

**SELECTED HUMAN RESOURCE MANAGEMENT PRACTICES AND EMPLOYEE
RETENTION: A CASE OF PUBLIC UNIVERSITIES IN CENTRAL RIFT VALLEY
REGION OF KENYA**

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Requirements for the Degree of Master of Human Resource Management of
Egerton University**

EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATION

Declaration

This Research Project is my original work and it has not been submitted to this or any other institution of higher learning for examination purposes.

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Recommendation

This Research Project has been submitted for examination with my approval as the University Supervisor

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DEDICATION

To the Almighty God, my late dad Thomas Wakala and dear doting mum Gladys Wakala who was my greatest source of inspiration and constant prayers during the entire period of study. I bequeath it to my daughters Gladyce and Elizabeth for all the love and support they gave me during this period.

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ABSTRACT

The Public Universities operate in a highly competitive setting, necessitating the retention of key employees to maintain a competitive edge. With globalization and innovative management practices, public universities face both local and international competition in the marketplace. This study focuses on the impact of specific human resource management (HRM) practices namely promotion, training and development, remuneration, and supervision on employee retention, as these factors directly influence employees' perceptions of their organizations. The primary aim of this research was to assess the relationship between these HRM practices and employee retention in public universities located in the Central Rift Valley region of Kenya. The study was structured around four specific objectives and targeted full-time employees. These objectives included investigating how promotion, training and development, remuneration, and supervision affect employee retention. Grounded in expectancy theory, the study employed a descriptive research design. The target population consisted of 2,462 individuals, including teaching, administrative, and support staff, from which a sample of 217 respondents was selected through purposive, stratified, and simple random sampling techniques. The reliability of the research instrument was assessed using Cronbach's alpha and a coefficient score of 0.87 was obtained indicating high reliability. Data was collected via questionnaires and analyzed using the Statistical Package for the Social Sciences (SPSS), employing both descriptive and inferential statistical methods. Descriptive statistics were summarized using frequencies, means, standard deviations, and percentages, presented in tables and charts. Inferential statistics, including Pearson's correlation analysis and both simple and multiple regression analyses, were used for hypothesis testing at a 5% significance level. The findings from Pearson's correlation analysis revealed significant positive relationships between promotion, training and development, remuneration, supervision, and employee retention ($p < 0.05$). Regression analysis results indicated the following: Hypothesis One confirmed that promotion positively influences employee retention ($p < 0.05$); Hypothesis Two established a significant positive effect of training and development on employee retention ($p < 0.05$); Hypothesis Three found that remuneration positively impacts employee retention ($p < 0.05$); Hypothesis Four demonstrated a significant positive effect of supervision on employee retention ($p < 0.05$); and Hypothesis Five concluded that the selected HRM practices collectively exert a significant positive effect on employee retention ($p < 0.05$). Based on these results, it is recommended that university management integrate and implement these HRM practices simultaneously, as they are instrumental in strengthening employee retention.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|-----------------|--|
| AHITI: | Animal Husbandry and Industry Training Institute |
| LSFTC: | Large–Scale Farmers Training College. |
| NACOSTI: | National Commission for Science, Technology and Innovation |
| HRM: | Human Resource Management |
| SPSS: | Statistical Package for the Social Science |
| USAID: | United States Agency for International Development |
| OCB: | Organizational Citizenship Behavior |

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Employee retention issues are emerging as the most critical workforce management challenges. Brenyah and Tetteh (2016) define employee retention as measures organizations take to encourage employees to remain in their organization for maximum period. To them, highly skilled employees contribute a great deal towards the success of an organization and hence organizations face lots of consequences when such key employees quit. Employee retention is also defined by Hom (2005), as a process in which employees are encouraged to remain loyal and stay with their organizations for the maximum period of time or until the completion of a particular project.

Research has revealed that in the future, successful organizations will be those which adapt their organizational behaviour to the realities of the current work environment where longevity and success depend upon innovation, creativity, flexibility and employee retention (Amstrong, 2012). In fact, the dynamics of the work environment will have to reflect a diverse population comprised of individuals whose motivations, beliefs and value structures differ vastly from the past and from one another. To compete effectively, universities must take deliberate steps to ensure that good performers are motivated to stay within the universities whereas, the chronically low performers are allowed, encouraged, or where necessary, forced to leave (Nouri & Parker, 2013).

According to Akpa and Asikhia (2016) academic staff retention has been a pertinent issue in institutions of higher learning. They further noted that the turnover of the staff at the universities was driven by a number of issues which include age of the employees, marital status, length of service, education attainment, academic rank and monthly income. While these act as push factors from one institution the implication of this is that if these factors are improved, they would act as pull factors to other institutions. This study was an attempt to establish the selected human resource practices that influence employee retention in Egerton and Laikipia Universities.

Sufyan and Magsoo (2010) reported that most employees have suggested selected human resource practices that influence employee retention at public universities. They include financial factors, work ethics and technical or skill related factors, geographical factors and gender factors. Their study suggested that these factors if developed would have the effect of retaining staff and hence making an institution more competitive. This would certainly be true in institutions of higher learning. This would create an advantage in an era of diminishing student numbers as noted in the case of Kenya.

Rackauskiene et al. (2013) noted that motivation is an individual willingness to work and maintain effort in achievement of institutional goals. This willingness to work by employees has been known to create a competitive advantage for institutions. The current study is an attempt to evaluate the influence of the selected human resource practices on employee retention in Egerton and Laikipia Universities. The retention of employees has been known to be significant to the development and the accomplishment of the organization's goals and objectives (Chidinma & Ikechukwu, 2017). Retention of employees can be a vital source of competitive advantage for any organization.

Today, changes in technology, global economics and trade agreements are directly affecting employee/employer relationships. Until recently, loyalty was the cornerstone of that relationship. The loss of talented employees may be detrimental to the company's future success. Outstanding employees may leave an organization because they become dissatisfied, under paid or unmotivated (Habib et al., 2014), while trying to retain employees within the organization they may present other challenges as well. They may demand higher wages, not comply with organization practices and not interact well with their colleagues or comply with their managers' directions. Besides these problems, asymmetric information or lack of information about the employees' performance may complicate an organization's endeavour to retain productive employees (Izidor & Iheriohanma, 2015).

1.1.1 Human Resource Management Practices

Human resource management practices continue to prompt many discussions all over the world as to exactly what it concerns itself with. The major areas covered by human resources

management are wide and are essential for an institution to achieve its goals. Mkungo (2011) argues that the practices build and shape the strategies of institutions. Different human resource management practices are employed by various universities to ensure that they increase their employee retention. The practices are commonly employed to ensure employees do not leave their jobs for other organizations.

According to Mkungo (2011), human resource practices vary from different institutions. However, key among the practices which almost all organizations use include deciding on the needs of the staff, recruitment, training and development and; dealing with issues related to employee performance. Employee promotions, benefits, salaries and remuneration are also part of the wider human resource management practices.

With frequent changes in the employment regulations in Kenya, it is vital for universities to ensure that the human resource management practices and policies they put in place conform to these regulations. Kinyili (2015) argues that the current employees are aware of their rights and forcing them to work under their expected employment standards could result to high employee turnover rates in universities. Therefore, it is important that employees are aware of the institutional personnel policies that can be provided to them in form of employee manuals.

In line with the above, there is need for universities to effectively succeed in managing their employees by implementing achievable and innovative human resource practices. Sorasak (2014) states that the practices range from high performance practices to low performance practices. The high performance practices which universities can effectively implement include: employment/job security, institutional culture, career development and training of employees, selective recruitment, benefits and compensation, recognition of employees through giving them rewards and effective communication. These practices have proved to improve on organizational performance as well as increase the levels of employee retention. Previous studies have shown that there exists a relationship between human resource management practices and employee retention. Organizational culture, provision of equitable remuneration packages, recognition, provision of a good working environment and training of employees increases their chances of staying in their workplace (Haider et al., 2014).

1.1.2 Employee Retention

Brown (2009) defines employee retention as an articulate and strategic process that begins with reviewing the main reasons why employees join an institution. Employee retention is driven by various institutional factors such as the structure of the institutions, institutional culture, work environment, employee programmes, payment and promotion structures and recruitment process. These factors, if well designed and implemented will ensure that employees' turnover is largely reduced. Employees are faced with various decisions in their jobs such as resigning, joining the organization or leaving the organization due to different circumstances. Burrow (2012) argues that employees may leave a job or change responsibilities in the same institution if they feel safer and appreciated in their new roles or organizations.

According to Mkungo (2011) institutional factors such as too many assignments, poor leadership styles, poor payment and promotion structures largely contribute to employee turnover. Employee turnover is believed to be an institutional systemic problem therefore, for universities to reduce it, they need to find out why employees would prefer to leave their current jobs. This will include trying to understand the main reason why employees remain loyal and committed to their work then designing policies that will ensure their needs are well taken care of. Through this, universities management can be at peace knowing that their employees will perform well and improve on their productivity. According to Muriuki (2017), if a university takes care of its employee career development, recognition and frequently reward them, it will reduce on its employee turnover rate.

Achievement of university goals will go hand in hand with employee retention hence it is essential for universities to ensure that they retain their talented employees. Haider et al. (2015) notes that a successful retention plan relies on different institutional strategies and various factors. They further state that a decision of an employee to leave or stay in a university is affected by factors such as their age, family, training and career development, benefits, relationships within the organization and external markets. Universities should take into consideration the fact that hiring new employees is costlier than retaining their current employees. Therefore, they need to ensure that they put in place modest strategies and policies that will ensure they retain their employees in the long run.

Employee turnover refers to the process of employees leaving an organization. This may be calculated as a percentage of the total staff in the particular organization. Silva and Shinyashiki, (2014) noted that organizations requiring to reduce the turnover rate needed to invest in human resources management practices that entail creating compensation for the employees. In another study, Yong and Alves (2021) asserted that employee turnover rate is a concern of good organizations. Strongly suggesting the need to stem out this process.

1.1.3 Universities in Central Rift Valley Region of Kenya

Egerton University is one of the oldest public institutions of higher learning in Kenya. It was founded as a Farm School in 1939 by Lord Maurice Egerton of Tatton, a British national who settled in Kenya in the 1920s. In 1950, the school was upgraded to an Agricultural College offering diploma programmes. The Egerton Agricultural College Ordinance was enacted in 1955. In 1979, the Government of Kenya (GOK) and the United States Agency for International Development (USAID) funded a major expansion of the Institution. In 1986, Egerton Agricultural College was gazetted as a Constituent College of the University of Nairobi. The following year, 1987, marked the establishment of Egerton University through an Act of Parliament.

Laikipia University was founded in April 1929 by a British Colonial farmer cum educationist by the name William Thomas Alfred Levet. The Institution was by then a whites' only primary school with a large farm, which was sold to Guy Bullen in February 1959. Mr. Bullen sold it to the Ministry of Agriculture in 1965. Between 1965 and 1970, the Institution served as a Large-Scale Farmers Training College (LSFTC). The LSFTC was administered by the Ministry of Agriculture and Animal Husbandry. In October 1979, it was converted into an Animal Husbandry and Industry Training Institute (AHITI) offering a two-year course leading to a Certificate in Animal Health. From 1988 to 1990, it operated as a diploma science teacher's college under the Ministry of Education after which it was taken over by Egerton University on 1st July 1990 as a campus. It remained a campus of Egerton University between 1990 till 2010 majoring in Bachelor of Education (Arts) and Bachelor of Arts courses. In 2011, it became a Constituent College of Egerton University until 19th February 2013 when it became a fully-fledged University.

Hayes (2015), estimates a total of 23,000 qualified academic staff migrate from Africa annually to look for job opportunities in developed countries. Due to this there has been high employee turnover leaving the available staff overworked. As a result, universities have had to invest heavily in their employees so as to retain them.

1.2 Statement of the Problem

The problem in this study is the fact that the qualifications required at universities demands a lot of training investment. Training staff is an expensive venture, therefore the need to retain staff is a significant expectation for institutions of higher learning. This is even more so in the third world. What is the current situation in Kenya, this study sought to answer this question by addressing the influence of the selected human resource management practices on employee retention in public universities in Central Rift Valley region. There are an expanding number of studies concerning factors that influence employee turnover such as Khan and Aleem (2014) who carried out a study on the impact of job satisfaction on employees' turnover in Pakistan. Adedamola (2016) did a study on impact of leadership styles on employees' retention in Nigeria, Nyamekye (2012) did another study on impact of motivation on employee retention in Standard Chartered Bank Ghana Limited while Marhoobi and Attan (2017) undertook a study on the effects of perceived leadership styles on employees' motivation in the public and private sectors in Oman.

In Kenya many universities have been experiencing an alarming rate of employee turnover annually and this interferes with the universities' operations (Kamau & Kamara, 2017). This has made it difficult for the universities to achieve their set objectives and goals in an effective and efficient manner. Retaining top talent employees remains a primary concern for many organizations today. Analysis of workforce trends point to an impending shortage of highly-skilled employees who possess the requisite knowledge and ability to perform at high levels. This means that universities that fail to retain high performers will be left with an understaffed, less qualified workforce that ultimately hinders their ability to remain competitive (Rappaport et al., 2003). It is clear several studies have been done in different sectors including universities consequently calling for a new study in developing countries setting like Kenya to be carried out in order to establish the influence of the selected human resource practices on employee retention. Therefore, this study is important not only because it fills the gap, but also it sought to

address this gap by determining the influence of selected human resource practices on employee retention in Public Universities in the Central Rift Valley region of Kenya.

1.3 Objectives of the Study

The main objective of this was to determine the effect of selected human resource management practices on employee retention in public universities in Central Rift Valley region of Kenya.

The specific objectives of the study are as follows:

- i. To determine the effect of promotion on employee retention in public universities in Central Rift Valley region of Kenya.
- ii. To determine the effect of training and development on employee retention in public universities in Central Rift Valley region of Kenya.
- iii. To examine the effect of remuneration on employee retention in public universities in Central Rift Valley region of Kenya.
- iv. To establish the influence of supervision on employee retention in public universities in Central Rift Valley region of Kenya.
- v. To determine the joint effect of selected HRM practices (namely; promotion, training and development, remuneration and supervision) on employee retention in public universities in Central Rift Valley region of Kenya.

1.4 Hypotheses of the Study

The research hypotheses are as follows:

H₀₁: Promotion does not have significant effect on employee retention in public universities in Central Rift Valley region of Kenya.

H₀₂: Training and development does not have significant influence on employee retention in public universities in Central Rift Valley region of Kenya.

H₀₃: Remuneration does not have significant influence on employee retention in public universities in Central Rift Valley region of Kenya.

H₀₄: Supervision does not have significant influence on employee retention in public universities in Central Rift Valley region of Kenya.

H₀₅: Selected HRM practices (namely; promotion, training and development, remuneration and supervision) jointly do not have a significant effect on employee retention in public universities in Central Rift Valley region of Kenya.

1.6 Significance of the Study

The results of the study may detail the influence of selected human resource management practices on employee retention in public universities in central rift valley. As such, it may also enumerate the important aspects of promotion, training and development, remuneration and supervision on employee retention. Therefore, the study is important to the University Management since it may help understand the importance of these factors on retaining employees and help reduce employee turnover. The findings of the study may also help other Heads of Department in the University appreciate the methods used in ensuring the employees are retained hence improve their management skills.

