



EFFECT OF HUMAN RESOURCE MANAGEMENT PRACTICES ON EMPLOYEES' RETENTION IN INSTITUTIONS OF HIGHER LEARNING IN KENYA: A CASE STUDY OF KENYATTA UNIVERSITY

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ABSTRACT

Employee turnover is a major challenge faced by higher institutions of learning in Kenya. Universities are operating in highly competitive environment which requires that these institutions retain their core employees in order to gain and retain competitive advantage. Universities are striving to retain their talented employees by implementing effective retention strategies, but staff turnover is still high. This study sought to investigate the effects of HRM practice that influence employee retention in Kenyatta University, Kenya. The study also sought to establish the influence of training and recruitment on employee retention in Kenyatta University. Descriptive research design was used to describe effects of HRM practices on employee's retention. The target population of this study was the employees working in Kenyatta University. The target population of this study was therefore 330 employees. Stratified random sampling was used to collect useful information from 30% of the teaching staff in Kenyatta University who are employed on permanent and pensionable terms. The sample size of this study was 99 respondents. In this study structured questionnaire was used to collected data from the respondents. The questionnaire was distributed through drop and pick later method with an endorsed self addressed return envelope to help increase response rate. Qualitative data from the open ended questions were analysed by use of content analysis and the findings was presented in a prose form. Descriptive statistics and inferential statistics were used in this study to analyse quantitative data, which was obtained from the closed ended questions. Descriptive statistics that were used in this study include mean, standard deviation, percentages and frequencies. The study established that there is a positive relationship between the employees training and employee recruitment employees retention at Kenyatta University. The study found that Kenyatta University does not conduct a needs analysis before offering training. In addition, training helps organization to increase employee retention and decrease turn over, helps employees to develop and identify the career development strategies, serves as a tool to enhance the commitment with organization and improves employee's skills. This study therefore recommends that Kenyatta University should conduct a needs analysis before offering training. The study also recommends that staff recruitment and selection policies in Kenyatta University should be improved so as to attract more professional teaching staff.

Key Words: Employee Turnover, Competitive Advantage, Retention Strategies

INTRODUCTION

The most valuable asset available to an organization is its people, thus retaining staff in their jobs is essential for any organization. Employee retention is one of the most critical issues facing organizational managers as a result of the shortage of skilled manpower, economic growth and high employee turnover (Michael, 2008). There is a growing global interest in matters of recruitment and staff retention in higher education institutions and Kenya is no exemption. Research has demonstrated that the quality of staff in an organization has a direct influence on its organizational effectiveness. Demand and competition for highly qualified academics has intensified. Growth in global mobility and shifting demographic profiles, means recruiting and retaining talented and knowledgeable lecturers and researchers is an ever-increasing challenge. These trends have engendered a more strategic approach to human resource management across the higher education sector, (Wilkin & Nwoke, 2011)

It is imperative for organizations through the employment process, to attract quality employees to the organization. However, it is more important for managers to devise strategies with which to retain the talented employees in the service of their organizations in order for employees to benefit from the investment already made in them (Gurbuz & Mert, 2011). Gurbuz and Mert, (2011) define employee retention as the ability to hold onto those employees that you want to keep, for longer than your competitors. Li-Qun, (2013) on the other hand defines retention as a voluntary move by an organization to create an environment which engages employees for long term. However, retention of high performing employees has become more challenging for managers as this category of employees frequently move from one job to another as they are being attracted by more than one organization

at a time. Gurbuz and Mert (2011) concur that employees in an organization are said to have high job retention when all or most of the established posts are filled, they have low or no intentions to leave, have had a consistency in job status, have had a career development or when employees do keep their job for a considerable long period of time.

Indeed there is a paradigm shift from human resource to human capital which consists of the knowledge, skills and abilities of the people employed in organization which is indicative of their value (Kyndt et al., 2009). But as job mobility and voluntary job changes begun to increase dramatically employers found themselves with the problem of employee turnover and a matching management tool known as employee retention begun to be developed (MckeoHwn, 2009). Retention is a voluntary move by an organization to create an environment which engages employees for long term (Michael, 2008). The main purpose of retention is to prevent competent employees from leaving the organization as this could have adverse effects on productivity and service delivery (Chiboiwa, 2010). Also, retention allows senior and line managers to attract and effectively retain critical skills and high performing employees (Michael,2008).The objective of retention policies should be to identify and retain committed employees for as long as is mutually profitable to the organisation and the employee (Sutherland, 2011).

Statement of the problem

Human resources are the most vital assets of any institution. Retaining efficient and experienced workers in an institution of higher learning is very essential in the overall performance of the institution. Equally the maintenance, administration and development of human resources cannot be undervalued (Gurbuz & Mert, 2011). Motivated employees make an organization to be more competitive and

consequently marketable. Additionally most organizations have realized the importance of establishing a fair balance between employees' contribution to the organization and vice versa (Bernardin & Russell, 2012). Today, however, retention of valuable employees is a global challenge. Managers and top level authorities are constantly met with the issue of retaining employees, and there is a wealth of evidence that worldwide, retention of skilled employees has been of serious concern to managers in the face of ever increasing high rate of employee turnover (Armstrong 2010).

In addition, highly skilled employees are often poached by other organizations that can provide them with better remunerations and other benefits. The area of academic staff retention has not been widely studied, since it tends to be subsumed in brain drain studies. The few studies available locally indicate that academic staff retention is a pertinent issue which has been made worse by the double intake of students in the 2011/2012 academic year (Waswa & Katana, 2008).

