

**MODERATING EFFECT OF ORGANIZATION CULTURE ON HUMAN RESOURCE
MANAGEMENT PRACTICES AND EMPLOYEE PERFORMANCE IN PUBLIC
UNIVERSITIES IN NYANZA REGION, KENYA**

ANDITI PHILIP DUNCAN

**A THESIS SUBMITTED TO THE SCHOOL OF BUSINESS, ECONOMICS AND
MANAGEMENT SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF DEGREE OF MASTER OF BUSINESS MANAGEMENT –
HUMAN RESOURCE MANGEMENT OPTION OF UNIVERSITY OF ELDORET,
KENYA**

2024

DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been presented for a degree in any other University. No part of this thesis may be reproduced without the prior written permission of the author and/or University of Eldoret.

Anditi Philip Duncan

Sign.....

Reg. No. SBUS/BBM/M/002/19

Date

Declaration by Supervisors

This thesis has been submitted for examination with our approval as University Supervisors.

Signature.....

Dr. Ngari Christine

Date

University of Eldoret, Kenya

Signature.....

Dr. Bartocho Evaline

Date

University of Eldoret, Kenya

DEDICATION

To my beloved parents, Dr. Z.O. Anditi and Mrs. M.A. Anditi,
From the depths of my heart, I dedicate this thesis to both of you. Your unwavering love, guidance, and support have shaped me into the person I am today. Your tireless efforts and sacrifices have paved the way for my success, and I am forever grateful. Your wisdom and encouragement have been my pillars of strength, and I am honored to have you as my parents. This project is a testament to your unwavering belief in me.

ACKNOWLEDGEMENT

I am deeply grateful to God Almighty for His blessings and guidance throughout the journey of completing this thesis. I would like to express my sincere gratitude to my supervisors, Dr. Christine Ngari and Dr. Evaline Bartocho, for their unwavering support, guidance, and encouragement throughout the research process. Your insights, patience, and dedication have been invaluable, and I am deeply appreciative of your commitment to my academic growth. I am immensely grateful to University of Eldoret, School of Business, Economics and Management Sciences for providing me with a conducive environment for research and academic growth.

ABSTRACT

Employee performance is vital for the success of public universities in Kenya. However, many institutions face challenges in achieving satisfactory outcomes despite implementing various Human Resource Management (HRM) practices. This study investigated the moderating effect of organizational culture on the relationship between HRM practices and employee performance in public universities in the Nyanza region, Kenya. Specifically, it examined the effects of recruitment, reward systems, training practices, and human resource planning on employee performance, alongside the moderating role of organizational culture. The study was guided by the Ability-Motivation-Opportunity (AMO) Theory, Human Capital Theory, and the Action Regulation Theory of Career Self-Management. A descriptive research design was employed, targeting 3,129 employees from five public universities. A sample of 355 teaching and non-teaching staff was selected using stratified random sampling. Data was collected using structured questionnaires, and the results were analyzed using SPSS version 23, with hierarchical regression applied to test the hypotheses. The findings indicated that recruitment ($\beta = 0.165$, $p < 0.05$), reward systems ($\beta = 0.478$, $p < 0.05$), training ($\beta = 0.811$, $p < 0.05$), and human resource planning ($\beta = 0.912$, $p < 0.05$) had a significant positive impact on employee performance. Furthermore, organizational culture ($\beta = 0.238$, $p < 0.05$) significantly moderated the relationship between these HRM practices and employee performance. The study concluded that effective HRM practices, when supported by a strong organizational culture, significantly enhance employee performance. The study recommends that public universities improve recruitment by focusing on potential, offer competitive rewards, implement targeted training, and involve employees in human resource planning to boost performance. Future research should explore other potential moderating variables on HRM practices and performance to further enhance institutional outcomes.

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
LIST OF TABLES	xi
OPERATIONAL DEFINITION OF TERMS	xiii
ABBREVIATIONS AND ACCRONYMS	xv
CHAPTER ONE	1
INTRODUCTION	1
1.0. Overview	1
1.1 Background of the Study	1
1.3 Study Objectives	4
1.3.1 General Objective	4
1.3.2 Specific Objectives	4
1.4 Study Hypotheses.....	5
1.5 Significance of the Study	6
1.6 Scope of the study	7
1.7 Limitations of the Study.....	10
1.8 Assumptions of The Study.....	10
CHAPTER TWO	9
LITERATURE REVIEW	9
2.0 Overview.....	9
2.1 Theoretical Review	9
2.1.1 Ability-Motivation-Opportunity (AMO) Theory.....	10
2.1.2 Human Capital Theory.....	11
2.2.1 Concept of Employee Performance	12
2.2.2 Concept of Human Resource Management Practices	14
2.2.3 Concept of Recruitment practices	15
2.2.4 Concept of Reward systems.....	16
2.2.5 Concept of Training Practices.....	17
2.2.6 Concept of Human Resource planning	18

2.5 Empirical Review.....	20
2.5.2 Reward Practices and Employee Performance	21
2.5.3 Training and Development and Employee Performance	23
2.5.4 Human Resource Planning and Employee Performance	24
2.5.5 Organizational Culture and Employee Performance	26
2.5.5.1 Organizational Culture as a Moderating Variable	28
2.6 Summary of Knowledge Gaps	33
2.7 Conceptual Framework.....	39
CHAPTER THREE	41
RESEARCH METHODOLOGY.....	41
3.0 Overview	41
3.1 Research Design.....	41
3.2 Study Area	42
3.3 Target Population.....	42
3.4 Sample Size.....	44
3.5 Sampling procedure/technique.....	45
3.6 Data Collection Instruments	46
3.7 Measurements of Variables.....	47
3.7.1 Dependent and Independent Variables	47
3.7.2 Moderator Variable	48
3.7.3 Covariates	48
3.8 Validity and Reliability of the Research Instrument.....	49
3.8.1 Reliability of the Research Instrument	50
3.8.2 Validity of the Research Instrument	50
3.8.3 Pilot Study.....	52
3.9 Data Processing, Analysis and Presentation	53
3.9.1 Data Processing.....	53
3.9.3 Data Analysis and Presentation	54
3.10 Testing of Regression Assumptions.....	55
3.10.1 Linearity.....	55
3.10.2 Normality	56
3.10.3 Homoscedasticity.....	57

3.10.4 Multicollinearity	57
3.10.5 Autocorrelation	58
3.11 Model Specification	58
Model 1:.....	61
Model 2:.....	62
Model 3.....	62
Model 4.....	63
Model 5.....	64
Model 6.....	64
Model 7.....	65
3.12 Ethical Consideration.....	67
CHAPTER FOUR.....	69
RESEARCH FINDINGS AND DISCUSSION.....	69
4.0 Overview.....	69
4.1 Response Rate.....	69
4.2 Background Information of the Respondents	70
4.3.1 Distribution of Respondents by Gender.....	70
4.3.2 Age Bracket of the Respondents.....	71
4.3.3 Distribution of Respondents by Highest Education Qualification.....	72
4.3.4 Distribution of Respondents by Institutions' Name	73
4.3.5 Distribution of Respondents by Length of service in an Institution	73
4.3.6 Distribution of Respondents by Position in the University	74
4.4 Descriptive Analysis	75
4.4.1 Effect of Recruitment Practices on Employees' Performance.....	75
4.4.2 Reward Practices on Employees' Performance	78
4.4.3 Training Practices on Employees' Performance.....	80
4.4.4 Human Resource Planning on Employees' Performance	83
4.4.5 Organizational culture on Employees' Performance	85
4.4.6 Employees' Performance	88
4.5 Inferential Analysis.....	90
4.5.1 Correlation Analysis	91
4.5.2 Testing of Regression Assumptions.....	95

4.5.2.1 Linearity	95
4.5.2.2 Normality	96
4.5.2.3 Homoscedasticity	97
4.5.2.4 Multicollinearity	98
4.5.2.5 Autocorrelation	99
4.6 Regression analysis	100
4.6.1 Regression with Control Variables	100
4.7 Hierarchical Moderated Regression Analysis.....	104
4.7.1 Model Summary.....	104
4.7.2 Multiple Regression Model Fitness	107
4.7.3 Multiple Regression Coefficients	109
4.8 Hypothesis Testing.....	114
4.8.1 Hypothesis Testing of Effect of Recruitment Practices on Employee Performance	115
4.8.2 Hypothesis Testing of Effect of Reward Practices on Employee Performance.....	115
4.8.3 Hypothesis Testing of Effect of Training Practices on Employee Performance	115
4.8.4 Hypothesis Testing of Effect of Human Resource Planning on Employee Performance..	116
4.8.5 Hypothesis Testing of Effect of Organizational Culture on Employee Performance.....	116
4.8.6 Hypothesis Testing on Effect of Organizational culture on the Relationship between Recruitment Practices and Employees' Performance.....	116
4.8.7 Hypothesis Testing on Effect of Organizational culture on the Relationship between Reward Practices and Employees' Performance	117
4.8.8 Hypothesis Testing on Effect of Organizational culture on the Relationship between Training Practices and Employees' Performance.....	117
4.8.9 Hypothesis Testing on Effect of Organizational culture on the Relationship between Human Resource Planning and Employees' Performance	118
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	119
5.1 Overview.....	119
5.2 Summary of Findings.....	119
5.2.1 Recruitment Practices on Employee Performance.....	119
5.2.2 Reward Practices on Employee Performance	119
5.2.3 Training Practices on Employee Performance.....	120
5.2.5 Organizational culture on Employee Performance	121

5.2.6	Moderating Effect of Organizational Culture on Recruitment Practices and Employee Performance	122
5.2.7	Moderating Effect of Organizational Culture on Reward Systems and Employee Performance	122
5.2.8	Moderating Effect of Organizational Culture on Training Practices and Employee Performance	122
5.2.9	Moderating Effect of Organizational Culture on Human Resource Planning and Employee Performance	123
5.3	Conclusions.....	123
5.4	Recommendations.....	124
5.5	Suggestions for Further Research.....	124
	REFERENCES	126
	APPENDICES	137
	APPENDIX 1: INTRODUCTION LETTER.....	137
	APPENDIX II: QUESTIONNAIRE.....	138

LIST OF FIGURES

Figure 2.1: Conceptual Framework.....	40
Figure 4.1: Response rate.....	80
Figure 4.2: Test of Linearity Assumption.....	105
Figure 4.3: Normality Test Histogram.....	106

LIST OF TABLES

Table 2.1: Summary of Literature Gaps.....	36
Table 3.1: Target Population of Study.....	58
Table 3.2: Sample Frame.....	60
Table 4.1: Reliability Analysis of Each Variable.....	82
Table 4.2: Distribution of Respondents by Gender.....	83
Table 4.3: Distribution of Respondents by Age bracket.....	83
Table 4.4: Distribution of Respondents by Highest education qualification.....	85
Table 4.5: Distribution of Respondents by Institutions' name.....	85
Table 4.6: Distribution of Respondents by length of service in an Institution.....	86
Table 4.7: Distribution of Respondents by Position in the University.....	86
Table 4.8: Descriptive Statistics for Recruitment Practices.....	87
Table 4.9: Descriptive Statistics for Reward Practices.....	90
Table 4.10: Descriptive Statistics for Training Practices.....	92
Table 4.11: Descriptive Statistics for Human Resource Planning.....	95
Table 4.12: Descriptive Statistics for Organizational culture.....	97
Table 4.13: Descriptive Statistics for Employee Performance.....	100
Table 4.14: Correlation Analysis.....	103
Table 4.15: Skewness and Kurtosis test for Normality.....	106
Table 4.16: Test of Homogeneity of Variances.....	107
Table 4.17: Test of Multicollinearity.....	108
Table 4.18: Autocorrelation Test.....	109
Table 4.19: Model Summary.....	109

Table 4.20: Results of Model Fitness.....	110
Table 4.21: Regression co-efficient.....	110
Table 4.22: Model summary.....	113
Table 4.23: Goodness of Fit Test Results.....	116
Table 4.24: Test Results for Regression Analysis Coefficients with Moderation.....	118

OPERATIONAL DEFINITION OF TERMS

Employee Performance: The measurable output or results achieved by employees, assessed through factors such as quality of work, productivity, timeliness, and overall contribution to the organization's goals (Ahmad & Schroeder, 2018). Metrics: Quality of work, productivity, efficiency, and adherence to organizational goals.

HRM Practices: A set of organizational activities aimed at managing employees effectively, which includes recruitment, reward practices, training and development, and human resource planning (Armstrong, 2012). Metrics: Recruitment success rate, employee satisfaction with rewards, training participation rate, and alignment of HR planning with organizational needs.

Recruitment: The process of attracting, selecting, and appointing suitable candidates for jobs within an organization. It is measured by the time to fill positions, the quality of new hires, and turnover rates among newly recruited employees (Wayne & Martocchio, 2016). Metrics: Time to hire, retention rates, quality of hire.

Reward Practices: The methods and strategies used by organizations to reward employees based on their performance and contributions, including salary, bonuses, and other benefits (Sothy, 2019). Metrics:

Employee satisfaction with compensation, pay equity, performance-based bonuses.

Training and Development: A planned process aimed at enhancing employees' skills, knowledge, and competencies to improve job performance and support career development (Maina, 2011). Metrics: Training participation rate, post-training performance improvement, skill acquisition.

Human Resource Planning: The strategic process of ensuring the organization has the right number of skilled employees in the right jobs at the right time. This includes workforce analysis and future workforce needs assessment (Armstrong, 2014). Metrics: Workforce gap analysis, succession planning effectiveness, alignment of staffing with organizational goals.

Organizational Culture: The set of shared values, beliefs, and practices that influence the behavior and performance of individuals within an organization, shaping its overall work environment and identity (Nazarian, Atkinson & Foroudi, 2017). Metrics: Employee engagement, adherence to organizational values, and cultural alignment with performance outcomes.

ABBREVIATIONS AND ACCRONYMS

EP – Employee Performance

HRM - Human Resource Management

HRMP - Human Resource Management Practices

HRP – Human Resource Planning

SPSS - Statistical Program for Social Sciences

CHAPTER ONE

INTRODUCTION

1.0. Overview

This chapter introduces the research study, offering essential context, problem identification, research objectives, hypotheses, significance, and scope. It begins with an exploration of the study's background, establishing the significance of the research within academic and practical realms. The problem statement highlights the research gaps and challenges addressed. The study's objectives and hypotheses are outlined, followed by the significance, detailing the contributions of the study to academia, practice, and policy. Lastly, the scope defines the study's boundaries, ensuring focus and feasibility.

1.1 Background of the Study

Employee performance is critical to any organization as it is linked to achieving organizational goals (DeNisi & Murphy, 2017). High employee performance leads to increased productivity, while poor performance results in decreased productivity, higher costs, and reduced effectiveness (Shahzad et al., 2017). In public universities, employee performance is directly tied to the quality of education provided to students. Factors influencing employee performance include individual characteristics, job characteristics, and organizational factors such as HRM practices and organizational culture (Boxall & Macky, 2014; Robbins & Judge, 2019).

Globally, HRM practices are recognized for their role in enhancing employee performance. Effective HRM practices stimulate innovation and productivity (Arvanitis et al., 2016), with research showing that recruitment, training, development, reward systems, and performance management positively impact employee performance (Gamage, 2014; Omar et al., 2020). In

higher education, training and development programs have been shown to significantly improve employee performance in universities (Wang et al., 2015; Wood & Bischoff, 2020).

In East Africa, studies indicate that HRM practices in public universities have a notable impact on employee performance (Owino & Ogutu, 2016; Odhiambo & Chunge, 2018). However, gaps remain, especially regarding the moderating role of organizational culture. Manzoor et al. (2019) found that selection and training practices are linked to improved employee performance in Kenyan public universities, although challenges like inadequate resources and HRM practices continue to affect performance (Azegele et al., 2021).

Locally, a World Bank study (2019) confirmed that public universities with effective HRM practices have higher employee productivity. The study also emphasized the need for effective HRM practices to enhance employee morale and performance. Improving HRM systems is crucial as universities in Kenya strive to enhance their academic reputation and contribute to national development (Lew, 2009).

1.2 Statement of the problem

Employee performance is fundamental to organizational success, particularly in public universities, where the quality of education directly correlates with staff effectiveness. In an ideal scenario, public universities would leverage effective Human Resource Management (HRM) practices—such as recruitment, training, reward systems, and human resource planning—alongside a supportive and aligned organizational culture to optimize employee performance. Research has shown that organizations with strong cultures can experience up to a 25% increase in employee engagement and a 15% improvement in overall job performance (Bakker et al., 2017;

Chand & Katou, 2017). Furthermore, when HRM practices align synergistically with organizational culture, the combined impact amplifies performance outcomes (Li et al., 2020).

However, the current reality in public universities in Kenya, reflects a considerable gap in achieving optimal employee performance. Despite implementing various HRM practices, these institutions face persistent challenges, including high staff turnover, low morale, and difficulties in retaining talent (Busienei, 2013). A survey conducted by the Salaries and Remuneration Commission (2016) revealed that over 60% of university staff expressed dissatisfaction with existing HRM practices, citing inadequate support, misalignment with organizational goals, and insufficient professional development opportunities. Additionally, 55% of the staff reported unclear performance benchmarks, contributing to disengagement and reduced productivity.

This disparity points to significant gaps between HRM practice implementation and actual employee performance outcomes. Existing studies have primarily focused on the relationship between HRM practices and organizational performance (Busienei, 2013; Kidombo, 2012; Munjuri, 2011; Mutahi, 2015), but the specific impact on employee performance remains underexplored. Moreover, the knowledge gap lies in understanding the moderating role of organizational culture in this relationship, which has received minimal attention in previous research (Busienei, 2013; Mutahi, 2015). According to Kihoro (2013) and Nyamongo (2016), organizational culture significantly influences employee attitudes and behaviors, thereby affecting overall performance. Furthermore, Amar and Zain (2019) emphasize that organizational culture shapes how HRM practices are perceived and enacted, ultimately influencing employee performance. Evidence from other sectors suggests that strong cultural alignment could enhance productivity by as much as 20% (Li et al., 2020).

In summary, despite substantial investments in HRM practices, public universities continue to experience suboptimal employee performance. This study aimed to fill the existing knowledge gap by investigating the moderating effect of organizational culture on the relationship between HRM practices and employee performance. By addressing this gap, the study was conducted to provide valuable insights that could inform the development of targeted interventions to improve employee performance, service delivery, and institutional competitiveness in public universities.

1.3 Study Objectives

The following were the objectives of the study

1.3.1 General Objective

The general objective of this study was to determine the moderating effect of organizational culture on the relationship between Human Resource Management Practices and Employee Performance in public universities in Nyanza, Kenya.

1.3.2 Specific Objectives

This section presents the study's specific objectives, which focus on examining the relationships between Human Resource Management practices and employee performance, emphasizing the moderating role of organizational culture in public universities in the Nyanza region.

- i. To establish the effect of recruitment practices on employees' performance in Public Universities in Nyanza region, Kenya.
- ii. To determine the effect of reward systems on employees' performance in Public Universities in Nyanza region, Kenya.

- iii. To evaluate the effect of training practices on employees' performance in Public Universities in Nyanza region, Kenya.
- iv. To establish the effect of human resource planning on employees' performance in Public Universities in Nyanza region, Kenya.
- v. To determine the influence of organizational culture on employees' performance in Public Universities in Nyanza region, Kenya.
- vi. a) To determine the moderating effect of organizational culture on the relationship between recruitment practices and employee performance in Public Universities in Nyanza region, Kenya.
- b) To determine the moderating effect of organizational culture on the relationship between reward systems and employee performance in Public Universities in Nyanza region, Kenya.
- c) To determine the moderating effect of organizational culture on the relationship between training practices and employee performance in Public Universities in Nyanza region, Kenya.
- d) To determine the moderating effect of organizational culture on the relationship between human resource planning and employee performance in Public Universities in Nyanza region, Kenya.

1.4 Study Hypotheses

The study tested the following research hypotheses;

H01: Recruitment practices have no significant effect on performance of employees in Public Universities in Nyanza region, Kenya.

H02: Reward systems have no significant effect on performance of employees in Public Universities in Nyanza region, Kenya.

H03: Training programs have no significant effect on performance of employees in Public Universities in Nyanza region, Kenya.

H04: Human Resource planning has no significant effect on performance of employees in Public Universities in Nyanza region, Kenya.

H05: Organizational culture has no significant effect on performance of employees in Public Universities in Nyanza region, Kenya.

H06: Organizational culture has no moderating effect on the relationship between:

- a) Recruitment practices and employees' performance.
- b) Reward systems and employees' performance.
- c) Training and employees' performance.
- d) Human Resource planning and employee performance.

1.5 Significance of the Study

The findings of this study have practical implications for public universities in Kenya. By identifying areas for improvement in HRM practices, the study provided insights for developing strategies to enhance employee performance, academic outcomes, and institutional effectiveness. Policymakers can use the findings to promote best HRM practices in universities, leading to

improved educational quality and institutional performance. The study also contributes to academic discourse on HRM and employee performance, offering a foundation for future research in higher education management.

1.6 Scope of the study

This study examined the moderating effect of organizational culture on the relationship between Human Resource Management (HRM) practices and employee performance in public universities in the Nyanza region of Kenya. The research was conducted within five public universities, chosen for their distinct socio-economic and cultural characteristics that influence organizational behavior and employee performance. The study employed the Ability-Motivation-Opportunity (AMO) Theory, Human Capital Theory, and Action Regulation Theory of Career Self-Management as its theoretical framework. The target population consisted of 3,129 individuals, including both teaching and non-teaching staff, with a sample size of 355 respondents selected through random sampling techniques. Data collection and analysis were carried out within a focused timeline of three months to ensure timely execution of the research objectives.

1.7 Limitations of the Study

This study faced several limitations that may have impacted its findings. First, the research was confined to public universities in the Nyanza region of Kenya, which limited the generalizability of the results to other regions or types of educational institutions. The unique socio-economic and cultural contexts of the Nyanza region could influence HRM practices and employee performance in ways that might not be applicable elsewhere. Second, the reliance on self-reported data from respondents posed a potential bias, as participants may have provided responses that reflect social desirability rather than their true feelings or experiences. This could have affected the accuracy of

the data concerning HRM practices and employee performance. Lastly, while the sample size of 355 respondents was statistically adequate for analysis, it may not fully have fully captured the diversity of opinions and experiences within the entire population of 3,129 individuals at the targeted universities. Thus, certain nuances in the data may remain unexplored.

1.8 Assumptions of the Study

Several assumptions underpinned this study. It was assumed that the respondents had a clear understanding of the HRM practices and organizational culture at their institutions, allowing them to provide accurate assessments of these constructs. The study also assumed that employees' perceptions of HRM practices and organizational culture directly influenced their performance levels, based on the existing literature. Moreover, it was assumed that the data collected would accurately represent the HRM practices in the public universities of the Nyanza region and that the selected sample was a fair representation of the larger population of university staff. This assumption was critical for the validity of the findings. Lastly, the study assumed that the theoretical frameworks employed—Ability-Motivation-Opportunity (AMO) Theory, Human Capital Theory, and Action Regulation Theory of Career Self-Management—were appropriate and sufficient to explain the relationships examined in the research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter presents a theoretical review that explores the concepts of the dependent variable (employee performance), independent variables (recruitment practices, training practices, reward systems, and human resource planning), and the moderating variable (organizational culture), totaling five variables in the study. Additionally, the chapter entails an empirical review and a summary of knowledge and gaps in the literature. Finally, it concludes by presenting the conceptual framework.

2.1 Theoretical Review

This study was guided by the following theories: Ability-Motivation-Motivation (AMO) Theory, Human Capital Theory and Action Regulation Theory of Career self-management. The study's findings were intricately linked to the theoretical framework. The significant positive effect of recruitment practices on employee performance supported the AMO Theory, emphasizing that effective recruitment enhanced employees' abilities and motivation. This alignment was evident as universities selected candidates based on their potential and qualifications, thereby improving performance. Additionally, the positive influence of reward practices on performance reinforces the Human Capital Theory, which underscored the importance of investing in employee remuneration to enhance motivation and retention. Similarly, the substantial impact of training practices on performance further validated this theory by highlighting the necessity of aligning training initiatives with employee needs to maximize effectiveness. Furthermore, the conclusion regarding human resource planning's positive effect on performance complemented the Action Regulation Theory, suggesting that involving employees in HR planning fostered individual

agency and job satisfaction, ultimately enhancing performance. Lastly, the findings related to organizational culture revealed its significant role in improving employee performance and moderating the relationships between HRM practices and performance, bridging all three theories. A strong organizational culture not only supported but also amplified the principles of AMO Theory, Human Capital Theory, and Action Regulation Theory, underscoring its critical contribution to achieving optimal employee performance in public universities.

2.1.1 Ability-Motivation-Opportunity (AMO) Theory

The Ability-Motivation-Opportunity (AMO) Theory, first introduced by Bailey in 1993 (Garcia & Tomas, 2016), played a central role in explaining how Human Resource Management Practices (HRMPs) influenced employee performance. This theory suggests that recruitment practices, reward systems, training, and human resource planning can enhance employees' abilities, motivation, and opportunities, ultimately improving their performance. In this study, the AMO theory was particularly relevant as it aligned with the objective of examining how these HR practices affected employee performance in public universities. Effective recruitment practices ensured that employees possessed the necessary skills, aligning with the "ability" component of the theory. Reward systems, such as promotions and recognition, motivate employees, contributing to the "motivation" element, while training and development provided opportunities to apply and enhance their skills, fulfilling the "opportunity" component (Bailey, 1993; Ujma & Ingram, 2019).

The AMO theory's strength lies in its holistic approach to performance, considering not only the abilities and motivations of employees but also the opportunities provided by the organization (Gould-Williams et al., 2014). However, critics like Ehrnrooth and Björkman (2012) argue that the model oversimplifies the relationship between HR practices and performance, as it does not fully account for employees' perceptions or external factors that may influence outcomes. Despite

this, the AMO theory remains widely accepted in HRM literature as a framework for understanding how HR practices drive performance outcomes (Hutchinson, 2013).

2.1.2 Human Capital Theory

The Human Capital Theory, advocated by Schultz (1975), emphasizes the role of employees as key assets in an organization, with their skills, knowledge, and experiences being valuable forms of capital. This theory was highly relevant to the study's focus on employee performance, especially regarding the role of training and development programs. By investing in human capital through education and training, public universities can enhance employees' competencies, leading to better performance outcomes (Ladipo et al., 2013). The Human Capital Theory supported the study's objective of investigating the effect of training practices on employee performance, highlighting that well-trained employees are more capable and effective in their roles.

The theory underscores the long-term value of investing in employees' skills, contributing to higher productivity and fostering innovation within organizations (Hallet et al., 2018). However, while the theory advocates for investment in human resources, it can be criticized for assuming a direct link between investment and performance. In reality, external factors, such as organizational culture and leadership, can influence the effectiveness of such investments (Kishton & Widaman, 2017). Despite criticisms, HCT remains a valuable framework for understanding the relationship between HRM practices and employee performance, particularly in the context of education and development (Cook & Klein, 2006).

2.1.3 Action Regulation Theory of Career Self-Management

The Action Regulation Theory of Career Self-Management (ART), proposed by Raabe, Frese, and Beehr (2006), provided a unique perspective by shifting the focus from organizational practices to

individual employee initiative. This theory posits that employees are responsible for managing their careers by setting goals, planning, and taking proactive steps to achieve those goals, which is increasingly necessary in today's evolving work environment. ART was relevant to this study as it complemented the focus on HRM practices by considering how employees can self-regulate and manage their performance, particularly when organizational support is limited (Raabe, Frese, & Beehr, 2006).