The findings of the study maybe useful to policy makers since the results may provide insights and information on the influence of selected human resource management practices on employee retention and make recommendations on the possible measures to be pursued. The policy implications of those measures may be geared towards the adoption of retaining employees in the university through improved quality of work and productivity. The findings of the study may be a source of reference material for future researchers on other related topics thus may help other academicians who may undertake the same topic in their studies. It may also encourage further research and contribute to scholarly knowledge and literature in the area.

1.7 Scope of the Study

The study focused on the influence of selected human resource management practices on employee retention in public universities in Central Rift Valley region of Kenya. Specifically, the study focused on influence of promotion, training and development, remuneration and employee supervision on employee retention. The target population was the full time academic, administrative and support staff. A questionnaire was used to obtain information from the respondents. The study was carried out between December 2021 and January 2022.

1.8 Limitations of the Study

The study was limited to two (2) public universities in one (1) region of Kenya therefore findings will be generalized with caution to other universities in Kenya. The study used questionnaires to collect data that might have influenced the results since all information collected in the study were based on the participants' emotions and perception at the time of filling the questionnaire. Some of the respondents were not cooperative or willing to complete and return the questionnaires. However, the researcher assured them that the study was solely for academic purposes and the information given would be strictly confidential. Finally, the study was based on cross-sectional research design, which means that data was collected at one point in time. This means that the study was unable to determine the long-term effect of the selected HRM practices on Organizational Citizenship Behavior (OCB). Therefore, future studies may address this aspect by conducting longitudinal studies. Studies that two variables even when they may be correlated significant, it does not always mean that one caused the other.

1.9 Assumptions of the Study

The assumptions of the study were that the respondents had enough knowledge and experience on the selected human resource management practices considered for the study and that they answered all the questions competently. It was assumed that the population remained constant during the period of this study. The respondents were required to give information accurately, honestly and to the best of their knowledge.

1.10 Operational Definition of Terms

Employee - This is an individual who enters into a contract of employment; or enters into any other contract under which the individual undertakes to work personally for the other party willingly as per the terms and conditions set out in the contract agreement.

Employee retention- is a voluntary move by an organization to create an environment that engages staff for long term. According to this study, they will include promotion, remuneration, training, development, and supervision.

Human Resource Management- Process involved in the task of managing and retaining of staff.

Human Resource Management Practices – Any strategy which deals with the enhancement of culture building, competencies, commitment, and satisfaction employed by various universities so as to ensure that they retain their employees for long and improve retention.

Promotion-Refers to the upward movement of an employee from one job group to another, with increase in salary, status and responsibilities.

Public Universities –These are institutions of higher learning which are funded by the public through government and they are guided by government rules and regulations.

Remuneration – Reward for employment in the form of pay, salary or wage, including allowances, benefits such as company car, medical plan, pension plan, bonuses, cash incentives and monetary value of none cash incentives.

Training and Development- Training is providing employees with specific skills or correcting deficiencies in their performance, while development is an effort to provide employees with abilities the organization will need in the future

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the literature review of the existing research, theoretical background, literature on expectancy theory, concept of employee retention in organizations, empirical review, influence of promotion on employee retention, influence of training and development on employee retention, influence of remuneration on employee retention, influence of supervision on employee retention and conceptual framework.

2.2 Theoretical Perspective

This study was guided by the expectancy theory.

2.2.1. Social Exchange Theory

The Expectancy Theory was developed by Victor H. Vroom in 1964 who based the theory on the following components: performance-outcome expectancy, valence and effort-performance expectancy. The performance-outcomes expectancy theory concerns a person's expectation that his/her remuneration is closely tied to his/her level of performance (Sloof & Praag, 2005). For example, an Egerton or Laikipia university employee who is thinking about doubling his or her output may expect that doubling the output will result in praise, more pay or perhaps no reward at all; the employee may even expect hostility from other employees. Expectancy theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by an outcome and on the attractiveness of that outcome to the individual (Robbins & Judge, 2007).

According to Sloof and Praag (2005) the second component of expectancy theory is valence which is a measure of the degree of which an individual values a particular reward. The higher the valence an individual has, the more motivated he will be. Therefore, the outcome of a particular behaviour has a specific valence, that is, a specific motivating power or value for each specific individual. For example, for an employee of Egerton or Laikipia university, the possibility of transfer to a higher-paying position in another university may have a high valence

for individuals who value money or who enjoy the stimulation of a new environment, it may have a low valence for individuals who have strong ties to their neighborhoods, friends or workgroups. Valence is determined by the individual and is not an objective quality of the outcome itself for a given situation.

The third component of expectancy theory is effort - performance expectancy which concerns the individual's perception that effort is positively correlated with performance (Sloof & Praag, 2005). People's expectation of how difficult it will be to perform successfully will also affect their decision on whether or not to proceed. The expectancy theory presents significant implications to managers when it comes to retention of employees. Human resource managers need to adopt practices that would positively influence the motivation of employees which could increase their productivity at work. This study focused on promotion, remuneration, supervision, training and development on employee retention in Egerton and Laikipia universities. These practices are important aspects in influencing employee retention.

Ogundare and Omotosho (2022) noted that employee expect rewards for the effort they invest in their work. The expectation theory suggests that an employee motivation is pegged on the values he/she perceives to put on a prospective reward. This suggests that if an employee feels that promotion, remuneration, supervision, training and development are a worthy reward, the employee will restrain from attrition. Chaney (2019) asserts that the expectancy theory acts as a predictor of an employee's reaction to a perceived motivation. This suggests that the expectancy theory acts as a way towards understanding the process of retention.

2.3 Selected Human Resource Management Practices

Human resource management practices are considered as policies and practices that are necessary to perform human resources routines that are necessary for an organisation performance and survival. Several authors have indicated the relationship between HRM practices and the performance of an organisation. Leghari et al. (2014) noted that human resource practices play an important role in increasing an organisation output as well as retaining staff. Islam (2015) affirmed that human Resources Management practices not only play a role in retaining employees in an organisation, but they also play a central role in increasing

performance of an organisation. De Brito and De Oliveira (2016) noted that there was a significant relationship between human resource management practices and performance. This suggests that specific practices can lead to better performance of an institution and retention of employees.

In effect these arguments suggest that there are some practices that are significant in retaining staff. This study sought to find the relationship between retention of employees and selected human resources practices. These practices included: promotion, remuneration, training and development and supervision. These concepts are capture below.

2.3.1 Promotion

Movement within an organization to a position in which responsibilities and presumably prestige is increased is ordinarily labelled as promotion. Promotion possibilities influence the behaviour of individuals in the organization and stimulate individuals to greater abilities to move ahead (Parry & Kelliher, 2009). Promotion is used as a reward and an inducement to better work performance and other organizationally approved forms of behaviours. People will work harder if they feel this will lead to promotion. They have little motivation if they feel that better jobs are reserved for outsiders (Pearce, 2011).

The system of promotion permits an organization to match its need for competent personnel with the employees' desire to apply the skills they have developed (Gomez, 2002). An effective system of promotion can result to greater organizational efficiency and a high level of employees' morale (Gomez, 2002; Prasad, 2001). Employee promotions positively affect the motivation and engagement of employees. Every employee should be considered for a potential advancement in the firm. An employer should take note of different employees' performances, interests and offer training programmes in different areas so that the employees can be able to move up (Madison, 2002).

Armstrong (2006), states that justified promotions encourage employees to do their best knowing that good performance will be rewarded. In cases where employees feel that promotions given in company are not justified and a dubious means such as preference is used to promote employees,

employees are likely to look for jobs in other firms that promote their employees based on justified and genuine results. Employers should also pay attention to employee concerns and ideas regarding promotion to increase their commitment and loyalty (Gomez, 2002).

Armstrong (2008) remarks that rewarding employees makes them feel appreciated and valued by the business. Rewards can have a major stake in retention, because in addition to making them feel wanted, they also increase staff motivation, which in turn leads to greater job satisfaction and as stated before, higher retention rates (Jehanzeb et al., 2012). To ensure that a rewards programme is successful, companies need to understand the degree to which rewards satisfy people, what will motivate them, and how to engage them in the incentive programmes. Rewards give employees the impression that they are being given something they can be proud of, and this increases the employees' loyalty to the business (Silbert, cited in Das & Baruah, 2013).

Benefits also play an important role in meeting goals and objectives, retaining good employees, and also helping to attract new employees. Kassa (2015) undertook a study in Ethiopia on the motivation of employee retention. In the study both primary and secondary data were collected. The study sampled 237 respondents from a mineral water factory. The study used a descriptive design. The data was analyzed using both correlation and regression. The results indicated that there was a positive and significant relationship between rewards and employment retention.

Nyamakye (2012) did a study in Ghana to discover the impact of motivation on employee retention. In the study 180 respondents were randomly sampled from a particular bank. The study indicated that salary and other fringe benefits were highly rated rewards by employees. The study used questionnaires to seek for answers. The study concluded that promotion, training opportunities and recognition were all considered positive motivational factors.

Promotion is an employee development strategy and is also considered as a reward for good performance and recognition of employees' capabilities (Samuel & Chipunza, 2009). It carries a high value in employee retention as a clear succession plan keeps the employee motivated to keep up a good performance and long term commitment with the company. Promotion also creates a sense of security among the existing employees.

Khan and Aleem (2014) did a study in Pakistan amongst health workers. The essence of the study was the effect of promotion, pay and job safety. The dependent variable in this study was job satisfaction. Two hundred (200) doctors were sampled. Questionnaires were used to collect primary data. SPSS was used to analyze the data collected. The results indicate that pay and promotion are prominent in job satisfaction. The current study also used questionnaire to collect primary data. The study also used SPSS to analyze the data once it was collected. The current study however used employees in Public Universities Central Rift in Kenya to investigate the effects of promotion at the work level.

Gathungu et al. (2015) undertook a study in the banking industry in Kenya on the effects of promotion strategies. The data was collected using a self-administration questionnaire. The study was conceptualized using the human attribution theory. The study used a survey research design and the target population was forty three (43) banks. The study concluded that existence of promotions enhanced employees' retention. Wages and salary play a significant part in the study of employee retention. Equitable rewards are multi-dimensional in nature. The benefits are of varied nature such as rewards and pay perks are associated with motivation of employees. Promotion policy and pay system of the organization must be just, explicit and in line with the prevalent industry norms and employee expectations.

Kipkebut (2010) contended that distributive justice is concerned with fairness in the allocation of outcomes such as pay and promotions. Individuals must perceive promotion policy and salary administration as being fair. Organizations should ensure that its policies are growth oriented and incremental in nature so that employees take on an additional obligation willingly. Apart from financial benefits, organization must provide adequate incentives and non-financial benefits so that employees are motivated and display high levels of achievements.

2.3.2 Remuneration

Remuneration is important to employees for satisfying their economic needs. If employees are not satisfied with their remuneration, this may impact on their behaviour and attitudes. If the employees are not satisfied with their remuneration, their level of commitment to the

organization will decrease and may steer them towards leaving the organization Singh and Loncar, (2010). According to Phillips and Gully (2011) the level an organization is willing and able to invest in employees can both determine and be determined by its ability to hire people with the necessary competence. Higher education institutions world over are losing highly qualified academic staff to the private sector and to other universities which are able to offer better benefits and rewards Erasmus et al. (2025).

In a study among nurses by Steinmetz et al. (2014), it was found that employees who perceive that they are fairly paid are likely to stay in the organization for a long period whereas those who perceive that they are unfairly paid are likely to leave. According to Maicibi (2005), remuneration is pay or reward given to individuals for work completed hence identified the indicators of remuneration as basic salary, wages, health schemes, pension schemes, transport allowances, overtime allowances and responsibility allowances. Remuneration can also be referred to as monetary or financial benefits in form of salaries, wages, bonuses, incentives, allowances and benefits that are accrued or given to an employee or group of employees by the employer firm as a result of services rendered by the employee(s), commitment to the organization or reward for employment.

Ldama and Teru (2017) did a study on the effect of compensation/pay on staff retention in selected commercial banks in Adamawa state. The study was carried out in Nigeria and its aim was to establish whether compensation/pay significantly affected retention of commercial bank staff. The target population was one hundred and ninety-seven (197) banks. The data was analysed using regression analysis, while the Likert scale technique was used as measurement instrument for the study. Conbach's Alfa test was used to test reliability of the measurement. The study found that compensation/pay has a positive effect on retention of the commercial bank staff. Similarly, the current study investigated whether compensation has any effect on the retention of staff in public universities.

2.3.3 Training and Development

Poulston (2008) states that an organization that provides inadequate training and development options to its employees will expose itself to increased staff turnover, lower quality standards

and also lower profits. This is because training and development directly affect job satisfaction and commitment to the organization. According to Nouri and Parker (2013) learning and development have been shown to be important business strategies in terms of reducing turnover. Lashley and Chew (2004) emphasize the need to adequately train new staff members as this increases the new employees' comfort in their new work environment, while reducing their chances of becoming frustrated.

Costen and Salazar's (2011) research has shown that employees who are given the chance to develop new skills through training and development programmes have increased levels of job satisfaction; as a result, and as stated previously, increased levels of job satisfaction lead to increased levels of retention within an organization. Garg and Rastongi (2006) stated in their research that in today's competitive environment, feedback between employees and businesses is very important, because the more knowledgeable the employees become, the better able they will be to perform in the global market. Adequate training is not only positive for the employee but also for the business. Dhār (2015), states that training employees improves the employees' output. This increases the quality of the service, which improves both the employees and the organization.

Ldama and Buzza (2015) undertook a study in Nigeria on effects of training and development of employees on retention. One hundred ninety seven (197) employees from a bank were sampled. Open ended questions were utilized. Regression analysis was used as a statistical tool. They concluded that training had a positive effect on staff retention. The study recommended that there is need to train staff. The current study used a questionnaire to collect information. The questionnaire sought to discover the effect of staff development on retention of staff in Public Universities in the Central Rift Valley.

Omoikhudu (2017) did a study in Dublin, Ireland investigating the impact of training development on retention of employees. The study used primary and secondary data through a questionnaire. The Pearson Correlation was used to analyse the variables. The study concluded amongst other issues that lack of appropriate management can lead to employees leaving an organization. According to Samuel and Chipunza (2008) employees consider training, education

and development as crucial to their overall career growth and goal attainment and will be motivated to remain and build a career path in an organization that offers such opportunities. Besides, if staff training is funded by the organization, the employee may develop a moral obligation to give its money worth to the organization by commitment to stay on the job.

According to Wan (2007), providing training and job security by organization are important determinants of employees' retention. Human resource management practices, such as training are positively correlated to retention, because the practice 'locks' employees in their jobs- this is called employee retention. This is in agreement with the assertion of Wan (2007), that the only strategy for organization to radically improve workforce productivity and enhance their retention is to seek to optimize their workforce through comprehensive training and development. For organizations to achieve this purpose, they need to invest resources into the training of their personnel so as to be competitive in future. Staff that are not trained stand no chance of being promoted and therefore have a future that is bleak, this makes some employees look for alternative job where their training is guaranteed.