The staff student ratios in these universities are 1:24 and in other universities going up to 1:35 as opposed to the internationally accepted ratio of 1:15. The 2006 public universities Inspection Committees Report of the government of Kenya indicates that staff who leave for further studies abroad do not return (Ng'ethe, Namusonge & Iravo, 2012). Many organizational leaders are well aware of these challenges, recognizing the need to retain talented and committed employees who will contribute significantly to the success and achievements of the organization; but they lack the resources to initiate changes that will address retention problems.

In the academic year beginning in 2006, Kenyatta University had a total enrolment of nearly 20,000 students, increasing by 11% in the next year.

Academic Staff Capacity and Enrolment Pressures occurred and in 2007/2008, the student-staff ratio at Kenyatta University was 26:1, with wide variations across schools. Visual & Performing Arts and Humanities & Social Sciences had ratios as low as 5:1 and 8:1, respectively, while the figure for Education was 79:1 and the ratio for the School of Engineering an astounding 154:1. These figures are evidence of significant capacity problems in some faculties that urgently need to be addressed. The majority (51%) of academic staff was between 41 and 50 years of age, 20% of staff were under 41 years old and 25% were between 51-60 years of age, while four percent were over 60 years old (Tettey, 2010).

This challenge, among other things, is essentially linked with the infrastructural support, remuneration packages, leadership styles and cultures within an academic institution (Abduljilil, Yazam & Ahmid, 2011). Such a challenge is further complicated by the fact that highly skilled employees tend to change jobs for better financial rewards and improved working conditions.

Some studies have been conducted on human resource management and employees retention. For instance, Mutua, Karanja and Namusonge (2012) conducted a study on the role of Human Resource Management Practices on Performance of Financial Cooperatives Based in Nairobi County. However, none of these studies focused on the effects of human resource management practices on employee's retention in Kenyatta University. There needs to be empirical evidence on effects of human resource management practices like employee recruitment, empowerment, training, welfare facilities and career growth on the retention of employees among academic staff in the university. This study sought to find out the effects of HRM practice that influence employee retention in Kenyatta University

Objectives of the Study

The general objective was to investigate the effect of Human Resource Management Practices on employees' retention in institutions of higher learning: This is supported by the general objectives which are to determine the effect of training and recruitment on employee retention at Kenyatta University.

Research Questions

This study sought to answer the following research questions;

1. To what extent does training affect employee retention at Kenyatta University?
2. To what extent does employee recruitment affect employee retention at Kenyatta University?

Scope of the study

This study was carried out in Kenyatta University (KU). KU is in Nairobi County in Kenya. The choice of KU as a case study is justified because it represents Public Universities in the country. KU is an established institution and many people have worked in the organization. This study was also limited to two independent variables: training and recruitment.

Theoretical Framework

a) Cognitive learning Theory

Mukokoma, (2008) noted that behaviorism cannot easily explain the natural curiosity that individuals have the great desire to learn, to make sense of the environment and to feel competent in activities. Thus cognitive factors have to be taken into account to understand how people learn not only by association rewards but by having knowledge of their results and by receiving feedback. So cognitive learning is about the change in what the learner knows rather than what he/she does. According to Batt and Colvin, (2011) cognitive theory focuses on an observable

change in mental knowledge. While Bernardin and Russell (2012) noted that the origins of the cognitive approach to learning can be traced back to research by three prominent European psychologists Max Wertheimer, Wolfgang Kohler and Kurt Lewin, known as the Gestalt theorists, proposing that human consciousness cannot be investigated adequately by unscrambling its component but only by investigating its overall shape or pattern. (McKeown, 2009) identified that insight learning and latent learning are the two components of cognitive learning.

Bernardin and Russell (2012) suggested that mental process of (trial and error) gives the insight learning, as individual evaluates results compare it with logical alternatives and chooses option that is likely to aid decision making. Cognitive learning results from inferences expectation and making connections instead of acquiring habits, furthermore learners acquires plans, strategies and their prior knowledge is also important. Batt and Colvin, (2011) identified some principles of learning associated with cognitive psychology like instruction should be well organized and clearly structured, perceptual features of the task and prior knowledge is important, difference between individuals and cognitive feedback about success or failure of task.

Armstrong (2010) found cognitivism is about to study of how learning occurs from a change in mental state cognitive psychologist contend that learning cannot be described in terms of a change in behavior learning occurs whether or not there is an observable change in the learner like behaviorists, cognitivists also believe in reinforcing they (cognitivists) reinforce the learner through a process of retrieving existing knowledge, and presentation of new information, throughout learning process the instruction is initiated through a kind of mental stimulation, not behavior modification. Zabalza and Matey (2011) found a number of some educational implications

produced by cognitive theory like cognitive process influences learning, as children grow they become capable of increasingly more sophisticated thought, people organize the things they learn new information is most easily acquired when people can associated it with things they have already learned and people can control their own learning.

b) Signalling theory of Employees Recruitment

Signalling theory provides a theoretical background to understand why a company's career website may affect a viewer's perception of the company, when considering whether or not a company's career website can change viewers' impressions of it. If viewers change their perceptions of companies after being exposed to their career websites, it is important to ascertain what aspects of these websites may be responsible for these changes (Boselie et al., 2010).

Signalling theory was developed originally in economics research and has been adopted to explain the interaction between potential applicants and recruiting companies. This theory implies that at early stages of the recruitment process, when the information about the company is limited, a potential applicant will give deduction about the company based on secondary signs (Zabalza & Matey, 2011). Potential applicants will interpret this limited information as "*signals*" about what it would be like to be employed by the company. That is the reason why factors without direct relevance to a particular job or company have been found to be influential determinants of company attraction. More specifically, applicants may interpret recruitment activities as signals concerning working conditions in the company.

