ANALYSIS OF THE EFFECTIVENESS OF RECRUITMENT AND SELECTION PRACTICES ON THE PERFORMANCE OF PUBLIC UNIVERSITIES IN KENYA

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DECLARATION AND RECOMMENDATIONS

DECLARATION

This thesis is my original work and has not been presented for a degree award in any other University.

Signature……………………………………………… Date: 9th November 2016.

Elijah Walubuka

Admission number: GDB/M/0951/09/012

RECOMMENDATIONS

To the Institute of Post Graduate Studies and Research:

The Thesis entitled 'The effectiveness of recruitment and selection practices on the performance of public universities in Kenya.' We have reviewed the above research thesis and wish to recommend it for acceptance in partial fulfillment of the Requirement for the award of the Degree of Doctor of Philosophy in Human Resource Management of Kabarak University. The document has been submitted with our approval as the appointed Kabarak University supervisors.

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DEDICATION

I dedicate this thesis to my mother, brothers and sisters whose love, care, understanding and encouragement have made me the person I am today.

ACKNOWLEDGEMENT

ABSTRACT

The Commission for University Education in Kenya recommended that Universities should be ranked so that their performances are open to public scrutiny. Sound recruitment and selection, induction and evaluation are some of the performance indicators that Universities must put in place in order to attract the required human capital that will achieve Universities individual performance, which are necessary for ranking the Universities in Kenya. University performance involves many variables some of which have been extensively researched on. Recruitment and selection is the research gap as far as the University ranking is concerned since this area has not been exhaustively studied. The purpose of this research was to analyze the effectiveness of recruitment and selection practices on performance in the Kenyan Public Universities. The study specific objectives were: to evaluate the effectiveness of recruitment process on employees performance, to determine the effectiveness of short listing process on employees performance, to analyze the effectiveness of interview and selection processes on employees performance, to determine the effectiveness of the employees' induction process on their performance and to determine the effectiveness of employees evaluation on performance of Kenyan public Universities. The relevant literature was reviewed. The relevant literature was reviewed. The study used a descriptive survey design. The study used a descriptive survey design. The target population for this study comprised 1,620 Heads of departments and 23 Heads of Human Resource Departments totaling to 1,643. The study used simple random sampling technique to pick heads of department and purposive samplings to pick Human Resource Officers in-charge owing to their ability in understanding recruitment and selection practices in public Universities in Kenya. The sample size was calculated using Cochran's correction formula and confirmed using sample Kathuri and Pals 1993 sample determination table. A sample size of 334 consisting of heads of department and Human Resource Officers in-charge was arrived at. The data was collected using questionnaires. Using SPSS program, Pearson Correlation and regression were run alongside the descriptive statistics such as the mean, standard deviation and frequencies. The study concludes that there is significant relationship between recruitment and selection practices and the University performance in Kenya.

Key Words: Recruitment and Selection, University Performance

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LIST OF ACRONYMS AND ABBREVIATIONS

AMOS   - Analysis of Moments Structures

CUE   - Commission for University Education

DOL   - Department of Labor

DOT   - Dictionary of Occupational Titles

FJA's   - Functional job analyses

HEIs   - Higher Education Institutions

HR   - Human Resource

HRM   - Human Resource Management

HRO   - Human Resource Outsourcing

HRP   - Human Resource Planning

JE   - Job Enrichment

JEng   - Job Engineering

KMO   - Kaiser – Meyer –Olkin

KSA's   - Knowledge, Skills, and Abilities

PAQ   - Position Analysis Questionnaire

SEM   - Structural Equation Modeling

SIPA   - Social Information Processing Approach

UK   - United Kingdom

VC   - Vice Chancellor

OPERATIONAL DEFINITION OF TERMS

Chair of department: In a University setting, this person is in charge of a department.

Dean: This is person is in charge of a School. In a University setting, this person is in charge of a number of departments, which together form a school. A chair of department reports to a dean of a school.

Employee evaluation: This is a Human Resource practice. It's a practice that seeks to establish the worth of an employee in an organization. It establishes the performance levels of an employee. Often involves use of performance appraisals and or performance reviews.

Head of Department – this is a person in charge of the day-to-day running of an operation unit in the university for example the Dean, Director, Chair of department and or any other administrative head of a department or section. May also be described as all process owners including, the Chair of departments, Deans, Directors, Registrars, Finance Officers, Division heads.

Human Resource Management Practices - System that attracts, develops, motivates, and retains employees to ensure effective performance of the Universities.

Induction: This is the process of welcoming newly recruited employees and supporting them enough to adjust to their new roles and working environments. Starting a new job can often be stressful. New employees therefore need help to be able to settle in their new positions. A University's induction programme will provide new employees with all the necessary information.

Job evaluation: This is the assessment of the relative worth of various jobs based on a consistent set of job and personal factors such as qualifications and skills required. This practice aims at determining which jobs should get more pay than others. Several methods such as job ranking, job grading, and factor comparison are employed in job evaluation. Research indicates, however, that each method is nearly as accurate and reliable as the other in ranking and pricing different jobs. Job evaluation forms the basis for wage and salary negotiations.

Performance Appraisal - Performance Appraisal is the systematic evaluation of the performance of University employees and to understand their abilities for further growth and development.

Performance -This involves rating of the Universities based on their respective criteria as per set standards of such rating.

Recruitment - searching for and obtaining a pool of potential candidates with the desired knowledge, skills and experience to work in a University set up, to select the most appropriate people to fill the advertised job vacancies against defined University position descriptions and specifications.

Reward System - is the standards, rules and procedures associated with the compensation and allocation of benefits or rewards to University employees for a job well done

Selection -ensures that the best person or people are appointed to the role or roles vacant in Universities using effective, fair and equitable assessment activities.

Webometrics: It is the web ranking of all Universities in the world.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The success or failure of any organization depends on the way individuals are recruited and how the same individuals are managed. We can presume that human resource management is or at least should tie to the firm performance. Every organization worldwide has four key resources thus: man, machine, materials and money. Of these four resources, man is given more prominence because of his ability to manipulate the other three resources. Personnel therefore are perhaps the only sustainable source of competitive advantage (Prahalad, 1983; Reich, 1990). Thus, the effective recruitment and staffing of personnel in an organization may be the ultimate determinant of excellent organizational performance.

Recruitment and selection can be regarded as central for the Universities' capacity to deliver on its mandate, which is to train highly qualified employees for the job market. Shandu (2006) suggests that pitfalls experienced by departments regarding recruitment and selection will continue as long as there are no clear policies on recruitment and selection. Monitoring and evaluation of these policies and procedures is critical for tracking the process and ensuring that problems can be identified and addressed. Stavrou (2004) argues that to achieve its full potential the Public Service must improve its ability to recruit and select staff more effectively. This means that both the Human Resource (HR) sections in departments and managers themselves must enhance their skills in performing this crucial function. A need exists to improve the HR capacity of managers so that they are able to maximize the human potential in their charge and thus get results that are more positive from their staff. Recruitment of the qualified and competent candidates should be the goal at all times.

Globally, the first Kenyan University (University of Nairobi) is ranked at position 1,326. Havard University takes the first position in the world. The best performing African institution of higher learning is Stellenbosch University based in South Africa and is ranked at position 400 globally.

In Africa, no Kenyan University features among the top ten ranking Universities. The first Kenyan University (University of Nairobi) is ranked 12th in Africa, followed by Kenyatta University at position 19 and Maseno University at position 31 (Ranking web of Universities 2014). It is not very clear why Kenyan Public Universities continue performing poorly. The foundations of higher education in Kenya can be traced back to Makerere University in Uganda founded in 1922 during the British colonial rule as a technical college for African students from the East African countries of Kenya, Uganda and Tanzania. This later 'gave birth' to the University of Nairobi, Moi University, Maseno University, Kenyatta University, Jomo Kenyatta University of Agriculture and Technology, Maseno University and Masinde Muliro University of Science and Technology. On 1st March 2013, 15 more University colleges were upgraded to fully fledged status.

1.2 Statement of the Problem

Organization scientists have long considered human capital as a strategic asset that contributes to organizational effectiveness. Although it is the wish of every organization to attract the best human resource in order to channel their collective effort into excellent performances, unconventional selection practices by organizations can negatively affect an institution's performance. The dismal performance of the Kenyan fully fledged public Universities in the web ranking of Universities worldwide is a major concern. The Times Higher Education Ranking 2014-2015 had none of the Kenyan Universities ranked in the top 200 Universities

worldwide. According to Web Metric Ranking of the Universities, the University of Nairobi, which ranks number seven (7) in Africa, was ranked position eight hundred and fifty five (855) worldwide. The challenge of the identification of the right person, for the right job through an effective recruitment and selection practices for improved job performance in Universities in Kenya, is the pillar on which this research is based. Lack of systemic structuring of recruitment and selection in University setup may result in flawed recruitment. This may lead to low productivity due to mismatch of the individual and the job resulting in poor job performance that results in institutions failure of the strategic goals. The Universities efforts in carrying out recruitment and selection is to attract the best human capital who are meant to achieve individual University performance targets that is used to rank the Universities worldwide. This scenario has necessitated a research to analyze the effectiveness of recruitment and selection practices on Kenyan Public Universities' performance based on worldwide ranking of Universities. The practices identified in this study are recruitment, short listing, interview, induction and employee evaluation practices.

1.3 Objectives of the Study

The main purpose of this study was to analyze the effectiveness of recruitment and selection practices on Kenyan Public Universities' performance.

The specific objectives of the study included;

i. To evaluate the effectiveness of recruitment process on employees' performance in Kenyan public Universities.

ii. To determine the effectiveness of short listing process on employees' performance in Kenyan public Universities.

iii. To analyze the effectiveness of interview processes on employees' performance in Kenyan public Universities

iv. To determine the effectiveness of induction processes on employee performance.

v. To determine the effectiveness of employee evaluation on performance.

1.4 Hypotheses of the Study

i. There is no significant effect between the recruitment process and the performance of Kenyan Public Universities.

ii. There is no significant effect between the short listing process and the performance of Kenyan Public Universities.

iii. There is no significant effect between the interview process and the performance of Kenyan Public Universities.

iv. There is no significant effect between the employees' induction process and the performance of Kenyan Public Universities.

v. There is no significant effect between the employees' evaluation process and performance of Kenyan Public Universities.

1.5 Scope of the Study

The study was limited to analyze the effectiveness of recruitment and selection practices on employees' performance in Kenyan Public Universities. The study covered recruitment and selection practices and analyzed how they influence the public University's performance. Data was collected in all public chartered Universities main campuses. The study covered twenty three (23) public chartered Universities in Kenya as at May 2016. The researcher visited all these twenty three main campuses located across the county.

1.6 Justification of the Study

HR-performance linkage has been given an enormous recognition in the western countries and a lot of research has been carried out in this area. Human Resource

Scholars recommend that organizations that actively adhere to the human resource practice like job analysis as a human resource planning (HRP) strategy are likely to expand their competitive advantage (Anthony *et al.,* 2002; Dessler, 2003). Public Universities whose main mandate is to produce highly qualified professionals for diversified job market need to look at their Human Resource practices from a strategic angle rather than a routine in order to remain relevant and competitive in the highly liberalized higher education market prevailing in Kenya. A study to evaluate the aspects of recruitment and selection Practices in the Public Universities in Kenya and how it affects job performance is of great importance, which was the main aim of this study.

1.7 Significance of the Study

The concept of Universities performance in Kenya is an emerging issue. The findings from this study will be of great importance to the Kenyan public University's administrations. The research findings will help these Universities to benchmark their performance based on the effectiveness of recruitment and selection practices, practiced in other Universities. The Commission for University Education (CUE) will find this study to be of interest because they are involved in the general evaluation of the activities going on in the public Universities including key recruitment and selection practices, which is the main interest of this study. Researchers in recruitment and selection will find this study to be of great importance because of the new questions being asked, that is, whether the success of Universities depends on the recruitment and selection practices. This study is also likely to attract the readership of the public because recruitment and selection practices as an enabler of performance are a concept that cuts across the board in any organizations and even in individual lives.

1.8 Limitation and Delimitations of the Study

The study aimed at establishing the effectiveness of recruitment and selection practices on Kenyan Public Universities' performance. The wide geographical spread of the Kenyan Public Universities' was a limitation. The Kenyan Public Universities' are spread across the whole country. In all cases, the data collection was dependent on the researcher and his assistants travelling to the institutions. This expensive affair required commitment of travel, accommodation and other logistical costs. In some cases, three or four visits were required for each institution. Considering that, the researcher was self-sponsored for the study; the exercise would have suffered strained of financial resources. The researcher had made saving over time to take care of the research expenses. Further, Meru University of Science and Technology awarded the researcher Ksh. 250,000 to carry out this research.

The study experienced few cases where some of the respondents failed to fill and complete the questions. Respondents were also reluctant to disclose complete and correct information about the universities because recruitment practices topic is a sensitive issue. This was solved by presenting an introduction letter which gave the respondents confidence that the research was purely for academic purposes. Further, the researcher personally administered the questionnaire. The respondents were convinced that this research was specifically for academic purposes and the information given will be kept confidential. Although the sample size was small, there was high level of homogeneity in the target population. Therefore, the findings can be generalized. For instance, the Commission for University Education (CUE) guidelines applies across all accredited institutions of higher learning.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents recruitment and selections practices including; theories around recruitment and the selection process, job analysis, job description, job specification, and short listing process, interviewing process, selection, induction, evaluation and job performance. The chapter also presents, research gap necessitating the study and the conceptual framework.

2.2 Recruitment and Selection in Universities

According to Erasmus and colleagues (2005), recruitment can be defined as "those activities in human resource management which are undertaken in order to attract sufficient job candidates who have the necessary potential, competencies and traits to fill job needs and to assist any public service institution in achieving its objectives". On the other hand, Cloete (1997) defines recruitment as making sure that qualified people are available to meet the employment needs of the employer. Ineffective recruitment precludes any chance for effective candidate selection because when recruitment falls short, selection proceeds with a pool of poorly qualified candidates. The task of recruitment is to generate a sufficient pool of applicants to ensure that there are people available with the necessary skills and requirements to fill positions as they arise.

Swanepoel and colleagues (2003) defines "selection" as the process of trying to determine which individuals will best match particular jobs in the institutional context, taking into account individual differences, the requirements of the job and the organization's internal and external environments. Gerber and colleagues (1992) defines "selection" as that which comprises the choosing from a number of candidates

a person who, in the opinion of the selector, succeeds in meeting the required standard of performance.

Robert (2005) argues that "selection" is basically a task of prediction. It presupposes a screening and sorting procedure in the course of which the candidates with the least potential are separated from those with the most potential. Selection is a complex procedure that comprises the following: collection of information, coding, interpretation retrieval, integration of information and decision -making.

According to Costello (2006) recruitment is described as the set of activities and processes used to legally obtain a sufficient number of qualified people at the right place and time so that the people and the organization can select each other in their own best short and long term interests. In other words, the recruitment process provides the organization with a pool of potentially qualified job candidates from which judicious selection can be made to fill vacancies. Successful recruitment begins with proper employment planning and forecasting. In this phase of the staffing process, an organization formulates plans to fill or eliminate future job openings based on an analysis of future needs, the talent available within and outside of the organization, and the current and anticipated resources that can be expanded to attract and retain such talent. Also related to the success of a recruitment process are the strategies an organization is prepared to employ in order to identify and select the best candidates for its developing pool of human resources.

The focus of recruitment and selection according to Montgomery (1996) is on matching the capabilities and inclinations of prospective candidates against the demands and rewards inherent in a given job. Jovanovic (2004) said recruitment is a process of attracting a pool of high quality applicants so as to select the best among

them. For this reason, top performing companies devoted considerable resources and energy to creating high quality selection systems.

Recruitment and selection processes are important practices for human resource management, and are crucial in affecting organizational success Jovanovic (2004). Due to the fact that organizations are always fortified by information technology to be more competitive, it is natural to also consider utilizing this technology to re-organize the traditional recruitment and selection process through proper decision techniques, with that both the effectiveness and the efficiency of the processes can be increased and the quality of the recruitment and selection decision improved. A human resource information system is a system exploited to acquire, store, manipulate, analyze, retrieve, and distribute relevant information regarding an organization's human resources (Huselid, 1995). The purpose of the system is to support human resource services from the strategic level down to the tactical and operational levels. Many decision-making problems, including recruitment and selection, are herein involved.

Recruitment and selection forms a core part of the central activities underlying human resource management: namely, the acquisition, development and reward of workers. It frequently forms an important part of the work of human resource managers – or designated specialists within work organizations. However, and importantly, recruitment and selection decisions are often for good reason taken by non-specialists, by the line managers. There is, therefore, an important sense in which it is the responsibility of all managers, and where human resource departments exist, it may be that HR managers play more of a supporting advisory role to those people who will supervise or in other ways work with the new employee.

Recruitment and selection also has an important role to play in ensuring worker performance and positive organizational outcomes. It is often claimed that selection of workers occurs not just to replace departing employees or add to a workforce but rather aims to put in place workers who can perform at a high level and demonstrate commitment (Dessler, 2000). Recruitment and selection is a topical area. While it has always had the capacity to form a key part of the process of managing and leading people as a routine part of organizational life, it is suggested here that recruitment and selection has become ever more important as organizations increasingly regard their workforce as a source of competitive advantage. Of course, not all employers engage with this proposition even at the rhetorical level. However, there is evidence of increased interest in the utilization of employee selection methods which are valid, reliable and fair.

Mullins (1999) indicated that to be a high performing organization, human resource management must be able to assist the organization to place the right person in the right job. The human resource management practices include recruitment, selection, placement, evaluation, training and development, compensation and benefits, and retention of the employees of an organization. Businesses have developed human resource information systems that support: (i) recruitment, selection, and hiring, (ii) job placement, (iii) performance appraisals, (iv) employee benefits analysis, (v) training and development, and (vi) health, safety, and security.

Odiorne (1984) indicated that the quality of new recruits depends upon an organization's recruitment practices, and that the relative effectiveness of the selection phase is inherently dependent upon the caliber of candidates attracted. Indeed, Smith and colleagues (1989) argue that the more effectively the recruitment stage is carried out, the less important the actual selection process becomes. When an

organization makes the decision to fill an existing vacancy through recruitment, the first stage in the process involves conducting a comprehensive job analysis. This may already have been conducted through the human resource planning process, particularly where recruitment is a relatively frequent occurrence. Once a job analysis has been conducted, the organization has a clear indication of the particular requirements of the job, where that job fits into the overall organization structure, and can then begin the process of recruitment to attract suitable candidates for the particular vacancy.

According to Odiorne (1984) one result of effective recruitment and selection is reduced labour turnover and good employee morale. Recruiting ineffectively is costly, since poor recruits may perform badly and/or leave their employment, thus requiring further recruitment. In a cross national study of recruitment practices, Ordiorne suggests that, in reality, recruitment practices involve little or no attempt to validate practices. Personnel managers tend to rely on feedback from line managers and probationary periods and disciplinary procedures to weed out mistakes. Firms with high quit rates live with them and tend to build them into their recruitment practices and they do not analyze the constitution of their labour turnover.

In a study assessing the recruitment of new graduates, (Kersley *et al.,* 1997) reiterated the anticipatory socialization stage for students planning to enter professions, and in particular the effects of recruitment and selection experiences on career expectations and orientation. They agreed that the nature of students' job search activity, the possession of relevant work experience, and exposure to employers through recruitment and selection activities may form part of the "evolving sequence of a person's work experiences" which contributes to anticipatory socialization. It has been argued that exposure to employers through recruitment and selection is a social

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process where employers and potential employees gradually perceive a match. Through job search activities and awareness of employers' recruitment literature and events, students gather information about organization's goals, values, and climate and work practices to guide their ultimate decision. Exposure to selection procedures provides information about the culture and attributes of an organization, and candidates form judgments from their perceptions of the fairness of the selection methods.

Higher education is a labor-intensive undertaking. Human resource costs can consume a significant portion of an institution's recurrent budget. Administrative spending is influenced by a wide variety of factors including institutional mission, student demographics, students' preparation for college, institutional enrollment size, and the total resources available. Differences in organizational mission probably have the most important impact on costs for instruction and research, but they also affect administrative costs.

Higher Education Institutions (HEIs) are not immune from severe pressures and challenges. One of the challenges involves the tension between higher education needs and goals. This challenge is not new (Stearns, 2009). A number of higher education institutions internationally are addressing the organizational, managerial, and cost challenges of operating (Garrod *et al.,* 2008). The changes and new demands of society and industry have brought about new challenges to the world of higher education.

Dr. Kilemi Mwiria, argues that organizational agility is not a widely held institutional value in higher education. HEIs often are slower to react to market forces than companies whose survival depends on their competitiveness. Structures or practices

that make it difficult to communicate the nature and scope of the problem to the appropriate stakeholders can impede problem-solving efforts. The greatest challenge appears to be HR policies, especially those at public institutions. Designed for consistency, fairness, and equity across functional areas, these mechanisms make it extremely difficult to create effective recruitment and retention efforts in this highly competitive situation. For HEIs, state legislation also imposes limitations. These daunting challenges are likely to have a considerable impact on the work and role of administrative staff in institutions. A number of common changes and trends will affect all. There is a need to be responsive and able to change (in line with the changing policies of governments, external demands and social pressures). For administrative staff there are equally rapid changes in management processes, techniques and technology. Administrative staff work has changed significantly as a result of decentralization policies. As national priorities and policies have changed, more responsibilities have accrued to managing disbursal of funds directly to institutions, and to different levels within them. Transferring many decisions down the line has minimized some aspects of authority, but increased advisory and coordination roles, which maximize a global view of the education system, its problems, and conditions for success in meeting objectives.