2.3.4 Supervision

The issue of employee supervision is very crucial in an organization. Various studies noted that the way people are managed and the leadership style have a direct influence on an organization's ability to maintain its workforce. According to Ellett et al. (2007), quality supervision and supportive leadership that values employees have a positive impact on retention. Tymon et al. (2011) as well as Mignonac and Richebé (2013) identified supportive supervision from managers as a contributing factor to employee retention. This is premised on the fact that leadership contributes significantly to the success and failure of an organization Jaskaran and Sri-Guru, (2014); Lok and Crawford (2004). Obiwuru et al. (2011) suggests that the ability of management to execute collaborated effort depends on its leadership capability. This is because an effective leader does not only inspire subordinates' potential to enhance efficiency but also meets their requirements in the process of achieving organizational goals (Lee & Chuang, 2011).

Ushie et al. (2010) and Obiwuru et al. (2011) found that, organizational failure is tied to the quantity, quality and inappropriate leadership style. This is explained by Iheriohanma (2009) that

the realization of organizational goals depends, to a great extent, on leadership. He posits that no matter the goals that motivated the establishment of an organization, it still requires management strategies and effective leadership in order to drive the organization to achieve its set objectives, especially in this business era that is characterized by a competitive knowledge-driven economy.

Iheriohanma (2009) found that organizational performance not only hinges on the quality of leadership but that leadership to a greater extent determines how an organization can achieve progress in the face of accelerating information management and technological innovation. Thus, management of employees in an organization requires the leadership qualities and styles that will drive the corporate goal of the organization. This is because leaders and their leadership styles constitute significant influence on the subordinates and organizational outcomes (Tarabishy et al. (2005).

Rochelle (2012) conferred that the leadership style that characterizes the interaction between leaders (or managers) and their followers (or employees) is most important in terms of employees' efficiency, productivity and retention in the organization. This is because in this modern era of globalization, organizations are considered to be competitive on the basis of the competence of their human resources. It is somewhat a difficult task to handle people who are physically, psychologically, culturally and ethnically different from each other (Bushra et al., 2011). Thus, the management of employees and their retention in the organization are largely dependent on the quality of leadership and leadership styles employed by the organizations (Albion & Gagliardi, 2007).

Effective leadership style and skills have been shown to enhance job satisfaction and promote staff retention in organizations (Kleinman, 2013). Thus, employees' retention and performance in an organization can be achieved when management adopts appropriate leadership and managerial styles and align business strategies to employee motivation and morale. Jaskyle (2004) stressed that employees' perception of leadership behaviour is an important predictor of employee job satisfaction, commitment and retention in the organization. Izidor (2015) investigated the connection between leadership and employee retention in organizations in Nigeria. The study used secondary sources of data in an attempt to identify different types of leadership. The study discovered that there was a relationship between leadership styles and

motivation for retention of employees. The current study went out to look at the kind of leadership style in Kenyan public universities, and the capacity of those leadership styles to retain employees.

Marhoobi and Attan (2017) undertook a study about leadership styles in Oman. The study explored the relationship between employees' motivation and leadership styles. The study used questionnaires on 661 employees. The study used both descriptive as well as inferential statistics. The study established that there was a significant relation between employees' motivation and leadership styles. The study also distinguished between various leadership styles which included classic, organic and visionary leadership styles. The current study also looked at leadership styles and the positive effect on employees. However, the study used retention of the employees as the motivation. The current study was carried out in Kenya on public universities as opposed to study by Marhoobi and Attan (2017) which was conducted on public and private institutions.

In another study on leadership styles and retention of employees, Ngethe et al. (2012) noted that public Universities operate in competitive environments hence requiring retention of the staff. They also noted that the role of leadership styles is crucial in determining retention of employees. The study that was done in Kenyan public universities sampled 547 academic staff. Descriptive and inferential statistics was used to analyse the data. It was established that leadership styles affected intention to leave in an inverse manner and concluded by noting that there is need to entrench leadership styles that attract staff to stay. This assertion is on the premise that leadership styles can either motivate or discourage employees, which in turn, because employees' increase or decrease in their level of performance and propensity for retention in the organization (Rochelle, 2012).

Adedamola (2016) carried out a study on leadership styles and noted that retention of employees was a common concern amongst banks in Nigeria. The study was designed to investigate the impact of leadership styles on retention of employees. Primary data was collected through a questionnaire. The study was sampled using purposive, snowball and convenience sampling. The study discovered that leadership style has a moderate but significant relation on employee's retention.

These results seem to differ slightly from the ones of Izidor (2015), which gave the impression that there was a clear relation between leadership styles and employee's retention, which justifies the need for another study. The current study intended to look at the influence of selected human resource management practices on retention of employees in public universities in the Central Rift Valley region, Kenya.

2.4 Relationship Between Selected Human Resource Practices and Employee Retention

According to Griffeth and Hom (2001), retention refers to measures that organizations take to encourage employees to remain in their organization for the maximum period. To Griffeth and Hom, highly skilled employees contribute a great deal towards the success of an organization and hence organizations face lots of consequences when such key employees quit. Employee retention is also defined by Hom (2005) as a process in which employees are encouraged to remain loyal and stay with their organizations for the maximum period of time or until the completion of a particular project.

Employee turnover is very costly and disruptive to an organization (Armstrong, 2012). In any organization where pay and conditions of employment are perfect, there will inevitably be a low level of turnover. In such situations, the attrition rate is due to people retiring, career progression, death, ill health and other personal reasons (Allen et al., 2010). This low level of turnover is expected and generally has no major negative effects on the organization's ability to function. Branham (2012) compiles all the reasons why employees leave into seven main themes, as follows: employees feel the job or workplace is not what they expected; there is a mismatch between the job and person; there is too little coaching and feedback; there are very few growth and advancement opportunities; employees feel devalued and unrecognized; employees feel stress from overworking and have a work/life imbalance; and there is a loss of trust and confidence in senior leaders.

When an organization's employee turnover reaches alarmingly high levels, the effects can be disastrous for the organization. Organizations must take control of the situation by developing systems and guidelines for managing turnover before it gets out of hand and starts affecting the

productivity of the organization. This is especially true for human resource managers who need to be clued into the needs of their organization and respond to heightened turnover and manage it (Allen et al., 2010).

Therefore, the retention and further development of highly skilled employees is often the priority in terms of an organization's retention strategy (Armstrong, 2012). Organizations need to focus not only on high achievers at the present time, but also on those with the potential of becoming high achievers in the future. High potential employees are defined as those who are recognized by senior management as persons with the potential to perform executive functions within the organization (Dries & Pepermans, 2008). The literature concerning high potential employees suggests that these employees have multiple characteristics -intelligence, team spirit, negotiation skills, social skills and pro-activity (Snipes, 2005). These characteristics can therefore be seen as possible core characteristics of high potential employees.

Research indicates that employees with high potentials, in general, have strong organizational commitment (Dries & Pepermans, 2008). This preference causes organizations to invest more in these high potential employees than in others. Allen (2008) identifies three main methods employers can use to enhance the retention of their valuable employees for the maximum period without the employees showing the intention to leave the organization. These are: Person Environment (P-E) Fit, Person-Person (P-P) Fit and Perceptual Fit (PF).

Person-Environment congruence refers to a harmony between the personal values of the employee and corporate culture of the organization in which he or she works. Someone with a high P-E congruence feels personally in tune with his company's stated policies and goals. Equally, someone with a low P-E congruence feels a sense of disharmony between his/her own values and the stated policies and goals of his/her organization. Person – Person Congruence measures the extent of solidarity between all members of the organization (co – workers, colleagues, superiors and subordinates). An organization with high P–P fit indicates a high sense of solidarity with one's co-workers, colleagues, superiors and subordinates in terms of shared values, assumptions and goals. A low P-P congruence (Boushey & Glynn, 2012).

Mkungo (2011) studied strategic human resource management practices that influence the retention of core employees at Becton Dickinson Kenya Limited and found that there existed a positive significant co-relationship between the human resource practices and employee retention. The study further observed the kind of HRM practices used by the company some of these practices include: individual organizational fit, rewards and recognition, remunerations, challenging job opportunities, career development, and training. It was also noted that leadership styles, organizational culture and social relationships between employees also contributed to employee retention.

Kinyili (2015) concluded that indeed human resource management practices greatly influenced employee retention. The study focused on the role of human resource management practices on retention of staff in public health institutions in Machakos County, Kenya. The study targeted all the employees in the 152 public health facilities in the county. It further used stratified sampling to arrive at its respondents and later purposive selection and simple random sampling were used. The data was analysed using content analysis. The study findings revealed that career advancement, working environment, rewards, remuneration packages and work-life balance had a significant influence on employee retention. On the other hand, due to poor salaries, delayed promotions and poor working environment of the facilities, the employees did not perform to their best. In as much as this was a problem, employees did not quit their jobs as they could not easily find alternative jobs. The study also found that other human resource practices that influenced employee retention were involvement of employees in decision making, performance management and leadership.

Haider et al. (2015) conducted a study on the impact of human resource practices on employee retention in the telecom sector. The study sought to find out if human resource practices can reduce employee turnover. They concentrated on four human resource practices: compensation, culture, training and development. The study further used regression analysis to analyze the data. The study findings from analysis revealed that there is a positive relationship between human resource practices on employee retention. Organization culture and compensation practices have a positive relationship while training and development had a negative relationship with employee retention.

Muleya et al. (2016) in their study on human resource practices as determinants of employees' intention to leave: a study from a selected South African institution found out that company culture, remuneration, how remuneration is administered and employee working conditions had a positive relationship with employees' intentions to leave work. The study was conducted on selected universities in South Africa and used correlation analysis for data analysis. They further recommended that if institutions are to ensure employee retention then they have to continuously improve on their culture, provide better working conditions and improve on meeting employees' needs.

Kamau and Kanyara (2017) sought to determine how career development influenced employee retention in public universities in Kenya. The study majorly concentrated on Technical University of Kenya. Both primary and secondary data were used in the study which was later analyzed through descriptive statistics. The study revealed that training and development had a positive relationship with employee retention. Employee mentoring did not have any significant relationship with retention of employees. It was further recommended that universities should ensure adequate training and mentorship programmes so as to ensure they retain their employees. In addition, the University Management needs to provide effective career development training sessions for their employees in order for them to develop competencies in their work.

2.5 Summary of Literature Gaps

The foregoing discussion on the relationship between selected human resource management practices and employee retention clearly shows that most of the studies done have majorly concentrated on different organizational factors. Kass (2015) in a study carried out in Ethiopia noted that there was a positive relationship between rewards and employment. That study was however carried out in a factory and most cases factory staff in do not require high-level academic qualifications. The current study had a different target population whereas would be expected the expectations were different. Nyamakye (2012) also concluded that there are specific HRM practices that were considered positive motivational factors for employees. The current study used selected HRM practices to explore the cause of retention at universities in Kenya. Khan and Aleem (2014) in a study on effects of promotion on retention of employee used

doctors in Pakistan. The current study sought to see whether there would be a difference if university employees were targeted to see the effects of promotion of staff on retention of employees.

Gathungu et al. (2015) in a study on attrition in the banking sector chose to use the human attribution theory to explain the impact of retention on specified HRM practices. The current study however used the expectation theory. The results of the current study are captured in chapter four of this thesis. It is interesting to note the different results attributed to the two theories.

The current study was on retention of staff based on selected HRM practices at the university in Kenya. Ldema and Teru (2017) also undertook a study in Nigeria about retention of staff. Their study was however on the effect of compensation on staff retention. Further, the target population in the two studies was different. The current study used universities employees. Wan (2007) noted the significance of training for staff in enhancing their productivity. The current study also sought to discover what HRM practices enhanced productivity, the current study however looked at selected HRM practices vis-à-vis retention of employees.

Iheriohanma (2009) found leadership in an organization was paramount in enhancing performance. The current study however looked at supervision as a mechanism of leadership in enhancing performance and retention of employees. Marhoobi and Attan (2017) used leadership too, to look at retention capacity of employees while the current study used supervision amongst other selected HRM practices.

In terms of sampling procedures, Adedamola (2016) used purposive, snowball and convenience sampling to undertake a study on the impact of leadership styles in retention of staff. This suggested the study research design leaned towards a non-parametric study. Meanwhile, the current study used stratified and simple random sampling suggesting a parametric study. It was interesting to compare the results from these two studies. Kinyili (2015 and Adedenola (2016) used parametric techniques in their study on retention of employees. This suggested that parametric studies are suitable studies in situations of employees' retention.

Mkungo (2011) found that while using strategic HRM practices, there was a positive relationship in retention of staff. Could this be the same position when selected HRM practices are used? The current study went out to answer this question using: promotion, remuneration, supervision, training and development. Kinyili (2015) discovered that involvement of staff played a part in motivating staff. The current study suggested different selected HRM practices to see how they influenced retention of employees.

Given the increasing importance of employee retention in majority of the higher learning institutions, most institutions are increasingly adopting human resource management practices to reduce employee turnover. The need for organizations to retain their talents is crucial for their ability to remain in business. Although this study attempts to bring forth many factors related to employee retention, this complex area of human resource needs further investigations. Some factors such as organization culture, training and development, autonomy are less explored than supervision and leadership for instance. The workforce of an organization can be classified into three categories: directors, managers and employees. There is need for further investigations to better equip organizations with knowledge necessary to improve their retention capability.

2.6 Conceptual Framework

The aim of this study was to investigate the effects of selected human resource management practices on employee retention among employees in Public universities in Central Rift Valley region of Kenya. The independent variables of the study are selected HRM practices, namely, promotion, training and development, remuneration and supervision as depicted in Figure 2.1. The dependent variable of the study is employee retention.