The theory highlighted the importance of personal initiative in career development, suggesting that employees can take charge of their career paths through self-regulation and feedback mechanisms. This aligned with the study's objective of exploring the role of self-management in enhancing employee performance. A major strength of ART was its recognition of the employee's agency, encouraging proactive career management even in the absence of formal organizational support. However, the theory's emphasis on individual responsibility may have overlooked the critical role that organizational structures and opportunities play in facilitating career development (Frayne & Geringer, 2000).

2.2.1 Concept of Employee Performance

Employee Performance is Optimal Worker end results due to the effort put in the process of production (Ahmad & Schroeder, 2018). Karuri, (2019) conducted research on influence of human resource management practices on employee performance - a case of customs department, Kenya revenue authority and used recruitment, training, compensation and performance evaluation practices as a measurement of employee performance. In addition, Bukhuni (2022) conducted another research on effect of human resource management practices on employee performance in public secondary schools in Kenya. The researcher used motivational practices, leadership

practices, training practices and work environment practices as a measurement of employee performance.

Another research by Kathambi, (2018) on human resource management practices and performance of manufacturing companies in Nairobi city county, Kenya. The researcher used compensation, training, recruitment and information sharing practices as a measurement of employee performance. Additionally, Karyango (2019) in his study on Human resource management practices on employee performance in of district local governments a case study of Sheema district local government, used organizational culture, employee retention, reward management systems, and human resource planning as measurements of employee performance. Therefore, this study came in to fill the gap by adopting recruitment, reward, training and human resource planning practices to measure employee performance.

This research adopted the definition of the dependent variable of the study - employee performance - from Blanchard (2018) which referred to employee performance as the extent to which employees fulfill their job responsibilities and achieve the desired outcomes and goals set by the organization. It reflected the effectiveness, productivity, and overall contribution of employees to their work. The context of employee performance was crucial in this study for several reasons: First, employee performance allowed researcher to assess the impact of various HR practices, such as recruitment, rewards, training, and human resource planning, on the actual outcomes produced by employees. By examining employee performance, the researcher gauged the effectiveness of these practices in enhancing individual and organizational productivity. Secondly, employee performance played a significant role in determining the overall success of an organization.

Understanding the factors that influenced employee performance, such as organizational culture and HR practices, helped public universities in the Nyanza region improve their overall performance and achieve their objectives. Thirdly, employee performance reflected the effectiveness of human resource management within public universities in Nyanza region. It indicated how well HR practices, policies, and strategies are implemented and aligned with organizational goals. By studying the moderating effect of organizational culture on HR practices and employee performance, researcher gained insights into how to enhance the efficacy of human resource management in public universities. Fourthly, employee performance was closely linked to employee engagement and satisfaction. When employees were engaged and satisfied with their work environment, they performed at their best.

By examining employee performance, researcher identified factors that influenced engagement and satisfaction, allowing him to design interventions and strategies that fostered a positive work environment. Lastly, the context of employee performance provided an opportunity for continuous improvement within organizations. By understanding the factors that impact performance, public universities in the Nyanza region, researcher identified areas for development and implement targeted interventions to enhance employee capabilities, motivation, and job satisfaction. Overall, studying employee performance within the context of this research was important because it allowed researcher to evaluate the effectiveness of HR practices, understand the impact of organizational culture, and identify opportunities for improving individual and organizational outcomes.

2.2.2 Concept of Human Resource Management Practices

Human Resource Management Practices covers all aspects of employing and managing people in an organization, including strategic HRM, human capital management, knowledge management,

corporate social responsibility, organizational development, resourcing, learning and development, the wellness of employees and employee services and performance management (Armstrong, 2012). Understanding the context of human resource management practices was crucial to this study because it provided insights into how these practices influence employee performance within public universities in the Nyanza region. The study of HRMP identified areas of strength and areas that required improvement in HRM practices to enhance employee performance and also allow for comparisons and benchmarking against best practices in HRM within the context of public universities in Kenya. The study contributes to the existing body of knowledge on the relationship between HRM practices and employee performance, specifically in the public university setting. By examining the context of HRM practices, this study shed light on how these practices interacted with organizational culture and how they collectively influenced employee performance in the Nyanza region's public universities.

2.2.3 Concept of Recruitment practices

Recruitment involves several key steps, including "reviewing applications, selecting suitable candidates for interviews, conducting tests, administering pre-employment assessments, and ultimately choosing the most qualified individual for the position" (Wayne & Martocchio, 2016). Karuri's (2019), conducted research within the customs department of the Kenya Revenue Authority, and used both Internal and External Sources of recruitment as measurement of recruitment practices. Internal sourcing involves the nurturing and promotion of talent from within the organization's ranks, while external channels aim to attract fresh talent from outside. Meanwhile, Igoki (2021), in her study focused on public universities in Kenya, emphasized the paramount importance of Technical Capability, Skills, and Realistic Job Descriptions as measures of recruitment practices.

Ensuring candidates possess the requisite qualifications and providing accurate job expectations during recruitment are central to achieving successful outcomes. Additionally, Agoi (2016), in her research centered on public sugar manufacturing firms in Kenya, delved into Recruitment Methods and the Selection Process as critical measurements of recruitment practices. The methods employed to entice prospective candidates and the rigor with which the selection process was conducted emerge as pivotal determinants of the quality of hires. Collectively, these studies illuminated the intricate facets of recruitment practices, underscoring their profound influence on an organization's workforce and, by extension, its overall success. Therefore, this study adopted Internal and External Sources of recruitment, Recruitment Methods and the Selection Process as measurements of recruitment practices.

2.2.4 Concept of Reward systems

Reward practices are the procedures and policies that organizations use to pay the workers proportionately based on the performance and terms of contract (Sothy, 2019). The context of reward systems was important in this study because it influenced employee motivation, job satisfaction, and overall performance, moreover effective reward systems aligned with employee efforts with organizational goals, foster a positive work environment, and attract and retain talented individuals (Sothy, 2019). Karuri (2019), in his study of the Customs Department at the Kenya Revenue Authority, examined the Influence of Human Resource Management Practices on Employee Performance. Karuri's study focused on Benefits and Allowances as measurements of reward. Rewards in the form of benefits and allowances are integral in recognizing and motivating employees, as they contribute to overall job satisfaction and commitment.

Abebe (2018), in research centered on Kaliti Foods Manufacturing Factory in Addis Ababa, explored the Effect of Compensation on Employee Productivity. Abebe's research primarily

considered Financial and Non-Financial Rewards as a measurement of reward practices. Muchiri (2021), in a study conducted at Canon Chemicals Ltd in Kenya, delved into Human Resource Management Practices and Employee Performance. Muchiri assessed Fringe Benefits and Promotions as measurements of reward.

2.2.5 Concept of Training Practices

According to Salah (2016), training is the process through which individuals gain specific skills or knowledge relevant to their job or area of expertise. The goal of training is to enhance employees' abilities, knowledge, and competencies, enabling them to perform their job tasks more effectively and efficiently, and to apply new insights to foster innovation in their work. Asava (2013), in the context of Unga Limited Eldoret in Kenya, conducted an investigation into the Influence of Training on Employee Productivity in the processing sector. Asava employed Knowledge, Attitude, Capacity, and Skills as key measurements of training. This approach recognizes that effective training goes beyond imparting technical knowledge alone; it also focuses on shaping employees' attitudes, enhancing their overall capacity, and fostering the development of specific skills crucial for maximizing employee productivity.

Bukhuni (2022), in a study centered on Public Secondary Schools in Kenya, explored the Effect of Human Resource Management Practices on Employee Performance. The assessment of training practices in this context encompassed three measurements: Conducting Training Needs Analysis, fostering Personal and Career Development, and providing In-Service Training. Conducting training needs analysis ensured that training initiatives were aligned with specific organizational requirements, while personal and career development initiatives emphasized ongoing growth and the career advancement of employees. In-service training further ensured that employees received

continuous learning opportunities to enhance their capabilities and contribute positively to their performance.

2.2.6 Concept of Human Resource planning

Human resource planning refers to the systematic process of aligning human resources with organizational goals and objectives, it involves forecasting future workforce needs, analyzing the current workforce, and developing strategies to ensure the right people are in the right positions at the right time (Armstrong, 2014).

Karyango (2019), in his research of Sheema District Local Government, conducted a comprehensive examination of The Impact of Human Resource Planning on Organizational Performance. Karyango's study employed Employee Retention, Organizational Structure, Training and Development, and Reward Management as measurements of human resource planning. These elements highlight the importance of retaining talent, optimizing the organizational structure to support strategic goals, nurturing employee development, and effectively managing rewards as integral components of a well-rounded human resource planning strategy. Athman & Nyang'au (2019) in their study focused on Public Hospitals in Lamu County, Kenya, investigated the Effect of Human Resource Management Practices on Employee Performance. They used Succession Planning, Staff Replacements, Matching of Skills with Jobs, and Qualification Alignment as measurements of human resource planning. This research study will adopt Succession Planning, Staff Replacements, Matching of Skills with Jobs, and Qualification Alignment as measurements of human resource planning.

2.3 Concept of Organizational Culture

Organizational culture encompasses the shared values, beliefs, norms, and practices that shape the behavior, attitudes, and interactions of individuals within an organization, defining its collective identity and social dynamics (Nazarian, Atkinson & Foroudi, 2017). Organizational culture refers to the shared values, beliefs, norms, and practices that shape the behavior and attitudes of employees within an organization (Uzo & Kinoti, 2018).

Kaibuga, Muchemi and Mwasiagi (2019), in their exploration of the moderating effect of organizational culture on knowledge transfer strategy and performance in family-owned businesses in Kenya, identified Bureaucracy, Employee Empowerment, and Family Involvement as measurements of organizational culture. These dimensions reflect the extent to which hierarchy, employee autonomy, and family values shape the culture within such organizations.

Mande et al., in their study on the moderating influence of organizational culture in the relationship between workforce diversity and employee performance in public universities in Western Kenya, focused on Workforce Diversity as a measurement of organizational culture. This dimension underscores how diversity in terms of demographics and backgrounds is embraced or managed within the university culture. Odhiambo (2016), in the context of NIC Bank Limited in Kenya, examined the Influence of Organizational Culture on Employee Performance. Odhiambo utilized Espoused Beliefs and Values, Rules and Policies, and Management Behaviors as measurements of organizational culture. These dimensions reflected the formal and informal aspects of culture, including the organization's stated values, operational guidelines, and leadership behaviors.

Alneyadi, Al-Shibami, and Bhaumik, in their study on the moderating effect of organizational culture on the relationship between transformational leadership and human capital in the UAE public sector, employed idealized influence, individualized consideration, and collectivism as

measures of organizational culture. These dimensions delved into the leadership style and communal values that guide behaviors within the organizational context. This study adopted organizational culture as a moderating variable and vision and mission, work environment, communication and teamwork as measurements of organizational culture.

2.5 Empirical Review

This section reviews empirical studies concerning the variables used in the study.

2.5.1 Recruitment Practices and Employee Performance

McAleavy and Choi (2021) conducted a study in the United States examining the determinants of recruitment, career development, and retention of Emergency Medical Dispatchers (EMDs). Their research, based on an interpretivist methodology, involved 11 inductive interviews with serving EMDs to identify factors influencing recruitment. Although not directly related to public universities, this study highlighted how organizational culture and other factors impacted recruitment processes, which may also apply to HR practices in public universities. The authors analyzed the interview data using Atlas.ti software, resulting in 20 thematic codes that were condensed into seven categories, forming the "optimum skill-set theory." Their study provided visual representations of the relationships between codes, categories, themes, and participant quotations, offering insights into EMD recruitment and retention in the U.S.

Osadume and Onoriode (2022) focused on the effect of referral recruitment on workers' efficiency, using Fidelity Bank Plc in Lagos, Nigeria, as their focal point. Their findings underscored the significant influence of recruitment practices on employee performance, stressing the importance of objective methods in enhancing employee efficiency. This emphasis on objectivity in recruitment is relevant to the study on public universities in Kenya, which explored how

organizational culture moderated the relationship between recruitment practices and employee performance.

Mwita, Nzulwa, and Kamaara (2022) examined recruitment's influence on the performance of savings and credit cooperative societies (SACCOs) in Tanzania. Their research highlighted a positive relationship between recruitment methods, selection processes, and SACCO performance. Additionally, workforce diversity was found to moderate the link between recruitment and selection processes and organizational performance. These findings were relevant to the study of public universities in Kenya's Nyanza region, as both focused on how recruitment practices impacted performance.

In Kenya, Janet (2019) investigated recruitment practices and their impact on employee performance in life insurance companies. Using a quantitative research design, the study examined interviews, placement, selection, and induction processes, revealing a statistically significant impact of recruitment practices on employee performance. Recommendations included structured interviews, diversified recruitment sources, appropriate placements, and induction procedures to improve performance. While this study offered insights into recruitment practices, it left room to explore how organizational culture moderated recruitment's effect on employee performance in Kenya's public universities.

2.5.2 Reward Practices and Employee Performance

Mansoor (2015) conducted a study in Malaysia examining the impact of rewards on job performance among employees in the chemical-based industry. The research found that both intrinsic and extrinsic rewards significantly influenced employee performance, with intrinsic rewards being particularly impactful. Although this research highlighted the importance of rewards

in HR management, it did not explore the moderating role of organizational culture on the relationship between rewards and employee performance. Further research was required to examine how organizational culture moderates reward practices in public universities in the Nyanza Region, Kenya

Abebe (2018) researched compensation and its effect on employee productivity within the Kality Foods Manufacturing Factory in Ethiopia. The study found a significant positive relationship between financial compensation and productivity, while non-financial compensation had a negligible negative impact. While this study demonstrated the link between compensation and performance, it did not address how organizational culture moderated this relationship. Exploring this gap, particularly in the context of public universities in the Nyanza Region, Kenya, offered valuable insights. Similarly, Mangale (2017) conducted a study on the influence of compensation on employee productivity at the Kenya Literature Bureau in Nairobi. The study highlighted how direct financial, indirect, and non-financial compensation affect productivity.

However, like the previous studies, it did not investigate the role of organizational culture in moderating this relationship, signaling the need for further research on this topic within public universities in the Nyanza Region. Kimani, Ngui, and Arasa (2017) examined compensation strategies at Mombasa Cement Limited and found that salary, benefits, and recognition significantly improved employee performance. While the findings underscored the motivational power of compensation, the study did not consider organizational culture's potential moderating effect. Thus, this research explored how organizational culture and compensation practices jointly influenced employee performance in Kenya's public universities.

2.5.3 Training and Development and Employee Performance

Esunge (2019) conducted a study in Sydney, Australia, investigating the impact of training on employee performance within the Professional People's Community Group. The study aimed to assess how training addressed workplace challenges, such as dismissals and sanctions. Data were collected from a sample of thirty employees using a closed-ended questionnaire. Despite initial challenges in data collection, the research confirmed that training positively impacts employee performance, helping organizations adapt to changing circumstances. While relevant to understanding the role of training in public universities in Kenya's Nyanza region, Esunge's study differed in context, focusing on a community group. Further research was required to examine how organizational culture influences training practices and their effect on employee performance in Kenyan public universities.

In Nigeria, Okuchola, Oneho, and Akinselure (2017) studied the impact of training on employee performance at Redeemer University, Ede, Osun State. Using a survey design, they distributed questionnaires across university departments. Data analysis through SPSS revealed a significant relationship between training and performance. This study was relevant to Kenyan public universities, as it also examined the link between training and employee performance. However, it did not address the role of organizational culture in moderating this relationship. Therefore, this research explored how organizational culture affected training outcomes in Kenyan universities, specifically in the Nyanza region in order to fill that gap.

Nassazi (2013) conducted a qualitative study in Uganda's telecommunications industry, he investigated the effects of training on employee performance. Data collected from 120 respondents revealed a significant positive impact of training on performance. While the study offered valuable insights, it did not explore the moderating role of organizational culture in public universities.

More research was needed to understand how organizational culture shapes the effectiveness of training programs in Kenyan universities, particularly in the Nyanza region.

Mudemba (2014) studied the influence of training on employee productivity at Unga Limited in Kenya's processing sector. The study, which used a quantitative research design, found that continuous training programs and needs assessments significantly impacted employee productivity. Although the context differed, the findings were relevant to public universities. However, a gap remained in understanding how organizational culture moderated the relationship between training and performance in public universities, particularly in the Nyanza region.

2.5.4 Human Resource Planning and Employee Performance

Ellinger and Svendsen (2021) conducted a literature-based review in Austria on the impact of human resource planning on organizational performance in manufacturing firms. Although the study did not specify sample size or data analysis methods, it highlighted the importance of effective human resource planning in meeting talent demands, developing essential skills, and maintaining a diverse workforce to achieve organizational goals. The findings underscored the importance of human resource planning in driving organizational performance and recommend considering both internal and external factors when formulating planning strategies. These insights were relevant to a study in Kenya on the moderating effect of organizational culture on HR management practices and employee performance in public universities. However, adapting these principles to the context of public universities in Kenya's Nyanza region required considering organizational culture. The Kenyan study also defined its sample size, target population, and employed suitable data analysis methods to fit its research context.

Ateufack (2021) conducted a study in Cameroon that focused on the impact of human resource planning on employee performance in selected banks. The study used random sampling techniques, gathering data from 350 bank employees through self-designed questionnaires. Analysis using SPSS revealed a positive relationship between human resource planning and employee performance, emphasizing the need for well-defined HR practices. This study was also relevant to Kenya's public universities, where human resource planning played a similar role in enhancing performance. However, there were contextual differences between private-sector banks in Cameroon and public universities in Kenya which were considered. The Kenyan study investigated how organizational culture moderated the relationship between HR practices and employee performance, especially in academic environments where organization culture differed from those of the private sector.

In Uganda, Karyango (2019) assessed the impact of human resource planning on organizational performance in Sheema District Local Government. Using both quantitative and qualitative approaches, the study targeted 45 employees from different departments, with 40 respondents selected via purposive sampling. SPSS analysis showed a significant positive relationship between human resource planning and organizational performance. The study recommended adjustments to HR planning policies, such as prioritizing reward management and implementing a hierarchical grade structure to motivate performance. These findings provided valuable insights for a study in Kenya on the moderating role of organizational culture on HR practices and performance in public universities. The Ugandan study highlighted the importance of HR planning, but the Kenyan study explored how organizational culture influenced this relationship within the academic context of public universities.

In Kenya, Kiai, Karimi, and Lewa (2017) conducted a cross-sectional survey of all 68 listed firms on the Nairobi Securities Exchange (NSE) to determine the influence of human resource planning on firm performance. Data from 136 respondents, including HR heads and finance directors, were collected through structured questionnaires. SPSS analysis revealed a significant positive relationship between human resource planning and firm performance. The study emphasized the role of HR planning indicators such as succession planning, skills-job matching, and skills inventory in boosting organizational performance. This research was relevant to Kenyan public universities, emphasizing the need for effective HR planning in achieving institutional goals. However, further research was needed to explore how organizational culture in public universities moderates the relationship between HR planning and employee performance, given the distinct dynamics of universities compared to listed firms.

2.5.5 Organizational Culture and Employee Performance

In Afghanistan, Najibullah and Sarwar (2020) investigated the impact of organizational culture on employee performance within the telecommunications sector. Using adapted questionnaires, the study aimed to assess how organizational culture influences performance, with both variables subdivided into specific elements. The target population comprised of 2,000 employees in the sector, from which a random sample of 211 employees was selected. Data analysis using a regression model revealed significant relationships between organizational culture and employee performance, with varying impacts observed across sub-elements like change management and goal achievement. These findings provided valuable insights into the influence of organizational culture on employee performance in Afghanistan's telecommunication sector.

This research was relevant to the study on the moderating effect of organizational culture on human resource management practices and employee performance in Kenyan public universities, it

offered parallels in exploring how organizational culture shaped employee outcomes in different contexts. The Afghan study highlighted the importance of specific cultural elements, which the Kenyan study built upon to determine how organizational culture moderated HR practices in public universities.

In Singapore, Anozie and Ismail (2016) investigated the influence of organizational culture on employee performance at Singapore Telecommunication. Using a structured questionnaire validated through a pilot test, the study adopted a descriptive research design and surveyed 150 employees. The findings emphasized the positive impact of cultural elements like rituals, values, and heroes on employee performance, while symbols had little influence. These insights were pertinent to the Kenyan study, which examined how specific organization culture elements influenced employee performance in public universities. It also accounted for the unique aspects of organizational culture within an academic setting and offered tailored recommendations for improving performance.

In Nigeria, Salihu, Muhamad, and Musa (2016) explored the impact of organizational culture on employee performance, focusing on employee involvement, consistency, and organizational mission as predictors of job efficiency, effectiveness, and productivity. A descriptive research design was employed, using qualitative and quantitative tools to collect data from a sample of Nigerian employees. The data was analyzed using SPSS, E-views, and MS Excel, with regression analysis determining the relationships between variables. The study highlighted the importance of consistency and mission in predicting job effectiveness, and the significant role of employee involvement in enhancing productivity. These findings offered valuable guidance for the Kenyan study, particularly regarding the cultural elements that moderated the impact of HR practices on performance in public universities.

In Kenya, Ngara (2018) conducted a study at Kenya Power and Lighting Company Limited (KPLC) to examine the influence of organizational culture on performance, focusing on cooperating, innovating, and harmonizing culture traits. With a descriptive research design and a sample of 354 employees selected via stratified random sampling, the study found that all three culture traits had a significant positive impact on performance, with harmonizing culture having the highest influence. This study offered relevant insights for the Kenyan public universities' context, where similar culture traits could influence HR management practices and employee performance. Applying these findings, the Kenyan study explored how culture traits affected employee performance in higher education.

Misigo (2017) examined the influence of organizational culture on employee performance in Kenya's Civil Service, specifically within the Ministry of Water and Irrigation. The study focused on the impact of organizational values, communication, reward systems, and mission on work performance. Using a sample of 80 employees selected through stratified random sampling, the findings revealed positive influences of these cultural elements on employee performance. These insights provided a foundation for the Kenyan study, which investigated how organizational culture moderated HR practices and employee performance in public universities. However, the Kenyan study focused on the academic setting and offered a unique opportunity to explore how these dynamics played out in public universities.

2.5.5.1 Organizational Culture as a Moderating Variable

In their research conducted in the United Arab Emirates (UAE), Alneyadi et al. (2019) investigated the "Moderating Effect of Organizational Culture on the Relationship between Transformational Leadership and Human Capital" in the public sector. The study assessed how organizational culture moderates the link between transformational leadership and human capital, focusing on

fostering creativity and innovation through employee knowledge acquisition and training. Using Partial Least Squares (PLS) structural equation modeling and analyzing data from 307 valid questionnaires, the study targeted employees in the UAE's public sector. Transformational leadership, which includes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, was the independent construct, while human capital (employee skills) was the dependent construct. Organizational culture, operationalized as collectivism, served as the moderating variable.

The results demonstrated that transformational leadership significantly predicted human capital, with collectivism playing a substantial moderating role, explaining 53 percent of the variance in human capital. These findings underscored the importance of both transformational leadership and a supportive organizational culture in shaping human capital outcomes within the UAE's public sector. The relevance of these insights extended to the study in Kenya's Nyanza region, which explored how organizational culture moderated the relationship between human resource management (HRM) practices and employee performance in public universities. This study addressed a research gap by examining the specific dynamics in higher education in Kenya.

In Indonesia, Rohim and Budhiasa (2019) explored the moderating role of organizational culture in the relationship between organizational rewards, knowledge sharing, and employee performance, specifically within the Ternate Municipal Government of North Maluku Province. Using a survey approach, data was collected from echelon and structural officials in public service organizations. The study found that economic rewards significantly influenced attitudes toward knowledge sharing. Furthermore, clan culture acted as a pure moderator, reinforcing the link between remuneration and knowledge sharing. Hierarchical culture had a negative moderating effect, while adhocracy culture showed no significant impact. Market culture directly influenced

knowledge sharing. These findings highlighted the importance of organizational culture as a moderating factor in employee performance. The study was relevant to the research in Kenya's Nyanza region, suggesting that organizational culture traits within public universities influenced the effectiveness of HRM practices and employee performance outcomes.

In Nigeria, Asikhia et al. (2022) examined the moderating effect of organizational culture on the relationship between green HRM and competitive advantage in the food and beverage industry in Lagos State. They sought to understand how green HRM practices impact competitive advantage in the context of environmental sustainability. The study used a survey research design with a sample of 535 employees from selected manufacturing firms. Data collection involved a validated questionnaire, and Cronbach's Alpha was used to assess reliability. Multiple and hierarchical regression analyses were conducted to examine the relationships between green HRM, competitive advantage, and the moderating role of organizational culture.

The findings revealed that green HRM significantly influenced competitive advantage, explaining 7% of the variance. Organizational culture moderated this relationship but had a negative influence. This research highlighted the importance of aligning green HRM practices with organizational culture to enhance competitive advantage in sustainability-focused firms. These findings had implications for sectors in Nigeria and offered valuable insights for exploring how organizational culture moderated HRM practices and employee performance in Kenyan public universities.

In Kenya, Gulali et al. (2021) explored the moderating effect of organizational culture on the relationship between Quality Management System (QMS) adoption and the performance of public universities. Using a correlation research design, the study surveyed 210 top management

personnel from 11 QMS-certified universities. Descriptive statistics and moderated regression analysis were employed to assess the moderating role of organizational culture. The study found that organizational culture significantly moderated the relationship between QMS adoption and organizational performance, enhancing the positive impact of QMS on performance outcomes. These insights contributed to understanding the interaction between QMS, organizational culture, and performance in Kenyan universities and were relevant to the study in the Nyanza region. This research intended to investigate how organizational culture moderated the relationship between HRM practices and employee performance in public universities.

Njoroge, Bule, and Wanyoike (2020) investigated the moderating effect of organizational culture on the relationship between organizational learning and employee performance in classified hospitality firms in Kenya. Using a survey approach, data were collected from 225 respondents across 75 hospitality firms. Multiple regression analysis was used to examine the moderating role of organizational culture. The results indicated that organizational culture significantly moderated the relationship between organizational learning and employee performance, particularly in firms that emphasized a people-oriented culture. This study underscored the role of organizational culture in shaping the impact of organizational learning on employee performance. Although focused on the hospitality industry, the findings were relevant to the research in Kenya's Nyanza region, which examined similar moderating effects in public universities.

While both studies highlighted the role of organizational culture as a moderating variable, this research filled a gap by focusing on the unique context of public universities in Nyanza, specifically how organizational culture influences HRM practices and employee performance in this setting. Numerous studies have explored the relationship between HRM practices, organizational culture, and employee performance in various contexts (Leseiyu & Ngui, 2019).

The relationship between HRM practices and employee performance is of significant interest (Blanchard, 2018), but the role of organizational culture as a moderator has gained increasing attention in recent years (Argyris, 2017). Organizational culture, defined as the shared values, beliefs, norms, and behaviors within an organization, shapes how HR practices affect employee performance (Bryson, 2018). Most studies focused on specific HRM practices, such as high-performance work systems and performance appraisal, with limited attention to the moderating effect of organizational culture (O'Hagan, 2018). Future research should explore the role of organizational culture in a broader range of HRM practices, as understanding how different cultural dimensions interact with HR practices can provide a more nuanced view of their moderating effects (Owino & Kibera, 2019).

