

## Full Length Research Paper

# Role of Public and Private Universities' Recruitment and Selection Strategies on Employees Retention in Kenya.

John Ouru Nyaegah (PhD)

Senior Lecturer, Department of Educational Management, Policy And Curriculum Studies, Faculty of Education, University of Nairobi P O Box 30197-0100 Nairobi. Kenya

Corresponding author. E-mail: [jnyaega@uonbi.ac.ke](mailto:jnyaega@uonbi.ac.ke) Phone: +254721343108

Accepted 20 March, 2024

To survive in the rapidly changing and competitive global economy, universities in developed and developing countries have recognized human resourcing, selection, retention and employee turnover as among the major concerns facing managers which must be dealt with carefully if they are to keep pace with the stiff competition and realize their desire for improved institutional performance. The study's purpose was to evaluate the role played by recruitment and selection frameworks in the retention of employees in Public and Private Universities. By applying descriptive design and stratified random sampling criteria, the study used 384 respondents out of 50,670 staff members working in the seventy (70) approved Universities. Data which was analyzed by using linear regression models where SPSS Version 23 software was applied, made use of questionnaires as the main research tool to collect data. Based on analyzed data the study established that 58.5% of employee retention was realized as a result of suitable recruitment and selection frameworks put in place by managers of universities who participated in this study. Besides, the study established that employees' Human Resource Planning framework which registered a P-value of .672 followed by a recruitment framework which had a P-value of .585, and a career development plan whose P-value stood at .584 were the most significant factors that made employee retention in those institutions realizable. The researcher established that Recruitment and Selection strategies played a major role in university employee retention and therefore recommends that, other human resourcing frameworks which include comprehensive medical care for all employees, better remunerations, and pension and leave allowances, among others, be considered by universities' boards of management and councils to further improve employee retention. The study also recommends the need to have one well-structured selection policy which should be adhered to by all universities.

**Keywords:** Employee Retention; Global Environment, Human Resourcing; Planning framework; Recruitment Strategy; Selection Strategy

## INTRODUCTION

Provision of quality education which is recognized universally as a basic human right every child of school-going age is entitled to, has become one of the main areas of concern to managers of universities worldwide. To achieve this, universities have adopted the use of modern technology to obtain a qualified and talented workforce that is capable of providing this essential commodity. Through globalization, the world has become

increasingly more technology-driven as observed by Chaiprasit and Swierczek (2019) and as a result, universities are using the Internet to advertise for vacant positions in their institutions. Retention of academic staff has over the years remained a major challenge to managers of institutions of Higher Learning worldwide making the staff turnover situation in universities mostly in Africa worse.

Moreover, the use of English as a common language across many countries is another factor that has positively supported globalization in higher education. Many universities have their programs delivered in English which is universally spoken and understood by many across the globe. The New York Times once reported that in three years, over 1700 universities doubled student intake in their master's programs which they were offering in the English language as was observed by Hejjazi and Ma (2019). The notable increase in the number of student learners translates into an increase in the number of faculties required to teach them. Higher education systems around the world, however, are undergoing profound transformations as a result of massive internal and external disruptions as noted by Zaleza (2018).

Human Resources, according to Kuucherov and Zavuyalova (2021), are increasingly becoming the most strategically significant assets in any institution of Higher Education Learning through which desired competitive advantage is realized. They are regarded by managers of these institutions as the lifeblood which must be adequately available for set goals to be achieved. Besides, managers use their human resources to execute their day-to-day innovative activities with precision. Because of this, therefore, managers must hire, develop, and deploy their human resources in a manner that benefits both the organization and the individual employees themselves. For this reason, therefore, the human resource function becomes extremely critical to the success and survival of any organization, universities included.

In his book entitled "The Transformation of Global Higher Education, 1945-2015", Zaleza (2018) has identified five (5) main sets of changes which are, privatization, massification, internationalization, rising pressures for accountability, and shifts in knowledge production. Massification, as earlier alluded to, is the notable increase in the number of higher learning institutions globally. He points out that universities worldwide increased from 6,931 in the year 1970 to 20,808 at the end of the year 2020. The fastest growth was registered in Asia, Africa, Latin America and also the Caribbean regions. Other than public universities, private universities are also emerging to help cater for the increased demand for higher education. To appropriately meet this increasing demand, there is a need for universities to obtain highly skilled, trained, committed and experienced staff who will assist them execute their mandate effectively.

Despite the many challenges universities face in Africa, the future of University Education in the whole of Africa and specifically Kenya, seems to be promising because it plays a big role in the development of countries. Countries are becoming more concerned with the future of their youth, women, and the disabled in the society. In some countries, the gender gap in education is changing

and more women and girls are being encouraged to pursue education up to the highest level possible. To meet this high demand and to offer quality service to students, universities need support from both lecturers and other support staff who will ensure timely and effective service delivery. The ultimate aim of every parent who has a child in a secondary school today in Kenya is Higher Education. As observed by Boitta & Kipkoeh (2019), there is a need for every university to ensure highly qualified staff are attracted, hired and retained.

According to a report released by Kenya's Commission for University Education (CUE), there are currently 17 private universities plus several other constituent colleges providing higher learning education. These universities differ in many aspects in terms of their fee structures, program scheduling, class sizes, facilities, variety of programs faculty remuneration, and other benefits packages. Besides, there is a need for universities to put in place new marketing frameworks or strategies that are capable of attracting highly skilled lecturers and potential students. Collaboration and partnerships with both continental and international institutions that share the same objectives will bring in more funding. The development of exchange programs between faculty and students with other institutions will enable universities to obtain a good caliber of lecturers who are capable of delivering quality content in their various programs.

The literature reviewed focused on the themes developed from the objectives of the study. Therefore, here the researcher presents literature that is very closely related or in other words relevant to the problem which was being investigated. The literature reviewed thus comprises the study's related Theoretical Framework and finally presents major findings of previously conducted related studies, gives a scholarly critiquing of the current existing literature, and points out research gaps that this study sought to seal.

