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Research Article

Human Resource Management Practices and Faculty Performance in Private Universities in Kenya

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Abstract

Private universities in Kenya face persistent challenges in sustaining high faculty performance, particularly due to high turnover, inadequate HR strategies, and limited adoption of innovative management systems. These issues significantly hinder their ability to deliver quality education and compete effectively with public institutions. In response, the study investigated the influence of human resource management (HRM) practices, specifically, employee involvement, talent management, and human resource information systems, on the performance of full-time faculty in private universities in Kenya. It was hypothesized that human resource management practices have no significant influence on employee performance in private universities in Kenya. Guided by Human Capital Theory, Hierarchy of Needs Theory, and Goal-Setting Theory, the research adopted a positivist philosophy and employed a descriptive cross-sectional survey design. The target population comprised 3,171 full-time academic staff from 36 private universities, from which a stratified random sample of 399 was drawn. Data was collected using structured questionnaires, yielding 221 valid responses (55.4% response rate). Data was analyzed using SPSS Version 20, and simple linear regression was applied to test the hypothesis. The results indicated a statistically significant and positive relationship between the bundled HRM practices and faculty performance ($R^2 = 0.262$, $\beta = 0.512$, $p < 0.05$). These findings imply that bundling HRM practices creates a synergistic effect that enhances full-time faculty output in teaching, research, and student supervision. The study underscores the need for private universities to adopt bundled HRM practices (employee involvement, talent management, and human resource information systems) to improve full-time faculty performance and staff retention. This study bundle of HRM practices, applied systematically, can enhance superior employee performance in private universities in Kenya. The study findings reveal that HRMPs were moderately practiced in their respective institutions. Some private universities had adopted these practices well, while others had not, pointing to inconsistencies in HRMP implementation across institutions. Further research is recommended in public universities and other sectors to validate the model across different organizational contexts.

Keywords

Human Resource Management Practices, Human Resource Management Bundles Employee Performance, Private Universities in Kenya

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1. Introduction

The concept of human resource management practices (HRMP), which gained popularity since the 1980s, is about how people are employed and managed to fulfil organizational goals [7]. Human resource management is concerned with the contribution it can make to improving organizational effectiveness through people [5]. It forms a constant source of innovation through investment in human capital. In the 21st Century organizations, talent management, employee involvement in decision-making, and human resources information systems form key practices for employee performance. Employee performance constitutes punctuality at work, teamwork, timeliness, output, productivity in quantity and quality of goods and services [64]. An employee is an internal resource that influences organizational success when effectively managed through a selected bundle of HRMP [8]. [20] recommended that a bundle of at least three human resource management practices should be provided for better results in firm performance. Human resource management practices combined in a bundle create multiple, synergic, and reinforcing conditions that support employee performance than a single practice [54, 26-28, 82]. HRM practices combined in various forms than explored individually cause greater organizational performance [34]. Bundling of HRMP brings maximum output and effectiveness in organizations [35]. The foregoing motivated this study of the HRMP, consisting of employee involvement, talent management, and human resource information systems.

The study is informed by Human Capital Theory, Hierarchy of Needs Theory, and Goal-Setting Theory. These three theories underpin theoretical relationships that exist in the variables of this research, namely human resource management practices, and employee performance. Human capital theory explains that improvement in employee knowledge, competencies, and abilities is a valuable asset to enable better firm performance. Human capital theory is useful in examining linkages between talent management, innovation and employee performance. It explains how innovative investment in employee knowledge, skill and competence contributes to academic staff overall performance. According to Armstrong [5] human capital theory is concerned with how people in an organization contribute their knowledge, skills, and abilities to enhancing organizational capability and the significance of that contribution. The hierarchy of needs theory expounds on how to motivate employees for excellent performance and thus is useful to full-time academic staff retention strategies. The theory's pyramid-shaped model has direct implications for the employer and the employee, in our case, full-time faculty. Full-time faculty are motivated to make a significant contribution when the employer meets their needs, as explained in the theory. The goal-setting theory emphasizes setting goals as a foundation for employee performance. The goal-setting theory reflects the actual environment in private universities that may influence academic staff performance. Therefore, goal setting helps the study to include employee involvement as a vital construct of human resource management practices. The theory is influential in talent management, as well as in recruitment, competency development, leadership development, and succession planning. The goal-setting theory focuses mainly on motivation in the workplace and the central features (specificity and difficulty) of an effective goal.

