifications) and attracting candidates through reviewing and evaluating alternative sources of application inside and outside the company. Boxall (2003) gives a competency based approach to recruitment that where competencies for a role are delivered and are used as the framework for the selection process. Boxall further says that a competency approach to recruitment as person-based rather than job-based. Wright (2004) points out that recruitment and selection are processes concerned with identifying, attracting and securing suitable people to meet and organizational human resource needs. Recruitment is concerned with identifying and attracting suitable candidates.

Porter (2008) says that recruitment and selection provides the conduit for staffing and resourcing the organization. An increasingly competitive and globalized business environment, coupled with need for quality and customer service has enhanced the importance of recruiting and selecting the right people. Boxall and Porcell (2003) highlights that in comparison with the physical tangible assets, an organization have will to determine its competitive advantage. Sisson and Storey (2000) gives that recruitment and selection strategy should form part of a wider resourcing strategy linked to organizational goals. Scholes (2002) gives that recruitment and selection is a systematic process and that the psychometric approach to it is closely aligned with that or rational decision making where decision are made on the basis of some kind of assessment about the suitability of individuals who might fill a vacancy.

According to Porter (2008), recruitment and selection is a systematic process which involves the following steps: - HR planning, job analysis, job description, application form, advertisement, short listing, selection and finally decision making and offers. The methods of job analysis by Ahmad (2001) includes observation of the person doing the job, getting job holders to record their activities in work diaries, interviewing the job holders, questionnaires/checklists critical incidents and repertory grid techniques. CIPD (2005) notes that the most frequent response to employers to recruitment difficulties was recruiting people who have the potential to grow but don't currently have all that is required.

Porter (2008), describes recruitment methods as a process of attracting a pool of applicants from which to begin the selection process. The type of recruitment method will depend on type of vacancy and the organization concerned and it can either be internal or external. Taylor (2002), argues that an organization may be out to attract a large number of people or a small group of people from which to select from and thus the kind of advertisement will be different. Recruitment can either be internal (intranet, notice board, team meeting or staff meeting) or external through (newspapers, recruitment agency, website, specialist journal, job center plus, word of mouth, employee referral scheme, college/university links, radio, TV advertisements).

Armstrong (2002) defines e-recruitment or online recruitment as the use of web-based tools such as firms' public internet site or its own intranet to recruit staff and it consists of attracting, screening and tracking applicants, selecting and offering jobs or rejecting candidates. Wilkinson (2005) gives the advantages of e-recruitment as: - reduced costs, improved corporate image, reduced administration, wide pool of applicants shortened recruitment cycle and easier for applicants. He gives the disadvantages as shortage of applicants, expense,

technical problems and too many unsuitable applications. Chan (2008) points out that the goals of recruiting should not be forgotten simply because of the use of technology and it is in the best interest of the organization to provide as much job description information as possible so that the unqualified do not apply.

Organizations which plan to do a lot of internet recruitment often develop dedicated sites specifically designed for recruitment and also give their values and organizational information. According to Armstrong (2002), the main types of online recruitment sites are: - job sites (which are operated by specialized firms and pay to have their jobs listed on these sites), agency sites (run by established recruitment agencies where candidates register online but may be expected to discuss their details in person before their details are forwarded to potential employers and media sites which contain a copy of an advertisement appearing in the press but may include an internal description of the vacancy and the company and provide a link to the company website).

### **Training and Development**

According to Armstrong (2008) companies can apply these different methods of training and development to any number of subjects to ensure the skills needed for various positions are instilled. Companies gear training and development programs towards both specific and general skills, including technical training, training, clerical training, computer training, communications training, organizational development, career development, supervisory development, and management development. Rees (2006) describes training as a learning experience that improves job performance. This involves changing skills, knowledge, attitudes or behavior. Thus it is changing what employees know how they work, or their attitudes towards their jobs, co-workers,

managers and the organization. Training is more present day oriented and focuses on individuals current jobs enhancing those specific skills and abilities needed to immediately perform their jobs. Training needs need to be determined by checking what the goals of the organization are, what tasks must be completed to achieve its goals, what behaviors are necessary for each job incumbent to complete his or her arranged tasks and finally what deficiencies if any do incumbents have in the skills, knowledge, or abilities required to exhibit the necessary job behaviors. Various signals can warn a manager when training may be necessary like decline in job performance through production decrease, lower quality, more accidents and higher rejection rates. Porter (2008) highlights that training is learning directly towards job performance and can modify knowledge, skills and attitudes. Training focuses upon implementation – doing things to the required standards, improvement - doing things to a new standard and innovation – doing new things. To succeed, training must be the appropriate solution to the problem, have the support of the management and the individual, meet correctly identified needs and be carried out in an environment favorable to learning. Systematic approach to training involves;- examining or identifying the training needs at the organizational, team and individual /levels, planning the training to meet the needs, implementing the training plan effectively and reviewing/assessing the results of the training.

According to Purcell (2003), there are other important functions of effective training than just conducting training sessions and these are mentoring which is helping to design and implement organizational change strategies through coaching in the workplace, leadership, managerial and administrative aspects of preparing the entire training programme. Tansley (2002) argues that a key role of the training function role of the training function is the support of knowledge

management initiatives and social capital construction. The building of social capital, a widening client base and the support of knowledge management all imply a shift from the role of training providers to one of the learning facilitators. Capelli (2001) gives that there are two types of training methods: on the job training and off the job training. On the job training methods include job rotation, apprenticeship (combining classroom instruction) and working alongside a seasoned veteran and internship (structured or unstructured) off the job training methods include:- classroom lectures, multimedia learning e.g. Videos and DVDs, simulations (learning the job by actually performing the work) and vestibule training through use of same equipment that one actually will use on the job but in a simulated work environment. Armstrong (2008) gives the role of training as an endeavor to ensure trainees acquire new knowledge, or skills in various fields according to organizational needs. Managers and supervisors need to be trained on basic leadership skills in order to enable them to function effectively in their positions. The design of training programmes covers the planning and creation of training and development programmes through the use of systematic models, methods and processes of instruction system design. According to Taylor (2002), training has a complementary role to play in accelerating learning and conditional training model has a tendency to emphasize subject – specific knowledge, rather than trying to build core learning abilities.

Pollard (2001) defines e-learning as the delivery and administration of learning opportunities and support via computer, networked and web-based technology to help individual performance and development. It enhances learning by extending and supplementing face-to-face learning rather than replacing it. He gives the types of e-learning as: - self-paced e-learning where the learner is using technology but is not connected to instructors or

other learners at the same time, live e-learning in which by use of technology the instructor and the learner are together at the same time but in different locations and collaborative e-learning which supports learning through the exchange and sharing of information and knowledge amongst learners by means of discussion forums and communities of practice. Hillage (2001) gives the objective of eLearning as to provide for learning that is just in time, just enough and just for you. It enables learning to take place when it is most needed and when it is most convenient.