The researcher found out that Human Capital Theory was the most appropriate theory to guide this study. The theory was propounded by Schultz (1961) and comprehensively developed later by Becker (1994). The theory encourages managers of organizations to ensure they support their employees who may want to have the right education and training which will enhance their skills at workplaces and make them better workers. By acquiring relevant education and training, an employee is therefore equipped with the right skills which in return raises the productivity levels of employees. This acquisition of new knowledge and skills, as observed by Becker (1994) raises employees' future net income which in return also increases individual workers' lifetime earnings.

The theory further encourages managers of organizations to invest in their workers as this not only generates worthwhile returns to the individual employees but also makes organizations produce high-quality

products which will also attract a lot of income for the organizations as observed by Armstrong and Taylor (2014). These two scholars further observe that there is clear evidence that shows that companies or institutions that have and continuously enhance or cultivate their human capital, overtake those competing organizations that are without. This view is also supported by Crook et al., (2021). To operate well in the current competitive business environment, knowledge management by both individual workers and organizations has nowadays become a very crucial element to be highly considered in organizations compared to capital and land which were highly precious in the last decade, as noted by Chen (2008), highly valued.

The Human Capital theory postulates that employees are the most valuable assets organizations can ever take pride in hence their increased interest in knowledge and asset management is a critically very important factor that determines employee productivity and talent retention. Mullinnas (2020) crowns this by saying that only employees of a given organization carry ahead the vision and mission of that organization. An organization is regarded as bad or good depending on the workers who work there. The researcher found this theory, therefore, to be relevant for this study because it regards people who work in any organization as assets and stresses that any organization that prudently invests in its workforce stands to reap big as it will generate worthwhile returns.

Managers of organizations need to be aware of the fact that, to remain relevant and achieve their set goals within the current technologically motivated new business environments, highly skilled and knowledgeable employees need to be maintained and well managed. Managers need to motivate and remunerate their staff members as they continually reward and value their profession. Organizations need to work towards ensuring that they provide an enabling environment in which employees are encouraged to continually upscale their knowledge levels as a way of developing themselves and their organizations. The theory also encourages management to plan and ensure the availability of suitable employee reward systems.

### **Statement of the Problem**

Pioneer Universities and Colleges in Africa Understandably, have felt the effects of employee deficits which have impacted negatively on their set goals which cannot be achieved effectively as planned. Available research findings have cautioned that, if something is not done urgently, most universities in Africa are therefore likely to lose their ability and capacity to provide quality education in their institutions. This will in turn make universities unable to offer a satisfactory workforce which will go a long way into helping the nations' human resource needs. Besides, if these concerns are not addressed in good time, university management might be

unable to protect and uphold acceptable levels of quality scholarly living standards. The provision of quality education in South Africa, for example, has been affected adversely due to high rates of lecturers' turnovers.

Study findings from a study done in South Africa in the year (2004) by the Human Sciences Research Council on Education Labor Relations, established that 75% of lecturers left that country. According to a study done by Chaicha (2017) and Busiinga (2019) in Uganda, Professors and lecturers left the country due to poor remunerations making most universities in that country operate at unimaginably low staff numbers. The situation was not any better in Nigeria according to Jaiyeloba and Jibrill (2018) as two-thirds of the country's 36,134 did not fill academic staff positions by December 2017. According to that research, this was attributed to poor remunerations.

The kind of competition being experienced at institutions of higher education learning calls for innovative thinking and new ways of doing things. As a result, institutions are experiencing both positive and negative impacts as they do everything possible within their means to adapt to the dynamic global environment. Wallkar (2017) notes that the globalization of higher education is the underlying factor in the increasingly diverse nature of both faculty and student populations in individual universities. Dickenns (2019) defines globalization as how underlying developments in economic and social change increase across national borders and also the way it impacts both developed and developing countries.

Besides competition, changes in the environments within which universities operate and the tenacious economic changes continuously bring about constant changes in organizations as observed by Wood et al., (2018). The impact resulting from competition has become more extensive and intense, especially among employees whose differences in remuneration, according to Muloki (2017) are quite high. Lecturers are migrating across the world in large numbers in search of better opportunities and good working environments, among others. There has been a noticeable increase in the number of research conducted to determine factors that influence the choice of an institution of higher education learning among students. Most Universities are trying to cope with these changes by opening several campuses around the world to attract both lecturers and migrant students as noted by Aldrich (2018).

The above-mentioned transformations worldwide can no longer be overlooked. Universities have to take into consideration the impact of these trends and factor them into their daily operations to remain relevant and competitive. They must embrace, more so, the use of technology in their operations as the internet continues to privately reach out to millions of people around the world at the click of a button. Universities' failure to acknowledge and appropriately respond to these

disruptions will deprive them of their ability to reach millions of people in this era of technology.

Ahammad (2019), observes that those universities that do not acknowledge these changes are likely to be irrelevant in the future because the learning behaviors of students keep changing as they keep interacting with the internet and online learning. Kenya has also not been left behind in the brain-drain problem which is affecting other countries. Waswak and Kapana (2018) observe that 36% of highly qualified and skilled Professors, Senior Lecturers, and Lecturers leave the country every year to go and look for greener pastures in Europe, South Africa and Latin America. It is based on the intensity of turnover problems in universities in Kenya made the researcher in this study investigate the problem in a bid to provide a long-lasting solution.

Despite many studies having been done in the area of employee turnover culminating in the availability of a lot of literature on factors that have in the past caused employees to quit their jobs as observed by Hauskech (2019), little has been done by researchers in Kenya on those strategies that organizations need to put in place to attract and retain their highly specialized and skilled members of the academic staff. Available studies such as those done by Ng'ethie et al., (2021) and Kipkeput (2020) focused on determinants of academic staff members' retention and also those factors that make the staff committed respectively in five universities. These two researchers recommended that a study be done involving five top public universities mainly to establish the extent to which their Councils and Management Boards pay attention to Human Resource Management activities such as employee retention frameworks and remuneration policies.

