EFFECT OF STRATEGIC HUMAN RESOURCE MANAGEMENT PRACTICES ON EMPLOYEE PERFORMANCE IN INSTITUTIONS OF HIGHER LEARNING: A CASE STUDY OF UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA

BY

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A Research Project Report Submitted to the School of Business in Partial Fulfilment of the Requirement for the Degree of Masters in Business Administration (MBA)

UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA

SPRING 2018
STUDENT’S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University - Africa in Nairobi for academic credit.

Signed: ______________________  Date: ______________________

Marura Nyambu
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This research proposal has been presented for examination with my approval as the appointed supervisor.

Signed ______________________  Date ______________________

Fred O. Newa

Signed ______________________  Date ______________________

Dean, Chandaria School of Business
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ABSTRACT
This study sought to determine the effect of strategic human resource management practices on employee performance in institutions of higher learning with a key focus on USIU-Africa. The study focused on determining the answers to the following research questions: What is the effect of strategic recruitment and selection practices on employee performance?; What is the effect of strategic training and development on employee performance?; and What is the effect of strategic compensation and benefit policies on employee performance?

Descriptive research design was employed in this study as it enabled the researcher to examine factors affecting employee performance in USIU-Africa. The population of the study consisted of all employees that work at USIU-Africa totalling to 622. Stratified sampling technique was used to select the sample size of 25% of the employees from each strata to give the study a sample size of 156. This study applied the use of questionnaires as the primary data collection technique. The study used quantitative data analysis. Descriptive statistics like means and standard deviations were used, while inferential analysis of correlation analysis was used to examine whether there was any existing relationship between the study variables and regression analysis then used to test the relationship between these study variables.

The study showed that passing the organization’s aptitude tests did not give the employees a stronger sense of belonging to the organization. USIU-Africa’s HR department did not match human resource to the strategic and operational needs of the organization, neither did it provide employees with literature on job progression. The HR department at USIU-Africa did not give employees the freedom of choice in terms of career development.

The study indicated that USIU-Africa did not have strategic training that produced highly skilled human capital nor did it organize conferences that equipped employees with new tools to enhance their service delivery. It also showed that no training programmes had been offered to employees to make them feel indebted to the organization. Highly experienced employees in the organization did not coach the less experienced employees.
The study revealed that, incentives at USIU-Africa did not increase the value employees attached to their work goals and its reward systems did not affect the quality of employee service, this was as a result of the compensation and rewards system not being a key policy areas for USIU-Africa’s HR department. Since the organization did not offer allowances and bonuses based on key deliverables, the study revealed that the bonus employees received from the organization did not influence employee’s behaviour in reaching their set objectives.

The study concludes that the USIU – Africa HR department uses employee transfers to acquire qualified employees from other departments to facilitate employee performance, and the employees’ job role does not deny them the opportunity to put their knowledge and skills into practice. Furthermore, an employee’s pay check communicates the extent to which the organization values them as employees.

The study recommends the HR department at USIU-Africa to ensure that it matches its human resource to the strategic and operational needs of the organization during its strategic recruitment and selection process, as well as ensure that its strategic compensation and benefits become a key policy area to facilitate employee satisfaction and retention, and above all, increased employee motivation and performance.
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DEDICATION

This thesis is especially dedicated to my mother, for her fervent prayers and calming presence. Thank you Ma
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LIST OF ABBREVIATIONS

CHE: Commission for Higher Education
CUE: Commission of University Education
HR: Human Resource
HRM: Human Resource Management
SHRM: Strategic human resource management
SPSS: Statistical Package for the Social Sciences
USIU-AFRICA: United States International University - Africa
WASC: Western Association of Schools and Colleges
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

If a knowledge-based economy is mainly characterized by the production, transmission and dissemination of knowledge, universities are unique in all these processes, due to the key role they play in the field of research and utilization of its results (Collins and Clark, 2013). Universities’ main goals are the production and diffusion of knowledge, and their most important investments are in research and human resources. Despite the fact that their main inputs and outputs are basically intangibles, there are very limited instruments to measure and manage them (Canibano and Sanchez, 2014).

Strategic human resource management (SHRM) has been defined as the planned pattern of human resource (that is workforce) and human resource management (that is, functional) deployments and activities intended to enable the organization to meet organizational goals and objectives (McMahan, Virick and Wright, 2009). Human resource (HR) practices are the primary means by which firms can influence and shape the skills, attitudes, and behaviour of individuals to do their work and thus achieve organizational goals (Collins and Clark, 2013). Mayhew (2015) noted that HR functions are significantly different from HR practices and it is important to heed these differences. She states that functions are comprised of transactional activities that can be handled in-house or easily outsourced. Whereas practices are part conceptual, part implementation of a HR strategy, comprised of systems that follow the normal or customary way of doing business.

SHRM focuses on aligning internally consistent Human Resource Management (HRM) practices to build employees’ knowledge, skills, and abilities in an effort to support competitive strategies and achieve business objectives (Huselid, Jackson and Schuler, 2007). These practices are classified in different ways: Delery and Doty (2012), drawing on three dominant modes of theorizing, identified seven key strategic human resource practices, including career ladders, training, results-oriented appraisal, compensation, employment security, employee voice, and broadly defined jobs, and used them to develop theoretical arguments consistent with each of the three perspectives. In addition, Collins and Clark
(2013) explored the black box between strategic human resource practices, which include training, performance assessment, rewards, and firm performance from a field study with 73 high tech firms. The results show that top managers’ social networks mediate the relationship. Chen and Huang (2009) introduced these functions as training, compensation, performance evaluation, staffing and participation. Some strategic HR practices, such as staffing, training, participation, performance evaluation, and incentive compensation, are related to enhancing commitment, lowering turnover, and increasing performance through their impact on employee development and motivation (Guthrie, 2011).

Thus organizations can use strategic HR practices to influence the behaviour and expectations of employees. Human capital is the most valuable resource of firms (Wright, Dunford and Snell, 2011). Organizations that effectively manage and leverage the knowledge and expertise embedded in individual minds will be able to create more value and achieve superior competitive advantage (Scarborough, 2013).

Developing the management of human resources is becoming a key challenge in higher education institutions worldwide. Complex academic communities need appropriate career management procedures, as well as national policies, which support the institutions in recruiting, motivating and keeping qualified staff (Belcourt, 2013). In many developed countries, according to Marler (2013), higher education systems are facing numerous challenges linked to the economic transition process and globalization. These challenges are linked to quality, level of state spending in education, adequacy to the needs of the labour market and society, the need for appropriate governance mechanisms and structures and the access to higher education in particular for the disadvantaged sectors of the population (Marler, 2013).

As experienced in many countries, modernization of higher education is not only a matter of policies and strategies, organizations and structures but also a question of behaviour and the attitudes of individuals (Truss, 2014). Ongoing reflections and analyses by experts and practitioners about university modernization highlight among many other obstacles, the human constraints and the difficulty to make people change their attitudes and adhere to new
approaches and methods (Belcourt, 2013). Structural reforms often fail because of the lack of commitment and motivation of individual actors.

In many developed countries, higher education institutions are confronted with a shortage of staff (academic and support staff) in quantitative and qualitative terms. Institutions are lacking the appropriate human resources to properly address the challenges at stake. Unsatisfactory working conditions have an impact on the attitudes and behaviour of staff and create an obstacle to the modernization of higher education (Munjuri, 2011). Developing the proper management of human resources is therefore becoming a key challenge within institutions and also at national level. New approaches to human resource management are currently being introduced in many countries to support the modernization of governance of higher education systems and institutions (Odhiambo, 2011).

Higher Education in Kenya is also undergoing considerable change. These changes are in response to a multiplicity of factors: the development of information and communication technologies, globalization, internationalization and regionalization, an advancing network society, an advancing knowledge society, socio-cultural trends, demographical trends and the marketization in higher education, including the changing roles of governments (Waithaka, 2012). But scholars and critics alike have never stopped blaming the system, which most of them went through, and their critiques are somewhat justified. (Kirimi, 2007; Waithaka, 2012) agree that university performance in Kenya is too rigid resulting to bad consequences whereby there is mass exodus of lecturers seeking green pastures to other universities outside the country.

Studies have confirmed that the nature of training provided by higher institutions in Kenya does not adequately equip the higher cadre human resources with a required preparation for development (Kirimi, 2007). In an editorial article in the Daily Nation (July 12, 2007) it was observed that Education in Kenya has largely operated in isolation from the economic sector it is supposed to serve. The result has been that its products have at times been found wanting in vital skills that have hampered their absorption into the economic mainstream. The university education system is also isolated from the society. A meaningful modern
education system should stimulate all aspects of human intellectual potential. It should not simply emphasize access to knowledge, but also uphold the richness of local cultures and values, supported by the valuable disciplines of the humanities and social sciences (Clarke, 2011).

United States International University-Africa (USIU - Africa) is located in the Kasarani area, off Thika Road in the suburb of Kenya’s capital city of Nairobi. The university is an independent; not-for-profit institution serving 15% international and 85% domestic, totalling to approximately 7000 students representative of 65. Founded in 1969 as the Africa campus of USIU in San Diego, California, the university was first accredited in 1981 by the accrediting commission for senior colleges and universities of the Western Association of Schools and Colleges (WASC) as part of USIU-San Diego. The university was later mandated to become chartered in Kenya with the Gazettement of the Universities Act in 1985. Regulations and procedures for the accreditation of private universities were published in 1989, and in 1999 USIU - Africa was awarded its charter as an independent institution through the Commission for Higher Education (CHE) currently known as Commission of University Education (CUE).

1.2 Statement of the Problem
The increasingly dynamic and volatile business environment has compelled firms to adopt strategies where human resource takes centre stage and forced them to aggressively compete with other firms to acquire the best employees as well as offering competitive packages to retain the resource. These industry challenges demand that firms continually assess its internal processes and capabilities if it is to remain competitive. It is known that human resource management can affect business performance with numerous studies by the likes of MacDuffie (1995) and Guthrie (2011) showing a positive relationship between human resource management practices and business performance. Improved and sustainable business performance is only attainable if the employees executing the set strategies are performing at the required standards. The workforce of a firm ultimately differentiates it from its peers and its competition. This thus requires that firms adopt human resource
practices that are strategically aligned with the organization’s objectives and goals leading to the ultimate end of continuous and sustainable improvement in the firm’s performance.

In several instances, managers only focus on short term implementation of human resource strategies where they are a part of organizational performance, preventing them from making projections for long term implementation of strategies targeting overall performance. Kessler (1993) as cited by Nyandiko and Ongeri, (2015) notes that this poses a challenge in the implementation of the HRM strategy objectives, be they short term or long term which in turn impacts negatively on employee performance and in effect organizational performance since the objectives and their realization are key indicators of the performance of an organization. It is against this backdrop that the current study was conceived.

Several studies have been done on the effect of human resource practices and the role it plays in business performance, but there is limited research specifically targeting academic institutions such as that done by Busienei and Mutahi (2015) and more so private institutions of higher learning such as USIU-Africa. This study arises from the need to manage the human resources of the firms more effectively. This paper, therefore seeks to fill in the knowledge gap by identifying the relationship between human resource practices and employee performance by looking at the strategic human resource practices currently in place at USIU-Africa as an adept example of private universities and which theories and practices can be applied and adopted respectively as best practice to promote employee performance and sustain the continuous growth of the institution’s performance.

1.3 Purpose of the Study
The purpose of this study was to determine the effect of Strategic Human Resource Management practices on employee performance in institutions of higher learning with a key focus on USIU-Africa.
1.4 Research Questions
1.4.1 What is the effect of strategic recruitment and selection practices on employee performance?
1.4.2 What is the effect of strategic training and development on employee performance?
1.4.3 What is the effect of strategic compensation and benefit policies on employee performance?

1.5 Significance of the Study
1.5.1 USIU-Africa
The institution as a whole may especially benefit from this study as it identifies best practices that could be incorporated into its strategic plan these may also place USIU – Africa in an ideal space as a bench mark for industry standards.

1.5.2 USIU-Africa’s Human Resource Department
The department, being a critical strategic role player in an institution, may adopt the recommendations from the study and expound on the information contained herein to enhance its vital capacities such as recruitment as well as efforts geared towards staff retention such as compensation and benefits. The identified Strategic Human Resource Management practices may better align the department to the overall University strategic plan and in effect streamline the University’s operations.

1.5.3 USIU-Africa Staff and Faculty
The study indicates the influence of SHRM on employee performance and highlights the challenges faced by USIU-Africa as well as the recommendations. Staff and faculty have an opportunity to understand the SHRM practices within the university and thus align their personal and career goals with those of the institution better.

1.5.4 Human Resource Students and Practitioners
The study presents additional information and a different perspective for human resource and strategic management students as well as researchers and HR practitioners in relation to the concept of HRM being that it focuses on an institution of higher learning.
1.6 Scope of Study
This study has been designed to test the significance of today’s Human Resource Management practices while linking it to the success of USIU-Africa as one of the premier private institution of higher learning. The research has explored existing studies of focus groups carried out within the human resource management realm. Academic journals have been incorporated as vital points of reference during the study.