According to Batt (2002), self-paced e-learning can be taken any time and is therefore a just-in-time approach. E-learning can take place at any place and this eliminates travel needs and costs. Skill acquisition and knowledge development will take place at any place and any path, as the learning experience is solely driven by the participant and therefore very personalized. Armstrong (2008) gives the steps in developing an e-learning processes as:- initial analysis of the human resource development strategy, identification of the overall scope for developing e-learning system, development programmes (by developing and defining specification on learning need, how e-learning will meet the need, learning system to be used and how e-learning will blend with other forms of training), implementation of the e-learning and finally evaluation of the performance and the impact of e-learning.

Training and development is particularly important for the maintenance of the human resource base of the organization and must be viewed as an integral part of the core organizational strategy, rather than an adhoc operational issue (Rowley, 2001). Lack of training and development, therefore, results into lack of skill to use the knowledge existing in a person, which causes in effective services, lack of self-satisfaction, customer satisfaction and ensuing lower productivity. Well trained and developed individuals understands the scope, expectations and

depth of their jobs and will be able to add building blocks to their professionalism as they progress through their careers. Training and development is, therefore, critical for human resource planning and organizational/ staff development.

### **Team Building**

Employee motivation brings about commitment which is a driving force for the success of any organization. Guest (2000) asserts that committed employees are more satisfied, productive and adaptable. Beer et al. (2003) also identifies motivation as a key dimension because "it can result not only in more loyalty and better performance for the organization, but also in self-worth, dignity, psychological involvement, and identity for the individual." (Wasti, 2001) reveal that the meaning of work differs from one culture to another. Thus, it is natural for employees with different cultural, social, economic and political backgrounds to have different expectations from their jobs and to consider different aspects of their work to be inspiring. In order to identify employees' expectations from their jobs in a firm, Wasti (2001) argues that, in their high uncertainty-avoidance culture, learning new things in the workplace is highly motivating for firm's employees.

Employee commitment is seen as an important way of securing strategic human resource management practice. This is a difficult challenge, given the increasing job insecurity in many countries and industries. It requires the development of new psychological (as opposed to employment) contracts: The important thing is that they are believed by the employee to be part of the relationship with the employer. (Robinson and Rousseau, 2000) Some studies (Wasti, 2001) reveal that the meaning of work differs from one culture to another. Thus, it is natural for employees with different cultural, social, economic and political

backgrounds to have different levels of motivations depending on expectations from their jobs and how different aspects of their work to be inspiring. In order to identify employees' expectations from their jobs in a firm, Wasti (2001) argues that, in their high uncertainty-avoidance culture, learning new things in the workplace is highly motivating for firm's employees. Employee participation is a driver to employee motivation in that there is ownership of the outcome of the decisions made

### **Reward and Compensation practice**

Reward is concerned with the formulation and implementation of strategies and policies that aim to reward people fairly equitably and consistently in accordance with their value to the organization (Michael .2004). A reward system expresses what the organization values and is prepared to pay for. It is governed by the need to reward the right things to get the right message across about what is important. It is a well-established principle that salary assessments should occur well after performance and reviews have been completed. Today, the lion's share of corporate value nearly three-quarters by some estimates comes from an organization's people and their ideas, innovation and performance. Perrin (2007) Competitive advantage is increasingly being achieved through investments in people and skills rather than expenditures on capital for physical assets. For an effective reward system one needs to connect with the business strategy to create a high-performing culture. An organization becomes what it rewards and too many companies fail to grasp the connection between poor performance and a misaligned reward strategy. In order to support the "employment brand," organizations need to design, implement and communicate rewards in a way that addresses employees' sense of fairness and their need to clearly understand "the deal."

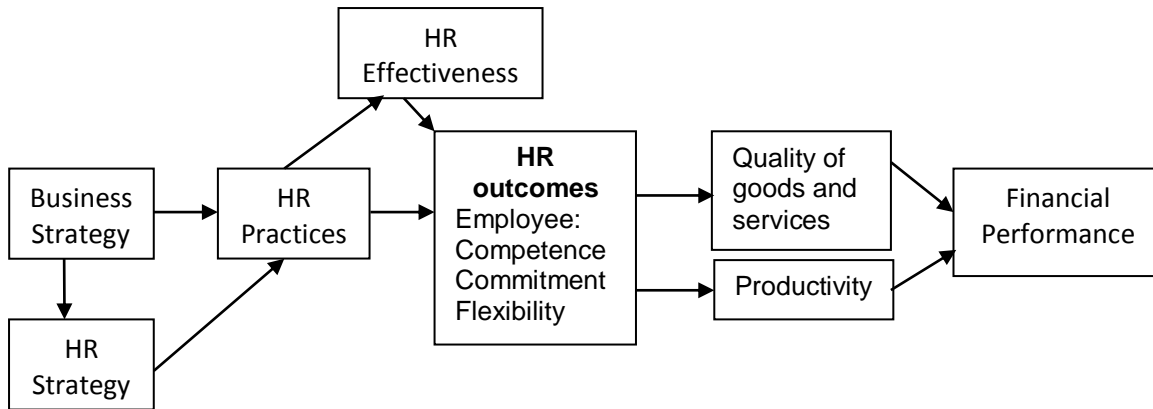
Organizations can't afford to make investment decisions without a very clear understanding of the return they want on the investment. Armstrong, (2004)

Basic pay is determined mainly at the company and individual level, National agreements are seldom used by firms. Achievement of group objectives and individual performance are found to be the two most important dimensions in deciding salary levels for firms. Wolf (2002) states that traditional characteristics, such as employee training level and experience as well as seniority, are still considered more important in firms; their level of importance is clearly diminishing. On the other hand, collective agreements support seniority and this is in contrast to performance related compensation practice that many firms want to introduce. At the same time, seniority is also considered to be important in labour laws for deciding the level of certain employee benefits. Compensation should be legal and ethical, adequate, motivating, fair and equitable, cost-effective, and able to provide employment security. In the ideal situation, employees feel they are paid what they are worth, are rewarded with sufficient benefits, and receive some intrinsic satisfaction (good work environment, interesting work, etc. Compensation programmes must be internally equitable, externally equitable and be personally motivating to employees, (Wolf 1999).

### **Effect of Strategic HR on organizational performance**

Various scholars have argued that there is a strong relationship between human resource strategy of the firm and the organizational outcomes. This relationship can be well explained by Guest, *et al.* (2000) who modeled the relationship between HRM and performance as shown in figure 2.





**Figure 2: Model of SHRM and Organizational performance**

**Source: Armstrong, 2006.**

Central to the SHRM model is the concept that organizational performance is an outcome of business strategy which results into HR strategy HR practices and HR effectiveness. These aspects promote positive HR outcomes such as Employee, competence, commitment and flexibility. These have an effect on organizational performance in terms of Quality of goods and services and organizational productivity which are prerequisite for the firm's financial performance.

