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**The Influence of Human Resource Management Practices on Employee Retention in
Public Universities in Kenya**

Kabaru Maria Wamaitha

**Submitted in the partial fulfilment of the requirements for the Degree of Master of
Commerce at Strathmore University**

Strathmore University Business School

Strathmore University

Nairobi, Kenya

June, 2019

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Approval

This research project has been submitted with my approval as the University supervisor.

DR. HELLEN OTIENO

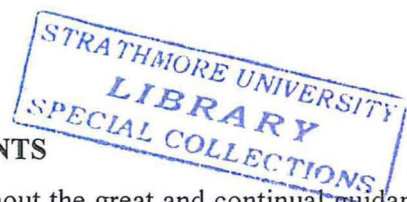
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Dr. Hellen Otieno

Strathmore University

ABSTRACT

The purpose of this study was to analyze the influence of human resource management practices on employee retention in public universities in Kenya. The specific objectives included: to establish the level of employee retention in public universities in Kenya, to investigate the influence of training and development on employee retention in public universities in Kenya, to analyze the influence of compensation on employee retention in public universities in Kenya and to examine the influence of recruitment and selection on employee retention in public universities in Kenya. Data was collected by use of questionnaires from the target population of 31 registered public universities in Kenya. Descriptive statistics, correlation analysis and multiple correlation analysis were used to analyze the data. Results showed that recruitment and selection was the most widely adopted human resource management practice, followed by compensation and reward then training and development as evidenced by their overall mean scores. On the influence of each human resource management practice on employee retention, training and development was the only independent variable found to be significant to employee retention in public universities in Kenya. The study however had limitations, in that it was only limited to three human resource management practices. The results therefore are not generalizable to all the other human resource management practices. Further research should therefore be done in order to find out what influence other human resource management practices have on employee retention in public universities in Kenya and in other areas of the world.



ACKNOWLEDGMENTS

This research project would not have been possible without the great and continual guidance from my supervisor, Dr. Hellen Otieno. Special thanks to her for all the help she has given to me. I also wish to appreciate the support of my family and friends.

DEDICATION

This research project is dedicated to my family who have been with me throughout this entire process and encouraged me.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globalization, speed for innovation and the increased competition for highly skilled workers has enhanced the need for organizations to review their relation's strategies in order to attract, motivate and retain the workforce that will enable them to achieve their goals (Hongoro & Normand, 2006). Today's employees are looking to work in an environment that will enable them to learn new things and give them challenging responsibilities that will contribute to their personal and professional growth (Wagner, 2000). Organizations are therefore investing in human capital that is a unique source that is not easily replicable or substitutable (Schuler, 2011).

Similarly, there is an increasing global interest in matters related to attracting and retaining staff in higher education institutions (Bushe, 2012). The issue of academic staff retention in these institutions affects both the developing and developed countries. For instance in the developed countries such as the United States, studies show that full time academic staff left their institutions for other places within one academic year, of these only 29 were retirees, the remaining 71% left for variety of reasons. (Sanderson, Phua, & Herda, 2000). In Canada, one of the main challenges that the public universities will face in the near future will be related to academic recruitment and selection. Similarly, staff retention will continue to be a setback in the 21st century if the issue is not resolved with an estimated shortage of 20,000 academic personnel (Tettey, 2009).

Locally, Kenya is also faced with the challenge of staff retention which occurs more in the form of brain drain. Kenya is losing its key professional and technical employees to foreign countries such as Europe and America (Kamoche & Nyambegera, 2004). According to Lewa (2009) Kenyan public universities are not prepared for retention and have no retention strategy. They carry out their processes knowing that there will always be people available to fill in the spaces of the employees who have left. Evidently, these institutions need to take the matter of staff retention more seriously and take into consideration implementation of the appropriate policies if they have the intention of competing locally and in the other foreign countries.

Public universities in Kenya have the highest number staff as compared to private universities. This has been attributed mainly to the fact that public universities attract more staff because of the wide diversity of programmes which they offer (Owino, 2019). Public universities therefore need employees who are well trained and motivated so that they are committed to their work of conducting research and training for the development of the nations (Lew, 2009). According to Abeysekera (2007) companies implementing effective human resource management practices can improve the levels of employee retention that consequently give them a competitive advantage because they are able to retain staff that are the key assets of the organization. Guma (2011) states that some of the consequences of low retention levels include; overworking of the remaining employees, recruitment and selection costs, low productivity, loss of stakeholders and loss of intellectual capital.

1.1.1 Human Resource Management Practices

In the presence of increased competition in the business environment, the success of any organization depends upon the effectiveness of their human resource programs and practices (Rehman, 2011). The responsibility of recruiting, selecting and retaining qualified, motivated, and experienced human resources for the organization is vested in the human resource department through their human resource management practices. Human resource management practices can therefore be described as the formulation of procedures that constitute the development of employee's capacity to maximise their potential in a manner that furthers the objectives of both the individual and the organization to gain competitive advantage (Khadka, 2009). Universities strive to attract talented, well trained and enthusiastic employees through carrying out research and training for the development of humanity (Lew, 2009). Empirical studies have revealed that successful and good effective implementation of some human resources management practices empowers university employees and improves their performance positively (Shahzad, 2008). These empowered employees are hence motivated to stay for longer periods in their organisations.

The challenges and trends of human resources management practices have developed over the years. Organizations should therefore strive to develop and implement successful human resource management policies so as to achieve the company goals. Human resources management practices are divided into two: soft aspects and hard aspects. Soft aspects would include career growth and work life balance while hard aspects include recruitment and selection (Gordon & Whitchurch, 2007). Researchers have established some of the practices that human resources department should consider in universities (Abu & Zhang, 2016). These

practices include; training, performance appraisal, employee participation, job definition, reward and compensation and organizational performance.

A study carried out by (Iveta, 2014) identified job design, recruitment and selection, training and development, compensation and reward, performance management, internal communication, employee involvement, employment security and prestige as the human resource management practices that are associated with employee retention. Abu & Zhang (2016) also state that some of the human resource practices that organizations should undertake include: training, performance appraisal, employee participation, job definition and reward and compensation. Based on the analysis of such literature, the human resource management practices that will be used for the purposes of this study will be training and development, compensation and rewards and recruiting and selection. From the above discussions, these practises have been seen to be the most relevant to this study.

1.1.2 Employee Retention

Armstrong (2006) states that employee retention refers to policies and programs aimed at ensuring that the organization keeps its key employees for a long period while Leighn (2012) defines employee retention as retaining those employees that are invaluable to the operations of the business. Parkinson (2007) referred to employee retention as the efforts that employers make in a bid to motivate their employees. Retention programs are therefore aimed at ensuring that employees stay committed to the organization for a long period of time.

Jacobs and Roodt (2011) state that the retention of employees has become an issue that needs to be addressed by adopting suitable retention strategies that will reduce an employee's intention to leave. The intention to leave is a measure of employee retention (Kashyap & Rangnekar, 2014). Intention to leave is defined as 'an employee's decision to leave the current job and look for a better opportunity elsewhere (Rizwan, 2014). The decision to leave may be as a result of work-related factors such lack of work-life balance, less money, routine work, poor supervision and lack of advancement opportunities (Smit & Bussin, 2015). Employee are now looking to work in organizations that offer challenging tasks and responsibilities, offers growth opportunities, compensates fairly and enables them to achieve work-life balance (Smit & Bussin, 2015). Failure for an organisation to satisfy these needs may lead to an employee's intention to leave which consequently leads to high costs related to staff turnover. Shields & Ward (2001) used intention to quit as a predictor of nurse intention in a study that aimed at improving nurse retention in England.

Past studies have also shown that organizational commitment plays an important role in retaining employees in an organization. Organizational commitment is defined as the potential of connection among employees and the organization (Upchurch & Curtis, 2010). This implies that the stronger the relationship is between an employee and their organization the higher the levels of organizational commitment and vice versa. Igarria & Guimaraes (1999) found that employees who exhibit high levels of commitment to their organization are less likely to leave than those who are relatively uncommitted. Therefore, employees that exhibit these high levels of commitment feel that they should remain in the organization (Igarria & Guimaraes, 1999).