The study took into consideration the entire population of staff and faculty that were on both part time and full time employment status. The research was carried at the University’s premises off Thika Superhighway on USIU road, Nairobi, Kenya which hosts all the facilities that the institution utilizes. The research was carried out during the fall semester, 2018, which ran from August to December. The HR department at USIU-Africa was a key source of information during the whole process as well as other departmental heads. The general staff were incorporated to assist in the facilitation of the study. The extent to which the organization’s HR practice influences performance was incorporated into a questionnaire that was used to collect the relevant data. Respondents were picked from different departments, representative of a holistic demographic picture. The time frame set aside to carry out this research was six months.

1.7 Definition of Terms
1.7.1 Strategic Human Resource Management
Strategic human resource management (SHRM) has been defined as the planned pattern of human resource (that is workforce) and human resource management (that is, functional) deployments and activities intended to enable the organization to meet organizational goals and objectives (McMahan, Virick and Wright, 2009).

1.7.2 Human Resource Practices
HR practices are the primary means by which firms can influence and shape the skills, attitudes, and behaviour of individuals to do their work and thus achieve organizational goals (Collins and Clark, 2013).
1.7.3 Employee Performance
Performance can be defined as the ability of an employee to accomplish his mission based on the expectations of the organization. Vroom, a motivational theorist alluded that employee performance is the individual’s natural ability coupled by acquired skill (Vicher Vroom as cited by Bagul, 2014).

1.7.4 Employee Performance Management
Employee Performance Management is a process for establishing a shared workforce understanding about what is to be achieved at an organization level. It is about aligning the organizational objectives with the employees’ agreed measures, skills, competency requirements, development plans and the delivery of results (Huselid, Jackson and Schuler, 2007).

1.8 Chapter Summary
The research study was geared towards having a better understanding of HRM practice while linking it to performance levels. USIU-Africa is the institution of choice and was used for the case study. As a way of facilitating the understanding of the whole concept, the history of HRM was highlighted, stating some of the key features that have been re-engineered, making it grow into what it is today.

Chapter two is a review of the literature that has delved into human resource practices and the theories explored under the subject, the human resource practices critical to improved employee performance as well as the challenges faced by human resource managers and departments in strategically positioning themselves in line with the overall University strategic plan. Chapter three describes the overall research methodology that was used in carrying out the research. Chapter four employed the use of tables and figures to present the data as found in chapter three with a synopsis of the major findings of the study. Chapter five provides an overall summary of the whole study and the major findings of the research and an interpretation of the same with a deference and comparison to findings of previous studies.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction
The purpose of this study was to determine the effect of Strategic Human Resource Management practices on Employee Performance in institutions of higher learning with a key focus on USIU-Africa. This section presents literature with regards to the effect of strategic recruitment and selection practices on employee performance, the effect of strategic training and development on employee performance, and the effect of strategic compensation and benefit policies on employee performance.

2.2 Effect of Strategic Recruitment and Selection Practices on Employee Performance

2.2.1 Employee Performance
Employee performance refers to the outcome, accomplishment of work as well as the results achieved, which is linked to the strategic goals of the organization, customer satisfaction and economic contributions (Armstrong, 2010). Delery and Doty (2012) indicate that performance has to be managed by taking systematic action to improve organizational, team and individual performance; where individual performance management process is associated with particular HR practices.

Managing individual performance in organizations has traditionally centred on assessing performance and enhancing incentives, where effective performance is seen as the result of the interaction between individual ability and motivation, this goes hand in hand with performance goals (Wang, 2007). It is worth noting that the higher the employee morale and drive, the greater the chances that a company will not only keep the best employees but will also motivate talented employees to perform at optimum levels (Clarke, 2011). HR practices have a massive contribution to employee performance and productivity (Delery and Doty, 2012). Wang (2007) further observed that use of various HR practices to improve work performance is in most cases ignored, put on the back burner or at best assumed to be handled with existing practices. However, research work is yet to be done to determine the magnitude of influence of the various HR practices on employee performance.
Delery and Doty (2012) observe that performance management is a joint process that involves both the management and the employee who identify common goals which correlate to the higher goals of the institution. Clarke (2011) states that when HR practices are effectively utilized, then organizations will experience increased productivity and improved quality of their output. Similarly, when people are valued, shown trust, listened to and encouraged to do better, they reciprocate by being responsible and productive (Delery and Doty (2012)). Consequently, commitment and loyalty of the employees to the organization is enhanced and thereby the organizational culture and values are developed (Clarke, 2011).

2.2.2 Strategic Recruitment and Selection
Sangeetha (2010) identifies that recruitment and selection lie at the heart of how the business perceives the human resources required to sustain a competitive advantage over their competitors. The recruitment process involves sourcing, advertising and interviewing of future employees, however the selection process entails staffing and training of new employees in their new job role (Armstrong, 2010; Sangeetha, 2010).

In order for an organization to sustain competitive advantage each step in the recruitment and selection process needs careful time and consideration (Branine, 2008). Decisions made in the recruitment and selection stage will impact the company in the future. Bad decisions made in the selection process can result in serious costs for an organization, and therefore, this is a major process in strategic human resource management (Henderson, 2011). There is a set of best HRM practices that are universal, meaning that they are applicable in any situation. Adaptation of these practices will lead to superior organizational performance (Armstrong, 2014).

Analysis of recruitment strengths and weaknesses, analysis of the requirements and also identifying sources for candidates are all steps required in the planning of attracting candidates (Armstrong, 2014). According to Raphael (2010) planning for future job and employee needs as well as the way the organization performs within its various functions is an essential aspect. Branine (2008) states that when a recruitment program is effective it will
appeal to a greater number of applicants. Furthermore, having more applications gives the recruiter a wider pool from which to choose from.

### 2.2.3 Theoretical Perspective of Strategic Recruitment and Selection Practices and Employee Performance

A study conducted by Waiganjo, Mukulu and Kahiri (2013) showed that selective resourcing which is a key component of strategic recruitment and selection, influenced firm performance of corporate organizations in Kenya in the manufacturing sector. The researcher also found that recruiting and selecting the right employees increased employee performance and effectiveness, and contributed to employee retention in the organization. Chen and Huang (2009) on the other hand, examined pre-employment tests as a key component of selection and the researcher found out that when employed, these tests showed that selected employees stayed with the organization longer and had the potential to perform.

Passing employment tests gave an applicant a stronger sense of belonging and increased the degree of commitment to the organization when implemented as indicated by a study conducted by Huselid and Becker (2011). The Sabwami, Gachunga and Kihoro (2014) study also showed a possible indirect link between strategic recruitment and selection and employee performance was the forging of internal link between employer and employee which then created the right culture for employee performance. Paul and Anantharaman (2003) note that a strategic selection and recruitment process ensured that the employees with the right qualifications were identified and selected, and this led to production of quality products and services by employees.

A stringent strategic recruitment and selection system gives selected employees a sense of elitism which imparts high expectations of performance, and conveys a message of their importance to the organization (Pfeffer, 2007). Strategic recruitment and selection is about matching human resource to the strategic and operational needs of the organization where it keeps the number and quality of employees required (Sabwami et al., 2014). Mutembei and Tirimba (2014) in their study on staffing process, found that strategic recruitment and selection positively correlated to employee performance as it brought to the organization
employees who matched the abilities of the present human resource and fitted into the existing interpersonal structure, which in the long run lowered training costs. Chand and Katou (2007) demonstrated that strategic recruitment and selection was strongly correlated with profitability and suggested that management of an organization should focus on those methods of recruitment, policies, and selection tests for improved employee performance.

2.2.4 Relationship between Strategic Recruitment and Selection Practices and Employee performance

2.2.4.1 Relationship between Promotion and Employee Performance

Promotion refers to upgrading an employee who is already existing in the pay roll and contributes to the organizational performance (Keshav, 2013). Rajarao (2010) states that promotion is shifting an employee to a higher position with more responsibilities, access to better facilities, higher status and pay. Sherman, Bohlander and Snell (2008) note that most companies fill higher job vacancies by promoting employees who are considered fit for such positions. This is due to the great psychological impact that this has over other employees for their motivation towards better performance. According to Rajarao (2010), internal recruitment efforts very often result in promotions and promotion signifies reward for past performance and encourages employees in their efforts.

Promotions move the status of employees within their peer group in the organization, thus, the status becomes a prestige grading, position, or rank within the group (Robbins, 2009). It is therefore, important for employees to believe that the status of an individual in a system is congruent with the job they are assigned to (Sherman, Bohlander and Snell, 2008). The possibility of advancement often serves as a major incentive for superior managerial performance and promotions are the most significant way to recognize superior performance (Robbins, 2009). Therefore, it is extremely important that promotions be fair, based on merit and untainted by favouritism (Rajarao, 2010). In some instances, even fair and appropriate promotions can create a number of problems for instance, members of an organization who are bypassed feel resentful, which may affect their morale and productivity (Robbins, 2009; Rajarao, 2010).
2.2.4.2 Relationship between Transfers and Employee Performance

Transfer is a lateral shift causing movement of individuals from one position to another (Terpstra and Rozell, 2013). Langseth (2010) considers transfers as being effected when the need for people in one job or department is reduced or increased, if the work load reduced employees would want to relocate to other areas where they can have enough tasks to perform. Under transfers, employees are recruited internally through transfer from one work place to another, thus, it refers to the process of interchanging the job duties and responsibilities of employees from one place to another or from one department to another without any promotion in their position or grade (Huselid, 2013). Kesha (2013) states that transfers are a good source of generating qualified employees from over-staffed departments.

Hsieh and Chao (2014) state that, if transfers are indeed beneficial, organizations should be able to detect the effects on sub-sequent performance. The assignment to a new job should support the development of new competencies in employees and thus have a positive effect on individual performance by building up relevant human capital (Elwood and James, 2012). In light of the ‘employer learning’ hypothesis, job transfer implies enhanced performance if the match between employee and job can be improved (Campion, Cheraskin and Stevens, 2014). Another reason for adopting job transfers is that an employee’s motivation may be stimulated by moving to a different position, indicating the organizations’ trust in the employee’s competency, hence boosting their morale (Hsieh and Chao, 2014).

2.2.4.3 Relationship between Internal Job Posting and Employee Performance

Internal job posting is an open invitation to all employees in an organization to apply for the vacant position (Langseth, 2010). It provides an equal opportunity to all employees currently working in the organization (Gamage, 2014). Today it has become a very common practice in many organizations across the world. Under this, a vacancy announcement is made through bulletin boards or in lists available to all employees (Langseth, 2010). Interested employees, then apply for the post being advertised. In this way, it has become one of the cost saving techniques of recruitment (Keshav, 2013).
Internal job posting tends to induce long-lasting employment relationships between employees and employers because the uniquely productive employment relationship benefits both parties (Nzukuma and Bussin, 2011). Moreover, the expectations from both parties that the employment relationship will last stokes the desire in employees to invest in further development of their skills, hence improving their performance (Cober and Brown, 2012). When hiring insiders, Rauf (2014) states that employees know that they need to outperform only their internal peers (as opposed to a vast pool of potential external hires) to win a promotion, a bit of extra effort can meaningfully increase their chance of victory. In contrast, Cober and Brown (2012) observe that, having to outperform an unspecified number of external applicants is discouraging, and additional effort may not seem worthwhile.

2.2.4.4 Relationship between Job Bidding and Employee Performance

Job bidding is more effective when it is part of a career development program in which employees are made aware of opportunities available to them within the organization (Sherman, Bohlander and Snell, 2008). For example, HR departments may provide new employees with literature on job progression that describes the lines of job advancement, training requirements for each job, and skills and abilities needed as they move up the job-progression ladder (Cober and Brown, 2012). This method of recruitment is used when the number of applicants exceeds the number of job positions that are being offered by a large number (Keshav, 2013). In another example of job bidding, the applicants are required to bid for a salary or a pay package for the job they are applying. Depending on the bids received from the applicants, the employer will select the final employees or invite the best bidders for further recruitment and selection process (Sherman, Bohlander and Snell, 2008).

The system of job bidding can provide many benefits to an organization, however, these benefits may not be realized unless employees believe the system is being administered fairly (Wright, 2009). Bohlander and Snell (2014) note that job bidding is more effective when it is part of a career development program in which employees are made aware of opportunities available to them within the organization. In the views of Wright (2009), the bidding procedure minimizes employee complaints, commonly heard in many organizations that insiders never hear of a job opening until it has been filled. The process reflects openness that
most employees value highly, thus increasing their performance. An organization that offers freedom of choice and encourages career development has a distinct advantage which motivates employees to perform well in their jobs (Bohlander and Snell, 2014).