For instance, unimpressive recruitment materials may signal that the company does not invest much in developing people, resulting in low

attraction of the company. Further, Li-Qun, (2013) found that job seekers' perceptions of recruitment related activities like sponsorship affected their perceptions of a company image. In addition, Chiboiwa, Samuel and Chipunza (2010) examined this issue by asking participants to evaluate companies after being exposed to videotapes of recruiters. Results indicate that individuals created a favorable impression of companies which was represented by recruiters with positive attitude. For example, if a company's recruiter was perceived as friendly and competent, applicants may suppose that these qualities are also important for the company. This can occur because applicants view recruiters as being representative of their respective companies. These results show that variables that do not seem to have a strong direct connection to a job or company can become "*signals*" for what it would be like to work at that company and may also influence individuals' attraction to companies (Gwavuya, 2011).

Signalling theory can be extended to the Internet domain in order to explain how potential applicants perceive the company after having been exposed to its career website. Applying signalling theory to the Internet domain would suggest that in the absence of other information about a company, applicants will be influenced by minor cues gained from the career website (Gwavuya, 2011). For example, if a company has a career website difficult to navigate, job seekers may use this information to form a general negative impression of the company; because they could presume that it is suggestive of how other practices and policies at the company are implemented. In opposition, if a company's website is well structured and organized applicants may deduce that the company has and values such qualities. In the absence of more significant information signalling theory suggests that a company career website should provide clues to the viewer about the nature of the

company. In this context signaling theory suggests that the effect of a company's website will be higher for individuals less familiar with the company than for persons with previous knowledge or experience with it (Boselie et al., 2010).

Conceptual Framework

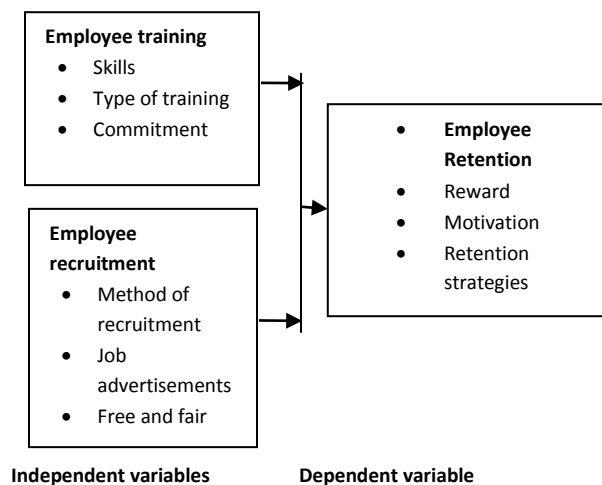


Figure 1. Conceptual framework

Employees' Training

According to Gurbuz and Mert (2011) in their study, the researchers in multinationals of Chinese service sector studied and examined the effect of training on organizational commitment which will eventually effects employee turnover. Data was collected from 437 Chinese employees working in 5 different multinationals of China. These individual employees highlighted that training serves as a tool to enhance the commitment with organization. From training, they get an idea that they are an important asset for organization. In his their study Antoncic and Antoncic (2011) the employees are the most important part of any organization because they are the one who produce or deliver their products or services. If the employees will retain in the organization for longer time and does not change quickly so the organization will be benefited from this. It's important for employers to retain their employees

and to do this they must know how an employee can remain in the company. According to previous studies several factors are considered important in retaining employees. The factors which have a direct affect on employee retention are career opportunities, work environment, and work life balance.

People will work more enthusiastically if they feel the sense and feeling of pride in their work. The reasons which affect employee decision to remain in the organization are work environment, reward, growth and development and work life balance. Career development opportunities and training have a direct effect on employee retention. Career development is a system which is organized and it's a planned effort of achieving a balance between the career needs of individual and the organization's workforce requirement. The challenge for the HR professionals is to develop and identify the career development strategies and train them which would improve the commitment of employee and he or she would feel that they are being given importance. This will help organization to retain employees and they will be more motivated to work hard and enthusiastically which will help the organization to achieve their goals effectively and efficiently (Zabalza & Matey, 2011).

The efforts which HR professionals should do for creating career development opportunities and train them and making employee satisfied and retain them in organization. Creating opportunities for promotion within the organization and also proving opportunities for training and skill development that help employee to improve. Lack of training and promotion opportunities were the main reason the high performing employees to leave the company.

According to Bitner and Zeithaml (2010) in this age when the technology is changing so rapidly that any skill becomes obsolete in quick time and

to keep pace with the evolving technology every organization who wants to remain competitive need to give training to their employees to remain competitive. They need to develop their employees' skills. Training is defined as the planned intervention that is designed to enhance the determinants of individual job performance. Training must be need based that is the organization should first to conduct the analysis and assessment that whether the training is needed or not. For this performance assessments are required which will give idea to the company that whether the training is required and what areas which need training (Muindi, 2010). Training is an important part of various HRM practices, which are used for retention and development of employees due to these different kinds of training given to employees, like on-the-job training, vocational training, general and specific training (Mutua, Karanja & Namusonge, 2012).

Zabalza and Matey (2011) explained that training has a direct relationship with employee retention. Training helps organization to increase employee retention and decrease turn over. When employees are ingoing process of training, they feel that organization is interested in them and want to develop their career. He feels that organization consider them so important and capable, that's why the employer is investing on them. This leads to employee retention but training is not enough to retain employees. Coaching or support of management adds real value to retention.