Human resource management practices should therefore strive to increase the levels of employee retention in institutions by keeping their employees motivated and satisfied. A motivated workforce is key to the success and survival of any business in today's uncertain business climate with its rising competition (Wangiri, 2015). However, there are challenges in attempting to retain employees (Barney, 2007). These challenges include bounded rationality that stem from cultural social norms associated with the country (Chrisman, Chua, & Litz, 2003).

1.1.3 Higher Education in Kenya

Higher Education is undergoing significant change due to a number of factors such the development of information and communication technologies, globalization, internationalization and regionalization, socio-cultural and demographical trends, and the changing functions of government (Naftal, 2015). In Kenya, change is evident in the education sector after the country attained independence. Initially, the government put up prestigious national universities that were only limited to the few who could afford them. Thereafter, the demand for university education shot up. The need for developing training programs so as to equip the academic staff with the relevant skills to enable them to efficiently carry out their duties is therefore of great importance (Mukoya, 2016).

Mwiria (2007) opines that university performance in Kenya is too rigid thus leading to bad consequences whereby there is a mass exodus of lecturers seeking greener pastures to other outside country universities. This is an indication that retention rates are low in these higher education institutions, yet they play a vital role in the economy such as provision of employment and provision of quality education that make our young people competitive at a

global level. This study therefore seeks to investigate the influence of human resource management practices in employee retention in public universities in Kenya.

1.2 Statement of the Problem

Academic staff retention has been an issue in higher education institutions in both developing and developed countries. In Kenya, qualified academic staff have resigned from their workplaces in public universities and secured better paying jobs in foreign countries (Waswa & Katana, 2008). The issue of brain drain among the academic staff is on the rise within the public universities in Kenya and this affects staff retention (Waswa & Katana, 2008). For instance, an environmental analysis of Kenyatta University established that brain drain and the capacity to attract and retain academic staff is one major challenge in the university (Kenyatta University, 2005). There is limited research on the issue of retention of academic staff in the Kenyan context yet it is important for public universities in Kenya to know why academic staff are leaving and what factors would motivate them to stay. Effective retention strategies are based on acquiring the knowledge of the factors that influence an employee's decision to stay (Armstrong, 2009).

Educational institutions want to be competitive so as to attract a large number of employees and students. Proper retention strategies will enable these institutions to achieve the competitive edge by ensuring the provision of high quality and services (Naris & Ukpere, 2010). Public Universities in Kenya have commercialised majority of their services and therefore depend on their employees for quality services and product (Naris & Ukpere, 2010). Human resource management personnel in public universities should therefore implement suitable human resource management practices so as to satisfy their staff and motivate them to stay for long periods. The education sector is a very vital sector in the economy and should therefore be highly prioritized to ensure that it is as efficient as possible.

Various studies on employee retention have been carried out in Kenya. For example, Munyoki (2010) researched on human resource practices and employee retention in commercial banks in Kenya, while Kiptugen (2003) studied human resource practices in public institutions in Kenya. Mutune (2017) carried out a study on employee retention in small family businesses in Kenya while Polsa (2017) conducted a study on the influence of recruitment practices on employee retention in multinational corporations in Kenya. While these studies have shed light on human resource practices and employee retention, studies focussing on the challenge of retaining employees in public universities remain scarce. Such

a study is important given the importance of these institutions in contributing to employment and economic development of the nation. This study therefore sought to determine what influence do human resource management practices have in retaining employees in public universities in Kenya.

A study carried out by (Iveta, 2014) identified job design, recruitment and selection, training and development, compensation and reward, performance management, internal communication, employee involvement, employment security and prestige as the human resource management practices that are associated with employee retention. Abu & Zhang (2016) also state that some of the human resource practices that organizations should undertake include: training, performance appraisal, employee participation, job definition and reward and compensation. Based on the analysis of such literature, the human resource management practices that will be used for the purposes of this study will be training and development, compensation and rewards and recruiting and selection. From the above discussions, these practises have been seen to be the most relevant to this study.

1.3 Research Objectives

The general objective of the study was to analyse the influence of human resource management practices on employee retention in public universities in Kenya.

In order to achieve the general objective, the study was guided by the following specific objectives:

- i. To establish the level of employee retention in public universities in Kenya.
- ii. To investigate the influence of training and development on employee retention in public universities in Kenya.
- iii. To analyse the influence of compensation on employee retention in public universities in Kenya.
- iv. To examine the influence of recruitment and selection on employee retention in public universities in Kenya.
- v. To determine the joint effect of training and development, compensation and rewards and recruitment and selection on employee retention in public universities in Kenya.

1.4 Research Questions

To achieve its objectives, the study was guided by the following questions:

- i. What is the level of employee retention in public universities in Kenya?
- ii. What is the influence of training and development on employee retention in public universities in Kenya?
- iii. What is the influence of compensation on employee retention in public universities in Kenya?
- iv. What is the influence of recruitment and selection on employee retention in public universities in Kenya?
- v. What is the joint effect of training and development, compensation and recruitment and selection on employee retention in public universities in Kenya?

1.5 Scope of the Study

This study targeted all the employees in the public universities in Kenya. The employees included both academic and departmental staff. These employees are the ones mainly affected by issues related to retention and therefore gave useful information related to retention. The researcher conducted a survey in all the 31 registered public universities in Kenya so as to determine the influence of human resource management practices on employee retention in public universities in Kenya.

1.6 Significance of the Study

The study will benefit the education sector and management in these institutions in acquiring a comprehensive understanding of the factors that may influence an employee's decision to leave work at their workplaces in public universities in Kenya. They will therefore be able to implement suitable employee retention strategies with the aim of reducing staff turnover in these institutions.

The study will also be significant to the relevant policy makers in the education sector such as the Ministry of Education. The study will shed light on the factors influencing employees' to leave and this will guide them in the development and implementation of human resource management policies that are tailored towards improving employee retention in the education sector.

The findings of this study sought to establish solutions as to why employees choose to leave their workplaces. The study will be of great importance to the human resource management personnel in the various public universities in Kenya since the results of the study sought to establish reasons as to why employees choose to leave their workplaces and consequently provide solutions on how to manage staff turnover in these institutions.

Finally, the results of the study will benefit future scholars who have the desire to conduct further research by providing useful information about this area of study. The results can be evaluated and more study gaps can be established for additional studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, relevant literature information that is related and consistent with the objectives of the study is reviewed. A review of various theories and empirical literature relevant to the assessment of the influence of human resource management practices on employee retention was done relevant to the conceptual framework. The specific areas covered include: theoretical framework, empirical review, research gap, conceptual framework and the operationalization of the variables.

2.2 Theoretical Framework

A variety of theories have been discussed which present arguments that guided this study. Some of these theories include:

2.2.1 Stacey Adams Equity Theory

The Stacy Adam's Equity theory is about an employee's perception of equity at the workplace. According to this theory, employees measure the level of equity at their workplaces by comparing between what they are earning and what their fellow colleagues are in earning in other organizations. If they are receiving the same earnings as their fellow colleagues, it is presumed that the employees are satisfied and a state of equity is said to exist. However, if the earnings are unequal as their fellow colleagues i.e. they are earning less for the same amount of work as compared to their colleagues, a state of inequity is said to exist and the employees are not satisfied at their workplace. These employees feel under rewarded and would therefore contemplate leaving their current employers to go look for greener pastures (Gupta & Saxena, 2011).

Therefore the theory states that employees' will be motivated at their workplace only if they perceive that they are being treated fairly for their tasks when compared to their fellow colleagues in other organizations (Wilton, 2011). Equity exists when the employee's input output ratio is comparable to that of other fellow employees in the professional network (Robbins, Decenzo & Coulter, 2012) and (Gupta & Saxena, 2011).

However, if their ratios are not equal, inequity is perceived to exist; the employees become dissatisfied and will not be motivated to continue working at their current workplaces.

Inequity brings a state of disequilibrium that gives the employees the concept that their existing work environment and culture as unfair and might trigger the intention to quit the current employer in search of a better and more equitable work environment (Wilton, 2011). In conclusion, the theory thus guides in understanding what may influence an employee to leave or stay, in that they keep comparing what they earn against their fellow employees in other industries.

2.2.2 Victor Vroom's Expectancy Theory

According to this theory, employees are motivated to meet their goals when their individual expectations are met. The theory argues that the amount of effort an individual puts in their work depends upon the strength of an expectation that the effort will result in a given reward and the attractiveness of that reward. One will therefore be motivated to work hard and remain in an organization if they perceive the outcome to be positive (Munyiva, 2015). Employees believe that the rewards offered by their organization must satisfy their needs. The attractiveness of the reward is of great significance to this theory. Therefore, there is a need for knowing and understanding of what value the employees put on organizational rewards so that they can be rewarded accordingly (Munyiva, 2015).