According to van der Westhuizen (2005), public sector institutions have different needs. Recruitment processes will have to be adapted to suit each institution's specific requirements. According to Erasmus and colleagues (2005) before recruitment is considered, it must be determined whether a genuine need exists for the post to be filled. The departments need to ensure that the decision to recruit is substantiated with facts obtained from valid management information. In the Public Service Regulations of 2001, it is recognized that HR planning should precede any recruitment action in

the public service. Among other things, this involves forecasting the institution's HR needs, job analysis, and budgeting for relevant posts. Erasmus and colleagues (2005) argue that it is very important that departmental heads, HR specialists and line function employees be full partners in the process to verify the need for recruitment, in cases where they have not initiated it. Internal promotion of staff can be considered as an alternative to recruiting. When it is clear that internal promotion of staff or deployment is not a viable option in terms of filling the vacant post, recruitment process can be started.

2.2.1 Approval of Human Resource Budget

Swanepoel and colleagues (2003) argues that the first step in the recruitment process is to obtain the necessary budget approval for the post you are recruiting for. They further argue that employing a person has major cost implications for the institution. Therefore, it is important to consider the budget, broader institutional plans and guidelines for recruitment. Senior management must give approval for a post to be advertised. This will ensure that recruitment is aligned with broad institutional and HR plans. This step provides the employer with the opportunity to reconsider the overall recruitment strategy and to consider alternatives to recruitment, such as overtime and outsourcing.

2.2.2 Establishing Key Performance Areas

According to Erasmus and colleagues (2005), this step is a natural outflow of the previous step. Key performance areas refer to those aspects of the job, which are crucial for the success of the job, and they normally focus on outputs and not on job activities. The recruiter needs to be objective when determining key performance areas to provide the selection panel with insight into the actual job requirements.

2.2.3 Consulting Recruitment Policies

According to Erasmus and colleagues (2005), the recruitment policy and procedure document should be a crucial element that provides guidance to the selection committee and should be consulted. This document should be consulted in conjunction with relevant legislation that guides the recruitment and selection of candidates in the public service. The recruiter should bear in mind broader institutional plans when consulting this document. In addition, this document should reflect the institution's views regarding the approach and procedures to be followed in the institution and could include steps in the recruitment process. The policy and procedures document will indicate, for example whether recruitment should be done internally or externally and will specify the cost limitations. This document is, however, a dynamic document and must be reviewed as and when required.

2.2.4 Establishing Recruitment Method

Erasmus and colleagues (2005) argue that the success of recruitment sources should guide the recruiter about the source to be selected and this should begin once the recruiter knows the type of person he or she is looking for. The recruitment policy may provide an indication of whether the person should be recruited internally or externally and once this has been ascertained, the recruiter will make a choice of one or more sources (depending on the group or person required). It is good policy to try to recruit internally first and then, if a suitable candidate cannot be identified, to channel the recruitment effort externally. In certain cases, recruitment will have to be done externally – for example when a pool of new employees is required (such as internships). According to van der Westhuizen (2005), traditional recruitment methods such as newspapers and internal circulars have proved to be successful in public service institutions. However, other methods should also be considered. In the

majority of cases sources of recruitment may provide an indication of the best method to be used. It is imperative that the recruiter should guard against being accused of discrimination through the use of one method to the exclusion of other methods. This could be totally unintentional, for example the use of online recruitment which excludes potential applicants who do not have access to internet facilities.

2.3 University Education

Higher education institutions (HEIs), such as Universities, academies and polytechnics, are largely staff-intensive and have operated successfully over a great number of years with teams of support or allied staff to provide a professional back-up to the acadème (Doidge *et al.,* 1998). As Universities seek to respond to new possibilities for their operations that are opened up by technological developments, react to competition, and adjust to changes in available financial resources, they redefine their mission, revise their strategies and restructure their operations (Fraser, 2005).

One of the challenges involves the tension between higher education needs and goals. This challenge is not new (Stearns, 2009). A number of higher education institutions internationally are addressing the organizational, managerial, and cost challenges of operating (Garrod *et al.,* 2008). The changes and new demands of society and industry have brought about new challenges to the world of higher education. It is clear that *new skills appear to be keys that play a large role in recruitment and selection*. New challenges are driving the current need to update the skills requirement of administrative staff. Among the principal challenges, which affect administrative staff, are the following:

The growth in demand for University education is a worldwide phenomenon and has posed a major problem for the Romanian HEIs. In institutional terms the expansion of numbers has placed pressures on facilities of all kinds.

Economic and financial crisis. The main challenge faced now by most HEIs is to deal with the economic crisis (European University Association, 2009). Not only do governments talk to one another about funding, but the growing globalization of higher education imposes similar burdens and threats on every institution.

Technological change are echoed for administrative staff who find themselves under equal pressures to be more cost effective, flexible in work practices, more technically alert and more sensitive to what their customers want. Important costs of technology in colleges and Universities are staff costs. Increasing use of computers and other digital technology has allowed HEIs to simplify jobs such as typing, filing, scheduling, bookkeeping, and processing forms. The result is a decline in clerical and secretarial staff and an increase in those who manage and support computer systems.

The demands of the labour market are changing dramatically and inevitably affect those institutions which seek to be responsive to national or regional demand. Universities now operate in a global market place and thus recruit on a national basis. Patterns of employment are also changing in new, very uncertain environments.

2.4 Theoretical Approaches of Recruitment and Selection

Glover and Rushbrooke in Masete (2006) argue that institutions have certain features in common, with each possessing an identity such as a name, an objective, a written constitution, a list of employees and methods of replacing and recruiting new employees to ensure continuity. These institutions have certain characteristics in common such as institutional objectives, the use of employees to achieve the task, a

form of structure to coordinate the people expected to achieve the objective, and a changing environment to operate within.

According to Scott in Masete (2006) institutions are viewed from rational perspectives as instruments designed to attain specific objectives. The extent of their efficiency and effectiveness depend on many factors that are explained by the concept of rationality structures. Rationality in this context refers to functional rationality – that is the manner in which a series of actions are organized in order to lead to predetermined objectives with maximum efficiency. From this point rationality refers to the means necessary to achieve objectives rather than how they are selected. According to advocates of the rational systems approach, there are essential elements or key features of this approach, namely goal specificity and formalization that helps to distinguish institutions from other types of collectivizes.

According to advocates of the rational systems approach, goals are viewed as conceptions of the desired ends, with such conceptions varying in terms of the precision and specificity with which the criteria of desirability were formulated. The specificity of goals assists in providing a clear criterion for selection among alternative activities. This means that, where there is no clear preference ordering among alternatives, there is no possibility of any rational assessment and choice. These theorists note that specific goals do not only supply criteria for choosing among alternatives, but also guide decisions about how institutional structure should be designed. Through the specific goals the task to be performed, the calibre of employees to be recruited, and the ways in which resources are to be allocated among participants are clearly specified. Consequently, it has been considered generally more difficult to design a structure in an attempt to pursue more general or diffuse goals (Scott, 2005).

Formalization as a key feature of institutions has its existence assumed and its importance presumed by all rational theorists. According to the rational systems view a structure is regarded as formalized where the rules governing behaviour are precisely and explicitly formulated and where the roles and role relations are prescribed independently of the personnel attributes of individuals occupying positions in the structure. The advocates of this school of thought view formalization as a way of standardizing and regulating behaviour in an attempt to make the structure of relationships among a set of roles and the principles that govern behaviour in the system more explicit and visible. As such an institutional structure is viewed as a means or instrument that could be modified whenever it is necessary in order to improve performance. The formalization of structures creates room for processes of succession, where there is the movement of individuals into and out of offices, which could be routinized and regularized so that one appropriately trained person could replace another with minimal disturbances to the functioning of the organization (Scott, 2005).

Finally, the rational systems theorists consider the formalized structures as having been rendered independent of the participation of any particular individual, which means that it is of less importance to recruit more competent and qualified individuals in high positions. The power and influence of leaders could be determined in part by the definition of their offices and should not be made a function of their personal qualities or competence (Scott, 2005).

According to Erasmus and colleagues (2005) before recruitment is considered, it must be determined whether a genuine need exists for the post to be filled. The departments need to ensure that the decision to recruit is substantiated with facts obtained from valid management information. In the Public Service Regulations of 2001, it is

recognized that HR planning should precede any recruitment action in the public service. Among other things, this involves forecasting the institution's HR needs, job analysis, and budgeting for relevant posts deployment is not a viable option in terms of filling the vacant post, the recruitment process can be started.

Swanepoel and colleagues (2003) argue that the first step in the recruitment process is to obtain the necessary budget approval for the post you are recruiting for. They further argue that employing a person has major cost implications for the institution. Therefore, it is important to consider the budget, broader institutional plans and guidelines for recruitment. Senior management must give approval for a post to be advertised. This will ensure that recruitment is aligned with broad institutional and HR plans. This step provides the employer with the opportunity to reconsider the overall recruitment strategy and to consider alternatives to recruitment, such as overtime and outsourcing.

Swanepoel and colleagues (2003) state that it is important that the job description provides accurate reflection of job activities primarily because it is a starting point for all recruitment activities. A job description will assist the recruiter to determine the exact nature of the vacant post (i.e. duties, purpose and responsibilities). On the other hand, a job specification will assist the recruiter to provide a full profile of the incumbent of the post (skills, experience, qualification and abilities).The public sector institutions encounter problems when job descriptions and job specifications have not been compiled and post content has not been updated. It is thus important that these processes are completed timorously to avoid unnecessary hiccups and to allow for the smooth running of the recruitment process.

According to Erasmus and colleagues (2005), this step is a natural outflow of the previous step. Key performance areas refer to those aspects of the job, which are crucial for the success of the job, and they normally focus on outputs and not on job activities. The recruiter needs to be objective when determining key performance areas to provide the selection panel with insight into the actual job requirements. This may form part of a job description.

According to Erasmus and colleagues (2005), the recruitment policy and procedure document should be a crucial element that provides guidance to the selection committee and should be consulted. This document should be consulted in conjunction with relevant legislation that guides the recruitment and selection of candidates in the public service. Such legislation includes the *Public Service Act 103 of 1994* and the *Employment Equity Act 55 of 1998*. The recruiter should bear in mind broader institutional plans when consulting this document. In addition, this document should reflect the institution's views regarding the approach and procedures to be followed in the institution and could include steps in the recruitment process. The policy and procedures document will indicate, for example whether recruitment should be done internally or externally and will specify the cost limitations. This document is, however, a dynamic document and must be reviewed as and when required.

At this stage of the process, particulars of applicants are compared with the requirements as per job specifications. Candidates who do not meet the minimum requirements must be separated from those who have the potential of being appointed. Screening should take place according to the initial criteria set for the job. It is important for recruiters to guard against any form of injustice against the applicants as prescribed by the Public Service Act 103 of 1994, which stipulates that applicants

cannot be discriminated against on the basis of age, sexual orientation and other forms of discrimination. During this step, the recruiter may also screen applicants on the grounds of already completed application forms or curriculum vitaes (Swanepoel *et al.,* 2003).

Foot and Hook in Erasmus and colleagues (2005) state that at this stage of the process a shortlist of possible candidates should be drawn up by the relevant committee. The shortlist of potentially suitable applicants must be forwarded and discussed with the relevant department or unit's head before proceeding to the selection interviews. In summary, here are some of the basic requirements to be taken into consideration when compiling a shortlist: At least two people must be involved independently in compiling the shortlist. This should include an HR representative and the relevant manger under whose establishment a post is advertised; Each person must give a clear indication where applicants do not meet the requirements regarding knowledge, skills, and competencies; Each person must classify the applications into predetermined categories of "acceptable", "possibly acceptable", and "unacceptable''; Each person must rank the acceptable applications in order of suitability and a specific choice must be made to determine which applicants would be invited for interviews (Erasmus *et al.,* 2005).

Erasmus and colleagues (2005) argues that it is crucial to decide on a selection strategy before embarking on the selection process. Every aspect of the selection process is directed at deciding which determinants of work performance to measure and which selection techniques to use. Whatever selection technique is utilized, the adoption of a well-thought out deliberate strategy is required. Erasmus and colleagues (2005) further argues that there are various selection strategies to choose from. The first to be discussed is called the "knowledge, skills and abilities" (KSA) strategy. It is

commonly used in the public sector and it involves reviews of an applicant's educational background and work experience. This information is obtained from the application form and from the applicant's curriculum vitae. This strategy may include the testing of applicants for specific knowledge, skills and abilities. However, the disadvantage of this strategy is that it reveals very little about the applicant's soft skills such as typing skills.

The other strategy is known as the "track record" strategy. This strategy relies primarily on the assumption that past performance is the best predictor for future performance. This strategy can be construed as the reviewing of application forms submitted and interviewing of candidates. The apparent objective of both these strategies is that they determine whether specific results have been produced in similar work environments. The disadvantage of this strategy is that work experience obtained at a previous workplace is not similar to demonstrated performance during an interview. Likewise, educational knowledge may indicate little more than the ability of a candidate.

According to Erasmus (2005) aptitude, strategy makes use of a test (aptitude test) to measure certain traits of individuals. The objective with this strategy is to determine what kinds of work an applicant is best suited for. The assumption here is that applicants with an interest in particular kinds of work will be highly motivated to perform well in those areas of interest. Because an aptitude test does not give an exact indication of efficient future work performance it is not preferable in the public sector. Finally, work sample strategy is considered. This strategy involves measuring a candidate`s performance on selected basic tasks. For example, a candidate applying for a secretarial job may be asked to complete a typing test. This strategy is receiving more attention because of its accuracy in predicting future work performance.

According to Robert (2005), interviews are the most frequently used selection technique and it is very unusual for candidates to be appointed without interviews. Interviews may be either structured or unstructured. The unstructured interview generally takes the form of a free-ranging discussion, sometimes with the interviewer using a set of favorite questions but giving the interviewee free rein to answer in a general way. In an unstructured interview, the interviewer uses his or her own judgment about the overall performance of the candidate in deciding whether they match the role. The unstructured interview is the most commonly used interview. It is frequently used by professional and selection agencies that are confident in their ability to assess the candidates without the constraints of a structured interview. Research suggests that the unstructured interview is only half as effective as a structured interview.

The structured interview is focused on a set number of clearly defined criteria, usually competencies. The questions are carefully structured to obtain specific information about the criteria and the answers are scored against a consistent scoring range. The structured interview may be a situational or behavioral interview. In situational interviewing candidates are presented with a future hypothetical situation and asked to explain how they would deal with it. The answers are assessed for evidence of relevant ability. In behavioral/experience interviews, the questions are aimed at drawing out past examples of behaviors, linked to specific competencies (Robert, 2005).

According to Swanepoel and colleagues (2003) placing the candidate is the final step in the selection process. Once the selection committee has made a final decision, an offer of employment can be made to the successful candidate. There are four steps to be followed when placing a candidate. The first one is to discuss the provisional offer

with the prospective employee. Initially, a telephone call is made, providing the main details. In principle, a verbal telephone agreement can be treated as an employment contract. However, the majority of employees prefer a written contract because of safety reasons.

2.5 Administrative Staff Recruitment and Selection

HEIs should be concerned not only with development of the environment in which resourcing occurs as well as with the development of policies that play a role in facilitation of resourcing. In order to meet all of these goals, we identified a selection a five key area to be considered, as set out in the following process: HR planning, job description, effective recruitment and selection plan, selecting employees with correct knowledge, integration of the staff into the University system and training.

Planning; This element tries to combine human resources management with strategic management within HEI, in order to achieve a continuous improvement in the way the public institutions act, as well as an increasing quality of the public services they deliver. The role of human resources is becoming a major one: human resources policies are being included in institutional strategic documents, such as Strategic Plan, as a way of increasing the performance and the efficiency of public institutions and as a basis for the modernization strategies that will be elaborated at the institutional level. The strategic plan, is an instrument for leading the University for a period of time of 4 years. Elaborating and implementing a strategic plan requires a new way of thinking human resources needs, in which there are strategic objectives, strategies and metrics of evaluating final results. A key task of HEIs is to focus attention on the relationship between administrative resourcing and institutional objectives. Staff skills and competencies should be aligned clearly with organizational needs.

A *job description* is a key document in the recruitment process, and must be finalized prior to taking any other steps in the process. HEIs should determine the real competencies needed for the position in question and reflect these in the job description. Too often job descriptions are generic and don't describe the real needs of the position. Good job descriptions include a short list of core competencies required for the job. This category encompasses three organizational design features: job structure, job classification, and organizational structure. Regularly updating job structures (perhaps every two years) helps to ensure that the needs of specific departments are being met. Job reclassification supports flexibility in the deployment of staffing resources and appears to be a factor in retention because it increases job and career development opportunities. For example, in Roman in HEIs jobs are not analyzed scientifically and job descriptions are not systematically developed. Thus, there is lot of ambiguity and conflict which are personally frustrating to employees and also organizationally unhealthy. In the new dynamics of the environment, the HEIs should look for much more job clarity than is made available now. The job description should carry out the HEI's mission, support changing environments and allow staff to develop new skills and expertise.

Develop and implement a *recruitment plan*, identifying recruitment resources that aid in assuring a diverse pool of applicants. Recruitment and selection should be seen and treated as a top priority of the institution. HEIs should have detailed policies in place to inform the objective, fair, equitable, consistent and responsible application of recruitment and selection practices; have standardized methods and procedures in place to ensure compliance with the constitutionally prescribed values and principles as well as national norms and standards regulating HR in the higher education.

Selecting employees with the correct skills can add value to a institution and recruiting workers at a wage or salary that the institution can afford, will reduce costs. Employees should therefore be carefully selected, managed and retained, just like any other resource. The workforce of the future will need a whole spectrum of knowledge and skills to deal with technology and the globalization of knowledge (UNESCO, 2008). It also will need to be agile and flexible, to adjust to continuous changes, both economic and social. The activity of any institution depends to a large extent on the quality of its staff. The HEIs will be under greater pressure to locate people with required aptitudes and skills, and to select a candidate that will be successful in performing the tasks and meeting the responsibilities of the position. The primary concern is finding „the right talent", as talent is certainly critical to innovation, change and high performance; acquiring talent is fundamental when it comes to using this as a source of competitive advantage. The workforce itself has become more global, thus organizations that excel at *talent management* will continue to enjoy competitive advantage (Lawler III, 2008).

Once the persons are selected carefully they also should be ***placed properly*** and should be given ***continuing training*** to update their knowledge and skills and to save them from obsolescence. Thus, proper identification of training needs and selection and development of training methodologies assume added importance. Initial training for administrative staff in institutions is not universal and it is recommended to have completed training before being confirmed in an administrative post. Gaps in training will immediately reflect in activity, as knowledge and skills are more critical factors underlying performance. Higher education institutions need to have clear strategies covering administrative staff. In many cases HEIs have much to learn about how to plan, develop, promote and then deliver staffing programmes. These would be

integrated with their human resource strategies so that selection and promotion criteria, career planning and staff appraisal processes were all influenced by the strategy.

Traditionally, academic institutions have had a strong professional character. They have in principle been self-governed. However, the expansion of the University system has implied large government investments, which has made politicians eager to have an influence on the governance of academic institutions through regulation and resource allocation. More recently there has been a tendency among European politicians to increasingly use markets for resource allocation (Whitley, Glaser & Engwall, 2010).

Traditionally the role as Vice Chancellor (VC) in many European Universities was circulated among professors, who took turns of a semester as the primus inter pares. With the passage of time the role as top leader of Universities became more and more demanding (Bargh *et al.,* 2000), and VCs therefore were elected for longer terms of tenure among faculty members. In countries where the State has played a dominant role in the governance of Universities such as France, Germany, the Netherlands, and Scandinavia, the described transition towards more market governance has entailed a number of changing conditions for the recruitment of VCs.

The introduction of New Public Management, on the other hand, drew more scholars into administration inside Universities as department chairs, deans, vice deans, vice rectors, etc. as well as outside Universities as members or even leaders of research councils and other funding bodies (Bargh *et al.,* 2000). In this way they got both a liking and the training for University leadership. This prepared them for future administrative positions but also pulled them out of teaching and research. At the

same time, business schools and consultancies widely spread the ideal of strong and strategic leaders who could generate change (Boal & Hooijberg, 2001). Universities were in this way receiving the message that omnipotent leaders, preferably from the outside, would be necessary in order to shake up dormant and lethargic academic institutions (Ernst & Young, 2012).

2.6 Job Analysis Practices in Universities

Byars and Rue (2006) shared that "it involves determining the tasks that encompass the job and skills, knowledge, abilities and responsibilities required of the receptacle for successful job performance". This definition includes reference to both the task and person requirements of the position. Byars and Rue (2006) discussed that the backbone of the most human resource activities is Job analysis which can serve a number of functions. Job analysis is key to recruitment, selection, orientation, training, career development, counseling, health, safety, performance management and compensation. According to Pearn and Kandola, (1993) keeping in view the selection process, job analysis would enhance and assist the exactness of selection criteria. A significant progress has been observed during the precedent three decades with regard to job analysis.