2.3 Effect of Strategic Training and Development on Employee Performance

2.3.1 Strategic Training and Development

Strategic training is an important element in producing highly skilled human capital (Wallen et al., 2013). Investing in training programmes makes employees feel indebted to the organization and contributes to their retention (Bohlander and Snell, 2014). Strategic training enhances an organization's specificity of employment skills, which is exhibited in increased employee performance and overall organizational performance (Wallen et al., 2013). When an organization strategically trains its employees, the cost of selecting, recruiting and internalizing outsiders is reduced, leading to an increase in their performance in the given organization (Mbugua, 2015).

Training is administered in two ways; on the job training where employees are given training while at their place of work. This is a simple and cost-effective way of training. Both employees that are not proficient and those that are proficient can be trained using this method (Wallen et al., 2013). The method embraces learning by doing, for instance, it could be done through job rotation, job enlargement and coaching (Denby, 2010). Off the job training is another method where employees are provided with training away from their working place in the form of seminars, workshops and conferences. The method is costly to an organization, but when training a large number of employees, it is cost effective (Wallen et al., 2013).

Strategic training has a positive effect on quality of work, influences participant’s knowledge, enhances organizational based self-esteem and in turn increases employees’ performance (Budhwar, 2007). Wright (2009) emphasized that strategic training is a critical subscriber to a corporate strategy premised on nurturing the rational capital. It develops administrative aptitude that permits workers to account for individual professional
progression where it translates to increased employee performance (Bohlander and Snell, 2014; Wright, 2009).

Strategic training ensures that there is professional faculty mandatory to effectively implement a strategy of growth in an organization. It is the process that enables people to procure new information, acquire emerging skills and improve on completion of tasks (Denby, 2010). Cober and Brown (2012) notes that strategic training helps an organization craft a labour force capable of handling transformation, conform to the growing clients’ demands and fix its prospective leadership. Denby (2010) states that employees are enabled to maintain standards, improve their competence leading to their increased performance.

2.3.2 Theoretical Perspectives of Strategic Training and Development and Employee Performance

A study by Hall et al. (2013) shows that one of the main goals of strategic training programs is to build strong, competent and qualified personnel whose work performance could be felt in both private and public sectors. A study by Magiri (2009) indicated that improving public service and quality of its delivered services was strictly contingent on the effectiveness of strategic training programs and specificity that were provided to its employees. These results strengthened the importance of the use of SHRM while focusing on strategic training and employee performance.

Ngeno’s (2014) study showed that upgrading employees’ skills and knowledge, puts them in a better position to produce high-quality products and services in the most cost effective way, they adapted to change and it increased their contribution to their work through product or process innovation. According to Ivancevic et al. (2007), managing workers strategically required administrators to commit time, cash and devotion to train and develop the entire staff. These cases show that strategic training practice is a necessary prerequisite for empowerment of employees to work. Conversely, Amaoka (2013) states that, investing in the training and development of employees would be of limited benefit if their jobs and roles are structured in such a way as to deny them the opportunity to put their knowledge and skills into practice.
Nielsen (2012) notes that strategic training not only equipped employee with most of the knowledge and skills needed to accomplish jobs, but it also helped them achieve overall organization objectives by contributing to the satisfaction and productivity of employee and the organization at large. Waiganjo et al. (2013) noted that, extensive training captured the creativity of employees and increased their skills. In a study in America on the impact of human capital investments such as employer-provided training and development, Belcourt (2013) found that returns on training and development investments increased productivity by 16-19% and enhanced employee performance. Training needs and how they were assessed, coupled with the criteria for selection and types for training like orientation, job training and career development were also implemented.

The study also found out that formal training in comparison with informal training was more effective and significantly associated with employee performance. According to Denby (2010), strategic training is a continuous process, one that is constantly refreshed and renewed according to the needs and requirements of the individuals. The Scholar encouraged organizations to revisit the contents after training. Accordingly Amaoka (2013) the framework for reshaping attitudes of public organization employees must involve staff training and development. The scholar emphasized that traditionally, training programmes had a skill-based focus, but recent trends in customer-oriented Civil Service required an attitudinal-focused training. This had led to the need for strategic approach to training in order to develop the capacity of public servants for the improvement of service delivery.

2.3.3 Relationship between Strategic Training and Development and Employee Performance

2.3.3.1 Relationship between Coaching and/or Mentoring and Employee Performance

This entails having employees with more experience coach those with less experience (Cober and Brown, 2012; Torrington, Hall and Taylor, 2005). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington, Hall and Taylor, 2005). The practice is often put into play with newly recruited graduates in the organization by attaching them to a mentor who might be their immediate
managers or any another senior manager (Cober and Brown, 2012). This however does not imply that older employees are excluded from this method though the emphasis is mainly on newly employed persons within the organization (Cober and Brown, 2012; Torrington, Hall and Taylor, 2005).

There is a strong relationship between performance and coaching provided to the employees. The strength of coaching arranged and provided to the employees through regular intervals results in the improvement of their performance (Elwood and James, 2012). Mentors deliver knowledge on the basis of their track experience and prepare less skilled and experienced employees for challenging tasks and advancement in their career. The functions of a mentor not only develop the individual learning employees but also increases the performance level of a group or teams’ career (Rajarao, 2010). Mentorship also develops, calculates and identifies the skills of the subordinates and integrate their performance with the policies with the organizational goals and objectives (Elwood and James, 2012).

2.3.3.2 Relationship between Orientation and Employee Performance

Orientation is another training and development method and it involves getting new employees familiarized and trained on the new job within an organization (Wright and Geroy, 2011). During this process, they are exposed to a variety of undertakings such as the nature of their new posting, how to tackle their identified tasks and responsibilities and what is generally expected of the employees by the organization (Afshan et al., 2012). They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures (Wright and Geroy, 2011).

Employee orientation affects organizational performance through its effect on employee learning and behaviour (Terpstra and Rozell, 2013). Employee orientation determines the type of skills and motivation of these employees, and the opportunities and incentives that these employees have to design new and better ways of doing their jobs (Afshan et al., 2012; Wright and Geroy, 2011). This orientation promotes skill development, motivation and
discretionary effort is often labelled as high-involvement employee orientation (Terpstra and Rozell, 2013). Orientation also describes an employee focused organizational climate which reflects an organization’s value system in terms of rewards and provides a warm and supportive environment (Cober and Brown, 2012). A focus on employee well-being provides an educative environment for employees, which reduces their stress and enhances their satisfaction and commitment (Bohlander and Snell, 2014). It may result in better trust between the organization and its employees, which can lower labour costs by reducing turnover (Keshav, 2013).

2.3.3.3 Relationship between Conferences and Employee Performance
Conferences as a training and development method involves presentations by more than one person to a wide audience (Debrah and Ofori, 2012). Langseth (2010) states that conferences are more cost effective as a larger group of employees are trained at the same time in large audiences. It is however not easy to ensure that all individual trainees understand the topic at hand as a whole using this method (Debrah and Ofori, 2012); not all trainees follow at the same pace during the training sessions (Cober and Brown, 2012); focus may be trained on particular trainees who may seem to understand faster than others resulting in under training other individuals (Langseth, 2010).

Conferences give employees a chance to disconnect for a moment and simply dedicate time to improving their craft (Sherman, Bohlander and Snell, 2008). While they are “working” and attending and travelling to conferences, they get a chance to leave their regular day to day behind and simply focus on the subject matter of the conference that they are attending (Langseth, 2010). Conferences also offer employees a networking platform that offers them a chance to explore solutions and techniques that can be applied within their workplaces (Cober and Brown, 2012). Conferences also exposes employees to new tools and programs that can improve their workplace performance and overall satisfaction (Langseth, 2010).
2.3.3.4 Relationship between Formal Training Courses and Development Programmes and Employee Performance

These are a number of methods which may be used to develop the skills required within an organization. These course and programmes are usually a set of defined and known programmes where the contents, durations and all the details about the training are clear to both the organization and the personnel to be trained (Afshan et al., 2012). Wright and Geroy (2011) opine that, unlike informal trainings and programmes, formal training and programmes can be planned earlier and also plan for their evaluation. Nielsen (2012) states that, employees may undertake these courses and programmes while completely off work for a certain duration of time or alternatively be present for work on a part-time basis, and that, these programmes can be held within the organization (in-house) or off the job. Off the job is argued to be more effective since employees are away from work place and their concentration is fully at training (Afshan et al., 2012). Depending on the knowledge needed, organization’s structure and policies, the trainers too may be coming within the corporation or outside the organization (Wright and Geroy, 2011; Nielsen, 2012).

Formal training courses and development programmes not only helps an organization optimally utilize their human resources in favour of gaining competitive advantage but also enhances employees’ abilities and competencies that are vital in the workplace (Debrah and Ofori, 2012). Training develops the capabilities of the employee by sharpening their way of thinking and creativity in order to take better decision in time and in more productive manner (Cober and Brown, 2012). Moreover it also enables employees to deal with customers in a more effective manner, responding to their complaints in a timely manner (Debrah and Ofori, 2012). Formal training courses and development programmes facilitate the development of self-efficacy and results in superior employee performance on job (Afshan et al., 2012), by replacing the conventional second rate practices by efficient and effective work related practices (Cober and Brown, 2012).
2.4 Effect of Strategic Compensation and Benefit Policies on Employee Performance

2.4.1 Compensation and Benefit Policies

Compensation is the human resource management function that deals with every type of reward individuals receive in exchange for performing organizational tasks, with a desired outcome of an employee who is attracted to the work, satisfied, and motivated to do a good job for the employer (Ivancevich, 2014). A double input-output exchange between an employee and an employer (Moncarz, Zhao and Kay, 2009). Walsh and Taylor (2007) defines compensation as the cash and non-cash remuneration provided by an employer for services rendered. Compensation could be financial rewards which refer to any monetary rewards that go above and beyond basic pay (Moncarz, Zhao and Kay, 2009). These rewards are separate and not added into basic salary. Examples of these include financial incentives, bonuses, and recognition (Ivancevich, 2014; Walsh and Taylor, 2007).

Compensation can be described as direct and indirect compensation received by employees in an organization that serves to achieve employee satisfaction and retention as well as improve performance (Ivancevich, 2014). Direct compensation includes wages, salaries, bonuses or commission. Indirect compensation includes incentives, medical benefits, housing allowance, annual leave allowances and training opportunities (Cho, Woods, Jang and Erdem, 2006). Compensation is the reward employees receive in exchange for performing organizational tasks (Walsh and Taylor, 2007).

The strategy for compensation is an affirmation of resolve that describes what the business purposes to execute, cultivate and enforce policies, patterns and procedures that advanced the realization of its corporate objectives and conformed to the shareholder’s needs (Ivancevich, 2014). Katua et al. (2014) states that behaviour in employees needs to be motivated in an organization through strategic reward and compensation. According to Armstrong (2010), reward and compensation practices increase employee skills and attitudes, promotes positive attitude and increases motivation. When this happens, improvement in employee performance is realized. Benardian (2008) argues that an organization’s policy and patterns for rewards workers is imperative in enforcing a scheme.
2.4.2 Theoretical Perspectives of Strategic Compensation and Benefit Policies and Employee Performance

Various researchers have strongly ventilated on the essence of team enticements. For instance, Dessler (2013), asserted that corporations that bestowed trust on teams to handle their task cultivated plans for incentive that promoted team effort and emphasized team member’s devotion to performance. According to Ngui et al. (2014), compensation that was premised on performance effectively motivates and relays a strong communication that extraordinary levels of an employee productivity is expected and has to be rewarded.

An empirical study by Hall et al. (2013), proved that incentives increased the value people attached to work goals. Rewarding people for exceeding targets motivated them to spend more time on the rewarded tasks which lead to heightened interest and satisfaction. It also appeared to strengthen self-confidence and employee loyalty. Well-designed and implemented reward systems increased employee motivation, commitment, cost effectiveness and congruence (Snelgar et al., 2013). In support of the above findings, empirical evidence adduced by Uzman and Daish (2010) on categories of rewards found that 95% of the workers who participated in his study confirmed that adequate rewards like salary and bonus pay induced in employees the urge to attain their desired results.

A study carried out by Duberg and Mollen (2010) on reward systems within the health and geriatric care sector sought to find out whether the reward systems affected the quality of healthcare, as well as determine how the systems were designed, and what their effects were on quality of health services provided by employees. The study found out that salary was an important aspect in the reward system; however incentives like bonuses and shares were seen to generate an enjoyable workplace with happy workers. This motivated employees and improved their effectiveness.

According to Zakaria et al. (2011), a reward strategy enhances commitment, retention and employee engagement that eventually translates into employee performance. Paying for performance is a huge concern in current HRM. Establishments had long thought that efficiency improved after pay was connected to performance. While payment by outcomes
schemes and inducements are established to back the belief (Dessler, 2013). Researchers (Adeniji and Osibanjo, 2012; Cho et al., 2006; Terpstra and Rozell, 2013; Bardot, 2014) have also established a positive nexus between performance-related pay and staff productivity. According to Armstrong (2010), rewards proved to employees that the behaviour they exhibited was fitting and must be replicated.