A substantial body of theoretical literature argues that SHRM plays an important role in the creation of competitive advantage within firms (Butler, *et al*, 2010). Executives must be able to integrate HR practices into overall organization initiatives in order to ensure the successful implementation of strategies. The likelihood of successful implementation of most strategic plans is greatly reduced when strategic initiatives - for growth, mergers or customer service - do not adequately consider whether HR practices such as staffing, developing, appraising, rewarding, organizing and communicating with employees are consistent with the organization's objectives or the future capability of the organization to meet those objectives, as reflected in HR supply and demand forecasts.

According to Armstrong and Baron (2004), people and their collective skills, abilities and experience, coupled with their ability to deploy these in the interests of the employing organization, are now recognized as making a significant contribution to organizational success and as constituting a major source of competitive advantage. The practices of Strategic HR planning such as resourcing, training and development, employee relations and reward management are concerned with how people are employed and managed in organizations so as to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce. Cooke, *et al*. (2005) emphasize that the HR function brings in the strategic value of people in organization by making contribution to value added and contribution to competitive advantage. The organization relies on HR as its employees. Effective HR planning strategy systematically organizes all individual HRM measures to directly influence employee attitude and behavior in a way that leads business to achieve its competitive strategy (Huang, 2001). In view of the fact that the goals and the necessities of each of the competitive strategy types are different, the management of HR of the firm should be aligned with the overall corporate strategy. The firm can thus obtain a competitive advantage and thus

achieve superior performance (Kelliher & Perret, 2001).

There has been a debate by numerous researchers whether SHRM should always be positively related to firm performance. Universalistic scholars argue that there is a universal set of HR best practices that can maintain a firm's performance (Lau & Ngo, 2004). Contingency scholars hold different points of view and argue that the assumptions underlying the HR strategy-performance link are applicable only under high external fit conditions, termed the 'best fit' school (Boxall & Purcell, 2003; Bamberger & Meshoulam, 2000).

SHR Planning is critical to strategy because it identifies gaps in capabilities which would prevent successful implementation; surpluses in capabilities that suggest opportunities for enhancing efficiencies and responsiveness; and poor utilization of highly valued organizational resources because of inappropriate HR practices. Thus it is not surprising that linking HR planning to strategy has become a popular topic among members of the HR profession, who have sought better ways to align objectives and practices with the design, development and implementation of organizational strategic objectives and initiatives. Some authors have suggested that this is not sufficient, arguing that HR practices bear so critically on the capabilities of the organization that they should have an enhanced input role in overall strategic planning (Lam & Schaubroeck, 2012).

According to Werbel and DeMarie (2005), Strategic HR practices create procedures that constitute the building of employees' knowledge and skills throughout the organization to promote valued and unique organizational competencies which support competitive advantage. Strategic HR planning is a new paradigm in managing HR in the modern organization which is hinged on the understanding

that the most critical resource that any organization must provide itself of is HR, since it is the HR that is responsible for coordinating the other factors of production to spur corporate performance. Strategic HR planning aims to achieve strategic fit. It produces HR strategies that are integrated vertically with the business strategy and are ideally an integral part of that strategy. Vertical integration is necessary to provide congruence between business and HR strategy so that the latter supports the accomplishment of the business strategy and helps to define it. Strategic HR planning is also about horizontal integration which aims to ensure that the different elements of the HR strategy fit together and are mutually supportive (Armstrong, 2009). It enables strategic decisions to be made that have a major and long-term impact on the behavior and success of the organization by ensuring that the organization has the skilled, committed and well-motivated employees it needs to achieve competitive advantage.

Cooke et al (2005) asserted that SHRM is an efficient function that copes with environmental changes. It directly and indirectly benefits companies because it changes passivity into initiative, transmits organizational goals clearly and encourages the involvement of line managers. Marchington (2008) argue that Strategic HR planning positively influences firm performance because it generates structural cohesion, an employee-generated synergy that propels a company forward, enabling the firm to respond to its environment while still moving forward. Cooke et al (2005) investigated the strategic HR practices of firms in declining industries. They found that most high performance firms adopted SHRM measures. Conversely, low performance firms tended to employ conventional methods. Various researchers (Appelbaum et al., 2000; Guest et al., 2000) have found a positive relation between strategic HR practices and firm financial

performance. They found that the strategic orientation of HR in high productivity firms differed obviously from that in low productivity firms.

Developments in Strategic HR thinking are thus explored through the best-fit, best-practice and configurational approaches which have a profound impact in the understanding of the contribution Strategic HR planning can enhance organizational performance, through increased competitive advantage and added value. Indeed, it becomes clear that whether the focus of Strategic HR is on alignment with the external context or on the internal context of the firm, the meaning of Strategic HR can only be really understood in the context of organizational performance, whether that be in terms of economic value added and increased shareholder value; customer value added and increased market share or people added value through increased employee commitment and reservoirs of employee skills, knowledge and talent. According to Guest (2001), theoretical research shows that Strategic HR practices are not standardized and as such researchers tend to select a set of Strategic HR practices depending on the theoretical perspective used. Regarding which HR practices are relevant, the literature often focuses on bundles of HR practices as determinants of firm performance (Lepak & Snell, 2002).

### **Empirical Review**

The era of strategic HRM was ushered in nearly two decades ago, and since then, a behavioral perspective has emerged as the predominate paradigm for research. However, it was only in the 1990s-2000s that the concept of bundling of human resource practices became popular and attracted numerous studies. A study by Dyer and Reeves (2003) on various models listing HR practices that create a link between HRM and business performance found that the activities appearing in most of the models were involvement, careful

selection, extensive training and contingent compensation.

A study conducted by Ombui, (2014) on the influence of Human Resource management practices on the performance of employees in research institutes in Kenya, revealed that there was a significant influence between the HR practices and employee performance. The study focused on recruitment and selection, training and development, reward system and staff welfare. The findings revealed that indeed this HR practices were influential in predicting employee performance in research institutes in Kenya. He however noted that the Research institutes in Kenya were not consistent on their application in some aspects of the HRM practices. It was also noted that the Institutions appreciated the fact that they cannot achieve their organizational goals without an effective HRM practice in place, hence the linkage between their strategic plan and the best HRM practices.

Another study conducted by Kagiri. (2013), on the role of training and development on innovation development in public universities of Kenya, found that that the universities support innovation development by not only funding training but also organizing it through seminars and workshops. In addition, the universities recognize those Individuals who have undertaken relevant training towards innovation

### **METHODOLOGY**

The study adopted a descriptive survey design. Mugenda and Mugenda (2003) describes a survey design as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. The target population of this study was comprised of 150 members of staff who are part of management. These included six (6) Principals, thirty (30) Directors and Deputy

Directors, thirty four (34) CODs and eighty (80) HODs stationed at Jomo Kenyatta University of Agriculture and Technology. The study preferred to use managers, because they are the ones who implement strategies. A multiple regression model used in this study is shown below:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \mu$$

Y = Dependent variable – university performance.