Schultz and Schultz (1998) defined Job analysis as "the study of a job to describe in specific terms the nature of the component tasks performed by the worker" and Grobler, Warnich, Carrell, Elbert and Hatfield (2006) defined job analysis (JA) as "the process by which management systematically investigates the tasks, duties and responsibilities of the jobs within an organization". Definitions mentioned above reflected the task requirements of a job. Borman and colleagues (1997) highlighted that it has become increasingly apparent that job performance related not only to ability but also to personal traits and dispositional factors. Goodstein and Lanyon

(1999) studied that Job analysis required to focus not only on job tasks, duties and responsibilities but also on the interpersonal requirements of the job.

Job analysis is a process of comprehensively studying the job or task to determine what it entails. In looking to the future Amos and colleagues (2004) highlighted that it was no longer merely sufficient to have knowledge of a job and what it entailed. In the competitive business environment in which organizations function, standards were needed against those job outputs and to this end job analysis formed a relation to performance management.

Now that the various uses of job analyses has been discussed, it is important to address the different types, or methods, of job analysis. There are three general methods of job analysis, specifically work-oriented, worker oriented, and hybrid (Brannick *et al.,* 2007). The method used for the job analysis should be determined by the purpose of the job analysis (Brannick *et al.,* 2007). Choosing the correct method, given the purpose of the job analysis, is important because the method used makes a significant difference in the outcome of the job analysis (Cornelius, Carron & Collins, 1979). Cornelius and colleagues (1979) determined that the type of job analysis used strongly influenced the resulting job classification decision. Job classification involves the category of work that a job fits in; for example water line repairman and park maintenance worker would both fall into a general classification of laborer, whereas a secretary and a data entry clerk would be classified as clerical. This suggests that not only the number of job categories but also the type of job categories differed depending on what type of job analysis was used.

Work-oriented methods of job analysis focus on what the worker does as part of his or her job (Brannick *et al.,* 2007). In some research these methods are referred to as task-

oriented methods (Cornelius *et al.,* 1979; Lopez, Kesselman, & Lopez, 1981; Prien & Ronan, 1971) because they refer to any method that analyzes the types of tasks completed by someone in the job as well as the tools and equipment used to do it (Brannick *et al.,* 2007). A task analysis is conducted by having raters review a list of activities that are performed as part of a job (Brannick *et al.,* 2007). These raters then indicate their observations of the position, such as how often the activity is performed, how difficult the task is to perform, or how important the task is to the overall job. Functional job analyses (FJA's), task inventories, and critical incident techniques. The FJA was developed by Fine (1955) in order to look at what the worker does instead of just the output that the worker produces (Lopez *et al.,* 1981). FJA attempts to classify jobs based on what workers do in relation to data, people, and things (Brannick *et al.,* 2007). One of the best examples of an FJA is the *Dictionary of Occupational Titles* (DOT), developed by the Department of Labor (United States Employment Service, 1991). The DOT was developed in the 1930s in an attempt to help improve the public employment system created during the Great Depression by linking "skill supply with skill demand" (Peterson *et al.,* 2001). It went through many revisions and was a standard for HR professional for many years.

Worker-oriented methods of job analysis involve examining the attributes required by workers to perform the job (Brannick *et al.,* 2007; Harvey, Friedman, Hakel & Cornelius, 1988). The focus of worker-oriented methods is on the knowledge, skills, abilities and other characteristics that a worker must have in order to perform his or her job. According to Harvey and colleagues (1988), "the worker-oriented approach to job analysis is one of the most useful methods of work descriptions yet developed. McCormick and colleagues (1967) describe this technique as more inclusive of occupational areas than work oriented approaches. The worker-oriented method is

often used for selection purposes, in that they look for what specific KSA's that a job requires (Brannick *et al.,* 2007).

The Position Analysis Questionnaire (PAQ) is one of the most widely recognized worker-oriented job analyses. The PAQ was one of the first job analysis methods to quantify the job analysis data, and was designed to be applicable across jobs and organizations (McCormick *et al.,* 1972). It is composed of descriptors that were derived through a factor analysis of job ratings on worker-oriented statements. For example, these statements might include "able to communicate in writing" or "able to solve mathematical equations." The result of the PAQ is a score on activity factors and the degree to which specific general abilities (e.g., mathematical computation and reading comprehension) are linked to these behaviors.

Hybrid methods of job analysis use elements of both work-oriented and worker-oriented methods. O*NET is a prime example of a hybrid method of job analysis (Brannick *et al.,* 2007). O*NET was established in order to replace the DOT (Peterson *et al.,* 2001). O*NET is a website created by the Department of Labor and offers information regarding most categories of jobs in the United States. The Department of Labor recognized the limitations of the DOT in that it was easily outdated by the time it was published, and it had a task-oriented focus, while more and more users needed something that was more worker-oriented. The DOT did not state what characteristics of workers were needed. Therefore, when O*NET was developed, the DOL tried to combine the functional job analysis method that defined the DOT with work-oriented models allowing O*NET to provide several different ways of looking jobs in the United States (Peterson *et al.,* 2001).

2.7 Job Design

According to Parkar and colleagues (2001) Job design has developed a great deal of interest in the area of HRM during the recent decades. Morgason and colleagues (2003) discussed a basic principle in the job design research according to which jobs were stimulated and associated with motivational factors, which contributed to the attitudinal and behavioral job performance outcomes. Johns (2006) observed that job design theory and research endure from a lack of structured attention to skeleton due to the situational opportunities and constraint that have an effect on attitudes and behaviors. A job is more than a collection of tasks recorded in job analysis and summarized in job description. Jobs are the foundation of organizational productivity and employee satisfaction. How well are job designed would reflect a vital position in the accomplishments and even survival of many organizations. Job design reflects the organizational, environmental and behavioral demands placed on it.

According to Rush (1971) the main purpose of job design (or re-design) is to increase both employee motivation and productivity. Job design can have a significant effect on motivation. Increased productivity can manifest itself in various forms. For example, the focus can be that of improving quality and quantity of goods and services, reduce operation costs, and/or reduce turnover and training costs. There is an established body of knowledge supporting the idea that certain jobs and goal setting can enhance performance (Garg *et al.,* 2006).

The field of organizational behavior paid attention only to job enrichment (JE) approaches to job design. Now, job design has taken a broader perspective, with various dimensions such as job enrichment (JE), job engineering (JEng), quality of work life (QWL), socio-technical designs, the social information processing approach (SIPA) and the job characteristics approach to job design.

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2.8 Job Analysis

Swanepoel and colleagues (2003) state that, it is important that the job description provides accurate reflection of job activities. This is primarily because it is a starting point for all recruitment activities. A job description will assist the recruiter to determine the exact nature of the vacant post (i.e. duties, purpose and responsibilities). On the other hand, a job specification will assist the recruiter to provide a full profile of the incumbent of the post (skills, experience, qualification and abilities). The public sector institutions encounter problems when job descriptions and job specifications have not been compiled and post content has not been updated. It is thus important that these processes are completed on time to avoid unnecessary hiccups and to allow for the smooth running of the recruitment process.

Statt (2004) discussed that the job description outlines the job tasks, duties and responsibilities and serves as a guide for the recruitment and selection process going forward In general, a job description can be seen as relating to all the technical, administrative and managerial aspects of the job, the job title, job summary, job duties, tasks and outputs. Byars and Rue (2006) further described job description as a written narrative of the tasks to be performed and what it entails.

Amos and colleagues (2004) defined that job specification deals with the personal aspects of the job and education or qualification background, skills, knowledge and ability. In a nonprofessional human resources term, the job description can be associated with the hard issues whilst the job specification may focus some soft issues. Amos and colleagues (2004) highlighted that the "content and context of the job should serve as the basis for recruiting and selecting the most suitable candidate for the job". Both, job description and job specification have a significant role in the selection process and the identification of the best possible match for a position.

Job analyses are essential to HR because they are the means for the development of all HR functions (Bowen, 2003; Brannick *et al.,* 2007). The present study examined how the person completing the job analysis can influence the outcome of the job analysis. This individual can then indirectly influence other HR functions by affecting the quality of the job analysis, which in turn influences the quality of other HR functions (Fleishman & Mumford, 1991). The creation of job descriptions is the most common use for job analyses (Brannick *et al.,* 2007). Usually, job descriptions are created by compiling the most salient information gathered in the job analysis. Job descriptions essentially summarize the findings of the job analysis and highlight the most important elements of the job. Job descriptions will be discussed in greater detail later. When recruiting and screening applicants, employers utilize job analyses to determine what knowledge, skills and abilities an applicant needs to perform the job (Brannick *et al.,* 2007).

These needs are referred to as job specifications or "a written description of job requirements" (Brannick *et al.,* 2007, p. 220). Job specifications can include job requirements such as written communication skills or prior experience in a certain field. Job specifications allow companies to determine the educational, professional and certification requirements for a person performing a job. Prien and Hughes (2004) demonstrated that minimum qualifications, such as education requirements, can be established by utilizing a quantitative job analysis designed to measure the educational achievement needed to perform a task.

Job analyses also make it possible for employers to determine what tests can be used to select or promote. Jones and colleagues (2001) state that when looking at knowledge, skills, abilities, and other characteristics (e.g. traits), those that are relatively stable individual characteristics should be what employers screen applicants

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for using selection exams. These can be such things as mechanical ability and selective attention. A job analysis is used to determine what knowledge, skills, and abilities (KSAs) are required, then, those KSA's that are relatively stable and cannot easily be trained are selected as the criteria that a selection tool will screen for. HR professionals may then design a selection exam, or purchase a selection exam, that measures these stable KSA's.

Researchers and professionals agree over what a job description consists of: identifiers, summary, duties and tasks, and often other information (Brannick *et al.,* 2007). Identifiers include such things as the job title as well as both the physical and functional locations of the job. The functional location includes information about who supervises the incumbent and who the incumbent supervises. Physical location refers to where in the company the job can be found, such as what department and where on the grounds. A job summary contains a description of the essence of the job.

This is not a detailed list of duties, but instead includes the primary functions of the position. The duties and tasks section of the job description provides the details not found in the job summary. This section generally answers the questions: what, how, and why. For example, one duty or task of a receptionist might be, "to answer phones using the switchboard in a timely fashion to ensure customers receive a prompt and courteous greeting." The what, in this example is "to answer phones . . . in a timely fashion?" The how refers to the equipment, in this case, the switchboard. The why refers to the goal of the task, in this case, the goal is for customers to "receive a prompt and courteous greeting." The final section of the job description is miscellaneous information. The information in this section is not always present but when it is present it includes such things as working conditions, required knowledge, skills, and abilities, or job evaluation information.

Cascio (1998) breaks down the content of the job description using different terms than Brannick and colleagues (2007); however, they convey the same information. He states that there are five elements of a job description, including the job title, job activities and procedures, working conditions and physical environment, the social environment, and conditions of employment. The job title, the working conditions and physical environment, and the conditions of employment are what Brannick and colleagues (2007) refer to as identifiers. The information in the job activities and procedures section in Cascio (1998) is contained in Brannick and colleagues' (2007) summary section, duties, and task section.

Grant (1988) addresses the shortcomings of job descriptions used in practice. He states that many job descriptions being used in HR do not provide enough detail to allow good HR management decisions to be made. Specifically, job descriptions are too simplistic, meaning that managers make decisions on a broad picture of the job rather than on the entire detailed picture of the job. Moreover, while job analyses and job evaluations are what should be driving management decisions, job descriptions are too often used instead. Grant (1988) asserts that while all of the elements traditionally found in a job description are important, these elements often do not go far enough. He suggests that the job description should not only include a list of tasks that are performed, but the percentage of time spent on each task as well as how the frequency of these tasks may differ between days of the week or seasons. Instead of merely providing information on who someone in the job reports to and who they supervise, Grant (1988) believes the job description should include information about how the job fits into the organization as a whole and what other links exist between the job and other jobs in the company. In Grant's argument, if more details were provided, HR. professionals would be able to more easily perform tasks like

performance appraisal and staffing decisions. A very important point that Grant makes is that job descriptions are often out of date. They tend to be written and left, instead of being updated as the job changes.

Job descriptions have several different uses. As mentioned earlier, the overarching purpose of a job description is to describe to people who are unfamiliar with a job what it entails (Brannick *et al.,* 2007). Therefore, many of the specific uses of job descriptions involve informing those who are unfamiliar with the job. One such purpose is to assist in staffing (Cascio, 1998). Companies use job descriptions to inform potential applicants about what the job involves. This allows applicants to gain an understanding of the job, determine if they are qualified, and want to apply for the job. Often job descriptions are included as part of the posting to recruit applicants for a position. According to Brannick and colleagues (2007), job descriptions are designed for the novice, not a job expert. Job evaluation is another use for job descriptions.

According to Cascio (1998), job descriptions can also be a starting point for performance appraisals. They give the evaluator an outline of what an employee should be doing as part of the job, which helps the evaluator frame the ratings. Evaluators have a clear outline of what tasks a person in the job is required to perform and what skills and abilities the worker should have. The evaluator can then determine whether or not these tasks are being performed and whether the employee has the necessary skills and abilities.

2.9 Short listing and Interviews

At this stage of the process particulars of applicants are compared with the requirements as per job specifications. Candidates who do not meet the minimum

requirements must be separated from those who have the potential of being appointed. Screening should take place according to the initial criteria set for the job. It is important for recruiters to guard against any form of injustice against the applicants as prescribed by the Public Service Act 103 of 1994, which stipulates that applicants cannot be discriminated against based on age, sexual orientation and other forms of discrimination. During this step, the recruiter may also screen applicants on the grounds of already completed application forms or *curriculum vitaes* (Swanepoel *et al.,* 2003).

Erasmus and colleagues (2005) state that at this stage of the process a shortlist of possible candidates should be drawn up by the relevant committee. The shortlist of potentially suitable applicants must be forwarded and discussed with the relevant department or unit's head before proceeding to the selection interviews. In summary, here are some of the basic requirements to be taken into consideration when compiling a shortlist and this list should be guided by the recruitment policy of the institution: At least two people must be involved independently in compiling the shortlist. This should include an HR representative and the relevant manager under whose establishment a post is advertised. Each person must give a clear indication where applicants do not meet the requirements regarding knowledge, skills, and competencies; Each person must classify the applications into predetermined categories of "acceptable", "possibly acceptable", and "unacceptable''. Each person must rank the acceptable applications in order of suitability; A specific choice must be made to determine which applicants would be invited for interviews (Erasmus *et al.,* 2005).

2.10 Selection Process

According to Robert (2005), the purpose of selection is to match people to work. It is the most important element in any institution's management of people, simply because it is not feasible to optimize the effectiveness of HRs by whatever method, if the quantity or quality of people is less than the institution's needs. In the twentieth century, selection was primarily concerned with matching people to specific jobs. However, in the twenty-first century the importance of flexibility and the rapid pace of change make it more important to look at matching work in the wider context. It has now become necessary to look beyond the skills for the specific job in hand in assessing people, and to look at the potential range of matches for the person. Such matches include culture, personality, and movement in and out of the institution and interaction with a wider range of potential colleagues.

Erasmus and colleagues (2005) argues that it is crucial to decide on a selection strategy before embarking on the selection process. Every aspect of the selection process is directed at deciding which determinants of work performance to measure and which selection techniques to use. Whatever selection technique is utilized, the adoption of a well-thought out deliberate strategy is required. Erasmus and colleagues (2005) further argues that there are various selection strategies to choose from. The first to be discussed is called the "knowledge, skills and abilities" (KSA) strategy. It is commonly used in the public sector and it involves reviews of an applicant's educational background and work experience. This information is obtained from the application form and from the applicant's curriculum vitae. This strategy may include the testing of applicants for specific knowledge, skills and abilities. However, the disadvantage of this strategy is that it reveals very little about the applicant's soft skills such as typing skills.

The other strategy is known as the "track record" strategy. This strategy relies primarily on the assumption that past performance is the best predictor for future performance. This strategy can be construed as the reviewing of application forms submitted and interviewing of candidates. The apparent objective of both these strategies is that they determine whether specific results have been produced in similar work environments. The disadvantage of this strategy is that work experience obtained at a previous workplace is not similar to demonstrated performance during an interview. Likewise, educational knowledge may indicate little more than the ability of a candidate to do well in an academic environment. Selectors should note that using this strategy is not appropriate for filling entry level positions.

While the caliber of candidate is determined by the value of the recruitment process, the selection decision remains a difficult one. Gould (1984) argues that most mistakes are caused by the fact that managers generally give little thought to the critical nature of the decisions. Employers are surprised and disappointed when an appointment fails, and often the person appointed is blamed rather than recognizing the weaknesses in the process and methodology, even the soundest of techniques and best practice (in selection) contain scope for error. Some of this is due to the methods themselves, but the main source is the frailty of the human decision makers.

Selection tools available to organizations can be characterized along a continuum that ranges from the more traditional methods of interviews, application forms and references, through to the more sophisticated techniques that encapsulate biographical data, aptitude tests, assessment centers, work samples, psychological testing, and so forth. Each method of selection has its advantages and disadvantages and comparing their rival claims involves comparing each method's merit and psychometric properties. The degree to which a selection technique is perceived as effective and

perhaps sophisticated is determined by its reliability and validity. In a comparison of personnel, selection practices in seven European countries explored the utilization of a range of established selection methods. They reported a general trend towards structured interviews in all countries and, while the general validity and acceptability of methods such as work samples, group exercises and assessment centers were widely recognized, reported usage of these methods was infrequent (Miyake, 2002).

Bingley and colleagues (2004) suggested that, increasingly, many organizations are being transformed from structures that are built on functions and jobs, to those where focused, self-directed work teams, made up of empowered individuals with diverse backgrounds, are replacing traditional specialized workers. Crane (1995) highlighted that firms need adaptable people who can adjust to rapidly changing customer needs and operational structures, while Burton (2001) argues that employees, and the way they work, comprise the crucial difference between successful and unsuccessful organizations. He argues that as technology increases and product life cycles shorten, the major source of competitive advantage will be the individual worker. Delery and Doty (1996) further developed this view of the prevailing business environment and reiterated that: with the sweeping changes in today's business climate and the rise of re-engineering to meet the needs of organizations in the area of downsizing or cost diminution, (search) firms must be equipped to recruit individuals who can operate in a non-structured or "virtual" organization. Even in today's technically advanced business environment, the human factor will always be instrumental to the success of an organization.

Recruitment, as a human resource management function, is one of the activities that impact most critically on the performance of an organization. While it is understood and accepted that poor recruitment decisions continue to affect organizational

performance and limit goal achievement, it is best that much effort is put in the recruitment and selection practices (Randall, 1987).

Recruitment and selection also has an important role to play in ensuring worker performance and positive organizational outcomes. It is often claimed that selection of workers occurs not just to replace departing employees or add to a workforce but rather aims to put in place workers who can perform at a high level and demonstrate commitment (Ballantyne, 2009). Recruitment and selection play a pivotally important role in shaping an organization's effectiveness and performance, if work organizations are able to acquire workers who already possess relevant knowledge, skills and aptitudes and are also able to make an accurate prediction regarding their future abilities, recruiting and selecting staff in an effective manner can both avoid undesirable costs for example those associated with high staff turnover, poor performance and dissatisfied customers and engender a mutually beneficial employment relationship characterized, wherever possible, by high commitment on both sides.

2.11 Interview Practices

The structured interview is focused on a set number of clearly defined criteria, usually competencies. The questions are carefully structured to obtain specific information about the criteria and the answers are scored against a consistent scoring range. The structured interview may be a situational or behavioral interview. In situational interviewing candidates are presented with a future hypothetical situation and asked to explain how they would deal with it. The answers are assessed for evidence of relevant ability. In behavioral/experience interviews, the questions are aimed at drawing out past examples of behaviors, linked to specific competencies (Robert, 2005).

The interviewer compares the answers to positive and negative descriptions of the behaviors, scores each of the competencies and makes judgments based on the scores. Recent research shows that behavioral/experience interviews are a more effective form of structured interview (Robert, 2005). Although interviewing is one of the best established selection techniques, it suffers from a number of problems. It is difficult for the interviewer to sustain attention throughout the interview, with interviewers sometimes able to remember only the opening and closing stages of the interview. Judgment of interviews can sometimes be clouded by prejudices or influenced unduly by stereotyping the candidate with for example, others in his or her institution, or mirroring situations in which the interviewer looks more favorably on candidates matching the interviewer's own profile. Perhaps the most common failing of interviews is the lack of preparation on the part of the interviewer. Regardless of its problems, the interview remains one of the most popular selection techniques. Whatever its technical value in the selection process, it is of great-perceived value to selectors and a very important aspect of the interviewer.

2.12 Performance Appraisal in University / Performance evaluation

Performance appraisals, which are employed to assist individual development and organizational planning, are considered an important part of effective human resource management either it is national or international. Much earlier, Meyer and colleagues (1965) discussed the 'split roles' of performance appraisals, citing developmental feedback and decision making as the two major purposes for conducting appraisals. Over two decades ago, Bernardin and Beatty (1984) identified many interdependent purposes of performance appraisal; include improving the use of resources and serving as a basis for personnel actions. Similarly, Cleveland (2003) have shown that in practice, performance appraisals appear to be directed to four purposes: to make

distinctions among people, distinguish a person's strengths from his or her weaknesses, implement and evaluate human resource systems in organizations, and document personnel decisions.

Performance appraisal is a vital component of a broader set of human resource practices; it is the mechanism for evaluating the extent to which each employee's day-to-day performance is linked to the goals established by the organization (Coutts & Schneider, 2004). Performance appraisal, as a process of identifying, observing, measuring and developing human performance in organizations (Taylor *et al.,* 1994), has attracted the attention of both academics and practitioners. The process is also viewed as making an important contribution to effective human resource management, as it is closely linked to organizational performance (Erdogan, 2002).

