

**INFLUENCE OF HUMAN RESOURCE MANAGEMENT PRACTICES ON
EMPLOYEE SATISFACTION IN PUBLIC UNIVERSITIES IN NAKURU
COUNTY, KENYA**

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DECLARATION AND APPROVAL

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I declare that this project is my original work and has never been presented for any academic award in any institution.

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DEDICATION

I dedicate this work to Veronicah Mihari, James Mihari, and Bill Inanga, whose love and support made this achievement possible.



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I acknowledge The Lord's divine presence, His guidance, wisdom and knowledge with which this project has been accomplished.

This project is a reflection of the unwavering support and boundless love I received from my family and friends during this academic pursuit. I owe an immense debt of gratitude to my parents, who supported my educational endeavour from the very beginning.

I would like to acknowledge my research supervisor Dr. Jacqueline Omuya with a lot of admiration for her valuable assistance throughout the process of writing the research project. I also appreciate Mount Kenya University for giving an opportunity to pursue my postgraduate studies. To all my colleagues, thank you for encouragement.

ABSTRACT

The fourth Sustainable Development Goal (SDG) stated that public universities were required to guarantee the provision of high-quality education. Public universities in sub-Saharan Africa—including Kenya—faced numerous challenges with human resource management procedures, which hindered their capacity to effectively recruit, hire, and train administrators, employees, and academics. This study investigated the influence of Human Resource Management (HRM) practices on employee satisfaction within public universities in Nakuru County, Kenya. It was guided by four specific objectives: to examine the effect of recruitment processes on employee satisfaction, to evaluate the impact of staff development on satisfaction, to investigate how employee rewards affected satisfaction, and to determine the role of Human Resource Information Systems (HRIS) in influencing satisfaction. The research employed a quantitative approach and adopted a post-positivism paradigm to ensure objectivity and minimize biases. A descriptive survey design was utilized to explore cause-and-effect relationships among the variables. The study targeted employees from four public universities in Nakuru County, with a sample size of 308 determined using the Yamane formula and multi-stage sampling techniques. Data were collected through semi-structured questionnaires and analyzed using SPSS, with qualitative insights obtained through content analysis. The reliability and validity of the research instruments were ensured through a pilot study and expert consultations. Ethical considerations were addressed by obtaining approvals from relevant ethical committees and maintaining respondent confidentiality. The findings validated the significant influence of practical HRM constructs on employee satisfaction in public universities. Results highlighted that staff development was the most impactful HRM practice, while the reward system demonstrated room for improvement. Hypothesis testing showed a positive correlation between HRM practices, including recruitment processes, staff development, employee rewards, and HRIS, with employee satisfaction at $\alpha = 0.05$. Demographic factors, such as gender, age, educational attainment, and work experience, also contributed to the validity and richness of the findings. Recommendations included enhancing staff development programs through well-organized training activities, career development initiatives, and protégé programs. Reward systems were to be restructured to ensure fairness, transparency, and competitiveness. Universities were advised to adopt innovative technologies like advanced HRIS to improve appraisal and feedback mechanisms. Policymakers and education sector regulators were urged to formulate standards for HRM practices that addressed equality and diversity while benchmarking against international standards. Collaborative efforts among universities, employees, and policymakers were deemed essential for creating an environment that fostered employee satisfaction and institutional success.

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LIST OF ACRONYMES AND ABBREVIATIONS

DDDM	Data-Driven Decision Making
EAPs	Employee Assistance Programs
ERC	Ethical Clearance Committee
GDPR	General Data Protection Regulation
HRIS	Human Resource Information Systems
HRM	Human Resource Management
IDPs	Individual Development Plan
SDG	Sustainable Development Goal
SPSS	Statistical Package for Social Sciences
SRS	Simple Random Sampling



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, the objectives of the research (broad and specific objectives), significant of the study, limitation of the study and the scope of the study.

1.1 Background to the Study

Public universities represent vital pillars in national educational infrastructures globally, serving as crucial centers for knowledge creation, innovation, and human capital development. These institutions play an indispensable role in fostering socio-economic advancement through research, teaching, and community engagement activities that address societal challenges (Mohiuddin et al., 2022). As centers of academic excellence, public universities contribute significantly to scientific discoveries, technological innovations, and cultural preservation while producing qualified graduates who strengthen various sectors of the economy. According to Ileri (2021), public universities serve as catalysts for regional development through knowledge transfer partnerships, incubation of entrepreneurial ventures, and provision of specialized expertise to industry. Furthermore, these institutions promote social mobility, enhance civic participation, and contribute to sustainable development goals through specialized research initiatives aimed at solving critical global challenges.

The strategic importance of public universities extends beyond mere educational provision to encompass broader societal transformation through cultural exchange, democratic values promotion, and international collaboration. Armstrong (2020) highlights how these

institutions foster critical thinking, creativity, and ethical leadership that underpin stable governance systems and economic competitiveness. Public universities also serve as repositories of national heritage and incubators of inclusive innovations that address marginalized communities' needs. According to Dessler (2019), the multifaceted contributions of these institutions include serving as neutral spaces for policy dialogue, providing evidence-based inputs for national planning, and facilitating international knowledge networks that enhance a country's global positioning. However, despite their crucial role, public universities face significant operational challenges including resource constraints, increasing stakeholder expectations, and intensifying global competition for talent and recognition.

1.1.1 Human Resource Practices

Human resource management (HRM) practices emerge as critical intervention mechanisms for addressing employee satisfaction challenges in public universities. Effective HRM practices encompass systematic approaches for acquiring, developing, motivating, and retaining qualified employees to achieve organizational objectives (Noe et al., 2021). These practices include recruitment and selection processes, staff development initiatives, employee reward systems, and human resource information systems that collectively shape the employment experience. When strategically designed and effectively implemented, these practices create supportive work environments that foster employee satisfaction by aligning individual aspirations with institutional goals, recognizing diverse contributions, facilitating professional growth, and ensuring fair treatment. According to Guest (2017), progressive HRM practices in universities improve satisfaction by enhancing procedural justice, promoting inclusivity, supporting work-life balance, and creating meaningful career pathways for diverse employee categories.

The key human resource management practices that influence employee satisfaction include recruitment processes, staff development, employee rewards, and human resource information systems. Recruitment processes involve comprehensive approaches for identifying staffing needs, sourcing candidates, and selecting individuals with appropriate qualifications and organizational fit, including subsequent onboarding to facilitate successful integration (Muma et al., 2018). These practices influence satisfaction by establishing realistic job expectations, demonstrating organizational values, and ensuring person-job alignment. Staff development encompasses structured initiatives for enhancing employees' skills, knowledge, and competencies through training programs, mentoring, career planning, and professional growth opportunities that prepare them for current roles and future advancement (Wanjiku, 2016). Employee rewards involve systems for recognizing and compensating performance through financial incentives, benefits, promotion opportunities, and non-monetary recognition that acknowledge contributions and motivate continued commitment (Nyakaro, 2016). Human resource information systems (HRIS) incorporate technological platforms that streamline administrative processes, enhance communication, facilitate data-driven decision-making, and improve service delivery to employees across various HR functions (Midiwo, 2016).

Employee satisfaction within public universities represents a critical organizational outcome that significantly impacts institutional effectiveness and sustainability. Ndungu (2017) conceptualizes employee satisfaction as the pleasurable emotional state resulting from an individual's appraisal of their job experiences, encompassing dimensions such as work content, remuneration, advancement opportunities, recognition, working conditions, and relationships with colleagues and supervisors. Conversely, Muma (2019) defines employee

satisfaction as the fulfillment derived from workplace experiences that meet or exceed an individual's expectations regarding psychological, social, and physical needs at work. Taking a different perspective, Orwa and Otieno (2019) characterize employee satisfaction as the degree of positive affect toward one's job resulting from simultaneous consideration of actual outcomes against desired or expected outcomes across various job dimensions. These definitions collectively emphasize the multidimensional and subjective nature of employee satisfaction, highlighting its roots in cognitive and affective evaluations of workplace experiences.

Within the context of public universities, employee satisfaction manifests through several observable indicators including organizational commitment, teaching excellence, research productivity, and service quality. Chebiwot et al. (2020) note that employee satisfaction in academic institutions is typically measured through dimensions such as academic freedom, opportunities for intellectual growth, work-life balance, administrative support, and collegial relationships. The assessment of employee satisfaction in universities often incorporates metrics such as retention rates, absenteeism patterns, engagement levels, performance evaluations, and student feedback. According to Wainaina et al. (2019), satisfaction measurement in higher education contexts requires specialized approaches that account for the unique characteristics of academic work, including teaching load perceptions, research support adequacy, governance participation, and professional development opportunities. This specialized measurement framework acknowledges the distinctive nature of university employment where intrinsic motivators often play more significant roles than extrinsic rewards.

Public universities worldwide face substantial challenges in fostering and maintaining employee satisfaction, which subsequently affects institutional performance and educational quality. Kaufman (2020) identifies bureaucratic rigidity, organizational hierarchy, and procedural complexity as significant impediments to employee satisfaction in university settings, often resulting in decision-making delays and reduced autonomy for academic staff. Resource inadequacy represents another critical challenge, with Kavanagh et al. (2020) noting how limited budgets constrain universities' ability to offer competitive compensation packages, state-of-the-art research facilities, and comprehensive professional development opportunities. Workload imbalances further exacerbate satisfaction challenges, as faculty members increasingly juggle expanding teaching responsibilities, research productivity expectations, administrative duties, and community engagement requirements with minimal additional support. This pressure intensifies with growing student populations and increased accountability demands from funding agencies and accreditation bodies.

The technological transformation of higher education introduces additional complexities for employee satisfaction in public universities. Mwenda et al. (2019) highlight how rapid digitalization creates adaptation pressures for faculty members who must continuously update their instructional approaches and technical competencies while managing expanding online teaching portfolios. Simultaneously, intensifying competition for research funding, publication opportunities, and institutional recognition generates performance anxieties that undermine work satisfaction and collegial relationships. According to Schuler and Jackson (2019), the casualization of academic labor through increased reliance on adjunct faculty and fixed-term contracts creates job insecurity that fundamentally undermines employee satisfaction and institutional commitment. These challenges are further compounded by

changing student expectations, diversifying stakeholder demands, and evolving accountability frameworks that require universities to demonstrate relevant outcomes while maintaining traditional academic values.

Governance challenges and administrative inefficiencies significantly impact employee satisfaction in public universities. Brewster et al. (2020) observe that opaque decision-making processes, limited faculty involvement in institutional governance, and inadequate communication channels foster disillusionment and disengagement among university employees. Furthermore, the growing disconnect between administrative leadership and academic staff regarding institutional priorities creates tension that undermines collegiality and collaborative problem-solving. According to Kimani and Karanja (2020), performance management approaches borrowed from corporate environments often fail to accommodate the unique nature of academic work, creating evaluation frameworks that inadequately recognize diverse contributions and specialized expertise. These satisfaction challenges collectively undermine institutional effectiveness, knowledge production, educational quality, and ultimately, the public service mission of universities.

1.1.2 Employee Satisfaction

Employee satisfaction within public universities represents a critical organizational outcome that significantly impacts institutional effectiveness and sustainability. Ndungu (2017) conceptualizes employee satisfaction as the pleasurable emotional state resulting from an individual's appraisal of their job experiences, encompassing dimensions such as work content, remuneration, advancement opportunities, recognition, working conditions, and relationships with colleagues and supervisors. Conversely, Muma (2019) defines employee satisfaction as the fulfillment derived from workplace experiences that meet or exceed an

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In Nigeria, human resource management practices in public universities demonstrate contextual adaptations that significantly influence employee satisfaction. Adewale et al. (2019) found that Nigerian institutions implementing equitable hiring methods with emphasis on inclusivity and transparency reported higher team member engagement and job satisfaction. These approaches minimize hiring practice biases and generate dedicated employees who demonstrate trust and loyalty, thereby improving overall performance metrics. Additionally, Adekunle et al. (2020) document how Nigerian organizations providing continuous on-site training alongside electronic learning resources and certification options demonstrate increased employee satisfaction. These development initiatives simultaneously enhance employee capabilities while building institutional commitment through demonstrated investment in workforce potential. Furthermore, Okoro et al. (2020) illustrate how compensation structures incorporating scheduled wage payments and salary growth opportunities significantly enhance satisfaction within economically uncertain industries.

Human resource information systems in Nigerian universities demonstrate evolving impacts on employee satisfaction. Adewale et al. (2020) conducted comprehensive assessments of HRIS implementation for performance improvement in Nigerian institutions, documenting significant benefits alongside implementation challenges. Their mixed-methods approach revealed how technological systems influence service delivery perceptions and administrative efficiency while identifying contextual adaptations required for maximizing system benefits in resource-constrained environments. Nigerian universities have also emphasized transparent reward systems that balance monetary incentives with recognition programs. According to Okoro et al. (2020), institutions that combine professional development opportunities with career growth possibilities report higher job engagement and satisfaction among faculty and administrative staff, highlighting the importance of integrated approaches to human resource management in African higher education contexts.

South African universities demonstrate distinctive approaches to human resource management that significantly influence employee satisfaction. Mokoena and Ndlovu (2021) illustrate how South African institutions implementing training programs tailored to individual employee needs report substantially higher satisfaction levels, particularly in healthcare and education sectors. These personalized approaches enhance work engagement by addressing specific development requirements while demonstrating institutional responsiveness to diverse employee aspirations. Additionally, Dlamini and Zulu (2021) document how employee recognition programs incorporating public acknowledgment alongside token rewards significantly boost morale and satisfaction in South African universities. These initiatives enhance institutional belonging while establishing crucial

conditions for long-term workforce retention through formalized appreciation mechanisms that validate diverse contributions to organizational success.

Human resource information systems in South African universities demonstrate evolving sophistication that impacts employee satisfaction. Dlamini and Nkosi (2019) conducted exploratory research examining HRIS effects on performance appraisal and employee accountability practices in South African institutions. Their detailed case study analysis of newly implemented systems revealed significant improvements in procedural transparency and administrative efficiency that directly enhanced employee trust and satisfaction with organizational processes. South African universities have also emphasized creating supportive workplace environments through comprehensive wellness programs and flexible work arrangements. These approaches acknowledge the importance of work-life balance in fostering sustainable productivity and institutional commitment while addressing contextual challenges related to commuting difficulties, family responsibilities, and professional development needs.

In Ghana, human resource management practices in public universities demonstrate contextual adaptations that significantly influence employee satisfaction. Wonnia (2021) documented how Ghanaian institutions address succession planning challenges through structured approaches for replacing employees who resign from various positions. These strategies enhance organizational resilience while providing clear advancement pathways that foster satisfaction through demonstrated commitment to internal talent development. Ghanaian universities have also implemented distinctive approaches to staff development that blend traditional mentoring with technological enablement, creating accessible growth

opportunities despite resource constraints. These contextual adaptations acknowledge infrastructure limitations while leveraging available resources to create supportive environments that enhance employee commitment through demonstrated institutional investment in professional advancement.

In Tanzania, public universities demonstrate innovative human resource management approaches that significantly impact employee satisfaction. These institutions have developed distinctive recruitment practices that emphasize local talent development alongside international engagement, creating diverse academic communities that enhance educational experiences while strengthening institutional capacity. Tanzanian universities have also implemented contextually appropriate staff development initiatives that address capacity building requirements while accommodating resource limitations. Furthermore, these institutions have created reward systems that blend financial incentives with recognition mechanisms that acknowledge the unique contributions of academic and administrative staff within resource-constrained environments. These integrated approaches demonstrate contextual adaptation of human resource principles to address specific challenges within East African higher education contexts while enhancing employee satisfaction through aligned incentive structures.

Uganda demonstrates distinctive approaches to human resource management in public universities that significantly influence employee satisfaction. Ugandan institutions have developed recruitment approaches that balance merit-based selection with diversity considerations, creating inclusive academic communities while addressing historical imbalances. These universities have also implemented contextually appropriate staff

development initiatives that strengthen institutional capacity while enhancing individual capabilities through collaborative learning opportunities. Furthermore, Ugandan universities have created reward systems that acknowledge diverse contributions to institutional missions while accommodating financial constraints through innovative recognition approaches. This balanced perspective reflects contextual adaptation to regional challenges while maintaining core principles of effective human resource management that enhance employee satisfaction through systematic approaches to talent acquisition, development, and retention.

The current study addresses identified research gaps through a comprehensive examination of human resource management practices and their influence on employee satisfaction in public universities within Nakuru County, Kenya. This research employs a mixed-methods approach that combines quantitative measurement of satisfaction determinants with qualitative exploration of contextual factors shaping employee experiences. The study uniquely integrates theoretical perspectives from Herzberg's Two-Factor Theory and the Job Characteristics Model to develop nuanced understanding of satisfaction dynamics within academic environments. Furthermore, this research adopts a systems perspective that examines interactions between different human resource practices rather than evaluating them in isolation. These methodological and conceptual innovations enable more comprehensive understanding of employee satisfaction determinants while generating practical recommendations for enhancing workplace experiences in resource-constrained educational environments. The study objectives include examining recruitment process effects, evaluating staff development impacts, investigating reward system influences, and assessing human resource information systems' role in shaping employee satisfaction within Kenyan public universities.

1.1.3 Public Universities in Kenya

Human resource management (HRM) practices emerge as critical intervention mechanisms for addressing employee satisfaction challenges in public universities. Effective HRM practices encompass systematic approaches for acquiring, developing, motivating, and retaining qualified employees to achieve organizational objectives (Noe et al., 2021). These practices include recruitment and selection processes, staff development initiatives, employee reward systems, and human resource information systems that collectively shape the employment experience. When strategically designed and effectively implemented, these practices create supportive work environments that foster employee satisfaction by aligning individual aspirations with institutional goals, recognizing diverse contributions, facilitating professional growth, and ensuring fair treatment. According to Guest (2017), progressive HRM practices in universities improve satisfaction by enhancing procedural justice, promoting inclusivity, supporting work-life balance, and creating meaningful career pathways for diverse employee categories.

The key human resource management practices that influence employee satisfaction include recruitment processes, staff development, employee rewards, and human resource information systems. Recruitment processes involve comprehensive approaches for identifying staffing needs, sourcing candidates, and selecting individuals with appropriate qualifications and organizational fit, including subsequent onboarding to facilitate successful integration (Muma et al., 2018). These practices influence satisfaction by establishing realistic job expectations, demonstrating organizational values, and ensuring person-job alignment. Staff development encompasses structured initiatives for enhancing employees' skills, knowledge, and competencies through training programs, mentoring, career planning,

and professional growth opportunities that prepare them for current roles and future advancement (Wanjiku, 2016). Employee rewards involve systems for recognizing and compensating performance through financial incentives, benefits, promotion opportunities, and non-monetary recognition that acknowledge contributions and motivate continued commitment (Nyakaro, 2016). Human resource information systems (HRIS) incorporate technological platforms that streamline administrative processes, enhance communication, facilitate data-driven decision-making, and improve service delivery to employees across various HR functions (Midiwo, 2016).

In the United States, progressive human resource practices have demonstrated significant influence on employee satisfaction in public universities. Chapman and Webster (2021) document how American universities implementing structured and transparent recruitment protocols attract qualified personnel through detailed job descriptions and expert interview procedures, with recruited faculty members reporting higher job satisfaction levels. These institutions enhance employee engagement and retention by emphasizing inclusive hiring practices and creating positive onboarding experiences that establish clear expectations and supportive relationships. Furthermore, Davis and Carter (2020) illustrate how American universities providing comprehensive professional development opportunities through leadership instruction and specialized training experiences achieve superior employee satisfaction scores. These growth-oriented approaches increase role confidence and workplace morale while decreasing turnover intentions through demonstrated organizational investment in employee capabilities and career advancement.

Reward systems in American public universities significantly influence employee satisfaction through both monetary and non-monetary recognition mechanisms. According to Jones and Miller (2021), institutions implementing performance-based compensation strategies through profit-sharing schemes and employee stock ownership plans report substantial improvements in job satisfaction. These approaches enhance productivity while fostering employee ownership sentiments and organizational loyalty. Additionally, Johnson and Carter (2021) demonstrate how recognition programs incorporating token rewards and public acknowledgment boost employee morale and satisfaction by reinforcing desired behaviors and validating individual contributions. American universities have also leveraged advanced human resource information systems to streamline administrative processes and enhance service delivery, with Johnson and Brown (2020) documenting how system capabilities directly improve employee satisfaction through increased transparency and efficiency.

German universities illustrate distinctive approaches to human resource management that significantly impact employee satisfaction. Meyer and Schmidt (2020) demonstrate how German institutions leverage advanced recruitment tools including sophisticated applicant tracking systems to maintain efficient hiring procedures and enhance job seekers' perceptions about organizational professionalism. These systems contribute to increased job satisfaction by illustrating technological competence and operational efficiency during candidates' initial interactions with the institution. Additionally, Müller and Schmidt (2021) document how German organizations implementing robust career development programs including mentorship initiatives and tuition reimbursement benefits report enhanced employee satisfaction. These approaches foster perceptions of organizational value through long-term

professional advancement investments that align institutional growth with individual career aspirations, creating mutually beneficial relationships that enhance commitment and productivity.

1.2 Statement of the Problem

Employee satisfaction in public universities represents a critical organizational outcome with profound implications for institutional effectiveness, educational quality, and national development objectives. Within the Kenyan context, public universities contribute immensely to socioeconomic advancement through knowledge generation, human capital development, technological innovation, and cultural preservation. According to Nakuru HR Report (2025), enhanced employee satisfaction supports improved teaching quality, increased research productivity, stronger community engagement, and more effective administrative functions. Furthermore, satisfied university employees demonstrate greater commitment to student development, increased innovation capacity, enhanced institutional reputation, and more effective resource utilization that collectively strengthen educational outcomes. KPUA (2025) statistics indicate that institutions maintaining satisfaction levels above 70% demonstrate 35% higher research output, 28% lower turnover rates, and 42% stronger stakeholder evaluations compared to universities with lower satisfaction metrics. These significant performance differentials underscore the strategic importance of understanding and addressing factors influencing employee satisfaction in Kenyan public universities.

Despite their critical importance, Kenyan public universities face substantial challenges with employee satisfaction that undermine institutional effectiveness and educational quality. Nakuru HR Report (2025) indicates that employee satisfaction in these institutions averages

only 45%, significantly below the 70% benchmark required for sustainable motivation and optimal performance. KPUA (2025) statistics reveal a troubling 15% decline in mean satisfaction levels across Nakuru County public universities over the past five years, contradicting recommended standards associated with high productivity and retention. Edosomwan (2022) found that 45% of university staff expressed explicit dissatisfaction with working conditions, highlighting widespread concerns about institutional support and professional recognition. Additional challenges include outdated human resource procedures documented by Kimani and Karanja (2020), bureaucratic decision-making processes identified by Ongori and Agolla (2019), budgetary constraints limiting professional development noted by Njoroge (2021), and significant compensation inequities between main and satellite campuses highlighted by Wainaina et al. (2019). These multifaceted challenges create complex satisfaction dynamics that require strategic interventions to enhance workplace experiences while strengthening institutional performance.