This theory assumes that people join an organization with expectations and if these expectations are met they will remain members of the organization (Daly & Dee, 2006). The chances of absenteeism or turnover intention will increase if those expectations are not met (Thompson, 2008). Therefore, employee retention will be enhanced when an organization implements an attractive reward system that meets employee expectations.

2.3 Empirical Literature

This section consists of an empirical review of the relationship between human resource management practices and employee retention. Empirical studies have been reviewed and inconsistencies in research findings have been identified.

2.3.1 Training and Development and Employee Retention

Training refers to the techniques used to enable employees to acquire the relevant skills and knowledge that they need to perform their tasks (Amin & Selemani, 2014). A training needs analysis needs to be conducted so as to find out what the goals of the organization are, what tasks need to be undertaken to achieve those goals, what skills/abilities are required for each employee to complete their tasks and finally what are the deficiencies in the employee's abilities that hinder them from successfully performing their duties (Mbugua, 2015).

Training and developed programs require managerial support, must be aligned with the needs of the individual and the organisation and should be carried out in a conducive environment. (Mbugua, 2015). Capelli (2001) states that there are two types of training methods: on the job training and off the job training. On the job training includes aspects such as job rotation while off the job training includes aspects such as class room lectures.

Employees consider training, education and development as significant to their career growth and goal attainment and will be more attracted to an organization that provides them with such an opportunity (Samuel & Chipunza, 2009). Some of the benefits of training employees include; minimising the cost of recruiting, selecting and internalising people from the labour market. Organizations expect that employees will become more committed after being trained, because this increases their market value and they should be therefore willing to be loyal and accept more responsibility at their workplace (Ldama & Isah, 2015).

Previous studies have shown a positive correlation between training and development and employee retention. A study in Nigeria was carried out by Bazza and Ldama (2015) to determine the effect of training and development on employees' retention in selected commercial banks in. The study found that training and development had a positive effect on staff retention in commercial banks. This study therefore recommended that the banks needed to train their staff both on the job and in academic institutions for them to keep them on their jobs. Similarly, Tonui (2017) carried out a study to determine the effect of human resource management practices on employee retention in real estate firms in Nairobi county. The findings of the study revealed that human resource management practices such as

compensation, training and development, performance management, supervisor support and work environment have a significant influence on employee retention in real estate firms.

However, Omoikhudu (2017) conducted a study in Ireland to determine the impact of training and development on employee retention in the retail sector and found that training and coaching have no significant impact on employee retention. Further studies have also found that training and development has no relationship with organizational commitment and therefore concluded that not all human resource management practices have an effect on an employee's intention to stay (Chew & Chan, 2008). Due to these inconclusive results, this study sought to determine the impact of training and development had on employee retention in public universities in Kenya.

2.3.2 Compensation and Employee Retention

Singh (2007) refers to compensation as all forms of financial returns and tangible services and benefits employees receive from their employers. He further states that compensation is divided into two: direct and indirect compensation. Direct financial compensation includes wages, salaries, bonuses and commissions that are provided at known intervals while indirect financial compensation includes all financial rewards that are not included in direct compensation such as medical cover, retirement plans, and extra cash payments among other benefits (Kimunge, 2014).

On the other hand Kreitner (2004) defined rewards as the material and psychological payoffs that employees receive for successfully performing their tasks in the workplace. Rewards is also defined as something given or received in return for doing something good and working hard (Hornby, 2000). Therefore, it can be concluded that reward is a form of compensation. Organizations need to be aware of the employees' perception of equity when designing a compensation system because remuneration packages are very important factors of retention as they fulfil material desires (Mello, 2009). Tettey (2006) further states that salary dissatisfaction is one of the key factors that affects employee commitment and this prompts their decision to stay or intent to leave.

Organisations can also provide incentives as a complementary to compensation (Byars, 2008). Individual employee incentives include; individual bonuses, commissions, suggestion systems, employee options among others (Jarboe, 2004). Group employee incentives; include gain sharing, profit sharing and revenue sharing (Mello, 2009). Gupta (2008) asserts that one of the main goals of paying competitive salaries to employees is to enable an organization to

retain key personnel by minimising the level of employee turnover and increasing employee commitment.

In a study to determine the role of human resource management practices on retention of staff in public health institutions in Kenya, the results indicated a significant positive relationship between remuneration practices and retention (Kinyili, 2015). Another study by Sitati (2017) to determine the effects of remuneration practices in the hotel industry in Kenya found a significant and positive relationship between remuneration practices and employee retention. The study recommended that the managements of the hotel industry should review their remuneration structure in a bid to motivate employee to remain within the organization for longer periods of time.

However, past studies have also revealed that although a good salary was important to satisfy employees, whether employees remain within the organization primarily depends on the degree to which their employers respond to their professional growth (Walsh & Taylor, 2007)

2.3.3 Recruitment and Selection and Employee Retention

Recruitment can be defined as the process of identifying and attracting suitable employees for the organization (Amin & Selemani, 2014) while Dessler (2007) defines selection as the process of carefully choosing the most qualified candidate for a job with the use of multiple interviews and interviewer ratings and occasionally the use of performance tests and assessment centres. It is therefore clear that there is a distinct difference between recruitment and selection. Taylor (2008) and Rees and French (2010) say that recruitment is the process whereby an organisation gathers candidate applications and generates a pool of potential suitable employees, while selection involves using a variety of techniques to assess the applicants and make the decision on who is best suited to the available position.

Recruitment and selection process processes are vital given the dynamic business environment and the rising need for goods and services (Mucai & Waiganjo, 2015). Successful employee retention must be linked to the processes and practices of employee retention and the sources from which the job candidates are recruited from. Empirical research suggests that employees differ in their propensity to quit depending on their recruitment sources (Mucai & Waiganjo, 2015).

Past studies have found a positive correlation between recruitment and selection and employee retention. Ramki (2015) in a study conducted to investigate the effects of recruitment and selection practices on the retention of teachers in international primary

schools in Nairobi county, found that recruitment and selection significantly influenced retention of teachers in international primary schools in Nairobi county. Another study carried out in Sri Lanka to determine the effect of recruitment practices on employee retention in selected large scale firms also found that there was a positive effect of recruitment practices on employee retention (Perera, 2016).