Universities in Kenya keep on losing highly skilled professors and senior lecturers who move to universities in Europe, Asia, and Latin America, among others, where they are remunerated well. The latest study was done by (Nguui et al., 2021). Their study investigated the effects of Human Resource Frameworks and their focus was Kenya's Commercial Banks' performance. In this study, the investigator set out to collect data that would show what universities can do to retain their valued employees from the period they are recruited, their selection, and the time they exit using sound recruitment frameworks that need to be put in place.

Available studies such as those done by Mwiiria et al., (2017) and Gumma (2021) have not made it clear as to whether there are recruitment and retention plans put in place by universities in Kenya that can effectively put a stop to employee turnover. These studies have inadequately addressed this problem, and are exhaustive, inconsistent and inconclusive. It is therefore based on this understanding that the investigator in this study decided to do a study that would establish how recruitment strategies influence on retention of universities' staff which he believes will effectively seal

this knowledge gap that has been left by fellow scholars and researchers.

### **Purpose of the Study**

Because qualified academics and other professionals spend most of their productive years looking for jobs abroad and also working in those foreign countries, this study sought to evaluate the role played by universities' recruitment and selection frameworks in place that aim at retaining their employees.

### **Objectives of the study**

This study sought to analysis the role the recruitment plan plays in retaining skilled staff working in universities. Besides seeking to explore roles played by the Human Resource Planning Strategy in retaining staff, it also sought to assess the career development strategy's role in retaining university staff.

### **Research Hypotheses**

Ho1: Recruitment strategy does not have any significant influence on staff retention in universities.

Ho2: There is no significant role played by the HR Planning Framework in the retention of university staff in Kenya.

Ho3: Staff's Career Development strategy does not have any significant influence on retaining members of staff working in universities.

### **STUDY METHODOLOGY**

The investigator has described the design selected for the study and which was found to be suitable for this study, the targeted population, sampling techniques used, how the sample size was selected, the methods used in collecting data and also the techniques used to analyze data collected. Besides, the investigator has also provided the statistical models that were used in analyzing the data collected and also have shown how the three study hypotheses were tested.

### **Study Design**

A study design is a researcher's comprehensively laid down strategy showing how he plans to collect and analyze data as observed by Orodho (2008), this study's investigator picked a descriptive survey which brought on board the mixed mode research approaches that were both quantitative and qualitative. The researcher found this design suitable as it was quantitatively going to not only enable him to examine the cause and effect interactions systematically as noted by Kummar (2020) and test relationships among all study variables, but also to provide him with an accurate account of the

**Table 1.** Kenya's Accredited Universities and Target Population

SN	Universities Accreditation Credentials	N	Number of Employees
1	Public Chartered Universities	30	32,300
2	Private Chartered Universities	18	9,230
3	Public University Constituent Colleges of	3	7,800
4	Those with Letters of Interim Authority (LIA)	14	1,340
5	Private Universities Constituent Colleges	5	3,000
	<b>Total</b>	<b>70</b>	<b>50,670</b>

(Source: Kenya's Commission for University Education 2020 Report)

characteristics involved. He further found the design qualitatively suitable because, as observed by Zikmund et al., (2022), it was going to enable him to interpret the phenomenon under investigation without necessarily relying on either statistical research methods or numerical measurements. He found this design not only quite efficient in collecting data concerning a large group of persons but also was a flexible standardized medium that was less susceptible to any error.

**Target Population**

The investigator in this study targeted all the 50,670 university staff in the seventy (70) government-accredited universities that are authorized by the Commission for University Education (CUE) to offer higher education academic programs in Kenya and beyond. Available CUE records for 2020 indicated that 50,670 employees were working in public and private universities. The table provided below shows how universities are categorized with the total number of employed staff each had by the time this study was being carried out (Table 1).

**Sample Selection Techniques and Sample Size**

Through the Stratified Random Sampling Technique, the study obtained a sample from a total target population of 50,670 staff members working in all 70 accredited universities (Commission for University Education's October 2020). This sampling technique was found suitable because, as observed by Mugenda and Mugenda (2003) and Cooper and Schindler (2018), stratified sampling is normally applied to populations that are not homogeneous hence a researcher has to rearrange populations into small sub-groups that are homogeneous in form and nature. For this research therefore, there were seventy (70) strata simply because each university's population was regarded as homogeneous whereby a stratum consisted of individual universities with their staff respectively making up a population. The expression or formula given below was applied to secure the desired sample as recommended by Kothari and Garg (2014).

Take a look at the formula given below:

$$n = \frac{[z^2 pq]}{d^2}$$

$$n = \frac{(1.96)^2 (0.5)(0.5)}{(0.05)^2} \qquad n = \frac{1.9604}{0.0025} = 384$$

To understand this formula, 'n' stands for the selected sample while 'z' stands for the normal distribution which is standardized and is set at 1.96. This in return translates to a 95% confidence level. In this formula, the interval 'p' represents the proportion expected from the entire population whose corresponding characteristic is being measured (0.5) hence its statistical level (p <= 0.05) of statistical significance, is set as 0.05.

It is important to note that researchers apply this formula mostly when the population size targeted by the study appears to be above 10,000 (Ten Thousand). In our case, there was a total of 50, 670 workers in the 70 accredited universities. The investigator used a sample of 384 respondents simply because the target population was more than 10,000. Through the proportional sampling technique, the researcher arrived at the right sample size after ensuring that every stratum was proportional to the size of the stratum.

**Research Instruments**

The nature of the research problem under investigation, funds available and time determined his choice of the instruments he selected for this study. The researcher identified primary and secondary sources of data which he used questionnaires to collect. This is to say therefore, the researcher used questionnaires as the main data collection instrument which effectively addressed the study's objectives and hypotheses. To ensure a 100% questionnaire return rate, the researcher made sure that he issued a respondent with a questionnaire, waited for the questionnaire to be filled, and then collected it after it was filled on that same day. This method was applied to all the respondents of the study.

The study's use of questionnaires as the main instrument, as observed by Denscumba (2022), was found by the researcher to be economical in terms of time and cost when administering them to the study's respondents. Besides questionnaires being economical, they also ensured anonymity as the study questions asked did not allow any spec of bias on the part of the researcher. Semi-structured questionnaires enabled him to collect quantitative information on closed-ended questionnaires while at the same time allowing him room to ask a few questions which would otherwise enable the collection of more data.