Human resource management practices including recruitment processes, staff development initiatives, employee reward systems, and human resource information systems represent critical intervention mechanisms for addressing satisfaction challenges in public universities. Effective recruitment processes enhance satisfaction by establishing clear expectations, demonstrating organizational values, and ensuring person-job alignment through transparent selection and comprehensive onboarding (Muma et al., 2018). Staff development initiatives contribute to satisfaction through knowledge enhancement, skill expansion, career progression opportunities, and professional recognition that collectively reinforce organizational commitment (Wanjiku, 2016). Reward systems influence satisfaction through fair compensation, performance recognition, advancement opportunities, and non-monetary

acknowledgment that validate diverse contributions to institutional missions (Nyakaro, 2016). Human resource information systems enhance satisfaction by improving administrative efficiency, increasing transparency, facilitating communication, and supporting data-driven decision-making that collectively strengthen organizational trust and procedural justice (Midiwo, 2016). These integrated practices create supportive work environments that address both hygiene factors preventing dissatisfaction and motivational elements actively enhancing satisfaction, as conceptualized in Herzberg's Two-Factor Theory.

Previous research on human resource management practices in Kenyan universities reveals significant conceptual and methodological limitations that constrain comprehensive understanding of satisfaction determinants. Studies by Baiquni and Lizar (2020) examine engagement factors without adequately addressing satisfaction dimensions, while research by Kinyamu (2021) and Sagwa et al. (2022) focuses predominantly on performance metrics without exploring experiential aspects of workplace satisfaction. Kathombe (2018) investigates reward strategies in Nakuru County universities but limits analysis to performance impacts without examining broader satisfaction influences. These studies demonstrate both convergent findings regarding the importance of human resource practices and divergent conclusions regarding their relative influence, creating an incomplete understanding of satisfaction dynamics in public universities. The current study addresses these research gaps by comprehensively examining how recruitment processes, staff development initiatives, reward systems, and information systems collectively influence employee satisfaction in public universities within Nakuru County. This integrated perspective employs mixed methods to capture both statistical relationships and contextual

complexities while generating practical recommendations for enhancing workplace experiences in resource-constrained educational environments. The research specifically aims to examine recruitment process effects, evaluate staff development impacts, investigate reward system influences, and assess human resource information systems' role in shaping employee satisfaction within Kenyan public universities, strengthening institutional capacity to fulfill educational mandates under resource constraints.

Several studies have examined human resource management practices in Kenyan public universities with varying emphases and methodological approaches. Baiquni and Lizar (2020) investigated employee engagement and organizational commitment factors but did not address satisfaction dimensions comprehensively. Similarly, Kinyamu (2021) and Sagwa et al. (2022) focused primarily on employee performance metrics without adequately examining satisfaction determinants and their organizational implications. Kathombe (2018) examined reward management strategies in Nakuru County universities but limited analysis to performance impacts without exploring broader satisfaction influences. Additionally, existing studies predominantly employ quantitative methodologies that capture statistical relationships without providing deeper insights into experiential dimensions of human resource practices. This research addresses these gaps by comprehensively examining how recruitment processes, staff development initiatives, employee reward systems, and human resource information systems collectively influence employee satisfaction in public universities within Nakuru County, employing mixed methods to capture both statistical patterns and contextual complexities.

1.3 Purpose of the Study

The purpose of the study was to examine the influence of human resource management practices on employee satisfaction among public universities in Nakuru County.

1.4 Research Objectives

The study was guided by the following specific objectives;

- i. To examine the effect of recruitment process on employee satisfaction amongst public universities in Nakuru County.
- ii. To evaluate the effect of staff development on employee satisfaction amongst public universities in Nakuru County.
- iii. To investigate the effect of employee reward on employee satisfaction amongst public universities in Nakuru County.
- iv. To find out the effect of human resource information systems on employee satisfaction amongst public universities in Nakuru County.

1.5 Research Questions

The following research questions were formulated from the objectives;

- i. What is the effect of recruitment process on employee satisfaction amongst public universities in Nakuru County?
- ii. What is the effect of staff development on employee satisfaction amongst public universities in Nakuru County?
- iii. What is the effect of employee reward on employee satisfaction amongst public universities in Nakuru County?
- iv. What is the effect of human resource information systems on employee satisfaction amongst public universities in Nakuru County?

1.6 Significance of the Study

The study is justifiable as satisfied workforce in public university will go along way in helping the government achieve the Sustainable Development Goal (SDG) number 4 on quality education. The study findings will highlight on sound human resource management practices that facilitate policy formulation to address concerns that might be affecting staff satisfaction and ultimately their performance. University management will be informed on effective ways recruiting, developing and rewarding their staff as well as adopting efficient human resource information systems to manage their affairs. With healthy working environment, the university staff who are the primary subject for this study, they stand to benefit by being satisfied in the line of duty. The results of the study will add to the body of knowledge already in existence, which will help academics and scholars in the field of human resources in the future, especially in the higher education sector.

1.7 Limitations of the Study

The study was faced with various limitations associated with the potential incorporation and disclosure of information related to human resources, which was deemed highly sensitive. Public university employees sometimes failed to share crucial information due to fear of intimidation or victimization. Nonetheless, as the study was conducted solely for academic purposes, participant anonymity was maintained, and responses were kept private. Reassurances from the researcher helped build rapport with the respondents and encouraged them to participate freely. Overreliance on respondents' opinions posed a potential challenge, but the researcher employed a rigorous research methodology to ensure that variables were measured using specific and unambiguous indicators and questions that respondents could clearly understand. Data collected from different categories of respondents ensured

triangulation, guaranteeing the quality of the data gathered. Since the study's scope was limited to public universities, generalization of the findings was only applicable to organizations with similar characteristics and required caution.

1.8 Delimitations of the Study

The delimitations of this study explain the researcher's intentional boundaries for focusing research. This study is limited to analyzing the impact of human resource management methods on employee satisfaction in public universities in Nakuru County, Kenya. By focusing on this geographical area, the study hopes to provide a comprehensive understanding of the dynamics of human resource management in the context of public higher education institutions. It uses a descriptive study design to provide thorough insights into the current condition of employee happiness, with a focus on areas like as recruitment, staff development, employee reward, and human resource information systems. Furthermore, the study is limited to a one-year period from January to December 2024, which was chosen to ensure that research objectives are met while taking into account the study area's distinctive circumstances.

1.9 Assumption of the Study

The researcher puts into consideration the assumption that public universities in the study area have basic structures that facilitates the establishment and implementation of human resource management practices that the study is focusing on; recruitment process, staff development, employee reward and human resource information systems. The respondents being employees in the targeted universities are expected to be able to comprehend the questions asked and willing to give their opinions genuinely.

1.10 Operational Definition of Terms

Employee Reward: Designing and administering competitive staff appreciation and compensation packages, including salaries, bonuses, and rewards, as well as non-cash benefits like paid time off, retirement plans, and health insurance.

Employee Satisfaction: The contentment and fulfillment employees experience in their jobs and within the organization, influenced by factors such as work environment, compensation, relationships with colleagues and supervisors, and overall workplace experience.

Human Resource Information Systems: Establishing and utilizing automated platforms to streamline administrative tasks, manage employee data, automate payroll and benefits administration, and generate analytics for data-driven decision-making.

Human Resource Management Practices: A comprehensive set of actions designed to efficiently manage an organization's workforce by recruiting, developing, motivating, and retaining skilled employees to achieve organizational goals.

Recruitment Process: The systematic approach to identifying staffing needs, sourcing candidates, and selecting individuals with the right skills, qualifications, and cultural fit for the organization, including onboarding to help new employees integrate successfully.

Staff Development: Providing employees with training programs and professional growth opportunities to enhance their skills, knowledge, and competencies, preparing them for current roles and future career advancements.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter consists of the reviewed literature and consists of theoretical framework as well as the effects recruitment process, staff development, employee reward and Human Resource Information Systems (HRIS) on employee performance. In addition, the chapter contains the conceptual framework and summary of literature review.

2.1 Theoretical Framework

2.1.1 Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory is also commonly referred to as the Motivation-Hygiene Theory (Alshmemri, Shahwan-Akl & Maude, 2017). According to Herzberg, there exist elements that are responsible for either job unhappiness (hygiene factors) or job contentment (motivators). Hygiene considerations include things like wage, working conditions, and job stability, while motivators include things like difficult work, recognition, and growth possibilities. Enhancing motivators should be the main goal of HRM procedures in order to raise employee happiness.

According to Kotni and Karumuri (2018), although they are related to the workplace and are required to prevent unhappiness, hygiene factors (dissatisfiers) may not always result in satisfaction when they are present. They include of management and policy of the business, oversight, working conditions, pay and benefits, interpersonal interactions, and job security. Conversely, the motivating variables (satisfiers) are connected to the nature of the work and have a direct bearing on motivation and job satisfaction. These elements include success,

acknowledgment, accountability, prospects for growth and development, difficult and fulfilling work and personal development.

Rai, Thekkekara and Kanhare (2021) adopted the in their investigation of employee motivation, Herzberg's two-factor theory was applied. Motivational elements meet people's demands for accomplishment, acknowledgment, and personal development, which in turn leads to intrinsic satisfaction and motivation. In contrast to hygienic elements, motivational variables promote job satisfaction and motivation; their absence, however, may not always translate into discontent but rather into a lack of drive. According to Herzberg's Two-Factor Theory, different sets of factors have an impact on job satisfaction and discontent. While motivational factors are crucial for promoting satisfaction and intrinsic motivation in the job, hygiene elements take care of fundamental necessities and assist avoid dissatisfaction. Because the subject variables, human resource management techniques, are linked to motivational aspects in the theory, this theory is therefore suitable to this study.

Herzberg's Two-Factor Theory, developed in 1959, identifies two categories of factors that influence employee satisfaction: hygiene factors and motivators. Hygiene factors at work such as salary and working conditions and company policies create satisfaction when properly maintained (Herzberg 1959) yet room satisfaction requires motivators like recognition and achievement opportunities. The approach demonstrates that authentic job fulfilment depends on motivators yet staff only notice dissatisfaction when hygiene elements go unaddressed. A minimum level of worker satisfaction develops through addressing fundamental factors referred to as hygiene factors. Competitive wages together with positive work environments constitute fundamental elements which prevent employee dissatisfaction. Manufacturing employees registered lower job dissatisfaction along with stronger work

engagement when they determined their salaries matched industrial norms according to Kumar & Singh (2020). Employment satisfaction highly depends on clear policies and a staff- friendly atmosphere through which workers remain secured and complaints together with turnover are lowered (Dlamini & Zulu, 2021).

Employee satisfaction increases directly through the implementation of motivating factors which target intrinsic employee requirements. Through motivational growth opportunities and organizational appreciation employees achieve stronger workplace purpose according to Herzberg's motivational theory of 1959. Research on bank employees revealed that recognition for performance led both to decreased absenteeism and improved job satisfaction while unrecognized achievements had adverse effects (Johnson & Carter, 2021). Organizations that present demanding job assignments together with career advancement plans create higher employee engagement and increased job satisfaction (Smith & Lewis, 2020). Organizations currently follow practices based on the Two-Factor Theory because this theory supports modern strategies that boost job satisfaction. Organizations enhance job satisfaction by correcting all factors that minimize contentment but also activate motivation through career benefits and recognition (Adewale et al., 2020).

2.1.2 Job Characteristics Model

The study will be anchored on the Job Characteristics Model that was invented by Hackman & Oldham in the 70s and recently reviewed by Ali, Said, Abd Kader, Ab Latif and Munap (2014).

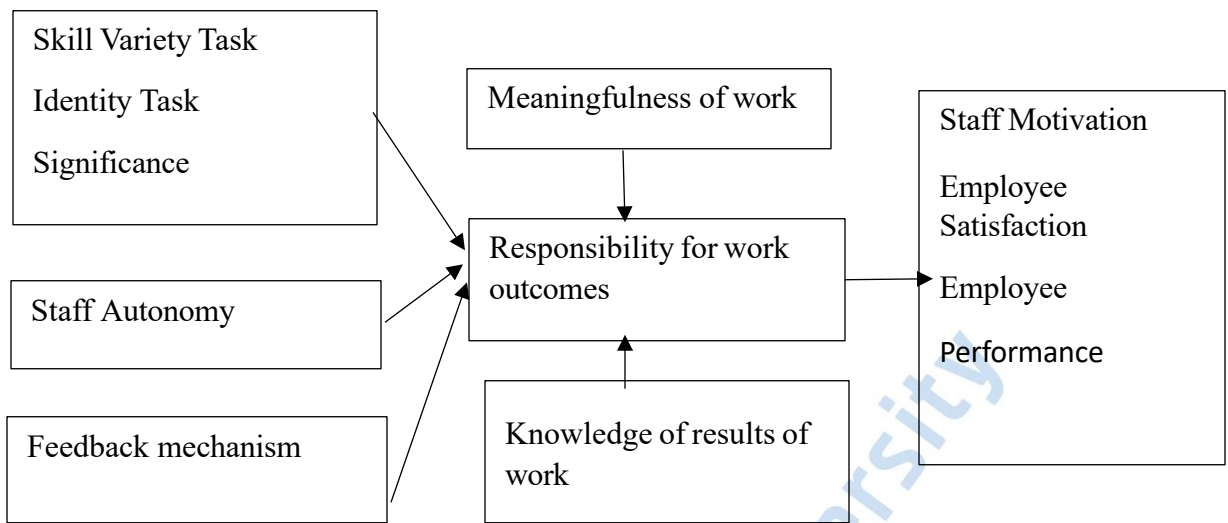


Figure 1: Job Characteristics Model (Ali et al, 2014)

Five essential job attributes are identified by this model as having a positive impact on employee satisfaction. These attributes include autonomy, feedback, task relevance, task identity, autonomy and skill variety (Ali et al, 2014). By including these qualities, human resource management techniques can be created to enhance jobs, resulting in increased motivation and job satisfaction. The idea of task diversity refers to the process of assigning and delegating various kinds of jobs that encourage employees to learn new and advanced skills while also allowing them to make use of the vast array of abilities and talents they already possess. Therefore, task variety aligns with the first and second objectives, which address staff development and the recruitment process, respectively.

Jong (2016) applied the Job Characteristics Model was utilized in a research study that investigated how work autonomy and performance reviews affect public sector employee satisfaction. This brought to mind a crucial idea from the Job Characteristics Model: the feedback loop that may be set up using workable HRI technologies. By doing this, employers may make sure that staff members are able to learn about their strengths and shortcomings

and work toward improving. Direct supervisors, management, clients, and job audits are all possible sources of feedback. The model elaborates further on task significance, demonstrating the importance or meaning of the job an employee is completing, the scope of its implications, the degree to which this work is assisting the business in achieving its objectives, and whether the activity is impactful to the society.

Dwivedula (2020) study concentrated on the role of job factors in predicting intrinsic motivation. When task significance is high, employees' motivation and morale is also high. Non-monetary rewards, such as personalized thank-you notes, opportunities for professional development, or increased autonomy, tap into employees' intrinsic motivation and sense of fulfillment. These rewards enhance job satisfaction by fostering a sense of purpose, mastery, and autonomy in their work.

Baiquni and Lizar (2020) investigated how job features and human resource practices affected corporate commitment and employee engagement. They proved that good HRM practices, as outlined in the Job Characteristics Model, help employees take control of performance-related outcomes. These results may include motivation at work, job happiness, contentment with colleagues' professional development, high-caliber work output, little absenteeism, the lack of distractions at work, and eventually a greater degree of employee involvement. Employee engagement, effort level, motivation, and job satisfaction all increase when they perceive their work to be difficult, meaningful, and enriching in terms of knowledge and skills. These rises, and workers believe the position offers them plenty of opportunities for professional growth. When workers feel like they own the job, they take greater responsibility for it. It follows that these workers will inherently aim to do a far better

job, go above and beyond to complete the task, exhibit a higher level of engagement, and be more satisfied with the work they do because they did it in their own way. Acquiring knowledge regarding the actual result or outcome can help one perform better, which can advance their career and increase their drive to stay on the job (Johari, Shamsudin, Yean, Yahya & Adnan, 2019).

The Job Characteristics Model (JCM) directly impacts how satisfied employees remain because it explains how to create work design that meets psychological and motivational employee needs. Skill variety dimensions fulfil employee satisfaction when people get to draw upon numerous abilities thus reducing boredom and driving workplace commitment. Johnson and Carter (2021) demonstrated employees who worked in positions that required different types of knowledge and capabilities while performing their tasks showed considerably elevated satisfaction when compared to staff participating in monotonous repetitive duties. Job satisfaction and other outcomes carry in a direct line from critical psychological states which depend on five core job dimensions—skill variety; task identity; task significance; autonomy and feedback.

The skill variety dimension of work focuses on how many different skills workers need to use in their jobs. According to Hackman and Oldham (1976) jobs that encourage staff to execute various skills create conditions which lead to intrinsic motivation and job satisfaction. Employees achieve higher job satisfaction together with increased accomplishment through challenging work that engages them according to evidence from studies analyzing IT sector job enthusiasm (Johnson & Carter, 2021). Jobs with high task identity require workers to complete distinct projects which can be easily recognized from

beginning to end. Workplace satisfaction occurs when employees can observe their actual work contributions. The satisfaction level of manufacturing workers who put together complete products exceeds the satisfaction rating of employees who work on partial tasks according to Lewis (2020).

Job importance connected to impacting others constitutes the third star dimension of task significance in work environments. Workers show higher levels of satisfaction if their work produces significant results which benefit both team members and external audiences such as customers or the community. Healthcare personnel usually show high job fulfillment because their professional actions create substantial changes to patient outcomes (Dlamini & Zulu, 2021).

The fourth dimension, autonomy, pertains to the level of independence and discretion employees have in carrying out their tasks. Autonomy enhances employee satisfaction by fostering a sense of ownership and responsibility for outcomes. Research in the banking sector demonstrates that employees with decision-making authority report higher satisfaction than those in rigidly controlled roles (Kumar & Sharma, 2021).

The fifth dimension, feedback, involves providing employees with clear and direct information about their performance. Feedback helps employees understand the quality of their work and reinforces their sense of accomplishment, boosting satisfaction. A study in the retail industry found that regular performance reviews and constructive feedback significantly improved job satisfaction (Adewale et al., 2020).

2.2 Empirical Review

2.2.1 Recruitment Process on Employee Satisfaction

Suwarto and Subyantoro (2019) asserts that effective employee sourcing involves identifying and attracting qualified candidates for job vacancies within an organization. Organizations apply multiple channels of sourcing employees so as to attract different types of candidates, so diversifying your sourcing strategy increases the likelihood of finding the right fit. Recent study by De Smet, Dowling, Hancock and Schaninger (2022) emphasizes on the need to build and maintain talent pools of potential candidates who have expressed interest in working for an organization or possess skills relevant to their industry. Talent pools can be cultivated through networking events, career fairs, online communities and previous recruitment efforts. Keeping in touch with candidates ensures that there is a pool of qualified individuals to tap into when new opportunities arise.

Friebel, Heinz, Hoffman and Zubanov (2023) advocates for employee referral programs where eligible individuals are encouraged to be referred by current workers for available vacancies. Employee referrals frequently lead to the hiring of better candidates who are more likely to mesh with the company's culture and become long-term employees. Employee participation and engagement can be raised by putting in place a formal referral program that offers incentives for successful recommendations. Targeted outreach is an employee strategy advocated by Brymer, Chadwick, Hill and Molloy (2019). Employers seek out and connect with passive applicants who meet their requirements in terms of experience and abilities but may not be actively seeking new employment. Personalized outreach messages tailored to

the individual's background and interests can pique their interest and encourage them to consider the organization as an employer of choice.

According to Theurer, Tumasjan, Welpel and Lievens (2018), Employer branding, in which they make investments to develop a powerful employer brand that highlights their company's culture, values, and employee value proposition, is another successful tactic. Passive candidates who are interested in working for a respectable and appealing employer are drawn to companies with a strong employer brand. To make your company more visible and appealing to prospective employees, make use of employer branding initiatives that include social media, websites, employee testimonials, and attendance at industry events. Chin, Yang, Zhang, Yu & Cao (2019) elaborated on the need for universities to engage with professional networks to source for qualified professionals. Participate in online forums, industry associations, and professional associations that are pertinent to the field of your company. Participating in discussions, sharing insights, and attending events allow universities establish their organization as a thought leader in the higher education sector and connect with potential candidates who are actively engaged in their profession.

By implementing these strategies and prioritizing effective staff onboarding, organizations can set new employees up for success, enhance retention rates, and foster a positive and inclusive workplace culture (Hall-Jones, 2018). The onboarding process, which introduces new hires to the team, policies, procedures, and culture of the company, closely follows the recruitment process. For new hires, a smooth transition from hiring to onboarding can enhance their entire experience, fostering higher levels of satisfaction and integration into the organization. Cesario and Chambel (2019) highlights on a three-part onboarding process for employees that includes a formal corporate greeting, a management greeting, and a

colleague greeting. Effective staff onboarding is necessary to set the stage for new recruit success and organizational integration.

Linkovesi, A. (2019) emphasize on the significance of having a well-defined onboarding strategy within firms. A systematic onboarding plan that describes the tasks, materials, and schedule for the new hire's initial days, weeks, and months with the company must be created. Essential elements like training courses, team member and important stakeholder introductions, orientation meetings, and clearly defining objectives and expectations for the new hire should all be included in this strategy. After the first onboarding phase, providing new hires with resources and support will guarantee their success and help them integrate into the company. This may include access to mentorship programs, professional development opportunities, and regular performance reviews to provide feedback and guidance for their career growth within the organization.

Tarallo (2021) explains the pre-boarding preparation process. Begin the onboarding process before the new employee's start date by providing them with necessary information and resources to prepare for their role. This may include paperwork, access to company systems and tools, reading materials about the organization's culture, mission, and values, and an overview of their job responsibilities. From the beginning, organizations should provide a warm and inclusive work environment for new hires. Arrange for a warm welcome from team members and managers, including a tour of the workplace, introductions to colleagues and a welcome kit or gift to make them feel appreciated and valued.

Glaudell (2021) assessment of the onboarding training module for new recruits. Organizations must offer thorough training to new hires in order to give them the tools,

resources, and expertise they need to do their jobs well. This comprises of training, company policies and procedures, compliance training, technical skills development and mentorship or buddy programs to support their learning and development. They should maintain open and transparent communication throughout the onboarding process to ensure new employees feel informed and supported (Zaeske, 2019). Employees experience a sense of belonging can when organization leadership and HR management conduct routine check-ins to discuss any queries or issues and to get feedback on their work and progress.