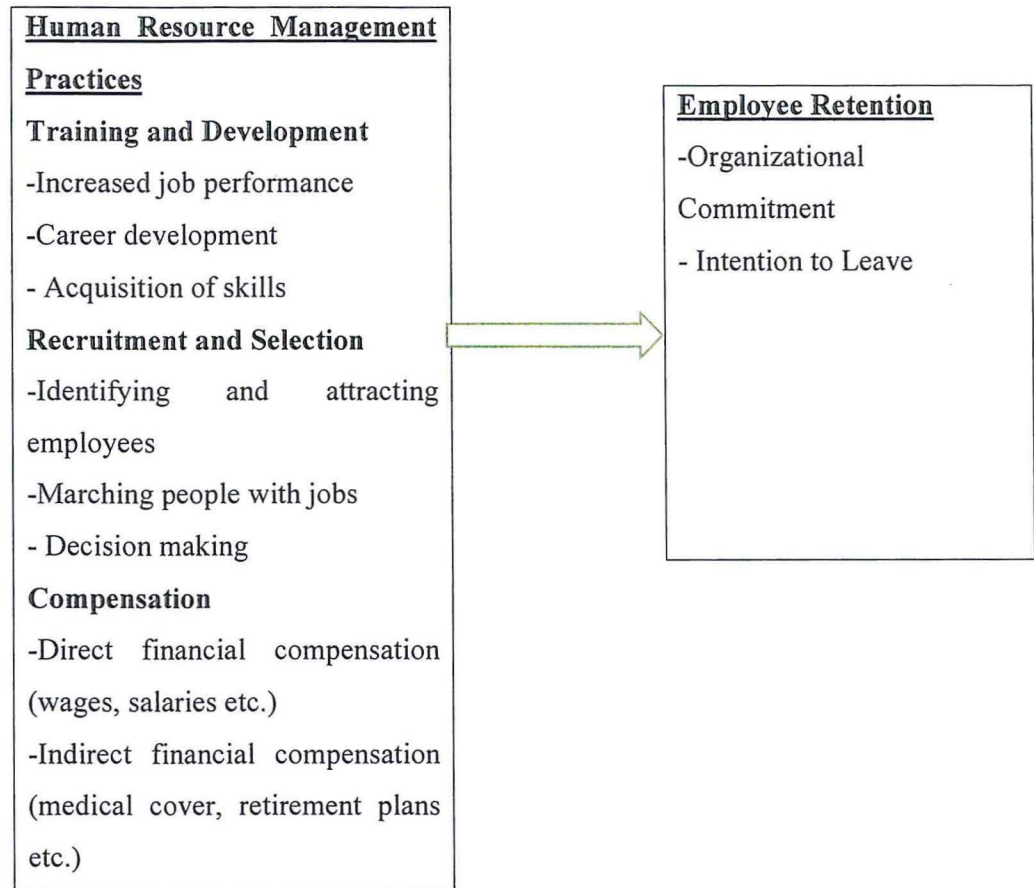
2.4 Research Gap

An analysis of the literature review reveals that several studies have been done on human resource management practices and employee retention in various sectors. Munyoki (2010) researched on human resource practices and employee retention in commercial banks in Kenya, while Kiptugen (2003) studied human resource practices in public institutions in Kenya. Mutune (2017) carried out a study on employee retention in small family businesses in Kenya while Polsa (2017) conducted a study on the influence of e recruitment practices on employee retention in multinational corporations in Kenya. While these studies have provided useful information, there is still limited research on the issue of human resource management practices and employee retention in public universities in Kenya. As such it is important for public universities in Kenya to know why academic staffs remain in their organisations and what influence human resource management practices have in the retention of these employees.

Based on the literature review, past studies have also revealed that there has been a lot of controversy about the influence of the human resource management practices (training and development, recruitment and selection and reward) and employee retention. Some scholars have found them to be significant in explaining employee retention while others have found them to be insignificant. The study therefore sought to bridge this gap by determining the influence of human resource management practices on employee retention in public universities in Kenya.

2.5 Conceptual Framework

Figure 2.1: Conceptual Framework



Source: Author (2019)

Independent Variable

Dependent Variable

The conceptual framework in Figure 2.1 above outlines the relationship between human resource management practices and employee retention. Human resource management practice was the independent variable while employee retention was the independent variable. The researcher sought to investigate the influence of human resource management practices on employee retention in public universities in Kenya. The human resource management practices that were used for the study included; training and development, recruitment and selection and compensation. The dependent variable was employee retention which was measured through organizational commitment and intention to leave.

2.1 Operationalization of the Study

Variable	Construct	Operation Definition	Measureme nt Indicator	Source
Independent Variable	1. Training and Development	The techniques used to enable employees to acquire the relevant skills and knowledge that they need to perform their tasks	Five point Likert scale 1. Strongly disagree 2. Disagree 3. Somewhat agree 4. Agree 5. Strongly agree	Amin & Selemani, (2014)
	2.Compensation	All forms of financial returns and tangible services and benefits employees receive from their employers.	Five point Likert scale 1. Strongly disagree 2. Disagree 3. Somewhat agree 4. Agree 5. Strongly agree	Singh (2007)
	3. Recruitment and Selection	Process of identifying and attracting suitable employees for the organization	Five point Likert scale 1. Strongly disagree 2. Disagree 3. Somewhat agree 4. Agree 5. Strongly agree	(Amin & Selemani, 2014).

Dependent Variable	Employee retention	Organizational Commitment Intention to Leave	Five point Likert scale 1. Strongly disagree 2. Disagree 3. Somewhat agree 4. Agree 5. Strongly agree	Parkinson (2007)
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Source: Author (2019)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the methodologies that were used in the procedures for conducting the research, data collection and the techniques that were adopted for data presentation and analysis.

3.2 Research Philosophy

The philosophical framework underpinning this study was the positivism approach. Levin (1988) argues that through positivism, the researcher is concerned with facts since it is stable, without interfering with the subjects of the study.

From a methodological standpoint, reality can be manipulated using a single independent variable (Myers, 1997) whereby human resource management practices will be observed in order to identify regularities and relationships with employee retention. The positivist approach allows for the use of quantifiable measures of the variables under study (Olrlikowski & Baroudi, 1991) in order to test the theories adopted. This will be achieved through the use of scientific methods and statistical analysis.

3.3 Research Design

This study adopted a cross-sectional survey approach. Survey enabled the researcher to obtain data over a period of days or weeks through questionnaires or interviews (Sekaran & Bougie, 2009). Quantitative analytical techniques like spearman correlation and multiple regression were used to draw inferences from the data regarding existing relationships (Sekaran & Bougie, 2009).

3.4 Population and Sampling

The population for this study was all registered public universities in Kenya. There are 31 registered public universities in Kenya (CUE, 2017). (See appendix three). A census of these institutions was conducted since the population was not large. The researcher used a non-probability sampling method, specifically purposive sampling technique to select the respondents for the study. This implied that not everyone would be included in the study, but only those the researcher considered to be useful (Mugenda & Mugenda, 2003). The researcher therefore selected academic (teaching) staff and departmental (non-teaching staff)

because they were the ones directly affected with issues of retention and therefore would give useful information to the study. Stratified random sampling technique was used to divide the population into various strata as shown in table 3.1 below: The academic (teaching) staff were grouped according to their ranks in the university which included: professors, senior lecturers, lecturers, assistant lecturers and graduate assistants (Eusebius, 2016). The departmental (non- teaching) staff were grouped according to the main office functions which included: administration, finance, accounts, information systems and human resource. The researcher selected them on the basis that they were the ones directly affected with issues related with retention.

Table 3.1 Target Population and Sample Size

Categories	Population	Sample Size
Academic (Teaching Staff)		
Professors	31	18
Senior Lecturers	31	18
Lecturers	31	18
Assistant Lecturers	31	18
Graduate Assistant	31	18
Departmental (Non-Teaching Staff)		18
Administration	31	18
Finance	31	18
Accounts	31	18
Information Technology	31	18
Human Resource	31	18
Total	310	175

Source: Author (2019)

The sample size was determined using Yamane (1967) sampling formula:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{310}{1 + 310(0.05)^2} \quad n = 175$$

The sample size for this study was established at 175.

3.5 Data Collection

This study collected primary data through the use of a semi structured questionnaire that is; it contained both open ended and close ended. (Sekaran & Bougie, 2009). The respondents were required to fill the questionnaires to the best of their knowledge and thereafter the researcher collected the fully filled forms. The researcher physically gave out the questionnaires to the institutions within Nairobi and electronically mailed the rest of the questionnaires to those public universities that were based outside Nairobi. This was followed by regular follow ups so as to ensure the respondents filled the questionnaires in due time.

The questionnaire was designed to fulfil the research objectives (Sekaran & Bougie, 2009). The questionnaire was divided into three parts, A, B and C. Section A contained information about the respondent's demographic profile, section B contained information about the independent variable while section C focused on employee retention. The researcher provided the respondents with a formal letter from the school explaining the purposes of the study so as to gain their trust and confidence in completing the questionnaires. The letter also clarified that the information obtained was strictly for academic purposes.

3.6 Data Analysis

The analysis of data included descriptive statistics and inferential statistics. After the data obtained from paper-based questionnaires was collected it was cleaned and coded. The researcher then inspected the data for completeness and imported the data into the Statistical Package for the Social Sciences where descriptive statistics (mean, standard deviation, median), correlation analysis (Spearman's rho) and multiple regression analysis were conducted in that order.

Descriptive analysis was used to analyze objective one which is about the level of employee retention in public universities in Kenya. Mean, standard deviation, median, maximum and minimum values were obtained for each human resource management practice that was studied. The employee's profile data was also analyzed by use of descriptive statistics such as

frequencies and percentages. Descriptive statistics was conducted to provide simple summaries about a population or sample (Cooper & Schindler, 2014).

Correlation analysis was carried out to analyse objective two, three and four. Correlation analysis was used to measure the strength of the relationship between the dependent variable (employee retention), and the independent variables (training and development, compensation and rewards and recruitment and selection). The coefficient of correlation (r), determined the degree (strength) of the relationship and its value was between -1 and 1. A value 0 implied no relationship. An absolute value of r between 0.5 and less than 1 implied a strong relationship between the variables. If the value of r was greater than 0.3 and less than 0.5 then the relationship was moderate. The relationship was weak if the value of r was less than 0.3 (Cooper & Schindler, 2014).