2.4.3 Relationship between Strategic Compensation and Benefit Policies and Employee Performance

2.4.3.1 Relationship between Salaries and Wages and Employee Performance

Salary is a guaranteed regular monthly or annual gross payment made to employees; it may differ depending on the hierarchy of job positions, from employee to employee and company to company (Adeniji and Osibanjo, 2012). Wage on the other hand is a regular, usually weekly or daily payment made for work or services usually to manual workers (Adeniji and Osibanjo, 2012). A person’s pay check is a way to communicate the value and importance of teamwork (Milman, 2013) as the instrumentality theory explains that remuneration is a source of power, and a means of employee acquiring necessities and luxuries, and ensures the employees willingness and commitment to excel on the job, thereby ensuring employees’ retention (Walsh and Taylor, 2007). It is important to note that compensation is not all about money. It is a symbol of what an organization believes is valuable (Adeniji and Osibanjo, 2012). It specifically communicates the extent to which an organization values its employees (Milman, 2013).

Employees in different positions, generally agree that pay is an important determinant of motivation to perform work roles. For instance, the manager’s view is that compensation influences workers’ effectiveness in achieving their goals (Cho et al., 2006). Pay can also be used to influence employee behaviours for enhanced organizational performance, because it is clear that the way employees are paid affects the quality of their work; their attitude toward customers (Walsh and Taylor, 2007); their flexibility and willingness to adapt, learning new skills, or suggest innovations (Milman, 2013). From this perspective, compensation is seen as an important motivator for performance. Both employees and employers recognize that the pay that individuals receive is in exchange for their contribution to the workplace; moreover,
pay plays a leading role in attracting and retaining human resource in the organization (Terpstra and Rozell, 2013). Thus, employees are influenced by compensation which varies according to their market positions. Logically then, as employee performance is influenced by reward systems (Milman, 2013). Designing reward systems to encourage good employee performance should be a key policy area for anyone interested in ensuring organizational survival and success (Terpstra and Rozell, 2013).

2.4.3.2 Relationship between Bonus and Employee Performance

Bonus is an additional compensation given to an employee above his/her normal wage. A bonus can be used as a reward for achieving specific goals set by the company, or for dedication to the company (Bardot, 2014). Heathfield (2016) bonus pay is compensation over and above the amount of pay specified as a base salary or hourly rate of pay. The base amount of compensation is specified in the employee offer letter, in the employee personnel file, or in a contract (Bardot, 2014). Employers can distribute bonus pay randomly as the company can afford to pay a bonus, or the amount of the bonus pay can be specified by their contract (Heathfield, 2016).

Bonus payment facilitates employee performance in that, it is tied to the achievement of specific objectives that have been pre-determined and communicated to the employees that are on the plan (Babagana and Dungus, 2015). The purpose of the incentive scheme is to influence employee behaviour to reach the objectives by providing an incentive to work towards the goals (Heathfield, 2016). The incentive plan is not discretionary: if the upfront, agreed objectives are reached, the payment or award is made (Bardot, 2014). Since bonuses are single payments made at the end of the performance period typically a year to reward extraordinary effort or achievement, employees may focus on achieving over and above their required performance in order to give themselves an opportunity of receiving the bonus, hence increasing their overall performance (Babagana and Dungus, 2015).

2.4.3.3 Relationship between Incentives and Employee Performance

Incentives are awards given for the accomplishment of pre-determined goals and are directly related to performance and has a positive influence on the employees’ objectives and
organizational success (Moncarz, Zhao and Kay, 2009). Incentives are used to motivate employees towards a greater performance, and it rewards the differences in performances, which is validated by the expectancy theory, that employee will perform in certain manner in expectancy of a given outcome (Babagana and Dungus, 2015).

Incentive packages entail some basic features that tend to make employees feel satisfied on their job, and these have significant impact on employees’ performance. However, to avoid wrong perception and controversy by the employees, the incentive system must be clearly communicated to employees with job measurement which will drive the much needed performance in the employees (Bardot, 2014). Incentives are offered in addition to the base wage or salary and are usually directly related to performance (Moncarz, Zhao and Kay, 2009). They are given to encourage reimburse some particular employee for effort beyond normal performance expectations. They stimulate employees’ contributions above and beyond the normal standard of expectation (Heathfield, 2016).

2.4.3.4 Relationship between Allowances and Employee Performance

A benefit includes an allowance or a reimbursement of an employee’s personal expense. An allowance is a limited amount decided in advance that you pay to your employee on top of salary or wages, to help the employee pay for certain anticipated expenses without having him or her support the expenses (Ivancevich, 2014). Armstrong (2010) states that, allowances can generally be separated in two broad categories; namely, those which are intended to reimburse actual expenses incurred (tools, travelling, meals); and those which relate in some way to the nature or location of the work itself (disabilities, special skills, locality). Any adjustment to allowances usually occurs as a consequence of the fair work commission’s decision in the annual wage review (Ivancevich, 2014).

Armstrong (2010) argues that performance allowance provide financial recognition for an individual’s job performance in lieu of merit-based salary increases hence more employee performance. This is an effective way to provide financial recognition, especially to those individuals whose base salary is already relatively high. Allowances have a positive effect on
worker motivation and performance, and Ivancevich (2014), indicate that there is a positive and significant relationship between practical allowances with organizational motivation.

2.5 Chapter Summary
This section has elaborated on the influence of strategic recruitment and selection practices on employee performance by discussing matters concerning promotions, transfers, internal job posting, and job bidding. The section also focuses on strategic training and development and employee performance with a focus on coaching and/or mentoring, orientation, conferences, and formal training courses and development programmes. The chapter also elaborates on strategic compensation and benefit policies and employee performance with a focus on the influence of salaries and wages, bonuses, incentives, and allowances. The next chapter presents the research methodology.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction
This chapter delivers a discussion of the methodology that the researcher employed during the course of the study. The section deliberates the research design paying a vital attention to the selected design, the target population, the sample and sampling technique that were employed, the data collection methods selected as well as data analysis methods that were used and the presentation of the analysed data.

3.2 Research Design
According to Cooper and Emory (2005), research design is a plan for selecting the sources and types of information to answer the research questions. It is a template for specifying the relationships that may or may not exist among the study variables. The design provides answers for such questions as: which techniques will be employed to gather the data; what techniques will be used to gather data? What kind of sampling will be used? How will time and cost constraints be managed? Kumar (2008) identifies research design as the procedures used during a research study.

The research design that was used in this study was descriptive. Descriptive research design is aimed at obtaining data that defines the characteristics of the topic of interest during a research (Hair et al., 2007). The descriptive method helped in setting the priorities specific to the areas under research. This particular research design was ideal because it enabled the researcher to examine individual dependent variables affecting employee performance in USIU-Africa.

3.3 Population and Sampling Design
3.3.1 Population
Population is defined as a full set of cases from which a sample specimen is taken, (Saunders, Lewis and Thornhill, 2003). According to Cooper and Schindler (2008), a population is defined as the aggregate pool of components about which an analyst aims to draw inferences from. The total population in the study was all employees that worked at USIU-AFRICA
campus located at Kasarani, Nairobi, and whose total was 622, was distributed as indicated on Table 3.1.

Table 3.1 Population Distribution

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>100</td>
<td>122</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>100</td>
<td>224</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>100</td>
<td>276</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>622</strong></td>
</tr>
</tbody>
</table>

*Source: USIU-Africa Human Resource (2017)*

3.3.2 Sampling Design

3.3.2.1 Sampling Frame

A sample frame is a complete list that contains all the components that a study sample is collected (Hair *et al.*, 2007). It is an impartial list of the populace that a researcher can use while selecting a study group. Cooper and Schindler (2008) add that a sampling frame needs to be exhaustive and comprehensive and should contain the population participants only in the list. The sampling frame for this study was a list of all employees of USIU-Africa located in Kasarani and was obtained from the institution’s human resource department.

3.3.3.2 Sampling Technique

According to Coopers and Schindler (2008) stratified sampling provides statistical competence on the study's sample. It offers satisfactory data that can be used to analyse the countless divisions/sub-population and it may enable diverse research approaches to be employed in the various study divisions. Stratified sampling technique was to select the sample size for the study. This method permitted the scholar to categorize the study samples into various suitable divisions known as ‘strata' that were different. Based on the institution, the study strata consisted of the different categories of employees that were in USIU-Africa. The study strata was therefore composed of full-time faculty, adjunct faculty and, permanent staff. These classifications were selected because they encompassed an exhaustive mix that was a full representation of the variety of staff that exist in USIU-Africa.
3.3.2.3 Sample Size

Fox and Bayat (2010) states that a study sample needs to be judiciously selected for it to be a standard reflection of the study's target population and researcher needs to certify that the subdivisions involved in the population analysis are strictly provided for. Cooper and Schindler (2008) state that when selecting a sample size from a vast population, a researcher can use a sample of 20% to 40% of the total population. Based on this, the researcher selected 25% of employees from each strata to give the study a sample size of 156 and was be distributed as indicated on Table 3.2:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>122</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>224</td>
<td>25</td>
<td>56</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>276</td>
<td>25</td>
<td>69</td>
</tr>
<tr>
<td>Total</td>
<td>622</td>
<td>25</td>
<td>156</td>
</tr>
</tbody>
</table>

3.4 Data Collection Methods

This study applied the use of primary data collection technique. This was achieved through the use of questionnaires. The research instrument was carefully designed by the researcher. Fox and Bayat (2010) define a questionnaire as a list of questions on a specific topic compiled by the researcher to which answers and information are required. They further state that the use of questionnaires is cost effective, easy to analyse, familiar to most people, reduces bias and are considered less intrusive. The questionnaire used close-ended questions to facilitate the use of quantitative data analysis. The questionnaire had scale questions (1 – 5 Likert-scale) to measure the degree of rating by the respondents.

The questionnaire was divided into four different sections. Part A of the questionnaire focused on population demographic data, Part B dwelled on employee performance as well as the effect of strategic recruitment and selection practices on employee performance, Part C
focused on the effect of strategic training and development on employee performance, and Part D focused on the effect of strategic compensation and benefit policies on employee performance.

3.5 Research Procedures
The questionnaire that has been created by the researcher was based on the study objectives. The instruments were pre-tested to establish their suitability before the real administration is carried out. According to Mugenda and Mugenda (2003), pre-testing enhances the consistency of the collected data during research. The pre-test was done by randomly selecting respondents from the population however they were not part of the sample. The study uses a sample size of 10 respondents to test whether the instrument was effective and efficient as well as the reliability of the questionnaire.

Once the pre-test was completed, the researcher administered the questionnaires individually to the target population. As the researcher was dropping the questionnaire to the selected respondents, the researcher explained to the respondents the need for the study to facilitate honest responses and reactions. The researcher picked up the duly filled questionnaires from the respondents at a previously agreed time.

3.6 Data Analysis Methods
After collection, the data was summarized and cleaned. The researcher went through each questionnaire to ensure that all questions had been filled appropriately. The researcher also ensured that all questionnaires had been completed, and any mistake found on the questionnaire that could not be rectified, the questionnaire was discarded from the final instruments that were analysed. The next step that followed was coding on the Statistical Package for the Social Sciences (SPSS) program. All questions were coded to ensure that all details had been captured on the analysis tool. Feeding of the information followed, before the final analysis was carried out.

The study used quantitative data analysis. Quantitative data analysis refers to numerical data and can range from simple counts such as frequency of occurrences to complex data such as
test scores, (Saunders et al., 2003). Descriptive statistics like percentages were used to indicate the rating of respondents. Means and standard deviations were used to measure the various variables and the difference in responses respectively. Inferential analysis was also employed in the study. Correlation was used to examine whether there is any existing relationship between the study variables. Regression analysis was then used to test the relationship between these study variables. The regression equation that was used in the study was:

\[ Y = a + bX + e \]

Where:

- \( Y \) = the Dependent variable (what will be predicted by the equation)
- \( a \) or Alpha = the constant (the value of \( Y \) when \( X=0 \))
- \( b \) or Beta = the coefficient of \( X \) (this will be the extent in which \( Y \) changes as each unit changes in \( X \))
- \( X \) = the Independent variable (the unit predicting the change/value of \( Y \))
- \( e \) = the error amount in predicting the change/value of \( Y \)

3.7 Chapter Summary

This chapter defines the methodology that was used in the study. Specifically, the section discusses the design used, the composition of the study population, the sampling design used inclusive of the frame, technique and sample size of the study, the section further offers the data collection process and research procedures that were followed and finally the data analysis methods. Chapter four presents and explains findings on data collected based on the research questions in form of tables and figures.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction
The chapter presents the results and findings of the study based on the analysed questionnaires. Results have been presented in the form of tables and figures and the chapter is divided as follows: 4.1 introduction, 4.2 response rate and demographic data, 4.3 employee performance, 4.4 strategic recruitment and selection practices, 4.5 strategic training and development, 4.6 strategic compensation and benefit policies, and section 4.7 chapter summary.