$\alpha$  = Constant

$\mu$  = Error

$\beta$  = Coefficient of the Disbursement

$X_1$  = Recruitment and selection

$X_2$  = Training and development

$X_3$  = Team Building

$X_4$  = Reward Management and Compensation

## FINDINGS

### Recruitment and selection

The study sought the view of the respondents in regard to recruitment and selection of new staff. Respondents' opinion on recruitment and selection of new staff with regard to the universities performance was captured using 1-Strongly disagree; 2 – Disagree; 3 – Indifferent; 4 – Agree; 5 –Strongly agree. The statements, respondents' opinions and their percentages are as shown below: Analysis of the responses to the statement that the employees are placed on job basing on their competence it was found that 54% of the respondents strongly agreed, 30% agreed, 13% were neutral, 3% disagreed while none strongly disagreed. This revealed that majority of the respondents agreed that in the university employees are placed on job basing on their competence.

Analysis of the statement that line managers and human resource manager participate in the selection process was also done and it was found

that, 50% of the respondents strongly agreed, 33% agreed, 16% were neutral, 1% disagreed while none of them strongly disagreed. This revealed that majority of the respondents agreed line managers and human resource manager participate in the selection process.

When the responses to the statement that valid and standardized tests are used when required in the selection process were analyzed, it was found that 52% of the respondents strongly agreed, 25% agreed, 13% were neutral, 10% disagreed while none strongly disagreed.

Analysis of the statement that the selection systems in the university select those having the desired knowledge, skills and attitudes was also done. From the analysis, it was found that 39% of the respondents strongly agreed with the statement, 43% agreed, 13% were neutral, 3% disagreed while 2% strongly disagreed.

When the responses to the statement that the university recruitment process ensures that very qualified candidates are attracted were analyzed, it was found that 54% strongly agreed, 30%, agreed, 13% were neutral, 3% disagreed while none strongly disagreed.

Analysis of the statement that the university retains high quality employees revealed that 50% of the respondents strongly agreed, 43% agreed, 7% were neutral while none disagreed or strongly disagreed with the statement.

Analysis of the responses to the statement that to be selected in this university you must know someone revealed that 3% of the respondents strongly agreed, 28%, agreed, 22% were neutral, 12% disagreed while 28% strongly disagreed.

When the responses to the statement that qualification and experience are the main factors considered during selection were analyzed it was found that 32% of the respondents strongly agreed, 43% agreed, 12% were neutral, 10% disagreed while 3% strongly disagreed.

Regarding the universities takes measures to attract good quality employees it was found that 36% of the respondents strongly agreed, 30% agreed, 23% were neutral, 10% disagreed while 1% strongly disagreed. Analysis of the responses to the statement that the university takes measures to attract good quality employees revealed that 52% of the respondents strongly agreed, 25%, agreed, 13% were neutral, 10% disagreed while none strongly disagreed.

Analysis of the responses to the statement that the university had an employee recruitment policy revealed that 54% of the respondents strongly agreed, 30%, agreed, 13% were neutral, 3% disagreed while none strongly disagreed.

When the responses to the statement that the non-performers are encouraged to leave the university were analyzed it was found that 13% of the respondents strongly agreed, 16% agreed, 37% were neutral, 20% disagreed while 12% strongly disagreed.

**Table 2: Respondents views on recruitment and selection**

Indicator	Response				
	5	4	3	2	1
The employees are placed on job basing on their competence		3 (3%)	12 (13%)	28 (30%)	50 (54%)
In the university, line managers and HR managers participate in selection.		1 (1%)	15 (16%)	31 (33%)	46 (50%)
Valid and standardized tests are used when required in the selection process.		9 (10%)	12 (13%)	24 (25%)	48 (52%)
Selection systems in the university select those having the desired knowledge, skills and attitudes.	2 (2%)	3 (3%)	12 (13%)	40 (43%)	36 (39%)
The university recruitment process ensures that very qualified candidates are attracted		3 (3%)	12 (13%)	28 (30%)	50 (54%)
The university has a high employee retention rate			7 (7%)	40 (43%)	46 (50%)
To be selected in this university you must know someone	28 (30%)	12 (13%)	22 (23%)	28 (30%)	3 (3%)
Qualification and experience are the main factors considered during selection	3 (3%)	9 (10%)	11 (12%)	40 (43%)	30 (32%)
The university takes measures to attract good quality employees	1 (1%)	9 (10%)	22 (23%)	28 (30%)	33 (36%)
The university always selects only the highest quality employees		9 (10%)	12 (13%)	24 (25%)	48 (52%)
The university has an employee recruitment policy		3 (3%)	12 (13%)	28 (30%)	50 (54%)
Non-performers are encouraged to leave	11 (12%)	18 (20%)	34 (37%)	15 (16%)	12 (13%)



**Table 3: ANOVA results showing the effect of employee recruitment and selection**

**Strategies on performance  
ANOVA<sup>b</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	42.431	1	40.431	11.388	.000 <sup>a</sup>
	Residual	142.688	52	.617		
	Total	1.953	53			

b. Dependent Variable: Performance of Organization

c. Predictors: (Constant), Recruitment and selection strategies

A regression analysis was done to determine the effect of recruitment and selection strategies on performance of Public Institutions. From the analysis a p-value less than 0.05 (p-value = 0.0000) was obtained. This implies that the simple linear model with recruitment and selection strategies as the only independent variable is significant. The role of HR is generally seen in ensuring that firms are able to attract, retain, motivate and develop human resources according to current and future requirements in line with the findings from an earlier study done by Som (2008).

**Training and development**

Training and Development as a human resource strategy that is perceived to affect institution performance. Respondents' opinions against the statements were recorded using the scale shown below: 1-Strongly disagree; 2 – Disagree; 3 – Indifferent; 4 – Agree; 5 –Strongly agree.

Analysis of the responses to the statement that employees in each job will normally go through training programs every year, revealed that 52% of the respondents strongly agreed, 25%, agreed, 13% were neutral, 10% disagreed while none strongly disagreed. This implies that Jomo Kenyatta University of Agriculture and Technology offer training programs annually.

Analysis of the responses to the statement that training needs identified are realistic, useful and based on the business strategy of the organization revealed that 39% of the respondents strongly

agreed, 43%, agreed, 13% were neutral, 3% disagreed while 2% strongly disagreed. This means that there is a good link between the training and the business strategy of the university.

When the responses to the statement that the university conducts extensive training programs for its employees in all aspects of quality were analyzed, it was found that 43% of the respondents strongly agreed, 31%, agreed, 16% were neutral, 7% disagreed while 3% strongly disagreed. This shows that Jomo Kenyatta University of Agriculture and Technology was conducting trainings.