There is also a lack of consistency regarding the specific dimensions of organizational culture that act as moderators (Janet, 2019). Furthermore, the role of organizational culture in promoting employee well-being and work-life balance, which has been linked to enhanced employee performance (Ondieki, Paul & Mbura, 2017), remains an area for further exploration. The studies by Alneyadi et al. (2019), Rohim and Budhiasa (2019), Asikhia et al. (2022), Gulali et al. (2021), and Njoroge et al. (2020) collectively highlighted the critical role of organizational culture as a moderating factor in HRM practices and employee performance. While these studies used different dimensions of organizational culture, this study adopted Vision and Mission, work environment, communication, and teamwork as key dimensions. Additionally, the variables studied—recruitment, rewards, training, and human resource planning—differ from those in the previous research. Given that some studies were conducted outside Kenya, it was essential to explore how the cultural context in Kenya influenced the relationship between HRM practices and employee performance. This study sought to address these gaps, contributing to a comprehensive

understanding of how organizational culture moderated HRM practices and employee performance.

2.6 Summary of Knowledge Gaps

After the review of literature on human resource management practices that is, recruitment practices, rewards practices, training practices, human resource planning and organizational culture in relation to employee performance, numerous knowledge gaps have been identified as indicated in Table 2.1

Table 2.1 Summary of Knowledge Gaps

Authors	Topic	Methodology	Findings	Knowledge Gaps
McAleavy and Choi (2021)	The impact of recruitment and retention of Emergency Medical Dispatchers (EMDs) in the United States.	The study employed an interpretivist approach, conducting 11 inductive interviews with Emergency Medical Dispatchers (EMDs).	The study shed light on the factors affecting recruitment and retention of Emergency Medical Dispatchers in the USA. While the study focused on EMDs, it shed light on how organizational culture positively influence recruitment processes.	The study was conducted outside Kenyan context. While the EMD study offered insights into recruitment and retention in a specific field, it remains unclear how these insights relate to HR practices within the distinct environment of public universities.
Osadume & Onoriode (2022)	Effect of Referral Recruitment on Workers' Efficiency in Fidelity Bank Plc, Lagos, Nigeria	The study used a descriptive research design. Stratified random sampling method was utilized and questionnaires were used to collect data which was analyzed using descriptive and inferential statistics	The research findings highlighted the significant influence of recruitment practices on employee performance. The study emphasized the importance of objective recruitment methods in enhancing employee efficiency.	The study as conducted in Nigeria offers insights into the impact of recruitment practices on employee performance in a corporate setting using descriptive research design. The current research will be done in Kenya focusing on public
Janet (2019)	The Effect of Recruitment Practices on Employee Performance in Kenya's Life Insurance Companies	Janet's study employed a quantitative research design to assess the impact of the employee recruitment process on	The study found a statistically significant impact of recruitment practices on employee performance.	Janet's study in Kenya offers insights into the impact of recruitment practices on employee performance in the life

		employee performance. The study focused on various aspects of recruitment, including interviews, placement, selection processes, and induction.		insurance sector. However, there are knowledge gaps, including the transferability of findings to public universities and the role of organizational culture.
Mansoor (2015)	Impact of Rewards on Job Performance in Chemical-Based Industry Employees in Malaysia.	Mansoor's study in Malaysia employed a quantitative research method to examine the impact of rewards on job performance among employees in the chemical-based industry.	The study found that both intrinsic and extrinsic rewards significantly influenced employee performance, with intrinsic rewards playing a particularly influential role.	Mansoor's study provides insights into the impact of rewards on employee performance but does not consider the role of organizational culture as a moderator. This gap highlights the need for further research to investigate how organizational culture interacts with reward practices in the specific context of public universities in the Nyanza Region, Kenya.
Siyum (2020)	Impact of rewards on employee performance in both private and public hospitals in the Tigray region, Ethiopia	The study used a cross-sectional survey involving 379 human resource employees.	The research found that reward practices had an impact on employee performance in both private and public hospitals in the Tigray region.	While Siyum's study explored the relationship between rewards (compensation) and employee performance, it did not directly investigate how organizational culture

Mangale (2017)	Effects of compensation on employee productivity, with a specific case study of the Kenya Literature Bureau (KLB) in South C, Nairobi.	The study employed questionnaires and had a sample of 45 respondents.	The study found insights relevant to understanding the impact of compensation (reward) on employee productivity.	influences the reward-performance relationship. Mangale's study did not directly explore the influence of organizational culture on the compensation-performance relationship.
Kimani, Ngui, & Arasa (2017)	Impact of compensation strategies on employee performance in Mombasa Cement, Kenya	The study used questionnaires and targeted 153 employees for data collection.	The findings of the study indicated that reasonable salary, bonuses, allowances, and recognition positively influenced employee performance.	The study by Kimani, Ngui, & Arasa highlights the significance of compensation practices in improving employee performance.
Mudemba (2014)	Influence of training on employee productivity: A Case of Unga Limited.	The research at Unga Limited utilized a quantitative design, surveying employees from various positions. A structured questionnaire garnered responses from 65 participants, achieving an 80% response rate. Employing Pearson's rank moment correlation analysis, the study explored the link between training and employee productivity.	The findings emphasized the significance of training needs assessments, continuous training programs, and recognizing exceptional performance during training sessions.	Mudemba's study was conducted in the processing sector, which is a different context from the current study. The gap to be addressed in this research is understanding how organizational culture moderates the relationship between training and employee performance within Kenyan public universities.

Al-Riyami & Banu (2020)	Impact of human resource planning on organizational performance in government ministries in Oman.	The study included a total of 20 respondents, and data were collected through a questionnaire. Comprehensive analysis was conducted using descriptive statistics and correlation analysis.	The results indicated a strong correlation between human resource planning and organizational performance, emphasizing the importance of effective planning practices.	The gap to be addressed in this research is how organizational culture interacts with human resource planning to influence employee performance in public universities within the specific cultural context of Kenya.
Kiai, Karimi & Lewa (2017)	Influence of human resource planning on firm performance in 68 listed firms on the Nairobi Securities Exchange (NSE).	The study used a cross-sectional survey approach and collected data from 136 respondents, including the heads of human resources and finance directors, through structured questionnaires. Statistical analysis using SPSS revealed a significant positive relationship between human resource planning and firm performance.	The study emphasized the importance of specific human resource planning indicators, such as firm type and strategy, succession planning, skills-job matching, and skills inventory, in impacting NSE-listed firms' performance.	The study gap to be addressed in this research is exploring the specific mechanisms through which human resource planning influences employee performance in the unique context of public universities and the potential moderating role of organizational culture.

Najibullah Sarwar (2020)	& Impact of organizational culture on employee performance within the telecommunications sector in Afghanistan.	The study included approximately 2000 employees in the telecommunications sector, and a random sample of 211 employees was selected for data collection. The study employed a regression model for data analysis	The study found that organizational culture significantly influenced employee performance, and different sub-elements of organizational culture, such as change management and goal achievement, had varying effects on performance.	The research conducted in Afghanistan which is a different context. The gap to be addressed in this study is to build upon the findings by investigating which specific aspects or sub-elements of organizational culture most significantly moderate human resource management practices and employees' performance in public universities.
--------------------------	---	--	--	--

2.7 Conceptual Framework

A conceptual framework is a theoretical model that describes the relationships between different variables in a research study. In this framework, the independent variables are recruitment, reward system, training and development, and human resource planning. These factors are expected to have an impact on employee performance, which is the dependent variable in the model. However, the impact of these independent variables on employee performance is likely to be influenced by a moderating variable, which is organizational culture. A positive organizational culture that values employee development and well-being can enhance the impact of recruitment and selection, reward system, training and development, and human resource planning on employee performance. Overall, this conceptual framework provides a useful starting point for understanding the complex relationships between different factors that can impact employee performance in organizations. A summary framework of this relationship is presented in a diagrammatic representation in Figure 2.1.

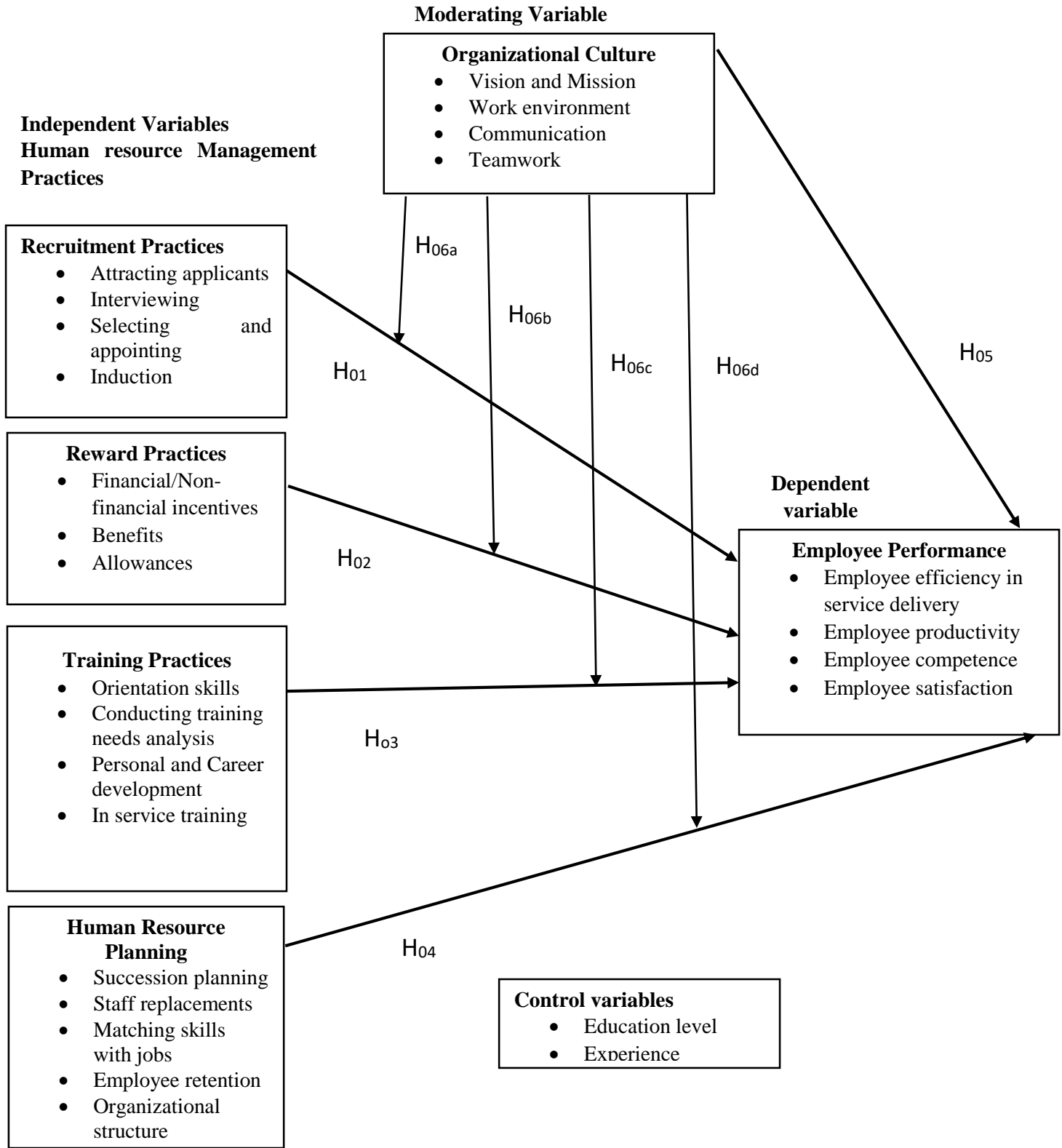


Figure 2.1 Conceptual Framework

Source: Leseiyo & Ngui (2019), modified by Researcher, 2024

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

This chapter presents the research design, study area, target population, sample size, sampling design, data collection instrument, measurements of the study variables, validity and reliability of the instrument, data processing techniques and analysis, presentation, assumptions of regression and lastly ethical consideration.

3.1 Research Design

Research design refers to the structure or collection of methods and procedures used to gather and analyze data related to specific variables outlined in a research problem (Ranganathan & Aggarwal, 2018). This study employed a quantitative research design, specifically a cross-sectional survey. This approach allowed for the analysis of relationships between Human Resource Management (HRM) practices, organizational culture, and employee performance across different universities simultaneously. The cross-sectional survey was selected for its effectiveness in gathering data from a large population within a limited timeframe, enabling the identification of patterns and associations among variables.

The sampling technique employed was stratified random sampling, which ensured representation from both academic and administrative staff across the selected universities. The sample size comprised 355 employees, determined using the Yamane formula to ensure statistical validity. This sample size facilitated robust analysis while accounting for the diverse perspectives of staff within the universities.

The universities selected for the study were all public institutions located in the Nyanza region of Kenya, chosen due to their significant role in higher education and the unique challenges they faced regarding HRM practices and employee performance. This regional focus provided a context-specific understanding of the factors influencing employee performance within public universities.

Data collection was conducted through a structured questionnaire designed to assess various HRM practices, organizational culture, and employee performance. Trained research assistants introduced the questionnaire to participants, providing clear instructions to ensure comprehension and encourage participation. To ensure data quality, the research process included pilot testing of the questionnaire, along with measures to enhance reliability, such as the use of Cronbach's alpha. This comprehensive approach to data collection and analysis not only clarified the research design but also strengthened the validity of the study's findings.

3.2 Study Area

The research study focused on public universities in the Nyanza region, Kenya. Located in the southwestern part of the country, Nyanza is home to several higher education institutions offering a wide range of academic programs. The choice of Nyanza was supported by its unique cultural, social, and economic context, which provided region-specific insights. Culturally, the region's predominant Luo community influences organizational behaviors, leadership styles, and employee interactions, which are key to understanding organizational culture within the universities. Social factors, such as challenges related to education access and community expectations, directly affect employee motivation and performance. Economically, the region's mix of high poverty levels and public investment in higher education impacts resource allocation for HRM practices like training,

rewards, and recruitment. These unique factors shaped how HRM practices and organizational culture interacted with employee performance, making Nyanza an ideal setting for the study. The presence of diverse public universities, such as Maseno University, Rongo University, Kisii University, Jaramogi Oginga Odinga University of Science and Technology (JOOUST) and Tom Mboya University College, each with its distinct organizational culture, offered fertile ground for in-depth analysis. This region was also chosen due to its significant representation of public universities, making it a relevant setting to investigate the research problem. Additionally, Nyanza's cultural and academic landscape added to the significance of the study.

3.3 Target Population

Wambugu et al. (2015) defined a population as the entire group of people, events, or things of interest that the researcher wishes to investigate. This research was conducted in public universities in the Nyanza region, Kenya, specifically Rongo University, Maseno University, Kisii University, Jaramogi Oginga Odinga University of Science and Technology, and Tom Mboya University College. The target population for the study included 3,129 employees, comprising both academic and administrative staff from these universities. The population distribution was as follows: Rongo University (458), Maseno University (1,376), Kisii University (629), Jaramogi Oginga Odinga University of Science and Technology (491), and Tom Mboya University College (175). This inclusion ensured a comprehensive examination of the research problem from multiple perspectives, as reflected in the staff population shown in Table 3.1.

Table 3.1: Target Population of Study

UNIVERSITY	TOTAL POPULATION
Rongo University	458
Maseno University	1,376
Kisii University	629
Jaramogi Oginga Odinga University of Science and Technology	491
Tom Mboya University College	175
TOTAL	3,129

Source: Official Respective University Websites, 2024

3.4 Sample Size

Sample size is a research term used for defining the number of individuals included in a research study to represent a population (Kibuacha, 2021). The sample size estimation can be done either by using; manual calculation, sample size software, sample size tables from scientific published articles, adopting various acceptable rule-of-thumbs (Bujang, 2021). To determine the sample size, the study employed the Yamane formula, given the finite population of public universities in Nyanza. Using a confidence level of 95% and a margin of error of 5%.

Yamane's formula, developed by Taro Yamane in 1967, is a method used to calculate the sample size for a research study when dealing with a finite population. This formula is commonly used in survey research to determine the appropriate sample size needed to draw reliable conclusions about a population without having to survey the entire population. The formula was as follows:

$$n = N / (1 + N (e)^2)$$

$$n = 3,129 / (1 + 3,129 (0.05)^2)$$

$$n = 3,129 / 1 + 7.8225$$

$$n = 3,129 / 8.8225$$

$$n = 355$$

Where:

n represents the required sample size.

N denotes the size of the finite population you are studying.

e (epsilon) is the desired level of precision/ margin error, typically expressed as a decimal (0.05).

3.5 Sampling procedure/technique

The sampling procedure for this study began by using the Yamane formula to determine a sample size of 355 participants from the target population of 3,129 employees in the Nyanza region's public universities. This approach ensured that the sample was representative, accounting for an appropriate margin of error and confidence level. Once the sample size was established, random sampling was employed to select participants from both academic and administrative staff. This method provided each employee an equal chance of being included in the study, reducing bias and enhancing the representativeness of the findings across the five public universities.

Table 3.2: Sample Frame

University	Total Population	Sample size
Rongo University	458	52
Maseno University	1,376	156
Kisii University	629	71
Jaramogi Oginga Odinga University of Science and Technology	491	56
Tom Mboya University College	175	20
Total	3,129	355

Source: Researcher, 2024

3.6 Data Collection Instruments

Data was collected using structured questionnaires specifically designed to measure the study variables. The questionnaire included validated scales and items adapted from existing literature to assess organizational culture, human resource management practices, and employee performance. Polkinghorne, (2005) described data collection as the process of preparing and collecting data for the purpose of obtaining information to keep on record, to make decisions about important issues and to pass information onto others. Kothari (2008) observes that collecting data through the questionnaires saves time since it is possible to collect huge amount of information especially when the population of interest is large. This method of data collection was adopted to ensure high accuracy and convenience of obtaining data from the respondents (Creswell, *et al.*,

2000). As Kothari (2008) observed questionnaires are objective than interviews because they gather responses in a standardized way. The quantitative responses were captured under five pre-coded responses of the Likert scale that allows conversion of the responses into quantifiable forms. This study mainly relied on primary data collected using a questionnaire. The questionnaires were administered through drop and pick method whereby the respondents were left with the questionnaire to fill in their convenient time. The researcher then made subsequent visits and courtesy calls when necessary to remind the respondents to fill the questionnaires and in so doing increasing the response rate.

3.7 Measurements of Variables

This research adopted the 5-point Likert scale. A 5-point Likert scale is a commonly used tool in survey research to measure the attitudes, opinions, perceptions, and behaviors of individuals regarding a particular topic or set of variables. It provided a simple and structured way to gather data on people's responses to a series of statements or questions. The 5-point Likert scale is a widely used and versatile tool for measuring and quantifying human responses, making it valuable in a range of research disciplines and applications.

3.7.1 Dependent and Independent Variables

The dependent variable, Employee Performance, was measured using self-assessment scores on key performance indicators. It had 6 items adopted from Muchiri, (2021), (Bartoo, Nambuswa & Namusonge) Karuri, (2019), and Kinyamu (2021). Independent variables, Human Resource Management Practices, was assessed based on employees' perceptions of the effectiveness of HR practices. It Included Recruitment practices which were adopted from (Agoi, 2017) and had 6 items which were dopted from Karuri, (2019), Mwitwa, Nzulwa, & Kamaara (2023), Kinyamu (2021),

3.7.2 Moderator Variable

Organizational Culture was the moderating variable. Organizational culture refers to the shared values, beliefs, norms, behaviors, and customs that shape the way individuals within an organization interact with each other and with external stakeholders (Kaibunga, Muchemi, & Mwasiagi, (2022). A number of studies incorporated organizational culture as a moderating variable. For instance, Alneyadi, Al-Shibami, Ameen, and Bhaumik (2019) in the United Arab Emirates, Rohim and Budhiasa (2019) in Indonesia, Asikhia et al. (2022) in Nigeria, Gulali et al. (2021) in Kenya, and Njoroge, Bule and Wanyoike (2020). The above studies collectively shed light on the pivotal role of organizational culture as a moderator in the realm of human resource management (HRM) practices and employee performance. Some of the studies have also been conducted outside the Kenyan context. This study therefore adopted organization culture from Wekesa, (2017); Mande et al. (2019).

3.7.3 Covariates

Covariates such as age, gender, experience, level of study and years of service were considered as potential control variables in the analysis to account for individual differences. These variables were adopted from Wekesa, (2017); Mande et al. (2019). In this research, covariates were tested using hierarchical regression analysis to examine the influence of independent variables—specifically HRM practices—on employee performance while accounting for the moderating effect of organizational culture. The analysis was conducted in two steps: first, the relationship between HRM practices and employee performance was assessed without considering organizational culture, and then organizational culture was introduced as a covariate to explore its moderating role. The results indicated that all four HRM practices—recruitment ($\beta = 0.165$, $p < 0.05$), reward systems ($\beta = 0.478$, $p < 0.05$), training and development ($\beta = 0.811$, $p < 0.05$), and

human resource planning ($\beta = 0.912, p < 0.05$)—had significant positive effects on employee performance. Moreover, organizational culture ($\beta = 0.238, p < 0.05$) was found to positively influence employee performance and significantly enhance the effects of HRM practices, with specific increases noted for recruitment ($\beta = 0.172, p < 0.05$), reward systems ($\beta = 0.031, p < 0.05$), training ($\beta = 0.585, p < 0.05$), and human resource planning ($\beta = 0.183, p < 0.05$). These findings demonstrate that while HRM practices are crucial for improving employee performance, their effectiveness is further amplified in the presence of a strong organizational culture.

3.8 Validity and Reliability of the Research Instrument

Validity and reliability are fundamental principles in research that ensure the trustworthiness of instruments like surveys and questionnaires (Dalati & Gómez, 2018). In this research, validity was measured through several key methods to ensure the accuracy and credibility of the findings. Expert reviews were conducted to assess the validity of the research instruments, particularly the structured questionnaire, by having subject matter experts evaluate whether the questions effectively captured the relevant constructs related to HRM practices, organizational culture, and employee performance. Additionally, a pilot test was administered to identify any ambiguities or biases in the questionnaire items, allowing for necessary refinements. Content validity was further established by mapping each item to the specific study objectives, ensuring comprehensive coverage of the constructs being measured. Finally, construct validity was assessed through factor analysis, confirming that the items clustered together as expected, thereby validating that the theoretical concepts were accurately represented.

Collectively, these methods reinforced the validity of the research, enhancing the reliability of the results regarding the impact of HRM practices and organizational culture on employee performance.

3.8.1 Reliability of the Research Instrument

Reliability refers to the degree to which measurements yield consistent results when conducted by different individuals on various occasions and under different conditions, ideally using alternative instruments that assess the same construct or skill (Kubai et al., 2019). To ensure reliability, Cronbach's alpha was calculated for each scale in the questionnaire. Calculating Cronbach's alpha to assess the reliability of questionnaire scales is a robust method, as it measures the internal consistency of items within each scale (Bujang, Omar, & Baharum, 2018). A threshold of 0.7 is a commonly accepted level, indicating that the items in the scale consistently measure the same underlying construct, and ensure the accuracy and consistency of the data, leading to more credible research findings (Franke & Sarstedt, 2019)

3.8.2 Validity of the Research Instrument

Validity of a research instrument is a complex process involving rigorous scrutiny, empirical testing, and thoughtful consideration of the instrument's purpose and implications (Taherdoost, 2016). Establishing validity was essential in this study, as it ensured that the data collected were not only accurate but also meaningful, thereby enhancing the credibility and reliability of the research findings (Heale & Twycross, 2015). Content validity involved scrutinizing the instrument's items to assess whether they comprehensively covered the entire range of the construct being measured. This was achieved through a meticulous review by experts, who evaluated whether the items adequately represented the construct (Almanasreh, Moles, & Chen, 2019).

This step ensured that no crucial aspects were overlooked and that the instrument's content aligned with the intended construct. Construct validity examined the instrument's ability to measure the theoretical concept it was designed to assess, requiring empirical evidence in addition to expert

judgment (Yusoff, 2019). Hypotheses about the relationships between the instrument's scores and other theoretically related variables were tested to confirm that the instrument indeed measured the intended construct (Flake et al., 2022). Criterion validity examined whether the instrument's scores were predictive of specific outcomes related to the construct (González & Fernández, 2017). Consequential validity considered the broader implications of using the instrument. This type of validity addressed not only the accuracy of measurement but also the ethical and practical consequences, ensuring that the instrument's use led to meaningful and beneficial outcomes for individuals and organizations (Jørgensen, Konge, & Subhi, 2018). Face validity, an informal assessment, examined whether the measurement tool appeared, on the surface, to measure what it was intended to measure. While useful as an initial check, more rigorous validity assessments were employed to establish the instrument's actual effectiveness (Connell et al., 2018).

To ensure the validity of the research instrument, multiple types of validity were employed in this study. Content validity ensured that the questionnaire covered all relevant aspects of the constructs being measured, with input from subject matter experts. Face validity was used to assess whether the questionnaire appeared suitable for its intended purpose and was tested through preliminary assessments with a small group of participants. Construct validity was established using statistical methods, like factor analysis, to examine the relationships between questionnaire items and the intended theoretical constructs. Convergent and discriminant validity were employed to verify that items related to the same construct were correlated, while unrelated items had lower correlations, ensuring that the questionnaire accurately measured distinct constructs. By meticulously designing and validating the questionnaire, the research instrument became robust and suitable for exploring the relationship between HRM practices, organizational culture, and employee performance in Kenyan public universities.

3.8.3 Pilot Study

A pilot study, or feasibility study, is an initial, smaller-scale investigation carried out prior to the main research to fine-tune methods, procedures, and tools (Aver et al., 2017). The main objective of this preliminary testing is to evaluate the validity and reliability of research instruments, such as questionnaires, to confirm their appropriateness for use in the larger study (Cooper & Schindler, 2006). This pilot study was conducted with 15 participants selected through stratified random sampling from two university campuses in Eldoret, Kenya: University of Eldoret and Moi University. These campuses were strategically chosen due to their close resemblance to the universities where the main research would be conducted, ensuring that the insights gained during the pilot phase could be directly applied to the main study.

In accordance with established research methodology principles, the pilot study sample size was approximately 10% of the main study's required sample size. This aligned with the recommendations of Barnett, Thorpe, and Young (2018), who emphasized the importance of employing a pilot sample size that is proportionate to the main study to enhance research validity and reliability. Conducting the pilot test at these locations was also logistically convenient and ensured high accessibility, making it easier to test the research procedures and instruments effectively. Moreover, the selected campuses were reflective of the larger population of public universities in Kenya, which further justified their choice as pilot locations. This pilot study allowed the researcher to adapt procedures, navigate unique dynamics, and refine the research approach before commencing the full-scale study in Nyanza region universities.

3.8.4 Reliability Test results

The Cronbach's co-efficient composite value was 0.7485 (74.85%) and therefore the research instrument was considered to be reliable as shown in Table 4.1.

Table 3.3: Reliability Analysis of Each Variable

Item	No. of items	Cronbach's alpha
Recruitment practices	6	0.7740
Reward practices	6	0.7410
Training practices	6	0.7830
Human resource planning	6	0.7000
Organization culture	6	0.7350
Employee performance	6	0.7580
Total	36	0.7485

SOURCE: Researcher, 2024

3.9 Data Processing, Analysis and Presentation

This section presents the concepts of how the researcher processed data and analyze it and how the researcher presented the study's final findings.

3.9.1 Data Processing

Collected data was coded and entered into a statistical software package for analysis (Hendrycks et al., 2019). Procedures for handling missing data and outliers was applied. Reliability of the

instrument was tested using Cronbach Alpha coefficients with a cut-off point of 0.5. Statistical Package for Social Sciences (SPSS) version 23 was used to analyze data.