The next step was to conduct a multiple regression analysis to analyse objective five. The regression analysis helped in determining how the three independent variables related with the dependent variable. Regression analysis is a statistical technique that models the relationship between a criterion or dependent variable (Y) and a set of predictor variables (Xi) (for i=1, 2 and 3) (Saunders et al., 2012). Linear regression rests on the basic assumption that the variability of the variable can be modelled as a linear function of the variability of the independent variables (Xi). This statistical relationship was of the form:

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

Where:

B_0 is the Constant

X_1 is Training and Development

X_2 is Compensation and Rewards

X_3 is Recruitment and Selection

ε is the Error Term

B_i Coefficients for which we are trying to predict the value of Y

Y is the dependent variable (employee retention)

3.7 Research Quality

Research quality is measured by two aspects; the reliability and the validity of the findings and techniques used. Reliability occurs when the same data collection tools and techniques used in a study replicate the findings when the same tools and techniques are used at another time or by a different researcher (Saunders & Lewis, 2012).

A reliability test was performed on the components of human resource management practices using the Cronbach's Alpha test. The Cronbach Alpha test is a statistic which is used to measure reliability or internal consistency. The value of alpha may lie between 0 and 1 with a value of 0.7 being thresholds: 0.9 – 1.0 – Excellent, 0.8 - <0.9 – Good, 0.7-<0.8 – Acceptable, 0.6 – <0.7 – Questionable, 0.5-<0.6 – Poor, >0.5 – Unacceptable (DeVellis, 2012).

Table 3.2: Cronbachs Alpha

Cronbach's Alpha	N of Items
.745	4

The variables of the study met the threshold of 0.7 hence were considered reliable for the study.

Validity is divided into two parts; internal and external validity. Internal validity refers to whether the effects observed in a study are due to the manipulation of the independent variable and not some other factor (Saul, 2013) Internal validity was achieved through ensuring questions used are simple and easy to understand. External validity is the ability to generalize the research findings to other relevant settings or groups (Saunders & Lewis, 2012).

3.8 Ethical Consideration

Ethical principles had to be followed especially since the employees were required to provide some confidential information. The first step was to seek approval from the relevant research authorities. The participants were informed of the nature and procedures of the study to allow the researcher to get consent (Creswell, 2014). The researcher ensured the confidentiality and anonymity of the participants so as to enable them to answer the questionnaire objectively. Confidentiality was achieved by ensuring that they remain anonymous in the analysis and

presentation of findings. There was no mention of respondent's names or specific reference to a company's information made in the analysis of findings.

Respondents participated in this research out of their own free will and the researcher did not cause physical harm, discomfort, pain or embarrassment to any respondent. The researcher ensured this by calling the respondents to obtain consent as pertains to participation in the study. Participant's rights and protections such as the right to withdraw from the data collection process without any ramifications were also explained and adhered to during the study.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents the results obtained from different statistical analyses in order to answer the research questions. Descriptive statistics were used to explain preliminary information on the respondents' personal profile and the extent of adoption of human resource management practices. Correlation analysis was performed in order to find out if there was a relationship between each of the human resource management practices and employee retention. Finally, regression analysis was carried out to find out the joint effect of the human resource management practices and employee retention. The data analyzed was collected using a questionnaire between the months of February and April 2019.

4.2 Response Rate

The study targeted 180 employees from public universities in Kenya. The employees comprised of academic (teaching) staff and departmental (non-teaching) staff in the universities. They were selected because employees are the key people affected with issues of retention. Out of the 180 questionnaires that were distributed to the respondents, 102 were filled and returned indicating a response rate of 56%.

4.3 Demographic Characteristics of the Respondents

Table 4.1: Demographic Characteristics of the Respondents

The demographic characteristics of the respondents were as follows; gender, age and level of education.

Demographic characteristics		Frequency	Percentage %
Gender	Male	54	52.9
	Female	48	47.1
Age	21-30	20	19.6
	31-40	37	36.3
	41-50	29	28.4
	51 and Over	16	15.7
Level of Education	Diploma	2	2.0
	Bachelors	74	72.5

	Masters	21	20.6
	Doctorate	5	4.9

Source: Survey Data (2019)

Table 4.1 above indicates that majority of the respondents were male (52.9%) while women were 47.1%. The research findings further showed that majority of the respondents (36.3%) were aged between 31-40, 28.4% were aged between 41-50, 19.6% were aged between 21-30 and 15.7% were aged between 51 and over. The research findings further established that majority of the respondents (72.5%) had a Bachelor's degree, 20.6% had a Master's degree, 4.9% had a doctorates degree and 2% had a diploma. The research findings indicated that the institutions were well distributed in terms and gender and majority of the respondents were well educated with a bachelor's degree.

4.4 Employee Work Profile

The work profile of the employees were as follows; department, position, number of years in the institution, number of years in the department and number of years in their current role. The research findings are shown in table 4.2 below

Table 4.2: Employee Work Profile

Work Profile		Frequency	Percentage %
Department	Finance	10	9.8
	Accounting	3	2.9
	Human Resource	4	3.9
	Administration	8	7.8
	Information Technology	4	3.9
Position	Professor	2	2.0
	Senior Lecturer	15	14.7
	Lecturer	49	48
	Graduate Assistant	7	6.9
Number of years in the institution	0-10	94	92.2
	10-20	5	4.9
	20-30	3	2.9
Number of years in the	0-10	28	97
	10-20	-	-

department	20-30	1	3
Number of years in current role	0-5	57	78.1
	5-10	16	21.9

Source: Survey Data (2019)

The respondents were categorized into academic and departmental staff. The researching findings found that the respondents categorized under departmental staff, majority of them (9.8%) were in the finance department, 7.8% were in the administration department, 3.9% were in the human resource and information technology department while 2.9% were in the information technology department. The research findings further established that the respondents categorized under teaching staff, majority of them (48%) were lecturers, 14.7% were senior lecturers, 6.9% were graduate assistants while 2% were professors. The research findings show that the respondents were not well distributed in the public universities.

Table 4.2 above also presents the findings on the number of years the employees have worked in the university. 92% of the respondents have worked in the institution between 0-10 years, 4.9% have worked in the institution between 10-20 years while 2.9% have worked in the institution between 20-30 years. The research findings also show that 97% of the respondents have served between 0-10 years in their current department while 3% have served the longest periods between 20-30 years. The research findings further reveal that majority of the respondents (78.1%) have served in their current roles between 0-5 years while 21.9% of the respondents have served in their current roles between 5-10 years. The result findings established that most of the respondents had worked in the institution for not more than 10 years while very little of them had worked in the institution for more than 20 years.

4.5 Human Resource Management Practices

This section focuses on the findings of various human resource management practices and their effect on employee retention in public universities in Kenya. It specifically analyses data on training and development, recruitment and selection and compensation and rewards.

4.5.1 Training and Development

The study sought to investigate the influence of training and development on employee retention in public universities in Kenya. On a five point Likert Scale, the respondents were requested to indicate their level of agreement; 1= Strongly Disagree, 2= Disagree, 3=

Somewhat Agree, 4= Agree, 5= Strongly Agree. The responses are summarized in Table 4.3 below:

Table 4.3: Training and Development Practices

Training and Development	SD	D	SA	A	SA	Mean	S.D
This institution provides all employees with an equal opportunity to participate in the training and development programs	4.9%	24.5%	45.1%	15.7%	9.8%	3.01	1.00
	2	50	22	17	11		
The training and development programs are aligned with my needs in this institution	3.9%	52.0%	14.7%	11.8%	17.6%	2.87	1.224
	4	53	15	12	18		
This institution provides a training program that equips me with the skills that I need to perform my job	2.0%	49%	21.6%	16.7%	10.8%	2.85	1.075
	2	50	22	17	11		
The training and development program offered by this institution is fully supported by management	3.9%	53.9%	12.7%	16.7%	12.7%	2.80	1.161
	4	55	13	17	13		
This institution provides job rotation in the various departments so as to acquire the employees with a wide variety of skills	64.7%	13.7%	12.7%	5.9%	2.9%	1.69	1.090
	66	14	13	6	3		
Overall Mean and S.D						2.64	1.11

Source: Survey Data (2019)

The study found that training and development had an overall mean of 2.64 with a standard deviation of 1.11. The highest rating was on the statement “This institution provides all employees with an equal opportunity to participate in the training and development programs” (mean=3.01, standard deviation=1.00) while the least rating was on the statement “This institution provides job rotation in the various departments so as to acquire the

employees wide variety of skills” (mean=1.69, standard deviation= 1.090). The findings show that the respondents were not satisfied with the training and development practices in their organizations.