Analysis of the responses to the statement that there are formal training programs to teach new employees the skills they need to perform their jobs, revealed that 52% of the respondents strongly agreed, 25%, agreed, 13% were neutral, 10% disagreed while none strongly disagreed. This means that there are formal training programs in Jomo Kenyatta University of Agriculture and Technology.

Analysis of the responses to the statement that Training and development affects the rate of growth of a university revealed that 39% of the respondents strongly agreed, 43%, agreed, 13% were neutral, 3% disagreed while 2% strongly disagreed.

When the responses to the statement that Training and development has a great effect on university performance were analyzed, it was found that 43% of the respondents strongly agreed, 22%, agreed,

23% were neutral, 12% disagreed while none strongly disagreed.

When the responses to the statement that new knowledge and skills are imparted to employees periodically to work in teams were analyzed it was found that, 54% of the respondents strongly agreed, 30%, agreed, 13% were neutral, 3% disagreed while none strongly disagreed. This means that new knowledge is imparted to help employees do their work.

When the responses to the statement that the training needs are identified through a formal performance appraisal mechanism were analyzed it was found that 19% of the respondents strongly agreed, 48%, agreed, 19% were neutral, 9% disagreed while 4% strongly disagreed. This means that training needs are identified before training is done.

Analysis of the responses to the statement that training employees affects the market share by attracting customers revealed that 52% of the respondents strongly agreed, 25%, agreed, 13% were neutral, 10% disagreed while none strongly disagreed.

Analysis of the responses to the statement that training employees helps in improving their performance revealed that 35% of the respondents strongly agreed, 30%, agreed, 23% were neutral, 10% disagreed while 1% strongly disagreed. This means that training university employees leads to improvements in performance.

When the responses to the statement that the employees are trained to take up more responsibilities and other jobs in future were analyzed it was found that 32% of the respondents strongly agreed, 43% agreed, 12% were neutral, 10% disagreed while 3% strongly disagreed. This means that the training offered by Jomo Kenyatta University of Agriculture and Technology has a future/ strategic approach.

When the responses to the statement that the university has a training budget every year were analyzed it was found that 35% of the respondents strongly agreed, 48%, agreed, 13% were neutral, 3% disagreed while 1% strongly disagreed. Therefore Jomo Kenyatta University of Agriculture and Technology have set budgets for trainings and this shows the seriousness with which training is treated in universities.

When the responses to the statement that training employees helps in improving their performance were analyzed it was found that 32% of the respondents strongly agreed, 43%, agreed, 12% were neutral, 10% disagreed while 3% strongly disagreed.

Analysis of the responses to the statement that the university ensures that employees have the skills required to perform their duties revealed that 52% of the respondents strongly agreed, 25%, agreed, 13% were neutral, 10% disagreed while none strongly disagreed.

**Table 4: Respondents views on Training and development**

INDICATOR	Response				
	5	4	3	2	1
Employees in each job will normally go through training programs every year.		9 (10%)	12 (13%)	24 (25%)	48 (52%)
Training needs are identified through a formal performance appraisal mechanism.	2 (2%)	3 (3%)	12 (13%)	40 (43%)	36 (39%)

The university conducts extensive training programs for its employees in all aspects of quality.	3 (3%)	6 (7%)	15 (16%)	30 (31%)	40 (43%)
There are formal training programs to teach new employees the skills they need to perform their jobs.		9 (10%)	12 (13%)	24 (25%)	48 (52%)
Training and development affects the rate of growth of a university	2 (2%)	3 (3%)	12 (13%)	40 (43%)	36 (39%)
Training and development has a great effect on university performance		11 (12%)	22 (23%)	20 (22%)	40 (43%)
Training and development affects the profits of a university		11 (12%)	22 (23%)	20 (22%)	40 (43%)
New knowledge and skills are imparted to employees periodically to work in teams.		3 (3%)	12 (13%)	28 (30%)	50 (54%)
Training needs identified are realistic, useful and based on the business strategy of the organization.	4 (4%)	8 (9%)	18 (19%)	45 (48%)	18 (19%)
Training employees affects the market share by attracting customers		9 (10%)	12 (13%)	24 (25%)	48 (52%)
Training employees helps in improving their performance	1 (1%)	9 (10%)	22 (23%)	28 (30%)	33 (35%)
Employees are trained to take up more responsibilities and other jobs in the future	3 (3%)	9 (10%)	11 (12%)	40 (43%)	30 (32%)
The university has a training budget every year	1 (1%)	3 (3%)	12 (13%)	45 (48%)	33 (35%)
Training employees helps in improving their performance	3 (3%)	9 (10%)	11 (12%)	40 (43%)	30 (32%)
The university ensures that employees have the skills required to perform their duties		9 (10%)	12 (13%)	24 (25%)	48 (52%)

### Team building

Team building as a human resource strategy that is perceived to affect institution performance. Respondents' opinions against the statements were recorded using the scale shown below: 1-Strongly disagree; 2 – Disagree; 3 – Indifferent; 4 – Agree; 5 –Strongly agree.

When the responses to the statement that employees are satisfied working for this organization in the university, were analyzed it was

found that 34% of the respondents strongly agreed, 30% agreed, 23% were neutral, 10% disagreed while 2% strongly disagreed.

Analysis of the responses to the statement that in the university, employees don't regret working for the organization 32% of the respondents strongly agreed, 43% agreed, 12% were neutral, 10% disagreed while 3% strongly disagreed.

Analysis of the responses to the statement that in the university, employees proudly tell others about

my organization 35% of the respondents strongly agreed, 30% agreed, 23% were neutral, 10% disagreed while 1% strongly disagreed.

When the responses to the statement that employees feel valued at my organization are satisfied working for this organization in the university, were analyzed it was found that 52% of the respondents strongly agreed, 25% agreed, 13% were neutral, 10% disagreed while none strongly disagreed.

When the responses to the statement that employees gain much by staying in the organization this organization in the university, were analyzed it

was found that 52% of the respondents strongly agreed, 25% agreed, 13% were neutral, 10% disagreed while none strongly disagreed.

Analysis of the responses to the statement that in the university, employee's efforts are appreciated in the organization 35% of the respondents strongly agreed, 30% agreed, 23% were neutral, 10% disagreed while 1% strongly disagreed.

Analysis of the responses to the statement that team members lack a common understanding of the teams goals 35% of the respondents strongly agreed, 30% agreed, 23% were neutral, 10% disagreed while 1% strongly disagreed.