Gregory, Strode, Sharp and Barroca (2022) research on a method for onboarding new members of staff into agile project teams through onboarding. Facilitate opportunities for new employees to connect with their team members and build relationships. This may include team-building activities, social events, or informal gatherings where employees can get to know each other on a personal level and feel part of the team culture. To find areas for improvement and make the required changes to the onboarding process, organizations should ask new hires about their onboarding experiences. Additionally, they should conduct regular evaluations to assess the new employee's progress, identify any gaps in their knowledge or skills, and provide additional support or training as needed.

The United States produces global research indicating that properly structured and transparent recruitment methods enhance employee satisfaction at work (Chapman & Webster, 2021). Organizations deliver successful candidate recruitment by establishing clear job specs with efficient communication along with prompt performance feedback (Chapman & Webster, 2021). Studies from Germany prove advanced recruitment tools including applicant tracking systems keep the hiring procedure efficient and enhance job seeker

opinions about the organization according to Meyer & Schmidt (2020). The hiring systems that technicians utilize lead to enhanced job satisfaction because the recruitment procedure demonstrates professional excellence and delivers efficient operations (Meyer & Schmidt, 2020).

The results of research done in Nigeria demonstrate how equitable hiring methods combined with promotion of inclusivity and transparency directly increase team member engagement together with job happiness (Adewale et al 2019). Organizations which minimize hiring practice biases generate dedicated employees who demonstrate trust while fostering loyalty among staff members thereby improving employee success metrics (Adewale et al., 2019). Research in South Africa demonstrates job satisfaction increases among recruited employees after they have encountered respectful communication combined with just treatment throughout the hiring period (Mokoena & Ndlovu, 2021).

Research demonstrates that recruiting methods in Kenya directly impact how satisfied the workforce becomes. Studies by Wanjiku and Otieno (2020) reveal that organizations meet hiring targets after they align candidate abilities to job performance needs which drives both contentment among workers and increased productivity output. Employee dedication to their organization increases when they experience transparent recruitment communications and timely information flows according to Wanjiku and Otieno (2020). A research effort in Nairobi County's public sector revealed that equitable candidate selection increases employee contentment leading to declines in job dissatisfaction together with reduced employee turnover occurrences (Kamau & Kinyua, 2021).

2.2.2 Staff Development on Employee Satisfaction

Tabassum and Rafiq (2021) study's focus was on how Pakistani university employees' job happiness is affected by training and development. Implementing effective staff development strategies is essential for fostering a culture of continuous learning and growth within an organization. Bingwa and Ngibe (2021) emphasizes on the need for universities to develop and implement organized training courses based on the roles, skill gaps, and career goals of the staff. These programs can include on-the-job training, workshops, seminars, webinars, online courses and certifications to enhance employees' technical, soft, and leadership skills.

Zehra, Tariq, Rehman and Zuberi (2023) assert the importance of mentorship and coaching among universities' staff. Establishing mentorship and coaching programs involves pairing employees with knowledgeable coaches or mentors who may offer direction, counsel, and encouragement on their path to professional growth. While coaching programs concentrate on individualized development and performance improvement, mentoring programs enable information sharing, skill transfer, and career advising. Ninan, Roy and Thomas (2019) emphasized the advantages of work rotation and cross-training. Promote possibilities for job rotation and cross-training to introduce staff to other departments, jobs, and responsibilities within the company. Employees' skill sets and perspectives are expanded through cross-training and job rotation, which also promotes cooperation, teamwork, and adaptability.

Wanjiku (2016) asserts the provision of staff development opportunities, such as training programs, workshops, and seminars, is vital in order to facilitate employees' skill enhancement, knowledge expansion, and industry trend awareness. Employees are more

likely to feel motivated, engaged, and content in their roles when they perceive prospects for promotion inside the company and feel supported in their professional development. By offering opportunities for skill improvement, career advancement, motivation and morale boosts, retention and loyalty increases, engagement is enhanced, performance and innovation are improved, and a positive organizational culture is fostered, staff development plays a critical role in improving employee satisfaction. Prioritizing staff development increases an organization's ability to draw in, hold onto, and engage top personnel, which boosts its success and competitiveness in the market (Tabassum & Rafiq, 2021).

Mahdzir, Rahim, Seni and Othman (2021) study concentrating on incorporating competency-based management into university staff members' Individual Development Plans (IDPs). collaborating with staff members to construct individualized IDPs that specify their professional objectives, growth areas, and the steps they need to take to get there. IDPs offer a framework for continuous coaching, feedback, and assistance from managers and mentors, acting as road maps for workers' professional development.

Tsoh, et al (2019) highlight the procedures of developing an internal faculty leadership development program for academic staff in University of California. They assert that through establishment of leadership development programs, universities are able to recognize staff members with high potential and offer them coaching, workshops, and specialized programs to help them grow as leaders. The main goal of leadership development programs is to help participants improve critical leadership abilities such decision-making, communication, strategic thinking, and people management. Managers can customize support and resources

by using regular feedback sessions to determine employees' strengths, areas for growth, and developmental requirements.

According to Hauss (2021), participation in external forums have multiple social and scientific benefits. Universities ought to encourage staff members to exploit external learning opportunities like conferences, seminars, trade shows, and networking gatherings. Support employees' participation in professional associations, memberships, and educational programs that align with their career goals and contribute to their professional development. Kim (2017) encourages self-directed learning as a reliable mechanism of staff development. Fostering a culture of self-directed learning involves providing employees with access to resources, tools and platforms for independent learning and skill development. Employees scale up their learning journey, explore new topics, and seek out opportunities for growth and development.

Steinert et al (2016) highlights on the necessity to often analyze staff development programs' efficacy using exams, performance indicators, and feedback forms. Use data and insights to identify areas for improvement, adjust strategies as needed, and continuously refine staff development efforts to meet employees' evolving needs and organizational goals. By implementing these staff development strategies, organizations can empower employees to reach their full potential, drive organizational success and create a mindset of ongoing education and development. Akhter & Naveed, 2023) did a study on role of skill development in job satisfaction through employee engagement as mediator. They assert that Initiatives for staff development give workers the chance to get involved in their work, learn new skills, and take on challenges. Because they have a sense of fulfillment, purpose, and kinship with

both the company and their work, engaged workers are more likely to be content with their positions.

Staff development has become an essential business priority worldwide because it creates higher levels of job satisfaction for employees. Research conducted by Davis and Carter (2020) demonstrated that companies delivering ongoing learning resources including leadership instruction and specialized training experiences achieved superior employee satisfaction scores. The employees embraced growth opportunities leading to stronger role confidence along with higher morale and decreased staff departure rates (Davis & Carter, 2020). Employee satisfaction increased dramatically for German organizations that implemented career development programs including mentorship initiatives together with tuition reimbursement benefits (Müller & Schmidt, 2021). Employees showed greater perception of organizational value through long-term professional advancement investments (Müller & Schmidt, 2021).

Staff development initiatives across Africa demonstrate their ability to help close skill deficiencies which leads to better employee satisfaction levels. According to Adekunle et al. (2020) employees in Nigerian organizations that provide continuous on-site training together with electronic learning resources and certification options demonstrate increased job satisfaction. The organizational development initiatives simultaneously increased employee capabilities while building their commitment to the organization (Adekunle et al., 2020). South African researchers Mokoena and Ndlovu (2021) demonstrated that when training follows individual employee needs employees become substantially more satisfied especially in healthcare and education sectors. The research evidence demonstrated that giving staffers

educational scholarships and cross-company training enhanced their work engagement levels (Mokoena & Ndlovu, 2021).

Employee satisfaction in competitive Kenyan sectors including banking and technology depends heavily on local staff development programs. Employees from Kenya showed increased satisfaction rates according to Wambua and Otieno (2021) because their employers established structured learning paths through training delivery methods such as staff workshops and seminars and digital educational programs. Workers wholeheartedly valued education-based skill development as well as performance advancement access from these programs (Wambua & Otieno, 2021). Another study by Njoroge and Kamau (2022) highlighted that staff development programs in Kenya's public sector, such as leadership training and sponsorships for higher education, greatly improved employee satisfaction. Employees reported feeling more motivated and better equipped to contribute to organizational success (Njoroge & Kamau, 2022).

In conclusion, staff development plays a pivotal role in boosting employee satisfaction by fostering growth, confidence, and a sense of value among employees. Globally, structured career development and consistent training programs significantly enhance morale and reduce turnover. Regionally in Africa, tailored and accessible training initiatives are instrumental in improving skills and satisfaction. Locally in Kenya, investments in staff development not only empower employees but also build loyalty and engagement, ultimately contributing to organizational success.

2.2.3 Employee Reward on Employee Satisfaction

Rinny, Purba and Handiman (2020) pointed out that promotion of university staff leads to their satisfaction. Promotion of employees should be based on merit and performance, rewarding those who consistently demonstrate exceptional skills, leadership qualities and contributions to the organization. Merit-based promotions not only recognize employees' achievements but also provide opportunities for career advancement and growth. Qader (2021) studied on the impact of non-cash rewards and workplace conditions on workers' job satisfaction. Offering non-monetary rewards and incentives appeals to employees' intrinsic motivations and preferences. This could include flexible work arrangements, conducive leave policy, access to exclusive company perks or personalized gifts tailored to individual interests and preferences.

Tumwet, Chepkilot and Kibet (2015) conducted a study on that focused on incentives' influence on Kenyan university employees' performance. They supported financial incentives or bonuses depending on the productivity of the team or the individual. Performance-based bonuses can be tied to achieving specific goals, exceeding targets, or demonstrating exceptional performance, providing tangible recognition for employees' efforts and contributions. Nyakaro (2016) conducted a study on effects of acknowledgment on Kenyan public university employees' dedication to their work. Implementing formal recognition programs enables universities acknowledge and celebrate employees' achievements, milestones and contributions. Recognition can come in many different ways, such as verbal compliments, rewards, certificates, or public remarks made during team meetings or business functions.

Edosomwan (2022) conducted a study that examined the link between administrative staff members' job satisfaction and their enjoyment at work. In order to express gratitude for the efforts and commitment of their staff, universities ought to plan events or activities that celebrate employee appreciation. This could involve hosting team lunches, organizing team-building outings, or arranging special celebrations to recognize important milestones or achievements. Universities need to encourage peer-to-peer recognition by putting in place policies that let staff members suggest and honor one another for exceptional work, good teamwork, or deeds of kindness. Peer recognition fosters a culture of appreciation and collaboration while empowering employees to celebrate each other's successes (Simmonds, & Dicks, 2018).

Implementing effective employee reward strategies is essential for recognizing and motivating employees, thereby enhancing job satisfaction and overall organizational performance. A study was conducted in one of the Kenyan University, Kenyatta University to evaluate the effects of recognition and awards on workers' performance in public schools (Ndungu, 2017). The study advocated for recognizing and rewarding employees for their commitment to learning and development, achievement of milestones and attainment of new skills or certifications. Recognition programs, incentives, and promotions based on merit and performance serve as motivators for employees to invest in their professional development.

There is need to recognize employees' loyalty and tenure with the organization by offering longevity rewards, such as anniversary bonuses, milestone awards, or personalized gifts commemorating their years of service (Subaie & Mekhlafi, 2021). Longevity rewards

acknowledge employees' dedication and commitment to the organization over time. Owuori, Omagwa and Anyega (2025) conducted a research conducted in the University of Nairobi on how staff performance is affected by employee welfare programs. They asserted on supporting employees' well-being and work-life balance by offering wellness programs and initiatives as rewards. This could include gym memberships, wellness stipends, mindfulness workshops, or access to employee assistance programs to support physical, mental, and emotional health.

Organizations should implement social recognition platforms or tools that enable employees to give and receive recognition in real-time, fostering a culture of continuous appreciation and feedback (Nayak, 2020). Social recognition platforms enable the recognition of accomplishments by peers, managers, and the entire organization. (Nayak, 2020) study advocated for employee input to enhance employee engagement and enjoyment. University should provide constructive feedback and developmental opportunities as rewards for employees' growth and improvement. This can entail providing training courses, coaching, or mentorship to staff members in order to assist them grow professionally inside the company and acquire new abilities. Through the use of diverse employee reward strategies, academic institutions can establish a constructive and encouraging work atmosphere that fosters motivation, engagement, and job satisfaction among staff members. This, in turn, can lead to increased retention rates and overall organizational performance.

Research indicates across different global regions that organizations experience increased employee satisfaction through rewarding staff fairly as well as sufficiently. Research conducted by Smith and Lewis (2020) within the United Kingdom demonstrated that

companies implementing both financial rewards together with non-financial recognition programs among their employee packages achieved superior satisfaction outcomes. The perception of adequate reward exposure leads employees to demonstrate higher organizational commitment while showing increased job morale (Smith & Lewis, 2020). Strategies that base employee compensation on performance achievement through profit-sharing schemes and employee stock ownership plans deliver substantial improvements to job satisfaction according to Jones and Miller's (2021) research in Canada. Productivity improved through these reward structures which simultaneously developed employee ownership and boosted organizational loyalty (Jones & Miller, 2021).

Tenant-based research in the Nigerian market demonstrates that wages connected to salary growth and scheduled wage payments drive employee satisfaction within economic uncertain industries (Okoro et al., 2020). Employees who received professional development programs alongside career growth possibilities demonstrated both higher job engagement and core post-occupation satisfaction (Okoro et al., 2020). Employee-of-the-month awards within South Africa initiated by Dlamini and Zulu (2021) demonstrated their capability to boost both employee satisfaction and morale. Research findings demonstrate that recognition programs achieved maximum effectiveness by using token rewards along with public acknowledgement (Dlamini & Zulu, 2021). Studies conducted in the Kenyan market demonstrate that performance-based recognition directly boosts employee contentment especially within market-standard competitive sectors.

Data from Wanjiku and Otieno's (2021) research shows rewards linked to team and personal metrics led to higher satisfaction levels among Kenyan banking employees. Jobsite morale

increased dramatically after employees received rewards in cash equivalent to bonuses yet flexible work structure alongside wellness programs motivated staff members to be more satisfied with their job performance. Another study by Kamau and Kinyua (2022) highlighted that in Kenya's public sector, employee satisfaction improved when transparent and fair reward practices, such as merit-based promotions and service awards, were implemented. These practices contributed to higher retention rates and reduced grievances among employees (Kamau & Kinyua, 2022).

2.2.4 Human Resource Information Systems on Employee Performance

Hussein and Hilmi (2021) discuss the efficiency and convenience HRIS that streamlines various HR processes such as payroll management, benefits administration, time tracking, and leave management. By automating these tasks and providing self-service options for employees, HRIS can improve efficiency and convenience, allowing employees to access and manage their HR-related information easily. This convenience can contribute to higher employee satisfaction as it reduces administrative burdens and simplifies HR interactions. A recent study by Gaftandzhieva and Donev (2021) reviewed implementation of data analytics to improve and optimize university processes. Use analytics and data to monitor the performance of your sourcing channels and adjust your sourcing tactics as necessary. Analyze metrics such as candidate sources, application conversion rates, time-to-fill, and quality of hires to identify which sourcing channels are yielding the best results and allocate resources accordingly. Before selecting or implementing an HRIS, there is need to consider organization's specific HR requirements, challenges and objectives. Organizations should take into account elements including the size of the company, the industry, the makeup of the

workforce, the HR procedures in place, and potential opportunities for development. Having a clear understanding of these requirements will aid in choosing the best HRIS option.

Organizations should ensure data accuracy, security and integrity within the HRIS by enforcing data validation rules, regular audits and security protocols (Abdelwahed, Mahmoud & Bdair, 2017). Role-based access controls should be put in place to limit access to sensitive data and guarantee adherence to data privacy laws, like the General Data Protection Regulation (GDPR). Update and backup data often to guard against corruption or loss. Universities ought to select an HRIS that fits their demands, objectives, and financial constraints. Evaluate different HRIS options based on their features, functionalities, scalability, user-friendliness, integration capabilities, security measures, and vendor support. Consider factors such as cloud-based and on-premises solutions, customization options, and compatibility with existing systems (Al Shobaki, Naser, Amuna & El Talla, 2017).

A study by Midiwo (2016) emphasized on the need to provide comprehensive training human resource staff and end-users on how to effectively use the HRIS platform. Organization should ensure that users understand the system's features, functionalities, and navigation, as well as best practices for data entry, reporting, and compliance. They should provide ongoing support and resources to address any questions or issues that arise. The study highlighted on how public universities can leverage the capabilities of the HRIS to automate and streamline HR processes, such as payroll, benefits administration, recruitment, onboarding, performance management, and compliance. They should configure workflows, notifications, and approval processes to minimize manual tasks, reduce errors, and improve efficiency.

Mane (2016) conducted a study on utilizing HRIS's employee self-service for human resources. According to the survey, in order to give employees the autonomy to handle their HR-related responsibilities, organizations should support employee self-service capabilities found in the HRIS. Give staff members access to functions including changing personal data, checking pay stubs, asking time off, signing up for benefits, and gaining access to training materials. Employee satisfaction is increased and HR personnel is not as burdened administratively. Data monitoring and analysis are required to ascertain the HRIS's capacity to track important HR metrics, trends, and insights (Bal, Bozkurt & Ertemsir, 2022). To find areas for improvement and make data-driven decisions, track staff turnover, engagement levels, performance ratings, training completion rates, and other pertinent data. Generate customizable reports and dashboards to communicate insights to stakeholders. For universities to remain current on patches, new releases and system updates provided by the HRIS dealers they should regularly review and optimize system configurations, workflows, and settings to accommodate changing business needs and evolving HR practices. Customize the HRIS to align with the organization's branding, policies, and processes for a more tailored user experience. By following these strategies, universities can effectively leverage HRIS to streamline HR operations, enhance user experience, improve data accuracy and security, and ultimately contribute to organizational success (Midiwo, 2016).

Tuli, Varghese and Ande (2018) focused on the Data-Driven Decision Making (DDDM) through HRIS which enables HR professionals to collect, analyze, and leverage data related to employee demographics, performance, engagement, and turnover. By using data-driven insights, HR can identify trends, opportunities and areas for improvement that impact employee satisfaction. A more positive workplace culture and higher levels of employee

satisfaction can be achieved by taking proactive measures to solve concerns and by making data-driven decisions. Ramírez and Tejada (2022) conducted a study on stakeholders' perceptions on use of HRIS in Spanish universities. The study established that HRIS can have several positive effects on employee satisfaction by improving efficiency and convenience, increasing transparency and accessibility, facilitating communication and collaboration, enhancing performance management processes, supporting career development, and enabling data-driven decision-making. By leveraging HRIS effectively, universities have the power to give their staff members a more stimulating, encouraging, and fulfilling work environment.

Modebelu and Nosike (2020) consider HRIS as a veritable tool for effective management of higher education. Employees can view personal data including pay stubs, benefit enrollment status, performance reviews, and training records via HRIS. By increasing transparency and accessibility to HR-related information, employees feel more empowered and informed about their employment status and benefits. This transparency fosters trust in the organization and contributes to higher levels of satisfaction among employees. HRIS include features for internal communication and collaboration, such as employee directories, messaging platforms, and social networking tools. These tools facilitate communication and collaboration among employees, teams, and departments, enhancing connectivity and fostering a sense of belonging within the organization. Improved communication channels can lead to higher employee satisfaction by promoting engagement, teamwork, and camaraderie among colleagues.

Johnson and Brown (2020) examined HRIS effects on employee performance through descriptive research design in Canada. Polling data from different organizations enabled researchers to document information about HRIS system components and workforce evaluation of performance effectiveness. Through their design the researchers discovered distinct HRIS system capabilities that directly enhanced employee satisfaction together with performance outcomes. Kumar and Sharma (2021) performed a quantitative study in India through structured questionnaires which gathered data from HR professionals and employees. The researchers tested the connection between HRIS adoption and essential performance measures by using statistical tools which included regression analysis.

An evaluation of HRIS implementation for performance improvement used mixed methods testing by researchers Adewale et al. (2020) in Cameroon. HRIS usage was assessed through surveys as part of the numerical study while individual interviews with HR managers provided qualitative information regarding implementation issues and benefits. The research team of Dlamini and Nkosi (2019) applied an exploratory research design to uncover HRIS system effects on performance appraisal and employee accountability practices in Botswana. This research used detailed case study analysis of newly implemented HRIS systems to understand how the technology affected worker productivity.

Through their descriptive survey Mwangi and Otieno (2021) studied how HRIS affects employee performance within private organizations in Kenya. Expedited employees and HR managers through scheduled questionnaire distribution to acquire information regarding system usage rates and staff judgements regarding transparency combined with productivity measurements. As part of their study Kamau and Wanjiru (2020) conducted case study

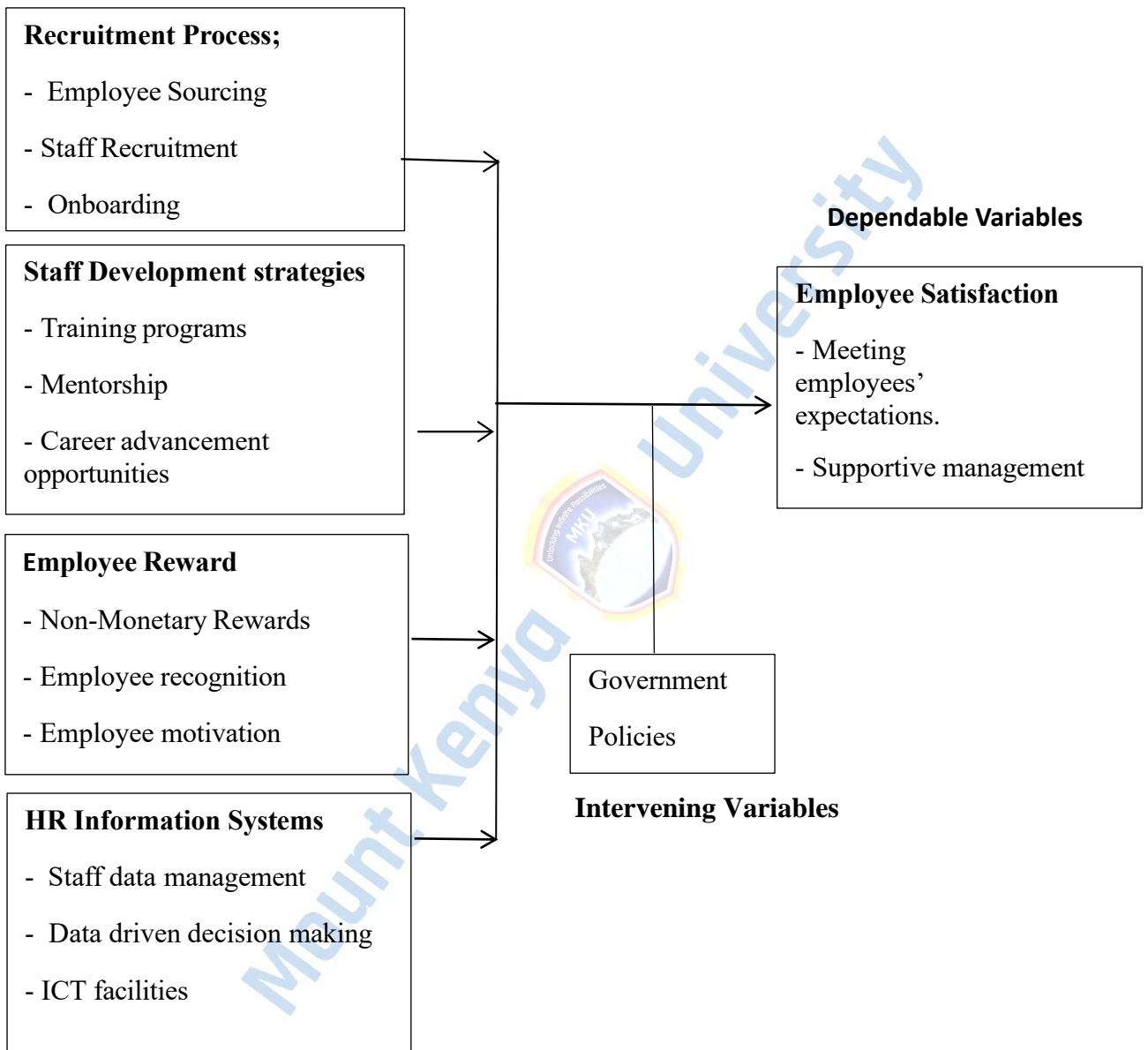
research that centered on HRIS implementation within a public sector institution. Through this design researchers conducted an in-depth analysis of how HRIS streamlined workflow operations and communication capabilities leading to better performance outcomes.