Employees recruitment

The staff recruitment and selection policies are somewhat standard across the globe differing only with respect to process, responsibilities for decision on recruitment, employment package and whether the recruiting institution was public or private Bernardin and Russell (2012). While we have combined the concepts of recruitment and

retention, in practice they are two separate processes in human resource (HR) practice. Recruitment and selection is responsible for acquiring qualified staff into the organization while retention is responsible for retaining competent staff. Retention policies are also however varied with respect to an institution's policies and practices including staff development Bernardin and Russell (2012).

Recruitment and retention are affected by the whole employment package relative to other employment (Boselie, Dietz & Boon, 2010). These include pay and fringe benefits (pension and gratuity, comparative pay levels, pay systems, pay discrimination), intrinsic aspects of the job (e.g., for academics, teaching and research), job security, work organization, autonomy, progression family-friendly practices, congeniality of colleagues and the working environment.

The more attractive the overall package, the more likely it will attract applicants and retain employees. The relative importance of these factors differs for recruitment and retention, due to informational differences between those in a job and potential recruits (Pirzada et al., 2013). Applicants have less knowledge and the factors influencing recruitment tend to be those on which information is more easily available. This means that pay tends to loom larger for recruitment than retention. Moreover, the expected and the actual package may differ, leading to turnover. In the higher education sector when academic staff leaves, it can also impact on the student: staff ratio. However, one of the key effects of retention problems was an increase in the workload burden on existing staff 'if someone leaves we rely on other people to cover and be flexible' (Head of HR). As with any other organization there is an obvious labyrinth that emanates from voluntary resignations of staff in terms of workload and staff motivation on remaining staff, if not the intention to also resign. This can lead to staff dissatisfaction

and, in turn, encourage more staff to leave Armstrong (2010).

Indeed, HR representatives and heads of department noted the importance of communication and managing expectations to try to avoid a vicious circle developing. In certain instances it has been reported that administration staff end up with the burden of administration and teaching as they seek to fill the resulting gap, but the effects may be felt indirectly by non-teaching staff as pressure is exerted on them to expand their role to include teaching (Bairi, Manohar & Kundu, 2011).

A study on factors affecting academic staff leaving the tertiary education sector by Bairi, Manohar and Kundu (2011) revealed that studies of causes of academic staff turnover revealed that the following factors increased the likelihood of leaving the sector are being on a non-permanent contract and being closer to the end of a fixed-term contract among others. What comes out clearly in the above results is that recruitment is important in keeping qualified staff in organizations and companies that seeks to be effective. Armstrong (2010) argued that among the things that organizations need in order to be effective are a mission and strategy, an organizational structure and human resources. The issue of human resource is topical in studies of effectiveness in higher education institutions.

With regard to specific elements of the package which Bernardin and Russell (2012) affect recruitment and retention, those considered by higher education institution human resources departments to be causing most problems were: uncompetitive salaries, reputation and subject area, redundancy, location specific issues (such as the Higher Education Institutions was in a rural or expensive area, or one with few job opportunities for partner); job insecurity from fixed-term

contracts; workload; and poor promotion possibilities (Mukokoma, 2008).

Pay levels were the main reason cited by human resource departments for recruitment and retention difficulties in both the survey of HR departments and the case studies (at a sample of 14 higher education institutions) in UCEA (2002) (Sutherland, 2011). Two thirds of all respondents mentioned pay as being a major factor behind recruitment and retention problems in the sector, particularly for staff whose expertise is valued in the private sector: IT and computing, law and accountancy were the areas where staffs were most likely to leave the high education sector. It was also noted that institutions in London and other major UK cities reported that high housing and travel costs were exacerbating the problem of low salaries (Mukokoma, 2008).

Empirical Review

There are numerous studies on human resource management practices influence on employee's retention both locally and internationally. Internationally, Abduljlil, Yazam and Ahmid (2011) conducted a study to investigate the mediating effect of HRM Outcomes (employee retention) on the relationship between HRM practices and organizational performance. Based on the evidence derived from the literature, the paper concludes that employee retention is likely to mediate in the relationship between HRM practices and organizational performance.

On the other hand, Li-Qun, (2013) did a study on the impact of human resource management practices on marketing executive turnover of leasing companies in China. This study empirically evaluated six Human Resource (HR) practices (realistic job information, job analysis, work family balance, career development, compensation and supervisor support) and their likely impact on the Marketing Executive Intention to Leave (MEIL) in the China leasing companies. The sample

consisted of hundred marketing executives working for 10 different leasing companies in China. The results indicated job analysis, career development, compensation, realistic job information variables were negatively and significantly correlated with MEIL. The work family balance was not negatively correlated with MEIL. Results of regressing the HR practices on MEIL showed that compensation and job analysis are strong predictors of MEIL.

Further, Hussain and Rehman (2013) conducted a study on whether human resource management practices inspire employees' retention. Human resource management practices deployed in the study were training and Development, development of teams, performance appraisal, internal communication system, employment security, person-organization fit, employee empowerment and reward and compensation. Four hundred questionnaires were distributed among the middle management cadre employees of textile industry. It is explored that four human resource management practices: person-organization fit, employment security, communication and training and development are contributing strongly in developing the employees' intentions to stay with organization. Further, strong positive inter-relationships were found between human resource management practices and employees' retention. It is concluded that adoption of human resource management practices enhances employees' retain-ability of organizations.