**Table 5: Respondents views on team building**

INDICATOR	Response				
	5	4	3	2	1
Am satisfied working for this organization	2 (2%)	9 (10%)	22 (23%)	28 (30%)	32 (34%)
Don't regret working for the organization	3 (3%)	9 (10%)	11 (12%)	40 (43%)	30 (32%)
Proudly tell others about my organization	1 (1%)	9 (10%)	22 (23%)	28 (30%)	33 (35%)
Feel valued at my organization		9 (10%)	12 (13%)	24 (25%)	48 (52%)
Gain much by staying in the organization	2 (2%)	9 (10%)	22 (23%)	28 (30%)	32 (34%)
Efforts are appreciated in the organization	3 (3%)	9 (10%)	11 (12%)	40 (43%)	30 (32%)
Team members lack a common understanding of the teams goals	1 (1%)	9 (10%)	22 (23%)	28 (30%)	33 (35%)
Team members contributions (information or ideas) are recognized and/ or utilized		9 (10%)	12 (13%)	24 (25%)	48 (52%)
Differences in style are not valued.	3 (3%)	9 (10%)	11 (12%)	40 (43%)	30 (32%)

**Reward management and compensation**

The respondents were requested to indicate the extent to which they agree on the issues of rewards management and compensation. Respondents' opinions against the statements were recorded using the scale shown below: 1-Strongly disagree; 2 – Disagree; 3 – Indifferent; 4 – Agree; 5 –Strongly agree.

When the responses to the statement that the job performance is an important factor in determining the incentive compensation of employees were

analyzed it was found that 34% of the respondents strongly agreed, 30% agreed, 23% were neutral, 10% disagreed while 2% strongly disagreed. This means that the majority of the respondents agreed that job performance is an important factor in determining the incentive compensation of employees in Jomo Kenyatta University of Agriculture and Technology.

When the responses to the statement that in the university, compensation is decided on the basis of competence or ability of the employee were

analyzed it was found that 3% of the respondents strongly agreed, 10% agreed, 12% were neutral, 43% disagreed while 32% strongly disagreed. This shows that majority of the respondents were not aware of how compensation is determined.

Analysis of the responses to the statement that in the university, salary and other benefits are comparable to the market revealed that 35% of the respondents strongly agreed, 30% agreed, 23% were neutral, 10% disagreed while 1% strongly disagreed. This means that Jomo Kenyatta University of Agriculture and Technology offer comparatively similar rewards and compensation.

Analysis of the responses to the statement that good employee rewards affect the profits of a university revealed that 52% of the respondents strongly agreed, 25% agreed, 13% were neutral, 10% disagreed while none of them strongly disagreed. This meant that the majority of the respondents agreed that good employee rewards affect the profits of a university.

Analysis of the responses to the statement that the compensation for all employees is directly linked to his/her performance revealed that 34% of the respondents strongly agreed, 30% agreed, 23% were neutral, 10% disagreed while 2% strongly disagreed. This means that the respondents were not very sure of that the university linked an employee's compensation to his / her performance.

When the responses to the statement that the rewards affect the market share of the university by attracting customers were analyzed it was found that 32% of the respondents strongly agreed, 43% agreed, 12% were neutral, 10% disagreed while 3% of them strongly disagreed. This means that the majority of the respondents agreed that the rewards affect the market share of the university by attracting customers.

When the responses to the statement that in the university, profit sharing is used as a mechanism to reward higher performance were analyzed it was found that 35% of the respondents strongly agreed,

30% agreed, 23% were neutral, 10% disagreed while 1% strongly disagreed. This means that most respondents were not sure if the university uses profit sharing to reward them.

Analysis of the responses to the statement that the university offers competitive salaries and wages revealed that 52% of the respondents strongly agreed, 25% agreed, 13% were neutral, 10% disagreed while none strongly disagreed.

When the responses to the statement that the rewards offered by the university have an effect on employee performance were analyzed it was found that 34% of the respondents strongly agreed, 30% agreed, 23% were neutral, 10% disagreed while 2% of them strongly disagreed. This means that the majority of the respondents agreed the rewards offered by the university have an effect on employee performance.

Analysis of the responses to the statement that good rewards have a positive effect on the performance of the university revealed that 43% of the respondents strongly agreed, 22% agreed, 23% were neutral, 12% disagreed while none of the respondents strongly disagreed. This means that rewards have a positive effect on performance of employees.

When the responses to the statement that the university ensures that its rewards can attract and retain high quality employees were analyzed it was found that 54% of the respondents strongly agreed, 30% agreed, 13% were neutral, 3% disagreed while none strongly disagreed. This means that the majority of the respondents agreed Jomo Kenyatta University of Agriculture and Technology ensure that its rewards can attract and retain high quality employees.

Analysis of the responses to the statement that employee rewards affects the rate of growth of a university revealed that 46% of the respondents strongly agreed, 40% agreed, 7% were neutral while none disagreed or strongly disagreed. This means that the majority of the respondents agreed that



employee rewards affects the rate of growth of a university.

**Table 6: Respondents views on reward management and compensation**

INDICATOR	Response				
	5	4	3	2	1
Job performance is an important factor in determining the incentive compensation of employees.	2 (2%)	9 (10%)	22 (23%)	28 (30%)	32 (34%)
In the university, compensation is decided on the basis of competence or ability of the employee.	30 (32%)	40 (43%)	11 (12%)	9 (10%)	3 (3%)
In the university, salary and other benefits are comparable to the market.	1 (1%)	9 (10%)	22 (23%)	28 (30%)	33 (35%)
Employee rewards affects the rate of growth of a university		9 (10%)	12 (13%)	24 (25%)	48 (52%)
The compensation for all employees is directly linked to his/her performance.	2 (2%)	9 (10%)	22 (23%)	28 (30%)	32 (34%)
Rewards affect the market share of the university by attracting customers	3 (3%)	9 (10%)	11 (12%)	40 (43%)	30 (32%)
In the university, profit sharing is used as a mechanism to reward higher performance.	1 (1%)	9 (10%)	22 (23%)	28 (30%)	33 (35%)
The university offers competitive salaries and wages		9 (10%)	12 (13%)	24 (25%)	48 (52%)
The rewards offered by the university have an effect on employee performance	2 (2%)	9 (10%)	22 (23%)	28 (30%)	32 (34%)
Good rewards have a positive effect on the performance of the university		11 (12%)	22 (23%)	20 (22%)	40 (43%)
The rewards offered attract and retain high quality employees		3 (3%)	12 (13%)	28 (30%)	50 (54%)
Good employee rewards affect the profits of a university			7 (7%)	40 (43%)	46 (50%)

**Organization performance**

The respondents were requested to indicate the extent to which they agree on the issues of organization performance. Respondents' opinions against the statements were recorded using the scale shown; 8below: Where: 1= Very High 2= High 3=Neutral 4= Low 5= Very Low

The respondents were asked to compare the performance of their university in terms of market share with that of the leading university in the sector. Analysis of the responses to this statement established that 10% of the respondents felt that

the performance of their university was very high , 30% felt it was high, 36% were neutral, 14% felt it was low while 10% of the respondents said the performance of their university was very low. This shows that most respondents did not know the level of their university performance in comparison to market leaders in the sector.

The respondents were asked to compare the performance of their university in terms of growth rate of sales revenue with that of the leading university in the sector. Analysis of the responses to this statement established that 52% of the

respondents felt that the performance of their university was very high, 25% said it was high, 13% were neutral, 10% said it was low while none of the respondents said the performance of their university was very low. This means that the majority of the respondents felt that their university had grown highly.