3.9.2 Assumptions of Regression Model

Regression analysis relies on several critical assumptions for the validity and reliability of its results (Cleveland, Grosse & Shyu, 2017). These assumptions include linearity (the relationship between independent and dependent variables is linear), independence of errors, homoscedasticity (constant variance of errors across independent variables), normality of errors (residuals follow a normal distribution), absence of perfect multicollinearity (low correlation among independent variables), no endogeneity (independent variables are not correlated with the error term), no autocorrelation (error terms are not correlated in time series data), constant variables (independent variables exhibit variability), and absence of outliers (extreme observations don't unduly influence results). Ensuring these assumptions are met is essential for maintaining the integrity of regression analysis and obtaining meaningful insights into variable relationships. This study specifically focused on assessing the assumptions of linearity, normality, homoscedasticity, multicollinearity, and autocorrelation (Cleveland, Grosse & Shyu, 2017).

3.9.3 Data Analysis and Presentation

Data analysis refers to the systematic process of inspecting, cleaning, transforming, and interpreting data collected during a research study to extract meaningful insights, identify patterns, test hypotheses, and draw conclusions. It is a critical phase in the research process that involves applying various statistical, computational, and analytical techniques to make sense of the raw data and generate valuable findings (Peck, Short, & Olsen, 2020). Effective data analysis enhances the validity and reliability of research findings and helps researcher make evidence-based decisions

and recommendations (Heeringa, West, & Berglund, 2017). The data analysis for this research study encompassed a comprehensive approach. It began with the utilization of descriptive statistics, including measures such as mean, standard deviation and frequency distribution, to gain a deep understanding of the data's characteristics. Additionally, the Cronbach's alpha coefficient was employed to assess the consistency and reliability of the research instruments, ensuring the robustness of the data. To explore relationships between variables, the study employed correlation coefficient tests, providing insights into the degree and direction of associations. SPSS version 23 served as the analytical tool of choice, facilitating efficient data processing and statistical computations. For a more in-depth examination, hierarchical regression analysis was conducted, allowing for the assessment of direct moderation effects in the research model. The findings were presented in a comprehensive manner, employing percentages, graphs, tables, detailed descriptions, and thorough discussions. This multifaceted approach ensured that the research results were not only rigorously analyzed but also effectively communicated, enhancing the overall quality and impact of the study's outcomes.

3.10 Testing of Regression Assumptions

3.10.1 Linearity

Linearity is one of the key assumptions of regression analysis, particularly in the context of linear regression models. It refers to the assumption that the relationship between the independent variables (predictors) and the dependent variable (outcome) is linear (Yin et al., 2019). In other words, it implies that changes in the independent variables lead to proportional changes in the dependent variable. This assumption was fundamental because linear regression models are designed to model linear relationships.

One common way to assess linearity is by creating scatterplots of the data. For a simple linear regression with one independent variable, you can plot the data points on a graph, with the dependent variable on the vertical axis (y-axis) and the independent variable on the horizontal axis (x-axis). If the points roughly follow a straight-line pattern, it suggests linearity. Deviations from a straight-line pattern may indicate nonlinear relationships. Another way to check linearity is by examining the residuals (the differences between observed and predicted values) versus the predicted values. In a scatterplot of residuals against predicted values, if the points are randomly scattered around a horizontal line (with no clear pattern), it indicates that linearity is likely met. However, if there's a noticeable pattern (e.g., a curved shape), it suggests a nonlinear relationship. Assessing and addressing linearity is a critical step in regression analysis, as violations of this assumption can lead to biased and unreliable results. Linearity assumption in this study was assessed through scatterplots and residual plots.

3.10.2 Normality

Normality, in the context of statistical analysis, refers to the assumption that the data follows a normal distribution, which is a symmetrical and bell-shaped probability distribution. This assumption is particularly important in various statistical tests and models, including t-tests, ANOVA, and linear regression (Schmidt, 2018). When data approximates a normal distribution, it allows for more accurate and reliable statistical inferences. Researchers often check for normality by visually inspecting histograms, quantile-quantile (Q-Q) plots, or conducting statistical tests like the Shapiro-Wilk test (Hanusz, Tarasinska & Zielinski, 2016). While deviations from normality can be tolerated in large sample sizes due to the central limit theorem, in smaller samples, non-normality may affect the validity of results. In such cases, data transformation or non-parametric statistical tests may be considered to accommodate non-normal data distributions.

The normality assumption will be checked using normal probability plots and statistical tests (Żytkowski et al., 2021). In this study, in addition to normal probability plots and statistical tests, the normality assumption was assessed using histograms, skewness, and kurtosis measures to comprehensively evaluate the distribution of the data.

3.10.3 Homoscedasticity

Homoscedasticity refers to the assumption that the variance of errors or residuals in a regression model is constant across all levels of the independent variables (Williams 2016). In simpler terms, it means that the spread or dispersion of the residuals should be roughly the same regardless of the values of the predictors. Researchers often assess homoscedasticity by examining scatterplots of residuals against predicted values; if the spread of points appears consistent and shows no clear funnel-like or fan-shaped pattern, homoscedasticity is assumed to hold. Correcting for heteroscedasticity, if detected, may involve data transformations or the use of robust standard errors in regression models. Homoscedasticity was examined through residual plots and statistical tests

3.10.4 Multicollinearity

Multicollinearity is a statistical issue that arises in regression analysis when two or more independent variables in a model are highly correlated with each other (Bryman & Bell 2013). This high degree of correlation makes it challenging to disentangle the individual effects of these variables on the dependent variable. Multicollinearity can lead to unstable coefficient estimates, reduced statistical power, and difficulties in interpreting the results. Researchers often check for multicollinearity by calculating correlation coefficients between independent variables; high correlations, typically measured with a correlation coefficient close to +1 or -1, can signal multicollinearity. To address multicollinearity, researchers may consider methods such as

removing one of the highly correlated variables, combining them into a single variable, or using advanced techniques like principal component analysis (PCA) to create uncorrelated variables. Multicollinearity in this research was assessed using variance inflation factor (VIF) value.

3.10.5 Autocorrelation

Autocorrelation, in the context of time series analysis and regression modeling, refers to the presence of correlation between successive observations within a series or dataset (Anselin, 2020). In simpler terms, it means that the values of a variable at one point in time are influenced by their past values. Autocorrelation can pose challenges in statistical analysis, as it violates the assumption of independence of errors in regression models. Detecting autocorrelation typically involves examining residual plots or using statistical tests like the Durbin-Watson test (Uyanto, 2020). When autocorrelation is identified, it may require corrective measures such as including lagged values of the dependent variable as additional predictors or employing autoregressive models to account for the temporal dependencies. Addressing autocorrelation is crucial to ensure the validity and reliability of statistical analyses, especially when dealing with time series data or data collected over time. Autocorrelation was tested using Durbin-Watson statistic.

3.11 Model Specification

Model specification refers to the process of defining and describing the key components and characteristics of a statistical model that is used to analyze data and test hypotheses. Proper model specification is crucial in empirical research because it ensures that the model is appropriate for the data and research objectives, and it helps to avoid potential biases and errors in the analysis (Lancsar, Fiebig, & Hole, 2017).

The hierarchical regression model used in this study was based on the methods outlined by Cohen, Cohen, West, and Aiken (2003) in their work on multiple regression and statistical analysis in social and behavioral research. This model was selected because it allowed for the stepwise entry of variables into the regression equation, which is particularly useful when examining the moderating effects of variables. Hierarchical regression was employed in this study to analyze the moderating effect of organizational culture on the relationship between human resource management (HRM) practices (such as recruitment, reward systems, training, and human resource planning) and employee performance. This method provided a clear assessment of how much additional variance in the dependent variable (employee performance) is explained by the inclusion of the moderator variable (organizational culture) after accounting for the effects of the independent variables (HRM practices).

By entering the variables in steps, hierarchical regression enabled the study to establish a baseline by determining the effect of the independent variables (HRM practices) on the dependent variable (employee performance) without the moderator. It also allowed for the evaluation of moderation by assessing how the introduction of the moderator variable (organizational culture) influences the strength or direction of the relationship between the independent and dependent variables. Additionally, this method helped in understanding interaction effected by identifying and quantifying any interaction effects between the moderator and the independent variables, providing a more understanding of the relationships among the variables.

Therefore, the hierarchical regression model was appropriate for this study's aim to explore and quantify both the direct effects of HRM practices on employee performance and the moderating effect of organizational culture on these relationships.

The regression model specified the relationship between human resource management practices, organizational culture, and employee performance. Interaction terms were included to test the moderating effect of organizational culture. Hierarchical regression analysis was used to model the relationships between predictor variables (human resource management practices) and the outcome variable (employee performance), and to examine the moderating effect of organizational culture. The relationships were between:

- a) Recruitment practices and employee performance
- b) Reward systems and employee performance
- c) Training practices and employee performance
- d) Human resource planning and employee performance

By running hierarchical regression analysis, researcher examined the individual effects of human resource management practices on employee performance and assess the moderating influence of organizational culture on these relationships. Each step added more complexity to the model, allowing researcher to evaluate the added contributions of variables. In these equations:

The Multiple Regression model that aided the analysis of the variable relationships were as follows:

Y represented the Dependent variable (Employee performance)

B_0 represented the constant, $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6, \beta_7, \beta_8$ are parameters to estimate

X_1 represented recruitment practices

X_2 represented reward systems

X₃ represented training practices

X₄ represented human resource planning

M represented the Moderator (organizational culture)

C represented the Covariates (education level, and experience)

E represented Error term

The regression equation was in the form of:

Model 1:

$$Y = \beta_0 + \beta_1 \text{education level} + \beta_2 \text{experience} \dots R^2$$

Model 1 explained the relationship between predictor variables (age, gender, experience, level of study, years of service) and the outcome variable (employee performance) within the context of the research on the moderating effect of organizational culture on human resource management practices and employee performance in public universities in the Nyanza region, Kenya. This model sought to understand how individual factors such as age, gender, experience, educational level, and years of service may influence employee performance in the absence of considering the impact of organizational culture. In essence, Model 1 served as the baseline model that explored the direct relationships between these individual factors and employee performance without accounting for the moderating role of organizational culture. The coefficient estimates (β_1 , β_2 , β_3 , β_4 , β_5) in the model provided information about the strength and direction of these relationships. The R-squared (R^2) value indicated the proportion of the variance in employee performance explained by the predictor variables in this initial model.

Model 2

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon \dots \Delta R^2$$

In this model, the independent variables related to human resource management practices were added to the first model (Model 1) that considered covariates (age, gender, experience, level of study, and years of service) and employee performance. This step helped to establish a foundation for understanding the direct impact of human resource management practices on employee performance without considering the moderating effect of organizational culture.

Model 2 was a critical intermediary step in this research because it allowed researcher to evaluate the influence of these human resource management practices on employee performance while holding other variables constant. It acted as a baseline for assessing the effect of these practices in the absence of the moderating variable, organizational culture. The ΔR^2 value indicated the incremental variance in employee performance explained by this model compared to Model 1. By understanding these direct relationships, researcher then proceeded to Model 3, where the moderating variable (organizational culture) was introduced to explore its influence on these relationships.

Model 3

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \epsilon \dots \Delta R^2$$

In this model, the independent variables encompassing recruitment practices, reward systems, training practices, and human resource planning, as well as the covariates, remained constant, and represented the baseline impact of these variables on employee performance. The unique aspect of Model 3 was the introduction of the moderating variable, denoted as $\beta_5 M$, which was organizational culture. This model sought to explore how organizational culture influences and

potentially altered the relationships between these human resource management practices and employee performance. The ΔR^2 value signified the incremental variance in employee performance explained by this model when compared to Model 2, where these relationships were evaluated without considering the moderating effect of organizational culture. Model 3 was pivotal in this study as it allowed researcher to delve into the core of investigation, examining how organizational culture moderated the impact of human resource management practices on employee performance. By doing so, it provided valuable insights into the complex interplay between these factors, contributing to a comprehensive understanding of the research topic.

Model 4

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \beta_6 X_1 M + \epsilon \dots \Delta R^2$$

In this model, researcher continued to evaluate the influence of recruitment practices, reward systems, training practices, and human resource planning on employee performance while also considered the moderating role of organizational culture (as represented by $\beta_5 M$). However, an additional term, $\beta_6 X_1 M$, was introduced. This term explored the interaction between recruitment practices (X_1) and organizational culture (M) and its effect on employee performance. The covariates remained constant. Model 4 assessed how the interaction between recruitment practices and organizational culture affected employee performance, building upon the understanding of the moderating effect of organizational culture on the relationship between human resource management practices and employee performance. Other independent variables remain controlled. The ΔR^2 value indicated the incremental variance in employee performance explained by this model compared to the previous model (Model 3).

Model 5

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \beta_6 X_1 M + \beta_7 X_2 M + \epsilon + \dots + \Delta R^2$$

This model introduced a new interaction term, $\beta_7 X_2 M$, which assessed the interaction between reward systems (X_2) and organizational culture (M). The covariates remained constant. Other independent variables remained controlled as well. This interaction examined how the impact of reward systems and organizational culture affected employee performance. The ΔR^2 value signified the additional variance in employee performance explained by this model when compared to the previous model (Model 4).

Model 6

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \beta_6 X_1 M + \beta_7 X_2 M + \beta_8 X_3 M + \epsilon + \dots + \Delta R^2$$

This model served to examine the effect of the predictor variable X_3 (training practices) on the moderator variable M (organizational culture). This analysis was performed while controlling for covariates and other predictor variables, explored the moderating role of organizational culture in the relationship between human resource management practices and employee performance. Model 6 is designed to investigate whether training practices have a specific impact on how organizational culture moderates the relationship between human resource management practices and employee performance. By adding $\beta_8 X_3 M$ to the model, it isolated the influence of training practices on this moderating effect while considering the contributions of other relevant factors and predictor variables. The ΔR^2 value indicated the additional variance in employee performance explained by this model in comparison to the previous one, underscoring the unique contribution of training practices to the study's context.

Model 7

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \beta_6 X_1 M + \beta_7 X_2 M + \beta_8 X_3 M + \beta_9 X_4 M + \epsilon \dots \Delta R^2$$

This model was designed to investigate the effect of the predictor variable X_4 (human resource planning) on the moderator variable M (organizational culture). This analysis was conducted while accounting for covariates and other predictor variables. This model continues to explore the moderating role of organizational culture in the relationship between human resource management practices and employee performance. Model 7 aimed to determine whether human resource planning has a distinct impact on how organizational culture moderated the relationship between human resource management practices and employee performance. By introducing $\beta_9 X_4 M$ to the model, it isolated the influence of human resource planning on this moderating effect while considering the contributions of other relevant factors and predictor variables. The ΔR^2 value indicated the additional variance in employee performance explained by this model in comparison to the previous one, emphasizing the unique contribution of human resource planning to the study's context.

Combined Hierarchical Regression Model Specification:

The hierarchical regression model for analyzing the moderating effect of organizational culture (M) on the relationship between human resource management (HRM) practices (X_1, X_2, X_3, X_4) and employee performance (Y), while controlling for covariates (C), was specified as follows:

$$\text{Model 1: } Y = \beta_0 + \beta_1 \text{education level} + \beta_2 \text{experience} + \epsilon$$

This model established the baseline effect of covariates (education level and experience) on employee performance.

Model 2: $Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$

This model introduced the independent variables (HRM practices) to evaluate their direct effect on employee performance.

Model 3: $Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \epsilon$

This model included the moderator variable (organizational culture) to assess its direct effect on employee performance along with the HRM practices.

Model 4: $Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \beta_6 X_1 M + \epsilon$

This model introduced the interaction term between recruitment practices (X_1) and the moderator (M) to examine the moderating effect of organizational culture on the relationship between recruitment practices and employee performance.

Model 5: $Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \beta_6 X_1 M + \beta_7 X_2 M + \epsilon$

This model included the interaction term between reward systems (X_2) and the moderator (M) to assess the moderating effect of organizational culture on the relationship between reward systems and employee performance.

Model 6: $Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \beta_6 X_1 M + \beta_7 X_2 M + \beta_8 X_3 M + \epsilon$

This model introduced the interaction term between training practices (X_3) and the moderator (M) to evaluate the moderating effect of organizational culture on the relationship between training practices and employee performance.

Model 7: $Y = \beta_0 + C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \beta_6 X_1 M + \beta_7 X_2 M + \beta_8 X_3 M + \beta_9 X_4 M + \epsilon$

This final model included the interaction term between human resource planning (X_4) and the

moderator (M), examining the moderating effect of organizational culture on the relationship between human resource planning and employee performance.

Each model built upon the previous one, gradually incorporating more complexity by adding the moderator and interaction terms to better understand the dynamics between HRM practices, organizational culture, and employee performance.

Model 1 introduced the control variables (education level and experience) to establish a baseline.

Model 2 added the main effects of the HRM practices (X_1 , X_2 , X_3 , X_4) to determine their direct effects on employee performance.

Model 3 included the moderator (organizational culture, M) to see its direct effect.

Models 4-7 sequentially added the interaction terms between the moderator (M) and each HRM practice (X_1M , X_2M , X_3M , X_4M) to assess the moderating effects on the relationships between HRM practices and employee performance.

This combined model specification effectively captured the hierarchical regression approach used in the study, showing the step-by-step addition of variables and interaction terms to evaluate their impact on employee performance.

3.12 Ethical Consideration

Ethical considerations were of paramount importance in the conduct of this research study. Ethics, in this context, refers to the principles and standards that govern the moral conduct of research. To uphold these ethical standards, the researcher provided an introduction letter from the University of Eldoret and the necessary permit from the National Commission for Science, Technology, and Innovation (NACOSTI). This served to assure the participants that all the information they share

will be used strictly for academic purposes and with the utmost integrity. The researcher acknowledged the sensitivity of the research topic, which delved into the core activities of public higher education institutions. Therefore, the protection of respondents' identities was a priority, and the questionnaires did not require any personal information that might unveil their identity. Furthermore, the researcher was committed to academic honesty by avoiding plagiarism and diligently citing and referencing all sources of information used in the study. The data collection, analysis, and presentation processes were carried out with transparency and integrity, ensuring that there is no manipulation. These ethical safeguards collectively ensured that the research was conducted with the utmost respect for the rights and privacy of the participants, maintaining the highest standards of academic and research integrity throughout the study.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.0 Overview

This chapter presents analysis and findings of the study as set out in the research objectives. The findings are presented on the moderating role of organizational culture on the relationship between human resource management practices and employee performance in public universities in Nyanza, Kenya.

4.1 Response Rate

In this study, a total of 355 questionnaires were distributed to employees, including both academic and administrative staff, as well as management personnel (human resource professionals and senior administrators) in public universities in the Nyanza region of Kenya. Out of these, 322 questionnaires were completed and returned, resulting in a response rate of approximately 91%. This indicated a high level of engagement among participants, with only 9% of the questionnaires remaining unreturned. The figure illustrating the response rate visually depicts this distribution, highlighting the effective data collection process and the strong participation of the target population in the research.

These results are as shown in Figure 4.1.

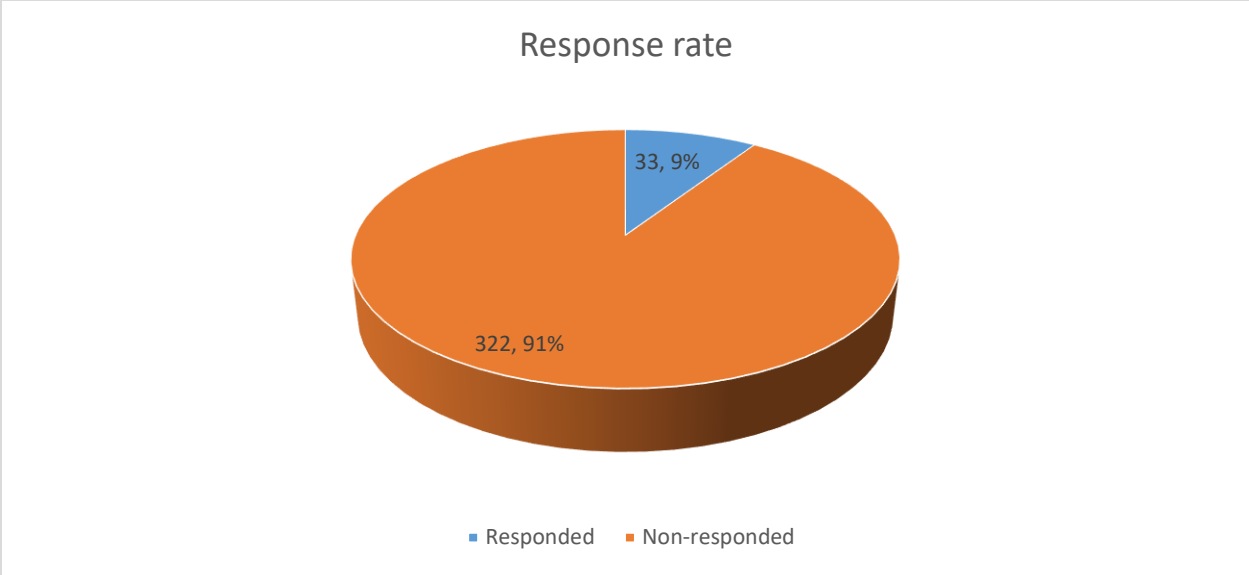


Figure 4.1: Response rate

SOURCE: Researcher, 2024

The response rate was 91% while the non-response rate was 9% as shown in Figure 4.1. A response rate of 91% was considered adequate for analysis and reporting. This was supported by Gupta and Gupta (2022) who stated that a response rate of 60% and above was good while 70% and above was very good.

4.2 Background Information of the Respondents

This section presents results on gender, age, highest education qualification and name of the institution worked for. Furthermore, the section presents results on the duration the respondent worked for the University and position held in the University.

4.3.1 Distribution of Respondents by Gender

The respondents were asked to state their gender and the results presented in Table 4.2.

Table 4.2: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	163	50.6
Female	159	49.4
Total	322	100.0

SOURCE: Researcher, 2024

The study findings showed that 163 (50.6%) of the respondents were male while 159(49.4%) were female. This implied that 1/3 gender rule had been observed in the public universities as the composition of either gender was in excess of 33.3% as stated in the Constitution of Kenya (2010).

4.3.2 Age Bracket of the Respondents

The respondents were requested to state their age bracket. The results were presented in Table 4.3.

Table 4.3: Distribution of Respondents by Age bracket

Age bracket	Frequency	Percentage
18-25	19	5.9
26-35	49	15.2
36-45	139	43.2
46-55	83	25.8
Over 55	32	9.9
Total	322	100.0

SOURCE: Researcher, 2024

Findings showed that 19(5.9%) of the respondents were aged between 18 and 25 years, 49(15.2%) between 26 and 35 years, 139(43.2%) between 36 and 45 years, 83(25.8%) between 46 and 55 years and 32(9.9%) above 55 years. The respondents were of different age brackets which is good

for a study because it played a pivotal role in shaping the perception of the respondents on performance, the quality of responses and it enhanced sample survey representatives.

4.3.3 Distribution of Respondents by Highest Education Qualification

The respondents were requested to indicate their highest education qualification. Findings were presented in Table 4.4.

Table 4.4: Distribution of Respondents by Highest education qualification

Highest education qualification	Frequency	Percentage
Certificate	18	5.6
Diploma	107	33.2
Bachelor’s degree	94	29.2
Master’s degree	40	12.4
PhD	23	7.1
Others (specify)	40	12.4
Total	322	100.0

SOURCE: Researcher, 2024

Findings as per table 4.4 revealed that, 18(5.6%) of the respondents had certificate level of education, 107(33.2%) had diploma level of education, and 94(29.2%) had bachelor’s degree. Out of the total respondents, 40(12.4%) had a masters’ degree, 23(7.1%) PhD and 40(12.4%) had professional qualifications. This implies that the respondents were well educated and were in a position to understand the topic and objectives and were able to provide the information needed to determine the moderating role of organizational culture on the relationship between Human Resource Management Practices and Employee Performance in public universities in Nyanza, Kenya.

4.3.4 Distribution of Respondents by Institutions' Name

The respondents were requested to indicate the name of the institution where they worked and findings were presented in Table 4.5;

Table 4.5: Distribution of Respondents by Institutions' name

Institution' Name	Frequency	Frequency
Rongo University	50	15.5
Maseno University	62	19.3
Kisii University	65	20.2
Tom Mboya University college	72	22.4
Jaramogi Oginga Odinga University of Science and Technology	73	22.7
Total	322	100.0

SOURCE: Researcher, 2024

The study results in Table 4.6 indicated that 50(15.5%) of the respondents were from Rongo University, 62(19.3%) Maseno University, 65(20.2%) Kisii University, 72(22.4%) Tom Mboya University college and 73(22.7%) from Jaramogi Oginga Odinga University of Science and Technology. This implied that the respondents were drawn from different institutions and therefore it enhanced diversity of opinions which improved the quality of the study.

4.3.5 Distribution of Respondents by Length of service in an Institution

The respondents were requested to indicate their length of service in an institution. Findings were presented in Table 4.6.

Table 4.6: Distribution of Respondents by length of service in an Institution

Length of service	Frequency	Percentage
0-5 Years	46	14.3
6-10 Years	68	21.1
11-15 Years	93	28.9
16-20 Years	90	28.0
21-25 Years	18	5.6
Over 25 Years	7	2.2
Total	322	100.0

SOURCE: Researcher, 2024

The study results in Table 4.6 indicated that 46(14.3%) of the respondents had worked in the institutions for a period of between 0 and 5 years, 68(21.1%) between 6 and 10 years, 93(28.9%) between 11 and 15 years, 90(28.0%) between 16 and 20 years, 18(5.6%) between 21 and 25 years and 7(2.2%) over 25 years. This implies that the respondents had worked in the institutions for a reasonable period of time and therefore were in a position to understand the moderating role of organizational culture on the relationship between Human Resource Management Practices and Employee Performance in public universities in Nyanza, Kenya.

4.3.6 Distribution of Respondents by Position in the University

The respondents were requested to indicate their position in the University. Findings were presented in Table 4.7.

Table 4.7: Distribution of Respondents by Position in the University

Position in the University	Frequency	Percentage
Senior level management	53	16.5
Middle level management	168	52.2
Low level management	101	31.3
Total	322	100.0

SOURCE: Researcher, 2024

The study results in Table 4.7 indicated that 53(16.5%) of the respondents were from senior level management, 168(52.2%) middle level management and 101(31.3%) low level management. This implied that the respondents were drawn from different levels of management which enhanced diversity of opinions which contributed to improvement in the quality of findings and the study.

4.4 Descriptive Analysis

Descriptive statistics used helped the researcher to provide a description of scores or measurements by use of statistics or indices. The types of variables and the scale of measurements used in the study had an influence of the type of statistics or indices adopted. In this study, frequencies, percentages, means and standard deviations were adopted to provide a description of scores or measurements.

4.4.1 Effect of Recruitment Practices on Employees' Performance

The first objective of the study sought to establish the effect of recruitment practices on employees' performance in Public Universities in Nyanza region, Kenya. Findings were presented in Table 4.8.