### **Validity of Research Instruments**

Having understood validity as a concept that is not unitary and which test developers widely use in a variety of acceptable procedures when documenting validity levels of the test instruments which includes criterion, content, and construct related, the researcher in this study, as observed by Sakunders et al., (2021); Bryman and Bell (2019); determined his research instruments' validity by using his supervisors as research experts and also by using construct validity method which measures levels or degrees to which collected data meaningfully and accurately reflects or represents a particular theory. This method simply refers to the accuracy with which the investigator translates or fairly forms an idea, or a behavior and makes its functionality real.

For this study therefore to ascertain the research questionnaire's validity the researcher conducted factor analysis whereby he applied EFA and PCA (Exploratory Factor Analysis and Principal Component Analysis respectively) which then showed existing biases between factors contained in the questionnaires which were revealed through Common Bias Method (CBM).

### **Study Instrument's Reliability.**

In testing the data collection instrument's reliability, which in this study was the questionnaire, the researcher applied Cronbach's alpha coefficient scale suggested by Mugenda and Mugenda (2003) to obtain its internal consistency. Reliability, which in research is concerned with the robustness of the data collection's main tools focuses on the questionnaire's ability to produce consistent results. Zikmund and Babin (2022); Sushill and Verrama (2020) support these views by saying that a research tool's reliability needs to be understood as generally a measure of a research tool's internal consistency which therefore examines correlations internally and within the instrument itself and it thus indicates how well the tool's items fits conceptually together.

Researchers aver that CAC (Cronbach's Alpha Coefficient) normally ranges from 0 to 1 with 0.6 as the maximum while others suggest that anything above 0.7 to

0.9 is considered to be a high level of internal reliability as also noted by Sushill and Verama (2020). A sum score of questionnaire items is calculated or computed by the researcher to have an estimation of the consistency of the whole questionnaire. For the researcher to ensure his study instrument's reliability, he first standardized the prevailing conditions upon which the questionnaire was administered. In other words, the researcher made sure all the internal variation sources such as fatigue, and boredom, among others, were minimized as much as possible. He designed the questionnaire carefully in a way that it never varied from group to group and was therefore administered by highly motivated and well-trained research assistants throughout the data collection period.

### **Data Collection and Analysis Procedure**

By use of descriptive and inferential statistics, the researcher analyzed his coded data which resulted in measures of central tendencies such as the median, mean, mode, variance, standard deviation, percentages, frequencies, and also coefficient of correlation. The researcher applied inferential statistics to measure parameters. He tested the study hypotheses using t-Test and ANOVA and the intention was to show causation and the development of inference variables.

Analysis of the data collected was guided by the study's set objectives whereby the researcher examined the coded data critically, made inferences, and then ensured he cleaned it, sorted and then subjected it to SPSS software. After doing all these, he then went ahead and analyzed it using inferential and descriptive statistics. This assisted the investigator in describing the data collected together with its features which were of interest to the study. The researcher, as observed by Cooper and Schindlerm (2018), analyzed both quantitative and qualitative data, and used mode as a measure of the response given which manifests mostly in variables under investigation. While analyzing data, the investigator's main focus was on patterns and relationships which were seen across a given collection and then finally made a general discovery about phenomena as noted by Seiadel et al., (2021).

The researcher, while collecting his data from respondents, made sure he adhered to research ethics. No respondent was coerced to accept to fill out research questionnaires. They gave required information freely because the researcher and his properly trained research assistants explained the purpose of the study and respondents were therefore convinced that the study was well intended. He therefore maintained a high level of confidentiality throughout the data collection period by being neutral on all research matters and avoided subjectivity by not being biased in any way. No respondent was required to write his or her name anywhere on the questionnaire and this enhanced

respondents' confidentiality.

### Hypotheses Testing

While using the Regression Model of analysis, a researcher can conduct several validity tests among them; Confirmatory Factor Analysis (CFA), Exploratory Factor Analysis (EFA) which is quantitative, Common Method Variance (CMV/CMB), and Expert Opinion (EO) which is understood to be qualitative. Whereas Exploratory Factor Analysis (EFA) may be explained as an orderly way of simplifying interrelated measures, Confirmatory Factor Analysis (CFA) is understood to be a statistical technique that a researcher uses to verify the factor structure of a set of observed variables as noted by Schumacker and Lomax (2004).

The researcher in this study used Confirmatory Factor Analysis because of its ability to allow the researcher to test the hypothesis that there exists a relationship between the observed variables and their underlying latent constructs therefore making Confirmatory Factor Analysis regarded as an effective statistical procedure in validating hypothetical constructs as observed by Mugenda and Mugenda, (2003). The researcher in this study subjected the data collected to Confirmatory Factor Analysis where indicators that seemed to correlate highly with each other were clustered. Just like Kothari and Garg (2014), the researcher in this study preferred a loading of 0.33 and above to be the minimum absolute value which allowed accurate interpretation of data.

The investigator in this study used linear multiple regression models of testing to measure retention of university employees in Kenyan Universities. The study had five (5) independent variables and the linear multiple regressions he used were as shown here below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon_i$$

To understand this formula, Y was the study's dependent variable which was 'Retention of employees' and  $\beta_0$  was the regression co-efficient while  $\beta_1$ ,  $\beta_2$ ,  $\beta_3$ ,  $\beta_4$ , and  $\beta_5$  were the slopes of the regression equation as applied by the researcher.

X1 Human Resource Planning Strategy which in the study was the Independent Variable; X2 Recruitment Strategy which is the Independent Variable; X3 Employer Branding Strategy which is the Independent Variable; X4 Career Development Strategy which is the Independent Variable; X5 Employee Relation Strategy which is the Independent Variable;

$\epsilon$  is an error term that is distributed normally as a mean of 0 purposely for computation. This is assumed to be 0. Error because it is part of the statistical equation which indicates what remains unexplained by the study's independent variable.