The existing literature shows that private universities experience challenges of performance, which include inadequate finances, quality of education, and recruitment and retention of specialized quality academic staff [41, 68]. Retention of highly qualified academic staff is the most intimidating challenge to the provision of quality education in private universities in Kenya [83]. High academic staff resignations experienced in Kenyan private universities may be solved by redesigning human resource management practices and strategies [69, 50]. The need to enhance the effectiveness and quality of lecturers' productivity motivated the study. The current study bundled three HRM practices (talent management, employee involvement, and human resource information systems), moderated by organizational size and innovation, to investigate the performance of full-time faculty in private universities.

1.1. Human Resource Management Practices

Human resource management practices are a strategic and logical method to managing people employed, which is a more valued internal asset organizations have that causes a competitive advantage [5, 2]. These practices entail recruitment and selection, talent management, employee involvement, career development, and human resource information systems among other practices [43, 7]. The concept of Human resource management practices attracted considerable interest in history, and the list of scholars is long. [32, 76, 80] agree that the most used HRM practices are compensation, staffing, training and development, performance appraisal or performance management, and recruitment and selection. [17] agree with [70], who listed 16 HR practices that were later condensed to seven firms gaining a 'competitive advantage through people's and making high profits by prioritizing the development of people.

McDuffie and Al-Sinawi. S et al. [54, 2] came up with the notion of human resource management bundles (HRM) and clarified that HRM bundles are specific sets of interrelated and internally consistent HRM practices aimed at contributing to more productivity and quality than each single HRM practice in itself. According to [9], employees deployed through a bundle of specific human resource management practices have a competitive edge. [54, 27, 28, 82] elucidate that human resource management practices combined in a bundle create multiple, synergic, and reinforcing conditions that support employee performance than a single practice, and ensure effective management of vital internal resources, human resources for more efficiency. The foregoing motivated the current study of the HRMP (employee involvement, talent management, and human resource information system).

Employee involvement is an employee's voice that influences decision-making on issues related to their work. Employers use employee involvement practices to empower workers in decision-making processes like quality improvement, cross-sectional team formation, performance management systems, talent management strategies [4, 79]. Talent is identified with the determination of high performance [31]. It is a specific skill and ability beyond the norm that can be applied in certain areas, and therefore, talented people show potential for high performance and value addition [78]. Talent management is defined as a systematic and dynamic process to discover, develop, and sustain talent [23]. In managing talent, the first step is to identify key positions [13], followed by recruiting highly talented people for the organization to achieve competitive advantage [6].

Armstrong, M, Fegley, S, McGuire, D. and Mercer, S. R. et al. consider talent management to be an integrated set of human resource management practices such as recruitment, selection, development, reward management, performance management and appraisal [24, 56, 55, 5] . Talent management is a goal-oriented and integrated process encompassing recruitment, competencies development, leadership development, succession planning, and rewards management supported by a human resource information system [21]. The use of information technology in managing employees increases innovation, employee performance, and the organization's competitive edge [80].

Human resource information system (HRIS) or e-HRIS is a computerized system for managing human resource functions and provides accurate and timely information for decision making through web-based technology [37]. It is built with expert systems to support human resource management practices in acquisition, storage, manipulation, analysis, retrieval, and sharing of human resource information for decision making to enhance efficiency and effectiveness [12]. It is a fully integrated, organization-wide electronic network of HR related data, information, services, databases, tools, applications, and transactions that can be accessed at any time by the employees, managers, and HR professionals [33]. This modern HR system allows employees to have control over their personal information through updating records and making decisions. Human resource information system's effectiveness is measured through user friendliness, system quality and customer satisfaction [40].

1.2. Employee Performance

Employee performance constitutes punctuality at work, teamwork, timeliness output, productivity in quantity and quality of goods and services [66]. It is linked to how well a worker achieves the set goals and objectives [72, 53]. Employee performance is the ability to accomplish the set objectives within the expected timelines and parameters [87]. The five primary parameters applied in measuring individual employee performance include work quantity, quality of work, independence, timeliness, and individual relationships [81]. Employee performance exhibits the extent of human resource contribution to the realization of organizational set goals and competitive advantage [4].