The respondents were asked to compare their performance in terms of profitability with that of the leading university in the sector. Analysis of the responses to this statement established that 34% of the respondents felt that the performance of their university was very high, 20% said it was high, 23% were neutral, 10% said it was low while 2% of the respondents said the performance of their

university was very low. This means that the majority of the respondents felt that the performance of the university was high.

The respondents were asked to compare the performance of their university in terms of financial strength e.g. Liquidity with that of the leading university in the sector. Analysis of the responses to this statement established that 32% of the respondents felt that the performance of their university was very high, 43% said it was high, 12% were neutral, 10% said it was low while 3% of the respondents said the performance of their university was very low. This meant that the majority of the respondents felt that the performance of the university was high.

**Table 7: Respondents views on organization performance**

INDICATOR	Response				
	5	4	3	2	1
Through quality services offered the university has gained large market share	9 (10%)	13 (14%)	34 (36%)	(30%)	9 (10%)
University growth rate of sales is satisfactory		9 (10%)	12 (13%)	24 (25%)	48 (52%)
University return on equity is satisfactory	2 (2%)	9 (10%)	22 (23%)	28 (30%)	32 (34%)
Profitability of the university has be as a result of good management practices	3 (3%)	9 (10%)	11 (12%)	40 (43%)	30 (32%)

On a scale of 1 to 5 (1 means strongly agree and 5 means strongly disagree) respondents were requested to express the extent to which you agree or disagree with the statements concerning the organization performance. Where 1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

Analysis of the responses to the statement that employee training have led to increased return on assets and profits revealed that 32% of the respondents strongly agreed, 43% agreed, 12% were neutral, 10% disagreed while 3% of them strongly disagreed. This means that the majority of the respondents agreed that employee training have led to increased return on assets and profits.

When the responses to the statement that the employee engagement have led to increased

market share were analyzed it was found that 35% of the respondents strongly agreed, 30% agreed, 23% were neutral, 10% disagreed while 1% of them strongly disagreed. This means that the majority of the respondents agreed that the human resource strategies have led to increased market share.

Analysis of the responses to the statement that human resource strategies have led to increased total shareholder return revealed that 52% of the respondents strongly agreed, 25% agreed, 13% were neutral, 10% disagreed while none of them strongly disagreed. This meant that the majority of the respondents agreed that human resource strategies have led to increased total shareholder return.

Analysis of the responses to the statement that performance appraisal have led to increased sales

revealed that 34% of the respondents strongly agreed, 30% agreed, 23% were neutral, 10 disagreed while 2% of them strongly disagreed.

Analysis of the responses to the statement that Human resource strategies have led to growth rate of revenue revealed that 32% of the respondents strongly agreed, 43% agreed, 12% were neutral, 10% disagreed while 3% of them strongly disagreed. This implies that the majority of the respondents agreed that Human resource strategies has an effect on the growth rate of revenue.

When the responses to the statement that the quality of employees has a positive effect on performance were analyzed it was found that 35% of the respondents strongly agreed, 30% agreed, 23% were neutral, 10% disagreed while 1% of them strongly disagreed. This implied that the majority of the respondents agreed that the quality of employees has a positive effect on performance.

Analysis of the responses to the statement that the type of employees has an effect on the profits of a university revealed that 27% of the respondents

strongly agreed, 64% agreed, 6% were neutral, 3% disagreed while none of them strongly disagreed. This implies that the majority of the respondents agreed that the type of employees has an effect on the profits of a university.

When the responses to the statement that the type of employee has a positive effect on the growth of a university were analyzed it was found that 35% of the respondents strongly agreed 43% agreed, 12% were neutral, 10% disagreed while 3% of them strongly disagreed. This implies that the majority of the respondents agreed that the type of employee has a positive effect on the growth of a university.

When the responses to the statement that the employees of a university have a great effect on performance of university were analyzed it was found that 35% of the respondents strongly agreed 30% agreed, 23% were neutral, 10% disagreed while 1% of them strongly disagreed. This implies that the majority of the respondents agreed that the type of employee has a positive effect on the performance of a university.

**Inferential Analysis**

**Table 8: Coefficient results showing the relationship between employee recruitment and selection strategies and performance**

Model		Coefficients (a)				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.773	.231		5.973	.000
	Recruitment and selection	.539	.062	.444	8.815	.000

a. Dependent variable: Performance

**Table 9: Coefficient results showing the relationship between Training and development strategies and performance**

Model		Coefficients (a)				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		

1	(Constant)	.554	.441		4.373	.000
	Training and development	.772	.067	.487	5.815	.000
a. Dependent variable: Performance						

**Table 10: Coefficient results showing the relationship between Team building strategies and performance**

		Coefficients (a)				
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.214	.441		4.373	.000
	Team Building	.541	.067	.487	5.815	.000
a. Dependent variable: Performance						

**Table 11: Coefficient results showing the relationship between Reward and compensation strategies and performance**

		Coefficients (a)				
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.501	.450		4.373	.000
	Reward and compensation	.481	.040	.665	5.815	.000
a. Dependent variable: Performance						

### Regression Analysis

**Table 12: Model summary showing recruitment and selection strategies**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.442 <sup>a</sup>	.301	.318	.65724
a. Predictors: (Constant), Recruitment and selection strategies				

**Table 13: Model summary showing training and development strategies**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.672 <sup>a</sup>	.227	.222	.63724
a. Predictors: (Constant), Training and development				

**Table 14: Model summary showing team building strategies**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
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1	.359 <sup>a</sup>	.099	.095	.74040
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a. Predictors: (Constant), Team building

**Table 15: Model summary showing Reward and compensation strategies**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.514 <sup>a</sup>	.254	.251	.66865

a. Predictors: (Constant), Reward and compensation strategies

**Table 16: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.542 <sup>a</sup>	.294	.268	.130

b. Predictors: (Constant), Recruitment and selection, training and development, team building and reward and compensation strategies

**Table 17 ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.575 <sup>a</sup>	3	.192	11.388	.000 <sup>b</sup>
	Residual	1.379	82	.017		
	Total	1.953	85			

a. Dependent Variable: Performance of Organization

b. Predictors: (Constant), Recruitment and selection, training and development, team building and reward and compensation strategies

**Table 18: Coefficient results showing the relationship between the combined human resource management strategies and performance**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.455	.231		1.973	.106
	Recruitment and selection	.016	.009	.444	1.815	.009
	Training and development	.182	.050	1.231	3.616	.036
	Team building	.153	.017	1.075	3.159	.025
	Reward and compensation	.204	.240	.230	.850	.028

From the data in the above table the established regression equation was

$$Y = 0.455 + 0.016 X_1 + 0.182 X_2 + 0.153 X_3 + 0.204 X_4$$

From the above regression equation it was revealed that holding Recruitment and selection, training and development, team building and reward and compensation strategies to a constant



zero, financial performance would be at 0.455. A unit increase on recruitment and selection would lead to increase in financial performance by a factor of 0.016, a unit increase in training and development would lead to increase in financial performance by a factor of 0.182, a unit increase in team building would lead to increase in financial performance by a factor of 0.153 and unit increase in reward and compensation strategies would lead to increase in financial performance by a factor of 0.204.