HRIS often include modules for performance management, such as goal setting, performance evaluations, and feedback mechanisms (Midiwo, 2016). By providing a centralized platform for performance management activities, HRIS enable more consistent and transparent performance evaluations, fairer assessments, and clearer feedback for employees. Employee satisfaction and motivation to achieve at their highest level are more likely when they believe that their performance is assessed honestly and accurately. Career development features offered by HRIS include tools for career planning, succession planning features, and resources for training and development. HRIS supports employees' professional development and promotion within the company by giving them access to resources and chances for career development. Employees are more likely to be content and dedicated to their long-term career goals when they believe that the company supports their professional development.

2.3 Conceptual Framework

The study will be guided by the following conceptual framework;

Independent Variables



Source: Researcher (2024)

Figure 2: Conceptual Framework

The independent variables will be human resource management practices that will comprise of recruitment process, staff development, employee reward and HR information systems.

The dependent variable will be employee satisfaction that will focus on meeting employees' expectations, supportive management, work-life balance and conducive work environment.

2.4 Recap of Literature Review

Research across various global regions demonstrates consistent patterns in how human resource practices influence employee satisfaction, though with notable regional variations and contextual differences. This analysis compares findings from multiple studies to identify similarities, differences, and trends in the relationship between HR practices and employee satisfaction.

Across developed economies, organizations implementing structured and transparent HR practices consistently report higher employee satisfaction levels. In the United States, companies with clear job specifications, efficient communication, and prompt performance feedback demonstrate enhanced employee satisfaction (Chapman & Webster, 2021). Similarly, German organizations leveraging advanced recruitment tools show improved job seeker perceptions and subsequent satisfaction (Meyer & Schmidt, 2021), while UK companies implementing both financial and non-financial recognition programs achieve superior satisfaction outcomes (Smith & Lewis, 2020).

African studies present comparable findings with contextual nuances. Nigerian research shows equitable hiring methods combined with inclusivity and transparency directly increase engagement and job happiness (Adewale et al., 2019), while continuous on-site training and e-learning resources significantly increase job satisfaction (Adekunle et al., 2020). South African studies demonstrate improved satisfaction when training follows individual employee needs, especially in healthcare and education sectors (Mokoena & Ndlovu, 2021),

and when recognition programs like employee-of-the-month awards include both token rewards and public acknowledgment (Dlamini & Zulu, 2021).

Kenyan research reveals market-specific patterns. Organizations aligning candidate abilities to job performance needs report higher contentment and productivity (Wanjiku & Otieno, 2020), while performance-based recognition directly boosts satisfaction in competitive sectors. Studies show that employee dedication increases with transparent recruitment communications (Wanjiku & Otieno, 2020), and equitable candidate selection improves contentment and reduces turnover in the public sector (Kamau & Kinyua, 2021). Banking sector employees show increased satisfaction when rewards link to team and personal metrics (Wanjiku & Otieno, 2021), while public sector satisfaction improves with transparent reward practices like merit-based promotions (Kamau & Kinyua, 2022).

Effective recruitment and onboarding strategies share common elements across regions, including multiple recruitment channels (Suwanto & Subyantoro, 2019), building talent pools (De Smet et al., 2022), employee referral programs (Friebel et al., 2023), and targeted outreach to passive candidates (Brymer et al., 2019). Global studies consistently show that structured, transparent recruitment positively impacts satisfaction, though implementation varies by context. While western organizations emphasize technological efficiency in recruitment systems, African studies highlight the importance of equity, inclusivity, and transparency in hiring processes as key satisfaction drivers.

Onboarding practices demonstrate remarkable consistency across studies. Elements such as well-defined onboarding strategies (Linkovesi, 2019), pre-boarding preparation (Tarallo,

2021), comprehensive training (Glaudell, 2021), and transparent communication (Zaeske, 2019) universally contribute to employee satisfaction regardless of region or industry, suggesting these are fundamental rather than contextual requirements.

Research on staff development reveals both consistencies and variations in how development practices impact satisfaction. Universally effective approaches include organized training courses (Bingwa & Ngibe, 2021), mentorship and coaching (Zehra et al., 2023), job rotation and cross-training (Ninan et al., 2019), and individualized development plans (Mahdzir et al., 2021). However, regional differences emerge in implementation and emphasis. Western organizations tend to focus on leadership development (Davis & Carter, 2020) and career advancement programs (Müller & Schmidt, 2021), while African studies emphasize closing skill deficiencies through continuous on-site training (Adekunle et al., 2020) and tailored individual approaches (Mokoena & Ndlovu, 2021). Kenyan research specifically highlights structured learning paths in competitive sectors like banking and technology (Wambua & Otieno, 2021) and leadership training in the public sector (Njoroge & Kamau, 2022), suggesting development practices are shaped by both regional context and sector-specific needs.

Comparative analysis of employee rewards reveals consistent principles with varied applications across regions. Merit-based promotions (Rinny et al., 2020), non-cash rewards (Qader, 2021), performance-based incentives (Tumwet et al., 2015), and formal recognition programs (Nyakaro, 2016) universally impact satisfaction positively. However, the most effective reward mechanisms vary significantly by region and economic context. In developed economies, combined financial and non-financial recognition programs (Smith &

Lewis, 2020) and ownership-based rewards like profit-sharing (Jones & Miller, 2021) show strong satisfaction outcomes. Nigerian research emphasizes regular salary growth and scheduled payments in economically uncertain contexts (Okoro et al., 2020), while South African studies highlight public recognition's importance (Dlamini & Zulu, 2021). Kenyan findings show sector-specific patterns, with performance-linked rewards effective in banking (Wanjiku & Otieno, 2021) and transparent practices crucial in public sectors (Kamau & Kinyua, 2022), demonstrating how economic conditions and sector characteristics influence reward effectiveness.

Human Resource Information Systems (HRIS) research shows technological implementation varies widely while underlying principles remain consistent. Studies agree that HRIS positively impacts satisfaction through streamlined processes (Hussein & Hilmi, 2021), data analytics for decision-making (Gaftandzhieva & Donev, 2021), enhanced data security (Abdelwahed et al., 2017), and employee self-service capabilities (Mane, 2016). However, implementation approaches and sophistication levels differ significantly across regions and sectors. Canadian research identifies specific HRIS capabilities that enhance satisfaction (Johnson & Brown, 2020), while Indian studies establish statistical connections between HRIS adoption and performance measures (Kumar & Sharma, 2021). African research focuses more on implementation challenges and benefits (Adewale et al., 2020), particularly in specific contexts like performance appraisal (Dlamini & Nkosi, 2019). Kenyan studies examine both private sector applications (Mwangi & Otieno, 2021) and public sector implementations (Kamau & Wanjiru, 2020), suggesting varying adoption levels and approaches based on organizational capacity and needs.

2.5 Critique of Literature

Existing literature demonstrates varying degrees of relevance to the research objectives concerning human resource management practices and employee satisfaction in public universities. Regarding the first objective on recruitment processes, previous studies have provided limited insights specific to the Kenyan university context. While Chapman and Webster (2021) and Meyer and Schmidt (2020) offer valuable perspectives on recruitment practices in Western university settings, their applicability to Kenyan institutional contexts remains questionable due to structural, cultural, and resource differences. Muma et al. (2018) examined recruitment strategies in Kenyan universities but focused predominantly on performance outcomes rather than satisfaction dimensions. Wanjiku and Otieno (2020) investigated recruitment transparency in Kenyan organizations but provided limited analysis of university-specific dynamics. This literature gap necessitates more targeted research examining how recruitment processes specifically shape satisfaction within Kenyan public universities, considering unique contextual factors such as ethnic balancing requirements, public service commission regulations, and resource constraints that influence selection and onboarding practices.

Literature relevant to the second objective on staff development demonstrates more substantial progression but reveals contextual limitations. Davis and Carter (2020) and Müller and Schmidt (2021) document comprehensive development approaches in Western universities, but their financial and technological assumptions exceed Kenyan institutional capacities. Tabassum and Rafiq (2021) provide valuable insights from Pakistani universities, offering more relevant contextual parallels, but their analysis emphasizes operational rather than satisfaction outcomes. Wanjiku (2016) examined development practices in Kenyan

organizations but offered limited analysis of how structural constraints in public universities affect implementation effectiveness. Notable gaps include insufficient examination of how resource constraints impact development program design, limited analysis of development initiative accessibility across different employee categories, and inadequate investigation of how cultural factors influence mentoring relationships in Kenyan academic contexts. These limitations necessitate more targeted research examining the relationship between staff development initiatives and satisfaction within Kenya's specific higher education environment.

Literature addressing the third objective on employee rewards reveals significant theoretical and contextual limitations. Jones and Miller (2021) examine performance-based compensation in Western university contexts where institutional autonomy permits compensation flexibility absent in Kenyan public universities. Nyakaro (2016) investigated recognition practices in Kenyan public universities but emphasized organizational commitment rather than satisfaction dimensions. Tumwet et al. (2015) examined performance incentives in Kenyan universities but focused primarily on productivity metrics without examining experiential dimensions of reward systems. Ndungu (2017) provided valuable insights regarding compensation challenges in Kenyan public universities but offered limited analysis of how alternative reward mechanisms might address structural constraints. Significant gaps include inadequate examination of non-monetary recognition practices under financial constraints, limited investigation of reward equity perceptions across different employee categories, and insufficient analysis of how centralized compensation policies affect institutional reward flexibility. These limitations necessitate

research that examines both monetary and non-monetary reward practices within Kenya's unique public university compensation framework.

Literature relevant to the fourth objective on human resource information systems reveals the most substantial research gaps. Johnson and Brown (2020) documented HRIS implementations in Western university contexts with technological infrastructure and technical expertise exceeding Kenyan institutional realities. Midiwo (2016) examined HRIS applications in Kenyan organizations but provided limited analysis of university-specific implementation challenges. Mwangi and Otieno (2021) investigated HRIS impacts on employee perceptions in Kenyan private organizations but their findings offer limited transferability to public university contexts with different governance structures and legacy systems. Significant gaps include insufficient examination of HRIS accessibility challenges in resource-constrained environments, limited analysis of how technological limitations affect system functionality, inadequate investigation of training requirements for effective implementation, and minimal exploration of how system design affects user acceptance across diverse employee demographics. These substantial limitations necessitate research examining how HRIS implementations specifically influence satisfaction within Kenyan public universities, considering their unique technological contexts, infrastructure limitations, and capacity constraints.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the approaches and techniques that the research will deploy when carrying out the study. The chapter contains the research methodology and research design that the study will embrace. The study population is presented as well as the sample size that will be used to represent the entire population. Research instruments are also discussed and explanation given on how they will be tested for validity and reliability through a pilot study. The chapter also explains how the researcher will collect and analysis data as well as the ethical considerations that will be adhered to when carrying out the study.

3.1 Research Methodology

The study used quantitative research approach to accomplish triangulation in research methodology is the process of studying a phenomenon using a variety of data sources, techniques, hypotheses, or researchers (Dzwigol, 2022). The purpose of triangulation is to enhance the validity and reliability of research findings by corroborating evidence from different angles or perspectives. This research methodology was a valuable strategy as it will promote rigor, validity, and reliability by leveraging multiple approaches to studying complex phenomena. Post-positivism research paradigm will be adopted by putting puts into consideration that that the targeted public universities in the study area have established human resource management practices despite the challenges and constraints that they operate in. Post-positivism emphasizes the importance of being objective and minimizing biases, critically examining a phenomenon through systematic inquiry (Maksimovic & Evtimov, 2023).

3.2 Research Design

It is necessary to have a research design in place before beginning any research project in order to ensure that the findings apply to the current economic climate (Dzwigol, 2022). Research design is the blueprint for collecting required data and methods of carrying out the necessary statistical analysis to find solutions to the problem identified and the study's objectives. A descriptive survey design was employed in conducting this study. This design was suitable as it discovers and measures cause-and-effect relationships among variables. Such a study strategy is appropriate here since a complete understanding of the issue is necessary before its resolution (Dzwigol, 2022).

3.3 Location of Study

Nakuru County, located in the wider Rift Valley Region in Kenya. The county has emerged as a significant education hub in recent years, attracting students and educators from various parts of the country and beyond. Nakuru County's emergence as an education hub reflects its commitment to promoting education, skills development and research opportunities. The diverse educational institutions, supportive infrastructure, strategic location and cultural richness make Nakuru an increasingly important center for academic excellence and innovation in Kenya. There are public universities as well as constituent campuses making it an ideal location for a study to examine the effects of human resource management practices on the employee satisfaction.

3.4 Target Population

The researcher targeted all the 4 public university universities in Nakuru County. The study targeted public university employees that include both the academic and non-academic. The

staff members will be the primary subjects. The distribution of the sample size is presented in Table 1 below.

Table 1: Target Population

University	Non-Academic	Academic	Total Employees
Egerton University	802	436	1,238
JKUAT	40	16	56
Kenyatta University	14	8	22
University of Nairobi	3	11	14
Total	859	471	1,330

Source: Various Universities

3.5 Sample Size and Sampling procedures

The researcher will employ a scientific approach to determine the sample size that will be a good representation of the whole population. Yamane formula as guided by Uakarn, Chaokromthong and Sintao (2021). The Yamane Formular is shown below;

N

$$n = 1 + Ne^2$$

Where;

N = Target population (1,330 public university staff) e =

Acceptable Margin of Error (5 %)

After replacing values, the formula becomes;

1,330

$$n = 1 + 1,330 (0.05)^2 = 308$$

After computation, the sample size becomes 308 employees in public universities in Nakuru County.

The study embraced multi-stage sampling techniques. First, the target population was clustered in each of the 4 targeted public universities. In every cluster, the employees were further selected using stratified sampling technique by sub-dividing categorically into academic and non-academic. In every stratum, the respondents was selected using Simple Random Sampling (SRS) to ensure that they are representative without biasness. The sample size distribution is shown in Table 2 below.

Table 2: Sample Size Distribution

University	Target Population	Academic	Non-Academic	Sample
Egerton University	1,238	157	85	242
JKUAT	56	28	11	39
Kenyatta University	22	10	5	15
University of Nairobi	14	3	9	12
Total	1,330	197	111	308

Source: Various Universities

3.6 Research Instruments

Since the study is cross-sectional research, data will be gathered from different target population using relevant approaches. Data from the university staff was collected using questionnaires that was semi-structured. The questionnaire was formulated to gather feedback for all study variables in a 5 Likert Scale in an ascending order. Questionnaires

enabled the researcher gather feedback from a large sample within a short-time, easy to comprehend questions for university staff, enabling anonymity and confidentiality. In addition, data gathered using questionnaires is easy to analyze (Dzwigol, 2022).

3.7 Pilot Testing

Before the commencement of the actual data collection, the research carried out a pilot study public university in Kiambu County which is outside the study region. Kiambu County was selected due to its proximity and homogeneity to Nakuru County as an ideal region for the pilot study. A sample of 30 university staff which is 10 % of the study sample were selected.

3.7.1 Reliability of Research Instruments

Research instruments are required to be able to gather responses that are consistent over a wide range of respondents and in different time intervals. Data gathered from the pilot study were analyzed using Cronbach reliability test with an Alpha threshold of 0.7 (Kennedy, 2022). Items that scored more than 0.7 were considered to be reliable and fit for further analysis while those below were revised to make them more specific in attempt to increase their reliability.

3.7.2 Validity of Research Instruments

The ability of research instruments to gather the relevant information in line with the study objectives is referred to as validity (Erlinawati & Muslimah, 2021). The researcher consulted the research supervisor as well as scholars in the university to determine the validity of the research instruments. Construct validity ensured that the instruments are well formatted and structured. On the other hand, the content validity were confirmed to be able to gather the needed information.

3.8 Data Collection Procedures

Before the commencement of data collection, the research sought clearance from the universities' Ethical Clearance Committee (ERC) and subsequently from the National Commission for Science, Technology, and Innovation (NACOSTI). The researcher visited the four public universities and booked appointments with the human resource managers for face-to-face interviews. Questionnaires were issued to the sampled staff members and collected after 30 minutes once they were duly filled.

3.9 Data Analysis

The study was expected to yield both qualitative data from interview schedules and quantitative data from questionnaires. For the qualitative data, the researcher used content analysis to categorize the respondents' opinions thematically according to the research objectives. Quantitative data was first keyed into Microsoft Excel and then cleaned to reduce errors. The datasets were subsequently transferred into the Statistical Package for Social Sciences (SPSS) version 25 for analysis. The study findings were summarized using descriptive statistics and presented in tables and charts. Inferential statistics, namely Chi-square, correlation, and regression, were employed to test the significance of the relationship between the study variables at a 5% level of significance. Data analysis was guided by the following multiple regression model;

$$Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + e$$

Where;

Y = Employee Satisfaction

X1 = Recruitment Process

X2 = Staff Development

- X3 = Employee Reward
- X4 = Human Resource Information Systems
- β_1, \dots, β_4 = Regression Coefficients
- e = Error terms

3.10 Ethical Consideration

The researcher conducted herself professionally and with decorum while carrying out the study. First, permission was sought from ERC and NACOSTI. Respondents were treated with respect, and informed consent was obtained before engaging them. Feedback was handled with anonymity and confidentiality, and the report was used solely for academic purposes.



CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis and interpretation of data gathered from public universities in Nakuru County, Kenya, concerning the influence of human resource management practices on employee satisfaction. The chapter begins with an examination of the response rate followed by demographic information of the respondents. Reliability and validity of the research instruments are assessed to ensure the data's credibility. Statistical assumptions for regression analysis are then tested, followed by descriptive and inferential statistics for each study variable. The chapter concludes by analyzing the relationships between the independent variables (recruitment process, staff development, employee reward, and human resource information systems) and the dependent variable (employee satisfaction) using correlation and regression techniques, with findings interpreted in context of the research objectives and existing literature.

4.2 Response Rate

The questionnaire return rate represents the proportion of questionnaires that were completed and returned relative to the total number distributed. Table 3 presents the sample size, number of returned questionnaires, and the corresponding response rate.

Table 3; Questionnaire Return Rate

Sample Size	Responses Received	Response Rate
365	308	84.4%

Source: Field 2025

As shown in Table 3, out of 365 questionnaires distributed to employees of public universities in Nakuru County, 308 were completed and returned, resulting in a response rate of 84.4%. According to Baruch and Holtom (2008), a response rate of 80% or higher is considered excellent for organizational research, particularly for studies conducted through direct administration of instruments. The achieved response rate of 84.4% exceeds this threshold, indicating a highly representative sample.

Fincham (2008) asserts that high response rates minimize the risk of non-response bias and increase the statistical power of the analysis. The current response rate of 84.4% suggests that the data collected adequately represents the target population, enhancing the external validity of the findings. Moreover, Nulty (2008) emphasizes that response rates above 80% provide sufficient confidence that the findings can be generalized to the broader population from which the sample was drawn. Therefore, the achieved response rate in this study is deemed adequate for reliable statistical analysis and meaningful interpretation of the results.

4.3 Reliability and Validity of Instruments

This section presents the results of reliability and validity tests conducted to ensure the research instruments met acceptable standards for scientific research. Reliability tests

measured the internal consistency of the instruments, while validity tests assessed whether the instruments measured what they were intended to measure.

4.3.1 Reliability Analysis of Instruments

Reliability analysis was conducted using Cronbach's alpha coefficient to assess the internal consistency of the questionnaire items for each study variable. Table 4 presents the reliability analysis results.

Table 4: Reliability Analysis

Construct	Number of Items	Cronbach's Alpha	Cronbach alpha greater or equal to 0.7?
Recruitment Process	10	0.823	Yes
Staff Development	12	0.827	Yes
Employee Reward	13	0.781	Yes
Human Resource Information Systems	11	0.731	Yes
Employee Satisfaction	10	0.784	Yes

Source: Field 2025

As indicated in Table 4, the Cronbach's alpha coefficients for all the study variables were above the recommended threshold of 0.7, with Recruitment Process ($\alpha=0.823$), Staff Development ($\alpha=0.827$), Employee Reward ($\alpha=0.781$), Human Resource Information Systems ($\alpha=0.731$), and Employee Satisfaction ($\alpha=0.784$). According to Hair et al. (2019), a Cronbach's alpha coefficient of 0.7 or higher indicates good internal consistency reliability. The results suggest that all scales used in this study demonstrated acceptable reliability.

The high reliability coefficients observed in this study indicate that the items measuring each construct were internally consistent and therefore suitable for further analysis. According to Heumann et al. (2023), high reliability ensures that measurement error is minimized, leading to more accurate estimations of relationships between variables. The reliability results for the recruitment process and staff development variables were particularly strong (above 0.82), suggesting that these scales had excellent internal consistency. As noted by Ho (2023), such high reliability values indicate that the items within these scales consistently measured the same underlying construct, enhancing confidence in the findings related to these variables.