Independent Variables

Selected HRM Practices

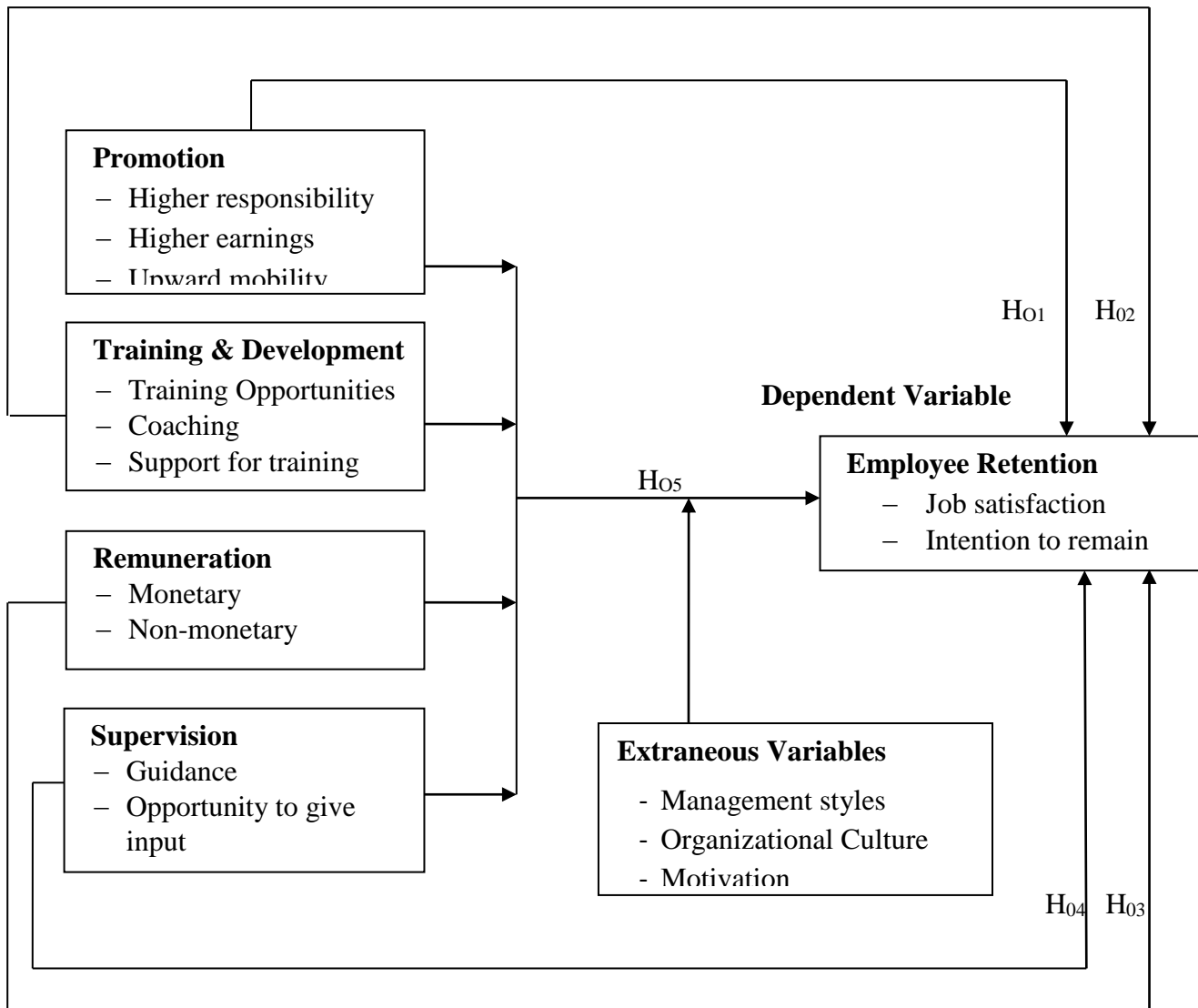


Figure 2.1: The relationships among selected HRM practices and Employee retention

This study sought to establish the effect of selected human resources management practices (namely, promotion, training and development, remuneration and supervision) on employees' retention. The study expected that employees who were satisfied with promotion, receive adequate training and development opportunities, are provided with attractive rewards and receive support from their supervisors are likely to reciprocate by enhancing their retention in their universities. On the other hand, employees who are dissatisfied with their promotions, training and development opportunities, remuneration and supervision are likely to retaliate by

quitting their jobs. Further, the study identified certain extraneous variables that are likely to influence the selected human resources management practices on employees' retention. In this regard, the variables such as management style and organizational culture are hypothesized to negatively influence the relationship between the selected human resource management practices and OCB because they are not intentionally included in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, location of the study, population of the study, the sample and sampling procedures. It also describes the Instruments, validity and reliability of research instruments, data collection procedures and data analysis.

3.2 Research Design

The study adopted a descriptive research design. Descriptive research design aims to describe situations and phenomenon of specified populations. In the case of this study the descriptive research design was cross sectional in nature. Meaning the data was picked at one point in time. This kind of research design tends to answer the question when, where and what as opposed to why. The strategy was used because it is helpful in exploring the influence of selected human resource management practices on employee retention in public universities. The design also aids to determine and report the way things are and attempts to describe such things as possible behaviour, attitudes, values and characteristics (Hauken et al., 2019; Morgan, 2014). The independent variables of the study included employee training and development, employee promotion, remuneration, employee supervision while the dependent variable was employee retention.

3.3 Location of the study

The research was carried out in public universities situated in Central Rift Valley region of Kenya, Nakuru County. Egerton University and Laikipia University were sampled for this study.

3.4 Target Population

The target population for this study was the 2,462 employees of Egerton and Laikipia Universities who comprised of teaching, administrative and support staff. Public universities in Kenya categorize their staff into three namely, the academic staff who teach, the administrative staff who are involved in providing all organisational duties and the support staff who are involved in the structural responsibilities. The study concentrated on the main campuses. The

sample consisted of all cadres of employees based at the main campuses. The table below illustrates the relevant staff categories in Egerton and Laikipia Universities.

Table 3.1: Population of employees in Egerton and Laikipia Universities

| Population Category | Egerton University | Laikipia University |
|----------------------------|---------------------------|----------------------------|
| Teaching | 558 | 99 |
| Administrative | 889 | 259 |
| Support staff | 468 | 189 |
| Total | 1915 | 547 |

Source: Egerton and Laikipia Universities Staff Registers (2019)

3.5 Sampling Procedure and Sample Size

The study adopted the formula of Yamane (1967) with a five percent (5%) margin of error to derive the sample size of the study. A sample size of 346 employees was selected from a population of the two universities as shown in equation 1.

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

where

N = Total population, n = sample size, e = desired precision level at 95% confidence level. Therefore;

$$n = \frac{2462}{1+2462(0.05)^2} = 346 \dots \dots \dots (2)$$

The sample size was distributed using proportionate stratified sampling procedure between the two universities as shown in Table 3.2

Table 3.2: Sample Size per University

| University | Total number | Proportion of sample | Sample size |
|--------------|--------------|----------------------|-------------|
| Egerton | 1915 | $(1915/2462)*346$ | 269 |
| Laikipia | 547 | $(547/2462)*346$ | 77 |
| Total | 2462 | | 346 |

Table 3.3 presented the distribution of sample respondents from the total population. Stratified sampling was used to divide the staff in the three categories. Then simple random sampling was used to select the 346 respondents who responded to the semi-structured questionnaires.

Table 3.3: Distribution of sample size per university

| Category of Staff | University | Total | Proportion of sample | Sample size |
|----------------------|------------|-------------|-------------------------|-------------|
| Teaching | Egerton | 558 | $(558/1915) \times 269$ | 78 |
| | Laikipia | 99 | $(99/547) \times 77$ | 31 |
| Administrative staff | Egerton | 889 | $(889/1915) \times 269$ | 124 |
| | Laikipia | 259 | $(259/547) \times 77$ | 21 |
| support staff | Egerton | 468 | $(468/1915) \times 269$ | 66 |
| | Laikipia | 189 | $(189/547) \times 77$ | 26 |
| Total | | 2462 | | 346 |

3.6 Research Instruments

The researcher used a questionnaire as data collection instrument. The research was interested in data concerning promotion, remuneration, training and development, employee supervision and how the variables influence employee retention. The researcher constructed close-ended questions following systematic literature review. Section A sought to gather background information of the respondents followed by Section B which sought HRM practices which was measured on a 5 point Likert scale where 1 = extremely dissatisfied and 5 = extremely satisfied. The items were on promotion, remuneration, training and development and; employee

supervision which were all measured on a 5point Likert scale where 1 = strongly disagree and 5 = strongly agree.

3.7 Data Collection Procedures

The researcher sought clearance from the Dean of the Faculty of Commerce to undertake the study. A letter from the Dean was used to obtain the research permit to conduct research from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher sought for permission from the University Management to self-administer the questionnaires to the respondents. The respondents were given time to respond to the questions and those who were not able to respond immediately were given one week. After one week the researcher returned to collect the questionnaires.

3.8 Validity and Reliability of Research Instrument

A research instrument is said to be valid if it measures what it is supposed to measure (Gall & Borg, 2007). Validity rests on the extent to which research data and methods for obtaining data are deemed accurate, honest and on target (Mugenda & Mugenda, 1999). Face validity is the likelihood that a question measures what it was supposed to measure. According to Kothari (2008), validity can be determined subjectively by a thorough examination of the instruments by a panel of expert judges. The study used content validity measurement which concerns with the relevance and representativeness of items such as individual questions in a questionnaire to the intended setting (Jackson, 2012). This was done by presenting the questionnaire to the supervisors who checked through the contents to ensure it captured all the relevant variables. Hence, the questionnaire was given to three (3) lecturers from the Faculty of Commerce to check its validity. These lecturers were deemed experts in the subject hence their experience was exploited in seeking for validity of the instrument. Their input was used to improve the questionnaire.

A pilot study was carried out at Nakuru City Campus, a College of Egerton University. The choice of the Town Campus was so that instrument was piloted on a population similar to the target population. This was used to help to improve the content and face validity of the instruments. During piloting at least 15 employees were asked to highlight items in the

questionnaire that are vague or difficult to understand. Therefore, the pilot study enabled the researcher to ascertain the validity of the instruments.

Reliability of instruments concerns the degree to which a particular instrument gives similar results over a number of repeated trials (Mugenda & Mugenda, 2003). Reliability allowed the researcher to identify whether respondents understood the questions and instructions and whether the meaning of questions was the same for all respondents. To ascertain the reliability of the instruments, a pilot study was carried out before the commencement of the study. The instrument was piloted in Nakuru City Campus a constituent College of Egerton University in Nakuru County with similar characteristics in the population. Results from the pilot study helped in identifying misunderstandings and ambiguities in the item. A second test was carried out on the same instrument two weeks later. This test retest allowed the researcher to capture any question that may have shown diversity in answering. The test indicated a high reliability. Cronbach's Coefficient alpha formula was used to estimate the reliability of the questionnaire. This determined how the items correlate among themselves and tests the internal consistency of the instruments. The researcher used Cronbach's alpha test to test for reliability and a coefficient above 0.7 was considered reliable. Pre-testing of the research instruments was done in order to ascertain the reliability (Saunders et al., 2009).

3.9 Data Analysis and Presentation

The data collected went through data preparation, which involved editing, coding, classification and tabulation so that it was amendable to analysis. Editing detected errors and omissions, corrected the error where possible and certified that maximum data quality standards was achieved. The editing guaranteed that data was accurate, consistent with the intent of the question and other information in the survey, uniformly entered and averaged to simplify the coding and tabulation. The data was analyzed using SPSS.

The data was analysed through the use of descriptive statistics and inferential statistics. Descriptive statistics was used to analyze the responses of the questionnaire items and presented in the form of means, percentages and standard deviations in the form of tables and charts.

Inferential statistics, namely, Pearson’s Correlation analysis and regression analysis, was used to test the study hypotheses at 5% significance level. Pearson’s Correlation analysis was used to determine the strength and direction of the relationship between selected HRM practices (namely, promotion, training and development, remuneration and supervision) and employee retention. Hypotheses One to Four which sought to determine the effect of each of the selected human resource management practices on employee retention was tested using Simple Regression Analysis. Hypothesis Five which sought to establish the joint effect of the selected human resource practices employee retention was tested using Multiple Regression analysis. The regression Models are shown below:

Objective One sought to establish the effect of promotion on employee retention among employees in public universities in Central Rift Valley Region of Kenya. Thus, Hypothesis One which states that promotion does not have significant effect on employee retention among employees in public universities in Central Rift Valley Region of Kenya, was tested using Simple regression analysis as shown below:

$$Y = \alpha + \beta_1 X_1 + \varepsilon \dots\dots\dots 3.1$$

- Where Y = Employee Retention
- α = Constant
- β_1 = Regression coefficient
- X_1 = Promotion
- ε = error term

Objective Two sought to determine the effect of training and development on employee retention among employees in public universities in Central Rift Valley Region of Kenya. Thus, Hypothesis Two which states that training and development does not have significant effect on employee retention among employees in public universities in Central Rift Valley Region of Kenya, was tested using Simple regression analysis as shown below:

$$Y = \alpha + \beta_2 X_2 + \varepsilon \dots\dots\dots 3.2$$

- Where Y = Employee Retention
- α = Constant
- β_2 = Regression coefficient

X_2 = training and development

ε = error term

Objective Three sought to determine the effect of remuneration on employee retention among employees in public universities in Central Rift Valley Region of Kenya. Thus, Hypothesis One which states that training and development does not have significant effect on employee retention among employees in public universities in Central Rift Valley Region of Kenya, was tested using Simple regression analysis as shown below:

$$Y = \alpha + \beta_3 X_3 + \varepsilon \dots\dots\dots 3.2$$

Where Y = Employee Retention

α = Constant

β_3 = Regression coefficient

X_3 = Remuneration

ε = error term

Objective Four sought to establish the effect of supervision on employee retention among employees in public universities in Central Rift Valley Region of Kenya. Thus, Hypothesis Four which states that supervision does not have significant effect on employee retention among employees in public universities in Central Rift Valley Region of Kenya, was tested using Simple regression analysis as shown below:

$$Y = \alpha + \beta_4 X_4 + \varepsilon \dots\dots\dots 3.2$$

Where Y = Employee Retention

α = Constant

β_1 = Regression coefficient

X_4 = Supervision

ε = error term

Finally, Objective Five sought to establish the joint effect of selected human resource management practices (namely, promotion, training and development, remuneration and supervision) on employee retention among employees' in public universities in Central Rift Valley Region of Kenya. Thus, Hypothesis Five which states that selected human resource management practices jointly do not have significant effect on employee retention among employees in public universities in Central Rift Valley Region of Kenya, was tested using multiple regression analysis as shown below:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon \dots \dots \dots (3) \text{ where;}$$

Y = Employee retention

β_0 = intercept while $\beta_1, \beta_2, \beta_3, \beta_4$ and β_5 are regression coefficients

X_1 =Promotion,

X_2 = Training and development

X_3 = Remuneration

X_4 = Supervision

ε = error term.

The coefficients $\beta_1, \beta_2, \beta_3, \beta_4$ and β_5 represent a unit change in the dependent variable as a result of a unit change in the respective independent variable and it is the proportion of positive effect. F-test was carried out in the study at 95% confidence level.

Table 3.4: Distribution of sample size per university

| | Hypotheses | Statistical Techniques |
|------------|--|--|
| H01 | Promotion does not have significant effect on employee retention in public universities in Central Rift Valley region of Kenya. | – Pearson Correlation Analysis – Simple Regression Analysis |
| H02 | Training and development does not have significant influence on employee retention in public universities in Central Rift Valley region of Kenya. | – Pearson Correlation Analysis – Simple Regression Analysis |
| H03 | Remuneration does not have significant influence on employee retention in public universities in Central Rift Valley region of Kenya. | – Pearson Correlation Analysis – Simple Regression Analysis |
| H04 | Supervision does not have significant influence on employee retention in public universities in Central Rift Valley region of Kenya. | – Pearson Correlation – Simple Regression Analysis |
| H05 | Selected HRM practices (namely; promotion, training and development, remuneration and supervision) jointly do not have a significant effect on employee retention in public universities in Central Rift Valley region of Kenya. | - Multiple Regression Analysis |

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This section dealt with data presentation and analysis which included hypotheses testing and analysis of variables (ANOVA) which was done using data tables. This was followed by a discussion of the findings at every theme. The general objective of this research was to determine the influence of the selected human resource management practices on employee retention in public universities in the Central Rift Valley. The hypotheses of this study were stated as: human resource management practices (promotion, supervision, remuneration, training and development) had no significant influence on employee retention. It also has data presentation, analysis and interpretation which were generated by the study.

4.2. Response Rate

The study targeted the 2,462 employees of Egerton and Laikipia Universities who comprise of teaching, administrative and subordinate staff. The sample of the study was 346 respondents. From the sampled group, 217 respondents filled in and returned the questionnaires giving a 63% response rate. According to Mugenda and Mugenda (2008) respondents meet the threshold of above 60% which is good when it is used for data analysis.

4.3 Descriptive analysis of the Demographic characteristics of the Respondents

The study analyzed the demographic information of the participants in the study which included gender, age, length of service, highest level of education attained and position in management. Descriptive statistics in form of frequencies and percentages were used to analyze the data and presented in form of tables. Figure 4.5.1 indicates the participant's gender.