Table 4.8: Descriptive Statistics for Recruitment Practices

n=322		SD	D	NAND	A	S. A	Mean	Std. Dev
Hiring decisions at this university are determined by person's potential to do job.	F	61	45	25	82	109	3.4130	1.53065
	%	18.9	14.0	7.8	25.5	33.9		
The university employs the most qualified candidate.	F	65	39	35	44	139	3.4752	1.60441
	%	20.2	12.1	10.9	13.7	43.2		
The recruitment process is carried out in a transparent manner.	F	67	31	30	115	79	3.4472	1.55241
	%	20.8	9.6	9.3	35.7	24.5		
I am satisfied with the recruitment processes in this university.	F	70	30	26	125	71	3.4689	1.58870
	%	21.7	9.3	8.1	38.8	22.0		
Employee selection process is done in an ethical manner.	F	52	51	25	118	76	3.3571	1.41193
	%	16.1	15.8	7.8	36.6	23.6		
I consider employee selection process in my university to be done fairly	F	35	32	24	69	162	3.9037	1.39650
	%	10.9	9.9	7.5	21.4	50.3		

SOURCE: Researcher, 2024

The study sought from the respondents whether hiring decisions at their university were determined by person's potential to do job, 106 (32.9%) of respondents disagreed with the statement that hiring decisions at their university were determined by person's potential to do job while 191(59.3%) agreed that hiring decisions at their university were determined by person's potential to do job. Hiring decisions at their university were determined by person's potential to do job was further established to affect employee performance in Public Universities with (Mean= 3.4130, Std Dev = 1.53065). Findings resembled that of Karuri's (2019) that hiring decisions were determined by person's potential to do job affected employee performance. In regards to whether the university employed the most qualified candidate, 183(56.8%) agreed while 104(32.3%) disagreed. The university employed the most qualified candidate was further established to affect

employee performance in Public Universities with (Mean= 3.4752, Std Dev = 1.60441). The study by Igoki (2021) also established that employing the most qualified candidate affected employee performance.

The study sought to determine whether the recruitment process was carried out in a transparent manner, 194(60.2%) agreed while 98(30.4%) disagreed. Carrying-out the recruitment process in a transparent manner was further established to affect employee performance in Public Universities with (Mean= 3.4472, Std Dev = 1.55241). Findings were in-tandem with that of Agoi (2016) that carrying-out the recruitment process in a transparent manner affected employee performance. In regards to whether the respondents were satisfied with the recruitment processes in this university, 100(31.1%) disagreed while 196(60.9%) agreed. Being satisfied with the recruitment processes in this university was further established to affect employee performance in Public Universities with (Mean= 3.4689, Std Dev = 1.58870). The study by Adeola and Adebisi (2016) also established that satisfaction with the recruitment processes affected employee performance.

The study sought to determine whether employee selection process was done in an ethical manner, 194(60.2%) agreed while 103(32.0%) disagreed. Doing employee selection process in an ethical manner was further established to affect employee performance in Public Universities with (mean= 3.3571, std. Dev. = 1.41193). Findings resembled that of Girsang et al. (2023) that doing employee selection process in an ethical manner affected employee performance. In relation to whether respondents considered employee selection process in the university to be done fairly, 67(20.8%) disagreed while 231(71.7%) agreed. Employee selection process in the university that was done fairly was further established to affect employee performance in Public Universities with (Mean= 3.9037, Std Dev = 1.39650). The study was in agreement with that of Suwanto and Subyantoro (2019) that how fair employee selection process is, affected employee performance.

4.4.2 Reward Practices on Employees' Performance

The second objective of the study sought to determine the effect of reward systems on employees' performance in Public Universities in Nyanza region, Kenya. Findings were presented in Table 4.9

Table 4.9: Descriptive Statistics for Reward Practices

n=322		SD	D	NAND	A	S. A	Mean	Std. Dev
This University maintains a competitive pay and benefit package.	F	59	19	24	86	134	3.6739	1.50881
	%	18.3	5.9	7.5	26.7	41.6		
This university pay policy helps attract and retain high performing employees.	F	53	63	26	88	92	3.3199	1.47466
	%	16.5	19.6	8.1	27.3	28.6		
The pay structure at my university ensures that there is a good balance in comparison with other employees of other related universities.	F	42	40	123	30	87	3.6491	1.42447
	%	13.0	12.4	38.2	9.3	27.0		
My basic pay motivates me to do my work well.	F	47	60	30	43	142	3.3882	1.32608
	%	14.6	18.6	9.3	13.4	44.1		
I am satisfied with the non-financial compensation I receive.	F	57	148	17	22	78	3.7391	1.52251
	%	17.7	46.0	5.3	6.8	24.2		
This University provides a competitive compensation and benefits package when compared to other institutions of higher learning.	F	112	51	32	79	47	3.5031	1.53920
	%	34.8	15.8	9.9	24.5	14.6		

SOURCE: Researcher, 2024

The study sought to determine whether the University maintained a competitive pay and benefit package, 78(24.2%) disagreed while 220(68.3%) agreed. The University maintenance of a competitive pay and benefit package was further established to affect employee performance in Public Universities with (Mean= 3.6739, Std Dev = 1.50881). Findings resembled that of Karuri (2019) that maintenance of a competitive pay and benefit package affected employee performance. On whether the university pay policy helped attract and retain high performing employees, 180(55.9%) agreed while 116(36.0%) disagreed. The university pay policy that helped to attract and retain high performing employees was further established to affect employee performance in Public Universities with (Mean= 3.3199, Std Dev = 1.47466). The study was in agreement with that of Abebe (2018) that an institutions' pay policy that helped to attract and retain high performing employees affected employee performance.

In regards to whether the pay structure at the university ensures that there was a good balance in comparison with other employees of other related universities, 117(36.3%) agreed while 82(25.5%) disagreed. A pay structure at the university that ensured that there was a good balance in comparison with other employees of other related universities was further established to affect employee performance in Public Universities with (Mean= 3.6491, Std Dev = 1.42447). Findings were similar to that of Muchiri (2021) that a pay structure that ensured that there is a good balance in comparison with other employees of other related institutions affected employee performance. On whether a respondent basic pay motivates the respondent to do their work well, 107(33.2%) disagreed while 185(57.5%) agreed. A respondent basic pay that motivates the respondent to do their work well was further established to affect employee performance in Public Universities with (Mean= 3.3882, Std Dev = 1.32608). Findings are in-tandem with that of Noorazem et al. (2021) that employee's basic pay that motivates them to do their work well affect employee performance.

The study sought to determine from the respondents whether they were satisfied with the non-financial compensation that they received, 205(63.2%) disagreed while 100(31.1%) agreed. Being satisfied with the non-financial compensation that a respondent received was further established to affect employee performance in Public Universities with (Mean= 3.7391, Std Dev = 1.5225). The study by Okoli, *et al.* (2020) also established that being satisfied with the non-financial compensation that an employee receives affected employee performance. In regards to whether the University provided a competitive compensation and benefits package when compared to other institutions of higher learning, 163(50.6%) disagreed while 126(39.1%) agreed. The University provision of a competitive compensation and benefits package when compared to other institutions of higher learning was further established to affect employee performance in Public Universities with (Mean= 3.5031, Std Dev = 1.53920). Findings resembled that of Ngwa et al. (2019) that provision of a competitive compensation and benefits package when compared to other organizations affected employee performance.

4.4.3 Training Practices on Employees' Performance

The third objective of the study sought to evaluate the effect of training practices on employees' performance in Public Universities in Nyanza region, Kenya. Findings were presented in Table 4.10.

Table 4.10: Descriptive Statistics for Training Practices

n=322		SD	D	NAND	A	S. A	Mean	Std. Dev
Training makes employees more effective in their performance.	F	0	0	83	131	108	3.4348	1.49884
	%	0.0	0.0	25.8	40.7	33.5		
Training is relevant to the needs of employee's performance.	F	33	30	24	70	165	3.9441	1.37285
	%	10.2	9.3	7.5	21.7	51.2		
Through training, my institution is able to invest on their employees.	F	38	23	35	109	117	3.7578	1.32917
	%	11.8	7.1	10.9	33.9	36.3		
I am equipped with relevant skills to perform my job.	F	0	30	48	127	117	3.5994	1.42006
	%	0.0	9.3	14.9	39.4	36.3		
This University trains new employees to acquaint them with the job.	F	43	20	45	81	133	3.6708	1.46092
	%	13.4	6.2	14.0	25.2	41.3		
Training is provided to equip the university staff with various skills to perform different jobs.	F	0	0	30	150	142	2.9286	1.64000
	%	0.0	0.0	9.3	46.6	44.1		

SOURCE: Researcher, 2024

The study had sought to determine whether training made employees more effective in their performance, 239(74.2%) agreed while none disagreed. Training that made employees more effective in their performance was further established to affect employee performance in Public Universities with (Mean= 3.4348, Std Dev = 1.49884). The study by Bukhuni (2022) also established that training that made employees more effective in their performance affected employee performance. In regards to whether training was relevant to the needs of employee's performance, 63(19.6%) disagreed while 235(72.9%) agreed. Training that was relevant to the needs of employee's performance was further established to affect employee performance in Public Universities with (Mean= 3.9441, Std Dev = 1.37285). Findings resembled that of Halawi

and Haydar (2018) that training that was relevant to the needs of employee's performance affected employee performance.

The study also sought to determine whether through training, the institution was able to invest on their employees, 226(70.2%) agreed while 61(18.9%) disagreed. An institutions' ability to invest on their employees through training was further established to affect employee performance in Public Universities with (Mean= 3.7578, Std Dev = 1.32917). The study was in agreement with that of Mahadevan and Yap (2019) that an organizations ability to invest on their employees through training affected employee performance. On whether the respondents were equipped with relevant skills to perform their job, 244(75.8%) agreed while 30(9.3%) disagreed. Being equipped with relevant skills to perform a job was further established to affect employee performance in Public Universities with (Mean= 3.5994, Std Dev = 1.42006). The study by Aldhuhoori et al. (2022) also established that being equipped with relevant skills to perform a job affected employee performance.

In regards to whether the University trained new employees to acquaint them with the job, 214(66.5%) agreed while 63(20.0%) disagreed. The University trained new employees to acquaint them with the job was further established to affect employee performance in Public Universities with (Mean= 3.6708, Std Dev = 1.46092). The study by Amir et al. (2022) also established that the training new employees to acquaint them with the job affected employee performance. Lastly, the study sought to determine whether training was provided to equip the university staff with various skills to perform different jobs, 292(90.7%) agreed while none disagreed. Training that was provided to equip the university staff with various skills to perform different jobs was further established to affect employee performance in Public Universities with (Mean= 2.9286, Std Dev = 1.64000). The study was in agreement with that of Kalli et al. (2023) that training that was

provided to equip a staff with various skills to perform different jobs affected employee performance.

4.4.4 Human Resource Planning on Employees' Performance

The fourth objective of the study was to establish the effect of human resource planning on employees' performance in Public Universities in Nyanza region, Kenya. Findings were presented in Table 4.11.

Table 4.11: Descriptive Statistics for Human Resource Planning

n=322		SD	D	NAND	A	S. A	Mean	Std. Dev
I am satisfied with human resource planning practices in my organisation.	F	47	37	17	109	112	3.6273	1.42876
	%	14.6	11.5	5.3	33.9	34.8		
The organization allows the staff to participate in planning the human resources	F	64	55	15	95	93	3.3043	1.52668
	%	19.9	17.1	4.7	29.5	28.9		
Effective human resource planning enables the organization to overcome the deficit of employees, then increasing its performance.	F	0	47	36	177	62	3.2391	1.40159
	%	0.0	14.6	11.2	55.0	19.3		
Human resource planning enables the organisation to organize successful exit plans that are advantage for the employees and the employer.	F	0	44	28	129	121	3.5093	1.54725
	%	0.0	13.7	8.7	40.1	37.6		
Staff skills has improved due to effective human resource planning.	F	0	50	20	111	141	3.2205	1.48654
	%	0.0	15.5	6.2	34.5	43.8		
Organization productivity increase due effective human resources planning.	F	0	0	23	169	130	3.6988	1.41837
	%	0.0	0.0	7.1	52.5	40.0		

SOURCE: Researcher, 2024

The study sought to determine whether the respondents were satisfied with human resource planning practices in their organization, 84(26.1%) disagreed while 221(68.6%) agreed. The respondents who were satisfied with human resource planning practices in their organization was further established to affect employee performance in Public Universities with (Mean= 3.6273, Std Dev = 1.42876). The study by Athman and Nyang'au (2019) also established that employees who were satisfied with human resource planning practices in their organization affected their performance. In regards to whether the organization allowed the staff to participate in planning the human resources, 119(37.0%) disagreed while 188(58.4%) agreed. The organization that allowed the staff to participate in planning the human resources was further established to affect employee performance in Public Universities with (Mean= 3.3043, Std Dev = 1.52668). Findings was supported by that of Alsafadi and Altahat (2021) that the organization that allowed the staff to participate in planning the human resources affected employee performance.

On whether effective human resource planning enabled the organization to overcome the deficit of employees, than increasing its performance, 47(14.6%) disagreed while 239(74.2%) agreed. Effective human resource planning that enabled the organization to overcome the deficit of employees was further established that it affected employee performance in Public Universities with (Mean= 3.2391, Std Dev = 1.40159). Findings resembled that of Wahyuni and Syamsir (2020) that effective human resource planning that enabled the organization to overcome the deficit of employees affected employee performance. In regards to whether human resource planning enabled the organization to organize successful exit plans that were advantage for the employees and the employer, 44(13.7%) disagreed while 250(77.6%) agreed. Human resource planning that enabled the organization to organize successful exit plans that had advantage for the employees and the employer was further established to affect employee performance in Public Universities

with (Mean= 3.5093, Std Dev = 1.54725). The study by Hee and Jing (2018) also established that human resource planning that enabled the organization to organize successful exit plans that had advantage for the employees and the employer affected employee performance.

In relation to whether staff skills had improved due to effective human resource planning, 50(15.5%) disagreed while 252(78.3%) disagreed. Staff skills improvement due to effective human resource planning was further established to affected employee performance in Public Universities with (Mean= 3.2205, Std Dev = 1.48654). The findings resembled that of Ngwenya and Aigbavboa (2017) that staff skills improvement due to effective human resource planning affected employee performance. On whether organization productivity increased due effective human resources planning, 299(92.9%) agreed while none disagreed. Organization productivity increase due effective human resources planning was further established to affect employee performance in Public Universities with (Mean= 3.6988, Std Dev = 1.41837). Findings resembled that of Mahmood (2021) that organization productivity that increased due effective human resources planning affect employee performance.

4.4.5 Organizational culture on Employees' Performance

The fifth objective of the study was to determine the influence of organizational culture on employees' performance in Public Universities in Nyanza region, Kenya. Findings were presented in Table 4.12;

Table 4.12: Descriptive Statistics for Organizational culture

n=322		SD	D	NAND	A	S. A	Mean	Std. Dev
Organization culture has an impact on HRM and employee performance in my organization.	F	0	0	29	199	94	3.2857	1.53639
	%	0.0	0.0	9.0	61.8	29.2		
HRM and employee performance in my organization are linked to organizational culture to a significant extent.	F	9	15	47	82	169	3.1273	1.56657
	%	2.8	4.7	14.6	25.5	52.5		
Culture plays a significant role in the achievement of organizational objectives.	F	1	5	22	191	103	3.5621	1.40455
	%	0.31	1.6	6.8	59.3	32.0		
Employee performance is influenced by the formation of organizational culture, based on my experience.	F	10	13	2	188	109	3.5000	1.40814
	%	3.1	4.0	0.6	58.4	33.9		
Organizational culture and Human Resource Management have a direct link that can result in positive employee performance.	F	0	0	11	128	183	3.0466	1.59858
	%	0.0	0.0	3.4	39.8	56.8		
Great importance is given to commitment in your organization	F	0	8	38	176	100	3.4565	1.48081
	%	0.0	2.4	11.8	54.7	31.1		

SOURCE: Researcher, 2024

The study sought to determine whether organization culture had an impact on HRM and employee performance in my organization, 293(91.0%) agreed while none disagreed. Organization culture that had an impact on HRM and employee performance in an organization was further established to affect employee performance in Public Universities with (Mean= 3.2888, Std Dev = 1.53639). Findings resembled that of Nazarian et al. (2017) that organization culture that had an impact on HRM and employee performance in an organization affected employee performance. On whether HRM and employee performance in the organization are linked to organizational culture to a significant extent, 251(78.0%) agreed while 24(7.5%) disagreed. HRM and employee performance in the organization being linked to organizational culture to a significant extent was further established to affect employee performance in Public Universities with (Mean= 3.1273, Std Dev = 1.56657). The study was in agreement with that of Alneyadi et al. (2019) that HRM and employee performance in the organization being linked to organizational culture to a significant extent affected employee performance.

In relation to whether culture played a significant role in the achievement of organizational objectives, 294(91.3%) agreed while 6(1.9%) disagreed. Culture that played a significant role in the achievement of organizational objectives was further established to affect employee performance in Public Universities with (Mean= 3.5621, Std Dev = 1.40455). The study was in agreement with that of Kuswati (2020) that employee performance was affected by culture that played a significant role in the achievement of organizational objectives. The study also sought to determine whether employee performance was influenced by the formation of organizational culture, based on a respondent experience, 23(7.1%) disagreed while 297(92.2%) agreed. Employee performance that was influenced by the formation of organizational culture, based on employee experience was further established to affect employee performance in Public

Universities with (Mean= 3.5000, Std Dev = 1.40814). Findings resembled that of Diana et al. (2021) that employee performance that was influenced by the formation of organizational culture, based on employee experience affected employee performance.

In regards to whether organizational culture and human resource management had a direct link that can result in positive employee performance, 311(96.6%) agreed while none disagreed. Organizational culture and human resource management had a direct link that can result in positive employee performance was further established to affect employee performance in Public Universities with (Mean= 3.0466, Std Dev = 1.59858). Findings were in-tandem with that of Mohsen et al. (2020) that Organizational culture and human resource management having a direct link that can result in positive employee performance affected employee performance. The study also sought to determine whether great importance was given to commitment in the organization, 276(85.7%) agreed while 8(2.4%) disagreed. Giving great importance to commitment in the organization was further established to affect employee performance in Public Universities with (Mean= 3.4565, Std Dev = 1.48081). The study was in agreement with that of Tianingrum (2022) that giving great importance to commitment in the organization affected employee performance.

4.4.6 Employees' Performance

The study sought determine employees' performance in Public Universities in Nyanza region, Kenya. Findings were presented in Table 4.13.

Table 4.13: Descriptive Statistics for Employee Performance

N=322		SD	D	NAND	A	S. A	Mean	Std. Dev
I exceed my performance Targets always	F	25	41	22	111	123	3.8261	1.27797
	%	7.8	12.7	6.8	34.5	38.2		
The university is able to maximize employee potential	F	55	139	29	68	31	3.6366	1.52292
	%	17.1	43.2	9.0	21.1	9.6		
Teams are rewarded for high performance	F	50	70	21	40	141	3.6584	1.51259
	%	15.5	21.7	6.5	12.4	43.8		
I am held accountable for achieving specific results	F	59	33	31	58	141	3.5870	1.55888
	%	18.3	10.2	9.6	18.0	43.8		
I have never received any complaints about poor work performance.	F	51	42	24	105	100	3.5000	1.44526
	%	15.8	13.0	7.5	32.6	31.1		
My boss is always satisfied with my work performance	F	96	53	28	34	111	3.6025	1.30075
	%	29.8	16.5	8.7	10.6	34.5		

SOURCE: Researcher, 2024

On whether the respondents exceed their performance Targets always, 235(73.0%) agreed while 66(20.5%) disagreed. The item recorded a (Mean =3.8261, Std Dev= 1.27797) which implied that the respondents exceeded their performance targets. The study by Iskamto (2023) also established that employees exceeded their performance targets. On whether the university is able to maximize employee potential, 194(60.2%) disagreed while 99(30.7%) agreed. The item reported a Mean = 3.6366, Std Dev=1.52292 which implied that the universities were not able to maximize their employee potential. The study disagreed with that of Amdani et al. (2019) which stated that organizations were not able to maximize their employee potential. On whether teams were rewarded for high performance, 120(37.3%) disagreed while 181(56.2%) agreed. The item had

(Mean = 3.6584, Std Dev = 1.51259) which implied that teams were rewarded for high performance. In the study by Narayana (2017), teams were rewarded for high performance.

The study also sought to determine whether the respondents were held accountable for achieving specific results, 199(61.8%) agreed while 92(28.6%) disagreed. The item reported a (Mean = 3.5870, Std Dev = 1.55888) which implied that the respondents were held accountable for achieving specific results. The study by Mahmood (2021) also established that the employees were held accountable for achieving specific results. On whether the respondents have never received any complaints about poor work performance, 205(63.7%) agreed while 93(28.9%) disagreed. The item reported a (Mean = 3.5000, Std Dev = 1.44526) which implied that the respondents had never received any complaints about poor work performance. Findings resembled that of Wahyuni, and Syamsir (2020) that the managers had never received any complaints about poor work performance. In relation to whether the boss is always satisfied with a respondent work performance, 149(46.3%) disagreed while 145(45.0%) agreed. The item recorded a (Mean = 3.6025, Std Dev=1.30075) which implied that the boss was not always satisfied with the respondents work performance. The study agreed with that of Mahadevan and Yap (2019) that the boss was always satisfied with the respondents work performance.

4.5 Inferential Analysis

Inferential analysis was adopted to make estimates about the population. It was also adopted to test hypotheses so as to make conclusions about population. The results presented in this section include correlation analysis, multiple linear regression and hierarchical regression analysis.

4.5.1 Correlation Analysis

Correlation analysis was done to determine the direction and nature of relationship that existed between the study variables. The intensity in the linear relationship between the study variables was captured by use of correlation coefficient (r) which is a value between 1 and -1, where -1 implies a perfect negative relationship while +1 implies perfect positive relationship and if it is zero it implies that there exists no relationship (Okoli, *et al.*, 2020). According to Pandey and Pandey (2021), if the correlation coefficient value (r) ranges from 0.10 to 0.29, it is considered weak and if r lies between 0.30 to 0.49, it is considered medium while an r that is ranges from 0.50 to 1.0 is considered strong.

The correlation results in the study were derived by calculating Pearson's correlation coefficient to assess the relationships between HRM practices, organizational culture, and employee performance. Descriptive statistics, including mean and standard deviation, were first computed to summarize the data. The correlation coefficients ranged from -1 to +1, indicated the strength and direction of the relationships, with values near +1 represented a strong positive correlation. Statistical significance was determined using p-values, typically set at $p < 0.05$, ensuring that observed relationships were valid and not due to chance. This analysis provided insights into the interactions among the variables, informing subsequent regression analyses.

The correlation matrix is presented in Table 4.14.

Table 4.14: Correlation Analysis

N=322		Employee performance	Recruitment practices	Reward practices	Training practices	Human resource planning	Organizational culture
Employee performance	Pearson Correlation	1.00					
	Sig. (2-tailed)						
Recruitment practices	Pearson Correlation	.869**	1.00				
	Sig. (2-tailed)	(.000)					
Reward practices	Pearson Correlation	.843*	.750*	1.00			
	Sig. (2-tailed)	(.000)	(.000)				
Training practices	Pearson Correlation	.506*	.657**	.493**	1.00		
	Sig. (2-tailed)	(.000)	(.000)	(.000)			
Human resource planning	Pearson Correlation	.581*	.745**	.694**	.857*	1.00	
	Sig. (2-tailed)	(.000)	(.000)	(.000)	(.000)		
Organizational culture	Pearson Correlation	.570**	.683*	.476**	.758*	.762*	1.00
	Sig. (2-tailed)	(.000)	(.000)	(.000)	(.000)	(.000)	

** . Correlation is significant at the 0.01 level (2-tailed).

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

Note: The values in brackets () are the p-values

SOURCE: Researcher, 2024

Recruitment practices were found to have a significantly strong positive relationship with employee performance of ($r = 0.869$, $p\text{-value} < 0.05$). This implied that an improvement in recruitment practices enhances the performance of employees in Public Universities in Nyanza region, Kenya. Findings resembled that of Adeola et al. (2016) that recruitment practices enhanced the performance of employees. Reward practices had a significantly strong positive relationship with employee performance of ($r = 0.843$, $p\text{-value} < 0.05$). This implied that an improvement in reward practices contributed to an improvement in the performance of employees in Public Universities in Nyanza region, Kenya. The study was in agreement with that of Noorazem et al. (2021) that an improvement in reward practices contributed to an improvement in the performance of employees.

Training practices had a significantly strong positive relationship with employee performance of ($r = 0.506$, $p\text{-value} < 0.05$). This implied that an improvement in training practices contributes to an improvement in the performance of employees in Public Universities in Nyanza region, Kenya. The study by Halawi and Haydar (2018) also established that an improvement in training practices contributed to an improvement in the performance of employees. Human resource planning had a significantly strong positive relationship with employee performance of ($r = 0.581$, $p\text{-value} < 0.05$). This implied that an improvement in human resource planning contributed to improvement in the performance of employees in Public Universities in Nyanza region, Kenya. The study by Mahmood (2021) also established that an improvement in human resource planning contributes to improvement in the performance of employees.

Organizational culture had a significantly strong positive relationship with employee performance of ($r = 0.570$, $p\text{-value} < 0.05$). This implied that when organizational culture is improved it contributed to improvement in the performance of employees in Public Universities in Nyanza

region, Kenya. The findings were similar to that of Tianingrum (2022) that organizational culture was improved it contributed to improvement in the performance of employees.

4.5.2 Testing of Regression Assumptions

4.5.2.1 Linearity

Linearity was one of the key assumptions of regression analysis, particularly in the context of linear regression models (Yin et al., 2019). The assumption was tested using ANOVA output table. The assumption was upheld if the value of sig. Deviation from linearity is greater than 0.05 (Nayak & Singh, 2021). Linearity assumption test results were presented in Table 4.15.

Table 4.15: Test for Linearity Assumption

			Sum of Df	Mean Square	F	Sig.	
(Combined)			3336.312	5	556.052	84.182	.054
Linearity			142.739	1	142.739	21.610	.638
Employee performance HRM practices	Between Groups	Deviation from Linearity	3193.574	4	638.715	96.697	.041
Within Groups			2080.681	316	5.370		
Total			5416.994	321			

Table 4.1.5: Test of Linearity Assumption

SOURCE: Researcher, 2024

In this study, the value sig. deviation from linearity of $0.041 > 0.05$, which implied that the linearity assumption was upheld.

4.5.2.2 Normality

The normality assumption was tested using histogram, skewness, and kurtosis measured to comprehensively evaluate the distribution of the data. The histogram was used to show whether the data was normally distributed and results presented in Figure 4.3. It can be seen from the Figure 4.3 that the data was normally distributed.