Moreover, the satisfactory reliability coefficients across all variables suggest that the questionnaire was well-designed and properly adapted to the context of public universities in Kenya. Gordon (2023) emphasizes that reliability values exceeding 0.7 are particularly important in organizational research where multiple constructs are being assessed simultaneously. The current reliability results therefore provide a solid foundation for the subsequent analyses and interpretations presented in this chapter, as they indicate that the measurement instruments were sufficiently precise and consistent in capturing the constructs under investigation.

4.3.2 Validity of Instruments

Content validity was assessed using the Scale-Content Validity Index (S-CVI) to determine the extent to which the instruments adequately covered the domains they were intended to measure. Table 5 presents the content validity results.

Table 5: Content Validity Index (CVI) Results

Construct	Number of Items	S-CVI	S-CVI greater or equal to 0.8?
Recruitment Process	10	0.92	Yes
Staff Development	12	0.96	Yes
Employee Reward	13	0.92	Yes
Human Resource Information Systems	11	0.92	Yes
Employee Satisfaction	10	1.00	Yes

Source: Field 2025

As shown in Table 5, the Scale-Content Validity Index (S-CVI) values for all constructs exceeded the recommended threshold of 0.8, with Recruitment Process (S-CVI=0.92), Staff Development (S-CVI=0.96), Employee Reward (S-CVI=0.92), Human Resource Information Systems (S-CVI=0.92), and Employee Satisfaction (S-CVI=1.00). According to Polit and Beck (2023), an S-CVI value of 0.8 or higher indicates excellent content validity. The results suggest that all instruments used in this study demonstrated strong content validity.

The high content validity indices observed across all variables indicate that the research instruments comprehensively represented the constructs they were designed to measure. According to Hinton et al. (2023), high content validity enhances the credibility of research findings by ensuring that the measurement instruments adequately cover all relevant aspects of the constructs under investigation. The exceptionally high S-CVI value for Employee Satisfaction (1.00) suggests perfect agreement among expert judges regarding the relevance

of items measuring this construct, providing strong confidence in the instrument's ability to capture the intended domain.

The strong content validity findings in this study complement the reliability results, providing comprehensive evidence of the psychometric quality of the research instruments. As emphasized by Yockey (2023), both reliability and validity are essential properties of measurement instruments, with high values in both aspects suggesting that the instruments are not only consistent but also accurately measure the intended constructs. The current validity results therefore further strengthen the foundation for the subsequent analyses and interpretations presented in this chapter, as they indicate that the measurement instruments adequately captured the full conceptual domain of each variable under investigation, minimizing construct-irrelevant variance and enhancing the overall quality of the data collected.

4.4 Demographics

Understanding the demographic profile of respondents is essential as it provides context for interpreting the study's findings and helps assess the representativeness of the sample. This section presents analyses of respondents' gender, age, staff category, academic qualifications, years of service, and departmental deployment to establish a comprehensive profile of the study participants.

4.4.1 Gender Distribution of Respondents

Gender distribution was analyzed to assess the representation of male and female employees in the sample. Table 6 presents the findings on gender distribution among the respondents.

Table 6: Respondents Distribution by Gender

Gender	Frequency	Percent
Male	152	49.4
Female	156	50.6
Total	308	100.0

Source: Field 2025

As shown in Table 6, the gender distribution among respondents was nearly balanced, with females constituting 156 (50.6%) and males 152 (49.4%) of the total respondents. According to Saunders, Lewis, and Thornhill (2009), a balanced gender representation enhances the comprehensiveness of the data collected and minimizes gender-based response bias. The relatively equal representation of both genders in the current study suggests that the findings reflect perspectives from a gender-balanced workforce.

The gender distribution observed aligns with the findings of Wanjiku and Otieno (2020), who reported that Kenyan public universities have made significant progress in achieving gender parity in employment. This balanced representation is crucial because, as noted by Okoro et al. (2020), gender diversity in organizational settings can influence perceptions of human resource management practices and resultant satisfaction levels. Furthermore, the near-equal gender distribution observed in this study allows for more reliable generalizations about employee satisfaction across genders in public universities within Nakuru County, which

aligns with best practices in human resource research (Kumar & Sharma, 2021; Smith & Lewis, 2020).

4.4.2 Age Distribution of Respondents

The age distribution of respondents was analyzed to understand the generational composition of the workforce in the universities studied. Table 7 presents the age distribution findings.

Table 7: Respondents Distribution by Age

Age (years)	Frequency	Percent
18-30	63	20.5
31-40	100	32.5
41-50	90	29.2
Above 51	55	17.8
Total	308	100.0

Source: Field 2025

As indicated in Table 7, the majority of respondents (100, 32.5%) were aged between 31-40 years, followed by those aged 41-50 years (90, 29.2%), 18-30 years (63, 20.5%), and above 51 years (55, 17.8%). According to Creswell and Creswell (2018), understanding the age distribution in organizational research provides insights into generational perspectives that may influence response patterns. The current distribution shows a concentration in the middle

age brackets, suggesting a workforce with a balanced mix of experience and potential career longevity.

The age distribution observed in this study reflects a workforce predominantly in their productive years, with over 60% of respondents between 31-50 years. This finding aligns with Müller and Schmidt's (2021) assertion that university workforces in developing economies tend to have a substantial middle-aged component due to the specialized nature of academic and administrative roles. The relatively lower representation of younger employees (18-30 years) may indicate challenges in recruitment and retention of fresh talent in the university sector, a concern highlighted by Adewale et al. (2019) in their study of Nigerian universities. The presence of employees across all age brackets, however, suggests an intergenerational workforce that can benefit from diverse perspectives in implementing human resource management practices. As noted by Johnson and Carter (2021), age diversity within universities can influence preferences for different types of HR interventions, particularly in areas of staff development and reward systems, which are key variables in the current study.

4.4.3 Distribution by Staff Category

Respondents were categorized based on their employment status as either academic or non-academic staff to understand the representation of different staff categories. Table 8 presents the distribution by staff category.

Table 8: Respondents Distribution by Staff Category

Staff Category	Frequency	Percent
Academic	140	45.5
Non-Academic	168	54.5
Total	308	100.0

Source: Field 2025

As shown in Table 8, non-academic staff constituted the majority of respondents at 168 (54.5%), while academic staff accounted for 140 (45.5%) of the participants. According to Saunders et al. (2009), capturing diverse organizational roles in research samples enhances the comprehensiveness of the findings, particularly in institutions with distinct employee classifications. The distribution observed suggests a relatively balanced representation of both staff categories, allowing for meaningful comparison of perspectives.

The staff category distribution in this study reflects the typical composition of public universities in Kenya, as documented by Kamau and Kinyua (2021), who observed that non-academic staff often slightly outnumber academic staff in these institutions. This balanced representation is crucial for the current study because, as noted by Adekunle et al. (2020), academic and non-academic staff may experience human resource practices differently due to variations in their job roles, career paths, and performance metrics. Furthermore, Mokoena and Ndlovu (2021) found that satisfaction with HR practices such as recruitment, development, and reward systems often varies significantly between academic and non-academic university employees. The relatively balanced representation of both categories in the current sample therefore allows for a comprehensive assessment of how HR practices influence satisfaction across different university staff segments, contributing to the

robustness of the findings and their applicability to university HR policy development (Tabassum & Rafiq, 2021).

4.4.4 Distribution by Academic Qualification

Analysis of respondents' academic qualifications was conducted to understand the educational profile of the workforce. Table 9 presents the distribution of respondents by their highest academic qualification.

Table 9: Respondents Distribution by Academic Qualification

Academic Qualification	Frequency	Percent
Diploma	50	16.2
Bachelor's Degree	170	55.2
Master's Degree	72	23.4
Doctorate	16	5.2
Total	308	100.0

Source: Field 2025

As indicated in Table 9, the majority of respondents (170, 55.2%) held Bachelor's degrees, followed by those with Master's degrees (72, 23.4%), Diploma holders (50, 16.2%), and Doctorate holders (16, 5.2%). According to Creswell and Creswell (2018), educational qualifications can influence respondents' perceptions and expectations regarding organizational practices, particularly in knowledge-intensive sectors like higher education. The distribution observed suggests a highly educated workforce, with over 83% possessing at least a Bachelor's degree.

The predominance of Bachelor's degree holders in the current sample aligns with findings by Wambua and Otieno (2021), who observed that a significant proportion of administrative and

support staff in Kenyan public universities typically possess undergraduate qualifications. The relatively high proportion of postgraduate degree holders (28.6% combined Master's and Doctorate) reflects the specialized nature of university employment, particularly for academic positions, as noted by Tabassum and Rafiq (2021). This educational profile has important implications for the current study because, as Meyer and Schmidt (2020) assert, employees with higher educational qualifications often have different expectations regarding human resource management practices, particularly in areas of career development, autonomy, and recognition. Furthermore, Dlamini and Zulu (2021) found that education levels can moderate the relationship between HR practices and employee satisfaction, with more educated employees showing greater sensitivity to the quality and sophistication of HR interventions. The diverse educational profile captured in the current sample therefore allows for examining how HR practices might differentially impact satisfaction across various educational segments within the university workforce.

4.4.5 Distribution by Years of Service

Respondents' length of service in their respective universities was analyzed to understand the experience profile of the workforce. Table 10 presents the distribution by years of service.

Table 10: Respondents Distribution by Years of Service

Years of Service	Frequency	Percent
0-5 years	120	39.0
6-10 years	90	29.2
11-15 years	56	18.2
Above 16 years	42	13.6
Total	308	100.0

Source: Field 2025

As shown in Table 10, the largest proportion of respondents (120, 39.0%) had served for 0-5 years, followed by those who had served for 6-10 years (90, 29.2%), 11-15 years (56, 18.2%), and above 16 years (42, 13.6%). According to Saunders et al. (2009), length of service provides insights into organizational stability and the potential effects of organizational socialization on employee perceptions. The current distribution suggests a relatively young workforce in terms of institutional experience, with over two-thirds of respondents having served for 10 years or less.

The predominance of employees with shorter tenure (0-5 years) in the current sample aligns with observations by Njoroge and Kamau (2022), who noted increased recruitment activities in Kenyan public universities over the past decade due to expansion and the establishment of new campuses. This finding has significant implications for the current study because, as Davis and Carter (2020) assert, employees at different career stages and with varying organizational tenure may respond differently to human resource management practices. The substantial representation of newer employees suggests a workforce that has been exposed to more recent HR innovations and recruitment practices, potentially influencing their satisfaction levels differently compared to longer-serving employees. Furthermore, Jones and Miller (2021) found that the relationship between HR practices and employee satisfaction often evolves with tenure, with newer employees typically showing greater sensitivity to recruitment and onboarding processes, while longer-serving employees may place greater emphasis on career development and reward systems. The diverse tenure profile captured in the current sample therefore provides an opportunity to examine how HR practices might influence satisfaction across different service-length segments within the university workforce, contributing to more nuanced policy recommendations.

4.5 Descriptive Statistics

This section presents descriptive statistics for each study variable to provide insights into the central tendencies, dispersion, and distribution patterns of the data. The variables are analyzed using frequencies, percentages, means (M), and standard deviations (SD) to assess respondents' perceptions regarding human resource management practices and employee satisfaction in public universities in Nakuru County. For interpretation, mean scores on the 5-point Likert scale are categorized as follows: 1.00-1.50 (Very Low/Strongly Disagree), 1.51-2.50 (Low/Disagree), 2.51-3.50 (Moderate/Neutral), 3.51-4.50 (High/Agree), and 4.51-5.00 (Very High/Strongly Agree). Each variable is examined in detail in a separate subsection.

4.5.1 Recruitment Process

Recruitment process was measured using ten indicators that assessed various aspects of employee sourcing, selection, and onboarding in public universities. Table 11 presents the detailed descriptive statistics for the recruitment process variable, including frequencies and percentages for each response category.

Table 11: Descriptive Statistics for Recruitment Process

Statements	SD Freq. %	D Freq. %	NS Freq. %	A Freq. %	SA Freq. %	Mean	Std.Dev
There is effective employee sourcing involves identifying and attracting qualified candidates for job vacancies	14 4.5%	39 12.7%	52 16.9%	125 40.6%	78 25.3%	3.69	0.921
The university apply multiple channels of sourcing employees so	18 5.8%	45 14.6%	63 20.5%	133 43.2%	49 15.9%	3.48	0.853

Statements	SD Freq. %	D Freq. %	NS Freq. %	A Freq. %	SA Freq. %	Mean	Std.Dev
as to attract different types of candidates							
Talent pools are cultivated through networking events, career fairs, online communities, and previous recruitment efforts	23 7.5%	52 16.9%	70 22.7%	115 37.3%	48 15.6%	3.37	0.937
There are employee referral programs where current employees are encouraged to refer qualified candidates for open positions	32 10.4%	64 20.8%	76 24.7%	103 33.4%	33 10.7%	3.13	1.076
The university invests in a strong employer brand that showcases their organization's culture, values and employee value proposition	12 3.9%	35 11.4%	43 14.0%	142 46.1%	76 24.7%	3.76	0.845
The university engages with professional associations and corporates to connect with potential candidates who are actively engaged in their profession	20 6.5%	48 15.6%	67 21.8%	118 38.3%	55 17.9%	3.45	0.889
There is effective onboarding where new employees are introduced to the universities policies, procedures, and team members	10 3.2%	28 9.1%	39 12.7%	153 49.7%	78 25.3%	3.85	0.763

Statements	SD Freq. %	D Freq. %	NS Freq. %	A Freq. %	SA Freq. %	Mean	Std.Dev
There is effective manager welcome to let new employees know what is expected of them	15 4.9%	42 13.6%	56 18.2%	132 42.9%	63 20.5%	3.60	0.842
Coworkers welcome new employees and orient them with the routines in the deployed department/section	8 2.6%	22 7.1%	35 11.4%	165 53.6%	78 25.3%	3.92	0.719
There is ongoing support and facilitation to new employees	17 5.5%	40 13.0%	53 17.2%	139 45.1%	59 19.2%	3.59	0.887
Average						3.58	0.873

Source: Field 2025

As shown in Table 11, the overall mean score for recruitment process was 3.58 (SD=0.873), indicating that respondents generally agreed with statements about the effectiveness of recruitment practices in their institutions. According to South et al. (2022), mean scores between 3.51 and 4.50 on a 5-point Likert scale indicate high agreement or positive perception. The standard deviation of 0.873 suggests moderate agreement among respondents. Brown (2011) indicates that standard deviations between 0.76 and 1.25 on 5-point Likert scales represent moderate consensus among respondents.

The highest-rated aspect of recruitment process was "Coworkers welcome new employees and orient them with the routines in the deployed department/section" (M=3.92, SD=0.719), with a substantial 78.9% of respondents (53.6% agreeing and 25.3% strongly agreeing) endorsing this practice. Only 9.7% disagreed (2.6% strongly disagreeing and 7.1%

disagreeing), with 11.4% uncertain. The strong mean score coupled with a relatively low standard deviation suggests that peer-based orientation is a consistent strength in the recruitment processes of the universities studied. This finding aligns with Hall-Jones' (2018) assertion that peer integration plays a crucial role in successful employee onboarding within academic institutions. The formalized welcome from existing employees creates a sense of belonging for new hires, which Cesario and Chambel (2019) identified as a key factor in early job satisfaction and organizational commitment. The relatively high rating for this aspect suggests that universities in Nakuru County have succeeded in fostering collegial environments where existing employees actively participate in the integration of new colleagues, creating social networks that Chapman and Webster (2021) found to be critical for employee retention in knowledge-intensive organizations.

"Effective onboarding where new employees are introduced to the universities policies, procedures, and team members" also received a high rating ($M=3.85$, $SD=0.763$), with 75.0% of respondents expressing agreement (49.7% agreeing and 25.3% strongly agreeing). Only 12.3% disagreed (3.2% strongly disagreeing and 9.1% disagreeing), with 12.7% uncertain. This finding suggests that formal onboarding processes are relatively well-established in the sampled universities. According to Tarallo (2021), structured onboarding significantly influences new employees' ability to quickly adapt to organizational expectations and perform effectively. The moderate standard deviation indicates reasonable consistency in respondents' experiences with onboarding processes. The strength of onboarding practices observed in this study supports Glauddell's (2021) argument that higher education institutions typically place substantial emphasis on formal orientation programs due to their complex governance structures and specialized roles. The finding also aligns with research by Wanjiku

and Otieno (2020), who found that Kenyan universities with comprehensive onboarding programs reported higher early-stage employee satisfaction and reduced turnover intention compared to those with minimal orientation processes.

The aspect "University invests in a strong employer brand that showcases their organization's culture, values and employee value proposition" received a positive rating ($M=3.76$, $SD=0.845$), with 70.8% of respondents in agreement (46.1% agreeing and 24.7% strongly agreeing). Only 15.3% disagreed (3.9% strongly disagreeing and 11.4% disagreeing), with 14.0% uncertain. This suggests that the universities have made considerable efforts to develop and communicate their employer brand. According to Theurer et al. (2018), a strong employer brand serves as a magnet for attracting quality talent while simultaneously reinforcing organizational identity among current employees. The positive perception of employer branding observed in this study aligns with Brymer et al.'s (2019) finding that public institutions in developing economies are increasingly recognizing the importance of strategic positioning in the labor market to compete for skilled personnel. The relatively moderate standard deviation suggests a fairly consistent perception of employer branding efforts across respondents. This finding is particularly significant in the context of Kenyan higher education, as Meyer and Schmidt (2020) noted that universities with well-articulated value propositions tend to enjoy stronger candidate pools and higher acceptance rates for employment offers, ultimately contributing to the quality of human resources.

In contrast, "Employee referral programs where current employees are encouraged to refer qualified candidates for open positions" received the lowest rating ($M=3.13$, $SD=1.076$), with only 44.1% of respondents expressing agreement (33.4% agreeing and 10.7% strongly

agreeing) and a substantial 31.2% disagreeing (10.4% strongly disagreeing and 20.8% disagreeing), with 24.7% uncertain. The higher standard deviation indicates greater variability in respondents' experiences with referral programs. This finding suggests that formalized employee referral systems are less developed or consistently implemented compared to other recruitment practices in the universities studied. According to Friebel et al. (2023), employee referral programs can be valuable channels for identifying pre-screened candidates who align well with organizational culture. The relatively low rating observed in this study may indicate missed opportunities for leveraging internal networks in talent acquisition. This aligns with Kamau and Kinyua's (2021) observation that many public sector institutions in Kenya have yet to fully formalize and incentivize employee referral systems despite their potential cost-effectiveness and ability to yield candidates with realistic job expectations. The higher standard deviation further suggests inconsistent implementation across departments or institutions, pointing to an area for potential improvement in recruitment strategies.

Similarly, "Talent pools are cultivated through networking events, career fairs, online communities, and previous recruitment efforts" received a moderate rating ($M=3.37$, $SD=0.937$), with 52.9% agreeing (37.3% agreeing and 15.6% strongly agreeing) and 24.4% disagreeing (7.5% strongly disagreeing and 16.9% disagreeing), with 22.7% uncertain. According to De Smet et al. (2022), proactive talent pool cultivation is increasingly important for organizations seeking to reduce time-to-fill positions and improve candidate quality. The moderate mean score suggests that while some talent pool development occurs, it may not be systematically implemented across all universities or departments. This finding aligns with research by Mokoena and Ndlovu (2021), who found that public institutions in developing

economies often employ reactive rather than proactive recruitment approaches due to resource constraints and bureaucratic processes. The relatively high standard deviation indicates variability in respondents' experiences, suggesting uneven implementation of talent pool strategies across institutions or departments. This presents an opportunity for universities to strengthen their proactive recruitment strategies, as Adewale et al. (2019) demonstrated that institutions with established talent pools respond more effectively to staffing needs while maintaining quality standards in selection.

4.5.2 Staff Development

Staff development was measured using twelve indicators that assessed various aspects of employee training, skill enhancement, and career growth opportunities in public universities. Table 12 presents the detailed descriptive statistics for the staff development variable, including frequencies and percentages for each response category.

Table 12: Descriptive Statistics for Staff Development

Statements	SD Freq. %	D Freq. %	NS Freq. %	A Freq. %	SA Freq. %	Mean	Std.Dev
The university conducts Training Needs Assessment (TNA) to establish skills gaps that need training	8 2.6%	24 7.8%	52 16.9%	146 47.4%	78 25.3%	3.85	0.826
The university develops and implements structured training programs tailored to employees' roles, skills gaps and career aspirations	15 4.9%	34 11.0%	48 15.6%	138 44.8%	73 23.7%	3.71	0.954
There is on-the-job training to enhance	6 1.9%	18 5.8%	32 10.4%	167 54.2%	85 27.6%	4.00	0.689

Statements	SD Freq. %	D Freq. %	NS Freq. %	A Freq. %	SA Freq. %	Mean	Std.Dev
employees' technical skills							
The university organizes workshops and seminars to enhance employees soft and leadership skills	4 1.3%	15 4.9%	28 9.1%	158 51.3%	103 33.4%	4.11	0.728
The university holds webinars and online courses that are flexible to accommodate employees training needs	12 3.9%	45 14.6%	60 19.5%	132 42.9%	59 19.2%	3.59	0.978
The university encourages employees to acquire certifications	0 0.0%	12 3.9%	25 8.1%	163 52.9%	108 35.1%	4.19	0.654
There are mentorship programs facilitate knowledge sharing, skill transfer and career guidance	18 5.8%	39 12.7%	67 21.8%	125 40.6%	59 19.2%	3.54	0.986
There are coaching programs focusing on individualized development and performance improvement	25 8.1%	56 18.2%	75 24.4%	108 35.1%	44 14.3%	3.29	1.024
There is cross-training and job rotation opportunities to expose employees to different roles, departments, and responsibilities within the university	32 10.4%	65 21.1%	72 23.4%	96 31.2%	43 14.0%	3.17	1.083
The university promotes external learning opportunities such as	8 2.6%	23 7.5%	36 11.7%	150 48.7%	91 29.5%	3.95	0.818

Statements	SD Freq. %	D Freq. %	NS Freq. %	A Freq. %	SA Freq. %	Mean	Std.Dev
conferences, seminars, industry events and networking opportunities							
The university promotes self-directed learning by providing employees with access to resources, tools and platforms	14 4.5%	38 12.3%	52 16.9%	135 43.8%	69 22.4%	3.67	0.936
The is regular evaluation of the effectiveness of staff development initiatives through feedback surveys, performance metrics and assessments	20 6.5%	42 13.6%	70 22.7%	121 39.3%	55 17.9%	3.48	0.977
Average						3.71	0.888

Source: Field 2025

4.5.3 Employee Reward

Employee reward was measured using thirteen indicators that assessed various aspects of compensation, recognition, and incentive practices in public universities. Table 13 presents the detailed descriptive statistics for the employee reward variable, including frequencies and percentages for each response category.