4.3.1 Gender of the Respondents

The study sought to establish the gender distribution of the respondents with the findings indicated in Figure 4.1

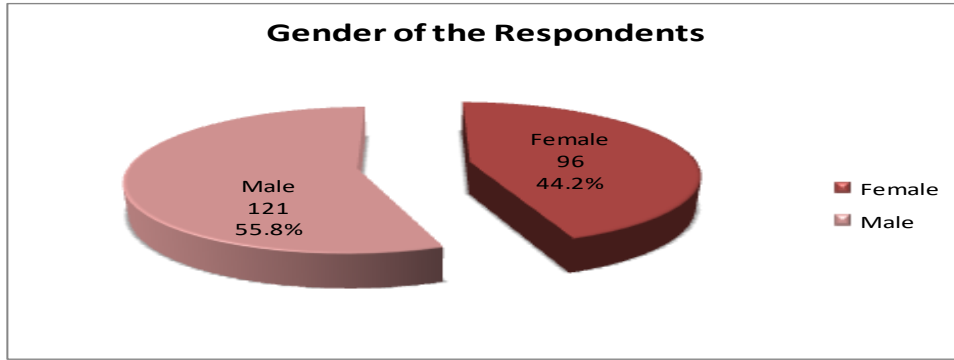


Figure 4.1: Gender of the respondents

The results in 4.1 shows that 55.8% (121) of the respondents were male while 44.2% (96) were female. The gender distribution indicates that the two (2) universities have met the desired constitutional requirement of gender two-thirds rule.

4.3.2 Age of the Respondents

The results of the ages of the respondents are shown in Figure 4.2 below.

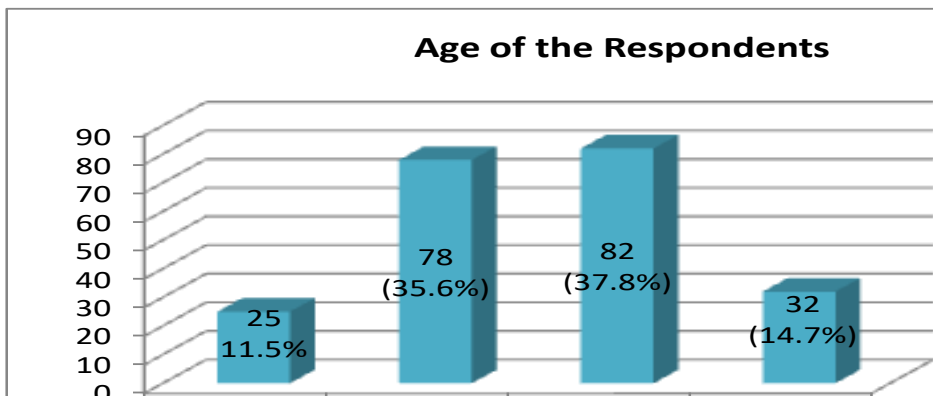


Figure 4.2: Age of the respondents

The results show that 73.4% (160) of the respondents were aged between 36 to 55 years with the majority (37.8%) of respondents aged between 46 to 55 years and 35.9% aged between 36-45 years. On the other hand, 14.7% were above 55 years which means that they are close to retirement. 11.5% were aged 35 years and below. This low number of employees aged 35 years and below, who are in the category of the youth, can be explained by the employment freeze the government imposed on the public sector over the last decade. It is also noted that the majority

of the respondents who are aged between 46 to 55 years, particularly the non-teaching staff, are closer to retirement age of 60 year and thus calls for the universities to develop succession plan programmes.

4.3.3 Level of Education

The results of the respondents' levels of education is presented in Figure 4.3 below

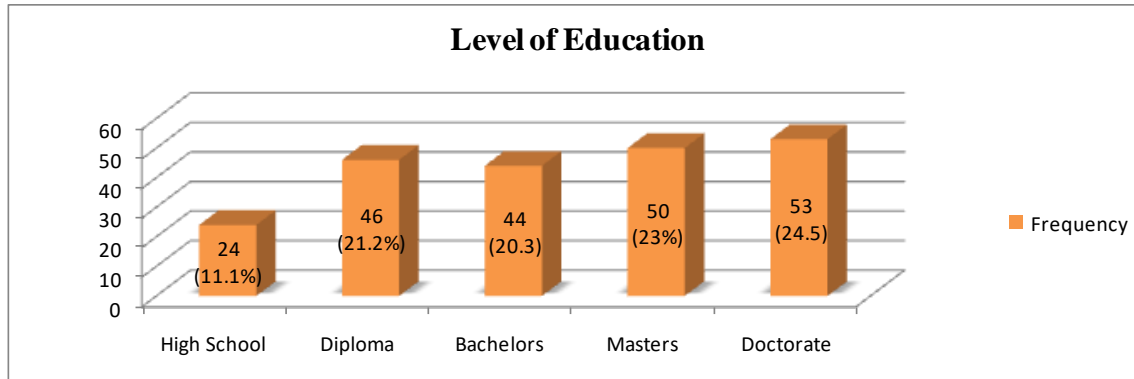


Figure 4.3: Level of Education of the respondents

The results in figure 4.3 indicate that majority of the respondents (24.5%) had a Doctorate and Masters degree (23%) as their highest academic qualification. This was followed by Diploma holders (21.2%), Bachelor degree holders (20.3%) and finally, 11.1% of the respondents had a high school certificate as their highest academic level of education. It is expected that majority of the respondents with Masters and Doctorate degrees were academic staff as that is the academic requirement for their profession. It is also expected that majority of the respondents with High school, Diploma and Bachelor's degrees fall in the categories of Administrative and Subordinate staff.

4.3.4 Position held

The results of respondents in different positions in the universities are presented in Figure 4.4 below.

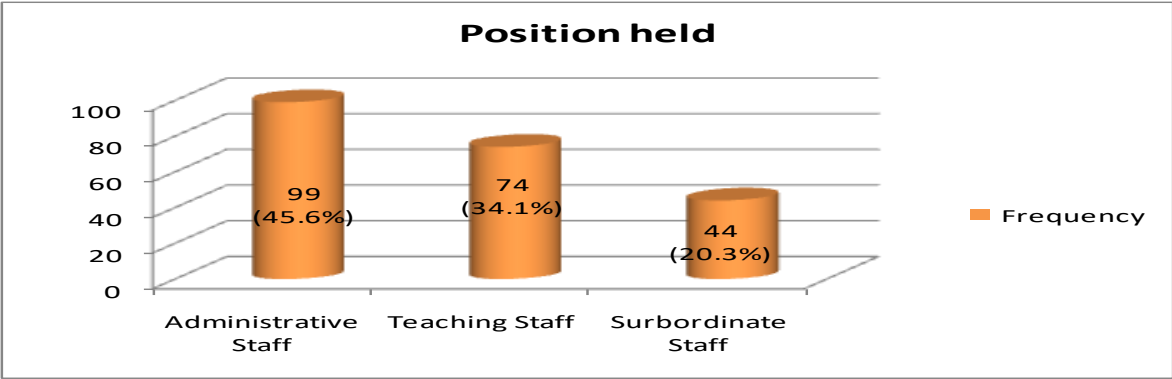


Figure 4.4: Level of Education of the respondents

The results in Figure 4.4 indicate that most of the respondents 79.7% (173) were Administrative and Teaching staff while 20.3% (44) were subordinate staff. The high number of Administrative staff (45.6%) is consistent with the population of Administrative which is usually higher than Academic/teaching staff. Further, the number of subordinate staff is low (20.3%) since the universities have subcontracted services such as cleaning and security services.

4.3.5 Respondents per University

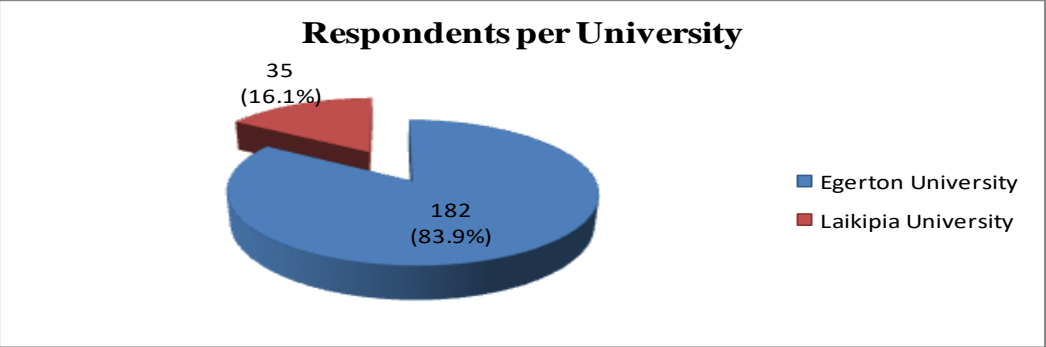


Figure 4.5: Number of respondents per university

The results in Figure 4.5 show that 83.9% (182) of the respondents were from Egerton University while 16.1% (35) of the respondents were from Laikipia University. This disparity arises from the fact that Laikipia University developed as a Constituent College of Egerton University from 1990 to 2013 when it became a full-fledged University. This explains why Laikipia University has few employees than Egerton University. When it came to sampling, there were less respondents from Laikipia University.

4.3.6 Years worked in the University

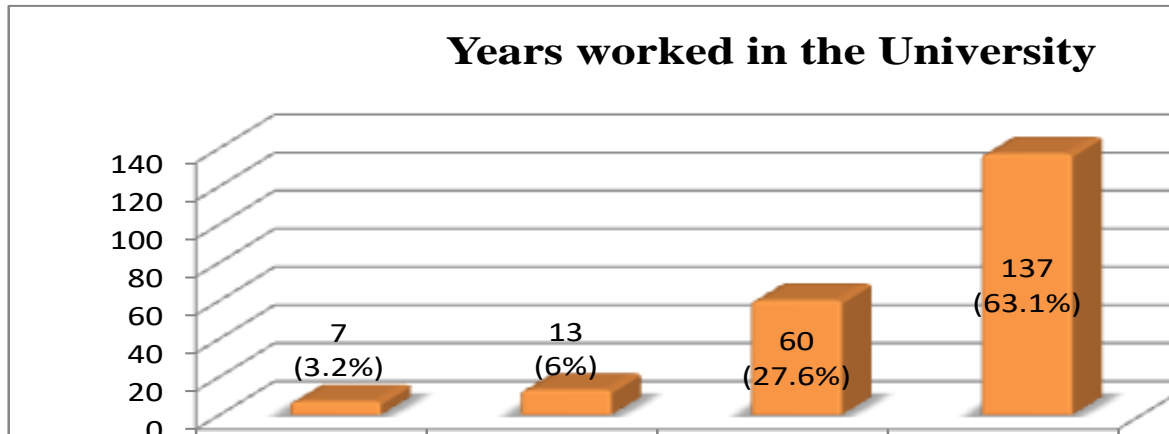


Figure 4.6: Years worked in the university

The results in Figure 4.5 shows that majority of the respondents (90.7%) had worked in their universities for 6 years and above while only 6.3% of the respondents had worked for 5 years and below. The results show that majority (63.1%) of the respondents have worked for 11 years and above while only a few employees have been hired over the last five (5) years. The high number of respondents who have worked for 11 years and above implies that staff retention is high in these universities.

4.3.7 Basic Salary

The researcher sought to determine the current basic salary being received by the respondents. Basic salaries have an influence on the attraction of an employee towards the institution. The higher the salaries the more attractive the institution becomes. Table 4.4 illustrates the basic salaries of the respondents in the study.

Table 4.1: Current basic salary of respondents

| Current Basic Salary | Frequency | Percentage % |
|-----------------------------|-----------|--------------|
| Less than KShs 50,000.00 | 51 | 23.5 |
| KShs 50,000.00 - 69,999.00 | 61 | 28.1 |
| KShs 70,000.00 - 300,000.00 | 105 | 48.4 |

The results in Table 4.1 shows that majority of the respondents (48.4%) received a basic salary of between KShs 70,000.00 - 300,000.00. These are likely to be teaching staff and senior Administrative staff. Further, the results have shown that 28.1% of the respondents received salaries of between KShs 50,000.00 - 69,999.00. These are mainly employees in the category of Administrative staff. Finally, 23.5% of the respondents received a basic salary less than KShs 50,000.00. These are mostly employees in the category of subordinate staff. None of the respondents earned above KShs 300,000/=.

4.4 Descriptive Statistics of the Responses Selected Human Resource Management Practices and employee retention. This section presents the results of descriptive statistics of the responses on the variables of the study. The respondents were asked to give their views on the independent variables which are the selected Human Resource Management namely; promotion, rewards, training and development and supervision and the dependent variable: employee retention. The respondents were asked to rate their views on a 5-point Likert scale where 5 = “Strongly Agree”; 4 represents = “Agree”; 3 = “neither agreed nor disagreed”; 2 = “Disagree”; 1 = “Strongly Disagree”.

4.3.1 Descriptive Statistics of Promotion

Table 4.6 shows that majority of the respondents (73.2%) agreed that when one earns more, he/she should hold more responsibility while 71.4% also agreed that in their university, the more qualified one is the higher the chances of promotion. 61.3% of the respondents were found to agree that they will work harder when promoted and most of the respondents (37.7%) agreed that they will get a better office if promoted whilst 27.2% of the respondents were indifferent to the statement. Similarly, most of the respondents (44.7%) agreed that job promotion gives rise to change of positions whilst 24% were indifferent to the statement. Most of the respondents (41%) were found to disagree that the university has a career development programme that helps employees become more aware and responsible for their own career development with 28.6% of the respondents being neutral to the statement.

Table 4.2: Results of Descriptive Statistics of Promotion

| Statement | SD | D | N | A | SA | Mean | Std. dev |
|--|------|------|------|------|------|------|----------|
| | % | % | % | % | % | | |
| 1. I am optimistic about promotional opportunities | 1.8 | 8.3 | 12.0 | 49.3 | 28.6 | 3.94 | 0.951 |
| 2. In this university, the more qualified one is the higher the chances of promotion | 1.4 | 6.9 | 20.3 | 47.9 | 23.5 | 3.85 | 0.906 |
| 3. When one earns more he/she should hold more responsibility | 4.1 | 4.1 | 18.4 | 52.5 | 20.7 | 3.82 | 0.949 |
| 4. If I am promoted I will work harder | 3.7 | 12.0 | 23.0 | 40.1 | 21.2 | 3.63 | 1.060 |
| 5. Management communicates effectively with employees. | 5.5 | 6.5 | 30.0 | 38.2 | 19.8 | 3.60 | 1.050 |
| 6. If I am promoted I will get a better office | 9.7 | 25.3 | 27.2 | 27.6 | 10.1 | 3.03 | 1.152 |
| 7. Job promotion gives rise to change of positions | 8.3 | 23.0 | 24.0 | 32.3 | 12.4 | 3.18 | 1.165 |
| 8. The university has a career development programme that help employees become more aware and responsible for their own career development. | 14.3 | 26.7 | 28.6 | 23.5 | 6.9 | 2.82 | 1.151 |

Majority of the respondents (58%) agreed that the management communicates effectively with employees and 77.9% also agreed that they are optimistic about promotional opportunities. From the table it is clear that most of the respondents agreed with most of the aspects of promotion with a mean of approximately 4 (agree). However, on the statement “The university has a career development programme that help employees become more aware and responsible for their own career development”, most of the respondents were indifferent with a mean of approximately 3.