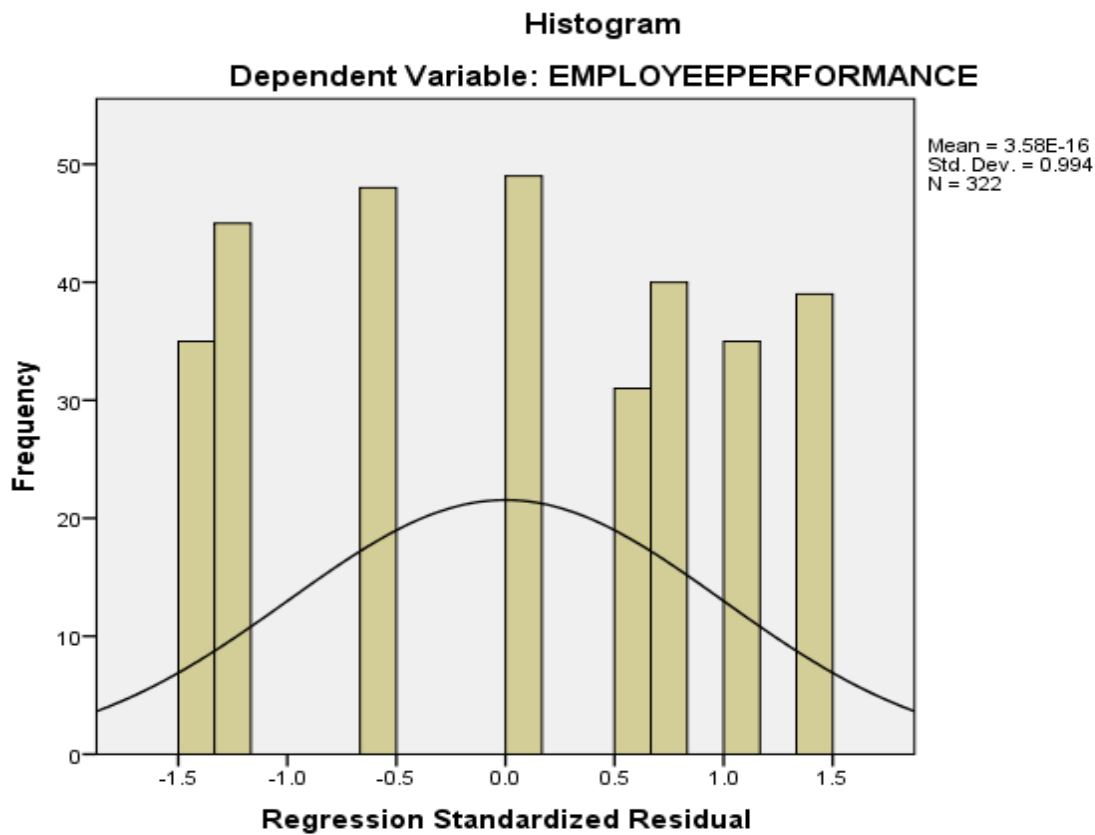


Figure 4.3: Normality Test Histogram

SOURCE: Researcher, 2024

Normality test was further checked by use of skewness and kurtosis as shown in table 4.15. Results in the table shows that the scores were within the accepted range of ± 3 for both statistics. As shown in the table skewness ranges from -.544 to .639 and kurtosis ranging from -1.702 to -1.011.

Table 4.15: Skewness and Kurtosis test for Normality

Name of variables	Skewness	Kurtosis
Employee performance	.158	-1.142
Recruitment practices	-.336	-1.011
Reward practices	-.172	-1.400
Training practices	.169	-1.702
Human resource planning	-.544	-1.237
Organizational culture	.639	-1.036

SOURCE: Researcher, 2024

4.5.2.3 Homoscedasticity

Homoscedasticity was tested using levene test. It was a test statistic that was used to determine whether the variance of independent and dependent variables was the same. The group variances were not homoscedastic and therefore heteroscedastic if the p-value is less than 0.05. In this study, homoscedasticity was not a problem as the $p > 0.05$. The results of Levene's statistic are presented in Table 4.16.

Table 4.16: Test of Homogeneity of Variances

	Levene statistic	df1	df2	Sig.
Recruitment practices	3676.973	6	315	.128
Reward practices	739.932	6	315	.718
Training practices	492.120	6	315	.935
Human resource planning	781.100	6	315	.443
Organizational culture	1047.110	6	315	.679
Employee performance	988.33	6	315	.600

SOURCE: Researcher, 2024

4.5.2.4 Multicollinearity

Multicollinearity was tested using variance inflation factor (VIF). When the VIF values exceed 10 it implies that multicollinearity was a problem while if tolerance values are less than 0.2, it implied that multicollinearity existed (Gupta & Gupta, 2022). In this study, the values of VIF for all the independent variables were less than 10 and above 0.2 tolerance level. These meant that there was no multicollinearity problem in this study. The results presented in Table 4.17.

Table 4.17: Test of Multicollinearity

Name of Variables	Collinearity statistics	
	Tolerance	VIF
Recruitment practices	.889	1.1274
Reward practices	.936	1.0684
Training practices	.821	1.2180
Human resource planning	.955	1.0471
Organizational culture	.783	1.2771

SOURCE: Researcher, 2024

Multicollinearity results were assessed using the Variance Inflation Factor (VIF) values for the independent variables in the regression analysis. A VIF above 10 indicates high multicollinearity, potentially affecting the reliability of coefficient estimates. The analysis confirmed that VIF values were within acceptable limits, ensuring that multicollinearity was not a concern and allowing for accurate interpretation of the relationships between HRM practices, organizational culture, and employee performance.

4.5.2.5 Autocorrelation

Autocorrelation was tested using Durbin-Watson statistic. The Durbin Watson statistic should always be between 0 and 4 (Gupta & Gupta, 2022). The d statistic should always fall in the range of 1.5 to 2.5. The results of the study were presented in Table 4.18.

Table 4.18: Autocorrelation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.773a	.598	.593	2.62190	1.502

SOURCE: Researcher, 2024

The value of Watson d statistic was 1.502 which fell in the range of between 1.5 and 2.5 and therefore in this study there was no autocorrelation of residuals.

4.6 Regression analysis

Regression analysis in this study was conducted using hierarchical regression to evaluate the relationships between HRM practices and employee performance, while also assessing the moderating effect of organizational culture. The analysis revealed significant positive effects of recruitment, reward systems, training and development, and human resource planning on employee performance. Additionally, organizational culture was found to enhance these relationships, demonstrating its critical role in influencing employee outcomes within public universities in the Nyanza region. The results were statistically validated using SPSS, confirming the study's hypotheses.

4.6.1 Regression with Control Variables

Experience and education level were adopted as control variables in this study and they were included in regression analysis and the findings were presented in Table 4.19.

Table 4.19: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.775 ^a	.601	.593	2.62024

a. Predictors: (Constant), education, experience level, Recruitment practices, Reward practices, training practices, human resource planning

SOURCE: Researcher, 2024

Results obtained in Table 4.19 revealed that when control variables (education and experience level) are incorporated in regression analysis, the value of adjusted Square is 0.593 improves which showed that the model explains 59.3% of employee performance in Public Universities in Nyanza region, Kenya from the predictor variables (i.e., recruitment practices, reward practices, training practices, human resource planning, education and experience level). Analysis of variance (ANOVA) was used to test the model fitness and the results presented in Table 4.20;

Table 4.20: Results of Model Fitness

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	3254.313	6	542.385	79.000	.000 ^b
1	Residual	2162.681	315	6.866		
	Total	5416.994	321			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), education, experience level, Recruitment practices, Reward practices, training practices, human resource planning

SOURCE: Researcher, 2024

The findings as per Table 4.20, revealed ($F=79.000$; $p = 0.000 < 0.05$) which implied that the model was fit for the study and therefore employee performance could be predicted from recruitment practices, reward practices, training practices and human resource planning and the following control variables; education and experience level. Regression coefficient analysis was done so as to ascertain beta values which were used to determine the extent to which each predictor variable was able to affect the outcome variable. Findings were presented in Table 4.21.

Table 4.21: Regression co-efficient

Models	Unstandardized co-efficients		Standardized co-efficients		
	β	Std. Error	B	t	Sig.
(Constant)	9.555	.700		13.653	.000
1 Recruitment practices	.164	.102	.051	1.434	.001
Reward practices	.478	.121	.018	.499	.000
Training practices	.814	.051	.213	3.207	.000
Human resource planning	.914	.084	1.259	10.849	.000
Education	.147	.102	.051	1.434	.027
Experience	.060	.121	.018	.499	.018

a. Dependent Variable: Employee performance

SOURCE: Researcher, 2024

Table 4.21 showed the regression coefficients results where by recruitment practices had a positive and significant effect on employee performance in Public Universities in Nyanza Region of ($\beta=.164$, $p < 0.05$) This implied that an improvement in recruitment practices by one unit improved the performance of the employee in Public Universities in Nyanza region by 0.164 units. Findings resembled that of Aldhuhoori et al. (2022) that recruitment practices had a positive and significant effect on employee performance. Reward practices was found to have a significant positive effect on employee performance as indicated by ($\beta = 0.478$, $p < 0.05$). This implied that when reward

practices became better by one unit, it contributed to improvement in the performance of the employee in Public Universities in Nyanza region by 0.478 units. The study was in agreement with that of Ngwa et al. (2019) that reward practices had a significant positive effect on employee performance.

Training practices were found to have a significant positive effect on employee performance as indicated by ($\beta = 0.814, p < 0.05$). This implies that when training practices were improved by one unit, it contributed to improvement in the performance of the employee in Public Universities in Nyanza region by 0.814 units. The study was in agreement with that of Halawi and Haydar (2018) that Training practices had a significant positive effect on employee performance. Lastly, human resource planning had a significant positive effect on employee performance as indicated by ($\beta = 0.914, p < 0.05$). This implied that an improvement in human resource planning by one unit, it contributed to improvement in the performance of the employee in Public Universities in Nyanza region by 0.914 units. Findings resembled that of Hee and Jing (2018) that human resource planning has a significant positive effect on employee performance.

Education (Control variable) had a positive and significant effect on performance of the employee in Public Universities in Nyanza region of ($\beta = 0.147, p < 0.05$). This implied that an increase in education level by one unit improves employee performance by 0.147 units. The study by Juliani and Windu (2017) also revealed that education had a positive and significant effect on performance of employees. Experience level (Control variable) had a positive and significant effect on employee performance in Public Universities in Nyanza region of ($\beta = 0.060, p < 0.05$). This implied that an increase in experience level by one unit contributed to improvement in employee performance by 0.060 units. Findings resembled that of Dewanti and Artaya (2019) that experience

level has a positive and significant effect on employee performance. The regression model was as outlined below;

$$y = 9.555 + 0.164x_1 + 0.478x_2 + 0.814x_3 + 0.914x_4 + 0.147x_5 + 0.060x_6$$

The constant value of 9.555 had the implication that at zero, recruitment practices, reward practices, training practices, human resource planning, education level and experience, performance of employees in Public Universities is at 9.555 units.

4.7 Hierarchical Moderated Regression Analysis

Organizational culture was adopted as a moderating variable and it was used to determine the interaction effect between human resource management practices and employee performance. The moderating influence was determined using hierarchical linear regression analysis.

4.7.1 Model Summary

The model summary presented R squared value, adjusted R-squared value, F-statistic, and p-value. The R-squared value denoted the percentage of the variance in the dependent variable that was explained by the independent variable. Adjusted R-squared value is associated with adjustments for the number of independent variables in the model while the F-statistic is a measure of how well the model fits the data. A p-value for F statistic indicates that the probability that the regression model was a good fit for the data. Table 4.22 indicated the model summary results.

Table 4.22: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change statistics		
					R Square Change	F Change	Sig. F Change
1	.072	.005	-.001	4.11009	.005	.834	.001
2	.775	.601	.593	2.62024	.596	78.166	.000
3	.785	.616	.608	2.57218	.015	6.892	.000
4	.806	.650	.641	2.46010	.034	-0.65	.000
5	.836	.700	.691	2.28330	.05	8.024	.000
6	.843	.711	.702	2.24426	.011	3.692	.000
7	.841	.707	.698	2.25905	.004	1.404	.000

SOURCE: Researcher, 2024

Model 1 explained the relationship between control variables and the outcome variable. The R^2 values were used to show the proportion of variation in the outcome variable that is explained by the model in Table 4.23. The R^2 value was 0.005 which indicated that the explanatory power of the independent variables was 0.005. This revealed that 0.5% variation in employee performance was explained by experience and education level. Table 4.22 provided further the findings of the R^2 change from model 1 to model 2 was 0.596 which changed from 0.005 to 0.601 and statistically significant ($p < 0.05$). This suggested that addition of recruitment practices, reward practices, training practices and human resource planning in the model was able to increase the predictive potential of the model by 59.6%.

The R^2 change from model 2 to model 3 was 0.015, that is, a change from 0.601 to 0.616 and it was statistically significant ($p < 0.05$). This implied that organizational culture had a significant

moderating effect on human resource management practices and employee performance. Model 4 explored the interaction between recruitment practices and organizational culture and its effect on employee performance. The results of model 4, in Table 4.22 showed the R^2 change, that is, from model 3 to model 4 and it was 0.034 which changed from 0.616 to 0.650 and $p < 0.05$, implying statistically significant. This meant that organizational culture moderated the effect of recruitment practices on employee performance by 3.4%.

The R^2 change from model 4 to model 5 was 0.05 that is, a change from 0.650 to 0.700 and it was statistically significant ($p < 0.05$). This implied that organizational culture had a significant moderating effect on reward practices and employee performance. Model 5 introduced a new interaction term, which assessed the interaction between reward systems (X_2) and organizational culture (M). The covariates remained constant. Other independent variables remained controlled as well. This interaction examined how the impact of reward systems and organizational culture affected employee performance. The results of model 5, in Table 4.22 showed the R^2 change, that is, from model 4 to model 5 and it was 0.05 which changed from 0.650 to 0.700 and $p < 0.05$. This meant that that organizational culture moderated the effect of reward practices on employee performance by 5.0%.

The R^2 change from model 5 to model 6 was 0.011, that is, a change from 0.700 to 0.711 and was statistically significant ($p < 0.05$). This suggests that organizational culture had a significant moderating effect on training practices and employee performance. Model 6 introduced a new interaction term, which assessed the interaction between training practices (X_3) and organizational culture (M). The covariates remained constant. Other independent variables remained controlled as well. This interaction examined how the impact of training practices and organizational culture affects employee performance. In Table 4.22, the results of model 6, showed the R^2 change from

model 5 to model 6 was 0.011 which changed from 0.700 to 0.711 and $p < 0.05$. This meant that that organizational culture moderated the effect of training practices on employee performance by 1.1%.

The R^2 change from model 6 to model 7 was 0.004, that is, a change from 0.711 to 0.707 and statistically significant ($p < 0.05$). This suggested that organizational culture had a significant moderating effect on human resource planning and employee performance. Model 7 introduced a new interaction term which aimed to determine whether human resource planning had a distinct impact on how organizational culture moderated the relationship between human resource management practices and employee performance. The covariates remained constant and other independent variables remain controlled. This interaction examined how the impact of human resource planning and organizational culture affects employee performance. In Table 4.22, the results of model 7, shows the R^2 change from model 6 to 7 was 0.004 which changed from 0.711 to 0.707 and $p < 0.05$. This suggests that organizational culture moderates the effect of human resource planning on employee performance by 1.1%.

4.7.2 Multiple Regression Model Fitness

The analysis of the variance (ANOVA) facilitated goodness-of-fit test of the regression models. It was used to test whether the regression model statistically significantly predicted the independent variable. The goodness-of-fit test was used to measure how well observed data is able to correspond to the fitted model.

Table 4.23: Goodness of Fit Test Results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	28.189	2	14.094	.834	.001
	Residual	5388.805	319			
	Total	5416.994	321			
2	Regression	3190.411	6	531.735	75.226	.000
	Residual	2226.583	315	7.069		
	Total	5416.994	321			
3	Regression	3328.848	7	475.550	71.510	.000
	Residual	2088.146	314	6.650		
	Total	5416.994	321			
4	Regression	3444.016	8	430.502	68.296	.000
	Residual	1972.978	313	6.303		
	Total	5416.994	321			
5	Regression	3449.482	9	383.276	60.778	.000
	Residual	1967.512	312	6.306		
	Total	5416.994	321			
6	Regression	3857.260	10	385.726	76.911	.000
	Residual	1559.734	311	5.015		
	Total	5416.994	321			
7	Regression	3857.992	11	350.727	69.740	.000
	Residual	1559.002	310	5.029		
	Total	5416.994	321			

SOURCE: Researcher, 2024

F test results were provided in Table 4.23 and were used to reveal the significance of the regression models fitted. In model 1, (F=.834; $p < 0.05$) which implied that the model was fit for the study which further implies that the covariates (education level and experience) had an effect on employee performance upon fitting the regression model. In Model 2, (F=75.226; $p < 0.05$) which implies that the model was fit for the study, that is, recruitment practices, reward practices, training practices and human resource planning were used to predict employee performance. F-value of model 3 was (F=71.510; $p < 0.05$) which means that addition of organizational culture as a moderating variable there was still good fit of the model.

F-test for model 4 was ($F=68.296$; $p < 0.05$) which meant that after moderation of recruitment practices by organizational culture the overall model fit for the study as $p < 0.05$. F-test for model 5 was ($F=60.778$; $p < 0.05$) which meant that after moderation of reward practices by organizational culture the overall model was fit for the study as $p < 0.05$. F-test for model 6 was ($F=76.911$; $p < 0.05$) which meant that after moderation of training practices by organizational culture the overall model was fit for the study as $p < 0.05$. It implied further that the model could be used to predict employee performance from its predictor variables. F-test for model 7 was ($F=69.740$; $p < 0.05$) which meant that after moderation of human resource planning by organizational culture the overall model was fit for the study as $p < 0.05$. This further implied that the model was fit to predict employee performance from its predictor variables.

4.7.3 Multiple Regression Coefficients

The results for regression coefficients were presented in Table 4.24.

Table 4.24: Test Results for Regression Analysis Coefficients with Moderation

Models		Unstandardized co-efficients		Standardized co-efficients		
		β	Std. Error	β	t	Sig.
1	(Constant)	17.963	.770		23.315	.000
	Experience	.217	.189	.064	1.153	.022
	Education level	.083	.160	.029	.515	.000
2	(Constant)	8.913	.503		17.713	.000
	Recruitment practices	.165	.051	.214	3.225	.001
	Reward practices	.478	.036	.611	13.463	.000
	Training practices	.811	.095	1.063	8.575	.000
	Human resource planning	.912	.084	1.256	10.817	.000
3	(Constant)	8.947	.494		18.124	.000
	Recruitment practices	.120	.052	.155	2.310	.022
	Reward practices	.467	.035	.597	13.363	.000
	Training practices	.417	.142	.547	2.939	.004
	Human resource planning	.692	.102	.954	6.778	.000
	Organizational culture	.238	.065	.324	3.669	.000
4	(Constant)	14.974	4.395		3.407	.001
	Recruitment practices	2.878	.506	3.734	5.685	.000
	Reward practices	.406	.163	.520	2.493	.013
	Training practices	.340	.194	.445	1.754	.040
	Human resource planning	.458	.107	.631	4.290	.000
	Organizational culture	3.432	.587	4.683	5.849	.000

	Recruitment practices*OC	.181	.033	6.291	5.475	.000
5	(Constant)	13.675	4.099		3.336	.001
	Recruitment practices	4.972	.559	6.451	8.899	.000
	Reward practices	2.615	.350	3.342	7.462	.000
	Training practices	1.119	.212	1.467	5.275	.000
	Human resource planning	.075	.125	.103	.599	.029
	Organizational culture	3.859	.550	5.267	7.017	.000
	Recruitment practices*OC	.290	.035	10.055	8.391	.000
	Reward practices*OC	.105	.015	3.048	6.993	.000
6	(Constant)	36.655	3.185		11.507	.000
	Recruitment practices	.014	.082	.018	.167	.007
	Reward practices	1.900	.342	2.428	5.561	.000
	Training practices	2.446	.350	3.206	6.996	.000
	Human resource planning	.542	.104	.747	5.214	.000
	Organizational culture	3.095	.373	4.224	8.304	.000
	Recruitment practices*OC	.129	.016	4.475	8.304	.000
	Reward practices*OC	.033	.017	.966	2.007	.046
	Training practices*OC	.206	.024	8.007	8.391	.000
7	(Constant)	17.145	.970		17.670	.000
	Recruitment practices	2.692	.309	3.492	8.716	.000
	Reward practices	.014	.354	.018	.039	.969
	Training practices	1.340	.235	1.756	5.691	.000
	Human resource planning	1.940	.260	2.673	7.471	.000
	Organizational culture	2.741	.480	3.001	5.111	.028

Recruitment practices*OC	.172	.020	5.970	8.678	.000
Reward practices*OC	.031	.017	.899	1.784	.044
Training practices*OC	.585	.095	.655	1.681	.037
Human resource planning*OC	.183	.026	6.639	7.017	.000

SOURCE: Researcher, 2024

The results in Model 1, in Table 4.24 revealed that that experience had a positive and significant effect on employee performance ($\beta_1=0.217$, $p<0.05$). Education level also had a positive and significant effect on employee performance ($\beta_1=0.083$, $p<0.05$). Model 2 results revealed that recruitment practices had a positive and significant effect on employee performance ($\beta_1=0.165$, $p<0.05$). Reward practices had a positive and significant effect on employee performance ($\beta_1=0.478$, $p<0.05$). Training practices had a positive and significant effect on employee performance ($\beta_1=0.811$, $p<0.05$) and human resource planning had a positive and significant effect on employee performance ($\beta_1=0.912$, $p<0.05$).

In this study a regression analysis was done to determine whether organizational culture had a moderating effect on the relationship between recruitment practices, reward practices, training practices and human resource planning and employee performance. Organizational culture recorded a $p<0.05$, which implied that organizational culture had a significant moderating effect on the relationship between recruitment practices, reward practices, training practices and human resource planning and employee performance. In model four (4), regression co-efficient results showed that organizational culture had a significant moderating effect on the relationship between recruitment practices and employee performance ($\beta=.181$, $p<0.05$). In Model 5, regression co-efficient results revealed that organizational culture had a significant moderating effect on the relationship between recruitment practices and employee performance ($\beta=.290$, $p<0.05$). Organizational culture had a significant moderating effect on the relationship between reward practices and employee performance ($\beta=.105$, $p<0.05$).

In Model 6, organizational culture had a significant moderating effect on the relationship between recruitment practices and employee performance ($\beta=.129$, $p<0.05$). Organizational culture had a significant moderating effect on the relationship between reward practices and employee performance ($\beta=.033$, $p<0.05$). Organizational culture had a significant moderating effect on the relationship between training practices and employee performance ($\beta=.206$, $p<0.05$). In Model 7, organizational culture had a significant moderating effect on the relationship between recruitment practices and employee performance

($\beta=.172$, $p<0.05$). Organizational culture had a significant moderating effect on the relationship between reward practices and employee performance ($\beta=.031$, $p<0.05$). Organizational culture had a significant moderating effect on the relationship between training practices and employee performance ($\beta=.585$, $p<0.05$). Organizational culture had a significant moderating effect on the relationship between human resource planning and employee performance ($\beta=.183$, $p<0.05$).

The regression model was;

$$Y=17.145+2.692X_1+.014X_2+1.340X_3+1.940X_4+ 2.741M+ .172MX_1+ .031MX_2+.585MX_3+.183 MX_4$$

4.8 Hypothesis Testing

In this research, the hypotheses were measured using hierarchical regression analysis, a statistical method that evaluated the relationships between independent variables—specifically HRM practices—and the dependent variable, employee performance, while also assessing the moderating effect of organizational culture. The analysis was conducted in multiple steps: initially, the direct effects of the HRM practices, which included recruitment ($\beta = 0.165$, $p < 0.05$), reward systems ($\beta = 0.478$, $p < 0.05$), training and development ($\beta = 0.811$, $p < 0.05$), and human resource planning ($\beta = 0.912$, $p < 0.05$), on employee performance were tested. Following this, organizational culture was included as a moderating variable to determine its influence on these relationships. The results indicated that organizational culture itself positively impacted employee performance ($\beta = 0.238$, $p < 0.05$) and significantly enhanced the effects of the HRM practices, with specific increases noted in the recruitment ($\beta = 0.172$, $p < 0.05$), reward systems ($\beta = 0.031$, $p < 0.05$), training ($\beta = 0.585$, $p < 0.05$), and human resource planning ($\beta = 0.183$, $p < 0.05$) when moderated by organizational culture. Data analysis was performed using SPSS version 23, which provided the necessary statistical outputs to effectively test the hypotheses, confirming that the HRM

practices significantly influenced employee performance and that a strong organizational culture amplified these effects.

4.8.1 Hypothesis Testing of Effect of Recruitment Practices on Employee Performance

Hypothesis one (H_{01}) stated that recruitment practices have no significant effect on performance of employees in Public Universities in Nyanza region, Kenya. Findings of Model 2 Table 4.25 revealed that recruitment practices had a significant positive effect on employee performance as indicated by ($\beta = 0.165$, $p < 0.05$). Since recruitment practices had a ($\beta = 0.165$, $p < 0.05$), we failed to accept hypothesis H_{01} and concluded that recruitment practices have a significant effect on performance of employees. Findings were in agreement with that of Kyagulanyi (2019) that recruitment practices have a significant effect on performance of employees.

4.8.2 Hypothesis Testing of Effect of Reward Practices on Employee Performance

Table 4.24, Model 2 was used to test Hypothesis H_{02} which stated that Reward systems have no significant effect on performance of employees in Public Universities in Nyanza region, Kenya. Reward practices was found to be significant in this model with ($\beta = 0.478$, $p < 0.05$). Since reward strategy had a ($\beta = 0.478$, $p < 0.05$), we fail to accept hypothesis H_{02} and conclude that reward practices have a significant effect on performance of employees. In the study by Abebe and Haile (2020), it was also established that reward practices have a significant effect on performance of employees.

4.8.3 Hypothesis Testing of Effect of Training Practices on Employee Performance

Table 4.24, Model 2 was used to test Hypothesis H_{03} which stated that training practices have no significant effect on performance of employees in Public Universities in Nyanza region, Kenya. Training practices were found to be significant in this model with ($\beta = 0.811$, $p < 0.05$). Since training practices has a ($\beta = 0.811$, $p < 0.05$), we fail to accept hypothesis H_{03} and conclude that training practices have a significant

effect on performance of employees. Findings were in-tandem with that of Ngwenya and Aigbavboa (2017) that training practices have a significant effect on performance of employees.

4.8.4 Hypothesis Testing of Effect of Human Resource Planning on Employee Performance

Table 4.24, Model 2 was used to test Hypothesis H₀₄ which stated that human resource planning has no significant effect on performance of employees in Public Universities in Nyanza region, Kenya. Human resource planning was found to be significant in this model with ($\beta = 0.912, p < 0.05$). Since human resource planning has a ($\beta = 0.912, p < 0.05$), we fail to accept hypothesis H₀₄ and conclude that human resource planning has a significant effect on performance of employees. Findings were in-tandem with that of Hassan (2016) that human resource planning has a significant effect on performance of employees.

4.8.5 Hypothesis Testing of Effect of Organizational Culture on Employee Performance

Table 4.24, Model 3 was used to test Hypothesis H₀₅: Organizational culture has no significant effect on performance of employees in Public Universities in Nyanza region, Kenya. Organizational culture was found to be significant in this model with ($\beta = 0.238, p < 0.05$). Since organizational culture has a ($\beta = 0.238, p < 0.05$), we fail to accept hypothesis H₀₅ and conclude that organizational culture has a significant effect on performance of employees. Findings are similar to that of Sivakami and Samitha (2018) that organizational culture had a significant effect on performance of employees.

4.8.6 Hypothesis Testing on Effect of Organizational culture on the Relationship between Recruitment Practices and Employees' Performance

Hypothesis H_{06a} stated that organizational culture has no significant effect on the relationship between recruitment and employee performance in Public Universities in Nyanza region, Kenya. Results revealed that organizational culture has a positive and significant moderating effect on the relationship between recruitment practices and employee performance ($\beta = 0.172, p < 0.05$). The null hypothesis was rejected and based on the findings which implied that organizational culture had a significant moderating effect on the

relationship between recruitment and employee performance. Findings were in-tandem with that of Iskamto (2023) that organizational culture had a significant moderating effect on the relationship between recruitment and employee performance.

4.8.7 Hypothesis Testing on Effect of Organizational culture on the Relationship between Reward Practices and Employees' Performance

Hypothesis H_{06b} stated that organizational culture has no significant effect on the relationship between reward practices and employee performance in Public Universities in Nyanza region, Kenya. Results revealed that organizational culture had a positive and significant moderating effect on the relationship between reward practices and employee performance ($\beta=0.031$, $p<0.05$). The null hypothesis was rejected and based on the findings which implies that organizational culture has a significant moderating effect on the relationship between reward practices and employee performance. The study was in agreement with that of Nwokocha (2016) that organizational culture has a significant moderating effect on the relationship between reward practices and employee performance.