4.2 Response Rate and Demographic Data

4.2.1 Response Rate
The researcher targeted 156 respondents who were given the questionnaire to fill. The researcher managed to collect all of them, and only 147 out of 156 were completely filled. This gave the study a response rate of 94.2% which was above the required threshold.

Figure 4.1 Response Rate
4.2.2 Reliability Test

Table 4.1 indicates that all the questionnaire items were reliable in terms of collecting data. Employee performance had 6 items and a co-efficient of 0.676 which was above the required threshold. Strategic recruitment and selection practices, strategic training and development, and strategic compensation and benefit policies all had 10 items and each had a co-efficient of 0.872, 0.816, and 0.783 respectively, indicating that all the items were reliable.

Table 4.1 Reliability Test

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>No of Items</th>
<th>Chronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Performance Items</td>
<td>6</td>
<td>0.676</td>
</tr>
<tr>
<td>Strategic Recruitment and Selection Practices Items</td>
<td>10</td>
<td>0.872</td>
</tr>
<tr>
<td>Strategic Training and Development</td>
<td>10</td>
<td>0.816</td>
</tr>
<tr>
<td>Strategic Compensation and Benefit Policies</td>
<td>10</td>
<td>0.783</td>
</tr>
</tbody>
</table>

4.2.3 Gender

Figure 4.2 shows that 51.7% of the respondents were female while 48.3% were male. This shows that majority of the respondents were female. The results show that all the genders were well represented in the study.

Figure 4.2 Gender
4.2.4 Age

Figure 4.3 indicates that 33.3% of the respondents were aged between 41-50 years, 31.3% were aged between 31-40 years, 19% were aged between 51-60 years, 12.2% were aged between 21-30 years, and 4.1% were aged between 61 years and above. The results indicate that all the age gaps were well represented in the study.

![Figure 4.3 Age](image)

4.2.5 Marital Status

Figure 4.4 presents the marital status of the respondents, and it shows that 67.3% were married, 21.1% were single, 8.8% were divorced, and 2.7% were separated. This indicates that majority of the respondents were married.

![Figure 4.4 Marital Status](image)
4.2.6 Employment Status

Figure 4.5 shows that 43.5% were full time staff, 36.7% were adjunct faculty, and 19.7% were full time faculty. This results show that all the targeted respondents were acquired for the study, and they were well represented.

![Figure 4.5 Employment Status]

4.2.7 Years in Organization

Figure 4.6 indicates that 25.2% of the respondents had been in USIU-Africa for 6-10 years, 22.4% had been in USIU-Africa for 16-20 years, 19.7% had been in USIU-Africa for 11-15 years, 18.4% had been in USIU-Africa for 21 years and above, and 14.3% had been in USIU-Africa for 5 years and below. The results indicate that the respondents had been in USIU-Africa for more than 5 years making them best placed to answer the questions.

![Figure 4.6 Years in the Organization]
4.2.8 HRM Practices
Table 4.7 shows that 44.9% were neutral, 32% were satisfied, 15% were very dissatisfied, 8.2% were very satisfied, and none was dissatisfied with the USIU-Africa HRM practices. The results indicate that USIU-Africa staff were satisfied with the HRM practices.

![Figure 4.7 HRM Practices](chart)

4.3 Effect of Strategic Recruitment and Selection Practices on Employee Performance
4.3.1 Employee Performance
Table 4.2 shows that employees consistently score high in their performance evaluation as indicated by 89.1% of the respondents and 10.9% were neutral with a mean of 4.31 and a standard deviation of 0.658. Employees’ individual ability and motivation goes hand in hand with their performance goals as indicated by 91.2% of the respondents and 8.8% were neutral with a mean of 4.15 and a standard deviation of 0.553. The organization has increased employee motivation and drive to perform at optimum levels as indicated by 61.2% of the respondents were neutral and 38.8% agreed with a mean of 3.54 and a standard deviation of 0.752. The organization’s human resource practices have made a massive contribution to my performance and productivity as indicated by 51% of the respondents that were neutral and 49% agreed with a mean of 3.68 and a standard deviation of 0.776. Employees have common goals with the organization that facilitates their performance as indicated by 61.2% of the respondents that were neutral, 29.9% agreed, and 10.9% disagreed with a mean of 3.06 and a standard deviation of 0.846. Employees perform well because they feel valued by the
organization as indicated by 57.1% of the respondents that were neutral, 32% agreed, and 10.9% disagreed with a mean of 3.18 and a standard deviation of 0.986.

Table 4.2 Employee Performance Rating

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>I consistently score high in my performance evaluation</td>
<td>0</td>
<td>0</td>
<td>10.9</td>
<td>47.6</td>
<td>41.5</td>
<td>4.31</td>
<td>.658</td>
</tr>
<tr>
<td>My individual ability and motivation goes hand in hand with my performance goals</td>
<td>0</td>
<td>0</td>
<td>8.8</td>
<td>67.3</td>
<td>23.8</td>
<td>4.15</td>
<td>.553</td>
</tr>
<tr>
<td>My organization has increased my motivation and drive to perform at optimum levels</td>
<td>0</td>
<td>0</td>
<td>61.2</td>
<td>23.1</td>
<td>15.6</td>
<td>3.54</td>
<td>.752</td>
</tr>
<tr>
<td>My organization’s human resource practices have made a massive contribution to my performance and productivity</td>
<td>0</td>
<td>0</td>
<td>51.0</td>
<td>29.9</td>
<td>19.0</td>
<td>3.68</td>
<td>.776</td>
</tr>
<tr>
<td>I have common goals with my organization that facilitates my performance</td>
<td>10.9</td>
<td>0</td>
<td>61.2</td>
<td>29.9</td>
<td>0</td>
<td>3.06</td>
<td>.846</td>
</tr>
<tr>
<td>I perform well because I feel valued by my organization</td>
<td>10.9</td>
<td>0</td>
<td>57.1</td>
<td>23.8</td>
<td>8.2</td>
<td>3.18</td>
<td>.986</td>
</tr>
</tbody>
</table>

4.3.2 Strategic Recruitment and Selection Practices and Employee Performance

Table 4.3 shows that the organization’s recruitment and selection process facilitates superior organizational performance as indicated by 55.1% of the respondents, 25.9% were neutral, and 19% disagreed with a mean of 3.24 and a standard deviation of 1.213. The organization recruits and selects qualified employees as indicated by 55.1% of the respondents, 25.9% were neutral, and 19.1% disagreed with a mean of 3.44 and a standard deviation of 1.200. Passing the organization’s aptitude tests did not give the employee a stronger sense of belonging to the organization since 57.8% of the respondents were neutral, 26.6% disagreed, and 15.7% agreed with a mean of 2.78 and a standard deviation of 1.076.
Table 4.3 Strategic Recruitment and Selection Practices on Employee Performance

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>My organization’s recruitment and selection process facilitates superior organizational performance</td>
<td>19</td>
<td>0</td>
<td>25.9</td>
<td>48.3</td>
<td>6.8</td>
<td>3.24</td>
<td>1.213</td>
</tr>
<tr>
<td>My organization recruits and selects qualified employees</td>
<td>10.9</td>
<td>8.2</td>
<td>25.9</td>
<td>36.7</td>
<td>18.4</td>
<td>3.44</td>
<td>1.200</td>
</tr>
<tr>
<td>Passing the organization’s aptitude tests gave me a stronger sense of belonging to the organization</td>
<td>18.4</td>
<td>8.2</td>
<td>57.8</td>
<td>8.2</td>
<td>7.5</td>
<td>2.78</td>
<td>1.076</td>
</tr>
<tr>
<td>My organization’s strategic recruitment and selection system matches human resource to the strategic and operational needs of the organization</td>
<td>29.3</td>
<td>19.0</td>
<td>21.8</td>
<td>29.9</td>
<td>0</td>
<td>2.52</td>
<td>1.201</td>
</tr>
<tr>
<td>My organization’s human resource management practices provide room for employee promotion</td>
<td>0</td>
<td>57.1</td>
<td>29.3</td>
<td>23.6</td>
<td>0</td>
<td>2.56</td>
<td>0.722</td>
</tr>
<tr>
<td>The possibility of promotion in my organization serves as a major incentive</td>
<td>34.0</td>
<td>31.3</td>
<td>0</td>
<td>24.5</td>
<td>10.2</td>
<td>2.46</td>
<td>1.430</td>
</tr>
<tr>
<td>My organization’s employee promotion process is based on merit</td>
<td>0</td>
<td>23.1</td>
<td>38.1</td>
<td>21.1</td>
<td>17.7</td>
<td>3.33</td>
<td>1.023</td>
</tr>
<tr>
<td>My organization uses employee transfers to acquire qualified employees from other departments</td>
<td>8.2</td>
<td>21.8</td>
<td>25.9</td>
<td>33.3</td>
<td>10.9</td>
<td>3.17</td>
<td>1.137</td>
</tr>
<tr>
<td>My organization’s human resource department provides us with literature on job progression</td>
<td>31.3</td>
<td>40.1</td>
<td>17.7</td>
<td>0</td>
<td>10.9</td>
<td>2.19</td>
<td>1.201</td>
</tr>
<tr>
<td>My organization’s human resource department gives me the freedom of choice in terms of career development</td>
<td>31.3</td>
<td>15.0</td>
<td>42.9</td>
<td>0</td>
<td>10.9</td>
<td>2.44</td>
<td>1.239</td>
</tr>
</tbody>
</table>

The organization’s strategic recruitment and selection system did not match human resource to the strategic and operational needs of the organization since 48.3% of the respondents disagreed, 29.9% agreed, and 21.8% were neutral with a mean of 2.52 and a standard deviation of 1.201. The organization’s human resource management practices did not provide
room for employee promotion since 57.1% of the respondents disagreed, 29.3% were neutral, and 23.6% agreed with a mean of 2.56 and a standard deviation of 0.722. The possibility of promotion in the organization did not serve as a major incentive since 65.3% of the respondents disagreed, and 34.7% agreed with a mean of 2.46 and a standard deviation of 1.430.

The organization’s employee promotion process is based on merit as indicated by 38.8% of the respondents, 38.1% were neutral, and 23.1% disagreed with a mean of 3.33 and a standard deviation of 1.023. The organization uses employee transfers to acquire qualified employees from other departments as indicated by 44.2% of the respondents, 25.9% were neutral, and 30% disagreed with a mean of 3.17 and a standard deviation of 1.137. The organization’s human resource department does not provide employees with literature on job progression since 71.4% of the respondents disagreed, 17.7% were neutral, and 10.9% agreed with a mean of 2.19 and a standard deviation of 1.201. The organization’s human resource department did not give employees the freedom of choice in terms of career development since 46.3% of the respondents disagreed, 42.9% were neutral, and 10.9% agreed with a mean of 2.44 and a standard deviation of 1.239.

4.3.3 Correlation Analysis of Strategic Recruitment and Selection Practices on Employee Performance

Table 4.4 shows that strategic recruitment and selection is significant to employee performance since its r value was 0.856 and the p value was <0.01. Promotion is not significant to employee performance since its r value was 0.058 and the p value was >0.05. Transfers is significant to employee performance since its r value was 0.528 and the p value was <0.01. Internal job posting is not significant to employee performance since its r value was -0.155 and the p value was >0.05. Job bidding is significant to employee performance since its r value was -0.627 and the p value was <0.01.
Table 4.4 Correlation Analysis of Strategic Recruitment and Selection Practices on Employee Performance

<table>
<thead>
<tr>
<th>Employee Performance</th>
<th>Strategic Recruitment &amp; Selection</th>
<th>Promotion</th>
<th>Transfers</th>
<th>Internal Job Posting</th>
<th>Job Bidding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Performance</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic Recruitment &amp; Selection</td>
<td>.856** .000</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotion</td>
<td>.058 .484</td>
<td>.259** .002</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers</td>
<td>.528** .000</td>
<td>.442** .000</td>
<td>-.107 .195</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Internal Job Posting</td>
<td>-.155 .061</td>
<td>-.030 .312</td>
<td>-.084 .469</td>
<td>.060 1</td>
<td></td>
</tr>
<tr>
<td>Job Bidding</td>
<td>-.627** .000</td>
<td>-.667** .000</td>
<td>-.232** .005</td>
<td>.124 .428**</td>
<td>1</td>
</tr>
</tbody>
</table>

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

4.3.4 Regression Analysis of Strategic Recruitment and Selection Practices on Employee Performance

Table 4.5 presents the model summary for strategic recruitment and selection practices and its influence on employee performance. The table indicates that 74.7% of the variance in employee performance could be explained by strategic recruitment and selection.

Table 4.5 Model Summary for Strategic Recruitment and Selection Practices on Employee Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.865</td>
<td>.749</td>
<td>.747</td>
<td>.31757</td>
</tr>
</tbody>
</table>

Predictors: (Constant), Strategic Recruitment & Selection
Table 4.6 predicts the existing relationship between strategic recruitment and selection practices and employee performance using regression coefficients. The sig value of 0.000 for strategic recruitment was <0.01 indicating that strategic recruitment and selection practices were very significant to employee performance. The relationship equation was thus:

**Employee Performance = 0.463 + 0.532 Strategic Recruitment and Selection**

This shows that strategic recruitment and selection was very significant to employee performance and the coefficient of 0.532 dictates that with every increase in strategic recruitment and selection, there will be an increase of 53.2% in employee performance when all factors are held constant.