Locally, Mutua, Karanja and Namusonge (2012) conducted a study on the role of Human Resource Management Practices on Performance of Financial Cooperatives Based in Nairobi County. Recently, the study of the relationship between HRM practices and firms' performance has shifted from studying individual practices and their influence on organizational performance to studying the entire HRM system and its influence

on organizational performance. Different models and theories in HRM literature exist that tries to explain this relationship. Measures of performance as the dependent variable vary as identified by different authors. They fall generally into two categories, that is financial and non financial measures. Divergent opinion exists as what constitutes HRM practices as linked with performance in various studies. Contribution of synergetic relationship among HRM practices to organizational performance, need to be explored and measures generated. Finally the paper develops a conceptual framework that links Human Resource Management practices and firms performance.

Critique

In recent years, the focus of research on HRM has shifted from study and relationship of individual HRM practices on business performance to entire HRM system and its influence on organizational performance (Boselie et al., 2010). Most researches investigating the link between HRM and performance tend to select HR practices from different HRM functions then study their influence on performance (Hussain & Rehman, 2013). Rather than focusing on individual HR practice, scholars of strategic human resource management (SHRM) have turned their attention during the last decade to a "bundle" of mutually reinforcing and synergistic HR practices that facilitate employee commitment and involvement. The implication is that HR practices should be complimentary in nature. These bundles are referred in literature as high involvement, high commitment, and high performance. This view is supported by Armstrong (2010) who argues that bundling can take place in a number of ways. The ways includes development of high performance, high commitment and high involvement systems.

Human Resource Practices are informal approaches used in managing people (Armstrong,

2010). Zabalza and Matey (2011) outline HRM practices as sophisticated selection methods, appraisal, training, teamwork, communications, empowerment, performance related pay and employment security. Mukokoma, (2008) used eleven HRM practices in his study and these include personnel selection, performance appraisal, incentive compensation, job design, grievance procedures, information sharing, attitude assessment, labor management participation, recruitment efforts, employee training and promotion criteria.

Research based on HR practices has identified several HR practices and failed to group them under the broad areas HR in which they belong. This approach makes it impossible to explain clearly the contribution of a certain broad HR area to performance. Studying HR practices by specifying broad area in HRM such as training, reward management, recruitment among others is likely to end up with findings that do not map to a very specific issue. Rather HRM practices should be several in any broad HRM area in researches dealing with HR practices. Muindi, (2010) deals with this by generating several measurement scales for each HR practice identified. Thus a broad research area such as training cannot be used as HR practice. Rather several practices can be derived from this broad area. Gwavuya (2011) deals with this challenge by grouping 27 HR practices into six broad groups namely recruitment and selection, manpower planning, job design training and development quality circles and pay systems.

Research Gaps

There is a lot of empirical literature on human resource management practices and employees retention. For instance, Abduljlil, Yazam and Ahmid (2011) conducted a study to investigate the mediating effect of HRM Outcomes (employee retention) on the relationship between HRM practices and organizational performance; Li-Qun,

(2013) did a study on the impact of human resource management practices on marketing executive turnover of leasing companies in China; Hussain and Rehman (2013) conducted a study on whether human resource management practices inspire employees' retention; Zaitouni and Sawalha (2011) conducted a study on the impact of human resource management practices on organizational commitment in the banking sector in Kuwait; and Mutua, Karanja and Namusonge (2012) conducted a study on the role of Human Resource Management Practices on Performance of Financial Cooperatives Based in Nairobi County.

However, none of these studies focused on the effect of human resource management practices on employee's retention in Kenyatta University. In addition, none of these studies focused on the two variables: employees training and employees recruitment. This study sought to fill this gap by at investigating the effects of HRM practice that influence employee retention in Kenyatta University.

RESEARCH METHODOLOGY

Research Design

This is the researcher's approach to be adopted and applied in dealing with the research problem. It includes the collection, measurement and analysis of data. This study will adopt a descriptive research design where both quantitative and qualitative approaches will be used in the study. Descriptive research design was used to describe effects of HRM practices on employee's retention. Quantitative helped enumerate statistical data and qualitative approach was used to deal with opinions and view collected in the study.

Target Population

Target population refers to all the members of a real or hypothetical set of people, events or subjects to which a researcher wishes to generalize the results of the study (LaPointe,

2013). The target population of this study was the employees working in institutions of higher learning. This population consists of teaching staff employees and who are directly affected by strategic human resource management practices. The study population of this study was the employees in all institutions of higher learning.

Sample and Sampling Technique

Stratified random sampling was used to collect useful information from 30% of the teaching staff in Kenyatta University who are employed on permanent and pensionable terms. According to LaPointe, (2013), a sample size of 10 to 30% is a good representative of the target population. Each school was treated as a subgroup in the study.

Research instruments

Research instruments are devices which assist researcher in collecting necessary information on data collection as the process of preparing and collecting data for the purpose of obtaining information to keep on record to make decisions about important issues and to pass information onto others.

In this study structured questionnaire was used to collect data from the respondents. As LaPointe, (2013) observed questionnaires are objective because they gather responses in a standardized way. Venable, (2011) observed that questionnaires are more efficient as they require less time are less expensive and permit collection of data from a much larger sample. Other methods which will be used include oral interviews and data analysis from available records. The first part of questionnaire contains the demographic characteristic of the respondents that is gender, age, marital status, level of education and working experience. The information in this section was used to show the distribution of respondents.

Data Collection Procedure

Research instruments were administered on the respondents accurately. The questionnaire was distributed through drop and pick later method with an endorsed self addressed return envelope to help increase response rate. This was followed by a personal visit to the respondents and a telephone call as a reminder

Data processing and analysis

According to Kerlinger and Lee (2012), data analysis means the categorizing, ordering, manipulating, and summarizing of data to obtain answers and inferential to research questions. The purpose of analysis is to reduce data to intelligible and interpretable form so that relationships of research problems can be studied and tested. Qualitative data from the open ended questions was analysed by use of content analysis and the findings was presented in a prose form.