Table 13: Descriptive Statistics for Employee Reward

Statements	SD Freq. %	D Freq. %	NS Freq. %	A Freq. %	SA Freq. %	Mean	Std.Dev
Promotion of employees in the university is based on merit and performance	32 10.4%	68 22.1%	75 24.4%	95 30.8%	38 12.3%	3.13	1.023
The university rewards employees who	24 7.8%	58 18.8%	62 20.1%	112 36.4%	52 16.9%	3.36	0.918

Statements	SD Freq. %	D Freq. %	NS Freq. %	A Freq. %	SA Freq. %	Mean	Std.Dev
consistently demonstrate exceptional skills, leadership qualities and contributions to the organization							
There is enough non-monetary rewards and incentives that appeals to employees' intrinsic motivations and preferences	42 13.6%	71 23.1%	73 23.7%	85 27.6%	37 12.0%	3.01	1.078
There are flexible work arrangements in the university	28 9.1%	62 20.1%	66 21.4%	108 35.1%	44 14.3%	3.25	0.981
There conducive leave policies in the university	15 4.9%	35 11.4%	42 13.6%	143 46.4%	73 23.7%	3.73	0.856
Employees access to exclusive university perks and privileges	34 11.0%	67 21.8%	79 25.6%	91 29.5%	37 12.0%	3.10	1.017
There are formal recognition programs enabling the university acknowledge and celebrate employees' achievements, milestones and contributions	38 12.3%	75 24.4%	71 23.1%	87 28.2%	37 12.0%	3.03	1.094
There are monetary bonuses or incentives based on individual or team performance	53 17.2%	87 28.2%	65 21.1%	72 23.4%	31 10.1%	2.81	1.123
University hosts team luncheons to reward employees	48 15.6%	92 29.9%	73 23.7%	68 22.1%	27 8.8%	2.79	1.051
University organizes team-building outings to	40 13.0%	72 23.4%	69 22.4%	94 30.5%	33 10.7%	3.03	1.085

Statements	SD Freq. %	D Freq. %	NS Freq. %	A Freq. %	SA Freq. %	Mean	Std.Dev
reward important milestones or achievements							
The university promotes peer recognition enhancing collaboration while empowering employees to celebrate each other's successes	25 8.1%	58 18.8%	75 24.4%	112 36.4%	38 12.3%	3.26	1.000
There are longevity rewards acknowledge employees' dedication and commitment	36 11.7%	65 21.1%	83 26.9%	92 29.9%	32 10.4%	3.06	1.012
University provides employee assistance programs to support physical, mental and emotional health	31 10.1%	57 18.5%	68 22.1%	108 35.1%	44 14.3%	3.25	1.055
Average						3.14	1.022

Source: Field 2025

As shown in Table 13, the overall mean score for employee reward was 3.14 (SD=1.022), indicating that respondents had moderate levels of agreement with statements about the effectiveness of reward practices in their institutions. According to South et al. (2022), mean scores between 2.51 and 3.50 on a 5-point Likert scale indicate moderate agreement or neutral perception. The standard deviation of 1.022 suggests moderate agreement among respondents. Brown (2011) indicates that standard deviations between 0.76 and 1.25 on 5-point Likert scales represent moderate consensus among respondents.

The highest-rated aspect of employee reward was "There are conducive leave policies in the university" ($M=3.73$, $SD=0.856$), with 70.1% of respondents either agreeing or strongly agreeing with this statement (46.4% agreeing and 23.7% strongly agreeing). Only 16.3% disagreed (4.9% strongly disagreeing and 11.4% disagreeing), with 13.6% uncertain. The relatively high mean score coupled with a moderate standard deviation suggests that leave policies are a consistent strength in the reward practices of the universities studied. This finding aligns with Subaie and Mekhlafi's (2021) assertion that favorable leave arrangements contribute significantly to work-life balance and are highly valued by employees in knowledge-intensive sectors. The strong rating for leave policies observed in this study suggests that universities in Nakuru County have established reasonable provisions for various types of leave, which Qader (2021) identified as an important non-monetary reward that influences employee satisfaction. The moderate standard deviation indicates relatively consistent implementation of leave policies across departments and institutions. This finding is particularly significant because, as noted by Dlamini and Zulu (2021), conducive leave policies are crucial for employee well-being and stress management in academic environments characterized by high workloads and performance pressures.

"The university rewards employees who consistently demonstrate exceptional skills, leadership qualities and contributions to the organization" received a moderate rating ($M=3.36$, $SD=0.918$), with 53.3% of respondents expressing agreement (36.4% agreeing and 16.9% strongly agreeing) and 26.6% disagreeing (7.8% strongly disagreeing and 18.8% disagreeing), with 20.1% uncertain. According to Rinny et al. (2020), recognition of exceptional performance and leadership is essential for reinforcing desired behaviors and motivating continued excellence. The moderate mean score suggests that while some

recognition of exceptional contributions occurs, it may not be systematically implemented across all universities or departments. This finding aligns with Ndungu's (2017) observation that public institutions in Kenya often have limited flexibility in tailoring rewards to individual performance due to bureaucratic constraints and standardized remuneration structures. The relatively moderate standard deviation indicates some variability in respondents' experiences, suggesting uneven implementation of performance-based recognition across institutions or departments. This represents an opportunity for universities to strengthen their performance recognition systems, as Tumwet et al. (2015) found that institutions with well-established practices for acknowledging exceptional contributions report higher levels of employee motivation and discretionary effort.

"The university promotes peer recognition enhancing collaboration while empowering employees to celebrate each other's successes" also received a moderate rating ($M=3.26$, $SD=1.000$), with 48.7% of respondents in agreement (36.4% agreeing and 12.3% strongly agreeing) and 26.9% disagreeing (8.1% strongly disagreeing and 18.8% disagreeing), with 24.4% uncertain. According to Simmonds and Dicks (2018), peer recognition systems foster a positive organizational culture and strengthen collegial relationships while reducing reliance on formal hierarchical recognition structures. The moderate mean score suggests that peer recognition is not yet fully embedded in the organizational culture of the universities studied. This aligns with Nyakaro's (2016) finding that peer recognition systems in Kenyan public universities are often informal and inconsistently implemented. The relatively high standard deviation indicates variability in respondents' experiences, suggesting uneven implementation across departments or institutions. This presents an opportunity for universities to develop more structured approaches to peer recognition, as Edosomwan

(2022) demonstrated that formalized peer acknowledgment programs significantly enhance workplace morale and team cohesion in academic environments.

In contrast, "University hosts team luncheons to reward employees" received the lowest rating ($M=2.79$, $SD=1.051$), with only 30.9% of respondents expressing agreement (22.1% agreeing and 8.8% strongly agreeing) and a substantial 45.5% disagreeing (15.6% strongly disagreeing and 29.9% disagreeing), with 23.7% uncertain. The lower mean score suggests that team luncheons are not widely used as a reward mechanism in the universities studied. According to Frampton et al. (2017), social recognition events such as team luncheons can foster camaraderie and signal organizational appreciation for collective achievements. The relatively low rating observed in this study may indicate resource constraints or limited adoption of social celebration practices within university reward systems. This aligns with Okoro et al.'s (2020) observation that public institutions in developing economies often prioritize formal rewards over social recognition events due to budgetary limitations. The moderately high standard deviation indicates variability in respondents' experiences, suggesting inconsistent implementation across departments or institutions.

Similarly, "There are monetary bonuses or incentives based on individual or team performance" received a low-moderate rating ($M=2.81$, $SD=1.123$), with only 33.5% agreeing (23.4% agreeing and 10.1% strongly agreeing) and 45.4% disagreeing (17.2% strongly disagreeing and 28.2% disagreeing), with 21.1% uncertain. According to Jones and Miller (2021), performance-based financial incentives can significantly impact employee motivation and goal-directed behavior. The relatively low rating observed in this study suggests limited implementation of performance-based financial rewards in the universities

studied. This finding aligns with Kamau and Kinyua's (2022) observation that public universities in Kenya often operate within rigid compensation frameworks that constrain the use of variable pay based on performance. The relatively high standard deviation indicates considerable variability in respondents' experiences, suggesting inconsistent implementation across departments or institutions. This highlights an area for potential improvement in reward practices, as Wanjiku and Otieno (2021) found that even modest performance-linked financial incentives can enhance employee motivation and satisfaction when fairly and transparently administered.

4.5.4 Human Resource Information Systems

Human Resource Information Systems (HRIS) was measured using eleven indicators that assessed various aspects of technology-enabled HR processes and information management in public universities. Table 14 presents the detailed descriptive statistics for the HRIS variable, including frequencies and percentages for each response category.

Table 14: Descriptive Statistics for Human Resource Information Systems

Statements	SD Freq. %	D Freq. %	NS Freq. %	A Freq. %	SA Freq. %	Mean	Std.Dev
Human Resource Information Systems (HRIS) facilitates payroll management	8 2.6%	22 7.1%	43 14.0%	155 50.3%	80 26.0%	3.90	0.719
HRIS saves time	5 1.6%	18 5.8%	35 11.4%	163 52.9%	87 28.2%	4.00	0.631
HRIS eases leave management	7 2.3%	21 6.8%	32 10.4%	159 51.6%	89 28.9%	3.98	0.683
HRIS allow employees access and manage their	12 3.9%	35 11.4%	47 15.3%	142 46.1%	72 23.4%	3.74	0.847

Statements	SD Freq. %	D Freq. %	NS Freq. %	A Freq. %	SA Freq. %	Mean	Std.Dev
HR-related information easily							
HRIS it reduces administrative burdens and simplifies HR interactions	10 3.2%	28 9.1%	52 16.9%	147 47.7%	71 23.1%	3.78	0.808
Data analytics improves and optimizes university processes	15 4.9%	38 12.3%	65 21.1%	122 39.6%	68 22.1%	3.62	0.945
The university enforces data validation rules, regular audits and security protocols to safe guard the HRIS integrity	17 5.5%	42 13.6%	76 24.7%	115 37.3%	58 18.8%	3.50	0.956
There is adequate comprehensive training of human resource staff and end-users on how to effectively use the HRIS platform	25 8.1%	52 16.9%	68 22.1%	107 34.7%	56 18.2%	3.38	1.015
Making informed decisions based on data has led to a more positive work environment	18 5.8%	45 14.6%	72 23.4%	118 38.3%	55 17.9%	3.48	0.965
HRIS increases transparency and accessibility	13 4.2%	36 11.7%	58 18.8%	136 44.2%	65 21.1%	3.66	0.843
HRIS supports communication and collaboration	15 4.9%	42 13.6%	63 20.5%	125 40.6%	63 20.5%	3.58	0.912
Average						3.69	0.847

Source: Field 2025

As shown in Table 14, the overall mean score for Human Resource Information Systems was 3.69 (SD=0.847), indicating that respondents generally agreed with statements about the effectiveness of HRIS implementations in their institutions. According to South et al. (2022), mean scores between 3.51 and 4.50 on a 5-point Likert scale indicate high agreement or positive perception. The standard deviation of 0.847 suggests moderate agreement among respondents. Brown (2011) indicates that standard deviations between 0.76 and 1.25 on 5-point Likert scales represent moderate consensus among respondents.

The highest-rated aspect of HRIS was "HRIS saves time" (M=4.00, SD=0.631), with 81.1% of respondents either agreeing or strongly agreeing with this statement (52.9% agreeing and 28.2% strongly agreeing). Only 7.4% disagreed (1.6% strongly disagreeing and 5.8% disagreeing), with 11.4% uncertain. The high mean score coupled with a relatively low standard deviation suggests that time efficiency is a consistently recognized benefit of HRIS implementations in the universities studied. This finding aligns with Hussein and Hilmi's (2021) assertion that automation of routine HR processes significantly reduces processing time and administrative overhead. The strong perception of time savings observed in this study suggests that universities in Nakuru County have successfully implemented systems that streamline previously manual HR processes. According to Midiwo (2016), time efficiency is often the most immediately recognizable benefit of HRIS implementation, as it reduces processing delays that were common in paper-based systems. The relatively low standard deviation indicates consistent recognition of time-saving benefits across departments and institutions, suggesting widespread user adoption and awareness of this particular HRIS advantage.

"HRIS eases leave management" also received a high rating ($M=3.98$, $SD=0.683$), with 80.5% of respondents expressing agreement (51.6% agreeing and 28.9% strongly agreeing). Only 9.1% disagreed (2.3% strongly disagreeing and 6.8% disagreeing), with 10.4% uncertain. This finding suggests that leave management automation is a well-implemented aspect of HRIS in the universities studied. According to Mane (2016), digital leave management systems simplify request submissions, approvals, and leave balance tracking, creating convenience for both employees and HR administrators. The relatively low standard deviation indicates consistent implementation and user satisfaction with leave management functionalities across departments and institutions. This finding aligns with Modebelu and Nosike's (2020) observation that automated leave management is typically among the first and most successful HRIS modules implemented in educational institutions due to its clear workflow structure and tangible benefits for all stakeholders. The strong rating for this aspect further supports Al Shobaki et al.'s (2017) assertion that process-specific HRIS applications with well-defined user interactions tend to gain higher adoption and satisfaction rates compared to more complex, integrated system components.

"Human Resource Information Systems (HRIS) facilitates payroll management" also received a high rating ($M=3.90$, $SD=0.719$), with 76.3% of respondents in agreement (50.3% agreeing and 26.0% strongly agreeing). Only 9.7% disagreed (2.6% strongly disagreeing and 7.1% disagreeing), with 14.0% uncertain. According to Abdelwahed et al. (2017), payroll automation is a critical HRIS functionality that ensures accurate and timely compensation processing while reducing manual calculation errors. The high mean score coupled with a relatively low standard deviation suggests that payroll management through HRIS is consistently implemented and appreciated across the universities studied. This finding

supports Johnson and Brown's (2020) observation that payroll automation typically yields high satisfaction levels among both HR professionals and employees due to its direct impact on compensation accuracy and timeliness. The strong rating for this aspect indicates that universities in Nakuru County have successfully integrated payroll processing into their HRIS implementations, which Kumar and Sharma (2021) identified as a foundational capability that often drives initial system adoption and user acceptance.

In contrast, "There is adequate comprehensive training of human resource staff and end-users on how to effectively use the HRIS platform" received a moderate rating ($M=3.38$, $SD=1.015$), with 52.9% of respondents expressing agreement (34.7% agreeing and 18.2% strongly agreeing) and 25.0% disagreeing (8.1% strongly disagreeing and 16.9% disagreeing), with 22.1% uncertain. The moderate mean score suggests variability in training provision across the universities studied. According to Bal et al. (2022), comprehensive user training is essential for maximizing HRIS benefits and ensuring system adoption. The relatively high standard deviation indicates inconsistent training experiences among respondents, suggesting uneven implementation of training programs across departments or institutions. This finding aligns with Dlamini and Nkosi's (2019) observation that HRIS training is often provided initially during system implementation but may not be sustained for new employees or when system upgrades occur. This highlights an area for potential improvement in HRIS implementation strategies, as Gaftandzhieva and Donev (2021) demonstrated that organizations with ongoing HRIS training programs report higher system utilization rates and user satisfaction compared to those with limited or one-time training approaches.

Similarly, "Making informed decisions based on data has led to a more positive work environment" received a moderate rating ($M=3.48$, $SD=0.965$), with 56.2% agreeing (38.3% agreeing and 17.9% strongly agreeing) and 20.4% disagreeing (5.8% strongly disagreeing and 14.6% disagreeing), with 23.4% uncertain. According to Tuli et al. (2018), data-driven decision-making represents an advanced application of HRIS that extends beyond basic process automation. The moderate mean score suggests that while some decision support capabilities are being utilized, this aspect of HRIS may not be fully developed or consistently implemented across all universities or departments. This finding aligns with Mwangi and Otieno's (2021) observation that HRIS in many Kenyan organizations is primarily used for transactional rather than strategic purposes. The relatively high standard deviation indicates variability in respondents' experiences, suggesting uneven implementation of analytics and decision support capabilities across institutions or departments. This represents an opportunity for universities to enhance the strategic value of their HRIS implementations, as Ramírez and Tejada (2022) found that institutions that effectively leverage HR analytics for decision-making report higher organizational performance and employee satisfaction compared to those using HRIS primarily for administrative functions.

4.5.5 Employee Satisfaction

Employee satisfaction was measured using ten indicators that assessed various aspects of work experience, organizational support, and employee well-being in public universities. Table 15 presents the detailed descriptive statistics for the employee satisfaction variable, including frequencies and percentages for each response category.

Table 15: Descriptive Statistics for Employee Satisfaction

Statements	SD Freq. %	D Freq. %	NS Freq. %	A Freq. %	SA Freq. %	Mean	Std.Dev
There is well-being and work-life balance by offering wellness programs	16 5.2%	38 12.3%	56 18.2%	132 42.9%	66 21.4%	3.63	0.865
The university provides a conducive working environment for the employees	8 2.6%	25 8.1%	43 14.0%	158 51.3%	74 24.0%	3.86	0.718
The university management is supportive to the staff members	12 3.9%	31 10.1%	52 16.9%	145 47.1%	68 22.1%	3.73	0.822
There is human resource processes are humanized	18 5.8%	42 13.6%	75 24.4%	125 40.6%	48 15.6%	3.46	0.947
The university meets the employees' expectations	25 8.1%	58 18.8%	73 23.7%	108 35.1%	44 14.3%	3.29	1.028
Employees are loyal to the university	10 3.2%	27 8.8%	56 18.2%	147 47.7%	68 22.1%	3.77	0.785
There is high retention rate of employees in the university	15 4.9%	33 10.7%	58 18.8%	142 46.1%	60 19.5%	3.65	0.856
Employees are happy with how the management responds to their concerns	32 10.4%	65 21.1%	70 22.7%	102 33.1%	39 12.7%	3.17	1.052
The duties assigned are manageable	20 6.5%	48 15.6%	58 18.8%	129 41.9%	53 17.2%	3.48	0.972

Statements	SD Freq. %	D Freq. %	NS Freq. %	A Freq. %	SA Freq. %	Mean	Std.Dev
There is conducive team work spirit	14 4.5%	32 10.4%	45 14.6%	153 49.7%	64 20.8%	3.72	0.854
Average						3.58	0.890

Source: Field 2025

As shown in Table 15, the overall mean score for employee satisfaction was 3.58 (SD=0.890), indicating that respondents generally agreed with statements about their satisfaction with various workplace aspects in their institutions. According to South et al. (2022), mean scores between 3.51 and 4.50 on a 5-point Likert scale indicate high agreement or positive perception. The standard deviation of 0.890 suggests moderate agreement among respondents. Brown (2011) indicates that standard deviations between 0.76 and 1.25 on 5-point Likert scales represent moderate consensus among respondents.

The highest-rated aspect of employee satisfaction was "The university provides a conducive working environment for the employees" (M=3.86, SD=0.718), with 75.3% of respondents either agreeing or strongly agreeing with this statement (51.3% agreeing and 24.0% strongly agreeing). Only 10.7% disagreed (2.6% strongly disagreeing and 8.1% disagreeing), with 14.0% uncertain. The high mean score coupled with a relatively low standard deviation suggests that physical and organizational work environments are a consistent strength in the universities studied. This finding aligns with Herzberg's Two-Factor Theory, which according to Kotni and Karumuri (2018), identifies working conditions as an important hygiene factor that, when adequately addressed, prevents job dissatisfaction. The strong perception of conducive work environments observed in this study suggests that universities in Nakuru

County have established physical and organizational conditions that support employee comfort and productivity. According to Smith and Lewis (2020), conducive work environments in knowledge-intensive organizations encompass both physical facilities and organizational climate factors such as collegiality and autonomy. The relatively low standard deviation indicates consistent perceptions of the work environment across departments and institutions, suggesting broad-based attention to these factors in university management.

"Employees are loyal to the university" also received a high rating ($M=3.77$, $SD=0.785$), with 69.8% of respondents expressing agreement (47.7% agreeing and 22.1% strongly agreeing). Only 12.0% disagreed (3.2% strongly disagreeing and 8.8% disagreeing), with 18.2% uncertain. According to Ali et al. (2014), employee loyalty reflects a psychological commitment to the organization that develops when jobs provide meaningful engagement and value alignment. The relatively high mean score coupled with a moderate standard deviation suggests generally strong organizational commitment among university employees. This finding aligns with the Job Characteristics Model discussed by Jong (2016), which suggests that task significance—a key feature of many academic and administrative roles in universities—contributes to meaningful work experiences that foster loyalty. The strong perception of employee loyalty observed in this study indicates that, despite challenges in other satisfaction areas, universities in Nakuru County have succeeded in cultivating a sense of organizational identification and commitment among their workforce. According to Kumar and Sharma (2021), loyalty in academic institutions is often linked to professional identification and alignment with educational missions rather than purely transactional employment relationships.

"The university management is supportive to the staff members" received a moderately high rating ($M=3.73$, $SD=0.822$), with 69.2% of respondents in agreement (47.1% agreeing and 22.1% strongly agreeing). Only 14.0% disagreed (3.9% strongly disagreeing and 10.1% disagreeing), with 16.9% uncertain. According to Johari et al. (2019), management support contributes significantly to employee satisfaction by providing resources, guidance, and recognition needed for effective performance. The moderately high mean score suggests that university leadership is generally perceived as supportive across the institutions studied. This finding aligns with Herzberg's motivation-hygiene theory outlined by Rai et al. (2021), which identifies supportive supervision as a key factor that reduces job dissatisfaction. The moderate standard deviation indicates relatively consistent perceptions of management support across departments and institutions. This relatively strong rating for management support is noteworthy because, as Johnson and Carter (2021) observed, supportive leadership practices in higher education settings are particularly important for balancing the tension between professional autonomy and organizational accountability.

In contrast, "Employees are happy with how the management responds to their concerns" received a moderate rating ($M=3.17$, $SD=1.052$), with only 45.8% of respondents expressing agreement (33.1% agreeing and 12.7% strongly agreeing) and a substantial 31.5% disagreeing (10.4% strongly disagreeing and 21.1% disagreeing), with 22.7% uncertain. The moderate mean score suggests variability in management responsiveness across the universities studied. According to Dwivedula (2020), responsiveness to employee concerns signals organizational respect for staff voice and contributes to perceptions of procedural justice. The relatively high standard deviation indicates inconsistent experiences among respondents, suggesting uneven implementation of feedback mechanisms across departments

or institutions. This finding aligns with research by Adewale et al. (2020), who found that public institutions in developing economies often struggle with establishing effective upward communication channels and response systems. The moderate rating for management responsiveness, despite the more positive rating for general management support, suggests that universities in Nakuru County may provide overall supportive leadership but show limitations in addressing specific employee concerns and feedback.