This could be attributed to the fact that most of the trainings offered to employees focus on technical capacity building and not personal development.

4.3.2 Descriptive Statistics of Rewards

In the data presented in table 4.7 majority of the respondents (67.8%) indicated that the benefits and rewards offered are commensurate with the amount and quality of work done and 71.5% also agreed that the benefits and rewards offered are similar with what the market offers. Most of the respondents (63.6%) agreed that the number of annual leave days given by the university is adequate. Most of the respondents (36%) disagreed that the tuition waiver offered by the university is satisfactory with 32.3% of the respondents being indifferent to the statement. It is evident that most of the respondents agreed with most of the aspects of remuneration with a mean of approximately 4 (agree). However, on the statement “The tuition waiver offered by the university is satisfactory”, most of the respondents were indifferent with a mean of approximately 3. This could be attributed to the fact that the government funding to universities keeps getting reduced hence the universities have to maximize on generating income.

Table 4.3: Results of Descriptive Statistics of Rewards

| Statement | SD | D | N | A | SA | Mea | Std. dev |
|--|------|------|------|------|------|------|----------|
| | % | % | % | % | % | n | |
| 1. The benefits and rewards offered are similar with what the market offers. | 2.8 | 9.7 | 16.1 | 54.4 | 17.1 | 3.73 | 0.949 |
| 2. The benefits and rewards offered are commensurate with the amount and quality of work done. | 2.3 | 8.8 | 21.2 | 54.4 | 13.4 | 3.68 | 0.896 |
| 3. The number of annual leave days given by the university are adequate | 2.3 | 11.1 | 23.0 | 42.9 | 20.7 | 3.69 | 0.997 |
| 4. The tuition waiver offered by the university is satisfactory | | 24.9 | 32.3 | 18.4 | 13.4 | 2.98 | 1.190 |
| | 11.1 | | | | | | |

4.3.3 Descriptive Statistics of Training and Development

From the data presented in table 4.8 majority of the respondents (60.3%) agreed that the university develops capacities through training opportunities provided and 71.9% agreed that

technical skills are more important than interpersonal skills. 70% of the respondents agreed that employees are provided more training in technical skills rather than interpersonal skills (leadership, teambuilding, customer care) and 57.6% of the respondents also agreed that training enhances employees' abilities. Majority of the respondents (71.4%) agreed that employees are provided with one-to-one coaching sessions aimed at addressing performance gaps and optimizing talent while 82.5% agreed that the trained staff is given responsibilities and task which increases their retention.

Table 4.4: Results of Descriptive Statistics of Training and Development

| Statement | SD | D | N | A | SA | Mean | Std. |
|--|-----------|----------|----------|----------|-----------|-------------|-------------|
| | % | % | % | % | % | | dev |
| 1. The trained staffs are given responsibilities and tasks which increases their retention. | 0.0 | 3.2 | 14.3 | 58.5 | 24.0 | 4.03 | 0.716 |
| 2. Trained staff are loyal to the organization | 0.5 | 2.3 | 14.3 | 59.4 | 23.5 | 4.03 | 0.716 |
| 3. The university offers tuition waiver to staff who further their studies which increases their loyalty to the institution. | 0.0 | 3.2 | 21.7 | 47.0 | 28.1 | 4.00 | 0.793 |
| 4. Training enhances employee satisfaction hence increasing retention. | 0.9 | 4.6 | 18.9 | 50.7 | 24.9 | 3.94 | 0.839 |
| 5. Employees are provided with one-to-one coaching sessions aimed at addressing performance gaps and optimizing talent | 1.4 | 7.8 | 19.4 | 41.9 | 29.5 | 3.90 | 0.960 |
| 6. Employees are provided more training in technical skills rather than interpersonal skills (leadership, teambuilding, customer care) | 2.8 | 6.5 | 20.7 | 48.8 | 21.2 | 3.79 | 0.942 |
| 7. The technical skills are more important than interpersonal skills | 4.1 | 7.8 | 16.1 | 51.2 | 20.7 | 3.76 | 1.002 |

| | | | | | | | | |
|-----|--|-----|------|------|------|------|------|-------|
| 8. | The University develops capacities through training opportunities provided | 2.3 | 10.1 | 27.2 | 47.9 | 12.4 | 3.58 | 0.915 |
| 9. | Training enhances employees' abilities | 5.5 | 9.7 | 27.2 | 43.3 | 14.3 | 3.51 | 1.032 |
| 10. | Trained staffs are valuable assets. | 3.2 | 21.7 | 44.7 | 26.3 | 4.1 | 3.06 | 0.880 |

Most of the respondents, 75.1%, 82.9% and 75.6% agreed that the university offers tuition waiver to staff who further their studies which increases their loyalty to the institution, trained staff are loyal to the organization and training enhances employee satisfaction hence increasing retention respectively. However, most of the respondents were indifferent to the statement Trained staff are valuable assets. It is also evident that most of the respondents agreed with most of the aspects of training and development with a mean of approximately 4 (agree). However, on the statement “Trained staffs are valuable assets” most of the respondents were indifferent with a mean of approximately 3. This could be attributed to the fact that better trained staff tend to seek better employment opportunities that reflect their level of competency and hence have low retention.

4.3.4 Descriptive Statistics of Supervision

Table 4.9 shows that majority of the respondents (71.4%) agreed to having read the service charter of their university while 86.1% agreed that the service charter was developed with their input hence it is easy to follow. Moreover, 76.9% of the respondents agreed that their supervisor is well trained and effective and 74.6% of the respondents agreed that they are better trained than their supervisors and feel they suppresses their productivity and would rather find another organization to work with. 81.6% of the respondents felt that they are treated with the respect they deserve and they are happy to work in their university while 77.9% agreed that their supervisor is willing to listen to their contributions. Majority of the respondents (75.6%) agreed that their supervisor has confidence in them and allows them to make crucial decisions relating to work and 70.1% felt appreciated. However, most of the respondents (45.8%) disagreed that their supervisor obeys the Service Charter to the latter and all the decisions are based on this policy document.

Table 4.5: Results of Descriptive Statistics of Supervision

| Statement | SD | D | N | A | SA | Mean | Std. dev |
|--|-----------|----------|----------|----------|-----------|-------------|-----------------|
| | % | % | % | % | % | | |
| 1 The Service Charter was developed with my input hence it is easy to follow | 1.4 | 2.3 | 10.1 | 58.5 | 27.6 | 4.09 | 0.768 |
| 2 I feel am treated with the respect I deserve and I am happy to work in this university | 2.3 | 4.6 | 11.5 | 58.1 | 23.5 | 3.96 | 0.862 |
| 3 My supervisor has confidence in me and allows me to make crucial decisions relating to work | 1.8 | 4.1 | 18.4 | 48.4 | 27.2 | 3.95 | 0.888 |
| 4 My supervisor is well trained and effective | 1.4 | 3.7 | 18.0 | 53.9 | 23.0 | 3.94 | 0.825 |
| 5 I am better trained than my supervisors and feel he suppresses my productivity and would rather find another organization to work with | 1.4 | 6.0 | 18.0 | 46.5 | 28.1 | 3.94 | 0.908 |
| 6 My supervisor is willing to listen to my contributions | 1.4 | 5.5 | 15.2 | 56.2 | 21.7 | 3.91 | 0.843 |
| 7 I feel appreciated | 0.9 | 9.2 | 19.8 | 43.8 | 26.3 | 3.85 | 0.946 |
| 8 I have read the Service Charter of this University | 2.8 | 6.0 | 19.8 | 48.8 | 22.6 | 3.82 | 0.941 |
| 9 My supervisor obeys the Service Charter to the latter and all the decisions are based on this policy document | 19.8 | 29.0 | 15.7 | 27.2 | 8.3 | 2.75 | 1.278 |

With regard to supervision, most of the respondents agreed with most of the aspects with a mean of approximately 4 (agree). However, on the statement “My supervisor obeys the service charter to the latter and all the decisions are based on this policy document”, most of the respondents disagreed with a mean approximately 2. This could be attributed to the occurrence that majority of the employees (74.6%) are of the opinion that they are better trained than their supervisors and therefore they always have a negative critique of their supervisors’ performance.

4.3.5 Descriptive Statistics of Employee Retention

According to the results in table 4.10 majority of the respondents (67.7%) are satisfied working at their university due to the management practices and 69.2% feel appreciated at work. Most of the respondents (53.4%) agree that their input in their university is appreciated while 73.7% have worked in their universities for a long time and they intend to remain there for the next few years. Furthermore, most of the respondents (47%) agree that whenever they are out of the university, they feel they are the ambassador for the university while 64% of the respondents agree that the promotion criteria in their university is fair and straight forward. It is evident that majority of the respondents agreed with most of the aspects of employee retention with a mean of approximately 4 (agree).

Table 4.6: Results of Descriptive Statistics of Employee Retention

| Employee Retention indicators | SD | D | N | A | SA | Mean | Std. dev |
|--|-----------|----------|----------|----------|-----------|-------------|-----------------|
| | % | % | % | % | % | | |
| 1. I feel appreciated at work | 2.8 | 6.0 | 22.1 | 45.2 | 24.0 | 3.82 | 0.959 |
| 2. I have worked here for a long time and intend to remain here for the next few years | 2.3 | 6.0 | 18.0 | 59.0 | 14.7 | 3.78 | 0.854 |
| 3. I am satisfied working at this university due to the management practices | 1.8 | 10.6 | 19.8 | 45.6 | 22.1 | 3.76 | 0.977 |
| 4. Whenever I am out of this university I feel am an ambassador for this university | 6.5 | 21.2 | 25.3 | 34.6 | 12.4 | 2.75 | 1.120 |
| 5. The promotion criteria in this university is fair and straight forward | 3.7 | 10.1 | 22.1 | 41.0 | 23.0 | 3.70 | 1.050 |
| 6. My input in this university is appreciated | 8.8 | 17.1 | 20.7 | 41.9 | 11.5 | 2.70 | 1.147 |

4.5 Hypotheses Testing

The testing of hypotheses was subjected to statistical analysis. Firstly, Pearson Correlation analysis was carried out to determine the strength and direction of the relationships between selected human resource practices and retention. Secondly, simple regression analyses was carried out to test Hypotheses One to Four. Finally, multiple regression analyses was carried out to test Hypotheses Five.

4.5.1 Results of Pearson's Correlation Analysis

Pearson Correlation analysis was carried out to determine the strength and direction of the relationships between selected human resources management practices and employee retention. According to Bryman & Cramer (2006) a correlation of 0 indicates two measures are unrelated; 0.19 and below is very weak; 0.20 to 0.39 is weak; 0.40 to 0.69 is moderate; 0.70 to 0.89 is strong; and 0.90 to 1 is very strong.

Table 4.7: Pearson's Correlation Analysis showing the relationship between selected human resource management practices and employee retention

| | | Promotion | Rewards | Training and Development | Super vision | Employee Retention |
|--------------------------|---------------------|-----------|---------|--------------------------|--------------|--------------------|
| Promotion | Pearson Correlation | 1 | .635** | .595** | .536** | .493** |
| | Sig. (2-tailed) | | .000 | .000 | .000 | .000 |
| | N | 217 | 217 | 217 | 217 | 217 |
| Remuneration | Pearson Correlation | .635** | 1 | .689** | .621** | .579** |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .000 |
| | N | 217 | 217 | 217 | 217 | 217 |
| Training and Development | Pearson Correlation | .595** | .689** | 1 | .584** | .568** |
| | Sig. (2-tailed) | .000 | .000 | | .000 | .000 |

| | | | | | | |
|--------------------|-----------------|--------|--------|--------|--------|--------|
| | N | 217 | 217 | 217 | 217 | 217 |
| Supervision | Pearson | | | | | |
| | Correlation | .536** | .621** | .584** | 1 | .656** |
| | Sig. (2-tailed) | .000 | .000 | .000 | | .000 |
| | N | 217 | 217 | 217 | 217 | 217 |
| Employee Retention | Pearson | | | | | |
| | Correlation | .493** | .579** | .568** | .656** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | |
| | N | 217 | 217 | 217 | 217 | 217 |

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

The results of the correlation analysis in Table 4.7 shows that there was a moderate significant positive relationship between promotion and employee retention among employees of public universities in Central Rift Valley ($r = 0.493$, $p = 0.000$). This means that retention is enhanced when employees are satisfied with promotional opportunities in their universities. On the other hand, retention would be low among employees who were dissatisfied with their promotional opportunities.

The results found that there was significant positive relationship between remuneration and employee retention ($r = 0.579$, $p = 0.000$). This implies that satisfactory remuneration will enhance employee retention. On the other hand, employees who were dissatisfied with their remuneration were more likely to quit their jobs.

Thirdly, the correlation analysis results showed that training and development had significant positive relationship with employee retention ($r = 0.568$, $p = 0.000$). This means that employee retention is enhanced when employees are satisfied with the training and development programmes of their universities while those who are dissatisfied with their universities training and development programmes are more likely to quit their jobs.

Finally, the results of correlation analysis showed that supervision had significant positive relationship with employee retention ($r = 0.656$, $p = 0.000$). This means that retention was high

among employees who were satisfied with supervision while those who were dissatisfied with supervision were more likely to quit their jobs.

4.5.2 Results of Regression Analysis

This section presents results for hypotheses testing using Regression analyses. Hypotheses One to Four were tested using simple regression analysis while Hypothesis Five was tested using Multiple regression analysis. Regression analyses were conducted to find out the effect of selected HRM practices on employee retention among employees in public universities in Central Rift valley region of Kenya.

4.5.3 Promotion and Employee retention

Objective One of the study sought to determine the effect of Promotion on Employee retention. Thus, Hypothesis One stated that promotion does not have a significant effect on employee retention among employees in public universities in Central Rift valley region of Kenya. Hypothesis One was tested using Simple regression analysis and the results are shown in Table 4.8.

Table 4.8: Results of regression analysis establishing the effects of Promotion on employee retention among employees in universities

| Model Summary | | | | | |
|----------------------|-------------------|----------|-------------------|----------------------------|--|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | |
| 1 | .493 ^a | .243 | .240 | 3.00113 | |

a. Predictors: (Constant), Promotion

| ANOVA^a | | | | | | |
|--------------------------|------------|----------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 622.039 | 1 | 622.039 | 69.063 | .000 ^b |
| | Residual | 1936.459 | 215 | 9.007 | | |
| | Total | 2558.498 | 216 | | | |

a. Dependent Variable: Employee Retention

b. Predictors: (Constant), Promotion

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 10.271 | 1.258 | | 8.163 | .000 |
| Promotion | .390 | .047 | .493 | 8.310 | .000 |

a. Dependent Variable: Employee Retention

The model summary of the regression analysis in Table 4.8 shows that Promotion accounted for 24.3% of the variance in employees retention in public universities in Central Rift Valley region of Kenya (R-squared = 0.243). This shows that 75.7% of the variance in employee retention was explained by other factors not in the study. Further, the *F* statistic ($F = 69.063, p = 0.000$) from ANOVA results shows the fitness of the regression model, which implies that promotion was a significant predictor of employee retention. Since the p-value of 0.000 is less than 0.05, this implies that the promotions significantly influenced retention among employees in public universities in Central Rift Valley region of Kenya. Thus, the null hypothesis, which stated that Promotion does not have a significant effect on employee retention was rejected while the alternate hypothesis which states that Promotion has a significant effect on employee retention was accepted.