4.5.2 Recruitment and Selection

The study sought to determine the influence of recruitment and selection on employee retention in public universities in Kenya. On a five point Likert Scale, the respondents were requested to indicate their level of agreement; 1= Strongly Disagree, 2= Disagree, 3= Somewhat Agree, 4= Agree, 5= Strongly Agree. The responses are summarized in Table 4.4 below:

Table 4.4: Recruitment and Selection

Recruitment and Selection	SD	D	SA	A	SA	Mean	S.D
The human resource department recruits and selects employees from reliable sources	2.9%	8.8%	23.5%	45.1%	19.6%	3.99	1.00
	3	9	24	46	20		
The human resource department generates a pool of potential suitable employees during the recruitment process	2.9%	6.9%	11.8%	45.1%	33.3%	3.70	0.983
	3	7	12	46	34		
The recruitment and selection practices in this institution meet the employee’s expectations	6.9%	7.8%	20.6%	52.9%	11.86%	3.55	1.030
The human resource department generates a pool of potential suitable employees during the recruitment process	2.9%	6.9%	11.8%	45.1%	33.3%	3.70	0.983
	3	7	12	46	34		
The recruitment and selection process is fair and transparent	4.9%	12.7%	48%	6.9%	27.5%	3.39	1.162
	5	13	49	7	28		
The selection process involves using a variety of techniques such as multiple interviews and	2.0%	8.8%	49%	35.3%	4.9%	3.32	0.786
	2	9	50	36	5		

performance tests to assess the applicants							
Overall Mean and S.D						3.59	0.992

Source: Survey Data (2019)

The study found that recruitment and selection had an overall mean of 3.59 with a standard deviation of 0.992. The highest rating was on the statement “The human resource department recruits and selects employees from reliable sources” (mean=3.99, standard deviation=1.00) while the least rating was on the statement “The selection process involves using a variety of techniques such as multiple interviews and performance tests to assess the applicants” (mean=3.32, standard deviation= 0.786). The findings show that majority of the employees agreed with the statements related to recruitment and selection.

4.5.3 Compensation and Rewards

The study sought to determine the influence of compensation and rewards on employee retention in public universities in Kenya. On a five point Likert Scale, the respondents were requested to indicate their level of agreement; 1= Strongly Disagree, 2= Disagree, 3= Somewhat Agree, 4= Agree, 5= Strongly Agree. The responses are summarized in Table 4.5 below:

Table 4.5: Compensation and Reward Practices

Compensation and Reward	SD	D	SA	A	SA	Mean	S.D
This institution compensates employees directly in the form of wages, salaries, bonuses and commissions	16.7%	30.4%	22.5%	18.6%	11.8%	2.78	1.264
	17	31	23	19	12		
This institution provides employees with incentives such as medical covers and retirement plans among other benefits	36.3%	12.7%	11.8%	16.7%	22.5%	2.76	1.618
	37	13	12	17	23		
The compensation package provided by this institution is competitive and compares favourable in the sector	6.9%	44.1%	26.5%	10.8%	11.8%	2.76	1.118
	7	45	27	11	12		

The rewards given to employees match their level of output	17.6%	40.2%	20.6%	16.7%	4.9%	2.51	1.115
	18	41	21	17	5		
The institution provides a compensation package that meets employee expectations thus leading to job satisfaction	21.6%	36.3%	20.6%	17.6%	3.9%	2.46	1.132
	22	37	21	18	4		
Overall Mean and S.D						2.65	1.249

Source: Survey Data (2019)

The study found that compensation had an overall mean of 2.65 with a standard deviation of 1.249. The highest rating was on the statement “This institution compensates employees directly in the form of wages, salaries, bonuses and commissions” (mean=2.78, standard deviation=1.264) while the least rating was on the statement “The institution provides a compensation package that meets employee expectations thus leading to job satisfaction” (mean=2.46, standard deviation= 1.132). These findings established that respondents were not satisfied with the compensation practices in their institutions.

4.5.4 Summary of the Human Resource Management Practices

Table 4.6: Summary of Human Resource Management Practices

Practice	Mean	Standard Deviation
Recruitment and Selection	3.59	0.99
Compensation and Reward	2.65	1.249
Training and Development	2.64	1.11

Source: Survey Data (2019)

As shown in table 4.6 above, the most commonly used human resource management practice is recruitment and selection, followed by compensation and reward. The least used human resource management practice is Training and Development.

4.6 Employee Retention

The main objective of the study was to determine the influence of human resource management practices on employee retention in public universities in Kenya. On a five point Likert Scale, the respondents were requested to indicate their level of agreement; 1= Strongly

Disagree, 2= Disagree, 3= Somewhat Agree, 4= Agree, 5= Strongly Agree. The responses are summarized in Table 4.7 below:

Table 4.7: The Level of Employee Retention

Employee Retention	SD	D	SA	A	SA	Mean	S.D
If I had another job offer that is the same as the one I have, I would leave my current workplace immediately	17.6 %	7.8%	14.7%	37.3%	22.5 %	3.39	1.387
	18	8	15	38	23		
I am proud to tell others that I am part of this institution	9.8%	21.6%	19.6%	23.5%	25.5 %	3.33	1.33
	10	22	20	24	26		
I am actively searching for an alternative to the university	16.7 %	12.7%	38.2%	25.5%	6.9 %	2.93	1.154
	17	13	39	26	7		
I intend to work here for a long period of time even if I am offered other opportunities elsewhere	20.6 %	42.2%	14.7%	8.8%	13.7 %	2.53	1.295
	21	43	15	9	14		
Overall Mean and S.D						3.045	1.292

Source: Survey Data (2019)

The study found that employee retention among public universities in Kenya had an overall mean of 3.045 with a standard deviation of 1.292. The highest rating was on the statement “If I had another job offer that is the same as the one I have, I would leave my current workplace immediately” (mean=3.39, standard deviation=1.387) while the least rating was on the statement “I intend to work here for a long period of time even if I am offered other opportunities elsewhere” (mean=2.53, standard deviation= 1.295). The results indicate that the levels of employee retention in public universities were unsatisfactory.

4.7 Correlation Analysis

A correlation analysis was run to establish the significance and strength of the linear relationship between the dependent variable (employee retention) and the independent variables (training and development, recruitment and selection and compensation and

reward). The coefficient of correlation (r), determined the degree (strength) of the relationship and its value is between -1 and 1. A value 0 implied no relationship. An absolute value of r between 0.5 and less than 1 implied a strong relationship between the variables. If the value of r was greater than 0.3 and less than 0.5 then the relationship was moderate. The relationship was weak if the value of r was less than 0.3 (Cooper & Schindler, 2014). Finally, a p -value less than 0.05 at 95% confidence level indicated that the linear relationship between variables of interest is significant.

Table 4.8: Correlation Analysis

Variable			Employee Retention	Training and Development	Recruitment and Selection	Compensation
Spearman's Rho	Employee Retention	Correlation Coefficient	1	.312**	-.113	.146
		Sig. (2-tailed)		.001	.260	.144
		N	102	102	102	102
	Training and Development	Correlation Coefficient	.312**	1	.084	.560**
		Sig. (2-tailed)	.001		.401	.000
		N	102	102	102	102
	Recruitment and Selection	Correlation Coefficient	-.113	.084	1	.113
		Sig. (2-tailed)	.260	.401		.256
		N	102	102	102	102

	Compensation	Correlation	.146	.560**	.113	1
		Coefficient				
		Sig. (2-tailed)	.144	.000	.256	
		N	102	102	102	102

Source: Survey Data (2019)

The research findings in table 4.8 above show that the relationship between training and development and employee retention was a moderate positive relationship which was statistically significant ($r=0.312$, $p<0.05$). The relationship between recruitment and selection and employee retention was a weak negative relationship which was statistically insignificant ($r=-0.113$, $p>0.05$). Finally, compensation and employee retention displayed a weak positive relationship which was not significant ($r=0.146$, $p>0.05$).