1.3. Private Universities in Kenya

There are 36 private universities in Kenya divided into three categories: 22 chartered, 4 university constituent colleges, and 10 universities with Letter of Interim Authority [14] and they complement public universities in the provision of university education [44, 47, 61]. University education in Kenya is a highly positioned national development pillar in economic and social development as it builds human capacity for a knowledge-driven economy [83]. Most private universities face challenges, including high staff turnover, management style, and staff dissatisfaction [62]. For instance, two-thirds (55%) of senior academic staff and researchers leave private chartered Christian universities in Kenya within 6 months to three years of appointment to join public universities or other employers due to dissatisfaction. It is hard to retain quality academic staff in specialized areas, a problem directly affecting the quality of education [83]. The quality of university education is much more reliant on the quality and effectiveness of academic staff [19]. Most of the challenges facing private universities in Kenya are of a human resource management nature, innovation, and infrastructure. Research on academic staff performance that articulates and tests a bundle of HRM practices to manage the challenges motivated the study.

1.4. Objectives of the Study

To investigate the influence of human resource management practices on employee performance in private universities in Kenya.

1.5. The Hypothesis of the Study

$H0_1$: Human resources management practices have no significant influence on employee performance in private universities in Kenya.

2. Literature Review

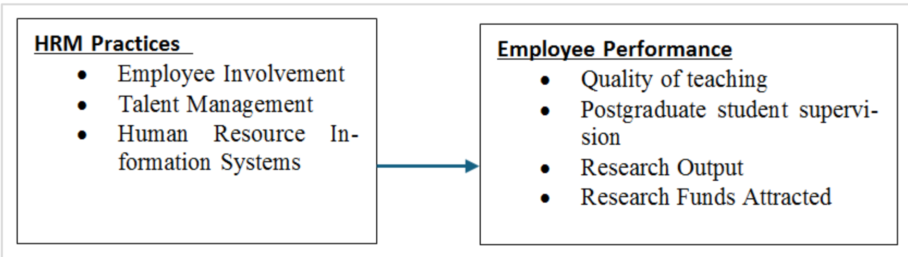
Human Resource Management Practices and Employee Performance

Due to increased competition and uncertainty in the global economy, businesses are focusing on human resource management to achieve a competitive edge. [29] conducted a study on 366 commercial companies in the United Kingdom, examining the contribution of human resource management practices to firm competitiveness, and confirmed the connection between human resource management and corporate achievements. However, the research did not confirm a causal effect on higher performance that was experienced. The research utilized cross-sectional and longitudinal data collected from July 1996 to June 2001, using structured questionnaires and telephone interviews. It had nine HRMPs compared to the current study of three practices in the service sector, private universities in particular. [11] used eight practices in a study. In a study [38] examine the impact of human resource management practices on employees' performance at the Islamic University of Gaza (IUG) in Palestine. The study targeted all employees in a public university; the selected bundle of HRM practices was different from the current study, and considering the context, the findings can be applied in Palestine, not directly in private universities in Kenya. The current study targeted full-time faculty. On the issue of effective HRM practice bundle in an organization, [20] recommend a combination of at least three human resource management practices for better results. The current study sought the causal effects of human resource management practices (employee involvement, talent management and human resource information systems) in the service sector on employee performance.

Several scholars have researched HRM Practices as a single variable and in different contexts, employee involvement practices [64]; talent management [52, 85], and Human resource management information systems practice or ICT [12, 18, 30, 42, 74, 48]. The current study considered them as a bundle that influences the performance of full-time faculty in private universities in Kenya. In a study on part-time lecturers' involvement in various activities at public universities in Kenya, [64] found a substantial association of part-time faculty with employee performance. [57] in Nigerian hospitality industry organizations examined the impact of talent management on voluntary work behaviour after COVID-19. The outcome of the study confirmed a significant positive association of talent management. In a study on the usage HRIS, [74] found HRIS was highly effective in firms in India. In Kenyan private universities, [42] found ICT usage was limited to administrative duties.

Conceptual Framework

Human resource management practice is an independent variable (IV) that comprises employee involvement, talent management, and human resource information system (HRIS) as shown in Figure 1 Employee involvement is actualized by participation in decision making through the employer providing opportunities to employees to influence management decisions. Talent management comprises recruitment, competency development, leadership development, succession planning, and rewards management. HRIS is a computerized system for managing human resource functions. Employee performance is the dependent variable (DV). The model suggests linkages between the predictor and dependent variables.



Source: Researcher, 2025

Figure 1. *Conceptual Model.*

3. Methodology

The study applied a positivism philosophy paradigm because it emphasizes theory testing, conceptual model, and hypothesis testing quantitatively, and it accommodates facts based on empirical study. The descriptive cross-sectional survey design was used to collect and describe characteristics of variables and obtain regression models to test hypotheses due to the nature of the research and the type of hypotheses. The study had a population of 3171 full-time academic staff of 36 private universities in Kenya [14]. The unit of analysis was full-time academic staff. The research adopted a stratified random sampling technique because all 36 private universities in Kenya are divided into three groups: 22 chartered, 4 constituent colleges, and 10 universities with a Letter of Interim Authority.