Descriptive statistics and inferential statistics were used in this study to analyse quantitative data, which was obtained from the closed ended questions. Descriptive statistics that were used in this study include mean, standard deviation, percentages and frequencies. Further, correlation analysis was used to establish the relationship between the dependent and the independent variables.

FINDINGS AND DISCUSSIONS

Response Rate

The sample size of this study was 99 teaching staff in Kenyatta University who are employed on permanent and pensionable terms, out of which 89 responses were obtained which represents a 89.89% response rate. According to Kothari (2004) any response of 50% and above is adequate for analysis thus 89.89% is even better.

Validity

The validity of the instruments was enhanced by having objective questions included in the questionnaire. In addition, the validity of the research instruments was established by seeking opinions of experts in the field of study especially the supervisors.

Reliability

A construct composite reliability co-efficient (Cronbach alpha) of 0.6 or above, for all the constructs, is considered adequate. The acceptable reliability coefficient is 0.6 and above, if the Cronbach alpha is below 0.6 the reliability of the questionnaire is considered too low and thus the research tool should be amended.

According to the findings, employees training had a Cronbach reliability alpha of 0.724 and employees' recruitment had a Cronbach reliability alpha of 0.732, This clearly shows that the research instrument was reliable and hence no amendments were needed.

General Information

Age Bracket of the Respondents

The respondents were asked to indicate their age bracket. According to the findings, 40.45% of the respondents reported that they were aged between 31 and 40 years, 24.72% indicated that they were aged between 41 and 50 years, 20.22% indicated that they were aged between 21 and 30 years and 14.61% indicated that they were aged between 51 and 60 years. These findings clearly show that most of the teaching staff in Kenyatta University was aged between 31 and 40 years. These findings agree with Njau (2014) argument that most university staff in Kenya are aged between 30 and 40 years.

Education Level of the Respondents

The respondents were asked to indicate their highest level of education. According to the

findings, 58.43% of the respondents reported that they had masters degree, 22.47% indicated that they had PhD and 19.10% indicated that they had undergraduate degrees. These findings clearly show that most of the respondents in this study had masters' degree. These findings are in line with Boselie, Dietz and Boon (2010) argument that level of education is an important factor in recruiting University teaching staff.

Work Experience of the Respondents

In an effort to determine the respondents work experience, the respondents were requested to indicate the number of years they had worked in Kenyatta University. According to the findings, 31.46% of the respondents indicated that they had been working in Kenyatta University for between 10 and 15 years, 29.21% indicated between 6 and 10 years, 21.35% indicated between 3 and 5 years, 8.99% indicated between 16 and 20 years, 6.74% indicated below 2 years and 2.25% indicated between 21 and 25 years. These findings clearly show that most of the respondents had been working in Kenyatta University for between 10 and 15 years. According to Bernardin and Russell (2012), work experience is an important factor in recruitment.

Employees Training

The study sought to determine the influence of training on employee retention at Kenyatta University.

The respondents were asked to indicate whether Kenyatta University offers or support employees training. From the findings, 75.28% of the respondents indicated that Kenyatta University offers and supports employees training while 24.72% disagreed. From these findings we can deduce that Kenyatta University offers and supports employees training. These findings are in line with Gurbuz and Mert (2011) argument that from training, employees get an idea that they are an important asset for organization and hence organization should support it.

Needs Analysis before Offering Training

The respondents were asked to indicate whether their organization conduct a needs analysis before offering training. According to the findings, 61.80% of the respondents reported that Kenyatta University does not conduct a needs analysis before offering training. However, the rest of the respondents (38.20%) indicated that Kenyatta University conducts a needs analysis before offering training. From these findings we can deduce that Kenyatta University does not conduct a needs analysis effectively before offering training. According to Bitner and Zeithaml (2010) training must be need based that is the organization should first to conduct the analysis and assessment that whether the training is needed or not.

Employees Training and Employees Retention

The respondents were asked to indicate the extent to which employees training influence employees retention at Kenyatta University. The findings are shown in figure 2 below.

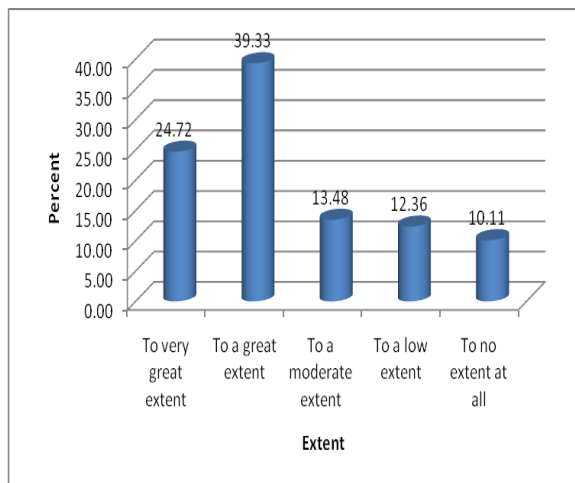


Figure 2: Employees Training and Employees Retention

According to the findings, 39.33% of the respondents indicated that employees training influence employees retention at Kenyatta University to a great extent, 24.72% indicated to a

very great extent, 13.48% indicated to a moderate extent, 12.36% indicated to a low extent and 10.11% indicated to no extent at all. From these findings we can deduce that employees training influence employees retention at Kenyatta University to a great extent. These findings concur with Zabalza and Matey (2011) argument that training has a direct relationship with employee retention.