The notion that supervisors are not entirely objective when rating their employees' performance is not surprising when considered in the context of the consequences of rating decisions. Formal performance appraisal systems are used in roughly 90 per cent of organizations (Bernthal *et al.,* 1997) for administrative decisions, such as promotions and terminations, as well as for employee development (Murphy & Cleveland, 1995). As a result, performance appraisals often directly affect employee development, career trajectories, and the allocation of money and resources. Due to the heavy personal and occupational significance of appraisal ratings, it is understandable how raters might have a difficult time maintaining their objectivity and neutrality when rating their employees.

The quest for precision in performance appraisal was replaced by an emphasis on how performance appraisals could be engaged to further organizational goals (Milkovich & Wigdor 1991). Research on the role of supervisors continued but the emphasis was

on their knowledge of the performance appraisal system and the level of trust employees had in their supervisors. Past theoretical work suggests that the evaluations of worker performance are used to move a worker ahead, and as part of eliciting high effort often in conjunction with pay decisions (Lazear, 1998). From these basic functions, one can hypothesize about the circumstances in which formal evaluations will likely generate substantial benefits and so justify the costs of establishing and operating such a system. Finally, evaluations are more important early in a worker's tenure for purposes of determining ability (as opposed to achievement) and job assignment (Jovanovic, 1979). Thus, a workforce with many workers early in their tenure is more likely to be subject to performance appraisal, all else equal.

Performance appraisal is a technique that has been credited with improving performance (De Carlo & Leigh, 1996) and building both job satisfaction and organizational commitment (which has been related to lower levels of turnover) (Babin & Boles, 1996). Yong (1996) defines performance appraisal as "an evaluation and grading exercise undertaken by an organization on all its employees either periodically or annually, on the outcomes of performance based on the job content, job requirement and personal behavior in the position".

Performance management, in its broadest context, is a managerial process that links corporate objectives, performance standards and evaluation, to which the performance review, or performance appraisal, are often applied (Pickett, 2003). In its broadest sense performance appraisal serves three major purposes within an organization: administration, development and communication (Butler *et al.,* 1991). Administrative functioning can be viewed as staffing, compensation, promotion, along with the systems of reward and punishment; whilst development refers to the identification and development potential for future performance, which is linked to personal

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development planning. Finally, communication aims to provide feedback to employees about their performance and future goals. A more negative view of performance appraisal is offered by Eckes (1994), who claims that performance appraisal records can be used as by an organization to guard against cases of wrongful dismissal.

Three broad areas are identified in the literature as more closely relating to performance appraisal. Firstly, the development of appraisal instruments to accurately and objectively measure human performance (Tznier *et al.,* 2001). Secondly, a focus on supervisor and employee characteristics and their potential bias on performance appraisal ratings (Dewberry, 2001). The third area concentrates on the uses and types of performance appraisal systems within organizations (Scott & Einstein, 2001).

Fung (1995) has argued that HRM is based on the Western model of the rational employee, which may differ significantly from people of other cultures. In particular, Western performance appraisal models are likely to have trouble when applied to different cultural environments, with China having been identified as a specific area of concern (Huo & von Glinow, 1995). Of particular importance are studies that suggest that Chinese organizations have utilized appraisal criteria that does not parallel those commonly used in UK companies (Easterby *et al.,* 1995).

There is evidence that when process and outcomes are perceived as fair employee morale and effectiveness is likely to increase (Murphy & Cleveland, 1991), which in the competitive market China is facing can be viewed as a positive outcome. Thus, the findings for the first hypothesis parallel Murphy and Cleveland's (1991) assertion that a basic requirement for an effective performance appraisal system is that those involved in the process accept it as fair. If the reverse is applied, then a performance

appraisal that is perceived as unfair is likely to have dysfunctional outcomes. In contrast, employees with a positive view of performance appraisal are more likely to be more embrace the process, be better motivated and improve their performance overall.

2.13 Empirical Review of recruitment and Selection

A study carried out by Ofobruku and Iheabunike (2013) established that recruitment do have significant effects on the performance of hospitality business. Therefore, recruitment practices should be carry out with the most efficient and effective manner for ultimatum performance in hospitality industry, it is important to note that recruitment practice has high degree of positive influence on hospitality business that can produce success and positive result for the sector. Their study did not look at recruitment and selection in public Universities against University performance, which this study will explore.

Tian (2007) also provides some guidelines to combat these risks. The first is the vendor selection and relationship management that was previously discussed in this thesis. In addition it is important in the reasoning and decision-making process behind the outsourcing to identify the potential risks and ways to avoid them. Moreover, the author places some importance upon clear governance structure where it is clearly stated who is responsible for what to avoid conflicts and diminish risks. The wide range of risks related to the outsourcing of HR activities is definitely evident. In fact, the perceived risks related on HRO increase the chance that firms decide to produce these services in house rather than outsource them (Tremblay, Patry & Lanoie, 2008). Furthermore, the authors showed that that the function-based reliance on HRO has diminished greatly due to these prejudices. However, the study pointed out some ways for firms to diminish these perceived risks. Namely, these include the strategic state of

HR department within firm, positive function-based outsourcing experiences, and strong management support for HRO activities.

Kumar and colleagues (2010) in their study established of recruitment and selection process established that the performance of the company is nice. 120 out of 120 employers said that company maintains and manage candidate's file including maintenance of database to ensure comprehensive data collection of candidates. 70 out of 120 employers said that the company spends about 20%-30% of its total expenditure on recruitment and selection. 120 out of 120 employees' accepted the fact that Coca-Cola follows recruitment and selection procedure. It basically depends on the post the candidate is applying for, in most of the cases the company does compensate the employees for the expenses incurred by them. 70 out of 120 employers said that the company compensates the employees for the expenses made by them, while 50 employers said no. 120 out of 120 employers said that company maintains and manages candidate's file including maintenance of database to ensure comprehensive data collection of candidates. It can be concluded that this company is doing very well in the area of soft drinks if it is compared with the other competitors.

A study by Sen and Saxena (1997) on managing the knowledge workers has given importance to the process involved during the time of recruitment and hiring. They believe that the most striking feature of the Indian labor market is the apparent abundance of labor, yet the right type of labor is not too easy to find. A similar study has been done by Tendon (2006) giving importance to hiring quality candidates who are hard to find. In his research article, he has attempted to study why talent deficiency prevails in Indian job market in spite of a huge population.

Subbarao (2006) has done a very important study on recruitment sources. He tried to explain the recruitment sources used by individual job seekers at various levels. Another study, which highlights the importance of different types of approaches used at the time of recruitment, which in turn makes any organization well established, or less established. Sarkar and Kumar (2007) have tried to identify the reasons for an organization to be either well-established or less-established organization - according to the approach, which they adopt while recruiting their employees. They have importance to a holistic model of recruitment i.e. emphasizing the importance of the whole process of recruitment and the interdependence of its parts. A recent article by Vyas (2011) has shown the critical role of online recruitment system. Organizations are looking for methods of reducing the time and effort. As per his study, this rush and explosion gave way to job portals to make recruitment more in-house and more effective. Job portals came as a transparent medium between the recruiter and the job seeker.

Vinita and Priya (2013) found that in the current scenario, companies prefer to adopt social media, job portals and campus recruitment to hire candidates across skill sets. This system has helped the organizations to get the right talent pool while being cost effective. In other words, by using channels such as social media, job sites, and campus recruitment, companies have been able to get the effective resources with minimum cost. This has helped organizations to grow, as they have been able to get the right people for their vacancies. In addition, the appropriate channels have helped the organizations to get the different and varied sources to which they can turn to for effective hiring. What is evident from these channel distribution figures is that no single channel alone will reach all the candidates and that a multi-channel approach is essential to cover up the market. Recruiters must consider both market flow and share

of applications when deciding which channels to use and to what extent. Although the Web-based job portals generate many applications, they still do not reach all the candidates. To conclude, the channel distribution figures show recruiters not just the percentage of candidates that they are reaching via each channel, but also the percentage of candidates that they are failing to reach and the need to shift their source of recruitment.

2.13.1. Employee Induction

Kupias and Peltola (2009) define induction as the processes and support provided by the organization in order to help a new employee to learn to know the new organization and its members as well as the expectations and tasks related to the job. In other words, induction is the process of helping the new employee to become an efficient and productive member of the organization as soon as possible by minimizing errors and simultaneously avoiding the costs of employee turnover by giving them a good first impression of the company. A well-conducted induction communicates to the employee that the company values and cares about him or her. A proper induction decreases the amount of mistakes and accidents at work and improves the quality of work as well as customer satisfaction.

Foot and Hook (2009) present induction as an important aspect of the employee retention as it is the first process the new employee faces and the way induction is managed often reflects the values of a company. Paying special attention to the first impression made by the company will make the new employee feel valued and expected (Great Place to Work, 2012). A well-planned induction process also affects the public image of a company as the employees might discuss the success of an induction process with other people (Foot & Hook, 2008). Dessler (2013) points out four main purposes of employee orientation: to make the new employee feel

welcomed, provide one with basic information to function effectively, to understand the organization in its broad sense and to familiarize one with the organization's cultures and values. It is also pointed out that the latter two purposes distinguish on boarding from traditional orientation. There are many issues that can be affected through a proper induction, such as the quality and effectiveness of work, atmosphere, labor costs and employee turnover.

Company's values, vision and strategy are the starting point of the induction as well as the objective of it. The process of induction starts from the recruiting phase of the new employee(s). The actual ending point of the induction is difficult to define because the process should be viewed as a continuous process, which simultaneously develops the whole organization and its members. The drive for development and change is important, as very often the expertise and development ideas of a new employee are neglected and the organization is not taking full advantage of the possibility to develop its operations further. In addition to the induction process, a company should continuously train all employees in order to keep up with the company development (Kupias & Peltola, 2009; Kjelin & Kuusisto, 2003; Armstrong, 2009; Foot & Hook, 1999). Sinikka Leino from Turku University of Applied Sciences claims that many organizations consider recruiting more important than induction and thus the induction process is often neglected. However, it should be acknowledged that investing in recruiting will not pay off if the employee will not be committed through the induction process. Induction is often carried out during the work routines and many organizations assert, "You learn the best by doing". It is also very common when hiring an already experienced employee the induction process is supposedly less important (Kupias & Peltola, 2009; Kjelin & Kuusisto, 2003; Armstrong, 2009).

Kjelin and Kuusisto (2003) stress that a weak induction process affects the company's credibility not only externally, but also internally. Well-motivated employees have the energy to be productive and provide quality service. If the company management is not committed to deliver an effective induction process, the motivation levels of the employees can decrease. This might not occur straight after starting a new job, as the new employees usually are eager to prove themselves. Employees are usually highly motivated when starting a job and a poor induction might impair the motivation in early stages. The abovementioned issue is also observed in the case company; for the first few months the new employees have a high level of motivation, which then gradually decreases due to the several challenges in the organization. Based on the observations made during the research, the diminishing motivation of the employees occurs mostly because human resource management is to a large extent neglected in the case company and the company management is not aware of the practical challenges.

If the employees consistently need to lower their own quality standards, it hinders their work commitment and thus decreases the quality of customer service. Most of the interviewees agreed that the company management should be more aware of the practical work done in the cafeteria in order to be able to manage it better. As the commitment of an employee is weak, there is a risk of high employee turn-over. This creates immediate costs as constant recruitments and training new employees consume a significant amount of a company's resources. Profound induction saves recruitment costs by increasing the employee commitment; the employee turnover decreases and motivation towards delivering high quality service increases. In addition the labor costs can be decreased, because well trained employees work more efficiently (Kjelin & Kuusisto, 2003). Torrington and colleagues (2011) claim that

human resource practices improve performance through influencing employees' attitudes. Committed employees are the ultimate goal of human resource management because it results in high motivation, eventually committed employees will reduce employee turnover, and absence costs. Bratton and Gold (2003) quote a theory by Purcell and Boxall (2003) that views performance as the outcome of ability, motivation and opportunity.

According to the theory, ability is seen as the necessary knowledge and skills which are effected by recruitment, selection and training. An important part of this ability is already being created in the beginning of the employment within induction. High performance levels can be achieved with motivated employees. There is a lot of debate around monetary rewards and how much money actually motivates people in their work. Money is seen as a very limited source of motivation, especially in the long term. Herzberg's statement (2006) quoted by Bratton and Gold stipulate that a monetary reward only motivates when it is considered as recognition. It is suggested that the way employees are treated may in fact boost productivity more than salary. (Bratton & Gold, 2003) Opportunity refers to the organization encouraging the employees to take initiative, to develop their skills, and to influence decision making regarding their own jobs and potentially the whole organization (Purcell 2007; Torrington & colleagues, 2011). For the case company, it is essential to provide the cafeteria employees with a quality induction in order to provide them with necessary information. In addition, a rewarding system should be established especially in the cafeteria in order to improve the employee motivation in challenging work environment. Also providing the employees with the independence to develop their own jobs would increase performance.

Kjelin and Kuusisto (2003) suggest that a company can strengthen its competitive advantage by offering a profound induction program to its employees. Today customers face an enormous supply of different services and products on the market, especially within the gym and sports business the competition is tough. As the supply for such services is vast, the demand for quality customer service has increased. Maintaining competitive advantage only by offering low prices is challenging. The importance of customer satisfaction cannot be stressed enough as customers can easily switch to another service provider (Kjelin & Kuusisto, 2003). A well-organized induction lowers the amount of errors and improves work quality as well as customer satisfaction (Kuntatyönantajat, 2011). In contrast, a poor induction often increases the risk of errors and threatens the quality of the service delivered for a customer. This can lead to reclaims, thus causing immediate costs for the company. Additionally the company's reputation may be damaged, leading to the loss customers. The loss of a customer reduces cash flow and harmed company reputation creates difficulties in acquiring new customers (Kjelin & Kuusisto, 2003).

One of the aims of proper induction is to create consistency and sense of community within the organization. Often the way induction is executed sends the first message about the values of the organization. Assessing the training needs of new employees consumes time and money, but it sends the message that the organization is committed to the development of its employees, to giving them the right tools to perform, and to putting them in a position where they can succeed (Acevedo & Yancey 2011). In the case company, induction is currently carried out alongside the routine work. This main issues regarding induction is to complete the daily routines a rather small amount of information is enough. In an ideal situation there is enough information provided in order to not only complete the routines, but to understand the

operational environment and thus be able to solve possible unexpected issues (Kjelin & Kuusisto, 2010; Acevedo & Yancey, 2011). When an employee has enough information, one is able to work actively towards the common goals and take on initiatives that direct the organization towards its vision (Lehtonen, 2013). This broader and more systematic process called on boarding is a phased approach in which the focus is more on the success factors and company culture than on traditional human resource policies (Derven, 2008).

In the case company, this is essential, as it is very important that the employees are kept up to date regarding the company's vision and goals. If even the basic issues have to be learned independently, it is difficult to understand the operational environment of the company. In order to execute a proper orientation for the new employees the induction should be well planned and the responsibility areas should be clearly defined. Ideally, there is a mutual feeling of a shared responsibility in the organization and the whole working community participates in the induction process. In addition, the stages of the orientation should be planned; which issues are taught first and which can be postponed? The methods of the training should be chosen based on the individual since people are different as learners. Some people prefer reading materials while others learn best by doing. In order to evaluate the new employee's performance, the desired goals of the induction process should be communicated (Monster, 2013). The nature of the work in the case company poses a challenge for the induction process; the employees work in shifts and several activities occur simultaneously and thus it is difficult to train the employees step-by-step. Shift work also creates a challenge in assessing the roles and responsibility of the orientation.

Based on the observations there should be a person who is clearly in charge of the induction process, but in practice the whole cafeteria team should be involved in it. Without a clear assignment of roles problems are more likely to arise as presumed by Koskinen and Peiponen (2010). Several issues that affect the success, content and length of the induction process depend on the new employee. Previous job experiences and the expectations towards the induction modify the induction process. The organization must ensure that the induction is customized for each new employee (Great Place to Work, 2012).

Generally, younger employees require more guidance compared to an older employee who already has more job experience. This problem also occurs at the case company; sometimes-relevant information is not shared, as the people responsible for the induction are more experienced employees who might take some matters for granted. The organization must identify those employee characteristics the firm will require to execute its strategy (Dessler, 2013). The induction process should include an orientation discussion regarding the contents of the induction, the experiences of the employee and defining the strengths and weaknesses of the employee (Kjelin & Kuusisto, 2010).

It is essential to identify the employee's current skills and compare those to the skills that the job requires. Thus, the training needs of each individual can be assessed so that the required need of skills for working are met (Shivarudrappa, Ramachandra & Gopalakrishna, 2010). The evaluation of the training period is essential. There are several ways to evaluate training. Employees can be asked to evaluate the training or they can be tested after the training is completed. The training can be also evaluated from the customer's point of view; for example if the amount of reclaims has reduced. The follow-up of the induction after a few months cannot be stressed enough. The

manager and the new employee should discuss if the induction succeeded and whether some areas still require more training. It is not only important for the new employee's training, but also for the development of the organization. Feedback regarding possible improvements on the induction process should be asked for. This way it is a continuous learning process for both parties (Dessler, 2013).

In the end of the orientation period, one should be able to understand the operational environment of the company and its values and the mutual goals. It is important that the newcomer understands how the processes and relationship between customers, employees and the company owners work. One of the cornerstones of the whole induction process is to communicate the company values and vision to the employee and interpret those into practice. The values should be present during the whole induction process. As the competitive advantage today is difficult to obtain, values become important as they affect people's attitudes. A company does not have existing values and vision unless the employees know them (Kjelin & Kuusisto 2010; Davidson, 2002).

Induction training is one of the most common types of organisational training programmes (Klein & Weaver, 2000). Prior research suggests that most organisations implement some form of induction to help new employees familiarize themselves with their jobs (Wesson & Gogus, 2005). When reviewing the literature on induction programmes, one is struck by the fact that most of the literature appears in popular publications and that the benefits of such programmes are asserted but not empirically proven. Induction (or on-boarding, as it is known in the United States of America (USA), refers to the process of combining the people, processes and technology needed to optimize the effect that a new hire has on business outcomes (Snell, 2006). Induction programmes can either occur as formal training programmes, informal

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induction carried out by co-workers and supervisors or a combination of both (Klein & Weaver, 2000). These programmes can also vary depending on the job level of the new employee and the variety of programme activities (Wesson & Gogus, 2005).

According to Mestre, Stainer and Stainer (1997), the main aim of induction is to lessen the fear or anxiety experienced by new employees regarding settling into a job or performance. Several researchers have indicated the benefits of induction programmes. According to Butler (2008), Wells (2005) and Wesson and Gogus (2005) new employees are most vulnerable during the first few weeks of employment and poor induction significantly raises the risk of turnover in this group. Therefore, it is important that an organisation have a mechanism in place to capitalize on early optimism and imprint the employer's brand of how the organisation functions (Derven, 2008). Often the first one hundred days of a new employee's career are critical in determining whether he or she will assimilate into the organisation and thrive, or fail to do so (Fritz & Vonderfecht, 2007). According to Snell (2006), induction presents significant benefits to organisations such as a reduction in the amount of time it takes for new employees to adjust in an organisation (Ragsdale & Mueller, 2005) and to reach full working capacity (Brodie, 2006; Derven, 2008).

Successful induction programmes can also lead to cost savings (Cooper-Thomas & Anderson, 2006). The indirect costs of early departure of a newly hired executive (Wells, 2005) or labour turnover (Derven, 2008; Friedman, 2006) could be reduced by a good induction programme. On the other hand, the direct cost of an induction programme could be reduced by automating the process (Butler, 2008). Induction programmes not only benefit organisations, they also offer significant benefits to employees. According to Derven (2008), induction reinforces a new employee's decision to join the organisation and fosters a feeling of belonging. A well-organized

induction programme will aid staff in dealing with anxiety by providing them with coping strategies like goal setting and planning during one of the most stressful times in their organisational life (Wanous & Reichers, 2000). By reducing insecurity and anxiety, induction programmes are able to help employees settle in faster and feel more at home in the organisation (Dodds & Verest, 2002; Ragsdale & Mueller, 2005). These positive emotions may lead to improved levels of satisfaction amongst new employees (Sussman, 2005), which in turn could translate into more productive workers who feel part of the organisation (D'Aurizio, 2007).

Customer satisfaction can be improved by sending new employees on an induction programme that is tailored to provide the necessary support to avoid demoralisation during the initial working period (D'Aurizio, 2007). Pollitt (2007) showed that customer-satisfaction ratings for new employees at a major UK energy provider doubled to 80% after introducing such an induction programme. Induction programmes provide both tangible and cost-related benefits for an organisation as well as emotional benefits for its employees. Companies that can reduce the time taken to integrate new employees will gain a competitive advantage as employees will reach their full productivity sooner, have higher morale and will be more likely to remain in the same job (Moscato, 2005). One could ask whether these benefits mentioned in the literature derive from specific programme activities or not. The literature on induction programme activities indicates that benefits can be categorized into content, process, support and follow-up (D'Aurizio, 2007; Wanous & Reichers, 2000).

2.13.2. Employee Interview

All employers are searching for the very best employers available, but very few know exactly how to increase their odds of finding just the right person (Mills, 2007).