For purposes of measuring the research variables, the researcher first determined the indicators of each

independent variable separately after which he applied an ordinal scale of 1-5 with the Likert summation scales being: 1=strongly disagree, 2 agree, 3 neutral, 4 Agree and 5 strongly agree. According to McLeod, (2018), Likert Summation Scales in research are said to be advantageous because the researcher doesn't have to expect a simple yes / no answer from his or her study respondents, but would rather allow for respondents' varying degrees or levels of opinion.

The researcher's Likert Summated scale items then adopted five categories which were thought to be suitably appropriate to the data set and then the researcher used different constructs aimed at measuring independent variables. The constructs that were used in measuring Human Resource Planning strategy were: collaboration, restructuring, and forecasting with other institutions or organizations while the identified constructs for recruitment plans were: recruitment of newly hired staff, Media or newspaper advertisements, onboarding and orientation. The researcher used capacity development, talent management initiatives, and employee promotion opportunities as constructs for career development strategy. For the dependent variable finally, the researcher made use of staff engagement, commitment and satisfaction as the constructs.

For the researcher in this study to apply the regression model to test his three hypotheses, he used the T-Test and F-Test. F-Test was used to test the overall regression model. Besides, he applied t-Test to establish whether independent variables had any significant influence statistically over the dependent variable. This t-Test done and which involved the study's independent variables was done as indicated below:

Ho1: Recruitment strategy has no significant influence on the retention of employees.

Ho2: Human Resource Planning has no significant influence on the retention of employees.

Ho3: Career development strategy has no significant influence on the retention of employees.

It is worth noting that, if the P values, for all the independent variables were found to be greater than 0.05 the Null hypotheses were then rejected and their subsequent alternative hypotheses accepted. The investigator tested all variable's level of significance at 5% or 95% level of significance. Table 2 shows a Summary test-statistics for the hypotheses.

### DISCUSSIONS ON STUDY RESULTS

First and foremost, the researcher in this study measured the influence that recruitment strategy had on employee retention in both public and private universities. After using 8 items whose factor loading was above 0.40 (0.419 and 0.721) the researcher found out that the eight (8) items were highly valid for the constructs they represented. These items and the constructs they

**Table 2.** Summary Test–statistics for the Hypotheses

SN	HypothesisTo be tested	Objectives	Analytical tools to be used	Test statistic and Decision
1	Ho: $\beta_2 = 0$ Ha: $\beta_2 \neq 0$	To analyze the Influence of Recruitment Strategy on Retention of Employees in Universities in Kenya	Descriptive Statistics, Bivariate regression, Correlation analysis	T-test an F-test And R2-Values.Reject Ho if P-Value <0.05
2	Ho: $\beta_1 = 0$ H2 $\beta_1 \neq 0$	To explore the Influence of Human Resource Planning on the retention of employees in Universities in Kenya.	Descriptive Statistics, Bivariate regression, Correlation analysis	T-test an F-test And R2-Values.Reject Ho if P-Value <0.05
3	Ho: $\beta_3 = 0$ Ho: $\beta_3 \neq 0$	To analyze the Influence of Career Development Strategy on Retention of Employees in Universities in Kenya	Descriptive Statistics, Bivariate regression, Correlation analysis	T-test an F-test And R2-Values.Reject Ho if P-Value <0.05

represented were then found to be useful in the study and this led to the conclusion that the factor loading for universities' recruitment strategy was good (Hairas et al., 2021) and Tabachnicka and Fidde (2021). The researcher tested the relationship between recruitment strategy and retention of staff members using Pearson's Product Moment Correlation Statistic where the R square value showed that 0.585 (58.5%) of employee retention, which is quite significant, was as a result of the recruitment strategies put in place by the university managers hence, the conclusion that recruitment strategy and retention of employees are closely related and that they influence each other significantly.

An analysis of Variance (ANOVA) further showed that 423.935 which was the F-Statistics Value and the P-value of (0.000) analytically realized by the researcher was less than 0.05 which therefore means that retention of university employees in Kenya is greatly influenced by recruitment strategies hence is providentially significant. These results were confirmed by studies done by Frankais (2020) which observed that recruitment and retention policies and organizations' talent management, can significantly reduce staff members' exit attraction rates.

This study's Regression Coefficient analysis done shows that the t-value calculated was 20.590 while its p-value was 0.000. This was then found to be less than a 0.05, significance level. It then must be noted here that these values providentially show that recruitment strategy influences staff retention in all the universities involved in the study. This finding therefore confirmed that the obtained coefficient ( $Y=2.528+ 0.370X_2$ ) implied that, for every recruitment strategy's unit increase, employees' retention increases by 0.370. Based on this analysis, it was therefore confirmed that there exists a significant relationship between universities' recruitment strategy and staff members' retention which makes the null hypothesis be rejected and its alternative adopted.

The study's second objective sought to establish the extent to which human resource planning strategy influences university employee retention. This focused mainly on whether or not the universities used for this study had made sure human resource planning strategies were in place in universities. Concerning this aspect, respondents who constituted 70.6% of them agreed, 12.2% of them decided to remain neutral 8.9% of the respondents strongly agreed, 4.3% of them disagreed with the statement and 4.0% disagreed strongly. When respondents were asked to show whether forecasting had in any way helped top managements of universities employ quality staff commensurate to the right number, their responses showed 9.9% of the respondents, which is an insignificant number of respondents strongly agreed, 32.0% agreed while 38.3% decided to be neutral. Respondents who constituted 15.0% disagreed and 4.3% strongly disagreed with that statement.

These results from their responses confirmed the findings of studies carried out by Armstrong and Taylor (2014) who noted that every organization needs to make sure it employs an appropriate number and type of staff who are committed to performing their respective tasks effectively and efficiently to enable organizations to meet their set objectives. When asked to indicate whether human resource planning frameworks in their universities were being reviewed regularly to be in line with university retention strategy, respondents constituting 7.3% strongly agreed to the statement, 28.4% just agreed, 39.9% decided to remain neutral, while those who disagreed constituted 19.1% and 5.3% for those who strongly disagreed with that statement.