Stratified random sampling ensured target population is proportionally represented [49]. Using [49] 30% plus sampling rule, the researcher randomly sampled 15 (42%) private universities and computed a desired sample of 399 faculty. In each stratum, academic staff comprised of professors, associate professors, senior lecturers, and lecturers. For sample size, [84] formula with 95% confidence level and significance level 5% was appropriate i.e., n=N/1+N (e)^2. Where n is the sample size required, N is the population. The desired sample size from each stratum of private universities sampled was obtained using [49] stratified sampling formula, i = n (N/P). Where: i is the desired sample in each stratum, n is the population sample size, N is the population of the specific stratum, and P is the target population.

Primary data was collected using structured questionnaires filled out by full-time lecturers, and secondary data was derived from the Commission for University Education statistical reports and websites [14, 15]. The study used Cronbach (1951)'s [16] Alpha to test and determine the reliability, accuracy, internal consistency, and dependability of the questionnaire: Apha scores were employee involvement practices (α = 0.891), talent management practices (α = 0.911), and human resource information systems (HRIS) practices (α = 0.952). The instruments for data collection were highly reliable and met the threshold for internal consistency. Validity and reliability of data collection instruments (self-administered questionnaires) was tested and confirmed. The Cronbach Alpha coefficients were above 0.70, the minimum level for acceptable reliability [63].

4. Analysis and Results

The data collected were analyzed using descriptive and inferential statistics with the help of the Statistical Package for Social Sciences (SPSS) to manipulate the coded data into meaningful findings. The study used simple linear regression analysis to establish the nature and strength of the relationship between human resource management practices and employee performance. The value of R^2 represents the amount of variation in employee performance that can be attributed to the HRMP bundle. The value of Beta (β) shows the change in the dependent variable caused by the amount of change in the predictor variable. The F-statistic measures the goodness of fit of the model. Significant F-value, P-value, Z-value, R^2 and β coefficient denote that the observed level of change in employee performance is expounded by the change in HRMP.

The regression model used was: Simple regression analysis

$Y= \beta_0+\beta_1X_1+\varepsilon$

Where:

Y= Employee performance (Dependent Variable)

β_0 =vertical Intercept

β_1 = Regression coefficient

X_1= HRM practices

ε = Error term

4.1. Response Rate

The target population of the study was 3171 full-time faculty members in the 36 private universities in Kenya. From this population, a sample of 15 universities and a sample size of 399 full-time faculty members were drawn using random sampling and stratified sampling methods. Accordingly, 399 questionnaires were distributed across the 15 selected private universities. Out of these, 221 questionnaires were completed and returned, yielding a response rate of 55.4%. As presented in Table 1, this response rate is considered sufficient for analysis and reporting, particularly when compared to response rates from similar studies in the social sciences, both locally and internationally. For instance, local studies by [48] and [45] reported response rates of 83% and 71% respectively, while international studies such as [86] and [46] reported lower response rates of 26% and 39% respectively. According to [60], a response rate of 50% or more is deemed adequate for analysis and reporting.

Table 1. *Summary of the response rate.*

Items	Frequency	Percentage (%)
Questionnaires filled and returned	221	55.4
Questionnaires not returned	178	44.6
Total	399	100

Source: Researcher (2025)

4.2. Profile of Private Universities

The 15 private universities that participated in the cross-sectional survey represented 42% of the 36 private universities in Kenya. These were categorized into three groups: 9 chartered universities, 2 university constituent colleges, and 4 universities operating under a Letter of Interim Authority. To assess respondents' understanding of the ownership status of their employment institutions, the researcher used frequencies and percentages. As shown in Table 2, the responses reflect the faculty members' perceptions of the legal status of their respective universities. While these perceptions may not accurately represent the official legal status of each institution, they provide insight into the level of awareness among faculty members regarding their employer as a business entity, an understanding that influences employee involvement, organizational commitment, and citizenship behavior. [10] highlights the importance of strong employee-organization fits in fostering a high-performance culture, enhancing employee satisfaction and retention, and promoting both individual and organizational success. [25] emphasize the value of aligning knowledge workers with the organization in learning environments, stressing the role of employer transparency, investment in intellectual capital, and continuous education of employees about the business. Table 2 thus offers critical insight into how well faculty members understand their institutional context, which can directly affect their engagement and alignment with organizational goals.