Human resources are critical for effective organizational functioning (Griffin, 2006). Its importance stems from increased legal complexities, the recognition that human resources are valuable means for improving productivity, and the awareness today of the costs associated with poor human resource management (Wright & McMahan, 2002). Indeed, managers now realize that the effectiveness of their HR function was a substantial impact on the bottom lines performance of the firms. With very low unemployment levels, competition for the best employees is extremely keen (Berkson, Ferris & Harris, 2003). The growing importance of good employees poses a challenge to the HR managers. The selection process of today's HR managers is becoming complex and challenging. Undoubtedly, the overall aim of the selection process is to identify the candidates who are suitable for the vacancy or wider requirements of the HR plan. HR managers have used 'Interview' as a 'critical selection method'.

The interview is the most valid method in determining an applicant's organizational fit, level of motivation, and inter-personal skills (Stevens, 2007). An interview is a specialized form of conversion conducted for a specific task-related purpose (Whetton & Cameron, 2002). The primary objective of interview is to predict whether a candidate will meet the performance expectation on the job (Camp *et al.,* 2001). The increasing competition for skilled and talented workers calls for effective interview. Nevertheless, what actually makes an interview effective? An interview is regarded as effective when it can serve its purpose, i.e. selecting the right candidate for the right job. Whetton and Cameron (2002) cite a six-step process of conducting an interview, what they named as PEOPLE-oriented selection interview process. Here the word 'PEOPLE' clearly explains the interview process: P = prepare, E = Establish rapport, O = Obtain information, P = Provide information, L = lead to close, and E = evaluate. Several contradictions arise among the scholars regarding effective interview

techniques such as what type of questions will be asked. What kind of interview will be applied i.e. individual or panel? Will it be the traditional or behavioral interviewing? And so on. Having several managers sit around a table with the candidate avoid having to spend time asking the same question over and over (Mill, 2007). Behavioral interview is more effective than 'trait interview' in a sense that the trait approach, permits stereotyping candidates based on first impression rather than predicating a candidate's future behavior based on his /her life history experiences (Green, 2001).

Research indicates that behavioral interviews are nearly eight times more effective for predicting successful job performance (Merritt, 2003). Stress interviews are becoming more commonplace in today's business (Poundtone, 2003). In this case, interviewers observe how a candidate will react under pressure as well as his or her values and ethics in stressful conditions. Koen (2004) suggested to avoid 'closed questions' that require a 'yes' or 'no' answer. Again, a challenge for the interviewers is to keep bias out of the interview (Hackney & Kleiner, 2004). Foster & Godkin (2008) think that the interviewer often holds a stereotype of what represents a 'good' applicant. They often tend to favor applicants who share his or her own attitudes. Interviews should always be planned properly, meaning that interviewers must prepare for the interview (Dickel, 2008). Undoubtedly, interview is a two-way process.

It is an interviewer's best interest to find good prospects, hire them, and have them stay in the organization. Therefore, the interviewee should be provided sufficient information about the job and organization. Buda (2003) suggested realistic job preview (RJP) to achieve this goal. It allows job candidates to know favorable as well as unfavorable information about the job (Ganzach, Pazy & Brainin, 2002). The task of HR managers does not complete just after the interview session. The post-interview

activities are vital for them. At least they should verify the background investigation of the potential employee before finally offering the job. Background investigations, or reference checks, are intended to verify that information on the application form is correct, accurate, and application. Organizations need to be aware of negligent hiring liability. It occurs when an employer has failed to properly investigate an employee's background and that employee is later involved in wrongful conduct (Le & Kleiner, 2000).

The interview provides information about the personal qualities of the applicant, and will allow the applicant to elaborate and/or verify information about particular skills and attributes. A selection panel interviews shortlisted candidates in a structured fashion. The benefits of having a structured approach is that there is less likely to be bias, it is more likely that the interview will be objective and more information can be obtained from the applicant. Interviews are a two-way process during which information is obtained from the candidate in relation to the selection criteria which cannot easily be gained from other sources, information is provided to the applicant about the position, conditions of employment and working environment, and the applicant is given the opportunity to ask questions (Kamoche, 1994).

The interview also allows the candidate to find out more about the position. It is important to recognize that the interview as a selection tool does have shortcomings, and that steps can be taken to improve the way in which interviews are conducted (Kamoche, 1994). These include: ensuring that the selection criteria include all the essentially required elements of the position, preparation of open questions around the selection criteria, which can elicit information both about past performance and how the candidate might handle particular scenarios in the new role, awareness of equity issues such as stereotyping and making assumptions of performance based on

irrelevant criteria, validating information gained at interviews against other selection tools, for example, referee checks, seminars, skills tests (Kamoche, 1994). Shortlisted applicants should attend an interview. Where this is not possible the selection panel may agree to an alternative, such as a phone interview or teleconference. The format of an interview should be creative, relevant to the position and realistic. Equal and sufficient time should be scheduled for each interview. The interviews should be kept similar in structure and the same basic topics covered for each applicant. However, this should not prevent the panel from pursuing individual leads or exploring particular areas of the applicant's curriculum vitae, interest or experience in relation to the criteria for the position, provided these questions are not directly or indirectly discriminatory (Ahmad *et al.,* 2002).

According to Armstrong (2006), at the start of an interview the applicant should be introduced to the panel members, explained the purpose and structure of the interview and advised that they are able to clarify any question at any time. They should be advised of time constraints and requested to answer questions concisely. They should be put at ease and may bring in additional information for panel perusal or notes to guide their answers. It is important to avoid mistaking a person's performance at the interview with their capacity to perform the roles of the position.

Interview questions are to be as clear and specific as possible and at the end of the interview the applicants will be provided with the opportunity to ask questions including clarification on any issue relating to the position or terms and conditions of appointment (e.g. remuneration). This time enables applicants to provide additional relevant information and then the panel can advise on the timing of the decision-making and notification of the outcome of the process (Dessler, 2003). There are a number of different ways of conducting an interview and the technique chosen

enables the panel to gain the most valuable information about the applicant in the most efficient way. Most employers typically use a selection panel to conduct interviews with members selected on their relevant expertise as it relates to the position advertised.

The interview methods that are recommended are; firstly, structured interviews- whereby the panel, prior to interviews, determines the agenda for the session, the interview questions, and each panel member's responsibility, and secondly, behavioral interviews, whereby it's a type of structured interview that has questions specifically targeted at gaining information about the applicants experience and skills by them providing real examples of past experiences (Ahmad *et al.,* 2002).

 The panel should discuss the interview questions and their allocation to specific panel members at the recruitment planning stage and ensure they are related to the position as advertised and designed to allow the applicants to provide evidence of their abilities (Armstrong, 2006).

Creating appropriate questions for interviews is an extremely important part of the selection process as the fundamental purpose is to obtain as much information as possible from the applicant to assist the panel to determine whether the applicant is suitable for the position or not. A series of questions related to the position as advertised should be agreed prior to the interview and the selection criteria from the job profile provides a good basis for interview question creation as it guides the panel to enable them to gauge whether the candidate meets the criteria (Ahmad *et al.,* 2002). The questions should be designed to elicit information and evidence in relation to the selection criteria for the position.

Research suggests that the unstructured interview is only half as effective as a structured interview. The structured interview is focused on a set number of clearly defined criteria, usually competencies. The questions are carefully structured to obtain specific information about the criteria and the answers are scored against a consistent scoring range. The structured interview may be a situational or behavioural interview. In situational interviewing candidates are presented with a future hypothetical situation and asked to explain how they would deal with it. The answers are assessed for evidence of relevant ability. In behavioural/experience interviews, the questions are aimed at drawing out past examples of behaviours, linked to specific competencies (Robert, 2005). The interviewer compares the answers to positive and negative descriptions of the behaviours, scores each of the competencies and makes judgments based on the scores.

Recent research shows that behavioural/experience interviews are a more effective form of structured interview (Robert, 2005). Although interviewing is one of the best established selection techniques, it suffers from a number of problems. It is difficult for the interviewer to sustain attention throughout the interview, with interviewers sometimes able to 36 remember only the opening and closing stages of the interview. Judgment of interviews can sometimes be clouded by prejudices or influenced unduly by stereotyping the candidate with for example, others in his or her institution, or mirroring situations in which the interviewer looks more favorably on candidates matching the interviewer's own profile. Perhaps the most common failing of interviews is the lack of preparation on the part of the interviewer. Regardless of its problems the interview remains one of the most popular selection techniques. Whatever its technical value in the selection process, it is of great-perceived value to selectors and a very important aspect of the interviewer.

For almost 100 years, the employment interview has been a topic of research, resulting in notable advances in our understanding. Considerable research continues to be conducted on a variety of employment interview topics. One main focus in the last six years has centered on the reasons "structured" interviews show greater predictive validity compared to "unstructured" interviews. From this review of the current research, we see that researchers have explored a number of explanations and variables, uncovering the potential benefits of some interview structuring components. To advance research in this area and obtain a greater understanding of the role of structure on the reliability and validity of interviewer judgments, I have argued that a common taxonomy and measure of the degree of interview structure is necessary. Previous researchers have laid a strong foundation on which future research efforts can build this important missing link (Campion *et al.,* 2007; Huffcutt & Arthur, 2004; Dipboye *et al.,* 2004; Dipboye, 2005). As another way of understanding the value of interviews with greater structural elements, researchers have examined the constructs interviews measure. In the last six years, a number of new meta-analyses have been explored this issue (Berry *et al.,* 2007; Roth *et al.,* 2005; Salgado & Moscoso, 2002).

While these studies have examined a wide variety of constructs from cognitive ability to personality, evidence generally points to low construct-related validity evidence. However, interviews that are better designed and developed specifically to assess particular constructs show greater evidence of construct-related validity (van Iddekinge *et al.,* 2005). Therefore, I believe a shift in research focus is needed to increase our understanding of the construct-related validity of interviews. We need to move away from meta-analyses that tell us what constructs interviews measure to individual studies that explore: what constructs could interviews measure? In

addition, what constructs are best measured in employment interviews? While studying these questions, researchers should pay close attention to good test construction techniques (e.g., multiple items per construct).

The employment interview is a social interaction where the interviewer and applicant exchange and process the information gathered from each other. Current research has investigated the applicant and interviewer factors that may affect the interview process. Specifically, research continues to examine the effects of applicant demographics and characteristics on interviewer judgments (e.g., gender, race, disability, pregnancy), and has done so in innovative ways using statistical procedures such as HLM (Sacco *et al.,* 2003). Further, applicant impression management continues to receive substantial research interest, but could benefit from a more consistent definition and sounder measurement. As part of this, researchers need to answer whether impression management behaviors are deceptive or honest. Recent work on faking behaviors in interviews provides an important mechanism and foundation for this inquiry (Levashina & Campion, 2007).

Employment interviews enjoy much popularity as a selection technique among applicants, organizational decision-makers, and researchers. My hope is that this sentiment continues for all these constituents and spreads worldwide. Numerous issues for future research to explore are outlined within this review (Ofori & Aryeetey, 2011). In particular, three key issues merit immediate attention to best advance our understanding of employment interviews: a common model of interview structure with corresponding measure to provide clarity on the role of all aspects of interview structure, a revised focus on what constructs could be measured or are best measured in employment interviews, and consistency in definitions, labeling and measurement of all applicant factors and characteristics, most notably the concept of

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applicant impression management. In addition to these ideas, we know very little about the use and effectiveness of employment interviews across cultures although technology and competition has allowed organizations to expand into the global marketplace (Dessler, 2011). In all, countless opportunities exist to advance our understanding of employment interviews both theoretically and practically. It is exciting to ponder what a literature review even five years from now will tell us about the state of the global art in interviewing research.

2.13.3. Employee Selection

Selection is a process in employment function, which starts immediately upon receipt of resumes and application letters, the major concern being reviewing resumes for basic qualifications. A job seeker who does not meet the required qualifications is not an applicant and should not be considered. It is a process, which should be based on job-related qualifications including, but not limited to required or preferred education; experience; and knowledge, skills, and abilities as identified in the job description (Swanepoel, Erasmus & Schenk, 2008). Qualifications must be bona fide occupational qualifications. An applicant who is hired must meet the required qualifications listed in the job description. In this regard, selection is a process of matching the qualifications of applicants with the job requirements. It is a process of weeding out unsuitable candidates and finally identifies the most suitable candidate (Armstrong, 2006). Effective recruitment and selection are critical to organizational success. They enable organizations to have high-performing employees who are also satisfied with their jobs, thus contributing positively to the organization's bottom line (Ahmad *et al.,* 2002). On the contrary, poor recruitment and selection often result in mismatches, which can have negative consequences for an organization. A misfit who is not in tune with the organization's philosophies and goals can damage production,

customer satisfaction, and relationship with other employees and the overall quality of work. Effective recruitment and selection are therefore not only the first step towards organizational excellence, but are important cost control mechanisms as well (Ahmad *et al.,* 2002).

Most scholars and practitioners postulate that human capital is among the most important drivers for organizational performance and competitiveness. Having the right person in the right place at the right time is crucial to organizational performance since an organization is known by the quality of its employees (Plumbley, 2005). Recruitment and selection is just one element of an array of human resourcing practices that need to be integrated into a coherent bundle, by organizations in order to develop and increase human capital. Therefore, the recruitment and selection procedures should be designed to provide ways to assess and appoint the most capable and effective employees while ensuring that all individuals are treated with fairness and sensitivity (Terpstra & Rozell, 2003). An agency's policy should be to recruit the most appropriate person for each approved vacancy regardless of age, colour, race, ethnic origin, family circumstances, nationality, religion, sexual orientation, marital status, gender, socio-economic status or disability (Rauf, 2007). Effective recruitment and selection should not be about the luck of the draw. Systematic planning and preparation will increase the likelihood of taking on the right person. The HR Department should ensure that the recruitment and selection process is clear and up to date concerning the regulations of the agency (Plumbley, 2005)**.**

The selection methods available to HR professionals can be characterized along a continuum that ranges from more traditional methods of interviews, application forms and references, through to more sophisticated techniques that encapsulate aptitude tests, assessment centers, work samples, psychological testing, and so forth. The

degree to which a selection technique is perceived as effective and perhaps sophisticated is determined by its reliability and validity (Hunter and Hunter, 2004; Muchinski, 2006). Evidence also reveals that the choice of selection methods is inherently linked to the job category in question. Curriculum vitae (CVs) and cover letters are used to shortlist candidates for interviews (Stewart and Knowles, 2000). However, it is widely held that application form as a discrete selection tool is open to misinterpretation, particularly where applicants portray a false persona (Muchinski, 2006). Evidence further reveals the wide use of presentations and reference checks as selection devices (Stewart & Knowles, 2000; Heraty & Morley, 2008). However, it has been shown that referees who like a particular candidate tend to write longer and more complimentary references (Dobson, 2009; Reilly & Chao, 2002).

As a selection method, agencies perceive interviews to be the easiest, quickest and cheapest method (Stewart & Knowles, 2000). Some agencies tend to use a series of interviews to clarify whether the candidate possesses the qualities he/she mentioned in the application or CV and to assess whether he/she is the right person. Evidence reveals the use of scoring systems during 20 interviews when more than one person assesses candidates. However, agencies do not always depend solely on the interview performance; they use tests to support the interview (Stewart & Knowles, 2000).

The reason for the use of psychometric tests is to measure psychological traits that are considered to be relevant to the performance of job tasks (Van Clieaf, 2001). A test score banding method, in which selection within bands takes into account criteria that are likely to enhance workforce diversity, has also been proposed by Campion and colleagues (2001). Assessment centers are formal, multi-day sessions in which candidates are tested on their skills relative to the job they applied for (Sackett, 2007; Van Clieaf, 2001; Campbell & Bray, 2003). Though sophisticated selection

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techniques such as assessment centers and psychometric tests are reported to be used on a piecemeal, incremental basis rather than as a norm for all job vacancies, it appears that these methods will become more popular (Heraty & Morley, 2008). There are many different types of selection situations, from internal promotions to selecting candidates from the open market. In all cases, the objective is to choose the candidate most appropriate for the job by using a high quality selection procedure based on the skills/competencies relevant to the job (Heraty & Morley, 2008). There is a broad range of options available for assessing the knowledge, skills and experience that are required for a job.

When choosing a selection process it is important to consider such issues as fairness, cost and acceptability to candidates. The interview is a feature of most, if not all, selection processes and is a central feature of inter-departmental promotion schemes (Gamage, 2014). In recent years, with a move towards greater use of competitive merit based promotions, the interview has become a much more common feature of promotion schemes within Departments. However, in many cases, especially if there are large numbers of candidates (e.g. an internal promotion scheme attracting very high numbers of applicants), it may be necessary to consider using additional selection techniques/tools before the interview to assist with decision-making (Torrington, 2005). Following an advertisement, which has attracted a high quality candidate pool, attention, turns to implementing a selection system that can effectively eliminate less suitable candidates. Provision of accurate and relevant information about the job is essential. This should result in a degree of self-selection by potential applicants on whether to proceed with an application or to withdraw. On-line technology can be a valuable tool in facilitating this (Ezeali & Esiagu, 2010). On-line screening questionnaires may help candidates determine for themselves whether

they have appropriate competencies, skills and knowledge for the position. Preparing a shortlist from the applications 21 received must be a rigorous and highly disciplined process. Members of a short-listing board should be properly briefed and prepared for the task to ensure consistency of approach in rating candidates. The entire process should be documented carefully in order to defend decisions taken and provide feedback to candidates (Heraty & Morley, 2008).

According to Ahmad and colleagues (2002), the selection processes vary widely and there is no standard methodology that meets all circumstances equally well. There are a several factors that need to be taken into account in making the right choice of method. Firstly, create a level playing field where candidates are drawn both from inside and outside the agency. Secondly, match the criteria in the selection process to the characteristics of the job (e.g. good 'people skills' are not necessarily reflected in good academic qualifications; 'years of experience' may mask a lack of up to date technical knowledge) (Obikeze & Obi, 2004). Thirdly, avoid 'cultural' stereotyping-decision makers who can be inclined to favor people who share their own personal lifestyle and values, place these ahead of a candidate's likely competence in the job, and fit within the organization as a whole. Lastly, avoid 'fads' in selection techniques, there are many highly doubtful and often-expensive techniques being touted as the new best thing in staff selection, these can range from 'graphology' to 'paintball contests'. Even in the more traditional areas of psychometric testing and assessment there can be quite unreliable results if too much weight is placed on them (Ahmad *et al.,* 2002).

The selection criterion describes skills, knowledge,' "qualities, experience needed to do a job and are the basis for developing interview questions, evaluating candidates and short listing applicants. It is crucial that everyone involved on a Selection

Committee understands the list of selection criteria and use them as the focal point throughout candidate assessment. Essential criteria are those critical skills, knowledge, qualifications and experience that are vital to a person's ability to perform the duties of the position. The selection criteria should closely reflect the content of the position description and departmental needs (Okoh, 2005). Determining essential criteria must be decided upon before applications are reviewed. Agreement on the relative importance of each of the essential criteria will make it easier to choose between candidates later in the selection process (Bryne, 2010). This is particularly helpful when there is more than one strong candidate, each with different skill sets. It is advisable to consider a broad mix of selection criteria when looking for the ideal candidate.

The "best" candidate might not be the one with the most publications, prestigious degrees or the most seniority (Plumbley, 2005). A balanced list of criteria includes the length and type of experience as it relates to the position; technical and/or pedagogical skills that might be specific to a particular job (for example, research methodology, graduate teaching experience, computer programming, supervisory expertise); performance skills that an individual may use on or off-the-job (for example, written and oral communication, analytical ability, persistence, assertiveness); unique experiences or ideas that an individual brings to the department; affirmative action goals; ability to function as part of a team; creativity and flexibility in adapting to a challenging environment; problem-solving and conflict resolution abilities; leadership potential among peers and subordinates; and, evidence of ability to be an effective employee and role model in a diverse setting (Torrington *et al.,* 2005).

According to Robert (2005), the purpose of selection is to match people to work. It is the most important element in any institution's management of people, simply because it is not feasible to optimize the effectiveness of HRs by whatever method, if the quantity or quality of people is less than the institution's needs. In the twentieth century, selection was primarily concerned with matching people to specific jobs. However, in the twenty-first century the 33 importance of flexibility and the rapid pace of change make it more important to look at matching work in the wider context. It has now become necessary to look beyond the skills for the specific job in hand in assessing people, and to look at the potential range of matches for the person. Such matches include culture, personality, and movement in and out of the institution and interaction with a wider range of potential colleagues. Erasmus and colleagues (2005) argues that it is crucial to decide on a selection strategy before embarking on the selection process. Every aspect of the selection process is directed at deciding which determinants of work performance to measure and which selection techniques to use. Whatever selection technique is utilized, the adoption of a well-thought out deliberate strategy is required.

Erasmus and colleagues (2005) further argues that there are various selection strategies to choose from. The first to be discussed is called the "knowledge, skills and abilities" (KSA) strategy. It is commonly used in the public sector and it involves reviews of an applicant's educational background and work experience. This information is obtained from the application form and from the applicant's curriculum vitae. This strategy may include the testing of applicants for specific knowledge, skills and abilities. However, the disadvantage of this strategy is that it reveals very little about the applicant's soft skills such as typing skills. The other strategy is known as the "track record" strategy. This strategy relies primarily on the assumption that past

performance is the best predictor for future performance. This strategy can be construed as the reviewing of application forms submitted and interviewing of candidates. The apparent objective of both these strategies is that they determine whether specific results have been produced in similar work environments. The disadvantage of this strategy is that work experience obtained at a previous workplace is not similar to demonstrated performance during an interview. Likewise, educational knowledge may indicate little more than the ability of a candidate 34 to do well in an academic environment. Selectors should note that using this strategy is not appropriate for filling entry-level positions.