This study's researcher wanted to establish whether universities' human resource planning strategies were integrated with their missions and visions and responses from respondents formed 11.2% strongly agreed 39.3% simply agreed 32.7% of them choosing to be neutral 12.0% chose to disagree and 4.0% strongly disagreed

with the statement. These findings therefore confirm Armstrong and Taylor's (2014) observation which indicated HR Planning Strategy is an organization's systematic procedure that goes a long way to providing managers with a clear structure that enables them to make the right decisions on their human resource.

The third objective of this study sought to assess whether retention of staff was influenced greatly by career development and to establish this, the researcher asked the respondents to show their level of agreement by indicating the extent to which they agreed or disagreed with the statements he provided on the same and their responses were as follows; Respondents who constituted 2.3% strongly disagreed to the statement while 7.3% disagreed, 17.5% of them decided to be neutral, 52.1% were in agreement with the statement while 20.8% of them strongly agreed. These findings concurred with Bolagun (2005), Light et al., (2009) who observed that, in the 21st century, making changes in organizations demands that only those workers who have the required skills and competencies need to be hired and compensated appropriately as opposed to the skills and competencies of the 20th century. The results therefore indicated or confirmed the existence of a significant relationship between career development and staff retention in universities as observed by (Monis and Sreedhara 2011); and (Abbas et al., 2014). These four researchers' studies focused on career development and thus observed that, when employees are developed and compensated well in their places of work, they tend to stick to their jobs and serve with dedication throughout their lives.

Armstrong (2009) observed that organizations' lack of a clear career development or development for workers in many organizations was responsible for employee turnover and recommended that employers come up with career development plans and clear employee retention strategies. The researcher's bid to establish whether managements of universities in Kenya align career development programs with staff's personal goals, mission, and vision of their universities, got him the following results; respondents constituting 8.9% strongly disagreed with his statement while 10.9% of them simply disagreed as 29.1% decided to remain neutral. The rest constituting 34.3% and 16.6% agreed and strongly agreed with the researcher's statement respectively. Out of a possible score of 5, the study realized a 3.3874 average score and 1.15231 standard deviation which was then a clear indication that the majority of respondents agreed with the statement which stated that career development is aligned with the personal goals of university staff thus there is clear alignment of employee personal goals to their organizations' goals, vision and mission. To establish whether universities' management supports both organizational development and also individual career development programs, respondents responded as follows: Respondents who constituted 2.3% strongly disagreed, 28.1% were neutral, 12.2% disagreed, 22.8%

1 strongly agreed and 34.7% agreed.

### Study Findings

By use of inferential statistics in data analysis, the results indicate that there is a significant relationship between university recruitment strategies, human resourcing plans, staff's career development plans (which in this study were independent variables), and staff retention which was the dependent variable. The study realized that the overall model which was obtained from the findings, indicated that changes in any of the study's variables would significantly result in positive changes in staff retention. Secondly, the null hypothesis which stated that 'Recruitment, Human resource planning, and career development strategies respectively and employee relations strategy had no significant influence on retention of universities' staff was rejected and its alternative hypothesis was accepted.

By use of inferential statistics to test the two main study variables, the results obtained indicated that there was a significant relationship between the independent and dependent variables as 58.5% of retention of staff was explained significantly by universities' recruitment strategy thus rejecting the null hypothesis and its alternative hypothesis accepted.

From the inferential analysis of data collected, the study established that there was a significant relationship between universities' human resource planning strategy, which in the study was the independent variable, and retention of staff, which was the dependent variable. It was found that 58.7% of retention of university employees was as a result of that and therefore the null hypothesis was rejected and its alternative hypothesis accepted.

The researcher after analyzing data established that there was a positively significant relationship between the career development of staff in universities and their employee retention. It is also important to note that 58.4% of retention of employees was found to be resulting from staff development frameworks put in place by university management. These results led to the rejection of the coefficient of the null hypothesis and its alternative accepted. Therefore the coefficient for career development strategy rejected the null hypothesis and instead accepted the alternative hypothesis.

This study further revealed that, if universities could put in place programs that will offer career development opportunities to staff members, for example, continuous capacity development to all staff and competence-based training that is aimed at improving employee capabilities, Odumna (2021) employees are more likely to be devoted in their work and will thus be more than willing to work in their institutions till they attain retirement age, a scenario that will make institutions experience improved productivity. Therefore, the study noted that universities' inability to develop a clear career development strategy was the main reason behind poor

retention.

The study's researcher finally concluded from the study's findings that employee relations strategy may enable universities to achieve their objectives if only their top management can recognize, and value their employees and provide them with avenues through which they are free to air their complaints at the same time be free to give their inputs to the organization. In this regard, therefore, the study acknowledges that private and public universities in both developing and developed countries face key employee recruitment and retention challenges. This is seen especially when recruiting staff particularly professionals, technical, and academic members of staff. University managers, therefore, need to give employee management and retention priority if they are to achieve their mandate and compete favorably in the ever-changing contemporary society.

After having looked at the findings that the study came up with, we are therefore authoritatively persuaded to conclude that there is a significant relationship between universities' Human Resourcing Frameworks and retention of university employees in Kenya.

## RECOMMENDATIONS

The researcher, after having analyzed the study's findings recommends that management boards and university councils in Kenya need to identify recruitment needs at departmental levels which will involve job analysis and workplace details. This will enable them to have in their possession pertinent information concerning the training of staff, skills, and experiences required before embarking on the recruitment exercise.

Secondly, top managers of both public and private universities need to ensure they advertise vacant positions to be filled in local newspaper dailies and also on social media platforms. This will accord qualified and interested job applicants equal opportunities for selection, ensure the selection of suitable candidates from a wide catchment area, and also attract highly competent and skilled applicants. It is believed that if this is done, it will allow recruiters more time to have all applicants vetted, and short-listed and also have enough time to send feedback to all applicants. After interviewing shortlisted applicants successfully, universities' top managers need to ensure issuance of appointment letters does not take unusually long to be released to successful candidates. It must be borne in mind that effective and timely communication attracts interested candidates to a recruitment process that is seen to be transparent and which in the long end will bring about job satisfaction. Besides, top university managers need to train recruiters in a bid to strengthen and sharpen their skills desirable for conducting recruitment and selection of suitable candidates exercise that is seen to be fair and free of any malpractice.