Table 2. *Distribution of Private Universities by Ownership.*

Ownership	Frequency	Percentage
Kenyan	157	71
Foreign	7	3.2
Joint owned (Kenyan and Foreigners)	54	24.4
Others	3	1.4
Total	221	100

Source: Researcher (2025)

4.3. Test of the Hypothesis

The study sought to determine the effect of human resource management practices on employee performance in private universities in Kenya. A simple linear regression was conducted to test Hypothesis (H_{01}): Human resources management practices have no significant influence on employee performance in private universities in Kenya. Table 3 shows the findings.

Table 3. *Results of the Regression of Employee Performance on Human Resource Management Practices.*

Model Summary[b]						
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**Sig. F Change**	**Durbin-Watson**
1	.512a	.262	.259	.63579	.000	1.677

a. Predictors: (Constant), Human resource management practices
b. Dependent Variable: Employee Performance

ANOVAa						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig**
1	Regression	31.437	1	31.437	77.770	.000[b]
	Residual	88.526	219	.404		
	Total	119.963	220			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Human resource management practices

Coefficientsa						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	1.642	.182		9.011	.000
	Human resource management practices	.500	.057	.512	8.819	.000

Coefficientsa					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
a. Dependent Variable: Employee Performance					

Source: Research Data (2025)

The results in Table 3 provide valuable insight into the association between HRM practices and employee performance. The model summary shows that the correlation coefficient (r) is 0.512, indicating a moderate to strong positive relationship between the independent variable (HRMP) and the dependent variable. The coefficient of determination (R^2= 0.262) suggests that 26.2% of the variation in employee performance is explained by variations in HRMP. Thus, the HRMP bundle (employee involvement, talent management, and human resource information systems meaningfully contributed to full-time faculty performance in private universities in Kenya.

The analysis of variance (ANOVA) results show that the overall regression model is statistically significant (F =77.770, $P< 0.05$). These results support the conclusion that HRMP significantly predicts employee performance, specifically full-time faculty. The model's degrees of freedom (df1 = 1, df2 = 219) further validate the robustness and reliability of these results. Consequently, the null hypothesis, $H0_1$ is rejected and the alternative hypothesis. This conclusion aligns with [75], who emphasized that a regression model is appropriate and statistically suitable for prediction when the F-value exceeds 1, as it does substantially in this case (F = 77.770 > 1).

The standardized coefficient demonstrated that the effect of HRM practices was positive and significant ($\beta = 0.512$, $t = 8.819$, $p < 0.05$), confirming the statistical significance of the relationship HRM practices have on performance outcomes in university settings.

The study found a statistically significant and positive relationship between HRM practices and employee performance ($R^2 = 0.262$, $F = 77.770$, $\beta = 0.512$, $t = 8.819$, $p < 0.05$). Consequently, the results confirmed that HRM practices have a significant influence on employee performance in the context of private Universities in Kenya.

The regression equation derived from the model is as follows:

$Y = 1.642 + 0.500x1+\varepsilon$

Where:

Y= Employee performance (Dependent Variable)

β_0 =vertical Intercept

β_1 = Regression coefficient

X_1= HRM practices (independent variable)

ε = Error term

The findings agree with the research of [77, 51] which demonstrated a significant positive relationship between HRMP and employee performance in Jordanian commercial banks. In two public universities in Pakistan, [52] studied the effect of HRM practices (selection, participation and employee empowerment) on all faculty performance moderated by training. The outcome was statistically and sufficiently significant.

4.4. Discussion

The study objective was to investigate the influence of human resource management (HRM) practices on employee performance in private universities in Kenya. The corresponding null hypothesis (H_{01}): human resource management practices have no significant effect on employee performance was tested concurrently. A simple linear regression analysis was employed to test this hypothesis. The results revealed a statistically significant and positive relationship between HRM practices and employee performance (R^2= 0.262, F = 77.770, $\beta = 0.512$, $t = 8.819$, $p < 0.05$). This implies that 26.2% of the variance in employee performance could be explained by the implementation of HRM practices. Consequently, the alternative hypothesis is supported, confirming that HRM practices significantly influence employee performance in the context of private universities in Kenya [39, 65].