2.13.4. Employee Evaluation

Employee evaluation is always conceptualized as taking place in a cycle of distinct steps repeating themselves. However, studies have shown that these steps keep overlapping because of constant evaluation that leads to adjustments. The steps majorly involve activities of planning, maintenance and control. Planning is an important practice in employee evaluation, which tends to define expectations of the work to be done the results to be attained and the attributes (skill, knowledge and expertise). It also identifies the measures to be used to monitor, review and assess performance (Armstrong, 2004). During planning targets should be set by joint agreement between employee and the appraising manager; the goals must be clear and measurable. Maintenance of performance involves the various activities that ensure movement towards achieving objectives including provision of the right materials in a timely manner, proper and timely communication and timely interventions in cases of deviations. Monitoring performance or performance appraisal means measuring performance and providing feedback to employees. According to the United States office of personnel management (OPM, 2001), ideal monitoring means consistently

measuring performance and providing feedback to employees and work groups on their progress towards reaching their goals. Taylor (2004) proposed that regular feedback should bring about closer agreement on performance standards between employee and organization.

Ashford (2009) asserts that where there is feedback it may be easier to convey negative feedback when this is necessary. Effective and timely feedback addressing employee performance on elements and standards is an essential component of a successful employee evaluation programme (OPM, 2001). Effective Employee evaluation should evaluate and address employee developmental needs. Developing in this instance means increasing the capacity to perform through training, giving assignments that introduce new skills or higher levels of responsibility improving work progress or other methods (OPM, 2001).

Radnor and Barnes (2007) report on the need for Employee evaluation to be more predictive than only providing feedback. They conclude that a greater understanding of the importance of performance indicators and how to use them to achieve strategic objectives is essential to all levels of the organization. Armstrong (2000) argues that the Employee evaluation process includes basic practices such as agreed objectives, agreed performance standards, personal development plans and review of actual performance against set objectives, performance standards and development plans. Further Employee evaluation practices include extensive training and management of development activities incentive pay systems and Employee evaluation processes (Chukwu & Igwe, 2012).

Employee evaluation initiatives are meant to systematically improve individual performance in order to achieve organizational goals (Wilkinson, 2005). They should

be carried out in such a way as to clarify mutual expectations and should be perceived to emphasize the support role of managers who are expected to act as coaches rather than judges and focus on the future. Fowler (2000) argues that when employees see these initiatives as a process designed to help rather than to blame they are much more likely to be cooperative (Coutts & Schneider, 2004). The level of acceptance will depend on how the employees see their position as being relevant to the organization and the kind of support that they envisage from management.

Successful Employee evaluation initiatives therefore should involve integration of the systems in place with the culture of the organization in such a way that those involved in the process have a sense of belonging. Their fundamental goal should be to establish a culture in which employees and groups take responsibility for continuous improvement of business processes and for their own skills and contributions (Philpott & shepperd, 2002). This should be manifest even to the decision making process involved in running the system. When employees believe that they have the ability to participate in decisions, there will be a positive impact on the work environment (Lawler, 2004). The management process should therefore be wary of the level of employee involvement required and the point of contacts that will be affected by the involvement. There is evidence that effective Employee evaluation initiatives can lead to improved organizational performance (Bevan & Thompson, 2001) and contribute to other important outcomes such as improved employee involvement, commitment and motivation (Taylor & Pierce, 2009).

In today's competitive business world, it is understood that organizations can only compete with their rivals by innovating, and organizations can be innovative by managing their human resources well. Performance appraisal is a formal and systematic process of identifying, observing, measuring, recording and developing the

job-relevant strengths and weaknesses of employees. In order to obtain accurate performance appraisal information, rater's must provide objective and unbiased ratings of employees. Performance appraisal method can be used for numerous purposes including: reward; discipline; coaching; counseling; improving the work environment; raising morale; clarifying expectations and duties of employees; improving upward and downward flow of communications; providing information to support HR activities; improving perceptions of organizational goals; and selecting people for promotion and redundancy.

Deepa and colleagues (2004) summarizes on the performance appraisal system/method as a whole, their framework and its relationship with different job related concepts as well as issues related to Performance appraisal such as how Performance appraisal (PA) is related to job satisfaction, organization citizenship behaviour etc. The Performance appraisal approach is formal and structured system of measuring as well as evaluating an employee's job related behaviours and output for the same and to study how and why the employee is currently performing on the job and how he can perform his job more effectively in the near future (Deepa *et al.,* 2004).

There has been a historical evolution Performance appraisal approach. The Performance appraisal process may be unsatisfactory for most people in industry; performance appraisals serve a number of valuable organizational purposes. The appraisal system is complicated as there is a culture believes that people should be rewarded for outstanding performance, yet does not like to receive negative feedback (Wiese *et al.,* 2008). A performance appraisal is conducted on an annual basis for existing employees whereas for trainee and new recruits it is done on quarterly basis in many organizations. Here author studies about the multidimensional nature of job

where the nurse manager gives rating to different job of nursing process. Thus, Employees who have relatively less competition or lenient appraisers have higher appraisal than to equally competent employee (Rajput *et al.,* 2015). A performance appraisal system is a wide concept and as a Performance Management it has become a part of more strategic approach towards HR activities and as a result has, it has begun to focus more on motivational and social appraisal. As a result of this, the research on the subject has moved beyond the limited and accuracy of performance ratings. The organization's outcome that is its success and failure is determined by Performance appraisal, thus this system is considered to be an important work performance in any organization. (Fletcher *et al.,* 2001).

The article of the author (Roberts *et al.,* 2002) summarizes about the foundation for participation of employee including its intrinsic motivational value, present available information. The role of goal setting and feedback of performance appraisal for enhancing participation effectiveness is outlined. The factors that resulted in lack of effectiveness of participation includes lack of training of employee, absence of rater accountability strategies, and organizational and supervisors resistance to honest subordinate feedback (Roberts *et al.,* 2002). Here the research is based on a sample of 170 respondents who answered a questionnaire giving their perceptions on the purpose and criteria of PA. There are different techniques of appraisal such as behavior-based, objective-based and judgment-based. The study provides HR practitioners with suggestions on how to increase the perceived justice of the PA system (Palaiologos *et al.,* 2011).

There is evidence that Performance ratings are manipulative mainly due to political purposes or biases in organization as said by many researchers.

The studies were conducted to examine the effect of employee's perceptions of personal biases or political motives and turnover by surveying white collar employees (N=127) in performance appraisal on their job satisfaction, which can be find out through regression analysis as well as cross validation analysis. The result through regression analysis shows that employees think appraisal rating as manipulated because of rater's personal bias, which indirectly reduces job satisfaction and high turnover (Poon *et al.,* 2004). Mount and colleagues (1984) have done stepwise regression and cross validation analyses to identify reliable linear composites for managers (n = 222) and employees (n = 368). The results shows difference between manager's and employee's opinions regarding appraisal system, where managers were more satisfied than employees for appraisal method as well as there were differences in the aspect of appraisal method which is related to satisfaction with the appraisal discussion (Mount *et al.,* 1984).

The appraisal method play an important role in performance result, improvements in the effectiveness of the judgments can be brought about by matching appraisal techniques to job task types. The author uses different techniques to explain the effectiveness of appraisal system (Orpen *et al.,* 1997).The survey was made on educational institution of Takoradi, Ghana, where author study was focused on employee/staff perceptions on performance appraisal method, biases or error related to the approach. Perception influence people's judgment and attitudes towards particular thing, therefore the staff might hold different opinions about the performance appraisal system in the organization. The research on this concept was analyzed, using different method such as descriptive statistics and the results of the study says that employees are affected by the Performance appraisal system and are affected by major error (Boachie-Mensah *et al.,* 2012).

Conducting performance evaluations in a timely and thorough manner is one of the most underplayed but important duties of a supervisor. Often, late appraisals are often the norm, not the exception. Late performance evaluations can reduce the supervisor's and organization's credibility in the employee's eyes, especially if the organization's policies and procedures specify evaluations will be conducted at specific time intervals (once a year, or on the employee's anniversary date). Well in advance of actually writing up an employee's performance evaluation, the supervisor should determine what documentation he or she needs from other departments and request that information. Some of the documents that might be necessary are attendance and punctuality records, sick leave records, sales records, daily or weekly call records, output reports, etc. The supervisor should not review the employee's workers' compensation or medical files, because basing a performance evaluation on workers' compensation or private medical information is prohibited.

Supervisors should review an employee's job description as a starting point for preparing a job evaluation. The job description states what the organization wants an employee in a particular job to accomplish and how it wants the employee to perform. Supervisors should start by determining whether the employee's official job description still accurately reflects his or her key responsibilities. If not, the supervisor should work with the HR Department to bring the job description up to date. It is important for supervisors to review their employee's personnel file in preparation for writing his or her performance evaluation. The supervisor does not have to read each document in full, but he or she should review the file to note any patterns of behavior, continuing incidents of misconduct or poor performance. Supervisors should also review the employee's goals from the prior year's evaluation. If the supervisor has

just recently begun supervising the employee, past supervisors' evaluations may also provide useful information.

Careful drafting of performance evaluations as well as all employee performance related documentation is essential, in today's litigious workplace. It is essential that supervisors document the employee's problematic behavior, not the reason why the supervisor believes the behavior exists. Irrelevant facts, such as single parenthood, divorce, financial problems, medical issues, etc. should all be kept out of performance appraisals, and performance evaluation meetings. The supervisor must focus only on the employee's job performance clearly and objectively outlining deficiencies as well as areas in which the employee excels. Following are some specific tips for drafting better performance evaluations: Be specific and avoid generalities. Phrases such as "work harder," "increase production, "have more enthusiasm," or "be a better team player" are not specific enough for the employee to know what is expected.

Further, they could be used against the employer by implicating that the real reasons for deficiencies are age-related; the employee's age is the reason they are "slowing down" on the job. Specific goals, such as "increase sales by 20% in the next six months" are measurable and objective, and assist both the employee (who knows what is expected) and the supervisor (who can now easily measure whether that goal is achieved). Focus on what you want the employee to do, not what you want them to be. A performance evaluation is not the time to detail all of the employee's personality flaws or weaknesses. A supervisor cannot change the employee's basic personality traits in a performance evaluation. Supervisors should objectively state exactly what is expected of the employee. For example, instead of using the phrase "be a friendlier person," a much more constructive, useful phrase would be "reduce customer complaints by 50% in the next three months." Use concrete details such as

names, numbers and dates. Be specific regarding exactly what is expected from the employee and the date it is expected.

For documenting performance issues, get as detailed as possible instead of merely using phrases such as "have a better attitude." Supervisors instead should document incidents where the employee's attitude was improper, stating the date, place, incident, witnesses, behavior(s), and the detrimental effect of the employee's conduct on those around them, as well as the specific organizational policies or procedures the employee's behavior violated. Use active verbs, not passive verbs. A statement such as "deadlines will be met" is meaningless. Rather, "the employee will meet 90% of his deadlines this quarter" is more action-oriented, concrete and measurable. Be realistic. Set only a limited number of objectives. More than seven is excessive.

2.13.5. Employee Recruitment

Flippo (2004) defines recruitment as the process of searching for candidates for employment and stimulating them to apply for jobs in the organization. He also defines recruitment as a process to discover the sources of work force to meet the requirements of the staffing schedule and to employ effective measures for efficient workforce. Ahmad and colleagues (2002) defines recruitment as the process of searching for prospective employees and stimulating them to apply for jobs so that the organization can select the most appropriate people to fill in job needs. According to Ahmad and colleagues (2002), there are three (3) main stages in recruitment, firstly, identify and define the requirements, job descriptions and job specifications; secondly, attract potential employees; and thirdly, select and employ the appropriate people from the job applicants. The process of recruitment does not stop when it commences, it is a dynamic activity. The purpose of it is to provide an organization with a pool of qualified candidates (Taylor *et al.,* 1994). Hence is assists to augment

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the success rate of selection process by reducing the numbers of obviously under qualified and over-qualified applicants, and to increase organizational and individual effectiveness in the short and long-term plans (Flippo, 2004).

Amstrong (2006) defines recruitment as the process of searching the candidates for employment and stimulating them to apply for jobs in the organization. Recruitment is the activity that links the employers and the job seekers. Recruitment can also be defined as a process of finding and attracting capable applicants for employment. The process begins when new recruits are sought and ends when their applications are submitted. The result is a pool of applications from which new employees are selected or the process to discover sources of work force to meet the requirement of staffing schedule and to employ effective measures for attracting that manpower in adequate numbers to facilitate effective selection of an efficient working force (Ahmad *et al.,* 2002). Recruitment of candidates is the function preceding the selection, which helps create a pool of prospective employees for the organization so that the management can select the right candidate for the right job from this pool.

According to Armstong (2006), recruitment is essential to effective Human Resource Management (HRM). It is the heart of the whole Human Resource (HR) systems in the organization. The effectiveness of many other HR activities, such as selection and training depends largely on the quality of new employees attracted through the recruitment process. Recruitment policies should always be reviewed as the changing environment affects them since the policies increase managerial effectiveness by standardizing many routine decisions (Erdogan, 2002). Management should get specific training of the process of recruitment to increase their awareness on the dangers of wrong placements. HR practioners should be on the guard against all the malpractices and advocate for professional approach throughout the system. HR

should indicate disagreement in the event that biasing toward certain candidates is creeping in and point out the repercussions that may follow in terms of performance and motivation. Hence, recruitment process should be seen in the context of ongoing staff planning that is linked to the strategic and financial planning of the organization (Graham *et al.,* 2008).

The main objective of the recruitment process is to expedite the selection process. Recruitment is a continuous process whereby the firm attempts to develop a pool of qualified applicants for the future human resources needs even though specific vacancies do not exist. Usually, the recruitment process starts when a manager initiates an employee requisition for a specific vacancy or an anticipated vacancy. Recruitment needs of an agency are of three types: Planned needs are the needs arising from changes in the agency and retirement policy; Anticipated needs are those movements in personnel, which an agency can predict by studying trends in internal and external environment; and, Unexpected needs arising due to resignation, deaths, accidents, illness (Torrington *et al.,* 2005).

Recruitment methods such as newspaper advertising and the use of employment agencies are regarded as formal recruitment methods, while word-of-mouth and referrals are regarded as informal recruitment methods (Armstrong, 2006). Generally, informal recruitment methods are associated with smaller agencies (Barber *et al.,* 2007; Carrol *et al.,* 2009). Dessler (2003) has shown that larger agencies are more likely to use formal recruitment methods. Stewart and Knowles (2000) have shown a positive relationship between the size of an agency and the likelihood of recruiting graduates. However, Barber and colleagues (2007) have shown that recruitment methods also vary according to the industry. In the services and traditional

manufacturing sectors, informal methods are preferred, but in the high technology sector formal methods are used widely.

Armstrong (2006) states that recruitment methods differ with the type of position that needs to be filled. Informal methods are used when managers and manual employees are recruited, while formal methods are used to recruit technical, clerical, and, managerial employees. Barber and colleagues (2007) argues that recruitment in large agencies has to be more formalized in two ways. First, based on the efficiency imperative, agencies that have repeated transactions will internalize these transactions in order to make them less costly. Second, larger agencies will need to develop formal procedures in order to attract and evaluate sufficient applications for the large number of positions that need to be filled. For large agencies that need to recruit often, and for many positions, this is economically prudent, since the cost per applicant of developing the procedures will decrease as the number of hiring decisions increases.

Economic imperatives, however, are not the only factors to be considered. Institutional theory (DiMaggio & Powell, 2003) suggests that agencies adopt certain practices in response to pressures from their internal or external environments. These may be "coercive" pressures, such as laws regulating certain employment practices in agencies; "mimetic" pressures, such as the influence of practices perceived to be effective in competitors; or "normative" pressures such as shared professional values among HRM professionals. Compared to small firms, larger firms are more prone to institutional isomorphism. They will feel stronger coercive pressures, since extra-legal requirements are often placed on agencies employing more than a certain number of people. They will have more mimetic pressures, since managers in such agencies are likely to be held more accountable for the decisions they make and tend, therefore, to employ tried and tested methods used by others in the market. Finally, larger agencies

will have more normative pressures, since they employ more HRM professionals who will try to bring their professional values to the firm (DiMaggio & Powell, 2003).

In the prescriptive HRM literature, recruitment is seen as a process that should be supported by job analysis, job description and job specification. However, Plumbley (2005) states that, in small agencies, management would only need to determine an employee's main tasks, and that a detailed job analysis, job description and job specification process may not be needed. Some empirical studies have found that informal recruitment methods produce workers who stay with the agency longer than those recruited by other methods (Moser, 2005). Researchers have also investigated the relationship between recruitment methods and the job performance of recruits. Ahmad and Schroeder (2002) found that employees who were recruited through informal methods received higher appraisals from their supervisors than those who were recruited through other methods. Two explanations are offered of why some recruitment methods outperform others. The "individual difference" hypothesis (Schwab, 2002; Taylor & Schmidt, 2003) postulates that specific recruitment methods reach different applicant populations and that recruits from different sources differ in personality, ability, motivation, or some other personal attributes that may impact job performance and attitudes (Dessler, 2003).

Informal recruitment methods would draw recruits from acquaintances of present employees, while formal methods would attract recruits from different populations of potential employees. These different populations are thought to differ in terms of their abilities. However, the variance in job performance may not be real, but perceived, due to rater errors in performance appraisal. The "realistic information" hypothesis (Wanous, 2000) states that certain recruitment methods, such as employee referrals, act as realistic job previews and thus provide potential applicants with accurate and

detailed information about the agency and the job. In this way, applicants can make more informed choices between accepting and declining positions and will join the workforce with more realistic expectations. Informal methods, like employee referrals, may also be more effective in smaller agencies because the current employees may be more willing to help to socialize with, support and provide mentoring to new employees who they have themselves helped to recruit. Bonn and Forbringer (2002) give examples of the use of informal methods in the hospitality industry where some agencies offer bonuses to employees who introduce successful new recruits.

However, there are some problems associated with the use of informal recruitment methods. By only using referrals or contacts, only a small pool of potential employees will be created and some very suitable candidates will never be reached. While this may be acceptable for positions requiring little skill, it may not be sufficient for positions that require special qualifications. External sources are more likely to provide a rich source of fresh talent and ideas to the agency. Another problem associated with relying solely on informal recruitment methods is that people from some disadvantaged groups in society may not be given a fair chance. Recruitment through informal networks may reinforce existing race, gender or disability imbalances within the workforce (Carroll *et al.,* 2001). After sourcing for target candidates, the load of recruiters is not relieved until the most suitable candidate for the job has been identified, assessed and selected. The success of sourcing is futile if employers fail to narrow the group of prospects to pick the most optimal candidate. Research shows that agencies with effective selection systems can better identify and hire employees with the right skills and motivations to succeed in the positions and agencies. When employees are successful in their jobs, agencies benefit through

increased productivity, higher quality products and services (Bemthal, 2007). The corner stones for high job performance are: Person-Job fit - this is a match between a person's knowledge, technical skills and abilities, and other requirements typically identified through job analysis (Kristof-Brown, 2000).

It is an integral part of a candidate's actual on-the-job success, especially for jobs that demand specific sets of skills and technical knowledge. Without a proper match between the person and the job attributes, improvement of an individual's long term job performance with training or coaching will be minimal, hence resulting to low productivity; Person-Group fit - this is the match between the new hire and the immediate workgroup. Quality interactions between the new hire and his/her workgroup are vital because the performance of other group members is somewhat dependant on the newcomer's ability to interact with them (Kristof-Brown, 2000). Research demonstrates that team members who share certain beliefs and values are likely to express more positive work attitudes than those who do not (Ostroff & Kozlowski, 2002); Person Organization fit - this is the congruence of an individual's personality, beliefs and values with the culture and values of the agency (Kristof-Brown, 2000). A cultural mismatch between new hires and the organization has been demonstrated to be significant contributor to potential job dissatisfaction and reduced work group cohesion, thus leading to poor job performance and high attrition rates (Muchinsky & Monahan, 2007). New hires that can identify with the culture of the organization are more likely to value the incentives offered by the organization. As incentives are meant to motivate, new hires who attach importance to such incentives are likely to improve in work attitudes and to remain in the organization.

According to Dessler (2003), recruitment depends on agency policies since the policies seek to achieve uniformity, economies, public relations benefits or other objectives that are sometimes unrelated to recruiting. At times, policies can be a potent source of constraints, for example, promotion from within policies is intended to give present employees the first opportunities for job openings. These policies help to ensure that each employee has a career not just a job. These policies also aid employee morale, attract recruits looking for jobs with a future and help retain present employees, agency establish pay wages and salaries. Since recruitment and selection are the first stages, of dialogue between applicant and the agency, it forms the employee relationship and human resource managers may need to realize the importance of the formation of expectations during the recruitment and selection process. Many agencies use Realistic Job Previews to help prospective employees get a balanced picture of the positive and negative aspects of work they will be doing and the organizational climate, prior to the offer of a position. This is especially important in "hidden" industries, such as human services where many people may not have any information about the tasks and responsibilities of the job (O'Neill *et al.,* 2001).