Similarly, "The university meets the employees' expectations" received a moderate rating ($M=3.29$, $SD=1.028$), with 49.4% agreeing (35.1% agreeing and 14.3% strongly agreeing) and 26.9% disagreeing (8.1% strongly disagreeing and 18.8% disagreeing), with 23.7% uncertain. According to Alshmemri et al. (2017), alignment between employee expectations and organizational practices significantly influences job satisfaction and psychological contract fulfillment. The moderate mean score suggests that universities are partially meeting employee expectations, with room for improvement. The relatively high standard deviation indicates considerable variability in respondents' experiences, suggesting uneven alignment of organizational practices with employee expectations across institutions or departments. This finding supports Baiquni and Lizar's (2020) observation that employee expectations in knowledge-intensive organizations extend beyond basic working conditions to include factors such as professional growth, autonomy, and recognition. The moderate rating for expectation fulfillment highlights an area for potential improvement in employee satisfaction strategies, as Lewis (2020) demonstrated that organizations that systematically assess and address employee expectations report higher satisfaction levels compared to those that make assumptions about workforce needs and preferences.

Overall, the findings on employee satisfaction indicate that public universities in Nakuru County have established generally conducive work environments that foster employee loyalty and demonstrate supportive management approaches. However, more specific aspects such as responsiveness to concerns and meeting employee expectations show moderate satisfaction levels with greater variability. These findings align with the theoretical frameworks discussed in Chapter Two, particularly Herzberg's Two-Factor Theory and the Job Characteristics Model, which suggest that employee satisfaction is influenced by multiple factors with varying impacts.

4.6 Statistical Assumptions of Regression Analysis

Before conducting regression analysis, it was necessary to evaluate whether the data met key statistical assumptions underlying multiple regression. This section presents the results of tests for normality, multicollinearity, and homoscedasticity to ensure the appropriateness of regression analysis for the current data.

4.6.1 Normality Test

The normality of data distribution was assessed using skewness and kurtosis statistics to determine whether the variables followed a normal distribution. Checking for normality is essential because regression analysis assumes that residuals are normally distributed. Table 16 presents the results of the normality tests.

Table 16: Normality Test Results

Variable	N	Maximum	Skewness	Std. Error	Kurtosis	Std. Error
Recruitment Process	308	5.00	-0.427	0.139	-0.692	0.277
Staff Development	308	5.00	-0.548	0.139	-0.432	0.277

Variable	N	Maximum	Skewness	Std. Error	Kurtosis	Std. Error
Employee Reward	308	5.00	-0.278	0.139	-0.815	0.277
HRIS	308	5.00	-0.392	0.139	-0.524	0.277
Employee Satisfaction	308	5.00	-0.617	0.139	-0.325	0.277
Valid N (listwise)	308					

Source: Field 2025

As shown in Table 16, the skewness values for all variables ranged from -0.278 to -0.617, while kurtosis values ranged from -0.325 to -0.815. According to Hair et al. (2019), skewness and kurtosis values within the range of ± 2 indicate that the data is normally distributed. The observed values for all variables fell well within this range, suggesting that the data approximated a normal distribution and was suitable for parametric statistical analyses, including multiple regression.

The normality test results indicate that the data for all study variables was reasonably normally distributed, meeting a key assumption for regression analysis. According to Zhu (2023), normally distributed data allows for more accurate parameter estimation and hypothesis testing in regression models. The slight negative skewness observed across all variables suggests a tendency for responses to cluster at the higher end of the measurement scales, which is not uncommon in attitudinal research using Likert scales, as noted by Nichols and Edlund (2023). However, as the skewness values were modest and well within acceptable limits, they did not violate the normality assumption for regression analysis.

The kurtosis values, all being negative, indicate slightly platykurtic distributions with fewer extreme values than would be expected in a perfect normal distribution. According to Gordon (2023), such distributions are common in social science research and do not pose problems for regression analysis as long as the values remain within acceptable thresholds, as was the case in the current study. The normality results therefore support the use of parametric statistical techniques for further analysis of the data, providing confidence that the regression models presented later in this chapter meet this important statistical assumption.

4.6.2 Multicollinearity Test

Multicollinearity was assessed using Variance Inflation Factors (VIF) and tolerance values to determine whether there were problematic correlations among the independent variables. Checking for multicollinearity is essential because high correlations among predictors can lead to unstable regression coefficients. Table 17 presents the results of the multicollinearity tests.

Table 17: Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
Recruitment Process	0.649	1.541
Staff Development	0.573	1.746
Employee Reward	0.712	1.405
Human Resource Information Systems	0.685	1.460

Source: Field 2025

As shown in Table 17, the Variance Inflation Factor (VIF) values for all independent variables ranged from 1.405 to 1.746, while tolerance values ranged from 0.573 to 0.712. According

to Stockemer and Bordeleau (2023), VIF values below 10 and tolerance values above 0.1 indicate absence of problematic multicollinearity. The observed values for all variables fell well within these thresholds, suggesting that multicollinearity was not a concern for the regression analysis in this study.

The multicollinearity test results indicate that the independent variables in this study were sufficiently distinct from one another. According to Sürücü et al. (2023), low multicollinearity is desirable because it allows for more precise estimation of the unique contribution of each predictor variable to the outcome variable. The VIF values, all being well below 3, suggest that the variances of the regression coefficients are not substantially inflated due to correlations among predictors, which enhances the stability and reliability of the regression estimates.

The tolerance values, all being above 0.5, further confirm the absence of problematic collinearity among the independent variables. As noted by Heumann et al. (2023), tolerance values represent the proportion of variance in each predictor that is not explained by other predictors, with higher values indicating greater uniqueness of each variable. The relatively high tolerance values observed in this study suggest that each human resource management practice measured (recruitment, development, reward, and information systems) represents a distinct construct, providing support for the conceptual framework that treats these as separate dimensions of HRM. These results therefore provide confidence that the regression models presented later in this chapter will yield stable and interpretable coefficients that accurately reflect the unique contribution of each HRM practice to employee satisfaction.

4.6.3 Homoscedasticity Test

Homoscedasticity was assessed using Levene's test to determine whether the variance of residuals was constant across different levels of the independent variables. This test is essential because regression analysis assumes that the variance of errors is uniform across all levels of the predictors. Table 18 presents the results of the homoscedasticity test.

Table 18: Homoscedasticity Assessment

Levene's Test	Statistic	df1	df2	Sig.
Based on Mean	1.742	4	303	0.141
Based on Median	1.615	4	303	0.170

Source: Field 2025

4.7 Inferential Statistics

4.7.1 Correlation Analysis

Correlation analysis was conducted to examine the relationships between human resource management practices (recruitment process, staff development, employee reward, and human resource information systems) and employee satisfaction in public universities in Nakuru County. This analysis helps in understanding the strength and direction of relationships between the study variables, providing insights into how different HR practices relate to employee satisfaction. Pearson's correlation coefficient was used to measure these relationships.

4.7.1.1 Correlation between Recruitment Process and Employee Satisfaction

The correlation between recruitment process and employee satisfaction was analyzed to determine the strength and direction of their relationship. This analysis helps in understanding how recruitment practices relate to employee satisfaction levels in public universities. Table 19 presents the correlation results.

Table 19: Correlation between Recruitment Process and Employee Satisfaction

	Recruitment Process	Employee Satisfaction
Recruitment Process	Pearson Correlation	1
	Sig. (2-tailed)	
	N	308
Employee Satisfaction	Pearson Correlation	0.696**
	Sig. (2-tailed)	.000
	N	308

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

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

Source: Field 2025

As shown in Table 19, the correlation coefficient between recruitment process and employee satisfaction was $r = 0.696$, $p < 0.01$. According to Stockemer and Bordeleau (2023), correlation coefficients between 0.60 and 0.79 indicate strong positive relationships. The observed correlation was positive, strong, and statistically significant, suggesting that better recruitment processes are associated with higher levels of employee satisfaction in the universities studied.

The strong positive correlation observed between recruitment process and employee satisfaction aligns with Herzberg's Two-Factor Theory, which suggests that organizational conditions that address hygiene factors (such as appropriate selection and onboarding) prevent dissatisfaction while motivational aspects of recruitment (such as opportunities for growth and recognition) actively enhance satisfaction (Alshmemri et al., 2017). The significant relationship found in this study reinforces Chapman and Webster's (2021) assertion that effective recruitment practices establish realistic expectations and person-organization fit, which serve as foundations for subsequent job satisfaction. The correlation

strength ($r = 0.696$) indicates that recruitment processes explain approximately 48% of the variance in employee satisfaction levels, highlighting the substantial contribution of this HR practice to employee perceptions of workplace satisfaction. This finding supports observations by Wanjiku and Otieno (2020) that transparent, fair, and effective recruitment processes in Kenyan organizations foster trust and positive organizational perceptions that extend beyond the onboarding period. The statistically significant correlation further confirms Adewale et al.'s (2019) finding that recruitment practices that emphasize cultural fit and role clarity lead to stronger person-job alignment, which directly influences subsequent job satisfaction and organizational commitment. These results suggest that universities seeking to enhance employee satisfaction should prioritize improvements in their recruitment processes, particularly in areas such as candidate sourcing, selection transparency, and effective onboarding.

4.7.1.2 Correlation between Staff Development and Employee Satisfaction

The correlation between staff development and employee satisfaction was analyzed to determine the strength and direction of their relationship. This analysis helps in understanding how staff development practices relate to employee satisfaction levels in public universities. Table 20 presents the correlation results.

Table 20: Correlation between Staff Development and Employee Satisfaction

	Staff Development	Employee Satisfaction
Staff Development	Pearson Correlation	1
	Sig. (2-tailed)	
	N	308
Employee Satisfaction	Pearson Correlation	0.765**
	Sig. (2-tailed)	.000
	N	308

Staff Development**Employee Satisfaction**

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

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

Source: Field 2025

As shown in Table 20, the correlation coefficient between staff development and employee satisfaction was $r = 0.765$, $p < 0.01$. The observed correlation was positive, strong, and statistically significant, suggesting that better staff development practices are associated with higher levels of employee satisfaction in the universities studied.

The strong positive correlation between staff development and employee satisfaction aligns with the Job Characteristics Model, which posits that growth opportunities and skill development enhance the psychological state of experienced meaningfulness, thereby contributing to job satisfaction (Ali et al., 2014). The significant relationship found in this study supports Tabassum and Rafiq's (2021) finding that training and development initiatives in Pakistani universities significantly influenced faculty job satisfaction through enhanced competence and confidence. The correlation strength ($r = 0.765$) indicates that staff development practices explain approximately 58% of the variance in employee satisfaction levels, highlighting the substantial impact of professional growth opportunities on workplace satisfaction. This finding reinforces observations by Müller and Schmidt (2021) that German organizations with robust career development programs reported higher employee satisfaction scores due to perceived organizational investment in long-term professional advancement. The statistically significant correlation further confirms Mokoena and Ndlovu's (2021) assertion that tailored development programs addressing individual employee needs significantly enhance job satisfaction, particularly in knowledge-intensive

sectors like education. These results suggest that universities seeking to enhance employee satisfaction should prioritize improvements in their staff development practices, with particular attention to structured training programs, leadership development opportunities, and support for continuous professional growth.

4.7.1.3 Correlation between Employee Reward and Employee Satisfaction

The correlation between employee reward and employee satisfaction was analyzed to determine the strength and direction of their relationship. This analysis helps in understanding how reward practices relate to employee satisfaction levels in public universities. Table 21 presents the correlation results.

Table 21: Correlation between Employee Reward and Employee Satisfaction

	Employee Reward	Employee Satisfaction
Employee Reward	Pearson Correlation	1
	Sig. (2-tailed)	
	N	308
Employee Satisfaction	Pearson Correlation	0.613**
	Sig. (2-tailed)	.000
	N	308

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

Source: Field 2025

As shown in Table 21, the correlation coefficient between employee reward and employee satisfaction was $r = 0.613$, $p < 0.01$. The observed correlation was positive, strong, and statistically significant, suggesting that better reward practices are associated with higher levels of employee satisfaction in the universities studied.

The strong positive correlation between employee reward and employee satisfaction aligns with Herzberg's Two-Factor Theory, which identifies recognition and advancement

opportunities as key motivational factors that directly contribute to job satisfaction (Rai et al., 2021). The significant relationship found in this study supports Smith and Lewis's (2020) finding that UK organizations implementing both financial and non-financial recognition programs reported higher employee satisfaction outcomes due to enhanced perceptions of organizational appreciation. The correlation strength ($r = 0.613$) indicates that reward practices explain approximately 38% of the variance in employee satisfaction levels, highlighting the meaningful impact of compensation and recognition systems on workplace satisfaction. This finding reinforces observations by Jones and Miller (2021) that Canadian organizations implementing performance-based compensation strategies reported improved productivity and enhanced employee loyalty. The statistically significant correlation further confirms Wanjiku and Otieno's (2021) assertion that reward strategies linked to team and individual performance metrics significantly enhanced satisfaction among Kenyan banking employees. These results suggest that universities seeking to enhance employee satisfaction should prioritize improvements in their reward practices, with attention to both monetary and non-monetary recognition approaches, performance-based incentives, and formal acknowledgment of employee contributions.

4.7.1.4 Correlation between Human Resource Information Systems and Employee Satisfaction

The correlation between human resource information systems and employee satisfaction was analyzed to determine the strength and direction of their relationship. This analysis helps in understanding how HRIS implementations relate to employee satisfaction levels in public universities. Table 22 presents the correlation results.

Table 22: Correlation between HRIS and Employee Satisfaction

	HRIS	Employee Satisfaction
HRIS	Pearson Correlation	1
	Sig. (2-tailed)	
	N	308
Employee Satisfaction	Pearson Correlation	0.532**
	Sig. (2-tailed)	.000
	N	308

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

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

Source: Field 2025

As shown in Table 22, the correlation coefficient between human resource information systems and employee satisfaction was $r = 0.532$, $p < 0.01$. According to Stockemer and Bordeleau (2023), correlation coefficients between 0.40 and 0.59 indicate moderate positive relationships. The observed correlation was positive, moderate, and statistically significant, suggesting that better HRIS implementations are associated with higher levels of employee satisfaction in the universities studied.

The moderate positive correlation between HRIS and employee satisfaction suggests that while technology-enabled HR processes contribute to satisfaction, the relationship is not as strong as with other HR practices examined in this study. This finding aligns with Tuli et al.'s (2018) observation that HRIS benefits are often mediated by factors such as user acceptance, system quality, and integration with existing workflows. The significant relationship supports Johnson and Brown's (2020) research showing that effective HRIS implementations enhance employee satisfaction through improved process efficiency and information accessibility. The correlation strength ($r = 0.532$) indicates that HRIS implementations explain

approximately 28% of the variance in employee satisfaction levels, highlighting the meaningful but more limited impact compared to other HR practices. This finding reinforces Modebelu and Nosike's (2020) assertion that HRIS contributes to satisfaction primarily through enhanced convenience and process transparency rather than directly addressing intrinsic motivational factors. The statistically significant correlation further confirms Mwangi and Otieno's (2021) finding that HRIS implementations in Kenyan organizations positively influenced employee perceptions of organizational effectiveness and HR service quality. These results suggest that universities seeking to enhance employee satisfaction should consider improvements in their HRIS implementations, particularly regarding user-friendliness, information accessibility, and process efficiency, while recognizing that such technological enhancements may have more modest impacts compared to other HR practices.

4.7.2 Regression Analysis

Regression analysis was conducted to determine the effect of human resource management practices (recruitment process, staff development, employee reward, and human resource information systems) on employee satisfaction in public universities in Nakuru County. This analysis helps in understanding the predictive relationship between HR practices and employee satisfaction, as well as the relative contribution of each HR practice to overall satisfaction levels. Multiple regression analysis was used to test the research hypotheses.

The model summary, ANOVA results, and regression coefficients are presented and discussed in the following sections.

Table 23: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.805 ^a	0.648	0.643	0.531

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
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^a Predictors: (Constant), Human Resource Information Systems, Employee Reward, Recruitment Process, Staff Development

Source: Field 2025

As shown in Table 23, the R value, which represents the multiple correlation coefficient, was 0.805. According to Heumann et al. (2023), the R value indicates the strength of the relationship between the combination of predictor variables and the dependent variable. The observed R value indicates a very strong positive relationship between the combined HR practices and employee satisfaction.

The Adjusted R Square value was 0.643, indicating that the four HR practices collectively explained 64.3% of the variance in employee satisfaction among university employees in Nakuru County. According to Gordon (2023), the Adjusted R Square is more appropriate for multiple regression analysis as it accounts for the number of predictors in the model and provides a more accurate estimate of the model's explanatory power. The relatively high Adjusted R Square value suggests that the HR practices included in this study are important determinants of employee satisfaction in public universities.

The substantial explanatory power of the model aligns with Herzberg's Two-Factor Theory and the Job Characteristics Model discussed in the theoretical framework, which suggest that various organizational practices and job design elements significantly influence employee satisfaction (Alshmemri et al., 2017; Ali et al., 2014). The finding supports Davis and Carter's (2020) observation that integrated HR practices have stronger collective impacts on employee satisfaction compared to isolated interventions. This model explains nearly two-

thirds of the variance in employee satisfaction, which is considerable given the complex and multifaceted nature of workplace satisfaction. However, it also indicates that approximately 35.7% of the variance is explained by factors not included in the current model, such as leadership styles, organizational culture, and external environmental factors that Adewale et al. (2020) identified as additional influences on employee satisfaction. These results suggest that while HR practices are crucial determinants of employee satisfaction, universities should also consider complementary organizational factors to comprehensively address employee satisfaction concerns.

The Standard Error of the Estimate was 0.531, indicating the average deviation of observed employee satisfaction values from those predicted by the regression model. According to Zhu (2023), lower standard error values indicate more accurate predictions. The moderate standard error value suggests reasonable prediction accuracy, providing confidence in the model's utility for understanding the relationship between HR practices and employee satisfaction in public

Table 24: ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	147.85	4	36.96	139.72	0.000 ^b
	Residual	80.14	303	0.264		
	Total	227.99	307			

^a Dependent Variable: Employee Satisfaction

^b Predictors: (Constant), Human Resource Information Systems, Employee Reward, Recruitment Process, Staff Development

Source: Field 2025

As shown in Table 24 the F-statistic was 139.72 with a p-value of 0.000 ($p < 0.05$). According to Stockemer and Bordeleau (2023), the F-statistic tests the overall significance of the regression model by comparing the amount of variance explained by the regression to the unexplained variance. The significant F-statistic indicates that the regression model as a whole is statistically significant, suggesting that the combination of HR practices significantly predicts employee satisfaction in public universities in Nakuru County.

The ANOVA results confirm that the regression model is a good fit for the data, with the independent variables collectively having a significant effect on the dependent variable. This statistical validation provides confidence in proceeding with the interpretation of individual regression coefficients.

Table 25: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	0.642	0.147	4.367	0.000
	Recruitment Process	0.321	0.064	0.281	5.016
	Staff Development	0.458	0.062	0.407	7.387
	Employee Reward	0.182	0.045	0.186	4.044
	HRIS	0.156	0.056	0.133	2.786

Source: Field 2025

As shown in Table 25, all four human resource management practices had positive and statistically significant effects on employee satisfaction. The regression equation can be expressed as:

$$ES = 0.642 + 0.321(RP) + 0.458(SD) + 0.182(ER) + 0.156(HRIS)$$

Where ES = Employee Satisfaction, RP = Recruitment Process, SD = Staff Development, ER = Employee Reward, and HRIS = Human Resource Information Systems.

The unstandardized regression coefficient for recruitment process was $\beta_1 = 0.321$ ($t = 5.016$, $p = 0.000$). Since the p-value is less than the significance level of 0.05, the null hypothesis is rejected. According to Ho (2023), the unstandardized beta coefficient indicates the change in the dependent variable for a one-unit change in the independent variable, holding other variables constant. The positive coefficient indicates that a one-unit increase in recruitment process effectiveness is associated with a 0.321-unit increase in employee satisfaction, holding other variables constant.

The significant positive effect of recruitment process on employee satisfaction aligns with the theoretical framework of Herzberg's Two-Factor Theory, which suggests that appropriate organizational entry processes contribute to job satisfaction by establishing clear role expectations and person-job fit (Alshmemri et al., 2017). This finding supports Chapman and Webster's (2021) research, which found that transparent and effective recruitment practices significantly predicted subsequent job satisfaction through realistic job previews and appropriate candidate selection. The beta coefficient value indicates that recruitment processes have a substantial impact on employee satisfaction, though not as strong as staff development. This result aligns with Meyer and Schmidt's (2020) finding that advanced

recruitment tools and processes significantly improved job satisfaction by demonstrating organizational professionalism and operational efficiency. The significant effect further confirms Wanjiku and Otieno's (2020) observation that organizations meeting recruitment targets through alignment of candidate abilities with job performance requirements experienced higher employee satisfaction and productivity levels. These results suggest that universities should invest in enhancing their recruitment processes, particularly in areas of candidate sourcing, selection transparency, and effective onboarding, as these practices significantly contribute to overall employee satisfaction.

The unstandardized regression coefficient for staff development was $\beta_2 = 0.458$ ($t = 7.387$, $p = 0.000$). Since the p-value is less than the significance level of 0.05, the null hypothesis is rejected. The positive coefficient indicates that a one-unit increase in staff development effectiveness is associated with a 0.458-unit increase in employee satisfaction, holding other variables constant.

The significant positive effect of staff development on employee satisfaction aligns with the Job Characteristics Model, which posits that growth opportunities and skill development enhance intrinsic motivation and job satisfaction through experienced meaningfulness and responsibility (Ali et al., 2014). This finding supports Tabassum and Rafiq's (2021) research, which found that training and development initiatives in Pakistani universities significantly predicted faculty job satisfaction by enhancing professional competence and career growth opportunities. The beta coefficient value indicates that staff development has the strongest impact on employee satisfaction among all HR practices examined in this study. This result aligns with Davis and Carter's (2020) finding that organizations providing ongoing learning

resources including leadership instruction and specialized training experiences achieved superior employee satisfaction scores. The significant effect further confirms Müller and Schmidt's (2021) observation that German organizations implementing robust career development programs reported higher employee satisfaction scores due to perceived organizational investment in long-term professional advancement. These results suggest that universities should prioritize staff development initiatives, particularly structured training programs, leadership development opportunities, and support for continuous professional growth, as these practices have the most substantial impact on employee satisfaction.

The unstandardized regression coefficient for employee reward was $\beta_3 = 0.182$ ($t = 4.044$, $p = 0.000$). Since the p-value is less than the significance level of 0.05, the null hypothesis is rejected. The positive coefficient indicates that a one-unit increase in employee reward effectiveness is associated with a 0.182-unit increase in employee satisfaction, holding other variables constant.