The standardized beta coefficients indicate that Promotion had a significant positive effect on employee retention ($\beta = 0.493, p = 0.000$). This implies that retention enhanced when employees were promoted by their universities while those who are dissatisfied with promotion were more likely to quit their jobs.

The model for the equation is therefore:

$$Y = 10.271 + 0.390X$$

Where Y is employee retention and X₁ is promotion.

These results are consistent with a previous study by Palwasha et al. (2017), who found a positive significant relationship between promotional opportunities and employees' retention in academic institutions. Similarly, Obunga et al. (2024) found that job promotion practices had positive and significant effect on employee retention in non-governmental organizations (NGOs)

in Kenya. Chukwu (2019) found that promotions that are timely, regular and based on transparent criteria have negative effect on turnover intentions and thus enhances employee retention. Modu and Maina (2022) found that job promotion had significant effect on employee retention in Deposit Money Banks in Maiduguri Metropolis, Borno State, Nigeria.

4.5.4 Training and Development and Employee retention

Objective Two of the study sought to determine the effect of training and development on Employee retention. Thus, Hypothesis Two stated that training and development does not have a significant effect on employee retention among employees in public universities in Central Rift Valley region of Kenya. Hypothesis Two was tested using Simple regression analysis and the results are shown in Table 4.9.

Table 4.9: Results of regression analysis establishing the effects of Training and development on employee retention among employees in universities

| Model Summary | | | | | | |
|---|-------------------|-----------------------------|-------------------|----------------------------|---------|-------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | | |
| 1 | .568 ^a | .322 | .319 | 2.83957 | | |
| a. Predictors: (Constant), Training and Development | | | | | | |
| ANOVA^a | | | | | | |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 824.921 | 1 | 824.921 | 102.308 | .000 ^b |
| | Residual | 1733.577 | 215 | 8.063 | | |
| | Total | 2558.498 | 216 | | | |
| a. Dependent Variable: Employee Retention | | | | | | |
| b. Predictors: (Constant), Training and Development | | | | | | |
| Coefficients^a | | | | | | |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
| | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 5.638 | 1.491 | | 3.782 | .000 |

| | | | | | |
|--------------------------|------|------|------|--------|------|
| Training and Development | .313 | .031 | .568 | 10.115 | .000 |
|--------------------------|------|------|------|--------|------|

a. Dependent Variable: Employee Retention

The model summary of the regression analysis in Table 4.8 show that training and development accounted for 32.2% of the variance in employees retention in public universities in Central Rift Valley region of Kenya (R-squared = 0.322). This shows that 67.8% of the variance in employee retention was explained by other factors not in the study. Further, the *F* statistic ($F = 102.308$, $p = 0.000$) from ANOVA results shows the fitness of the regression model, which implies that training and development was a significant predictor of employee retention. Since the p-value of 0.000 is less than 0.05, this implies that the training and development significantly influenced retention among employees in public universities in Central Rift Valley region of Kenya. Thus, the null hypothesis, which stated that training and development does not have a significant effect on employee retention, was rejected while the alternate hypothesis which states that training and development has a significant effect on employee retention was accepted.

The standardized beta coefficients indicate that training and development had a significant positive effect on employee retention ($\beta = 0.568$, $p = 0.000$). This implies that retention enhanced when employees were satisfied with the training they receive from their universities while those who are dissatisfied with training from their universities were more likely to quit their jobs.

The model equation is therefore;

$$Y = 5.638 + 0.313X_2$$

Where Y is employee retention and X_2 is rewards.

The findings of this study are consistent with the study by Patil and Pate (2022) which found that training positively influenced employee retention and job satisfaction. Similarly, Kiragu et al. (2020) found that training had significant positive effect on employee retention. Hassan et al. (2013) in a study of employees in Telecommunication sector in Pakistan found that training strongly enhanced employee retention.

4.5.5 Remuneration and Employee retention

Objective Three of the study sought to determine the effect of remuneration on Employee retention. Thus, Hypothesis Three stated that remuneration do not have a significant effect on employee retention among employees in public universities in Central Rift valley region of Kenya. Hypothesis Three was tested using Simple regression analysis and the results are shown in Table 4.9.

Table 4.10: Results of regression analysis establishing the effects of Remuneration on employee retention among employees in universities

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .579 ^a | .335 | .332 | 2.81376 |

a. Predictors: (Constant), Remuneration

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|-----|-------------|---------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 856.287 | 1 | 856.287 | 108.154 | .000 ^b |
| | Residual | 1702.211 | 215 | 7.917 | | |
| | Total | 2558.498 | 216 | | | |

a. Dependent Variable: Employee Retention

b. Predictors: (Constant), Remuneration

| Coefficients ^a | | | | | | |
|---------------------------|--------------|-----------------------------|------------|---------------------------|--------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
| | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 6.266 | 1.390 | | 4.507 | .000 |
| | Remuneration | .377 | .036 | .579 | 10.400 | .000 |

a. Dependent Variable: Employee Retention

The model summary of the regression analysis in Table 4.9 show that remuneration accounted for 33.5% of the variance in employees retention in public universities in Central Rift Valley region of Kenya (R-squared = 0.335). This shows that 66.5% of the variance in employee retention was explained by other factors not in the study. Further, the F statistic ($F = 108.154, p = 0.000$) from ANOVA results shows the fitness of the regression model, which implies that remuneration was a significant predictor of employee retention. Since the p-value of 0.000 is less than 0.05, this implies that the remuneration significantly influenced retention among employees in public universities in Central Rift Valley region of Kenya. Thus, the null hypothesis, which stated that remuneration does not have a significant effect on employee retention was rejected while the alternate hypothesis which states that remuneration has a significant effect on employee retention was accepted.

The standardized beta coefficients indicate that remuneration had a significant positive effect on employee retention ($\beta = 0.579, p = 0.000$). This implies that satisfactory remuneration enhanced employee retention while employees who were dissatisfied with their remuneration were more likely to quit their jobs.

The model equation is therefore;

$$Y = 6.266 + 0.377X_3$$

Where Y is employee retention and X_3 is remuneration

Consistent to this study finding, Kiptoon and Kipkebut (2019) found that salaries and remuneration positively influenced retention among employees in Commercial Banks in Nairobi County. Chumo et al. (2019) found that rewards positively influenced employee retention. Similarly, Lekartiwa and Rintari (2020) found that remuneration was a significant predictor of employee intention to turnover. Kamau and Omodi (2020) found that remuneration was a significant positive predictor of employee retention in Commercial Banks in Kenya. Bowen et al. (2022) found that rewards had significant negative relationship with turnover intentions which implies that employees who are satisfied with their rewards are less likely to quit their jobs.

4.5.6 Supervision and Employee retention

Objective Four of the study sought to determine the effect of supervision on Employee retention. Thus, Hypothesis Four stated that supervision do not have a significant effect on employee retention among employees in public universities in Central Rift Valley region of Kenya. Hypothesis Four was tested using Simple regression analysis and the results are shown in Table 4.9.

Table 4.11: Results of regression analysis establishing the effects of Supervision on employee retention among employees in universities

| Model Summary | | | | | | |
|---|-------------------|-----------------------------|-------------------|----------------------------|---------|-------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | | |
| 1 | .656 ^a | .430 | .428 | 2.60387 | | |
| a. Predictors: (Constant), Supervision | | | | | | |
| ANOVA^a | | | | | | |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 1100.767 | 1 | 1100.767 | 162.352 | .000 ^b |
| | Residual | 1457.731 | 215 | 6.780 | | |
| | Total | 2558.498 | 216 | | | |
| a. Dependent Variable: Employee Retention | | | | | | |
| b. Predictors: (Constant), Supervision | | | | | | |
| Coefficients^a | | | | | | |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
| | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 3.179 | 1.378 | | 2.307 | .022 |
| | Supervision | .460 | .036 | .656 | 12.742 | .000 |
| a. Dependent Variable: Employee Retention | | | | | | |

The model summary of the regression analysis in Table 4.9 show that supervision accounted for 43% of the variance in employees retention in public universities in Central Rift Valley region of Kenya (R-squared = 0.430). This shows that 57% of the variance in employee retention was explained by other factors not in the study. Further, the F statistic ($F = 162.352, p = 0.000$) from ANOVA results shows the fitness of the regression model, which implies that supervision was a significant predictor of employee retention. Since the p -value of 0.000 is less than 0.05, this implies that the supervision significantly influenced retention among employees in public universities in Central Rift Valley region of Kenya. Thus, the null hypothesis, which stated that supervision does not have a significant effect on employee retention was rejected while the alternate hypothesis which states that supervision has a significant effect on employee retention was accepted.

The standardized beta coefficients indicate that supervision had a significant positive effect on employee retention ($\beta = 0.656, p = 0.000$). This implies that satisfactory supervision enhanced employee retention while employees who were dissatisfied with supervision were more likely to quit their jobs.

The model equation is therefore,

$$Y = 3.179 + 0.460X_4$$

Where Y is employee retention and X_4 is supervision

The empirical findings of this study indicated that supervision positively influenced employee retention in Kenyan universities. When supervision is increased in public Universities, employee retention also increases. This study is supported by Zafari (2015) who found that supervisory support results in employee retention. Kiptoon and Kipkebut (2019) found that supervision had significant positive relationship with staff retention. Ilyas et al. (2020) found significant negative correlations between supervisory support and turnover intentions. Furthermore, Casper et al. (2011) found that supervisor support may increase effective commitment by employees resulting in enhanced retention. Bowen et al. (2022) found that supervisory support had significant negative relationship with turnover intentions which implies that employees who are satisfied with support from their supervisors are less likely to quit their jobs. Similarly, Mittala and Kaur (2022) found that supervisory support was an essential element influencing employee retention.

Table 4.12: Results of regression analysis establishing the effects of Supervision on employee retention among employees in universities

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .706 ^a | .498 | .489 | 2.46107 |

a. Predictors: (Constant), Supervision, Promotion, Training and Development, Remuneration

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 1274.444 | 4 | 318.611 | 52.603 | .000 ^b |
| | Residual | 1284.054 | 212 | 6.057 | | |
| | Total | 2558.498 | 216 | | | |

a. Dependent Variable: Employee Retention

b. Predictors: (Constant), Supervision, Promotion, Training and Development, Remuneration

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | Sig. |
|-------|--------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | t | |
| 1 | (Constant) | -.430 | 1.472 | | -.292 | .770 |
| | Promotion | .050 | .053 | .064 | .957 | .340 |
| | Remuneration | .100 | .050 | .153 | 2.009 | .046 |
| | Training and Development | .098 | .040 | .177 | 2.467 | .014 |
| | Supervision | .297 | .046 | .423 | 6.458 | .000 |

a. Dependent Variable: Employee Retention

The model equation is therefore,

$$Y = -0.430 + 0.05X_1 + 0.10X_2 + 0.098X_3 + 0.297X_4$$

Where X_1 -Promotion; X_2 -Remuneration; X_3 -Training and Development; and X_4 -Supervision

The model summary of the regression results in Table 4.11 shows the joint effect of selected human resources management (promotion, training and development, Remuneration and supervision) on employee retention among employees in public universities in Central Rift valley region in Kenya. The results indicate that the selected human resources management practices accounted for 49.8% of the variance in employee retention among employees in public universities in Central Rift valley region in Kenya (R Square = 0.498). The F statistic ($F = 52.603$, $p = 0.000$) indicates that the joint effect of promotion, training and development, Remuneration and supervision are significant predictors of employee retention. Thus, the null hypothesis which stated that the selected human resources management practices (promotion, training and development, Remuneration and supervision) jointly do not have a significant effect on employee retention among employees in public universities in Central Rift valley region in Kenya, was rejected and the alternative hypothesis that states that selected human resources management practices (promotion, training and development, Remuneration and supervision) jointly have a significant effect on employee retention, was accepted.

The standardized beta coefficients shows that Remuneration ($\beta = 0.153$, $p = 0.046$), training and development ($\beta = 0.177$, $p = 0.014$) and supervision ($\beta = 0.423$, $p = 0.000$) were statistically significant positive predictors of employee retention. This implies that retention was high among employees who were satisfied with their Remuneration, training and development programmes and supervision. These results are consistent with studies that found that retention was high among employees who were satisfied with their salaries and rewards, training and development and support from their supervisors Chumo et al. (2019), Kiragu et al. (2020, Kiptoon and Kipkebut, (2019) and Patil and Pate (2022),

On the other hand, the standardized beta coefficients showed that promotion was an insignificant positive predictor of employee retention ($\beta = 0.064$, $p = 0.340$). This implies that promotions did not have significant effect on employee retention. This is contrary to studies which found that promotion was a significant positive predictor of employee retention (Chukwu, 2019; Modu & Maina, 2022).

The empirical findings of this study indicated that joint practices influenced employee retention positively. This means that the adoption of effective promotion practices, better remuneration guidelines, training and development and supervisory support leads to increased employee retention in Kenyan universities in the Central Rift Valle region of Kenya. This finding is supported by Damei (2020), Palwasha et al. (2017) and Zafari (2015) who investigated the independent effect of promotion, remuneration, training and development and supervision on employee effect respectively and found a positive and significance relationship between the two constructs. The implication of this finding is, for achievement of higher employee retention in Kenyan Universities, the Management should concurrently adopt the human resource practices of effective promotion practices, better remuneration guidelines, training and development and supervisory support.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the major findings of this study and also sets to draw conclusions and make recommendations for practice and suggestions for further research based on the results of this study

5.2 Summary of Research Findings

The purpose of the study was to determine the influence of the selected human resource management practices and employee retention in public universities in the central rift valley. In particular, the study sought to investigate the influence of promotion on employee retention in public universities in the central rift valley, to determine the influence of training and development on employee retention in public universities in the central rift valley, to explore the influence of remuneration on employee retention in public universities in the central rift valley, to establish the influence of employee supervision on employee retention in public universities in the central rift valley Universities and to assess the combined influence of the above selected human resource management practices on employee retention in public universities in the Central Rift Valley.

Objective One sought to investigate the influence of promotion on employee retention in public universities in the Central Rift Valley region of Kenya. The results of correlation analysis found that promotion had significant positive relationship with employee retention in public Universities. Further, the results of simple regression analysis showed that promotion was a significant positive predictor of employee retention. This implies that employees who are satisfied with promotional practices in their universities are more likely to remain in their jobs. Thus, Hypothesis One which stated that promotion has no significant effect on employee retention was rejected.

Objective Two sought to determine the effect of training and development on employee retention in public Universities in the Central Rift Valley region of Kenya. The results of correlation

analysis showed that there was significant positive relationship between training and development and employee retention in public universities in Central Rift Valley region in Kenya. The results of simple regression analysis showed that training and development had significant positive effect on employee retention. This implies that retention enhanced when employees were satisfied with training and development programmes in their universities. Thus, Hypothesis Two which stated that training and development has no significant effect on employee retention was rejected.

Objective Three sought to explore the influence of remuneration on employee retention in public universities in Central Rift Valley region in Kenya. The results of correlation analysis found that remuneration had significant positive effect on employee retention in public universities. Further, the results of simple regression analysis found that remuneration had significant positive effect on employee retention. This implies that retention is high among employees who are satisfied with their remuneration. Thus, Hypothesis Three which stated that training and development has no significant effect on employee retention was rejected.