A Realistic Job Preview is therefore any method or part of the selection process that gives the applicant a clear idea or balanced picture of what it will be like to work at the job if they are hired. The preview typically happens early in the selection process. A new recruit has a complete and accurate understanding of what life is like in the agency to the degree. It presents the prospective employee with specific information about the work they will be doing and shows both the positive and negative sides of the job (Reilly *et al.,* 2001).

Researchers face many decisions when selecting recruitment methods. Issues to consider include the type of sample (random or convenience), cost, ease, participant time demands (e.g., total time, days of week, and time of day), and efficiency (e.g., staff hours per recruited participant). Researchers have a number of methods from which to choose, including advertising, direct mail, and telephone. Advertising can be used both to publicize a study and to recruit participants. Recruitment via advertising has the advantages of low cost and convenience, but the samples are non-random and often highly motivated, and youth may be especially hard to reach this way. Recruitment via mail is also low in cost and convenient, but youth are difficult to reach by mail and return rates tend to be low. An added problem with mail requests or surveys is that one can never be certain who completed the request/survey (Armstrong, 2001). Institutions or events (such as medical offices, schools, community sports organizations, health fairs, community events, and churches) often are used as a setting for recruitment. Schools present a promising avenue for the recruitment and assessment of youth.

Their primary advantage is that they house a large number of children in one place and present a captive audience, although parental consent usually is still required. However, recruitment of participants from schools may meet resistance from school administrations for political or practical reasons (Reilly *et al.,* 2001). Additionally, recruitment at schools may not achieve the goal of sample representativeness as student characteristics vary between different types of schools (e.g., private vs. public) and between schools in different neighborhoods. Recruitment at schools may not be appropriate in studies having a family or neighborhood context, requiring a greater dispersal of participants from a larger area, or focusing on data collection in the home. Door-to-door recruitment is another option. For large studies, this

recruitment method can be costly in terms of staff time and travel expenses, and it is difficult to assure that recruiters randomly sample homes. Despite these concerns, door-to-door recruitment may be a necessary recruitment strategy for certain potential participants (e.g., those who do not have a residential phone) (French, 1982). Telephone recruitment has an important advantage over these methods in that it can be used, in a straightforward way, to randomly select respondents from the larger population.

The telephone provides a relatively low-cost, effective means of contacting many households, as is often required for large-scale etiological research, and of making a quick determination of eligibility and willingness to participate in the study. Disadvantages of the telephone method include its limitation to households with telephones, the problems of missing or changed phone numbers, challenges presented by technology (such as answering machines or caller ID) that complicate the ability to reach people, and relatively easy refusal or termination of the conversation by unwilling respondents. Perhaps the largest problem with telephone contact methods involves rates of non-response. Kaplan and Norton (2004) found that the number of people who refused to provide screening information tended to be higher by telephone than in person. However, refusals over the telephone tend to be less likely than with mailed surveys (Kelly, 2006). It should be noted that telephone methods can be used not only for recruitment, but also for data collection.

Recent advances in telephone survey methodology have made telephone recruitment and surveying an increasingly attractive option in many research fields (Kaplan & Norton, 2004). Random digit dialing, which involves calling numbers completely at random (since the digits are randomized), is used mostly in household survey research. Other systems, such as computer assisted telephone interview programs, are

used in marketing research and can be adapted for telephone recruiting and data collection in studies requiring specific samples. Working from an appropriate database of phone listings, the system, computer-assisted telephone interview can be used to select and queue numbers randomly, set specific quotas on key respondent variables (e.g., age, sex), and keep track of interviewer productivity and call outcomes. Job posting refers to the practice of publicizing an open job to employees (often by literally posting it on bulletin boards) and listing its attributes, such as criteria of knowledge, qualification, skill and experience. The purpose of posting vacancies is to bring to the attention of all interested persons (inside or out of the organization) the jobs that are to be filled. An organization needs to analyze the benefits and disadvantages of recruiting its personnel through internal or external sources and, where the latter is selected, whether formal or informal systems should be used.

According to Van der Westhuizen (2005), the following steps are usually followed in the recruitment process. It should however be noted that since public sector institutions have different needs, recruitment processes will have to be adapted to suit each institution's specific requirements. According to Erasmus and colleagues (2005) before recruitment is considered, it must be determined whether a genuine need exists for the post to be filled. The departments need to ensure that the decision to recruit is substantiated with facts obtained from valid management information. In the Public Service Regulations of 2001, it is recognized that HR planning should precede any recruitment action in the public service. Among other things, this involves forecasting the institution's HR needs, job analysis, and budgeting for relevant posts.

Erasmus and colleagues (2005) argue that it is very important that departmental heads, HR specialists and line function employees should be full partners in the process to verify the need for recruitment in cases where it has not been initiated by them. Internal promotion of staff can be considered as an alternative to recruiting. When it is clear that internal promotion of staff or deployment is not a viable option in terms of filling the vacant post, the recruitment process can be started. In conclusion Robbins and Decenzo (2001) argues that to a great extent the quality of the institutions is dependent upon the quality of people it employs, which implies recruiting competent and qualified employees that can perform tasks successfully. What this means is that recruitment and selection decisions, policies, practices and procedures are critical in ensuring that institutions recruit and select competent and qualified candidates.

2.13.6. Employee Short listing

Short listing is the initial first stage in the recruitment process. It involves a review and evaluation of the application forms submitted by candidates and identifies those candidates who most closely meet the selection criteria established for the post. Its purpose is to ensure in practical terms an organized and manageable interview schedule by selecting a reduced number of candidates for interview. Employee Short listing is the process of putting right men on right job. It is a procedure of matching organizational requirements with the skills and qualifications of people. Effective short listing can be done only when there is effective matching (Kaplan & Norton, 2004).

By selecting best candidate for the required job, the organization will get quality performance of employees. Moreover, organization will face less of absenteeism and employee turnover problems. By selecting right candidate for the required job,

organization will also save time and money. Proper screening of candidates takes place during short listing procedure. All the potential candidates who apply for the given job are tested. But short listing must be differentiated from recruitment, though these are two phases of employment process. Recruitment is considered to be a positive process as it motivates more of candidates to apply for the job. It creates a pool of applicants. It is just sourcing of data. While short listing is a negative process as the inappropriate candidates are rejected here. Recruitment precedes short listing in staffing process. Short listing involves choosing the best candidate with best abilities, skills and knowledge for the required job (Reilly *et al.,* 2001).

Short listing in staffing is the part of the recruiting process that deals with choosing an employee to hire from among a narrowed-down list of outstanding candidates. Short listing can actually occur several times throughout the recruiting process. Managers select which candidates to contact based on their resumes, which candidates to bring in for an interview and finally which applicants to hire for open positions. Understanding the different levels of short listing and what to look for at each level can help you to select the ideal job candidates for long-term success. After interviews are conducted, hiring managers and human resources personnel meet and select a candidate to offer the job to (Kristof-Brown, 2000). The team carefully considers the candidates' qualifications, assessments and interviews to determine whom to offer the job. If hiring managers are not satisfied with any of the candidates, the recruiting process may start again. In most cases, the hiring team has the ability to select a candidate and a job offer is made. If the candidate declines the job offer, the recruiting process may start again.

The short listing interview Short listing in staffing is the part of the recruiting process that deals with choosing an employee to hire from among a narrowed-down list of outstanding candidates. Short listing can actually occur several times throughout the recruiting process. Managers select which candidates to contact based on their resumes, which candidates to bring in for an interview and finally which applicants to hire for open positions. Understanding the different levels of short listing and what to look for at each level can help you to select the ideal job candidates for long-term success (Kelly, 2006). After interviews are conducted, hiring managers and human resources personnel meet and select a candidate to offer the job to. The team carefully considers the candidates' qualifications, assessments and interviews to determine whom to offer the job. If hiring managers are not satisfied with any of the candidates, the recruiting process may start again. In most cases, the hiring team has the ability to select a candidate and a job offer is made. If the candidate declines the job offer, the recruiting process may start again.

2.14 Literature Gap

The literature analyzed in this study identifies the following gaps as far as analysis of the effectiveness of recruitment and selection practices on employees' performance in public Universities is concerned.

The gaps are as follows:

i. There is scanty literature on the interviewing practices in public Universities in public Universities.

ii. There seems to be an emphasis on performance evaluations but no one has studied the effectiveness of the practices on the employees' performance in the Public Universities in Kenya.

iii. No studies have been carried out on general human resource practices in public Universities in Kenya.

iv. There is a literature gap on employee selection practices in public Universities and how such practices impact job performance. We do not have any literature that gives the relationship between the effectiveness of the selection practices and employee performance.

v. Although public Universities in Kenya advertise some of their jobs in the national media, there is no study that has been carried out on how such practices attract employees and how the practices impact on job performance.

vi. There is a literature gap on the short listing practices in public Universities and its impact on job performance.

vii. There is very little information on induction of University staff in Kenya. This study will help us understand the relationships between induction and an employee's performance.

All these gaps were narrowed by analyzing the effectiveness of recruitment and selection practices on employees' performance.

2.15 Conceptual Framework

Independent Variables

Intervening Variables

Recruitment process: Availability of information on recruitment, first person who identify vacant positions, Awareness of staff establishment, Management approves all job advertisements, Internal job advertisements precede external adverts, advertisements are on widely circulated media, Job advertisement are clear, Recruitment is fair and just

Intervening Variables
a) Ministry of Education Policies
b) Financial resources
c) Physical resources
d) University leadership
e) Employment laws

Shortlisting process: Confidentiality, Objectiveness, Verifiability, Criteria, Reliability of methods used, Fairness, importance of publications, timeliness, Human Resource provides consultancy,

Dependent Variables

Induction process: Availability of the induction policy, induction of staff, inclusivity of induction process, induction process standardized, program available, process respected, process is documented,

University Performance
University Ranking
a) Research and publications
b) Presence
c) Openness
d) Informal scholarly communication
e) Community engagement/Rate of impact

Interviews process: shortlisted people are interviewed, involvement of relevant departments, Objectivity, Sound proof interview rooms, Panelists readiness for the interview, Panelists organization, Competitiveness, Tabulation of interview scores, interviewees treated with dignity, Interview minutes signing, practical or theoretical or practical interviews, Right candidates are found through interviews

Evaluation process: Performance contract in place, Performance contract is cascaded, Performance contracts are negotiated, Evaluation is objective, evaluation process is annual, evaluation results are communicated, Evaluation tool is acceptable ,

Figure 2.1: Effect of recruitment and selection Practices on Public University Performance in Kenya. Source: Author (2016)

The independent variables of the study were the recruitment and selection practices which include; recruitment, short listing process, interview and selection process, employee induction and evaluation processes.

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The dependent variable was University performance measured in terms of University ranking. The *webometric* factors that are evaluated include academic presence, research, publications, informal scholarly communication and community engagement. Other factors include; general presence, rate of impact, openness and academic excellence.

The aggregated ranking perimeters that sometimes are used include; students' enrollment annual numbers in each university, annual students' graduation rate, number of courses offered, patented innovations in each university, papers published in referred journals, global competitiveness of each university, incubation centres established by each university.

The moderating variables were; Employment laws, Ministry of Education Policies, financial resources, physical resources and University leadership. When Universities establish and implement effective human resource management practices under controlled moderating variables listed above, then the Universities' number of publications in terms of knowledge creation will increase alongside increasing number of graduates. As a result, the world wide ranking is likely to improve.

<div align="center">

CHAPTER THREE

RESEARCH METHODOLOGY

</div>

3.0 Introduction

The research methodology involved research design, the target population, the sampling procedure used in the research, data collection instruments, data collection procedures, data analysis techniques and ethical issues considered in the study.

3.1 Research Design

The study adopted a descriptive survey research design. According to Lovell and Lawson (1971) descriptive research is concerned with conditions that already exist, practices that are held, processes that are ongoing and trends that are developing. Descriptive survey research design is most appropriate when the purpose of study is to create a detailed description of an issue (Mugenda & Mugenda, 1999).

3.2 Target Population

There is twenty-three (23) fully-fledged Public Universities in Kenya from which the study draws its data. Total population of heads of department and human resource officers in all the 23 public universities is one thousand, six hundred and forty-three (1,643). The target population for this study was all the one thousand, six hundred and twenty (1,620) employees working as heads of department and 23 heads of the Human Resource department in all the fully fledged Public University Main Campuses in the Republic of Kenya. Public Universities are today keen on the employees' job performance. This is motivated by the introduction of performance contracting among all state corporations.

3.4 Sampling Procedure and Sample Size

Normally, it is preferable to collect data from all the 1,643 employees working as heads of department in the fully-fledged Public Universities. However, due to cost,

time and logistics constraints, sampling was inevitable. A simple random sampling technique was used to select the respondents. Sample size formula as provided in an article by Bartlett and colleagues (2001) titled Organizational Research: Determining Appropriate sample size in Survey Research. The following equation was used to calculate the sample size for this study.

$$s = \frac{(z)^2(p)(q)}{(d)^2}$$

S= Sample size

Z= Value of selected alpha level at 5% level of significance, $2 - \text{tail} = 1.96$

d= acceptable margin of error for proportion being estimated = 0.05.

p = 0.5

q = 0.5

(p) (q)= estimate of variance = 0.25 maximum possible proportion (0.5) (1-0.5). This produces maximum possible sample size.

$$s = \frac{(1.96)^2(0.5)(0.5)}{(0.05)^2} = 384.16$$

Cochran's correction formula is used to calculate the final sample size.

$$s_1 = \frac{S}{1 + \dfrac{s}{n}}$$

Where S1   = Required Sample size

S   = uncorrected sample

N   = Total target population

$$s = \frac{384.16}{1 + \dfrac{384.16}{1,620}} = 310.52 \approx 311$$

From Cochran's correction formula, our final sample size is three hundred and eleven (311) employees working as heads of department. Twenty-three (23) human resource officers are purposively sampled.

The researcher therefore focused on three hundred and thirty-four (334) employees who work as either heads of the human resource department and or are appointed to the position of heads of department in the public Universities of Kenya. This size compares well with the sample table (appendix 6) as recommended by Kathuri and Pals.

Stratified sampling is used where the strata are the heads of department and human resource officers in public universities. Therefore, the proportional stratified random sample can be obtained by the following formula:

$$n_i = \left(\frac{n}{N}\right) = N_i$$

Where:

n = Sample size

N = Population

n_i = Sample of strata i

N_i = Population of strata i

Where N_i is the number of heads of department in a public university (strata), N is total number of heads of department in public universities in this case determined as 1,620 and n is the sample size of all the heads of department in the twenty-three public universities which in our case is 311.

n_i is the sample size for heads of department in each public university. The 311 heads of department will be sampled using simple random sampling technique while

the 23 human resource officers will be conveniently sampled. This is summarized in appendix 5.

3.4 Research Instrumentation

Questionnaires were used to collect primary data to ensure a high response rate. The questionnaires were distributed to respondents to fill and later be collected by the researcher. In order to offer possibility of anonymity, the inclusion of the respondent's names was optional. The questionnaire consisted of closed -ended questions. Questionnaires are useful instruments of collecting primary data since the respondents can read and then give responses to each item and they can reach a large number of subjects (Orodho, 2004).

3.5 Validity of the Research Instruments

Validity is the ability of the research instrument to measure what it is supposed to measure (Cooper & Schindler, 2006; Aiken & West, 1991). It is a criterion used to show the extent to which conclusions drawn in a study provide an accurate description or explanation of what happened (Erikson & Kavalainen, 2008). If the instrument contains a representative sample of the universe subject matter, then the validity is good. There are various types of validity including: construct, content, face and criterion related validity. To ensure content validity, the researcher went through a review of literature and identified items that required to measure the concepts, and to ensure that questions covered all areas of the study. The researcher also piloted the questionnaire in 31 staffs not included in the study, which were chosen randomly before commencing data collection. This enabled the researcher to establish the respondent's ability to respond without difficulties. Any ambiguous, double edged and unclear questions were identified and rectified. The researcher also used experts

to examine and review the instrument for validity as successfully done by (Munyoki, 2007).

3.6 Reliability of the Research Instruments

Thirty-one (31) copies of the instrument were administered to the Heads of Departments, Deans, Directors and the head of Human Resource department at the Kenya Methodist University. In order to eliminate any ambiguous items, the researcher established that there were no problems in administering the instrument. Logical and procedural difficulties regarding the study were taken into consideration to allow for preliminary data analysis. According to Mugenda and Mugenda (1999), the reliability of the instrument is the measure of the degree to which a research yields consistent results after repeated trials. Cronbach alpha of at least 0.70 will show that the instruments are reliable enough to realize the objectives of the study.

3.7 Methods of Data Collection

The researcher obtained an introduction letter from Kabarak University addressed to the Ministry of Education, Science and Technology. The specific address was to the National Commission for Science, Technology, and Innovation (NACOSTI). A research permit from NACOSTI was obtained. The researcher then booked an appointment with the sampled Universities. Finally, the researcher visited all the 23 public chartered Universities and personally administered the questionnaires. The respondents were guided on how to respond and were further assured of confidentiality. With these assurances, they were given the questionnaires to fill. The data collection process took one month.

3.8 Methods of Data Analysis

After data was collected, it was organized and analyzed. For analysis of closed ended questions the computer programme called statistical package for social science (SPSS) was used. It involved analysis by using descriptive and inferential statistics. Descriptive statistics consist of brief descriptive coefficients that would summarize given data set that represented the sample. It provided simple summaries about the sample. Data was then presented in terms of frequency tables and charts. Pearson Correlation was used to establish the relationship between each of the five mentioned recruitment and selection practices and the employee performance. A computer programme - Statistical Package for Social Sciences (SPSS) was used to establish these relationships. In order to establish which practices contribute more to employees' performance, a regression model was used to establish such intra-relationships. The SPSS tool was used to carry out the exploratory factor analysis out of which the factor scores were computed.

Regression model:

$$y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon \ldots\ldots\ldots\ldots\ldots(1)$$

Where;

- y = Employees Performance

- $\beta_1 \ldots\ldots .\beta_{5d}$ = parameter estimates

- X_1 = Recruitment process

- X_2 = Short listing process

- X_3 = Interview and selection process

- X_4 = Induction process

- X_5 = employee evaluation process

ε is the error of prediction which is assumed to be normally distributed with mean zero and unknown constant variance. The parameter estimates measure the effect of independent variable on performance.

The confirmatory factor analysis was carried by an extension of SPSS called Analysis of Moments Structures (AMOS). Analysis of Moments Structures is powerful Structural Equation Modelling (SEM) software that enables you to support your research and theories by extending standard multivariate analysis methods, including regression factor analysis, correlation and analysis of variance.

In SPSS AMOS, you can specify estimates, assess and present your model in an intuitive path diagram to show hypothesized relationships among variables. (IBM Corporation Software Group Route 100 Somers, NY 10589 USA, 2013) AMOS was used because it effectively addresses multiple regression models and latent variables in the model. Hence, the application of structured equation models of which AMOS is the best option (Byrne, 2010). AMOS was used to compute both the estimates and the P- values.

Table 3.1: Summary of data analysis methods

S/N	Objective	Dependent variable	Independent variable	Data Collection Instrument	Methods of analysis
1	To evaluate the effectiveness of recruitment process on employees' performance in Kenyan public Universities.	Performance	Recruitment	Questionnaire and interview guide	Descriptive statistics, SPSS
2	To determine the effectiveness of short listing process on employees' performance in Kenyan public Universities.	Performance	Short listing	Questionnaire and interview guide	Descriptive statistics, SPSS
3	To analyze the effectiveness of interview and selection processes on employees' performance in Kenyan public Universities.	Performance	Selection	Questionnaire and interview guide	Descriptive statistics, SPSS
4	To determine the effectiveness of induction processes on employee performance.	Performance	Induction	Questionnaire and interview guide	Descriptive statistics, SPSS
5	To determine the effectiveness of employee evaluation on performance.	Performance	Evaluation	Questionnaire and interview guide	Descriptive statistics, SPSS

Source: Questionnaires (2016)

3.7 Ethical Consideration

To render the study ethical, the rights to self-determination, anonymity, confidentiality and informed consent were observed. Whereas informed consent involved the prospective respondents' agreement to participate voluntarily, the

respondents were informed of their rights to consent or decline to participate and to withdraw participation at any time without penalty.

3.8 Conclusion

This chapter discusses the research design and methodology that was used in the research. The population from which the sample was drawn has been described. Further, the procedures that were applied to collect data have been discussed. All measurement instruments and the statistical tools used in this study have been discussed.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.1 Introduction

The broad objective of the study was to establish the effectiveness of recruitment and selection practices on the performance of public universities in Kenya. To achieve this objective, five specific objectives were set and corresponding hypotheses formulated. The chapter presents preliminary findings of the study based on which further analyses were undertaken to test the study hypotheses. It lays focus on various tests of data that were gathered as well as the manifestations of the research variables among the studied organizations. Using descriptive and inferential statistics, this chapter provides the premise on which further statistical operations and analyses will be carried out to test the study hypotheses.

The data analyzed were obtained through a structured questionnaire along various operational indicators of the study variables. For each study variable, respondents were presented with descriptive statements in a 5-point Likert scale and were required to indicate the extent to which the statements applied in their institutions. Findings of the pre-tests reliability and validity are presented. The details of descriptive analysis using frequency distribution tables, descriptive statistics using means and t-tests was used for ranking responses, Cronbach alpha and test of normality. The descriptive statistics of respondents as well as response rate are summarized.