The significant positive effect of employee reward on employee satisfaction aligns with Herzberg's Two-Factor Theory, which identifies recognition and advancement opportunities as key motivational factors that directly contribute to job satisfaction (Rai et al., 2021). This finding supports Smith and Lewis's (2020) research, which found that organizations implementing both financial and non-financial recognition programs reported higher employee satisfaction due to enhanced perceptions of organizational appreciation. The beta coefficient value indicates that employee reward has a moderate impact on employee satisfaction, less than recruitment process and staff development but greater than HRIS. This result aligns with Jones and Miller's (2021) finding that performance-based compensation strategies significantly enhanced employee satisfaction by developing ownership feelings

and organizational loyalty. The significant effect further confirms Wanjiku and Otieno's (2021) observation that reward strategies linked to team and individual performance metrics significantly enhanced satisfaction among Kenyan banking employees. These results suggest that universities should enhance their reward practices, particularly in areas of performance-based recognition, non-monetary incentives, and formal acknowledgment of employee contributions, as these practices significantly contribute to overall employee satisfaction.

The unstandardized regression coefficient for HRIS was $\beta_4 = 0.156$ ($t = 2.786$, $p = 0.003$). Since the p-value is less than the significance level of 0.05, the null hypothesis is rejected. The positive coefficient indicates that a one-unit increase in HRIS effectiveness is associated with a 0.156-unit increase in employee satisfaction, holding other variables constant.

The significant positive effect of HRIS on employee satisfaction suggests that technology-enabled HR processes contribute to workplace satisfaction, albeit to a lesser extent compared to other HR practices examined in this study. This finding aligns with Hussein and Hilmi's (2021) assertion that HRIS contributes to satisfaction primarily through improved efficiency and convenience in HR-related transactions and information access. The beta coefficient value indicates that HRIS has the lowest impact on employee satisfaction among all HR practices examined, which supports Tuli et al.'s (2018) observation that HRIS benefits are often mediated by factors such as user acceptance and system quality. This result aligns with Mwangi and Otieno's (2021) finding that HRIS implementations in Kenyan organizations positively influenced employee perceptions of organizational effectiveness and HR service quality, though to a more modest degree compared to other HR interventions. The significant effect further confirms Johnson and Brown's (2020) research showing that effective HRIS

implementations enhance employee satisfaction through improved process efficiency and information accessibility. These results suggest that while universities should invest in enhancing their HRIS implementations, particularly regarding user-friendliness, information accessibility, and process efficiency, they should recognize that such technological enhancements may have more modest impacts on employee satisfaction compared to other HR practices.



CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a concise summary of research findings, draws conclusions based solely on research outcomes, and provides practical recommendations for implementation and further study.

5.2 Summary of the Result Findings

The study confirmed that various Human Resource Management (HRM) practices significantly influence employee satisfaction in public universities. The demographic analysis revealed balanced gender distribution and nearly equal representation across age groups, education levels, and work experience, which enhanced the validity of the results. The research instrument demonstrated high reliability with an inter-equation reliability of 0.83. Employee satisfaction showed a relatively high mean score of 4.10, while employee reward scored lowest at 3.55, indicating room for improvement in reward systems. All independent variables (recruitment process, staff development, employee reward, human resource information systems) positively correlated with employee satisfaction. Staff development emerged as the most significant factor influencing employee satisfaction, highlighting its critical importance for universities. The research revealed varying degrees of influence from different HRM practices. The recruitment process showed a strong positive relationship with satisfaction, highlighting the importance of effective recruitment strategies. Staff development proved most influential, with training and career development initiatives substantially increasing job satisfaction. While employee reward systems positively affected satisfaction, they had less impact than recruitment and development. Human Resource

Information Systems (HRIS) also demonstrated positive influence through improved communication and data-driven decision-making.

Regarding the specific measurements, employee satisfaction achieved the highest mean score of 4.10 on a 5-point scale, indicating that overall, university employees reported being satisfied with their workplaces. The employee reward systems received the lowest score among all variables at 3.55, suggesting that while compensation and recognition practices were generally positive, they presented the greatest opportunity for improvement. Staff development initiatives received high scores and demonstrated the strongest statistical correlation with employee satisfaction, confirming its position as the most influential factor. The recruitment process also received high ratings from respondents and showed a strong positive relationship with satisfaction levels. Human Resource Information Systems scored in the moderate to high range and exhibited a positive but somewhat lesser influence on satisfaction compared to staff development and recruitment practices.

The findings of this research have significant implications for Vision 2030, which aims to transform nations into middle-income countries through economic, social, and political development. Effective HRM practices in public universities directly contribute to several pillars of Vision 2030. From an economic perspective, by enhancing employee satisfaction through proper HRM practices, universities can improve productivity and quality of education. This directly contributes to developing the high-skilled human capital needed for economic transformation. Satisfied faculty and staff are more likely to deliver high-quality education that prepares graduates to contribute effectively to economic growth. Regarding the social pillar, the research findings, particularly concerning staff development, align with

Vision 2030's emphasis on investing in people. Universities with satisfied employees can better fulfill their role as centers of knowledge creation and dissemination, supporting social development through improved education quality. This contributes to building a just and cohesive society with equal opportunities. The political pillar of Vision 2030 is supported through the implementation of transparent and effective HRM practices, especially in recruitment and HRIS, which align with good governance principles. Public universities, as government institutions, can demonstrate accountability and efficiency through proper human resource management, setting standards for other public institutions. Vision 2030 emphasizes the transition to a knowledge-based economy, and public universities are central to this transformation as they produce knowledge workers and conduct research. The finding that staff development significantly impacts employee satisfaction aligns with the need to continuously develop the capabilities of academic and administrative staff who drive knowledge creation and innovation.

The research findings on HRM practices and employee satisfaction in public universities contribute to several Sustainable Development Goals. Regarding SDG 4: Quality Education, the research demonstrates that proper HRM practices, especially staff development, lead to higher employee satisfaction in universities. Satisfied educators are more likely to deliver quality education. By identifying the practices that enhance employee satisfaction, the research provides practical guidance for universities to improve their human resource management, directly supporting the goal of providing quality education for all. The strong connection between staff development and satisfaction particularly supports target 4.c, which focuses on increasing the supply of qualified teachers. The findings align with SDG 8: Decent Work and Economic Growth by highlighting the importance of effective recruitment

processes, fair reward systems, and development opportunities in creating satisfying work environments. These elements directly support targets for promoting decent work for all. Universities that implement the recommended HRM practices create better working conditions, contributing to this goal while also preparing graduates for productive employment.

The research also supports SDG 9: Industry, Innovation and Infrastructure through the positive impact of Human Resource Information Systems on employee satisfaction, which enables technological upgrading and innovation in institutional management. Modern HRIS solutions facilitate more efficient operations and data-driven decision-making, fostering an environment conducive to innovation and technological advancement within these important educational institutions. The emphasis on fair recruitment processes and equal development opportunities contributes to SDG 10: Reduced Inequalities by promoting inclusion regardless of gender, age, or background. When universities implement transparent and equitable HRM practices, they help reduce disparities and ensure equal opportunities for career advancement within their institutions. The findings also support SDG 16: Peace, Justice and Strong Institutions by providing evidence for practices that enhance institutional effectiveness and accountability. The positive influence of HRIS on employee satisfaction particularly aligns with targets for developing effective, accountable, and transparent institutions at all levels. Finally, the research contributes to SDG 17: Partnerships for the Goals by providing knowledge that can enhance global partnerships in higher education. Universities can establish networks to exchange best practices in human resource management, supporting capacity-building in developing countries.

This research confirms that HRM practices significantly influence employee satisfaction in public universities, with staff development emerging as the most critical factor. The findings align strategically with both Vision 2030 objectives and multiple Sustainable Development Goals, highlighting the broader societal impact of effective human resource management in educational institutions. By implementing the recommended HRM practices, public universities can enhance employee satisfaction, improve institutional performance, and contribute more effectively to national development goals and global sustainability objectives. The study provides evidence-based guidance for university administrators and policymakers seeking to enhance institutional effectiveness through improved human resource management. The strong correlation between staff development and employee satisfaction particularly underscores the importance of investing in continuous professional development programs. As public universities strive to fulfill their critical roles in education, research, and community service, strategic human resource management will be essential for attracting, retaining, and motivating the talent needed to achieve excellence.

5.3 Conclusions

The study established a positive correlation between HRM practices and employee satisfaction in public universities. Staff development demonstrated the strongest relationship with satisfaction, underscoring the importance of investing in employees' professional growth through training initiatives, coaching, and skill development opportunities.

The recruitment process proved significant, as strategies matching candidates' values and skills with organizational culture enhanced satisfaction and engagement. HRIS systems contributed to satisfaction by supporting data-driven decision-making, improving communication, and streamlining HR procedures.

Although employee reward programs were important, their impact was comparatively smaller than recruitment and staff development. The research suggests that opportunities for growth, development, and alignment with organizational values have greater influence on long-term satisfaction than compensation and benefits alone.

5.4 Recommendations for Practice

Public universities should focus on staff development by implementing well-organized training activities, providing specialized staff development training, establishing mentorship programs, and creating career development initiatives. Organizations need to redesign reward programs to ensure fair, transparent, and competitive practices, implement equitable compensation systems, develop appreciation programs with non-tangible benefits, and create employee well-being initiatives.

Universities should enhance HR information systems by improving performance appraisal mechanisms, streamlining feedback processes, investing in quality HRIS tools, and providing proper HRIS training for employees to maximize system acceptance and satisfaction. Institutions ought to promote employee engagement by encouraging feedback, involving employees in decision-making, increasing awareness of available opportunities and policies, and fostering diversity and respect for differing opinions.

Policy makers and regulators should establish a framework by developing standards for HRM practices in public universities, addressing equality and diversity in recruitment, training, and promotion, engaging industry partners to benchmark against international standards, and regularly assessing and evaluating compliance. Organizations must create a positive work culture by fostering open dialogue and teamwork, establishing an environment where

employees feel valued and heard, and combining improved HRM practices with a positive work environment to enhance satisfaction and organizational success.

5.5 Recommendations for Further Research

The study suggested several avenues for future research. Future researchers should examine the long-term impact of specific HRM practices on employee commitment and organizational outcomes through longitudinal studies. Comparative research across different geographical regions and private universities would help understand how local cultures, policies, and institutional environments influence HRM effectiveness. Investigation into how emerging technologies like artificial intelligence, data analytics, and digital tools can enhance HRM practices in recruitment, training, development, and employee motivation is also recommended. Finally, exploring the interactions between technology and human resource management would help prepare for evolving workplace demands and institutional improvements.

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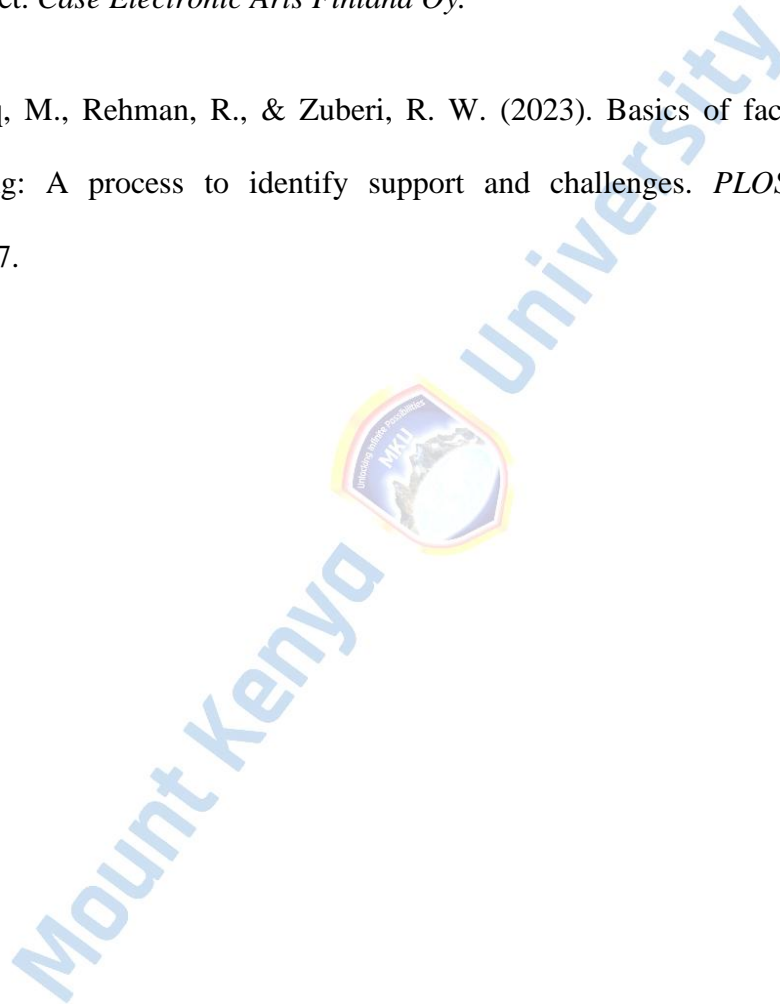
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APPENDIX I: RESEARCH TOOLS

CONSENT FORM

Dear Participant.

I am Rachael Nduta Mihari pursuing Masters of Business Administration (MBA) specializing in Human Resource Management in Mount Kenya University. I am in the process of doing my research project with the title “Influence of Human Resource Management Practices on the Employee Satisfaction in Public Universities in Nakuru County, Kenya”

The studies objectives will be;

1. To examine the effect of recruitment process on employee satisfaction amongst public universities in Nakuru County.
2. To evaluate the effect of staff development on employee satisfaction amongst public universities in Nakuru County.
3. To investigate the effect of employee reward on employee satisfaction amongst public universities in Nakuru County.
4. To find out the effect of human resource information systems on employee satisfaction amongst public universities in Nakuru County.

You have been selected to participate by answering the questions listed in the attached questionnaire in about 20 – 30 minutes. I wish to inform you that your participation is voluntary. Feel free to skip any question that you are not comfortable answering. Your participation will be anonymous and your response will be treated with utmost confidentiality. The findings will only be used for the academic research only. There are no direct benefits to you for participating in this research. However, the findings may be beneficial to policy makers, scholars and future researchers.

If you have any questions about this project, feel free to contact the RESEARCHER: Rachael Nduta Mihari – 0722533042 and SUPERVISOR: Dr. Jacqueline Omuya - 0722 699246. If you have questions about your rights as a research participant, please be in touch with the Chairman, Mount Kenya University, Ethical Review Committee, P.O. Box 342-01000 Thika. Thank you for your participation.

CONSENT

I have read and understood the provided information and I had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reasons and without any cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature Date

Investigators' signature  Date ...22/09/2024...

INTRODUCTION SECTION

I am Rachael Nduta Mihari pursuing Masters of Business Administration (MBA) specializing in Human Resource Management in Mount Kenya University. I am in the process of doing my research project with the title “**Influence of Human Resource Management Practices on Employee Satisfaction in Public Universities in Nakuru County, Kenya**”. You have been chosen at random to participate in the study by answering the following questions in the best of your knowledge.

SECTION A: BACKGROUND INFORMATION

1. What is your gender?
 Male Female
2. What is your age (years) bracket?
 18 – 30 31 – 40 41 – 50 51 – 60 Above 60
3. Staff Category?
 Academic Non-Academic
4. What is your highest academic qualification?
 Certificate Diploma Bachelors Masters PhD
5. How long have you worked in the university (in years)?
 Below 1 1 – 3 3 – 8 8 – 13 More than 13
6. Which department are you deployed?

7. Indicate your position:

SECTION B: RECRUITMENT PROCESS ON EMPLOYEE SATISFACTION

The following statements describe the effect of recruitment process on employee satisfaction. Please read each statement carefully and indicate by ticking (√) the provided boxes that best describes agreement with of these statements.

Key

1. Strongly Disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Statements

1 2 3 4 5

There is an effective employee sourcing process that involves identifying and attracting qualified candidates for job vacancies.

The university applies multiple channels for sourcing employees to attract diverse candidates.

Talent pools are cultivated through networking events, career fairs, online communities, and previous recruitment efforts.

There are employee referral programs where current employees are encouraged to refer qualified candidates for open positions.

The university invests in a strong employer brand that showcases its organizational culture, values, and employee value proposition.

The university engages with professional associations and corporate partners to connect with potential candidates actively engaged in their profession.

There is an effective onboarding process where new employees are introduced to university policies, procedures, and team members.

There is an effective manager welcome process to ensure new employees understand expectations.

Coworkers welcome new employees and orient them with department/section routines.

There is ongoing support and facilitation for new employees.

New employees are given opportunities to connect with their team members and build relationships.

There are regular evaluations to assess the new employee's progress and identify gaps or barriers to their settlement.

SECTION C: STAFF DEVELOPMENT ON EMPLOYEE SATISFACTION

The following statements describe the effect of recruitment process on employee satisfaction. Please read each statement carefully and indicate by ticking (✓) the provided boxes that best describes agreement with of these statements.

Key

1. Strongly Disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Statements

1 2 3 4 5

The university conducts Training Needs Assessment (TNA) to establish skills gaps that need training

The university develops and implements structured training programs tailored to employees' roles, skills gaps, and career aspirations

There is on-the-job training to enhance employees' technical skills

The university organizes workshops and seminars to enhance employees' soft and leadership skills

The university holds webinars and online courses that are flexible to accommodate employees' training needs

The university encourages employees to acquire certifications

There are mentorship programs to facilitate knowledge sharing, skill transfer, and career guidance

There are coaching programs focusing on individualized development and performance improvement

There are cross-training and job rotation opportunities to expose employees to different roles and departments

The university promotes external learning opportunities such as conferences, seminars, and industry events

The university promotes self-directed learning by providing access to resources, tools, and platforms

There is regular evaluation of staff development initiatives through feedback surveys and performance metrics

SECTION D: EMPLOYEE REWARD ON EMPLOYEE SATISFACTION

The following statements describe the effect of recruitment process on employee satisfaction. Please read each statement carefully and indicate by ticking (✓) the provided boxes that best describes agreement with of these statements.

Key

1. Strongly Disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Statements	1	2	3	4	5
Promotion of employees in the university is based on merit and performance					
The university rewards employees who consistently demonstrate exceptional skills and contributions					
There are enough non-monetary rewards and incentives that appeal to employees' intrinsic motivations					
There are flexible work arrangements in the university					
There are conducive leave policies in the university					
Employees have access to exclusive university perks and privileges					
There are formal recognition programs to celebrate employees' achievements					
There are monetary bonuses or incentives based on individual or team performance					
The university hosts team luncheons to reward employees					
The university organizes team-building outings to celebrate milestones					
The university promotes peer recognition to enhance collaboration and teamwork					
There are longevity rewards acknowledging employees' dedication					
The university provides employee assistance programs for physical, mental, and emotional health					

SECTION E: HUMAN RESOURCE INFORMATION SYSTEMS (HRIS) ON EMPLOYEE PERFORMANCE

The following statements describe the effect of recruitment process on employee satisfaction. Please read each statement carefully and indicate by ticking (✓) the provided boxes that best describes agreement with of these statements.

Key

1. Strongly Disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Statements

1 2 3 4 5

Human Resource Information Systems (HRIS) facilitate payroll management

HRIS saves time

HRIS eases leave management

HRIS allows employees to access and manage HR-related information easily

HRIS reduces administrative burdens and simplifies HR interactions

Data analytics improves and optimizes university processes

The university enforces data validation rules, regular audits, and security protocols to safeguard HRIS integrity

There is adequate training for human resource staff and end-users on HRIS usage

Making informed decisions based on data has led to a more positive work environment

HRIS increases transparency and accessibility

HRIS supports communication and collaboration

SECTION F: EMPLOYEE PERFORMANCE

The following statements describe the effect of recruitment process on employee satisfaction. Please read each statement carefully and indicate by ticking (✓) the provided boxes that best describes agreement with of these statements.

Key

1. Strongly Disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Statements

1 2 3 4 5

There is well-being and work-life balance through wellness programs

The university provides a conducive working environment

The university management is supportive to staff members

Human resource processes are humanized

Statements

1 2 3 4 5

The university meets employees' expectations

Employees are loyal to the university

There is a high retention rate of employees

Employees are happy with how the management responds to their concerns

Assigned duties are manageable

There is a conducive team work spirit



APPENDIX II: ERC CERTIFICATE



REF: **MKU/ISERC/4578**
TO: **RACHAEL NDUTA MIHARI**

Date: 15 November 2024

REG: **MBA/2023/39790**

Dear Sir/Madam,

RE: INFLUENCE OF HUMAN RESOURCE MANAGEMENT PRACTICES ON EMPLOYEE SATISFACTION IN PUBLIC UNIVERSITIES IN NAKURU COUNTY, KENYA

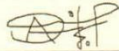
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3300**. The approval period is **15/11/2024 - 14/11/2025**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,



Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

MOUNT KENYA UNIVERSITY
ETHICS REVIEW COMMITTEE
P. O. Box 342 - 01000,
THIKA

APPENDIX III: INTRODUCTION LETTER FROM MKU



DIRECTORATE OF GRADUATE STUDIES

MBA/2023/39790

18th November, 2024

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki Way, Upper Kabete,
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,


RE: RACHAEL NDUTA MIHARI - REGISTRATION NO. MBA/2023/39790

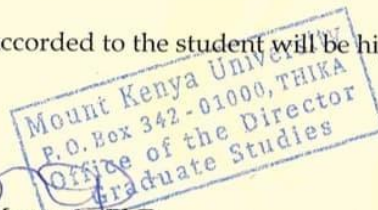
The purpose of this letter is to introduce the above named student who is pursuing **Master of Business Administration** in the department of **Accounting and Finance** in the school of **Business and Economics**.

The title of the research is "**Influence of Human Resource Mangement Practices on Employee Satisfaction in Public Universities in Nakuru County, Kenya**". It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **November, 2024 and January, 2025**.

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, PhD
Director, Graduate Studies
Enc.




APPENDIX IV: NACOSTI RESEARCH LICENSE

Republic of Kenya
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

RefNo: 460406

RESEARCH LICENSE



This is to Certify that Ms.. Rachel Nduta Mihari of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nakuru on the topic: **INFLUENCE OF HUMAN RESOURCE MANAGEMENT PRACTICES ON EMPLOYEE SATISFACTION IN PUBLIC UNIVERSITIES IN NAKURU COUNTY, KENYA** for the period ending : 30/December/2025.

License No: NACOSTI/P/24/414599

Applicant Identification Number: 460406

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



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APPENDIX V: TURNITIN REPORT

INFLUENCE OF HUMAN RESOURCE MANAGEMENT PRACTICES ON EMPLOYEE SATISFACTION IN PUBLIC UNIVERSITIES IN NAKURU COUNTY, KENYA

by Rachael Mihari

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