Objective Four sought to establish the effect of supervision on employee retention in public universities in the in the Central Rift Valley region in Kenya. The results of correlation analysis found a significant positive relationship between supervision and employee retention. The results of simple regression analysis found that supervision was a significant positive predictor of employee retention. This shows that retention is high among employees who are satisfied with supervision. Thus, Hypothesis Four which stated that supervision has no significant effect on employee retention was rejected.

Finally, objective Five of the study sought to determine joint effect of the selected human resource management practices (promotion, training and development, remuneration and supervision) on employee retention in public universities in Central Rift Valley region of Kenya. The results of multiple regression analysis found that the selected human resource management practices were significant predictors of employee retention Thus, Hypothesis Five which stated that selected human resource management practices (promotion, training and development,

remuneration and supervision) jointly do not have significant effect on employee retention was rejected.

5.3 Conclusion

Based on the results of this study, the adoption of effective promotion practices had a positive and significant influence on employee retention in public universities in the central rift valley. The multiple regression results of this study indicated that there was a linear relationship between promotion and employee retention. It could, therefore, be concluded that promotion is important in increasing employee retention in public Universities in the Central Rift Valley region of Kenya.

The results indicated that training and development positively and significantly influenced employee retention in public universities in the Central Rift Valley region of Kenya. The regression model of training and development was found to be statistically significant at a 0.05% significance level. Based on the findings of this study, it can, therefore, be concluded that staff training and development would improve the retention of employees in public universities in the Central Rift Valley region of Kenya.

The influence of remuneration on employee retention was found to be positive and statistically significant at a 0.05% significance level. Based on the findings of this study, it can, therefore, be concluded that remuneration positively and significantly influenced employee retention of in public universities in the Central Rift Valley region of Kenya.

The study found that supervision had a significant and positive influence on employee retention in public universities in the Central Rift Valley region of Kenya. Based on the study findings, the study concludes that supportive supervision positively influences employee retention in public universities in the Central Rift Valley region of Kenya.

With regard to the combined influence of the above selected human resource management practices on employee retention, the study concludes that promotion, employee supervision, remuneration and training and development positively influences employee retention. The study

therefore concludes that public universities should implement effective promotion, supervision, remuneration and training and development policies to enhance employee retention.

5.4 Recommendations of the Study

The study findings indicate that the selected human resources management practices (promotion, training and development, Remuneration and supervision) positively influenced retention among employees in Central Rift Valley region of Kenya. Thus, this implies that the Universities Management Boards and Councils should put in place measures to ensure that employees are satisfied with the promotion, training and development, remuneration and supervision practices thus enhancing retention among employees in public universities.

This study established that promotion had a significant positive influence on employee retention in public universities in the Central Rift Valley region of Kenya. The study therefore recommends that University Management should set up a transparent, fair, and inclusive promotion policy that is aligned with both employee aspirations and organizational goals resulting in enhancing motivation, satisfaction, and long-term employee retention. Further, management should ensure that employees are promoted in a timely and transparent manner in order to avoid incidences of turnover intention. In addition, promotion should be based on performance and merit to enhance employee retention.

The study also established that training and development was a significant positive predictor of employee retention in public universities in the Central Rift Valley region of Kenya. Therefore, the study recommends that management should provide capacity building and retooling to staff. The training should not only cover technical aspects as is the current situation but should also address personal development. Incentives, such as promotion for up skilled staff should also be provided to avoid the loss of trained staff.

The study also established that remuneration was a significant positive predictor of employee retention in public universities in the Central Rift Valley region of Kenya. Therefore, the study recommends to the universities management board to have a clear, well elaborated policy on reward system for employees. Further, the study recommends that management should provide

competitive and commensurate as a way of motivating employees thus enhance employee retention. In addition, the salaries should be adequate enough to maintain the living standard of employees and also cushion employees against the rising cost of living.

The study also established that supervision was a significant positive predictor of employee retention in public universities. This means that supervisory support should be considered as an essential part of the organizational policies and strategies for employee retention. Supervisory support provides staff with a sense of direction, coaching, capacity building, instruction and inspiration and this explains why it was found to be key in attaining employee retention. Universities therefore need to come up with ideal supervisory support guidelines and implement them.

5.5 Suggestions for Further Research

The results of the study indicated that the training offered to staff is majorly technical with limited attention paid to personal development training. The researcher would therefore like to recommend that further research be conducted on the structure of staff training and development adopted in universities and its impact on employee retention, employee performance. This study focused on the effect of only four (4) Human Resources management practices on employee retention. Future studies should consider the effect of other Human Resources management practices such as recruitment and selection, career development, performance appraisal, human resource planning, job design, occupational safety and health, motivation, and job satisfaction among other HRM practices on employee retention. Secondly, the study focused on employee retention as a dependent variable. Future studies can consider the effect of selected HRM practices on other dependent variables such as job satisfaction, employee performance, organisational commitment, employee engagement, intentions to turnover among others. Thirdly, the study focused on two (2) public universities in one (1) region in Kenya. Future studies can consider other public universities, private universities and other firms such as banks, manufacturing firms, among others.

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APPENDICES

Appendix I



INTERNATIONAL JOURNAL OF RESEARCH AND INNOVATION IN SOCIAL SCIENCE (IJRISS)

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Influence of Supervision on Employee Retention in Public Universities in Central Rift Valley Region of Kenya.

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ABSTRACT

The Public Universities are navigating an increasingly competitive landscape, necessitating the retention of key employees to secure and maintain a competitive edge. Globalization and innovative management practices have intensified competition for public universities, both locally and internationally. Critical human resource management practices such as promotion, training and development, remuneration, and employee supervision directly influence employee perceptions of their organization. This study aims to explore the impact of supervision on employee retention, grounded in expectancy theory. Utilizing a descriptive research design, the study targeted a population of 2,462 individuals, including teaching, administrative, and support staff. A sample of 217 respondents was selected through purposive, stratified, and simple random sampling techniques. The reliability of the research instruments was assessed using Cronbach's alpha and a coefficient score of 0.87 was obtained indicating high reliability. Primary data was collected via questionnaires. Data analysis was performed using the Statistical Package for the Social Sciences (SPSS), employing both descriptive and inferential statistics. Descriptive statistics were presented through frequencies, means, standard deviations, and percentages in tables and charts, while inferential statistics included Pearson's correlation analysis and both simple and multiple regression analysis, with hypotheses tested at a 5% significance level. Results from the Pearson's correlation analysis indicated a significant positive relationship between employee supervision and retention ($p < 0.05$). Regression analysis confirmed that supervision significantly influences employee retention ($p < 0.05$). Consequently, the study recommends that universities develop and implement effective supervisory support guidelines. Future research could explore the role of other factors such as compensation structures, institutional culture or career development opportunities in influencing employee retention, particularly in different types of academic institutions or in other geographical regions.

Keywords: Employee Supervision, Employee Retention

Appendix II: Letter of Introduction

Salome Makokha Wakala
Egerton University
Faculty of Commerce
P.O. BOX 13357-20100
NAKURU

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT ACADEMIC RESEARCH

I am a Masters in Human Resource Management student at Egerton University conducting a research study entitled “*Selected Human Resource Management Practices on Employee Retention: A case of employees in public universities in the Central Rift Region of Kenya*”.

The purpose of this letter is to inform you that you have been selected as a respondent for this study and you are therefore requested to kindly fill in the questionnaire with precision and accuracy. The information that you provide will assist in answering the specific objectives of the research which is being undertaken as part of the University requirement. I would like to assure you that any information that you provide will be treated with utmost confidentiality and will be used for the purpose of this study.

Thank you.

Salome Makokha Wakala
Reg. No. CM12/62517/14

Appendix III: Questionnaire

SECTION A: PERSONAL INFORMATION

Please complete the following section which contains information about you and your work. Kindly answer all the questions by MARKING (X) on the relevant boxes.

1. Age:
25 years and below 26 - 34 years 35 - 44 years 46-54 years
55 years and above
2. Gender: Male Female
3. University you work for: Egerton Laikipia
4. Years worked in the University: Less than 3 years 3 - 5 years
6 - 10 years 11 years and above
5. Level of education attained on your first appointment?
Doctorate Masters Bachelors Diploma High School
6. Current highest level of education attained
Doctorate Masters Bachelors Diploma High School
7. Position you hold
Teaching Staff Administrative Staff Subordinate staff
8. Current basic salary
Less than Kshs 50,000/= Between KShs 50,000/= to KShs 69999/= Between
KShs 70,000/= to KShs 299,999/= Above KShs 300,000/=

SECTION B: SELECTED HUMAN RESOURCE MANAGEMENT PRACTICES

Please indicate the extent to which you agree or disagree with the following statements in regard various aspects of HRM practices in your organisation using the following five point scales:

- 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Uncertain (U);
4 = Agree (A); 5 = Strongly Agree (SA)

| | PROMOTIONS | SD | D | U | A | SA |
|----|--|-----------|----------|----------|----------|-----------|
| 1 | If I am promoted I will work harder | 1 | 2 | 3 | 4 | 5 |
| 2 | When one earns more he/she should hold more responsibility | 1 | 2 | 3 | 4 | 5 |
| 3 | Job promotion gives rise to change of positions | 1 | 2 | 3 | 4 | 5 |
| 4 | In this university, the more qualified one is, the higher the chances of promotion | 1 | 2 | 3 | 4 | 5 |
| 5 | I am optimistic about promotional opportunities | 1 | 2 | 3 | 4 | 5 |
| 6 | The university has a career development programme that helps employees become more aware and responsible for their own career development. | 1 | 2 | 3 | 4 | 5 |
| 7 | If I am promoted I will get a better office | 1 | 2 | 3 | 4 | 5 |
| 8 | The Management communicates effectively with employees. | 1 | 2 | 3 | 4 | 5 |
| | REMUNERATION | 1 | 2 | 3 | 4 | 5 |
| 1 | My job is motivating and I enjoy coming to work every day | 1 | 2 | 3 | 4 | 5 |
| 2 | I have a variety of job responsibilities | 1 | 2 | 3 | 4 | 5 |
| 3 | The number of annual leave days given by the university are adequate | 1 | 2 | 3 | 4 | 5 |
| 4 | My proposals at work are appreciated | 1 | 2 | 3 | 4 | 5 |
| 5 | The work environment is suitable and pleasant | 1 | 2 | 3 | 4 | 5 |
| 6 | I have the freedom to choose my method of working | 1 | 2 | 3 | 4 | 5 |
| 7 | I enjoy adequate medical and life insurance from my employer | 1 | 2 | 3 | 4 | 5 |
| 8 | The tuition waiver offered by the university is satisfactory | 1 | 2 | 3 | 4 | 5 |
| 9 | My salary is commensurate with my qualification | 1 | 2 | 3 | 4 | 5 |
| 10 | The benefits and rewards offered are similar with what the market offers. | 1 | 2 | 3 | 4 | 5 |
| 11 | The benefits and rewards offered are commensurate with the amount and quality of work done. | 1 | 2 | 3 | 4 | 5 |

1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Uncertain (U);
4 = Agree (A); 5 = Strongly Agree (SA)

| | TRAINING AND DEVELOPMENT | 1 | 2 | 3 | 4 | 5 |
|----|---|----------|----------|----------|----------|----------|
| 1 | My duties and responsibilities match my academic qualification and training | 1 | 2 | 3 | 4 | 5 |
| 2 | Trained staff are valuable assets | 1 | 2 | 3 | 4 | 5 |
| 3 | Training enhances employees' abilities | 1 | 2 | 3 | 4 | 5 |
| 4 | I have the chance to learn new skills | 1 | 2 | 3 | 4 | 5 |
| 5 | Training enhances employee satisfaction hence increasing retention | 1 | 2 | 3 | 4 | 5 |
| 6 | The University offers tuition waiver to staff who further their studies which increases their loyalty to the institution | 1 | 2 | 3 | 4 | 5 |
| 7 | I get support for further education and training | 1 | 2 | 3 | 4 | 5 |
| 8 | I have opportunities to exploit my talents | 1 | 2 | 3 | 4 | 5 |
| 9 | The University develops capacities through training opportunities provided | 1 | 2 | 3 | 4 | 5 |
| 10 | Trained staff are loyal to the organization | 1 | 2 | 3 | 4 | 5 |
| 11 | Employees are provided more training in technical skills rather than interpersonal skills (leadership, teambuilding, customer care) | 1 | 2 | 3 | 4 | 5 |
| 12 | The trained staff are given responsibilities and tasks which increases their retention | 1 | 2 | 3 | 4 | 5 |
| 13 | The technical skills are more important than interpersonal skills | 1 | 2 | 3 | 4 | 5 |
| 14 | Employees are provided with one-to-one coaching sessions aimed at addressing performance gaps and optimizing talent | 1 | 2 | 3 | 4 | 5 |

1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Uncertain (U);
4 = Agree (A); 5 = Strongly Agree (SA)

| | SUPERVISION | 1 | 2 | 3 | 4 | 5 |
|----|---|----------|----------|----------|----------|----------|
| 1 | My supervisor always supports me | 1 | 2 | 3 | 4 | 5 |
| 2 | My supervisor gives me sufficient feedback when I perform my job well | 1 | 2 | 3 | 4 | 5 |
| 3 | I have read the service charter of this university | 1 | 2 | 3 | 4 | 5 |
| 4 | My supervisor is willing to listen to my contributions | 1 | 2 | 3 | 4 | 5 |
| 5 | My supervisor is well trained and effective | 1 | 2 | 3 | 4 | 5 |
| 6 | My supervisor has confidence in me and allows me to make crucial decisions relating to work | 1 | 2 | 3 | 4 | 5 |
| 7 | I feel am treated with the respect I deserve and I am happy to work in this university | 1 | 2 | 3 | 4 | 5 |
| 8 | I feel appreciated | 1 | 2 | 3 | 4 | 5 |
| 9 | My supervisor obeys the service charter to the latter and all the decisions are based on this policy document | 1 | 2 | 3 | 4 | 5 |
| 10 | The service charter was developed with my input hence it is easy to follow | 1 | 2 | 3 | 4 | 5 |
| 11 | Am better trained than my supervisors and feel he suppresses my productivity and would rather find another organization to work | 1 | 2 | 3 | 4 | 5 |

Section C: Employee Retention indicators

Please indicate the extent to which you agree or disagree with the following statements in regard various aspects of Employee Retention in your University using the following five point scales:

1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Uncertain (U);
4 = Agree (A); 5 = Strongly Agree (SA)

| | EMPLOYEE RETENTION | SD | D | U | A | SA |
|----|---|-----------|----------|----------|----------|-----------|
| 1. | I am satisfied working at this university due to the management practices | 1 | 2 | 3 | 4 | 5 |
| 2. | I feel appreciated at work | 1 | 2 | 3 | 4 | 5 |
| 3. | My input in this university is appreciated | 1 | 2 | 3 | 4 | 5 |
| 4. | I have worked here for a long time and intend to remain here for the next few years | 1 | 2 | 3 | 4 | 5 |
| 5. | Whenever I am out of this university I feel am an ambassador for this university | 1 | 2 | 3 | 4 | 5 |
| 6. | The promotion criteria in this university is fair and straight forward | 1 | 2 | 3 | 4 | 5 |

THANK YOU FOR YOUR COOPERATION!

Appendix IV


REPUBLIC OF KENYA


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