The findings support those of [29], who established that HRM practices positively influence corporate outcomes in commercial enterprises in the United Kingdom. Similarly, [20] demonstrated that organizational performance improves significantly when organizations implement at least a bundle of three strategic HRM practices. The study aligns with the findings of [36, 71] who concluded that HRM practices, including training and development, performance appraisal, reward management, and employee empowerment, had a significant positive effect on employee performance at Kenya Reinsurance Corporation. The study also agrees with [67] who researched on job satisfaction of civil servants in the Moroccan government and found a positive impact on job satisfaction, commitment and loyalty to the employer increased individual employee role performance. Their findings have direct linkages with the current study on the performance of individual employees, the faculty role performance. The findings support the study of [73], who established the four strategic HRM practices (recruitment, staff training, reward management, and performance management) that positively and significantly influence the universities' performance. The human resource management units had a positive and statistically significant moderating influence on the SHRMPs-performance relationship.

The results are further corroborated by [58, 65], who examined HRM practices and organizational performance relationships. Their study reported that 39% of the variation in organizational performance is attributed to HRM predictors, such as recruitment and training. These findings underscore the importance of aligning HRM practices with institutional strategic goals and allocating sufficient resources for recruitment, training, appraisal, and HR information systems, all of which are essential for effective HRM implementation and enhanced performance.

The results are theoretically consistent with Human Capital Theory, which posits that investment in employees' knowledge, skills, and competencies enhances productivity and yields returns for both individuals and organizations [2]. By investing in human capital through structured HRM practices, private universities can enhance faculty performance in teaching, research, and community engagement. This is consistent with the assertions by [3] who emphasize the link between capacity development and improved organizational outcomes.

However, not all prior studies have reported similar results. The organizational plans for the human resource management role may not be implemented as intended, causing contrary results. In a study, [1] investigated HRM practices implementation in Pakistan manufacturing and service sectors. In a study another [22] investigated correlation of SHRM practices and performance of multinational firms operating in Kenya. It used cross-sectional surveys to collect data from 50 large multinational manufacturing companies. The outcome was that all five HR practice bundles did not post high work performance. Also, a study by [59] found an insignificant relationship between HRM practices and employee job satisfaction at Saudi Ports Authority, where low satisfaction of workers in the cargo field led to low workers' performance.

5. Conclusion

The study found that HRM practices had a positive and statistically significant influence on employee performance. The study confirmed that HRM practices dimensions (employee involvement, talent management and human resource information system) are very crucial to drive full-time faculty performance. The findings predict that implementation of the HRM practices bundle will increase faculty performance by 26.2%, holding other factors constant. Combined HRM practices create multiple, synergic and reinforcing conditions that contribute more productivity and quality than each single HRM practice in itself. According to [54, 82], the creation of multiple, synergic, and reinforcing conditions and supports employee performance. The findings revealed an inconsistency in the adoption and implementation of human resource management information systems across private universities in agreement. The individual faculty members' experience with HRIS across institutions showed to a large extent, that it is not practiced. This is an indicator that human resource information systems in most private universities in Kenya have not been adopted. The coefficients of variation reinforced the narrative of uneven implementation; some institutions are making strides in HRIS integration, while others lag. Addressing these disparities is essential to ensuring equitable access to HRM services and maximizing the strategic benefits of HRIS across all private universities. This study gives empirical evidence that a bundle of HRM practices applied in a systematic manner can enhance superior employee performance.

6. Limitations of the Study & Suggestions for Further Research

This study faced a few limitations. First, it was a cross-sectional study, and it would be good to replicate the study in public universities to gauge the influence of the bundle of HRM practices on regular faculty performance. Secondly, the confidential nature of some of the information needed from the sampled private universities that the study may expose to their competitors. These limitations were overcome by the approvals to collect data provided before starting to collect data. Also, accessing some full-time faculty proved a challenge due to their commitments. This was overcome by Administrative Assistants in various Schools and Librarians who coordinated data collection in liaison with research Assistants and the researcher. There is need to undertake further studies that include more HRM practices and more organizational size indicators to test moderation and joint effect on employee performance. A similar study should be conducted in other public universities in and sectors of the economy in Kenya

Abbreviations

e-HRIS	Electronic Human Resource Information System
HR	Human Resources
HRIS	Human Resource Information System
HRM	Human Resource Management
HRMP	Human Resource Management Practices
ICT	Information and Communication Technology
KENET	Kenya Education Network
SPSS	Statistical Package for the Social Sciences
CUE	Commission for University Education
HCT	Human Capital Theory
HNT	Hierarchy of Needs Theory
GST	Goal-Setting Theory
TMT	Talent Management Theory

LIA Letter of Interim Authority

Conflicts of Interest

The authors declare no conflicts of interest.

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