Types of training

The respondents were also asked to indicate whether their organization was offering the stated types of training. From the findings, 49.44% of the respondents reported that Kenyatta University was offering general and specific training. On the other hand, 20.22% of the respondents indicated that Kenyatta University was offering vocational training. Further, 17.98% of the respondents indicated that Kenyatta University was offering job training. This shows that Kenyatta University was offering general and specific training most. According to Muindi, (2010), training is an important part of various HRM practices, which are used for retention and development of employees due to these different kinds of training given to employees, like on-the-job training, vocational training, general and specific training.

Effect of Employees Training on Retention

The respondents were asked to indicate the extent to which they agreed with the statements below in relation to employees training and retention in Kenyatta University.

Table 1: Effect of Employees Training on Retention

Statements	Mean	Std Deviation
Training helps organization to increase employee retention and decrease turn over	4.098	0.723
Training serves as a tool to enhance the	3.872	0.672

commitment with organization		
From training, employees get an idea that they are an important asset for organization	3.643	0.762
Training helps employees to develop and identify the career development strategies	4.092	0.873
Training improves employees skills	3.562	0.873
Training in KU is need based	2.343	0.623

According to the findings, the respondents agreed with a mean of 4.098 and a standard deviation of 0.723 that training helps organization to increase employee retention and decrease turn over. The respondents also agreed with a mean of 4.092 and a standard deviation of 0.873 that training helps employees to develop and identify the career development strategies. The respondents further indicated with a mean of 3.872 and a standard deviation of 0.672 that training serves as a tool to enhance the commitment with organization. In addition the respondents agreed with a mean of 3.643 and a standard deviation of 0.762 that from training, employees get an idea that they are an important asset for organization. Additionally, the respondents agreed with a mean of 3.562 and a standard deviation of 0.873 that training improves employees' skills. However, the respondents disagreed with the statement training in KU is need based. This is shows by a mean of 2.343 and a standard deviation of 0.623. These findings concur with Zabalza and Matey (2011) argument that training helps organization to increase employee retention and decrease turn over. When employees are ingoing process of training, they feel that organization is interested in them and want to develop their career.

Employees Recruitment

The study also sought to examine the influence of recruitment on employee retention in Kenyatta University.

Staff Recruitment and Selection Policies in Kenyatta University

The respondents were asked to rate staff recruitment and selection policies in Kenyatta University. From the findings, 26.97% of the respondents rated staff recruitment and selection policies in Kenyatta University as moderate, 23.60% rated it as bad, 22.47% rated it as good, 17.98% rated it as excellent and 8.99% rated it as poor. From these findings we can infer that staff recruitment and selection policies in Kenyatta University are moderate. According to Bernardin and Russell (2012) staff recruitment and selection policies are somewhat standard across the globe differing only with respect to process, responsibilities for decision on recruitment, employment package and whether the recruiting institution was public or private.

Effect of Employees Recruitment and Employees Retention

The respondents were requested to indicate the extent to which employees' recruitment influence employees' retention. According to the findings, 40.45% of the respondents indicated that employees recruitment influence employees retention to a great extent, 22.47% indicated to a very great extent, 20.22% indicated to a moderate extent, 11.24% indicated to a low extent and 5.62% indicated to no extent at all. From these findings we can deduce that employee's recruitment influence employees retention to a great extent. These findings concur with Bernardin and Russell (2012) that recruitment practices and policies influences retention in various organizations.

Aspects of recruitment Kenyatta University

The respondents were also asked to rate various aspects of recruitment in their organization. The results are shown in table 3 below;

Table 3: Aspects of recruitment Kenyatta University

Statements	Mean	Std Deviation
Pension gratuity	3.092	0.762
Work load	4.027	0.655
Pay systems	3.033	0.762
Pay levels	4.091	0.637
Job security	2.934	0.873
Working environment	2.893	0.763

From the findings, the respondents rated pay level in Kenyatta University as good as shown by a mean of 4.091 and a standard deviation of 0.637. In addition, the respondents rated work load in Kenyatta University as good. This is shown by a mean of 4.027 and a standard deviation of 0.655. With a mean of 3.092 and a standard deviation of 0.762 the respondents rated pension gratuity as moderate. In addition, the respondents rated pay systems as moderate with a mean of 3.033 and a standard deviation of 0.762. Further, the respondents rated job security in Kenyatta University as moderate as shown by a mean of 2.934 and a standard deviation of 0.873. Lastly, the respondents rated working environment in Kenyatta University as moderate as shown by a mean of 2.893 and a standard deviation of 0.763. According to Boselie, Dietz and Boon (2010), recruitment and retention are affected by the whole employment package relative to other employment. These include pay and fringe benefits (pension and gratuity, comparative pay levels, pay systems, pay discrimination), intrinsic aspects of the job (e.g., for academics, teaching and research), job security, work organization, autonomy, progression family-friendly practices, congeniality of colleagues and the working environment etc.

Effect of employees recruitment and retention in Kenyatta University

The respondents were asked to indicate their level of agreement with the statements in relation to

employees recruitment and retention in Kenyatta University.