**Table 4.6 Regression Coefficients for Strategic Recruitment and Selection Practices on Employee Performance**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>.463</td>
<td>.080</td>
<td>5.818</td>
</tr>
<tr>
<td></td>
<td>Strategic Recruitment &amp; Selection</td>
<td>.532</td>
<td>.026</td>
<td>.865</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Employee Performance

**4.4 Effect of Strategic Training and Development on Employee Performance**

**4.4.1 Strategic Training and Development on Employee Performance**

Table 4.7 shows that the organization does not have strategic training that produces highly skilled human capital since 71.4% of the respondents disagreed, 21.8% agreed, and 6.8% were neutral with a mean of 2.39 and a standard deviation of 0.948. The training programmes offered by the organization have made me feel indebted to the organization since 63.9% of the respondents were neutral, 25.9% agreed, and 10.2% disagreed with a mean of 3.16 and a standard deviation of 0.582.
The upgrade of employees’ skills and knowledge has put me in a better position to produce high-quality service since 41.5% of the respondents were neutral, 39.5% agreed, and 19% disagreed with a mean of 3.20 and a standard deviation of 0.740. Employees’ job role does not deny them the opportunity to put their knowledge and skills into practice as indicated by 74.2% of the respondents, 17.7% disagreed, and 8.2% were neutral with a mean of 3.78 and a standard deviation of 0.978.

Highly experienced employees in the organization did not coach the less experienced employees since 72.1% of the respondents disagreed, 21.1% agreed, and 6.8% were neutral with a mean of 2.59 and a standard deviation of 1.318. Newly recruited employees are usually not attached to a mentor in the organization since 51.7% of the respondents were neutral, and 48.3% disagreed with a mean of 2.29 and a standard deviation of 0.819. Newly recruited employees in the organization are usually given an orientation in the organization as indicated by 45.6% of the respondents, 31.3% were neutral, and 23.1% disagreed with a mean of 3.47 and a standard deviation of 1.100.

The orientation programme in the organization did not offer new recruits the opportunity to design their work schedule since 54.5% of the respondents disagreed, 24.5% agreed, and 21.1% were neutral with a mean of 2.86 and a standard deviation of 1.327. The organization had not organized conferences that had equipped employees with new tools to enhance their service delivery since 49.7% of the respondents disagreed, 39.5% agreed, and 10.9% were neutral with a mean of 3.21 and a standard deviation of 1.514. Employees have received formal training that has developed their ability to make better business decisions as indicated by 58.5% of the respondents, 33.3% were neutral, and 8.2% disagreed with a mean of 3.68 and a standard deviation of 0.860.
<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>My organization has strategic training that produces highly</td>
<td>10.9</td>
<td>60.5</td>
<td>6.8</td>
<td>21.8</td>
<td>0</td>
<td>2.39</td>
<td>.948</td>
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<tr>
<td>skilled human capital</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The training programmes offered by my organization have made</td>
<td>0</td>
<td>10.2</td>
<td>63.9</td>
<td>25.9</td>
<td>0</td>
<td>3.16</td>
<td>.582</td>
</tr>
<tr>
<td>me feel indebted to the organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The upgrade of my skills and knowledge has put me in a better</td>
<td>0</td>
<td>19.0</td>
<td>41.5</td>
<td>39.5</td>
<td>0</td>
<td>3.20</td>
<td>.740</td>
</tr>
<tr>
<td>position to produce high-quality service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My job role does not deny me the opportunity to put my</td>
<td>0</td>
<td>17.7</td>
<td>8.2</td>
<td>53.1</td>
<td>21.1</td>
<td>3.78</td>
<td>.978</td>
</tr>
<tr>
<td>knowledge and skills into practice</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly experienced employees in my organization coach the less</td>
<td>10.9</td>
<td>61.2</td>
<td>6.8</td>
<td>0</td>
<td>21.1</td>
<td>2.59</td>
<td>1.318</td>
</tr>
<tr>
<td>experienced employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newly recruited employees are usually attached to a mentor in</td>
<td>23.1</td>
<td>25.2</td>
<td>51.7</td>
<td>0</td>
<td>0</td>
<td>2.29</td>
<td>.819</td>
</tr>
<tr>
<td>my organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newly recruited employees in my organization are usually given</td>
<td>0</td>
<td>23.1</td>
<td>31.3</td>
<td>21.1</td>
<td>24.5</td>
<td>3.47</td>
<td>1.100</td>
</tr>
<tr>
<td>an orientation in the organization</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The orientation programme in my organization offers new</td>
<td>8.2</td>
<td>46.3</td>
<td>21.1</td>
<td>0</td>
<td>24.5</td>
<td>2.86</td>
<td>1.327</td>
</tr>
<tr>
<td>recruits the opportunity to design their work schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My organization has organized conferences that have equipped</td>
<td>8.2</td>
<td>41.5</td>
<td>10.9</td>
<td>0</td>
<td>39.5</td>
<td>3.21</td>
<td>1.514</td>
</tr>
<tr>
<td>me with new tools to enhance my service delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have received formal training that has developed my ability</td>
<td>0</td>
<td>8.2</td>
<td>33.3</td>
<td>40.8</td>
<td>17.7</td>
<td>3.68</td>
<td>.860</td>
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<td>to make better business decisions</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.4.2 Correlation Analysis of Strategic Training and Development on Employee Performance

Table 4.8 shows that strategic training and development is not significant to employee performance since its r value was 0.131 and the p value was >0.05. Coaching/mentoring is significant to employee performance since its r value was -0.310 and the p value was <0.01. Orientation is significant to employee performance since its r value was -0.371 and the p value was <0.01. Conferences is significant to employee performance since its r value was -0.174 and the p value was <0.05. Formal training is significant to employee performance since its r value was -0.292 and the p value was <0.01.

Table 4.8 Correlation Analysis of Strategic Training and Development on Employee Performance

<table>
<thead>
<tr>
<th></th>
<th>Employee Performance</th>
<th>Strategic Training &amp; Development</th>
<th>Coaching/ Mentoring</th>
<th>Orientation</th>
<th>Conferences</th>
<th>Formal Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Performance</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic Training &amp; Development</td>
<td>.131</td>
<td></td>
<td>.113</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coaching/ Mentoring</td>
<td>-.310**</td>
<td>.219**</td>
<td>1</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>.000</td>
<td>.008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>-.371**</td>
<td>-.437**</td>
<td>.500**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>.000</td>
<td>.000</td>
<td>.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conferences</td>
<td>-.174*</td>
<td>.016</td>
<td>.199*</td>
<td>.666**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.036</td>
<td>.846</td>
<td>.016</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal Training</td>
<td>-.292**</td>
<td>.625**</td>
<td>.625**</td>
<td>.140</td>
<td>.596**</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.090</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)
4.4.3 Regression Analysis of Strategic Training and Development on Employee Performance

Table 4.9 presents the model summary for strategic training and development and its influence on employee performance. The table indicates that 90.8% of the variance in employee performance could be explained by strategic training and development.

Table 4.9 Model Summary for Strategic Training and Development on Employee Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.953</td>
<td>.908</td>
<td>.908</td>
<td>.19197</td>
</tr>
</tbody>
</table>

Predictors: (Constant), Strategic Training & Development

Table 4.10 predicts the existing relationship between strategic training and development and employee performance using regression coefficients. The sig values of 0.000 for strategic training and development was <0.01 indicating that strategic training and development was very significant to employee performance. The relationship equation was thus:

**Employee Performance = 0.209 + 0.798 Strategic Training and Development**

This shows that strategic training and development was very significant to employee performance and the coefficient of 0.798 dictates that with every increase in strategic training and development, there will be an increase of 79.8% in employee performance when all factors are held constant.

Table 4.10 Regression Coefficients for Strategic Training and Development on Employee Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>.209</td>
<td>.798</td>
<td>.050</td>
<td>.021</td>
</tr>
<tr>
<td>Strategic Training &amp; Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Employee Performance
4.5 Effect of Strategic Compensation and Benefit Policies on Employee Performance

4.5.1 Strategic Compensation and Benefit Policies on Employee Performance

Table 4.11 shows that the human resource in the organization did not utilize compensations to achieve employee satisfaction and retention since 78.3% of the respondents disagreed, 15% were neutral, and 6.8% agreed with a mean of 1.93 and a standard deviation of 0.884. The reward and compensation practices implemented by the organization had not increased employee motivation since 59.9% of the respondents were neutral, 33.4% disagreed, and 6.8% agreed with a mean of 2.65 and a standard deviation of 0.728. Incentives the organization had not increased the value employees attach to their work goals since 52.4% of the respondents disagreed, 40.8% were neutral, and 6.8% agreed with a mean of 2.46 and a standard deviation of 0.743. Reward systems in the organization had not affected the quality of employee service since 50.3% of the respondents disagreed, 32.7% were neutral, 17% agreed with a mean of 2.67 and a standard deviation of 0.752.

The employee’s pay check communicates the extent to which the organization values them as an employee since 38.1% of the respondents were neutral, 36.7% agreed, and 25.2% disagreed with a mean of 3.19 and a standard deviation of 1.196. Compensation to employees is an important motivator of how they perform their various duties as indicated by 40.8% of the respondents, 33.3% were neutral, and 25.9% disagreed with a mean of 3.04 and a standard deviation of 1.187. Compensation and rewards systems are not key policy areas for the organization’s human resource department since 68% of the respondents were neutral, 17% disagreed, and 15% agreed with a mean of 2.91 and a standard deviation of 0.721.

The bonus that employees receive from the organization does not influence employee’s behaviour in reaching their set objectives since 34.1% of the respondents disagreed, 33.3% were neutral, and 32.7% agreed with a mean of 2.73 and a standard deviation of 1.174. The incentive system in the organization has not been clearly communicated to employees by the human resource department since 41.5% of the respondents were neutral, 40.9% disagreed, and 17.7% agreed with a mean of 2.62 and a standard deviation of 0.946. The organization does not offer allowances and bonuses based on key deliverables since 41.5% of the
respondents were neutral, 40.8% disagreed, and 17.7% agreed with a mean of 2.47 and a standard deviation of 1.366.

Table 4.11 Strategic Compensation and Benefit Policies on Employee Performance

<table>
<thead>
<tr>
<th>Rating</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>The human resource in our organization utilizes compensations to achieve employee satisfaction and retention</td>
<td>36.1</td>
<td>42.2</td>
<td>15.0</td>
<td>6.8</td>
<td>0</td>
<td>1.93</td>
<td>.884</td>
</tr>
<tr>
<td>The reward and compensation practices implemented by my organization have increased my motivation</td>
<td>8.2</td>
<td>25.2</td>
<td>59.9</td>
<td>6.8</td>
<td>0</td>
<td>2.65</td>
<td>.728</td>
</tr>
<tr>
<td>Incentives my organization have increased the value I attach to my work goals</td>
<td>8.2</td>
<td>44.2</td>
<td>40.8</td>
<td>6.8</td>
<td>0</td>
<td>2.46</td>
<td>.743</td>
</tr>
<tr>
<td>Reward systems my organization has affected the quality of my service</td>
<td>0</td>
<td>50.3</td>
<td>32.7</td>
<td>17.0</td>
<td>0</td>
<td>2.67</td>
<td>.752</td>
</tr>
<tr>
<td>My pay check communicates the extent to which the organization values me as an employee</td>
<td>10.2</td>
<td>15.0</td>
<td>38.1</td>
<td>19.0</td>
<td>17.7</td>
<td>3.19</td>
<td>1.196</td>
</tr>
<tr>
<td>Compensation to me is an important motivator of how I perform my various duties</td>
<td>17.7</td>
<td>8.2</td>
<td>33.3</td>
<td>34.0</td>
<td>6.8</td>
<td>3.04</td>
<td>1.187</td>
</tr>
<tr>
<td>Compensation and rewards systems are key policy areas for my organization’s human resource department</td>
<td>6.8</td>
<td>10.2</td>
<td>68.0</td>
<td>15.0</td>
<td>0</td>
<td>2.91</td>
<td>.721</td>
</tr>
<tr>
<td>The bonus that I receive from my organization influences my behaviour in reaching my set objectives</td>
<td>25.9</td>
<td>8.2</td>
<td>33.3</td>
<td>32.7</td>
<td>0</td>
<td>2.73</td>
<td>1.174</td>
</tr>
<tr>
<td>The incentive system in my organization has been clearly communicated to us by the human resource department</td>
<td>15.0</td>
<td>25.9</td>
<td>41.5</td>
<td>17.7</td>
<td>0</td>
<td>2.62</td>
<td>.946</td>
</tr>
<tr>
<td>My organization offers allowances and bonuses based on key deliverables</td>
<td>40.8</td>
<td>0</td>
<td>41.5</td>
<td>6.8</td>
<td>10.9</td>
<td>2.47</td>
<td>1.366</td>
</tr>
</tbody>
</table>
4.5.2 Correlation Analysis of Strategic Compensation and Benefit Policies on Employee Performance

Table 4.12 indicates that strategic compensation and benefits is not significant to employee performance since its r value was 0.130 and the p value was >0.05. Salaries and wages is significant to employee performance since its r value was -0.176 and the p value was <0.05. Bonus is significant to employee performance since its r value was 0.351 and the p value was <0.01. Incentives are significant to employee performance since its r value was -0.352 and the p value was <0.01. Allowances are significant to employee performance since its r value was -0.474 and the p value was <0.01.