4.8.8 Hypothesis Testing on Effect of Organizational culture on the Relationship between Training Practices and Employees' Performance

Hypothesis H_{06c} stated that organizational culture has no significant effect on the relationship between training practices and employee performance in Public Universities in Nyanza region, Kenya. Results revealed that organizational culture has a positive and significant moderating effect on the relationship between training practices and employee performance ($\beta=0.585$, $p<0.05$). The null hypothesis was rejected and based on the findings which implies that organizational culture had a significant moderating effect on the relationship between training practices and employee performance. The findings were in agreement with that of Halawi and Haydar (2018) that organizational culture had a significant moderating effect on the relationship between training practices and employee performance.

4.8.9 Hypothesis Testing on Effect of Organizational culture on the Relationship between Human Resource Planning and Employees' Performance

Hypothesis H_{06d} stated that organizational culture has no significant effect on the relationship between human resource planning and employee performance in Public Universities in Nyanza region, Kenya. Results revealed that organizational culture had a positive and significant moderating effect on the relationship between human resource planning and employee performance ($\beta=0.183$, $p<0.05$). The null hypothesis was rejected and based on the findings which implies that organizational culture had a significant moderating effect on the relationship between human resource planning and employee performance. Findings resembled that of Mahmood (2021) that organizational culture had a significant moderating effect on the relationship between human resource planning and employee performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter presents the summary of the findings, conclusions and recommendations arrived at. It also gives suggestions for further studies.

5.2 Summary of Findings

Findings are presented per objective as enlisted below.

5.2.1 Recruitment Practices on Employee Performance

The first objective was to establish the effect of recruitment practices on employees' performance in Public Universities in Nyanza region, Kenya. The study established that hiring decisions in most of the universities considered in this study were determined by person's potential to do job. The universities employed the most qualified candidate. Majority of the respondents revealed that recruitment process was carried out in a transparent manner. Majority of the respondents were satisfied with the recruitment processes in the universities. Employee selection process was done in an ethical manner and majority of the respondents considered the employee selection process in the universities to be done fairly. Correlation analysis results revealed that a significant positive effect ($r = 0.869$, $p < 0.05$) existed between recruitment practices and employee performance. Hierarchical regression analysis (HRA) results output for model 2 showed that the beta coefficient was positive ($\beta=0.165$, $p<0.05$). Hence, the first null hypothesis (H_{01}) was rejected and hence recruitment practices had a significant effect on employee performance.

5.2.2 Reward Practices on Employee Performance

The second objective was to determine the effect of reward systems on employees' performance in Public Universities in Nyanza region, Kenya. Majority of the respondents revealed that the Universities maintain

a competitive pay and benefit package. The university pay policy helped attract and retain high performing employees. The pay structure at the universities ensured that there is a good balance in comparison with other employees of other related universities. Employee basic pay motivates them to do their work well. Majority of the respondents were not satisfied with the non-financial compensation that they received. The University provided a competitive compensation and benefits package when compared to other institutions of higher learning. The results of correlation analysis revealed that a significant positive effect ($r = 0.843$, $p < 0.05$) existed between reward practices and employee performance. Hierarchical regression analysis (HRA) revealed that the beta coefficient was positive ($\beta=0.478$, $p<0.05$). Hence, the second null hypothesis (H_{02}) was rejected and the alternative hypothesis accepted that reward practices have a significant effect on the performance of the employees.

5.2.3 Training Practices on Employee Performance

The third objective was to evaluate the effect of training practices on employees' performance in Public Universities in Nyanza region, Kenya. The study established that training makes employees more effective in their performance. Training was relevant to the needs of employee's performance. The universities were able to invest on their employees through training. The respondents were equipped with relevant skills to perform their job. The Universities trained new employees to acquaint them with the job. Training was provided to equip university staffs with various skills to perform different jobs. Correlation analysis results revealed that a significant positive effect ($r = 0.506$, $p < 0.05$) existed between training practices and employee performance. Hierarchical regression analysis (HRA) revealed that the beta coefficient was positive ($\beta=0.811$, $p<0.05$). Hence, the third null hypothesis (H_{03}) was rejected and the alternative hypothesis accepted that training practices had a significant effect on employee performance.

5.2.4 Human Resource Planning on Employee Performance

The fourth objective of the study was to establish the effect of human resource planning on employees' performance in Public Universities in Nyanza region, Kenya. Employees were satisfied with human

resource planning practices in their organisation. In the institutions, the staff were allowed to participate in planning the human resources. Effective human resource planning enables the organization to overcome the deficit of employees. Human resource planning enabled the organization to organize successful exit plans that are advantage for the employees and the employer. The staff skills had improved due to effective human resource planning. Organization productivity increased due effective human resources planning. Results of correlation analysis showed that a significant positive relationship existed between human resource planning and employee performance ($r = 0.581$, $p < 0.05$). Hierarchical regression analysis (HRA) revealed that the beta coefficient was positive ($\beta=0.912$) and at 5% level of significance. Hence, the fourth null hypothesis (H_{04}) was rejected and it was deduced that human resource planning has a significant effect on employee performance.

5.2.5 Organizational culture on Employee Performance

The fifth objective was to determine the influence of organizational culture on employees' performance in Public Universities in Nyanza region, Kenya. The study established that organization culture had an impact on HRM and employee performance in the organizations. HRM and employee performance in the organization were linked to organizational culture to a significant extent. Culture played a significant role in the achievement of organizational objectives. Employee performance was influenced by the formation of organizational culture, based on a respondent experience. Organizational culture and human resource management had a direct link that can result in positive employee performance. Great importance was given to commitment in the organization. Karl Pearson correlation results showed that a significant positive relationship existed between organizational culture and employee performance ($r = 0.570$, $p < 0.05$). The beta coefficient was positive ($\beta=0.238$) and at 5% level of significance. Hence, the fifth null hypothesis (H_{05}) was rejected and it was deduced that organizational culture has a significant effect on employee performance.

5.2.6 Moderating Effect of Organizational Culture on Recruitment Practices and Employee Performance

Part A, of the sixth objective sought to determine the moderating effect of organizational culture on the relationship between recruitment practices and employee performance. The study had sought to know whether organizational culture as an effect on the relationship between recruitment practices and employee performance. Hierarchical regression analysis (HRA) revealed that the beta coefficient was positive ($\beta=0.172$) and at 5% level of significance. Hence, the sixth null hypothesis (H_{06a}) was rejected and it was deduced that organizational culture had a positive and significant moderating effect on the relationship between recruitment practices and employee performance.

5.2.7 Moderating Effect of Organizational Culture on Reward Systems and Employee Performance

Part B, of the sixth objective, had sought to determine the moderating effect of organizational culture on the relationship between reward systems and employee performance. Results revealed that organizational culture had a positive and significant moderating effect on the relationship between reward practices and employee performance ($\beta=0.031$, $p<0.05$). The null hypothesis (H_{06b}) was rejected and it was deduced that organizational culture had a significant moderating effect on the relationship between reward practices and employee performance.

5.2.8 Moderating Effect of Organizational Culture on Training Practices and Employee Performance

Part C, of the sixth objective sought to determine the moderating effect of organizational culture on the relationship between training practices and employee performance. Results revealed that organizational culture has a positive and significant moderating effect on the relationship between reward practices and employee performance ($\beta=0.585$, $p<0.05$). The null hypothesis (H_{06c}) was rejected and it was deduced that

organizational culture had a significant moderating effect on the relationship between training practices and employee performance.

5.2.9 Moderating Effect of Organizational Culture on Human Resource Planning and Employee Performance

Part D, of the sixth objective sought to determine the moderating effect of organizational culture on the relationship between human resource planning and employee performance. Findings of the study revealed that organizational culture had a positive and significant moderating effect on the relationship between reward practices and employee performance ($\beta=0.183$, $p<0.05$). The null hypothesis (H_{06d}) was rejected and it was deduced that organizational culture had a significant moderating effect on the relationship between human resource planning and employee performance.

5.3 Conclusions

This study concludes that various Human Resource Management (HRM) practices significantly enhance employee performance in public universities in Nyanza, Kenya. Specifically, recruitment practices show a significant positive effect ($p < 0.05$) on employee performance, with effective processes focusing on candidates' potential and qualifications leading to improved outcomes. Similarly, reward practices demonstrate a significant positive relationship ($p < 0.05$) with performance, as competitive compensation and non-financial benefits motivate employees. Training practices also significantly influence performance ($p < 0.05$), particularly when aligned with employees' needs and skill development. Furthermore, human resource planning positively affects employee performance ($p < 0.05$), with employee involvement in planning fostering satisfaction and enhancing productivity. The study highlights that organizational culture plays a significant role, positively affecting employee performance ($p < 0.05$) and moderating the relationships between HRM practices and performance. Overall, the findings underscored the importance of effective HRM strategies and a supportive organizational culture in enhancing employee performance in public universities.

5.4 Recommendations

To enhance employee performance and align with organizational goals, public universities should prioritize hiring practices based on candidates' potential, ensuring that recruitment processes are transparent, ethical, and fair. Maintaining a competitive compensation and benefits package is essential to attract and retain high-performing employees; universities should establish equitable pay structures that motivate staff while also offering non-financial compensation tailored to employee satisfaction. Training programs must be relevant to the specific needs of employees, providing orientation for new hires and ongoing development opportunities for existing staff to adapt to various job requirements. Additionally, it is crucial to actively involve employees in human resource planning by creating forums or committees that encourage their input on HR policies and practices, fostering a sense of ownership and commitment. Effective human resource planning should be implemented to address workforce deficits and improve organizational productivity, including the development of comprehensive exit strategies that benefit both employees and the institution. Finally, cultivating a robust organizational culture that supports the achievement of institutional objectives is vital; this culture should be informed by employee experiences and emphasize the importance of engagement, ultimately driving performance and satisfaction. By adopting these recommendations, public universities can create a more effective and responsive human resource management system.

5.5 Suggestions for Further Research

Future research could explore various aspects to deepen the understanding of the relationship between human resource management (HRM) practices and employee performance. One suggestion is to investigate additional moderating variables, such as leadership styles, employee engagement, or job characteristics, which may influence this relationship. Longitudinal studies would also be beneficial to assess the long-term effects of HRM practices and organizational culture on employee performance, providing insights into how these dynamics evolve over time. Comparative studies across different regions

of Kenya or even across countries could yield valuable information on how contextual factors impact the effectiveness of HRM practices. Additionally, examining the influence of technological advancements and digital transformation on HRM practices and employee performance would be pertinent, particularly in light of the increasing prevalence of remote work and online training. Qualitative research involving interviews or focus groups with employees and management could further enhance understanding by capturing their perceptions of HRM practices and organizational culture, helping to identify specific areas for improvement. Exploring the relationship between employee well-being, organizational culture, and performance is another valuable avenue, as factors such as work-life balance and mental health support are increasingly recognized as crucial to overall employee effectiveness. Moreover, sector-specific studies focusing on academic versus administrative staff could reveal varying impacts of HRM practices based on roles and responsibilities. Finally, investigating the implications of HRM policies and practices on overall institutional effectiveness and student outcomes would provide a holistic view of the impact of HRM within public universities. These suggestions aim to expand the understanding of HRM practices and employee performance, ultimately contributing to the development of more effective strategies in public universities and beyond.

REFERENCES

- Abebe, H. E., & Haile, T. T. (2020). The impact of reward and knowledge sharing practices on employee performance: a comparative analysis between Awash and Dashen bank SC. *International Journal of Business and Management*, 15(3), 114-125.
- Aburumman, O., Salleh, A., Omar, K., & Abadi, M. (2020). The impact of human resource management practices and career satisfaction on employee's turnover intention. *Management Science Letters*, 10(3), 641-652.
- Adeola, M. M., & Adebisi, S. O. (2016). Employee motivation, recruitment practices and banks performance in Nigeria. *International Journal of Entrepreneurial Knowledge*, 4(2), 57-61.
- Aldhuhouri, R., Almazrouei, K., Sakhrieh, A., Al Hazza, M., & Alnahhal, M. (2022). The Effects of Recruitment, Selection, and Training Practices on Employee Performance in the Construction and Related Industries. *Civil Engineering Journal*, 8(12), 3831-3841.
- Al Shobaki, M. J., Abu-Naser, S. S., & Abu Amuna, Y. M. (2017). Learning organizations and their role in achieving organizational excellence in the Palestinian Universities. *Global Journal of Advanced Research*, 2(1), 13-21.
- Almanasreh, E., Moles, R., & Chen, T. F. (2019). Evaluation of methods used for estimating content validity. *Research in Social and Administrative Pharmacy*, 15(2), 214-221.
- Alsafadi, Y., & Altahat, S. (2021). Human resource management practices and employee performance: the role of job satisfaction. *The Journal of Asian Finance, Economics and Business*, 8(1), 519-529.
- Aman, Q., Noreen, T., Khan, I., Ali, R., & Yasin, A. (2018). The impact of human resource management practices on innovative ability of employees moderated by organizational culture. *International Journal of Organizational Leadership*, 7(1), 426-439.
- Amir, M., Ali, K., Ali, D., & Ali, A. Z. (2022). Human resource practices and employee performance: mediating role of work engagement and training sessions. *JISR Management and Social Sciences & Economics*, 20(1), 187-208.
- Amdani, D., Sinulingga, S., Absah, Y., & Muda, I. (2019). The effect of competence and organizational culture on employee performance of ganesha medan polytechnic. *Journal of Management Studies*, 3(1), 44-50.
- Anselin, L. (2020). Local spatial autocorrelation. *Other Local Spatial Autocorrelation Statistics*.
- Argyris, C. (2017). *Integrating the individual and the organization*. New York: Routledge.
- Armstrong, M., & Taylor S. (2017). *Handbook of human resource management practice* (16th ed.). London, UK: Kogan Page Publishers.
- Arthur, N., Caren, A., Owino, J., & Vincent, M. (2023). Moderating effect of external environment on the relationship between tmt characteristics and performance of Ugandan state agencies. *African Journal of Business and Management (Ajbuma)*, 8(1), 17-41.
- Arvanitis, S., Seliger, F., & Stucki, T. (2016). The relative importance of human resource management practices for innovation. *Economics of Innovation and New Technology*, 25(8), 769-800.
- Atan, J. B., Raghavan, S., & Mahmood, N. H. K. (2015). Impact of training on employees' job performance: A case study of Malaysian small medium enterprise. *Review of Management*, 2(1), 1-20.

- Atuahene, B. T. (2016). Organizational culture in the Ghanaian construction industry. *International Journal of Business Studies*, 2(2), 23-27.
- Avery, K. N., Williamson, P. R., Gamble, C., Francischetto, E. O. C., Metcalfe, C., Davidson, P., ... & Blazeby, J. M. (2017). Informing efficient randomised controlled trials: exploration of challenges in developing progression criteria for internal pilot studies. *BMJ open*, 7(2), e013537.
- Aydan, O. (2016). The effect of diversity management on job satisfaction and individual performance of Teachers. *Educational Research and Reviews*, 11(3), 105-112.
- Azegele, M., Okeyo, W., & Nyambegera, S. (2021). The moderating effect of leadership style on the mediating effect of human resource management practice on the relationship between corporate governance and performance of insurance companies in Kenya. *African Journal of Emerging Issues*, 3(7), 67-83.
- Bakker, A. B., & Leiter, M. (2017). Strategic and proactive approaches to work engagement. *Organizational Dynamics*, 46(2), 67-75.
- Bartoo, J. F., Nambuswa, E. M., & Namusonge, G. N. (2023). Moderating effect of organization culture on the relationship between talent career management and employee performance in Insurance Companies, Kenya. *African Journal of Emerging Issues*, 5(2), 71-88.
- Bell, B. S., Tannenbaum, S. I., Ford, J. K., Noe, R. A., & Kraiger, K. (2017). 100 years of training development research: What we know and where we should go. *Journal of Applied Psychology*, 102(3), 305.
- Blanchard, K. (2018). *Leading at a higher level: Blanchard on leadership and creating high performing organizations*. Ukraine: FT Press.
- Bouaziz, F., & Hachicha, Z. S. (2018). Strategic human resource management practices and organizational resilience. *Journal of Management Development*, 3(1), 14-19.
- Boxall, P. (2015). *Management, work and organisations: Strategy and human resource management*. Nairobi: Palgrave Macmillan.
- Boxall, P., & Macky, K. (2014). High-involvement work processes, work intensification and employee well-being. *Journal of Management Studies*, 28(6), 963-984.
- Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. New York: Wiley & Sons.
- Bujang, M. A., Omar, E. D., & Baharum, N. A. (2018). A review on sample size determination for Cronbach's alpha test: a simple guide for researchers. *The Malaysian Journal of Medical Sciences: MJMS*, 25(6), 85-91.
- Busienei, J. R. (2013). Business strategy, organizational structure, human resource strategic orientation and performance of large private manufacturing firms in Kenya. *Havard Review*, 2(4), 104-110.
- Chakraborty, D., & Biswas, W. (2020). Going green with green HRM practices—A strategic initiative for reinvigorating performance optimization in companies. *Prabandhan: Indian Journal of Management*, 13(10-11), 8-26.
- Chand, M., & Katou, A. A. (2017). The impact of HRM practices on performance in the Indian hotel industry. *Employee Relations*, 29(6), 576-583.

- Chashmi, N., & Fadaee, M. (2016). Impact of financial performance and growth opportunities on success or failure of companies: Evidence from Tehran stock exchange. *Journal of Accounting & Marketing*, 5(2), 29-100.
- Chua, J., Basti, A., & Hassan, Z. (2018). Leadership style and its impact on employee performance. *International Journal of Accounting and Business Management*, 3(4), 27-35.
- Chung, K. (2017). Toward a general theory of motivation & performance. *California Management Review*, 11(3), 81-88.
- Cleveland, W. S., Grosse, E., & Shyu, W. M. (2017). *Local regression models*. In *Statistical models in S* (pp. 309-376). New York: Routledge.
- Connell, J., Carlton, J., Grundy, A., Taylor Buck, E., Keetharuth, A. D., Ricketts, T., ... & Brazier, J. (2018). The importance of content and face validity in instrument development: lessons learnt from service users when developing the Recovering Quality of Life measure (ReQoL). *Quality of life research*, 27(1), 1893-1902.
- Daly, J. (2016). *Human resource management in the public sector: Policies and practices*. UK: Taylor & Francis.
- Dawo, J. I. A., Simatwa, E. M., & Okwatch, T. O. (2013). Academic staff development practices' influence on job performance in selected Public Universities in Kenya. *Global Journal of Advanced Research*, 2(2), 14-21.
- De Mooij, M. (2019). *Consumer behavior and culture: Consequences for global marketing and advertising*. New Delhi: Sage.
- DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). *Fundamentals of human resource management*. New York: Wiley & Sons.
- DeNisi, A. S., & Murphy, K. R. (2017). *Performance appraisal and performance management*. New York: Wiley & Sons.
- Dewanti, H. E., & Artaya, I. P. (2019). The influence of training, work experience, and competence on employee performance at Surabaya Husada Utama Hospital. In *Journal of World Conference (JWC)*, 1(1), 93-101.
- Diana, I. N., Supriyanto, A. S., Ekowati, V. M., & Ertanto, A. H. (2021). Factor influencing employee performance: The role of organizational culture. *The Journal of Asian Finance, Economics and Business*, 8(2), 545-553.
- Ek, K., & Mukuru, E. (2018). Effect of motivation on employee performance in public middle level technical training institutions in Kenya. *Ijame*, 1(1), 5-11.
- Erasmus, B. J. (2018). Unethical behavior in human resource management practices in south Africa: Views of human resource practitioners. *Management: Journal of Contemporary Management Issues*, 23(2), 65-86.
- Etebu, C. (2016). Financial compensation and employee performance of Bayelsa state civil service. *Journal of Resources Development and Management*, 22(1), 1-12.
- Farzana, R. J., & Bari, W. (2019). Critical evaluation of training development of employees—a study with reference to BPO Companies in Chennai City. *Journal of Management Info*, 6(1), 27-30.
- Fernandez, S., & Rainey, H. G. (2017). *Managing successful organizational change in the public sector*. In *Debating Public Administration* (pp. 7-26). New York: Routledge

- Fisher, P. A., Risavy, S. D., Robie, C., König, C. J., Christiansen, N. D., Tett, R. P., & Simonet, D. V. (2021). Selection myths: A conceptual replication of HR professionals' beliefs about effective human resource practices in the US and Canada. *Journal of Personnel Psychology, 20*(2), 51-60.
- Flake, J. K., Davidson, I. J., Wong, O., & Pek, J. (2022). Construct validity and the validity of replication studies: A systematic review. *American Psychologist, 77*(4), 576-585.
- Franke, G., & Sarstedt, M. (2019). Heuristics versus statistics in discriminant validity testing: a comparison of four procedures. *Internet Research, 29*(3), 430-447.
- Freeman, A. (2019). *Exploring how managers increase employee performance within organizational supply chains*. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=8419&context=dissertations>
- Gamage, A. S. (2014). Recruitment and selection practices in manufacturing SMEs in Japan: An analysis of the link with business performance. *Ruhuna Journal of Management and Finance, 1*(1), 3-54.
- Gilal, F. G., Ashraf, Z., Gilal, N. G., Gilal, R. G., & Channa, N. A. (2019). Promoting environmental performance through green human resource management practices in higher education institutions: A moderated mediation model. *Corporate Social Responsibility and Environmental Management, 26*(6), 1579-1590.
- Girsang, R. M., Tarigan, W. J., & Sipayung, T. (2023). The effect of recruitment and selection on employee performance. *Enrichment: Journal of Management, 13*(1), 84-95.
- Grabara, J. K., Kot, S., & Pigoń, Ł. (2016). Recruitment process optimization: Chosen findings from practice in Poland. *Journal of International Studies, 9*(3), 217-228.
- Haider, M., Rasli, A., Akhtar, C. S., Yusoff, R. B. M., Malik, O. M., Aamir, A., & Tariq, F. (2015). The impact of human resource practices on employee retention in the telecom sector. *International Journal of Economics and Financial Issues, 5*(1), 63-69.
- Halawi, A., & Haydar, N. (2018). Effects of training on employee performance: A case study of Bonjus and Khatib & Alami Companies. *International Humanities Studies, 5*(2), 57-61.
- Hanusz, Z., Tarasinska, J., & Zielinski, W. (2016). Shapiro–Wilk test with known mean. *REVSTAT-Statistical Journal, 14*(1), 89-100.
- Hassan, S. (2016). Impact of HRM practices on employee's performance. *International Journal of Academic Research in Accounting, Finance and Management Sciences, 6*(1), 15-22.
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-based nursing, 18*(3), 66-67.
- Hee, O. C., & Jing, K. R. (2018). The Influence of human resource management practices on employee performance in the manufacturing sector in Malaysia. *International Journal of Human Resource Studies, 8*(2), 129-147.
- Heeringa, S. G., West, B. T., & Berglund, P. A. (2017). *Applied survey data analysis*. UK: CRC press.
- Hendrycks, D., Mu, N., Cubuk, E. D., Zoph, B., Gilmer, J., & Lakshminarayanan, B. (2019). Augmix: A simple data processing method to improve robustness and uncertainty. arXiv preprint arXiv:1912.02781.
- Hislop, D., Bosua, R., & Helms, R. (2018). *Knowledge management in organizations: A critical introduction*. UK: Oxford University Press.
- Improving higher education. Performance in Kenya: a policy report. World Bank report, 2019.

- Iskamto, D. (2023). Organizational culture and its impact on employee performance. *International Journal of Management and Digital Business*, 2(1), 47-55.
- Janet, W. S. (2019). Effects of recruitment process on employee performance - A survey of life insurance companies in Kenya. *International Journal of Business Management and Finance*, 2(1), 654-768.
- Jørgensen, M., Konge, L., & Subhi, Y. (2018). *Contrasting groups' standard setting for consequences analysis in validity studies: reporting considerations*. *Advances in Simulation*, 3, 1-7.
- Juliani, T., & Windu, F. S. (2017). Analysis of incentive, work discipline, and education levels that influence employee performance. *Jurnal Aplikasi Manajemen*, 15(2), 355-361.
- Kadir, A., Humaid AlHosani, A., Ismail, F., & Sehan, N. (2019). The effect of compensation and benefits towards employee performance. *Proceedings of the Proceedings of the 1st Asian Conference on Humanities, Industry, and Technology for Society*, 1(1), 5-9.
- Kalli, K. A., Abba, Y. B., & Bukar, A. G. (2023). An assessment of the effect of training and development on employee performance: A review perspective. *World Journal of Advanced Research and Reviews*, 18(2), 258-270.
- Kyagulanyi, G. (2019). Recruitment practices and employee performance. *International Journal of Advanced Research*, 2(2), 11-19.
- Keating, X. D., Zhou, K., Liu, X., Hodges, M., Liu, J., Guan, J & Castro-Piñero, J. (2019). Reliability and concurrent validity of global physical activity questionnaire (GPAQ): a systematic review. *International Journal of Environmental Research and Public Health*, 16(21), 4128.
- Kennedy, D. M. (2019). Managing the Mayo Clinic brand: a case study in staff developed service performance standards. *Journal of Brand Management*, 26(5), 538–549.
- Kidombo, H. J., K'obonyo, P., & Gakuu, C. M. (2012). Human resource strategic orientation and organizational commitment in Kenyan manufacturing firms. *International Journal of Arts and Commerce*, 1(7), 7-28.
- Kilonzo, T. M., Were, S., & Odhiambo, R. (2018). Influence of employee engagement on the performance of teachers in secondary schools in Machakos County in Kenya. *International Journal of Novel Research in Humanity and Social Sciences*, 5(1), 52-71.
- Kollitz, R., Ruhle, S., & Süß, S. (2019). Recruitment practices under scrutiny: A latent-profile analysis of family firms' approaches to recruit non-family employees. *German Journal of Human Resource Management*, 33(3), 167-196.
- Kuswati, Y. (2020). The influence of organizational culture on employee performance. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(1), 296-302.
- Lancsar, E., Fiebig, D. G., & Hole, A. R. (2017). Discrete choice experiments: a guide to model specification, estimation and software. *Pharmacoeconomics*, 35(1), 697-716.
- Larentis, F., Antonello, C. S., & Slongo, L. A. (2018). Organizational culture and relationship marketing: an inter organiza-tional perspective. *Journal of Management*, 20(1), 37 56.
- Lee, V. H., Ooi, K. B., Chong, A. Y. L., & Tan, B. I. (2017). HRM practices and organizational learning: A critical review and research agenda. *International Journal of Innovation and Learning*, 10(4), 414-428.