4.8 Regression Analysis

Linear regression analysis was used to test the relationship between employee retention and human resource management practices (i.e. training and development, recruitment and selection and compensation) in public universities in Kenya.

Table 4.9: Normality Test

Shapiro-Wilk		
Statistic	df	Sig.
.891	102	.000
.832	102	.000
.934	102	.000

Source: Survey Data (2019)

The Shapiro-Wilk test showed that the data was not normally distributed ($p>0.05$). The findings are consistent with previous research where data was not distributed normally (Swai & Mbogela, 2016).

Multi Collinearity

The researcher first conducted multi-collinearity tests on the independent variables. The result findings show that all the variables had a variance inflation factor of below of 10 and

hence there was no multi-collinearity. Therefore, all the independent variables were included in the regression analysis. The results are presented in table 4.9 below:

Table: 4.10 Coefficients (a)

Mode		Collinearity Statistics	
1		Tolerance	VIF
1	Training_Development	.686	1.458
	Recruitment_Selection	.987	1.014
	Compensation_Reward	.682	1.467

Source: Survey Data (2019)

a Dependent Variable: Employee_Retention

Linear regression was then carried out. The results are illustrated in table 5.10 below:

Table 4.11: Summary Output

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.342(a)	.117	.090	.37174

Source: Survey Data (2019)

a. Predictors: (Constant), Human Resource Management Practices (Compensation and Reward, Recruitment and Selection, Training and Development)

From the output in table 4.10 above, R was 34.2%. This is the amount of data that was explained in the model. The coefficient of determination (R-squared) was 11.7%. This means that the independent variables i.e. training and development, recruitment and selection and compensation and reward that were studied, explained up to 11.7% of changes in employee retention in the public universities surveyed. This therefore implies that further research should be conducted to investigate the other factors (88.3%) that influence employee retention in public universities in Kenya.

Table: 4.12:**ANOVA**

Mode		Sum of Squares	df	Mean Square	F	Significance F.
1	Regression	1.799	3	.600	4.339	.006(a)
	Residual	13.542	98	.138		
	Total	15.341	101			

Source: Survey Data (2019)

- a. Dependent Variable: Employee Retention
- b. Predictor: (Constant), Human Resource Management Practices

The results in table 4.12 above were interpreted based on the significance of the F value. If the significance of the F value was less than 0.05, then the model would be considered to be significant and vice versa. The significance of the F value was 0.006 which is less than 0.05 thus the model is statistically significant in predicting employee retention.

Table 4.13:**Coefficients**

	Coefficients	Standard Error	t Stat	P-value
Intercept	2.964	0.210	(14.146)	0.000
Training and Development	0.143	0.048	2.965	0.004
Recruitment and Selection	-0.074	0.052	-1.442	0.152
Compensation and Reward	-0.011	0.042	-0.254	0.800

Source: Survey Data (2019)

- a. Dependent Variable: Employee Retention
- b. Predictors: (Constant), Human Resource Management Practices

Therefore: $Y=2.964+0.143X_1-0.074X_2-0.011X_3$

Where:

2.964= the value of employee retention when human resource management practice is zero

0.143= the coefficient of training and development which means that for every unit change in training and development, we expect employee retention to increase by 0.143 holding all other factors constant.

-0.074= the coefficient of recruitment and selection which means that for every unit change in recruitment and selection, we expect employee retention to decrease by -0.074 holding all other factors constant.

-0.011= the coefficient of compensation which means that for every unit change in compensation and reward, we expect employee retention to decrease by -0.011

The results reveal that training and development had the greatest beta coefficient of (0.143) , followed by compensation and reward (-0.011)) and finally recruitment and selection (-0.074) Training and Development therefore had the greatest impact on employee retention followed by compensation recruitment and selection as revealed by the magnitude of their beta coefficients. Training and the development had a positive beta coefficient therefore implying that it was positively correlated to employee retention. However, compensation and recruitment and selection and had negative beta coefficients thus implying that they were negatively correlated to employee retention.

Significance was tested at 5% confidence level of significance. Training and Development had a p-value of 0.004, recruitment and selection had a p-value of 0.152 while compensation had a p-value of 0.800. Therefore, the results of the study establish that training and development was the only significant independent variable at 95% level of confidence.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes and concludes the findings of this study. Limitations for this study are also discussed and complemented by recommendations on this subject.

5.2 Discussion of the Findings

This section discusses the findings of the study under each study objective.

5.2.1 The Level of Employee Retention

The findings of the study found that the level of employee retention was not satisfactory. These results are consistent with Lewa (2009) who states that public universities in Kenya do not prioritise issues related to staff retention and as a result have no retention strategies in place. Majority of the respondents were contemplating leaving their current workplaces in search for better opportunities in other organizations. This indicates that employees are not satisfied nor motivated at these institutions. Wilton (2011) states that employees' will be motivated at their workplace only if they perceive that they are being treated fairly for their tasks when compared to their fellow colleagues in other organizations. Past studies by Daly and Dee (2006) emphasize that employees join workplaces with expectations and if these expectations are met then they will remain committed members to the organization. The chances of absenteeism and turnover are reduce when organizations satisfy the needs of employees (Thompson, 2008). Public universities in Kenya therefore are not able to gain a competitive edge that allows for the provision for quality goods and services because of low retention levels in these institutions (Naris & Ukpere, 2010). There is therefore a need for these institutions to find out the factors that influence employee's to remain in an organization and consequently develop suitable retention strategies.

5.2.2 Training and Development and Employee Retention

The findings from the study revealed that training and development was significant to employee retention in public universities in Kenya. Majority of the respondents were not satisfied with the training and development programs in their institutions and this has an impact on their commitment to stay in the public universities. Employees consider training, education and development as crucial to their overall career growth and goal attainment and hence will be motivated to remain and build a career cath in an organization that offers such

an opportunity (Samuel & Chipunza, 2009). These findings are consistent with those of Bazza and Ldama (2015) who found a positive effect of training and development on employee retention in Nigeria. Similarly, a study carried out in Nairobi to determine the effect of human resource management practices on employee retention found that training and development had a significant influence on employment retention in real estate firms (Tonui, 2017). However, Omoikhudu (2017) conducted a study in Ireland to determine the impact of training and development on employee retention in the retail sector and found that training and coaching have no significant impact on employee retention. Further studies have also found that training and development has no relationship with organizational commitment and therefore concluded that not all human resource management practices have an effect on an employee's intention to stay (Chew & Chan, 2008).

5.2.3 Recruitment and Selection and Employee Retention

Findings from the study show that recruitment and selection is not statistically significant to employee retention in public universities in Kenya. Majority of the respondents were in agreement with the statements related to retention therefore indicating that they were satisfied with the recruitment and selection practices in their organizations. This therefore implies that further studies should be carried out to determine what other factors influence staff retention in public universities in Kenya. Past studies however have found a significant influence of recruitment and selection on employee retention. In a study to investigate the effect of recruitment and selection on the retention of teachers in international primary schools in Kenya, Ramki (2015) found that recruitment and selection practices positively influenced the staff retention. Perra (2016) also found a positive that recruitment practices significantly influenced employee retention in large scale firms.

5.2.4 Compensation and Employee Retention

The results established that employees among public universities in Nairobi are not satisfied with the compensation practices in their institutions. However, compensation did not have a significant relationship with employee retention. Therefore, compensation was not significant in explaining employee retention in public universities in Nairobi. This finding implied that further research needs to be carried out to investigate what other factors influence an employee's decision to leave their organization. However, in a study to determine the role of human resource management practices on retention of staff in public health institutions in Kenya, the results indicated a significant positive relationship between remuneration practices and retention (Kinyili, 2015). Another study by Sitati (2017) to

determine the effects of remuneration practices in the hotel industry in Kenya found a significant and positive relationship between remuneration practices and employee retention.

5.3 Conclusions of the Study

The objective of the study was to determine the influence of human resource management practices on employee retention in public universities in Kenya. The human resource practices that were used for this study were; training and development, recruitment and selection and compensation. The study established that human resource management practices significantly impact employee retention. However, not all human resource management practices have an impact on employee retention. The findings of the study established that training and development was the only independent variable that was found to have a significant effect on employee retention. Recruitment and Selection and Compensation and Reward were found to have an insignificant effect on employee retention in public universities in Kenya.