Table 4.12 Correlation Analysis of Strategic Compensation and Benefit Policies on Employee Performance

<table>
<thead>
<tr>
<th></th>
<th>Employee Performance</th>
<th>Strategic Compensation &amp; Benefits</th>
<th>Salaries &amp; Wages</th>
<th>Bonus</th>
<th>Incentives</th>
<th>Allowances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Performance</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic Compensation &amp; Benefits</td>
<td>.130</td>
<td>1</td>
<td>.115</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>-.176*</td>
<td>.397**</td>
<td>.033</td>
<td>.000</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bonus</td>
<td>.351**</td>
<td>.342**</td>
<td>.000</td>
<td>.000</td>
<td>.917</td>
<td>1</td>
</tr>
<tr>
<td>Incentives</td>
<td>-.352**</td>
<td>-.066</td>
<td>.374**</td>
<td>.363**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Allowances</td>
<td>-.474**</td>
<td>.302**</td>
<td>.583**</td>
<td>-.002</td>
<td>.563**</td>
<td>1</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)
4.5.3 Regression Analysis of Strategic Compensation and Benefit on Employee Performance

Table 4.13 presents the model summary for strategic compensation and benefit and its influence on employee performance. The table indicates that 74.9% of the variance in employee performance could be explained by strategic compensation and benefit.

**Table 4.13 Model Summary for Strategic Compensation and Benefit on Employee Performance**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.867</td>
<td>.751</td>
<td>.749</td>
<td>.31617</td>
</tr>
</tbody>
</table>

Predictors: (Constant), Strategic Compensation and Benefit

Table 4.14 predicts the existing relationship between strategic compensation and benefit and employee performance using regression coefficients. The sig value of 0.000 for strategic compensation and benefit was <0.01 indicating that strategic compensation and benefit was very significant to employee performance. The relationship equation was thus:

**Employee Performance = 0.396 + 0.711 Strategic Compensation and Benefit**

This shows that strategic compensation and benefit was very significant to employee performance and the coefficient of 0.711 dictates that with every increase in strategic compensation and benefit, there will be an increase of 71.1% in employee performance when all factors are held constant.

**Table 4.14 Regression Coefficients for Strategic Compensation and Benefit on Employee Performance**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategic Compensation &amp; Benefits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.396</td>
<td>.082</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.711</td>
<td>.034</td>
<td>.867</td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Employee Performance
4.5.4 Correlation Analysis of Strategic Human Resource Management Practices and Employee Performance

Table 4.15 indicates that strategic recruitment and selection is significant to employee performance since its r value was 0.865 and the p value was <0.01. Strategic training and development is significant to employee performance since its r value was 0.953 and the p value was <0.01. Strategic compensation and benefit is significant to employee performance since its r value was 0.867 and the p value was <0.01.

**Table 4.15 Correlation Analysis of Strategic Human Resource Management Practices and Employee Performance**

<table>
<thead>
<tr>
<th>Employee Performance</th>
<th>Strategic Recruitment &amp; Selection</th>
<th>Strategic Training &amp; Development</th>
<th>Strategic Compensation &amp; Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Performance</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Strategic Recruitment &amp; Selection</td>
<td>.865**</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
| Strategic Training & Development | .953** | .796** | 1 
| Strategic Compensation & Benefit | .867** | .901** | .815** | 1 

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

4.5.5 Regression Analysis of Strategic Human Resource Management Practices and Employee Performance

Table 4.16 presents the model summary for strategic human resource management practices (strategic recruitment & selection, strategic training & development, and strategic compensation & benefit) and their influence on employee performance. The table indicates that 94% of the variance in employee performance could be explained by these factors.
(strategic recruitment & selection, strategic training & development, and strategic compensation & benefit).

**Table 4.16 Model Summary for Strategic Human Resource Management Practices and Employee Performance**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.970</td>
<td>.941</td>
<td>.940</td>
<td>.15502</td>
</tr>
</tbody>
</table>

Predictors: (Constant), Strategic Recruitment & Selection, Strategic Training & Development, and Strategic Compensation & Benefit

Table 4.17 predicts the existing relationship between strategic human resource management practices and employee performance using regression coefficients. The sig values of 0.000 for strategic recruitment & selection, strategic training & development, and strategic compensation & benefit were <0.01 indicating that all the factors were very significant to employee performance. The relationship equation was thus:

**Employee Performance = 0.111 + 0.135 Strategic Recruitment & Selection + 0.581 Strategic Training & Development + 0.086 Strategic Compensation & Benefit**

This shows that strategic recruitment and selection was very significant to employee performance and the coefficient of 0.135 dictates that with every increase in strategic recruitment and selection, there will be an increase of 13.5% in employee performance when all factors are held constant. Strategic training and development was very significant to employee performance and the coefficient of 0.581 dictates that with every increase in strategic training and development, there will be an increase of 58.1% in employee performance when all factors are held constant. Strategic compensation and benefit was very significant to employee performance and the coefficient of 0.086 dictates that with every increase in strategic compensation and benefit, there will be an increase of 8.6% in employee performance when all factors are held constant.
Table 4.17 Regression Coefficients for Strategic Human Resource Management Practices and Employee Performance

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>.111</td>
<td>.042</td>
<td></td>
<td>2.631</td>
</tr>
<tr>
<td>Recruitment &amp; Selection</td>
<td>.135</td>
<td>.030</td>
<td>.219</td>
<td>4.534</td>
</tr>
<tr>
<td>Training &amp; Development</td>
<td>.581</td>
<td>.030</td>
<td>.694</td>
<td>19.184</td>
</tr>
<tr>
<td>Compensation &amp; Benefit</td>
<td>.086</td>
<td>.041</td>
<td>.104</td>
<td>2.071</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Employee Performance

4.6 Chapter Summary

This chapter has presented the study results and figures from the analysed data by giving readers meaningful explanations. Results for strategic recruitment and selection practices on employee performance, as well as those for strategic training and development and employee performance, and finally strategic compensation and benefit policies and employee performance have been presented. The next chapter presents the study discussions, conclusions, and recommendations.
CHAPTER FIVE

5.0 DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction
This chapter concludes the study by providing the summary of study findings, the study discussions as guided by the research questions that set to explore the significance of today’s Human Resource Management with a focus on three factors: strategic recruitment and selection practices, strategic training and development, and strategic compensation and benefit policies and how they influence employee performance. The chapter provides the study conclusions of the same and provides recommendations for improvement and for further studies.

5.2 Summary of Findings
The purpose of this study was to determine the effect of strategic human resource management practices on employee performance in institutions of higher learning with a key focus on USIU-Africa. The study focused on determining the answers to the following research questions: What is the effect of strategic recruitment and selection practices on employee performance?; What is the effect of strategic training and development on employee performance?; and What is the effect of strategic compensation and benefit policies on employee performance?

The research design that was used in this study was descriptive because it enabled the researcher to examine individual dependent variables affecting employee performance in USIU-Africa. The population of the study consisted of all employees that worked at USIU-Africa whose total was 622. The sampling frame for this study was obtained from the institution’s human resource department. Stratified sampling technique was used to select the sample size for the study. The sample size was selected by using 25% of employees from each strata to give the study a sample size of 156. This study applied the use of primary data collection technique. This will be achieved through the use of questionnaires. The study used quantitative data analysis. Descriptive statistics like percentages were used to indicate the rating of respondents. Means and standard deviations were used to measure the various variables and the difference in responses respectively. Inferential analysis was employed in
the study. Correlation analysis was used to examine whether there was any existing relationship between the study variables. Regression analysis was then used to test the relationship between these study variables.

The study showed that passing the organization’s aptitude tests did not give the employees a stronger sense of belonging to the organization. USIU-Africa’s HR department did not match human resource to the strategic and operational needs of the organization, and neither did it provide employees with literature on job progression. The HR department at USIU-Africa did not give employees the freedom of choice in terms of career development, and the possibility of promotion in the organization did not serve as a major incentive of employee performance. The study further indicated that USIU-Africa did not have strategic training that produced highly skilled human capital, nor did it organize conferences that equipped employees with new tools to enhance their service delivery. The study showed that no training programmes had been offered to employees to make them feel indebted to the organization. Highly experienced employees in the organization did not coach the less experienced employees, and neither did newly recruited employees get attached to a mentor in the organization.

The study revealed that, incentives at USIU-Africa had not increased the value employees attached to their work goals, and its reward systems had not affected the quality of employee service, this was as a result of the compensation and rewards system not being a key policy areas for USIU-Africa’s HR department. The study showed that the bonus employees received from the organization did not influence employee’s behaviour in reaching their set objectives, and that the incentive system in the organization had not been clearly communicated to employees by the HR department, since the organization did not offer allowances and bonuses based on key deliverables.
5.3 Discussions

5.3.1 Effect of Strategic Recruitment and Selection Practices on Employee Performance

The organization’s recruitment and selection process facilitates superior organizational performance. The results coincide with Armstrong (2014) who observed that there is a set of best HRM practices that are universal, meaning that they are applicable in any situation, and the adaptation of these practices will lead to superior organizational performance.

The results show that the organization recruits and selects qualified employees; concurring with Raphael (2010) who states that, planning for future job and employee needs as well as the way the organization performs within its various functions is an essential aspect. Contrary to the findings of by Huselid et al. (2011) that showed passing employment tests gave an applicant a stronger sense of belonging and increased the degree of commitment to the organization when implemented; the results show that passing the organization’s aptitude tests did not give the employee a stronger sense of belonging to the organization. The organization’s strategic recruitment and selection system did not match human resource to the strategic and operational needs of the organization. The results differ with Sabwami et al. (2014) who state that, strategic recruitment and selection is about matching human resource to the strategic and operational needs of the organization where it keeps the number and quality of employees required.

The organization’s human resource management practices did not provide room for employee promotion differing with the results of Sherman, Bohlander and Snell (2008) who note that most companies fill higher job vacancies by promoting employees who are considered fit for such positions. The possibility of promotion in the organization did not serves as a major incentive. The results disagree with those of Robbins (2009) who states that, the possibility of advancement often serves as a major incentive for superior managerial performance and promotions are the most significant way to recognize superior performance.

The organization’s employee promotion process is based on merit. The results agree with Rajarao (2010) who observed that, it is extremely important that promotions be fair, based on merit and untainted by favouritism. Robbins (2009) notes that, even fair and appropriate
promotions can create a number of problems for instance, members of an organization who are bypassed feel resentful, which may affect their morale and productivity.

The organization uses employee transfers to acquire qualified employees from other departments. The results are in tandem with Keshav (2013) who states that transfers are a good source of generating qualified employees from over-staffed departments.

The organization’s human resource department did not provide employees with literature on job progression. The results differ with Cober and Brown (2012) who state that, HR departments may provide new employees with literature on job progression that describes the lines of job advancement, training requirements for each job, and skills and abilities needed as they move up the job-progression ladder. The organization’s human resource department did not give employees the freedom of choice in terms of career development. The results differ with those of Bohlander and Snell (2014) who state that, an organization that offers freedom of choice and encourages career development has a distinct advantage which motivates employees to perform well in their jobs.

5.3.2 Effect of Strategic Training and Development on Employee Performance

The organization does not have strategic training that produces highly skilled human capital. The results differ with Wallen et al. (2013) who states that, strategic training is an important element in producing highly skilled human capital.

The training programmes offered by the organization have made employees feel indebted to the organization. The results are similar to those of Bohlander and Snell (2014) who observed that, investing in training programmes makes employees feel indebted to the organization and contributes to their retention.

The upgrade of employees’ skills and knowledge has put them in a better position to produce high-quality service. The results are in agreement with Budhwar (2007) who states that, strategic training has a positive effect on quality of work, influences participant’s knowledge, enhances organizational based self-esteem and in turn increases employees’ performance.
Employees’ job role does not deny them the opportunity to put their knowledge and skills into practice. The results concur with Amaoka (2013) who states that, investing in the training and development of employees would be of limited benefit if their jobs and roles are structured in such a way as to deny them the opportunity to put their knowledge and skills into practice.