The study also recommends that universities' top

management look for a way of eliminating manipulative, discriminative, and subjective recruitment practices prevalent in their universities such as tribalism and nepotism. They need to ensure they have in place competitive practices that are based on the individual competencies of prospective candidates from all diversity, that is, practices that are conscious of gender and discrimination of any kind. Besides, the study also recommends that top management of universities ensure they offer competitive salaries and other motivational packages, benefits, and attractive welfare schemes for all staff. This when done, will attract and retain talented, skilled, committed, willing, motivated, and highly qualified staff who will in return enhance high-quality productivity in their institutions.

The study recognizes the role the Human Resource Planning strategy plays in running the daily affairs of universities in Kenya. The researcher recommends that university managers need to have revised and robust human resource planning frameworks entrenched in their human resource policy documents. Besides, they should have detailed short-term and long-term human resource requirements as entrenched in their strategic frameworks and also ensure they are implemented fully. They should put mechanisms in place that will ensure frequent monitoring and evaluation of the implementation process.

The study further recommends that there is a need for university managers to ensure Human Resource Planning frameworks for retention of their staff are put in place. This can be done by ensuring that there is effective communication from their councils down to all workers. This will ensure there is credibility in their human resource strategies programs that focus on all levels of employees. Besides, this will ensure universities' top management can address promptly, all human resource planning implementation challenges they experience in their institutions. They further need to provide effective and efficient leadership which ensures moral support and timely financial resources are provided to all employees. This should also strictly adhere to promotions and appointments laid down criteria and a match between employee skills, responsibilities and remunerations. Universities need to adopt a rigorous approach to individual performances, effective implementation of human resource frameworks, and proper induction and placement in their institutions of all recruits.

It is recommended that top university management provides a friendly working environment that is capable of incorporating all staff in their human resource planning plan. Universities need to recognize individual employees' participation in the decision-making process and their full engagement for the efficient and effective running of universities. Further still, the study recommends a thorough continuous review of universities' human resource planning frameworks to accommodate emerging challenges of political, social,

cultural, and economic nature which are manifest in business environments. Universities' human resource departments need to review their demand and supply surveys to continuously have a balanced number of employees who should be recruited and the number that should be retained for work at any given time. This helps in streamlining retention strategies and also enables employees to have strong feelings of satisfaction and attachment to their institutions. Besides that, universities must ensure they have in place effective proactive and transformative leadership that is capable of dealing with the ever-changing human resource planning needs.

The study recommends that university managements and councils need to have in place attractive staff development frameworks which should be enshrined in their HRM policy documents. They need to ensure this policy document's plans are fully implemented. They must make sure effective monitoring and evaluation mechanisms are put in place which will bring about a successful implementation process. It must be borne in mind that an excellent career development strategy is that which brings about learning experiences and facilitates transitions or promotions that are capable of moving individual employees toward a personally determined and evolving preferred future.

### **Suggestions for Further Research**

The researcher's intention for carrying out this investigation was to carry out a detailed assessment based on the role played by recruitment strategies in influencing the attraction and retention of members of staff in both approved and accredited private and public universities in Kenya. The researcher suggests therefore, that a similar study be carried out by any research scholar which now would look at the influence of recruitment frameworks on staff attraction and retention involving non-profit organizations such as private and public companies, commercial and manufacturing sectors like banks, internal and International manufacturing companies bearing in mind that these organizations value greatly their human resources for their survival and their overall achievements in the contemporary competitive business-oriented environments and the contribution they make to the development of their economies in their respective countries.

Besides that, the researcher further suggests that research be conducted which will investigate the extent to which recruitment frameworks influence attraction, retention, and performance of staff using independent variables, such as gender, age, marital status, sample size as well as hierarchy. The study may involve universities or some other organizations in Kenya.

### **ACKNOWLEDGMENT**

I want to sincerely acknowledge my employer, The

University of Nairobi for creating an enabling environment for me which led to a successful collection of data. Pieces of advice given to me by my mentor Prof. Dorothy Ndunge Kyalo will forever remain fresh in my mind. I will not forget to thank the lecturers and managers of the universities I visited for filling me my research questionnaires and for providing me with much-needed information. Those who gave me any type of assistance at the time of doing this study, I thank them all.

### **REFERENCES**

- Abbas B, Oduma C, Monis F, Sreedhara K (2014). Identification of Factors and their Performance on Employees' Training and Organizational Performance in Pakistan: *J. Manage. Soc. Sci.*, 7(1), 93 - 109.
- Ahammad (2019). Determinants of turnover intention among faculty members in Saudi public universities.
- Aldrich H (2018). *Organizations and environments*: Stanford University Press.
- Armstrong M, Taylor S (2014). *Armstrong's handbook of human resource management practice*. London: Kogan Page Publishers.
- Becker GS (1994). *Human capital: A theoretical and empirical analysis, with special reference to education*. Chicago: University of Chicago Press.
- Boitta L, Kipkoeh S (2019). The quality of higher education in developing countries needs professional support. In 22nd International Conference on Higher Education. Retrieved from <http://www.intconfhighered.org/FINAL%20Sarah%20Bunoti.pdf>.
- Bolagun SE (2005). *Partnership under pressure: how does it survive?* : Report-institute for employment studies.
- Bryman A, Bell E (2019). *Business research methods*. Oxford University Press, USA.
- Chaicha N (2017) and Busiinga (2019). *The Influence of Human Resource Management Practices on the Retention of Core Employees of Kenyan Educational Organization*: PhD Thesis. Kenyatta University
- Chaiprasit Z, Swierczek P (2019). Competitiveness, globalization and technology development in Thai firms. *Competitiveness Review: An International Business Journal incorporating J. Global Competitiveness*. 21(2).pp.188 – 204.
- Chen CK (2008). Causal modeling of knowledge-based economy. *Management Decision*, 46(3), 501-514.
- Commission for University Education (2020). *State of university education in Kenya: First edition*.
- Cooper, DR, Schindlerm PS (2018). *Business Research Methods*. Columbus, OH: McGraw-Hill Irwin.
- Crook TR, Todd SY, Combs JG, Woehr DJ, Ketchen-Jr DJ (2021). Does human capital matter? A meta-analysis of the relationship between human capital and firm performance: *J. Appl. Psychol.*, 96(3), 443.
- Denscumba M (2022). *The good research guide: for small-scale social research projects*. UK: McGraw-Hill