### **CONCLUSIONS AND RECOMMENDATIONS**

From this research, it was found that recruitment and selection strategies, training and development strategies, team building strategies and reward and compensation strategies have a positive effect on the performance of Public Institutions.

The first objective of the study was to analyze the influence of recruitment and selection to the performance of Public Institutions. From this research, it was found that recruitment and selection strategies have a significant effect on the performance of Public Institutions. From this study, it was found that there is a positive relationship between recruitment and selection and performance. From the obtained data, it was also found that there is evidence of a significant effect of gender, age and number of years worked on the perception of employees about the effect of recruitment and selection strategies on the performance of Public Institutions. From the study, it was also found that there is evidence of significant effect of employee recruitment and selection strategies on the quality of services offered by universities. The high quality services offered by employees made it possible for the university to attract more students which in turn led to increased number of campuses and students. The cost of supervising the new employees was also reduced. Thus from the study it was found that recruitment strategies have a high influence on

performance. The improvement in performance was noted in terms of increased number of students, number of campuses as well as graduated students.

The second objective was to determine the effect of training and development to the performance of Public Institutions. From the study, it was found that there is a positive relationship between training and development and performance of universities. It was also found that there is a positive effect of training and development strategies and performance of Public Institutions. From the obtained data, it was noted that there is evidence of a significant effect of gender, age and number of years worked on the perception of employees about the effect of training and development strategies on performance of Public Institutions. From the research, it was found that Public Institutions are engaging in training and development of their employees and have training budgets for the purpose. They also do training needs analysis as the main determinant of the training that is required for the employees. From this research, it was found training and development led to increased skill among the employees which in turn led to improved quality of service to customers. The efficiency and effectiveness of operations were also found to have increased after training. This helped to reduce the waiting time by students as a result of which more students were able to apply for courses with the university.

The third objective of the study was to ascertain the contribution of team building practice to the performance of Public Institutions. From this research, it was found that there is a positive correlation between team building and performance of Public Institutions. It was found that team building strategies have a positive effect on Public Institutions. From this research, it was found team building led to increased commitment of employees which in turn led to improved quality of

service to customers and students. The study found out that team building had a major contribution towards realization of increased university performance since application of team building helped to improve staff work morale that resulted to improvement of the individual employee performance and hence overall organizational performance.

The fourth objective of the study was to determine the influence of reward and compensation practices on the performance of Public Institutions. From the study it was found that there is a positive correlation between employee reward and compensation strategies and performance. This means that they co-vary. From this study it was found that reward and compensation strategies have a positive effect on the performance of Public Institutions. From the obtained data it was also noted that there is evidence of a significant effect of gender, age and number of years worked on the perception of employees about the effect of reward and compensation strategies on performance of Public Institutions. This research also found that rewards and compensation offered by Public Institutions affect their ability to attract applicants and retain employees, and also ensure optimal levels of performance in meeting the university's corporate goals. It was also found that Public Institutions offer relatively similar rewards to their employees. Interviews with human resources managers revealed that the similar rewards were offered to minimize employee turnover to competitors which was likely to expose the affected university to the risk of having their secrets revealed to competitors by those employees who leave the university. The employees were more satisfied with their jobs when the rewards and compensation offered were attractive and this enabled them to be more committed to achieve the goals of the university.

The study found out that reward systems had a major contribution towards realization of increased

university performance since application of effective reward strategies helped to improve staff work morale that resulted to improvement of the individual employee performance and hence overall organizational performance.

### **Conclusions**

From the findings of the study, it is concluded that recruitment and selection strategies have a high influence on performance of Public Institutions. From this study it is concluded that employee recruitment and selection strategies affect the performance of public institutions to a great extent. More recruitment and selection is occurring for those who are professionally trained and qualified in Public Institutions. From the obtained data it is also concluded that there is a significant effect of gender, age and number of years worked on the perception of employees about the effect of recruitment and selection strategies on the performance of Public Institutions.

From this study it is concluded that employee training and development strategies affect the performance of Public Institutions to a great extent. From the study, it is concluded that training programs enhance performance of Public Institutions. Training and development strategies have a very significant contribution to make to organization success. Strategic human resource training and development plan plays a very big role in the achievement of the university's strategic plan by providing employees with up to date expertise to meet present and future performance demands. Training and development also assumes a vital role in shaping strategy and enabling the public institutions to take full advantage of emergent business strategies. Public Institutions use training and education programmes in order to create knowledge and understanding among staff of how their attitudes and behavior towards customers form an integral part of the overall service offering. The development of specific skills and core

competencies is therefore the key to keep the public institutions industry viable.

From this study it is concluded that reward and compensation strategies affect the performance of Public Institutions to a moderate extent. From this study, it is concluded that there is a general direct/positive relationship between employee rewards and employee performance. The results of correlation matrix have supported the hypothesis that there exists a positive relationship between rewards and employees performance. Based on the findings of this study, it was revealed that reward and compensation strategy affects the motivation of employees which in turn influences the firm's performance.

### **Recommendations**

From the findings and conclusion, Public Institutions have adopted strategic human resource management practices to some extent. The study recommends that organizations should adopt strategic human resources management practices. When these are put in place the people through whom the goals of an organization are accomplished are empowered.

The study recommends that recruitment of new staff in human resource need to be improved and that there is a need for the human resource departments in the Public Institutions to improve on their operations in as far as recruitment of the new employees is concerned. The study also recommend that human resources management need to seek more ways of engaging staff in decision making to create a sense of belonging and improve staff performance resulting to better achievement of the organizational goals.

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The study also recommends that human resources management in Public Institutions emphasized on training and developing the skills of the employees to a great extent. Human resource management need to continuously engage in training and developing of the staff for better achievement of the human resource units and the overall performance of the organizations. This will ensure that experienced and competent employees are continuously trained to gain skills and knowledge as required by the current job market.

The study recommends that the presence of compensation programs motivate staff, promote fairness during promotions as well as provide employment security and good work environment. The study further recommends that generally human resource management practices on performance management and compensation should be improved and motivation of staff should be emphasized so as to ensure employees performs to expectations. This will also ensure competent and experienced staff in the Public Institutions are retained and eventually will lead to greater competitive advantage.

### **Areas for further research**

One of the studies objectives was to determine the influence of reward and compensation practices on the performance of Public Universities further study should be carried out to investigate importance of Job performance in determining the incentive compensation of employees. Further study should also be carried out to investigate the effects of adoption of strategic human resources practices in private sector and international organizations operating in Kenya.

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