Highly experienced employees in the organization did not coach the less experienced employees. The results differ with Rajarao (2010) who state that, mentors deliver knowledge on the basis of their track experience and prepare less skilled and experienced employees for challenging tasks and advancement in their career. The functions of a mentor not only develop the individual learning employees but also increases the performance level of a group or teams’ career. The study also found that newly recruited employees are usually not attached to a mentor in the organization. The results differ with Cober and Brown (2012) who state that, the practice of mentorship is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager.

Newly recruited employees in the organization are usually given an orientation in the organization. The results concur with Wright and Geroy (2011) who state that, orientation is another training and development method and it involves getting new employees familiarized and trained on the new job within an organization. However the orientation programme in the organization did not offer new recruits the opportunity to design their work schedule. The results differ with Afshan et al. (2012) and Wright and Geroy (2011) who state that, employee orientation determines the type of skills and motivation of these employees, and the opportunities and incentives that these employees have to design new and better ways of doing their jobs.

The organization had not organized conferences that equipped employees with new tools to enhance their service delivery. The results disagree with Langseth (2010) who state that, conferences also exposes employees to new tools and programs that can improve their workplace performance and overall satisfaction. On the flip side employees have received
formal training that has developed their ability to make better business decisions. The results are in agreement with Cober and Brown (2012) who state that, training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner.

5.3.3 Effect of Strategic Compensation and Benefit Policies on Employee Performance

The human resource in the organization did not utilize compensations to achieve employee satisfaction and retention. The results differ with Ivancevich (2014) who states that, compensation can be described as direct and indirect compensation received by employees in an organization that serves to achieve employee satisfaction and retention as well as improve performance.

The reward and compensation practices implemented by the organization had not increased employee motivation. The results differ with Katua et al. (2014) who state that, behaviour in employees needs to be motivated in an organization through strategic reward and compensation. Armstrong (2010) also notes that, reward and compensation practices increase employee skills and attitudes, promotes positive attitude and increases motivation. In line with this, incentives from the organization had not increased the value employees attach to their work goals. The results differ with the empirical study by Hall et al. (2013) which proved that, incentives increased the value people attached to work goals. Rewarding people for exceeding targets motivated them to spend more time on the rewarded tasks which lead to heightened interest and satisfaction.

Reward systems in the organization had not affected the quality of employee service. The results do not concur with Snelgar et al. (2013) who state that, well-designed and implemented reward systems increased employee motivation, commitment, cost effectiveness and congruence.

The employee’s pay check communicates the extent to which the organization values them as an employee. The results concur with Milman (2013) who states that, a person’s pay check is a way to communicate the value and importance of teamwork) as the instrumentality theory
explains that remuneration is a source of power, and a means of employee acquiring necessities and luxuries. Compensation to employees is an important motivator of how they perform their various duties. The results concur with Terpstra and Rozell (2013) who state that, compensation is seen as an important motivator for task performance. Both employees and employers recognize that the pay that individuals receive is in return for their performance and what they contribute to the workplace organization; moreover, pay plays an important role in attracting people to the organization and then retaining them in it.

Compensation and rewards systems are not key policy areas for the organization’s human resource department. The results do not concur with Terpstra and Rozell (2013) who state that, designing reward systems to encourage good employee performance should be a key policy area for anyone interested in ensuring organizational survival and success. The bonus that employees receive from the organization does not influence employee’s behaviour in reaching their set objectives. The results differ with Heathfield (2016) who states that, the purpose of the incentive scheme is to influence employee behaviour to reach the objectives by providing an incentive to work towards the goals.

The incentive system in the organization has not been clearly communicated to employees by the human resource department. The results differ with Bardot (2014) who states that, to avoid wrong perception and controversy by the employees, the incentive system must be clearly communicated to employees with job measurement which will drive the much needed performance in the employees.

The organization does not offer allowances and bonuses based on key deliverables. The results differ with Armstrong (2010) who argues that performance allowance provide financial recognition for an individual’s job performance in lieu of merit-based salary increases hence more employee performance.
5.4 Conclusions

5.4.1 Effect of Strategic Recruitment and Selection Practices on Employee Performance

The study concludes that USIU-Africa’s recruitment and selection process facilitates superior organizational performance through the recruitment and selection of qualified employees. The organization provides employee promotion and this process is based on merit. The HR department at USIU-Africa uses employee transfers to acquire qualified employees from other departments to facilitate employee performance.

The study concludes that passing the organization’s aptitude tests does not give the employees a stronger sense of belonging to the organization. USIU-Africa’s HR department does not match human resource to the strategic and operational needs of the organization, and neither does it provide employees with literature on job progression. The HR department at USIU-Africa does not give employees the freedom of choice in terms of career development, and the possibility of promotion in the organization did not serve as a major incentive of employee performance.

5.4.2 Effect of Strategic Training and Development on Employee Performance

The study concludes that the employees’ job role at USIU-Africa does not deny them the opportunity to put their knowledge and skills into practice. It can be concluded that newly recruited employees at USIU-Africa are usually given an orientation in the organization, and all employees at USIU-Africa have received formal training that has developed their ability to make better business decisions, and the upgrade of employees’ skills and knowledge has put them in a better position to produce high-quality service.

The study concludes that USIU-Africa does not have strategic training that produces highly skilled human capital, nor does it organize conferences that equip employees with new tools to enhance their service delivery. The study concludes that no training programmes have been offered to employees to make them feel indebted to the organization. Highly experienced employees in the organization did not coach the less experienced employees, and neither do newly recruited employees get attached to a mentor in the organization. It can
be concluded that the orientation programme in the organization does not offer new recruits the opportunity to design their work schedule.

5.4.3 Effect of Strategic Compensation and Benefit Policies on Employee Performance

The study concludes that an employee’s pay check communicates the extent to which the organization values them as employees, and that compensation to employees is an important motivator of how they perform their various duties. However, from the study, it can be concluded that, the HR department at USIU-Africa does not utilize compensations to achieve employee satisfaction and retention, and the reward and compensation practices implemented by the organization has not increased employee motivation.

The study concludes that, incentives at USIU-Africa have not increased the value employees attach to their work goals, and its reward systems have not affected the quality of employee service, this may be as a result of the compensation and rewards system not being a key policy areas for USIU-Africa’s HR department. It can be concluded that the bonus that employees receive from the organization does not influence employee’s behaviour in reaching their set objectives, and that the incentive system in the organization has not been clearly communicated to employees by the HR department, since the organization does not offer allowances and bonuses based on key deliverables.

5.5 Recommendations

5.5.1 Recommendations for Improvement

5.5.1.1 Effect of Strategic Recruitment and Selection Practices on Employee Performance

The study recommends the HR department at USIU-Africa to ensure that during its strategic recruitment and selection process it matches its human resource to the strategic and operational needs of the organization. This will facilitate the performance of employees within the organization. The study recommends HR department to provide employees with literature on job progression, as well as the freedom of choice in terms of career development to ensure that employees stay motivated at all times and perform at optimum levels for a chance at being promoted.
5.5.1.2 Effect of Strategic Training and Development on Employee Performance

The study recommends the HR department at USIU-Africa to provide strategic training that will produce highly skilled human capital, as well as equip its employees with new tools to enhance their service delivery. The study also recommends the HR department to ensure that its orientation programme offers new recruits the opportunity to design their work schedule, as well as ensure that new recruits are attached to a mentor/coach who will facilitate their settling in and enhance their performance.

5.5.1.3 Effect of Strategic Compensation and Benefit Policies on Employee Performance

The study recommends the HR department at USIU-Africa to take advantage of strategic compensation and benefit policies to increase employee performance. It recommends the department to make this a key policy area to facilitate employee satisfaction and retention, and above all, increased employee motivation and performance.

5.5.2 Recommendations for Further Studies

This study has examined the significance of today’s Human Resource Management with a focus on three factors: strategic recruitment and selection practices, strategic training and development, and strategic compensation and benefit policies and how they influence employee performance. The results of the study were limited to USIU-Africa since it was the organization under the study focus, and thus recommendations are for further studies be conducted in other institutions of higher learning, and for the focus to be concentrated on other factors apart from those considered in this study.
REFERENCES


Waithaka, E. (2012). *Strategies Adopted by University of Nairobi to Achieve Sustainable Competitive Advantage.* Unpublished MBA Project (School of Business - University of Nairobi, Kenya).


APPENDICES

APPENDIX I: QUESTIONNAIRE

You are hereby invited to take part in a research survey that seeks to examine the effect of “Strategic Human Resource Management Practices on Employee Performance” in institutions of higher learning with a key focus on USIU-Africa. This survey is estimated to take approximately 15-20 minutes to complete. Please note that the responses you give will be used for academic purposes only, and your confidentiality is assured.

Part A: Demographic Data

1. Kindly indicate your gender.
   Male ( ) Female ( )

2. Kindly indicate your age bracket.
   21-30 Years ( ) 31-40 Years ( ) 41-50 Years ( )
   51 – 60 ( ) 61 Years and Above ( )

3. Kindly indicate your marital status.
   Single ( ) Married ( ) Divorced ( ) Separated ( )
   Other ( ) Specify ________________________________

4. Kindly indicate your employment and status in the institution
   Full Time Faculty ( ) Adjunct Faculty ( ) Full Time Staff ( )

5. Kindly indicate the number of years you have been employed with USIU-Africa
   Below 5 years ( ) 6 – 10 years ( ) 11 – 15 years ( )
   16 – 20 years ( ) 21 years and above ( )

6. Kindly indicate your level of satisfaction with the human resource management practices in the university.
   Very Dissatisfied ( ) Dissatisfied ( ) Neutral ( ) Satisfied ( )
   Very Satisfied ( )
## Part B: Employee Performance

Kindly rate your level of agreement with the following statements on a scale of 1 – 5 where:
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.

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<th>Statement</th>
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<tr>
<td>I consistently score high in my performance evaluation</td>
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<td>My individual ability and motivation goes hand in hand with my performance goals</td>
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<td>My organization has increased my motivation and drive to perform at optimum levels</td>
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<td>My organization’s human resource practices have made a massive contribution to my performance and productivity</td>
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<td>I have common goals with my organization that facilitates my performance</td>
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<td>I perform well because I feel valued by my organization</td>
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Part C: Strategic Recruitment and Selection Practices

Kindly rate your level of agreement with the following statements on a scale of 1 – 5 where: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.

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<th>Statement</th>
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<tr>
<td>My organization’s recruitment and selection process facilitates</td>
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<td>superior organizational performance</td>
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<td>My organization recruits and selects qualified employees</td>
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<td>Passing the organization’s aptitude tests gave me a stronger sense of</td>
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<td>belonging to the organization</td>
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<td>My organization’s strategic recruitment and selection system matches</td>
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<td>human resource to the strategic and operational needs of the organization</td>
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<td>My organization’s human resource management practices provide</td>
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<td>room for employee promotion</td>
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<td>The possibility of promotion in my organization serves as a major</td>
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<td>incentive</td>
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<td>My organization’s employee promotion process is based on merit</td>
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<td>My organization uses employee transfers to acquire qualified employees</td>
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<td>from other departments</td>
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<td>My organization’s human resource department provides us with</td>
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<td>literature on job progression</td>
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<td>My organization’s human resource department gives me the freedom</td>
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<td>of choice in terms of career development</td>
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**Part D: Strategic Training and Development**

Kindly rate your level of agreement with the following statements on a scale of 1 – 5 where:
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.

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<td>My organization has strategic training that produces highly skilled human capital</td>
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<td>The training programmes offered by my organization have made me feel indebted to the organization</td>
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<td>The upgrade of my skills and knowledge has put me in a better position to produce high-quality service</td>
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<td>My job role does not deny me the opportunity to put my knowledge and skills into practice</td>
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<tr>
<td>Highly experienced employees in my organization coach the less experienced employees</td>
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<td>Newly recruited employees are usually attached to a mentor in my organization</td>
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<td>Newly recruited employees in my organization are usually given an orientation in the organization</td>
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<td>The orientation programme in my organization offers new recruits the opportunity to design their work schedule</td>
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<td>My organization has organized conferences that have equipped me with new tools to enhance my service delivery</td>
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<tr>
<td>I have received formal training that has developed my ability to make better business decisions</td>
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Part E: Strategic Compensation and Benefit Policies

Kindly rate your level of agreement with the following statements on a scale of 1 – 5 where: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.

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<tr>
<td>The human resource in our organization utilizes compensations</td>
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<td>to achieve employee satisfaction and retention</td>
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<td>The reward and compensation practices implemented by my</td>
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<td>organization have increased my motivation</td>
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<td>Incentives my organization have increased the value I attach to</td>
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<td>my work goals</td>
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<td>Reward systems my organization has affected the quality of my</td>
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<td>service</td>
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<td>My pay check communicates the extent to which the organization</td>
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<td>values me as an employee</td>
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<td>Compensation to me is an important motivator of how I perform</td>
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<td>my various duties</td>
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<td>Compensation and rewards systems are key policy areas for my</td>
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<td>organization’s human resource department</td>
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<td>The bonus that I receive from my organization influences my</td>
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<td>communicated to us by the human resource department</td>
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<td>My organization offers allowances and bonuses based on key</td>
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THANK YOU