Table 4 Effect of employees recruitment and retention in Kenyatta University

		Mean	Std Deviation
Kenyatta University provides enough information in job advertisements		3.092	0.876
The method of recruitment in Kenyatta University is free and fair		2.789	0.784
Employees get their salary in time and in full as per the recruitment letter		3.082	0.763
The annual increment in salary is well written in appointment letter and is strictly adhered to		2.098	0.873
The starting salary and incremental rate at Kenyatta University are more attracting compared to other s.		2.083	0.763

From the findings, the respondents were neutral on the statement whether Kenyatta University provides enough information in job advertisements as shown by a mean of 3.092 and a standard deviation of 0.876. The respondents were also neutral on the statement whether employees get their salary in time and in full as per the recruitment letter as shown by a mean of 3.082 and a standard deviation of 0.763. Further, the respondents disagreed with the statement that the method of recruitment in Kenyatta University is free and fair as shown by a mean of 2.789 and a standard deviation of 0.784. In addition, the respondents disagreed with the statement that the annual increment in salary is well written in appointment letter and is strictly adhered to as shown by a mean of 2.098 and a standard deviation of 0.873. Lastly, the respondents disagreed with the statement that

the starting salary and incremental rate at Kenyatta University are more attracting compared to others as shown by a mean of 2.083 and a standard deviation of 0.763. These findings are in line with Pirzada et al. (2013) argument that job advertisements are important in recruitment. The findings also concur with Boselie, Dietz and Boon (2010) argument that recruitment and retention are affected by the whole employment package relative to other employment.

Correlation Analysis

A correlation is a number between -1 and +1 that measures the degree of association between two variables. A positive value for the correlation implies a positive. A negative value for the correlation implies a negative or inverse association.

Table 5: Correlation Coefficients

		Employees retention	Employees training	Employees recruitment
Employee retention	Pearson Correlation	1	.442**	.583**
	Sig. (2-tailed)		.000	.000
	N	89	89	89
Employee training	Pearson Correlation	.442**	1	.193
	Sig. (2-tailed)	.000		.071
	N	89	89	89
Employee recruitment	Pearson Correlation	.583**	.193	1
	Sig. (2-tailed)	.000	.071	
	N	89	89	89

From the correlation analysis, the study found that there is a positive relationship between the employees training and employees' retention at Kenyatta University, where the correlation coefficients was 0.442 and a p-value of 0.000. The study also found that employees recruitment and employees retention at Kenyatta University correlate positively with correlation coefficients of 0.583 and p-value of 0.002. This infers that among the two variables, employees' recruitment was influencing employees retention at Kenyatta University most, followed by employees' training.

SUMMARY OF FINDINGS

Employees Training

The study sought to determine the influence of training on employee retention in Kenyatta University. The study found that Kenyatta University offers and supports employees training. From training, employees get an idea that they are an important asset for organization and hence organization should support it. The study also found that Kenyatta University does not conduct a needs analysis before offering training. Training must be need based, that is, the organization should first to conduct the analysis and assessment that whether the training is needed or not.

The study also found that employees training influence employees retention at Kenyatta University to a great extent. Training has a direct relationship with employee retention. Further, Kenyatta University was offering general and specific training. Training is an important part of various HRM practices, which are used for retention and development of employees due to these different kinds of training given to employees, like on-the-job training, vocational training, general and specific training.

The study also found that training helps organization to increase employee retention and decrease turn over. The study also found that training helps employees to develop and identify the career development strategies. It was also found that training serves as a tool to enhance the commitment with organization. In addition training improves employees' skills. However, training in KU was not need based.

Employees Recruitment

The study also sought to examine the influence of recruitment on employee retention in Kenyatta University. The study established that staff recruitment and selection policies in Kenyatta University are moderate. Staff recruitment and selection policies are somewhat standard across the globe differing only with respect to process, responsibilities for decision on recruitment, employment package and whether the recruiting institution was public or private. The study also found that employees recruitment influence employees retention to a great extent.

The study revealed that pay level, work load, pension gratuity and pay systems were good while job security and working environment in Kenyatta University as moderate. Recruitment and retention are affected by the whole employment package relative to other employment. These include pay and fringe benefits (pension and gratuity, comparative pay levels, pay systems, pay discrimination), intrinsic aspects of the job (e.g., for academics, teaching and research), job security, work organization, autonomy, progression family-friendly practices, congeniality of colleagues and the working environment etc.

The study found that Kenyatta University does not provide enough information in job advertisements but employees get their salary in time and in full as per the recruitment letter. Further, the study found that the method of recruitment in Kenyatta

University was not free and fair and the annual increment in salary is not well written in appointment letter and is strictly adhered to.

Conclusion

The study concludes that there is a positive relationship between the employees training and employees' retention at Kenyatta University. The study found that Kenyatta University does not conduct a needs analysis before offering training. In addition, training helps organization to increase employee retention and decrease turn over, helps employees to develop and identify the career development strategies, serves as a tool to enhance the commitment with organization and improves employees' skills.

The study also concludes that employee's recruitment and employees' retention at Kenyatta University correlate positively. The study established that staff recruitment and selection policies in Kenyatta University are moderate. The study also found that Kenyatta University does not provide enough information in job advertisements but employees get their salary in time and in full as per the recruitment letter. Further, the study established that the method of recruitment in Kenyatta University was not free and fair and the annual increment in salary is not well written in appointment letter and is strictly adhered to.

Recommendations

The study found that Kenyatta University does not conduct a needs analysis before offering training. However training must be need based that is the organization should first to conduct the analysis and assessment that whether the training is needed or not. This study therefore recommends that Kenyatta University should conduct a thorough needs analysis before offering training.

The study also found that staff recruitment and selection policies in Kenyatta University are

moderate. This study therefore recommends that staff recruitment and selection policies in Kenyatta University should be improved so as to attract more professional teaching staff.

Areas for Further Research

This research study was limited to Kenyatta University and only two of Human Resource Management practices that is training and

recruitment. The study therefore recommends further studies on the effects of other HRM practices like manpower planning, service quality enhancement among other practices that influence employee retention in public universities in Kenya. The study also recommends further studies on the role of employee training in employees' retention in public universities in Kenya.

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