The study therefore concluded that public universities in Kenya should invest in training programs that will enable employees to acquire the skills that they need to perform their jobs successfully. Public universities in Kenya that prioritize the training needs of their employees and invest in suitable training programs will increase the levels of retention in their institutions.

5.4 Limitations to the Study

The respondents were not willing to take time off their work schedule to participate in the study. Others were not comfortable in answering in the questionnaire for fear of the information revealing their identity.

The study was only limited to three human resource management practices. The results therefore are not generalizable to all the other human resource management practices. Additional research should therefore be done in order to find out what influence the other practices have on employee retention in public universities in Kenya.

5.5 Recommendations

The study sought to establish the influence of human resource management practices on employee retention in public universities in Kenya. Based on the findings, the following recommendations were made:

Firstly, training and development was the only human resource management practice that was found to be significant to employee retention in public universities in Kenya. Management in these institutions should therefore find out what other factors affect an employee's decision to stay. In this regard, the employees will feel appreciated about their work which in turn motivates them to work more efficiently and hence stay in the organization for long periods.

Secondly, training and development affects job satisfaction and organization commitment which in turn affects staff retention (Polsa, 2008). The Ministry of Education should therefore formulate efficient training policies in these institutions and make sure that they are adhered to. These policies should enable the employees to attend training programs regularly so as to acquire them with the relevant skills.

Thirdly, the human resource management personnel in these institutions can use the findings of the study to implement suitable retention strategies and human resource management policies with the goal of reducing staff turnovers in these institutions.

Finally, this research contributes to existing literature by attempting to expound on the influence of human resource management practices on employee retention among public universities in Kenya. This current contribution to the body of knowledge on this area should provide a basis for further research by other interested scholars.

5.6 Suggestions for Future Research

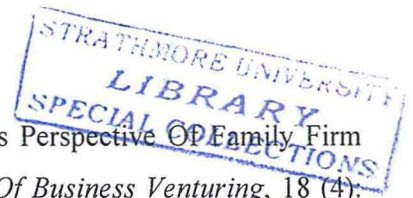
The study also recommended that further research should be done on the other human resources management practices. This study was only limited to three of them i.e. training and development, recruitment and selection and compensation reward. Furthermore, this study only focussed on public universities in Kenya, it is therefore recommended that broad research should be done to find out the relationship between human resource management practices and employee retention in these institutions and other areas of the world.

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APPENDICES

APPENDIX ONE: INTRODUCTION LETTER

To introduce the research study, the examiner will explain the purpose of the research, the participant information and consent form below will be attached to the questionnaires. It will sought to reassure the respondents' confidentiality and to get their consent to participate in the study.

STRATHMORE BUSINESS SCHOOL

05 FEBRUARY 2019

TO WHOM IT MAY CONCERN

KABARU MARIA-77969

My name is Maria Kabaru, a postgraduate student pursuing a Master of Commerce (MCOM) Degree at Strathmore Business School, Strathmore University. I am conducting a study under the supervision of Dr. Hellen Otieno on the influence of human resource management practices on employee retention in public universities in Kenya.

Your institution is among the ones selected for the study. I would appreciate if you complete the attached questionnaire. It is expected to take 10 to 15 minutes of your time and there are no known or anticipated risks to undertaking the exercise.

Participation is voluntary and anonymous. All the information you provide will be considered confidential. To protect your anonymity and identity, I have put several steps in place. Your identity shall not appear on the completed questionnaire and all the data shall be kept under lock and key only accessible to me.

By participating in the study, you will help academic staff (employees) to improve their human resource practices such as staff retention, staff motivation etc. Should you wish to know more about the research or ask any questions, please do not hesitate to contact Maria Kabaru on mariakabaru@gmail.com. Or contact Strathmore Business School, Strathmore University, Madaraka Estate, Ole Sangale Road, Nairobi.

Thank you in advance for your interest in this study.

Consent

I have read the above information regarding the research study and consent to participate in this study.

Sign _____ Date _____

Investigator: Name _____

Sign _____

Date _____

APPENDIX TWO: RESEARCH QUESTIONNAIRE

This questionnaire is designed to collect information ONLY for academic purposes. Your honest and accurate responses will be highly appreciated for the purpose of accurate research results. All information obtained will be treated with utmost confidentiality. For section A to D, please tick (✓) the response that BEST answers the question.

SECTION A: Personal Information

Please tick (✓) the appropriate response where applicable.

1. Gender Male Female
2. What is your age group? 21-30 31-40 41-50 51 and over
3. What is your level of education?
Certificate Diploma Bachelors Masters Doctorate
4. Kindly indicate your department?
Finance Accounting Human Resource Administration
Information Technology Others, please specify _____
5. Kindly indicate your position in the university?
Professor Senior Lecturer Lecturer Assistant Lecturer Graduate Assistant
Others, please specify _____
6. How long have you worked in the university? _____
7. How long have you served in your current department? _____
8. How long have you been in your current role? _____

SECTION B: Human Resource Management Practices

9. The following statements relate to the influence of human resource management practices on employee retention among public universities in Kenya. Kindly indicate the extent to which you agree or disagree with the statements on a Likert scale of 1-5 by ticking in the appropriate space.

The number labels mean; 1= **Strongly Disagree**, 2= **Disagree**, 3 =**Somehow Agree**,

4 =**Agree**, 5 =**Strongly Agree**

		Scale				
		1	2	3	4	5
1. Training and Development	1. This institution provides a training program that equips me with the skills that I need to perform my job					
	2. The training and development program offered by this institution is fully supported by management					
	3. This institution provides job rotation in the various departments so as to acquire the employees wide variety of skills					
	4. This institution provides all employees with an equal opportunity to participate in the training and development programs					

	5. The training and development programs are aligned with my needs in this institution					
	6. Any other (Please specify)					
2. Recruitment and Selection	1. The recruitment and selection process is fair and transparent					
	2. The human resource department employees from reliable sources recruits and selects					
	3. The human resource department generates a pool of potential suitable employees during the recruitment process					
	4. The selection process involves using a variety of techniques such as multiple interviews and performance tests to assess the applicants					

	5. The recruitment and selection practices in this institution meet the employee's expectations.					
	6. Any other (Please specify)					
3. Compensation and Reward	1. The compensation package provided by this institution is competitive and compares favourable in the sector					
	2. This institution compensates employees directly in the form of wages, salaries, bonuses and commissions					
	3. This institution provides employees with incentives such as medical covers and retirement plans among other benefits.					
	4. The rewards given to employees match their level of output					

	5. The institution provides a compensation package that meets employee expectations thus leading to job satisfaction					
	6. Any other, please specify					

C: Employee Retention

10. The following statements relate to employee retention in public universities in Kenya. Kindly indicate the extent to which you agree or disagree with the statements by ticking in the appropriate space.

The number labels mean; **1= Strongly Disagree, 2= Disagree, 3 =Somewhat Agree,**

4 =Agree, 5 =Strongly Agree

		Scale				
		1	2	3	4	5
i.	I am proud to tell others that I am part of this institution					
ii.	I intend to work here for a long period of time even if I am offered other opportunities elsewhere					
iii.	I am actively searching for an alternative to the university					
iv.	If I had another job offer that is the same as the one I have, I would leave my current workplace immediately					
v.	Any other, please specify					

Thank you for your participation!

APPENDIX THREE: PUBLIC UNIVERSITIES IN KENYA

1	Chuka Univesity
2	Co-operative University of Kenya
3	Dedan Kimathi University of Technology
4	Egerton University
5	Garissa University
6	Jaramogi Oginga Odinga University of Science and Technology
7	Jommo Kenyatta University of Agriculture and Technology
8	Karatina University
9	Kenyatta University
10	Kibabii University
11	Kirinyaga University
12	Kisii University
13	Laikipia University
14	Maasai Mara University
15	Machakos University
16	Maseno University
17	Masinde Muliro University of Science and Technology

18	Meru University of Science and Techology
19	Moi University
20	Multimedia University of Kenya
21	Murang'a University of Technology
22	Pwani University
23	Rongo University
24	South Eastern Kenya University
25	Taita Tavta University
26	Technical University of Kenya
27	Techncal University of Mombasa
28	University of Eldoret
29	University of Embu
30	University of Kabianga
31	University of Nairobi

Source: CUE (2017)