- Education.
- Dickenns N (2019). *Driving performance and retention through employee engagement*: Washington, DC: Corporate Executive Board pp.178–302
- Frankaisis A (2020): *Mining the good from the goodbyes*: Strategic HR Review, 9(5), 24-29.
- Gumma PV (2021). *Organizational factors impacting on employee retention* (Doctoral dissertation, NELSON MANDELA METROPOLITAN UNIVERSITY).
- Hairas JF, Wettstein N, Hanf JH (2021). What are „true“ loyal consumers in the food sector? Insights from an empirical study: In 113th Seminar, September 3-6, 2009, Chania, Crete, Greece (No. 58141): Eur. Assoc. of Agric. Econ.
- Hauskech JP, Rodda J, Howard MJ (2019). Targeted employee retention: Performance-based and job-related differences in reported reasons for staying. *Human Resource Management*, 48(2), 269-288
- Hejjazi V, Ma P (2019). Talent management: A strategy for improving employee recruitment, retention and engagement within hospitality organizations. *Int. J. Contemporary Hospitality Manage.*, 20(7), 743-757.
- Jaiyeloba AO, Jibrill MA (2018). Sources of occupational stress among secondary school administrators in Kano State, Nigeria: *Afri. Res. Rev.*, 2(3), 116-129
- Kipkeput DJ (2020). *Human Resource Management Practices & Organizational Commitment in Higher Educational Institutions: A Kenyan Case*: IUP Journal of Organizational Behavior, 9.
- Kothari C, Garg M (2014). *Research Methodology: Methods and Techniques*, (3rd Ed.). New Delhi: New age International Publishers.
- Kuucherov D, Zavuyalova E (2021). HRD practices and talent management in the companies with the employer brand. *European Journal of Training and Development*, 36(1), 86-104.
- Kummar R (2020). *Research Methodology, a step by step guide for beginners*. 3rd ed. London: Sage Publications.
- Light G, Calkins S, Cox R (2009). *Learning and teaching in higher education: The reflective professional*. Sage.
- McLeod NK (2018). *Management and Organizational Behaviour* (9th Edition) England: Pearson Education Ltd
- Monis R, Sreedhara S (2011). Factors affecting employee retention: a comparative analysis of two organizations from heavy engineering industry. *European journal of business and management*, 4(3), 145-162.
- Mugenda O, Mugenda A (2003). *Research Methodology- Quantitative and Qualitative Approaches*. Nairobi: ACTS Press.
- Mullinnas LJ (2020). *Management and Organizational Behaviour* (9th Edition) England: Pearson Education Ltd
- Muloki TK (2017). *Challenges of human resource planning at the ministry of public health and sanitation* (Doctoral dissertation), PP 304 – 448.
- Mwiiria K, Nge“the N, Ngome C, Odero DC (2017). *Public and Private Universities in Kenya: New Challenges Issues & Achievements*. Nairobi: East African Educational Publishers.
- Ng’ethie JM, Iravo ME, Namusonge GS (2021). Determinants of academic staff retention in Public universities in Kenya: an Empirical review. *Int. J. Humanities Soc. Sci.*, 2(13), 205-212.
- Nguii TK, Ellegwa M, Gachaunga HG (2021). Effects of Employee Resourcing Strategies on the Performance of Kenya Commercial Banks in Kenya. *Int. J. Edu. Res.*, 2(1), 1-20
- Odumna PO (2021). One more reason not to cut your training budget: The relationship between training and organizational outcomes. *Public Personnel Management*, 35(2): 163-171.
- Orodho JA (2008). *Techniques of writing Research Proposal and Reports in Education and Social Sciences*. Maseno: Kanezja
- Sakunders N, Lewas G, Thornshill T (2021). *Research methods for business students*. Harlow, England: Financial Times/Prentice Hall.
- Seiadel J, Klausis U, Kelle U (2021). “Different Functions of Coding in the Analysis of Data.” in K.U.Kelle ed., *Computer-Aided Qualitative Data Analysis: Theory, Methods and Practice*. Thousand Oaks, CA: Sage Publications.
- Schumacker RE, Lomax RG (2004). *A beginner's guide to structural equation modeling*: Psychology Press.
- Schultz TW (1961). Investment in human capital. *Power and ideology in education*, 313-324.
- Sushill S, Verrama N (2020). Questionnaire validation made easy. *Eur. J. Sci. Res.*, 46(2), 172-178.
- Wallkar B (2017). *Employee Testimonials on Recruitment Websites: Inferences Made about Organizations, Credibility Perceptions, Organizational Attraction and Website Viewer Behavior* (Doctoral dissertation).
- Waswak F, Kapana G (2018). Academic Staff Perspectives on Operating beyond Industrial Actions for Sustainable Quality Assurance in Public Universities in Kenya. *Int. J. Environ.*, 4(1), 45-58.
- Wood TAA, Ramli M, Bakar AHA (2018). Effects of training and motivation practices on teamwork improvement and task efficiency: The case of construction firms. *Int. J. Project Manag.*, 30(2), 213-224.
- Zaleza (2018). *The new leadership development: It is about results for your company*. *Training & Development*, 54 (3), 22-27.
- Zikmund WG, Babin BJ, Carr JC, Griffin M (2022). *Business Research Methods* (8th edition). USA: South-Western College Publishing.
- Zikmund WG, Babin BJ, Carr JC, Griffin M (2022). *Business Research Methods* (8th edition). USA: South-Western College Publishing.