- Leseiyo, M., & Ngui, T. (2019). Influence of employee motivation on performance of public universities in Kenya: A case Study of Moi University, Nairobi Campus. *International Journal of Research and Innovation in Social Science*, 3(5), 1-9.
- Lew, T. (2009). The relationships between perceived organizational support, felt obligation, affective organizational commitment and turnover intention of academics working with private higher educational institutions in Malaysia. *European Journal of Social Sciences*, 9(1), 72-87.
- Li, X., Mai, Z., Yang, L., & Zhang, J. (2020). Human resource management practices, emotional exhaustion, and organizational commitment—with the example of the hotel industry. *Journal of China Tourism Research*, 16(3), 472-486.
- Lin, C., Yu-Ping Wang, C., Wang, C. Y., & Jaw, B. S. (2017). The role of human capital management in organizational competitiveness. *Social Behavior and Personality: An International Journal*, 45(1), 81-92.
- Lopez-Cabrales, A., Real, J. C., & Valle, R. (2017). Relationships between human resource management practices and organizational learning capability: The mediating role of human capital. *Personnel Review*, 40(3), 344-363.
- Mahadevan, A., & Yap, M. H. (2019). Impact of training methods on employee performance in a direct selling organization, Malaysia. *IOSR Journal of Business and Management*, 21(10), 7-14.
- Mahmood, S. (2021). The effect of human resource management practices on employee performance. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(3), 2900-2911.
- Manzoor, F., Wei, L., Bányai, T., Nurunnabi, M., & Subhan, Q. A. (2019). An examination of sustainable HRM practices on job performance: An application of training as a moderator. *Sustainability*, 11(8), 2263.
- Mariani, L., Gigli, S., & Bandini, F. (2019). Pay-for-Performance and other practices: Alternative paths for human resource management effectiveness in public social care organizations. *Review of Public Personnel Administration*, 5(3), 73-437.
- Masum, A. K. M., Azad, M. A. K., & Beh, L. S. (2016). The role of human resource management practices in bank performance. *Total Quality Management & Business Excellence*, 27(3-4), 382-397.
- Mayes, B. T., Finney, T. G., Johnson, T. W., Shen, J., & Yi, L. (2017). The effect of human resource practices on perceived organizational support in the People's Republic of China. *The International Journal of Human Resource Management*, 28(9), 1261–1290.
- Mbiti, A. M., Arasa, R. M., & Kinyili, J. M. (2019). Influence of performance appraisal on performance of universities in Machakos and Kitui counties, Kenya. *European Journal of Business and Management Research*, 4(5). 344-543.
- Meacham, H., Cavanagh, J., Shaw, A., & Bartram, T. (2017). HRM practices that support the employment and social inclusion of workers with an intellectual disability. *Personnel Review*, 2(1), 14-19.
- Memon, M. A., Salleh, R., Mirza, M. Z., Cheah, J. H., Ting, H., Ahmad, M. S., & Tariq, A. (2020). Satisfaction matters: the relationships between HRM practices, work engagement and turnover intention. *International Journal of Manpower*, 42(1), 21-50.
- Meredith, J. R., Mantel Jr, S. J., & Shafer, S. M. (2017). *Project management: a managerial approach*. New York: Wiley & Sons.

- Mohamud, A. M. (2014). The effect of training on employee performance in public sector organizations in Kenya. The case of NHIF Machakos County. *International Journal of Business Management*, 2(2), 44-51.
- Mohsen, A., Neyazi, N., & Ebtekar, S. (2020). The impact of organizational culture on employee's performance: an overview. *International Journal of Management (IJM)*, 11(8), 879-888.
- Mone, E. M., & London, M. (2018). *Employee engagement through effective performance management: A practical guide for managers*. New York: Routledge.
- Moraa, A. A., & Datche, E. (2019). Effect of performance appraisal on employee performance: A case study of national health insurance fund. *Strategic Journal of Business & Change Management*, 6(2), 45-78.
- Munjuri, M. G. (2011). The effect of human resource management practices in enhancing employee performance in catholic institutions of Higher Learning in Kenya. *International Journal of Business Administration*, 2(4), 189-195.
- Muriu, A., Proeller, I., & Fuhr, H. (2017). Performance management in Kenya's public service A study on performance information use. *International Journal of Scientific and Research Publications*, 3(5), 1-13.
- Mutahi, N. (2015). Effect of human resource management practices on performance of public universities in Kenya. *International Journal of Multidisciplinary Studies*, 3(1), 67-71.
- Mutua, S. M., Karanja, K., & Namusonge, G. S. (2012). Role of human resource management practices on performance of financial cooperatives based in Nairobi County, Kenya. *International Journal of Humanities and Social Science*, 2(22), 289-297.
- Nahida Afroz, N. (2018). Effects of training on employee performance -A study on banking sector, Tangail Bangladesh. *Global Journal of Economics and Business*, 4(1), 111-124.
- Narayana, A. (2017). A critical review of organizational culture on employee performance. *American Journal of Engineering and Technology Management*, 2(5), 72-76.
- Nazarian, A., Atkinson, P., & Foroudi, P. (2017). Influence of national culture and balanced organizational culture on the hotel industry's performance. *International Journal of Hospitality Management*, 63(1), 22-32.
- Ng'ang'a, N. K., Maru, L., & Korir, M. (2017). Organizational culture and employee performance in the scripture Union of Kenya. *Global Journal of Management Studies*, 3(1), 33-40.
- Ngwa, W. T., Adeleke, B. S., Agbaeze, E. K., Ghasi, N. C., & Imhanrenialena, B. O. (2019). Effect of reward system on employee performance among selected manufacturing firms in the Litoral region of Cameroon. *Academy of Strategic Management Journal*, 18(3), 1-16.
- Ngwenya, L., & Aigbavboa, C. (2017). Improvement of productivity and employee performance through an efficient human resource management practice. In *Advances in Human Factors, Business Management, Training and Education: Proceedings of the AHFE 2016 International Conference on Human Factors, Business Management and Society, July 27-31, 2016, Walt Disney World®, Florida, USA* (pp. 727-737). Springer International Publishing.
- Nikolaou, I. (2021). What is the role of technology in recruitment and selection? *The Spanish Journal of Psychology*, 24(3), 67-89.
- Nikpour, A. (2017). The impact of organizational culture on organizational performance: The mediating role of employee's organizational commitment. *International Journal of Organizational Leadership*, 6(1), 65-74.

- Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2017). *Human resource management: Gaining a competitive advantage*. New York, NY: McGraw-Hill Education.
- Noorazem, N. A., Md Sabri, S., & Mat Nazir, E. N. (2021). The effects of reward system on employee performance. *Jurnal Intelek*, 16(1), 40-51.
- Nor, N. M., & Abdullah, F. (2020). The relationships between ability, motivation and opportunity (AMO) model of high-performance work Practices (HPWP) and organizational performance on millennials in MARA headquarters, Kuala Lumpur: Mediated by job Embeddedness. *International Journal of Academic Research in Business and Social Sciences*, 10(13), 56-78.
- Nwokocha, I. (2016). Managing reward strategy to enhance employee performance, retention and productivity in organizations: A general overview. *International Journal of Development and Management Review*, 11(1), 20-38.
- Odendo, L. A. (2018). Impact of human resource practices on employee performance: A case study of capital Colours Creative Design limited. *International Journal of Accounting & Finance Studies*, 3(1), 17-25.
- Ogbonna, E., & Harris, L. C. (2015). Subcultural tensions in managing organizational culture: a study of an English Premier League football organisation. *Human Resource Management Journal*, 25(2), 217-232.
- Ombanda, P. O. (2018). Nepotism and job performance in the private and public organizations in Kenya. *International Journal of Scientific and Research Publications (IJSRP)*, 8(5), 67-98.
- Okoli, I. E., Okoli, D. I., & Nuel-Okoli, C. M. (2020). Reward management practices and employee performance of public universities in South-East, Nigeria. *European Journal of Business and Management Research*, 5(3), 27-31.
- Ondieki, D. O., Paul, S. N. & Mburu, L. K. (2017). Influence of strategic management practices on productivity of state corporations in Kenya: A case of Kenya Civil Aviation Authority. *International Academic Journal of Human Resource and Business Administration*, 2(3), 556-579
- Otoo, D., Iddrisu, W. A., Kessie, J. A., & Larbi, E. (2018, December 2). Structural model of students' interest and self-motivation to learning mathematics. *Education Research International*, 4(1), 41-50.
- Otoo, I. C., Assuming, J., & Agyei, P. M. (2018). Effectiveness of recruitment and selection practices in public sector higher education institutions: Evidence from Ghana. *European Scientific Journal*, 14(13), 199-243.
- Peck, R., Short, T., & Olsen, C. (2020). *Introduction to statistics and data analysis*. UK: Cengage Learning.
- Porter, M. E., & Kramer, M. R. (2019). *Creating shared value*. In *managing sustainable business* (pp. 323–346). UK: Springer.
- Prieto, I. M., & Santana, M. P. P. (2014). Managing innovative work behavior: The role of human resource practices. *Personnel Review*, 43(2), 184–208.
- Rahmat, R., Ramly, M., Mallongi, S., & Kalla, R. (2019). The leadership style effect on the job satisfaction and the performance. *Asia Pacific Journal of Management and Education*, 2(1), 1-13.
- Ramki, S. (2015). Effect of recruitment and selection practises on retention of teachers in international primary schools in Nairobi County. *Journal of Business Studies*, 2(2), 33-38.
- Ranganathan, P., & Aggarwal, R. (2018). Study designs: Part 1 - An overview and classification. *Perspect Clin Res.*, 9(4), 184-186.

- Rasheed, M. A., Shahzad, K., Conroy, C., Nadeem, S., & Siddique, M. U. (2017). Exploring the role of employee voice between high-performance work system and organizational innovation in small and medium enterprises. *Journal of Small Business and Enterprise Development*, 24(4), 670-688.
- Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational behaviour by pearson 18e*. New Delhi: Pearson Education.
- Román-González, M., Pérez-González, J. C., & Jiménez-Fernández, C. (2017). Which cognitive abilities underlie computational thinking? Criterion validity of the Computational Thinking Test. *Computers in Human Behavior*, 72(1), 678-691.
- Rowley, C., Bae, J., Horak, S., & Bacouel-Jentjens, S. (2017). Distinctiveness of human resource management in the Asia Pacific region: typologies and levels. *The International Journal of Human Resource Management*, 28(10), 1393-1408.
- Saeed, B. B., Afsar, B., Hafeez, S., Khan, I., Tahir, M., & Afridi, M. A. (2019). Promoting employee's proenvironmental behavior through green human resource management practices. *Corporate Social Responsibility and Environmental Management*, 26(2), 424-438.
- Sarinah, S., Gultom, R. S., & Thabah, A. A. (2016). The Effect of recruitment and employee selection on employee placement and its impacts towards employee performance at PT Sriwijaya Air. *Jurnal Manajemen Transportasi & Logistik*, 3(1), 101-110.
- Schleu, J. E., & Hüffmeier, J. (2021). Simply the best? A systematic literature review on the predictive validity of employee performance for leader performance. *Human Resource Management Review*, 31(2), 100777.
- Schmidt, A. F., & Finan, C. (2018). Linear regression and the normality assumption. *Journal of Clinical Epidemiology*, 98(1), 146-151.
- Shamnot, M. M. (2014). The role of human resources management practices represented by employee's recruitment and training and motivating in realization competitive advantage. *The Retail and Marketing Review*, 10(2), 18-37.
- Sivakami, R., & Samitha, S. S. (2018). A study on the impact of organizational culture on employee performance. *International Journal of Management Research and Reviews*, 8(7), 1-8.
- Shin, S. J., Jeong, I., & Bae, J. (2018). Do high-involvement HRM practices matter for worker creativity? A cross-level approach. *The International Journal of Human Resource Management*, 29(2), 260-285.
- Stone, T. H., & Jawahar, I. M. (2021). A leadership model for high-intensity organizational contexts. *Management Research Review*, 3(3), 12-17.
- Sung, S. Y., & Choi, J. N. (2018). Building knowledge stock and facilitating knowledge flow through human resource management practices toward firm innovation. *Human Resource Management*, 57(6), 1429-1442.
- Suwarto, F. X., & Subyantoro, A. (2019). The effect of recruitment, selection and placement on employee performance. *International Journal of Computer Networks and Communications Security*, 7(7), 126-134.
- Taherdoost, H. (2016). Validity and reliability of the research instrument; how to test the validation of a questionnaire/survey in research. *Global Journal of Advanced Research*, 3(1), 33-40.

- Tang, G., Chen, Y., Jiang, Y., Paillé, P., & Jia, J. (2018). Green human resource management practices: scale development and validity. *Asia Pacific Journal of Human Resources*, 56(1), 31-55.
- Tianingrum, A. S. (2022). The effect of leadership and organizational culture on employee performance. *APTISI Transactions on Management*, 6(2), 158-166.
- Tidd, J., & Bessant, J. R. (2018). *Managing innovation: integrating technological, market and organizational change*. New York: Wiley & Sons.
- Tursunbayeva, A. (2019). Human resource technology disruptions and their implications for human resources management in healthcare organizations. *BMC Health Services Research*, 19(1), 7-10.
- Ujma, M., & Ingram, T. (2019). Perception of ability-motivation-opportunity oriented HRM practices and organizational commitment: The role of task uncertainty. *Journal of Entrepreneurship, Management and Innovation*, 15(4), 139-162.
- Uyanto, S. S. (2020). Power comparisons of five most commonly used autocorrelation tests. *Pakistan Journal of Statistics and Operation Research*, 3(1), 119-130.
- Uzo, U., & Kinoti, A. (2018). *Indigenous management practices in Africa: A guide for educators and practitioners*. UK: Emerald Publishing Limited.
- Vasileiou, K., Barnett, J., Thorpe, S., & Young, T. (2018). Characterizing and justifying sample size sufficiency in interview-based studies: systematic analysis of qualitative health research over a 15-year period. *BMC Medical Research Methodology*, 18(1), 1-18.
- Wahyuni, R. S., & Syamsir, S. (2020). The influence of integrity and human resource management towards employee performance. *International Journal of Research and Analytical Reviews (IJRAR)*, 7(1), 780-785.
- Wang, S., Yi, X., Lawler, J., & Zhang, M. (2011). Efficacy of high-performance work practices in Chinese companies. *The International Journal of Human Resource Management*, 22(11), 2419-2441.
- Wayne, R., & Martocchio, J. J. (2016). *Human resource management*. New York: Pearson Education Limited.
- Westlund, E., & Stuart, E. A. (2017). The nonuse, misuse, and proper use of pilot studies in experimental evaluation research. *American Journal of Evaluation*, 38(2), 246-261.
- Widayati, S. R., Sujana, I. W., & Sukadana, I. W. (2018). The role of work motivation in mediating the effect self-esteem and self-efficacy on employee performance at CV. Alam Tanpaka, Denpasar Bali. *International Journal of Contemporary Research and Review*, 9(11), 21138-21147.
- Wood, G., & Bischoff, C. (2020). Human resource management in Africa: current research and future directions – evidence from South Africa and across the continent. *The International Journal of Human Resource Management*, 3(1), 1-28.
- Yin, M., Malkhi, D., Reiter, M. K., Gueta, G. G., & Abraham, I. (2019). *HotStuff: BFT consensus with linearity and responsiveness*. In Proceedings of the 2019 ACM Symposium on Principles of Distributed Computing (pp. 347-356).
- Yusoff, M. S. B. (2019). ABC of content validation and content validity index calculation. *Education in Medicine Journal*, 11(2), 49-54.

Żytkowski, A., Tubbs, R. S., Iwanaga, J., Clarke, E., Polgaj, M., & Wysiadecki, G. (2021). Anatomical normality and variability: Historical perspective and methodological considerations. *Translational Research in Anatomy*, 23(1), 100-105.

APPENDICES

APPENDIX 1: INTRODUCTION LETTER

My name is Anditi Philip Duncan, currently a final year Master of Business Management, Human Resource Management Option student at the University of Eldoret. This study is being carried out in order to examine the **MODERATING EFFECT OF ORGANIZATION CULTURE ON HUMAN RESOURCE MANAGEMENT PRACTICES AND EMPLOYEES' PERFORMANCE IN PUBLIC UNIVERSITIES IN NYANZA REGION, KENYA**, and is strictly for academic purposes only. Neither you nor your institution shall be identified with the information you provide. All information provided shall be treated with utmost confidentiality.

Thank you.

Anditi Philip Duncan

APPENDIX II: QUESTIONNAIRE

Please tick the most appropriate answer for each of the following questions.

SECTION A: DEMOGRAPHIC PROFILE

1. Gender: Male [] Female []

2. Please indicate your age

18-25 years [] 26-35 years [] 36-45 years []

46-55 years [] Over 55 years []

3. Highest education qualification

a) Certificate []

b) Diploma []

c) Bachelor Degree []

d) Master's Degree []

e) PhD []

f) Others Specify.....

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

Rongo University

Maseno University

Kisii University

University of Nairobi – Kisumu Campus

Tom Mboya University College

Jaramogi Oginga Odinga University of Science and Technology

5. How long have you been working for your University?

0-5 years []

6-10 years []

11-15 years []

16-20 years []

21-25 years []

Over 25 years []

6. What is your position in the University?

Senior Level Management []

Middle Level Management []

Lower Level Management []

SECTION B: EMPLOYEE PERFORMANCE

Please rate the following statements about the University's Employee Performance on the scale of 1 -5

(1= Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree).

S/N.	DESCRIPTION	1	2	3	4	5
1.	I exceed my performance Targets always					
2.	The university is able to maximize employee potential					
3.	Teams are rewarded for high performance					
4.	I am held accountable for achieving specific results					
5.	I have never received any complaints about poor work performance.					
6.	My boss is always satisfied with my work performance.					

SECTION C: HUMAN RESOURCE MANAGEMENT PRACTICES

Rate the extent to which each of the statements presented below correctly describes your organizations' aspects of Human Resource Management Practices. The numbers represent the following:

Part 1: Recruitment Practices

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

S/N.	DESCRIPTION	1	2	3	4	5
1.	Hiring decisions at this university are determined by person's potential to do job.					
2.	The university employs the most qualified candidate.					
3.	The recruitment process is carried out in a transparent manner					
4.	I am satisfied with the recruitment processes in this university.					
5.	Employee selection process is done in an ethical manner					
6.	I consider employee selection process in my university to be done fairly					

Part 2: Reward Practices

How accurately do the following elements describe your University’s Staff reward system on a scale of 1 -5 (1= Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree).

S/N.	DESCRIPTION	1	2	3	4	5
1.	This University maintains a competitive pay and benefit package					
2.	This university pay policy helps attract and retain high performing employees					
3.	The pay structure at my university ensures that there is a good balance in comparison with other employees of other related universities					
4.	My basic pay motivates me to do my work well					
5.	I am satisfied with the non-financial compensation I receive					
6.	This University provides a competitive compensation and benefits package when compared to other institutions of higher learning.					

Part 3: Training Practices

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

S/N.	DESCRIPTION	1	2	3	4	5
1.	Training makes employees more effective in their performance					
2.	Training is relevant to the needs of employee’s performance					
3.	Through training, my institution is able to invest on their employees					
4.	I am equipped with relevant skills to perform my job					
5.	This University trains new employees to acquaint them with the job.					
6.	Training is provided to equip the university staff with various skills to perform different jobs.					

Part 4: Human Resource Planning

Please rate the following statements about the University's human resource planning on the scale of 1 -5

(1= Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree).

S/N.	DESCRIPTION	1	2	3	4	5
1.	I am satisfied with human resource planning practices in my organisation.					
2.	The organization allows the staff to participate in planning the human resources.					
3.	Effective human resource planning enables the organization to overcome the deficit of employees, then increasing its performance					
4.	Human resource planning enables the organisation to organize successful exit plans that are advantage for the employees and the employer.					
5.	Staff skills has improved due to effective human resource planning.					
6.	Organization productivity increase due effective human resources planning.					

Part 5: Organizational Culture

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

S/N.	DESCRIPTION	1	2	3	4	5
1.	Organization culture has an impact on HRM and employee performance in my organization.					
2.	HRM and employee performance in my organization are linked to organizational culture to a significant extent.					
3.	Culture plays a significant role in the achievement of organizational objectives					
4.	Employee performance is influenced by the formation of organizational culture, based on my experience.					
5.	Organizational culture and Human Resource Management have a direct link that can result in positive employee performance.					
6.	Great importance is given to commitment in your organization					



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 465480

Date of Issue: 22/August/2024

RESEARCH LICENSE



This is to Certify that Mr. ANDITI PHILIP DUNCAN of University of Eldoret, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Homabay, Kisii, Kisumu, Siaya on the topic: MODERATING EFFECT OF ORGANIZATION CULTURE ON HUMAN RESOURCE MANAGEMENT PRACTICES AND EMPLOYEES PERFORMANCE IN PUBLIC UNIVERSITIES IN NYANZA REGION, KENYA for the period ending : 22/August/2025.

License No: NACOSTI/P/24/39345

465480

Applicant Identification Number

Wadhwa

Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

OFFICE OF THE DEPUTY VICE-CHANCELLOR (ASA)
(Directorate of Board of Postgraduate Studies)

Our Ref: UoE/B/BPGS/NACO/060

Date: 26th June, 2024

The Chief Executive Officer
National Commission for Science, Technology & Innovations
(NACOST)
P.O. Box 30623 - 00100
NAIROBI.

Dear Sir/Madam

SUBJECT: REQUEST FOR RESEARCH PERMIT - ANDITI PHILIP DUNCAN
(REG.NO.SBUS/BBM/M/002/19)

The above subject matter refers.

The above named is a bonafide Masters student in the Department of Business Management, School of Business, Economics and Management Science. The applicant has completed his coursework and successfully defended his proposal in readiness for commencement of research. His research is entitled "*Moderating Effect of Organization Culture on Human Resource Management Practices and Employee Performance in Public Universities, Nyanza Region Kenya.*"

By this letter, I request you to issue Mr. Anditi with a research permit to enable him proceed with his survey for him to write thesis.

Your support will be highly appreciated.

Yours faithfully


Board of Postgraduate Studies
University of Eldoret

PROF. SAMUEL LUTTA
DIRECTOR, BOARD OF POSTGRADUATE STUDIES.



P. O. Box 1125 - 30100, Eldoret, Kenya
Tel: +254 53 2063257 / 2033712/13 Ext. 2352/3
Mob: 0736 493555; Fax: +254 53 206 3257
E-mail: hodbbusinessmgt@uoeld.ac.ke
Website: www.uoeld.ac.ke

OFFICE OF THE DEPUTY VICE CHANCELLOR (ASA)
SCHOOL OF BUSINESS, ECONOMICS AND MANAGEMENT SCIENCES
DEPARTMENT OF BUSINESS MANAGEMENT

REF: UOE/B/BBM/ ATT/032

DATE: 18th June, 2024

TO WHOM IT MAY CONCERN

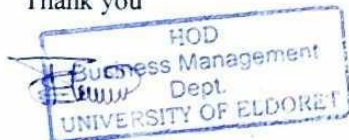
Dear Sir/Madam,

RE:DATA COLLECTION- ANDITI PHILIP DUNCAN, SBUS/BBM/M/002/19

The bearer of this letter is a postgraduate student in the Department of Business Management. The student is currently undertaking Research, collecting data for the proposal titled "*Moderating Effect of Organization Culture on Human Resource Management Practices and Employee Performance in Public Universities, Nyanza Region, Kenya*"

Any assistance accorded to her will be highly appreciated.

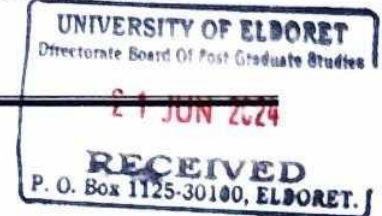
Thank you



DR. EMMANUEL TANUI
HEAD, DEPARTMENT OF BUSINESS MANAGEMENT



OFFICE OF THE DEPUTY VICE-CHANCELLOR (ASA),
SCHOOL OF BUSINESS ECONOMICS AND MANAGEMENT
SCIENCES,
Dean's Office



INTERNAL MEMO

TO: Director, Board of Postgraduate Studies
FROM: Dean, School of Business, Economics & Management Sciences
REF: UoE/B/SBUS/PGM/142
DATE: 19th June, 2024

SUBJECT: REQUEST FOR AUTHORITY TO COLLECT DATA.

The above subject refers.

Anditi Philip Duncan, SBUS/BBM/M/ATT/002/19 is a master student. Based on the minutes attached, he has defended his proposal successfully entitled: *"Moderating Effect of Organization Culture on Human Resource Management Practices and Employee Performance in Public Universities, Nyanza Region, Kenya"*.

Kindly process his request to go and collect data for his research work analysis.

Thank you, Dean
School of Business & Management Sciences
UNIVERSITY OF ELDORET
21/6/2024

DR. CAROLINE AYUMA
DEAN, SCHOOL OF BUSINESS, ECONOMICS AND MANAGEMENT
SCIENCES

Printed
21/6/2024
TYA
21/6/24

Submission Information

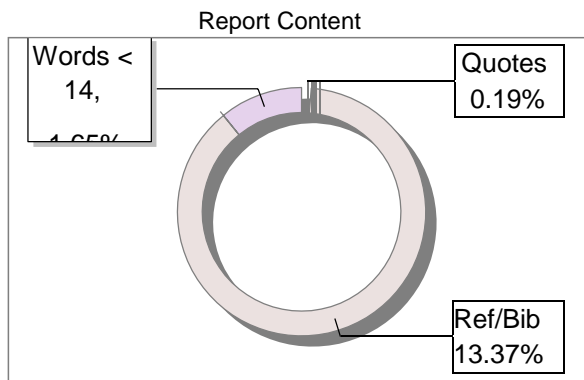
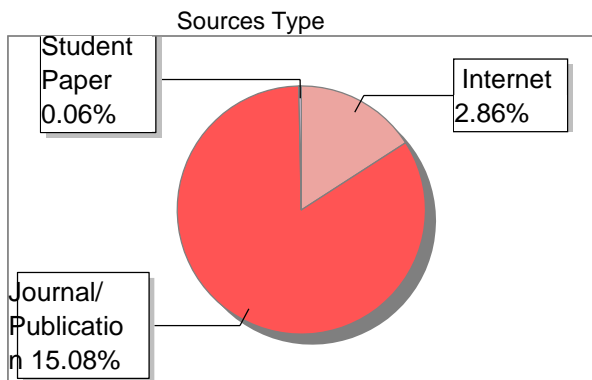
Author Name	Anditi Philip Duncan SBUS/BBM/M/002/19
Title	MODERATING EFFECT OF ORGANIZATION CULTURE ON HUMAN RESOURCE MANAGEMENT PRACTICES AND EMPLOYEE PERFORMANCE IN PUBLIC UNIVERSITIES NYANZA REGION, KENYA
Paper/Submission ID	2296022
Submitted by	titustoo@uoeld.ac.ke
Submission Date	2024-09-09 14:45:41
Total Pages, Total Words	181, 41641
Document type	Thesis

Result Information

Similarity **18 %**



90



Exclude Information

Quotes	Not Excluded
References/Bibliography	Excluded
Source: Excluded < 14 Words	Not Excluded
Excluded Source	2 %
Excluded Phrases	Not Excluded

Database Selection

Language	English
Student Papers	Yes
Journals & publishers	Yes
Internet or Web	Yes
Institution Repository	Yes

A Unique QR Code use to View/Download/Share Pdf File



DrillBit Similarity Report

18

118

A-Satisfactory (0-10%)
B-Upgrade (11-40%)
B C-Poor (41-60%)
D-Unacceptable (61-100%)
SIMILARITY %
MATCHED SOURCES
GRADE

LOCATION	MATCHED DOMAIN	%	SOURCE TYPE
r1	ository.kemu.ac.ke	<1	Publication
r2	ository.kemu.ac.ke	2	Publication
i3	kuat.ac.ke	1	Publication
i5	kuat.ac.ke	1	Publication
i6	abarak.ac.ke	1	Publication
r7	ository.kemu.ac.ke	1	Publication
i8	kuat.ac.ke	1	Publication
c9	e.ac.uk	1	Publication
r10	ository.kemu.ac.ke	1	Publication
v11	v.questjournals.org	1	Publication
c12	.ac.uk	1	Publication
r13	ository.kemu.ac.ke	1	Publication
r14	ository.kemu.ac.ke	<1	Publication
15			