4.2 Suitability of the Data

The study established the suitability of the data by examining the response rate for the respondents, reliability test, and validity test, tests of regression assumptions, tests of normality as well as test for multi collinearity for the variables. The findings are discussed in the subsequent sections.

4.2.1 Response Rate

Questionnaires were sent to all the three hundred and thirty-four (334) out of which three hundred and thirteen (313) questionnaires were filled and returned representing a response rate of ninety-three point seven one percent (93.71%). This response rate was considered adequate for analysis.

According to Awino (2011), a response rate of 65 percent is acceptable for such studies. The study response rate was adequate and compares to other studies on the Kenyan State Corporations. For instance, Awino and Mutua (2014) studied business process outsourcing in Kenyan State Corporations and recorded a response rate of 77 percent.

4.2.2 Tests of Regression Assumptions

Various assumptions are made about variables during statistical tests. This is to ensure that the findings are worth using in decision-making. Failure to meet these assumptions may lead to Type II errors or I. Testing for assumptions is beneficial because it ensures that analysis meets associated assumptions and helps avoid Type I and Type II errors (Osborne *et al.,* 2001). This study carried out tests of normality and multi collinearity.

4.2.2.1 Tests of Normality

Use of inferential parametric statistical procedures requires that the assumptions of such tests of normality are tested. This is to assist the graphical tests to be performed about the normality of the data to check for skewness and kurtosis coefficients. These tests help to confirm whether the data follows a normal distribution or not. If the normality is not achieved, the results may not depict the true picture relationship amongst the variables. In this study, normality was tested using Kolmogorov-Smirnov Test and the Shapiro-Wilk Test. Shapiro-Wilk Test is more appropriate for small

sample sizes (< 50 samples) like in this study. It is a more reliable test for determining skewness and kurtosis values of normality. If it is below 0.05, the data significantly deviates from a normal distribution.

Table 4. 1 Shapiro-Wilk Test of Normality

Variables	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Recruitment process	.072	312	.200	.979	312	.428
Short listing Process	.093	312	.200	.972	312	.219
Interview and Selection process	.085	312	.200	.976	312	.322
Induction process	.074	312	.200	.974	312	.274
Employee Evaluation process	.078	312	.200	.812	312	.304

Source: Field data (2016)

According to the findings, the significance values for the Sharipo-Wilk tests were 0.428 for recruitment process, 0.219 for short listing process, 0.322 for interview and selection process, 0.274 for induction process, and 0.304 for employee evaluation process. For the Kolmogorov-Smirnov tests, the significance values were 0.200 for recruitment process, short listing process, interview and selection process, induction process and employee evaluation process each. This implies that since the p-value is greater than the chosen alpha level 0.05 then the hypothesis that the data came from a normally distributed population cannot be rejected.

4.2.2.2 Test for Multicollinearity

Multicollinearity is a test that evaluates whether the independent variables are highly correlated. It occurs when two or more predictors in the model are highly correlated leading to unreliable and unstable estimates of regression coefficients hence causing strange results when attempting to study how well individual independent variables

constitute to an understanding of the dependent variable. The consequences of Multicollinearity are increased standard error of estimates of the Betas, meaning decreased reliability and often confusing and misleading results. The test for Multicollinearity was conducted to assess whether one or more of the variables of interest is highly correlated with one or more of the other independent variables. The variance inflation factor (VIF) was used to evaluate the level of correlation between variables and to estimate how much the variance of a coefficient was inflated because of linear dependence with other predictors. As a rule of thumb if any of the VIF are greater than 10 (greater than 5 when conservative) then there is a probability of a problem with Multicollinearity and is harmful to the study (Newbert, 2008). The results for tests of Multicollinearity were as presented in Table 4.2

Table 4.2: Test for Multicollinearity

Model	Collinearity Statistics	
Variables	**Tolerance**	**VIF**
Recruitment process	772	1.295
Short listing Process	698	1.433
Interview and Selection process	873	1.146
Induction process	725	1.521
Employee Evaluation process	411	1.085

Source: Field Data (2015)

The results in Table 4.2 revealed that there was no problem of multi collinearity. The variance inflation factors for the variables were all below 5 meaning that the variables were not highly correlated.

4.2.3 Pilot Study Results

The closer the Cronbach Alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale and the closer the Cronbach coefficient is to zero (0), the less the internal consistency of the items in the scale. Nunnally (1978)

suggests that a value of not less than 0.7 to be acceptable while Sekaran (2000) posits that any values between 0.5 and 0.8 are adequate to accept internal consistency. This study adopted the lowest alpha as 0.5 upwards. Table 4.3 presents the alpha values of the questionnaire items.

Table 4. 3: Internal Consistency Reliability

Variable	Number of items	Cronbach's Alpha	Decision
Recruitment process	26	.951	Reliable
Short listing Process	14	.940	Reliable
Interview and Selection process	17	.748	Reliable
Induction process	21	.784	Reliable
Employee Evaluation process	18	.874	Reliable
Overall		.859	Reliable

Source: Field Data (2016)

This study adopted the alpha coefficients ranges in value from 0 (no internal consistency) to 1 (complete internal consistency) to describe reliability factors extracted from formatted questionnaires on Likert scale (rating from scale 1 to 5). The study used alpha value of 0.70 as the minimum acceptable. The results for all the variables are above the 0.7 threshold with overall value being 0.859 as shown in table 4.3 from these results, it is inferred that the measurement items for each variable are internally consistent.

4.3 Descriptive Statistics

Respondents on each questionnaire have different demographic data; experience, age, gender, and education, that may introduce different responses toward effectiveness of recruitment and selection practices on the performance. These different personal characteristics are the first part of each questionnaire. The first section shows and discusses the distribution of respondents based on their profiles. The subsequent

section discusses the findings on Recruitment process, Short listing Process, interview and selection process, induction process, and employee Evaluation process and performance. A five-item Likert scale was used in each questionnaire and all responses were obtained on a five-point range from "strongly agree" to "strongly disagree" with an average of 3. Accordingly, being an item mean above 3 would be considered a positive opinion and vice versa.

The standard deviation is the most common way to express variability but it's hard to interpret especially when there is a mix of scale points (for instance 5 and 7). The CV makes interpreting a bit easier by dividing the standard deviation by the mean (1.21/4.167 = .29). Higher values indicate higher variability. This comes out more where responses with similar means but with noticeably different coefficient of variations indicating respondents have inconsistent attitudes. The CV is a measure of variability.

4.3.1 Age Distribution of the Respondents

The study sought to investigate age of the respondents and the findings are as tabulated below.

Table 4. 4 Age Distribution of the Respondents

	Frequency	Percent
less than 30	31	9.9
30-39	158	50.5
40-49	69	22.0
50-59	40	12.8
60-69	7	2.2
69 and above	8	2.6
Total	**313**	**100.0**

Source: Author (2016)

Majority of the respondents (50.5%) were aged between 30-39 years, 22% between 40-49 years, 12.8% between 50-59 years 9.9% less than 30 years 2.6 were aged 69

years and above while only 2.2% were aged between 60-69 years. This implies that most of the staffs in the universities are young and energetic thus higher chances of reliable information.

4.3.2 Departments

The study sought to establish from the respondents, various departments they were from in their respective universities. The study findings are as shown in Table 4.5 below

Table 4. 5: Departments

	Frequency	Percent
Math and actuarial science	30	9.6
Business	17	5.4
Teaching	5	1.6
Design and construction	5	1.6
Opening learning and continuing education	1	.3
Business and econ	2	.6
Dean of student	1	.3
School of Graduate Studies (SGS)	1	.3
Registration (academic affairs)	2	.6
Educational planning	4	1.3
Biological sciences	3	1.0
Human resource	20	6.4
Planning and administration	3	1.0
Health sciences (public & commuting)	5	1.6
Research innovation and outreach	1	.3
Physical science	1	.3
Estates	1	.3
Hostels	1	.3
Transport	2	.6
Union	1	.3
Catering and accommodation	10	3.2
Procurement	4	1.3
Information Communication Technology	4	1.3
Hotel and conference	1	.3
Medical	1	.3
Range and wildlife	1	.3
Environmental Science and Technology	1	.3
Internet audit	5	1.6
Finance	20	6.4
Computing	15	4.8
Pure and Applied Mathematics (PAM)	3	1.0
Economics	10	3.2
Curriculum n delivery	2	.6
Enumeration	3	1.0
Engineering	4	1.3
Examination	3	1.0
School of Open and Distance Learning	1	.3
Administration	44	14.1
Academic	40	12.8
Computer Science and Information Technology	9	2.9
Librarian	7	2.2
Public health	19	6.1
Total	**313**	**100.0**

Source: Author (2016)

The study findings indicates that majority of the respondents (14.1%) were from administration department, 12.8% from academic department, 9.6% from math and actuarial science department, 6.4% from finance and human resource department, 6.1% from public health department while 5.4% were from business department.

4.3.3 Identification of staff by division

The study went on to probe the respondents on the specific division they were in their respective university. The findings are as illustrated in Table 4.6.

Table 4. 6: Identification of staff by division

	Frequency	Percent
Teaching	156	49.8
Non-Teaching	157	50.2
Total	**313**	**100.0**

Source: Author (2016)

Majority of the respondents were the non – teaching staff at 50.2% while the rest 49.8% were teaching staff. This indicates that majority of staffs in the universities are non-teaching.

4.3.4 Gender of the Respondents

The respondents were also asked to indicate their gender and the findings are as illustrated in Table 4.7.

Table 4. 7: Gender of the Respondents

Gender	Frequency	Percent
Male	201	64.2
Female	112	35.8
Total	**313**	**100.0**

Source: Field data (2016)

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As per the findings in Table 4.7 above, majority of the respondents were males with 64.2% while females represented 35.8%. This implies that though there is gender distribution in occupation of job in the universities with most of the opportunities occupied by the men.

4.3.5 Highest Level of Education

The researcher also requested the respondents to indicate their highest level of education. Table 4.8 shows the results of the study

Table 4. 8: Highest Level of Education

Qualification	Frequency	Percent
Certificate	5	1.6
Diploma	36	11.5
Degree	43	13.7
Masters	87	27.8
Phd	73	23.3
Professor	69	22.0
Total	**313**	**100.0**

Source: Field data (2016)

Table 4.8 shows that majority (27.8%) of the respondents had masters, 23.3% had PhD, 22% were professor, 13.7% had degree, 11.5% had diploma, while 1.6 % certificate as their highest level of education. This depicts that most of the staffs working at universities had masters hence they are capable of giving reliable information.

4.3.6 Working Experience

The respondents were also asked to state how long they have worked at the university.

Table 4. 9: Working Experience

Number of Years	Frequency	Percent
5 years	75	24.0
5-15 years	186	59.4
16-25 years	40	12.8
25 years	12	3.8
Total	**313**	**100.0**

Source: Field data (2016)

The findings depict that majority of the respondents have worked for their university for more than five years. 59.4% have worked for 5-15 years, 24% have worked for 5 years, 128% have worked for 16-25 years, and the remaining 3.8% had worked for 25 years. The significant number of respondents with enough experience implies that the findings are good enough to help understand the effectiveness of recruitment and selection practices.

4.4 Recruitment process

The first objective for this study was to examine and evaluate the effectiveness of recruitment process on performance in Kenyan Public Universities. The researcher further required the respondents to indicate their level of agreement with the statements given in Table 4.9 by filling a 5-Likert scale where; 1- Strongly disagree, 2- disagree, 3- Not Sure, and 4- Agree and 5-Strongly agree.

Table 4. 10: Recruitment process

S.No	Recruitment issues	SA	A	N	D	SD	X^2	p-value
1	I have information about recruitment and selection practices	16%	11%	41%	27%	5%	20.13	.002
2	My University measures its job performance	27%	31%	19%	13%	10%	36.89	0.014
3	The first person to identify vacant positions in the University is always the head of department.	14%	36%	27%	11%	12%	45.26	0.023
4	Departments are aware of the University's staff establishment.	16%	11%	41%	27%	5%	65.32	0.012
5	The University management board approves all job advertisements.	21%	14%	46%	12%	7%	64.23	0.004
6	The University advertises internally before considering advertising externally.	24%	14%	32%	27%	3%	401.23	0.61
7	Advertisements are made on widely circulated media.	22%	25%	29%	13%	11%	32.12	0.003
8	Job advertisements are very clear in terms of requirements.	30%	34%	17%	13%	6%	24.71	0.002
9	Generally speaking, recruitment practice in the University is fair and just.	7%	10%	6%	43%	34%	399.23	0.056
10	Staff in my department are satisfied about the recruitment practice.	23%	17%	26%	29%	5%	396.32	0.112
	Average	**23%**	**26%**	**28%**	**16%**	**7%**		

Source: Field data (2016)

The overall aggregate mean score for the respondents who strongly agreed on the statements with regard to recruitment process and performance in the Kenyan universities were 23%. This implies that on average the respondents affirmed that recruitment process influences the performance in the Kenyan universities. This is supported by the statement suggesting that Job advertisements are very clear in terms of requirements (30%), the University management board approves all job advertisements (21%), advertisements are made on widely circulated media (22%), and that universities measures its job performance (27%). In addition, respondents were not sure on whether departments are aware of the University's staff establishment (41%), the first person to identify vacant positions in the University is always the head of department (27%), and that information about recruitment and selection practices is highly circulated (41%). On the other hand, respondents disagreed that recruitment practice in the University is fair and just (43%), staffs are satisfied about the recruitment practice (29%), and that the university advertises internally before considering advertising externally (27%). This implies that, in Kenyan universities, job advertisements are very clear in terms of requirements, the University management board approves all job advertisements, advertisements are made on widely circulated media, and that universities measures its job performance.

4.5 Short listing Process

The second objective for this study was to determine the effectiveness of short listing process on employees' performance in Kenyan Public Universities. The researcher requested the respondents to indicate their level of agreement with the statements given in Table 4.10 by filling a 5-Likert scale where; 1- Strongly disagree, 2-disagree, 3- Not sure, and 4- Agree and 5-Strongly agree.

Table 4. 11: Short listing Process

S.No.	Shortlisting process factors	SA	A	NS	D	SD	X^2	p-value
1.	Shortlisting is a confidential exercise.	26%	54%	9%	7%	4%	62.46	0.041
2.	Short listing is objective.	17%	41%	12%	13%	17%	23.56	0.002
3.	Shortlisting is based on information obtained from the candidate's curriculum vitae and academic testimonials.	19%	12%	57%	12%	1%	56.62	0.023
4.	Short listing process is verifiable.	21%	37%	12%	11%	20%	57.95	0.012
5.	Shortlisted candidates meet the set criteria.	23%	34%	11%	10%	22%	102.4	0.032
6.	The shortlisting methods used are reliable.	26%	39%	11%	9%	15%	194.2	0.045
7.	Shortlisting is based on the number of academic papers published.	25%	27%	11%	8%	29%	87.65	0.023
8.	Short listing is just and fair.	24%	31%	11%	7%	27%	63.46	0.031
9.	Shortlisting is based on the 'technical know who rather than technical know-how'.	23%	10%	30%	7%	30%	71.23	0.003
10.	After advertisements, shortlisting is carried out on time.	22%	16%	6%	46%	10%	411.23	0.067
11.	The shortlisting process provides an adequate pool of quality potential candidates.	21%	37%	18%	6%	18%	29.56	0.004
12.	The HR office acts as a consultant to enhance the quality of the applicant's shortlisting process.	21%	36%	26%	5%	12%	9.12	0.001
13.	The HR officer trains the shortlisting panel to make the best short listing decisions.	20%	49%	5%	23%	4%	21.63	0.001
14.	The HR department's performance in the entire short listing process is excellent.	19%	3%	4%	33%	41%	426.51	0.512
	Total	**21.9%**	**30.4%**	**15.9%**	**14.1%**	**17.85%**	**115.5**	**0.0569**

Source: Field data (2016)

The results in Table 4.11 indicate that in general the respondents moderately agreed that short listing process influences the performance of Kenyan universities. According to the findings, respondents agreed that short listing is based on information obtained from the candidate's curriculum vitae and academic testimonials as indicated by 57% of the respondents, the shortlisting methods used are reliable and that shortlisting is a confidential exercise (54%). In addition, the respondents agreed that Short listing is objective (41%), shortlisted candidates meet the set criteria (34%), short listing process is verifiable (37%), The HR office acts as a consultant to enhance the quality of the applicants shortlisting process (36%), the shortlisting process provides an adequate pool of quality potential candidates (37%), and that Short listing is just and fair (31%). Respondents were not sure on whether shortlisting is based on the number of academic papers published (11%), and whether shortlisting is based on the 'technical know who rather than technical know-how' (30%) were not sure. On the other hand, respondents strongly disagreed that the HR department's performance in the entire short listing process is excellent (41%), after advertisements, shortlisting is carried out on time (46%) disagreed and that the HR officer trains the shortlisting panel to make the best short listing decisions (49%) agreed. This implies that shortlisting is based on information obtained from the candidate's curriculum vitae and academic testimonials and that the shortlisting methods used are reliable and that shortlisting is a confidential exercise.

4.6 Interview and Selection Process

The third objective for this study was to analyze the effectiveness of interview and selection processes on employees' performance in Kenyan public Universities. The researcher requested the respondents to indicate their level of agreement with the

statements given in Table 4.12 and 4.13 by filling a 5-Likert scale where; 1- Strongly disagree, 2- disagree, 3- Not sure, and 4- Agree and 5-Strongly agree.

4.6.1 Interview Process

The study set to establish the importance of interview Process in terms of performance in Kenyan public universities. To achieve this, various statements depicting the different manifestations of interview process and performance were presented to respondents on a 5-point Likert scale and they were required to indicate the extent to which these statements applied to their institutions. The results are presented in Table 4.12.

Table 4. 12: Interview Process

S.No.	Interview process factors	SA	A	NS	D	SD	X^2	p-value
1	The people interviewed are actually the short listed candidates.	21%	41%	14%	11%	13%	41.46	0.041
2	The actual interview includes panelists from the relevant departments.	24%	46%	9%	7%	14%	33.56	0.002
3	Interview questions are very particular and consistent as all the interviewees are asked similar questions.	26%	51%	6%	13%	4%	26.62	0.023
4	The Interview process is objective.	30%	17%	6%	36%	12%	27.95	0.012
5	The Interview room is sound proof.	29%	29%	19%	11%	13%	81.4	0.032
6	Interview results are confidential.	28%	31%	14%	13%	15%	103.2	0.045
7	Interview panelists are very organized.	27%	16%	2%	39%	17%	27.65	0.023
8	Interviews are competitive.	26%	37%	16%	2%	19%	43.46	0.031
9	Interview scores are equally tabulated.	25%	22%	3%	39%	12%	430.23	0. 312
10	Interviewees are treated with dignity.	24%	27%	41%	3%	4%	20.23	0.006
11	Interview questions are structured such that every candidate is subjected to similar questions.	23%	39%	30%	4%	2%	21.56	0.004
12	Interview minutes are signed by all the panelists for ownership.	23%	27%	40%	5%	5%	9.12	0.001
13	Interview questions are too theoretical.	22%	28%	16%	33%	3%	421.63	0.121
14	Interview questions are very practical.	21%	22%	11%	31%	15%	422.51	0.512
15	Interview questions are both theoretical and practical.	20%	22%	5%	37%	16%	72.46	0.041
16	The University gets the right candidates from all the interviews.	20%	12%	31%	22%	16%	23.56	0.002
Total		**24.3125**	**29.1875**	**16.4375**	**19.125**	**11.25**	**112.9125**	**0.056**

Source: Field data (2016)

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The results in Table 4.12 indicate that in general the respondents moderately agreed that interview process influences the performance of Kenyan public universities. According to the findings, respondents agreed that interview questions are very particular and consistent as all the interviewees are asked similar questions (51%), the people interviewed are actually the short listed candidates (41%) agreed, and that the actual interview includes panelists from the relevant departments (46%) agreed. In addition, respondents who are not sure whether interviewees are treated with dignity (41%), interview questions are structured such that every candidate is subjected to similar questions (30%) not sure, and that interviews are competitive (37%) agree. The respondents were not sure whether the universities get the right candidates from all the interviews (31%), interview minutes are signed by all the panelists for ownership 40% not sure, interview results are confidential (31%) think process is confidential and that the Interview room is sound proof 29% agree. However, respondents disagreed on the following: that interview scores are equally tabulated (39%), interview questions are very practical (31%), interview panelists are very organized (39%), interview questions are too theoretical (33%), the Interview process is objective (36%), and that the interview questions are both theoretical and practical (37%). This implies that interview questions are not particular and neither are they consistent as all the interviewees are not asked similar questions, the people interviewed are not the short listed candidates and that the actual interviews do not include panelists from the relevant departments.

4.6.2 Selection Process

The study set to establish the importance of selection process in terms of performance in Kenyan public universities. To achieve this, various statements depicting the different manifestations of selection process and performance were presented to

respondents on a 5-point Likert scale and they were required to indicate the extent to which these statements applied to their institutions. The results are presented in Table 4.13

Table 4. 13: Selection Process

S.No	Selection process factors/issues	SA	A	NS	D	SD	X^2	p-value
1	The University has a selection policy.	16%	39%	30%	13%	2%	65.23	0.003
2	Selection is based on job analysis.	16%	36%	27%	14%	6%	94.32	0.001
3	Selection tools used are reliable.	17%	29%	22%	16%	16%	21.56	0.021
4	Selection tools are frequently revised.	17%	38%	13%	18%	14%	13.24	0.033
5	Selection tools help the University to pick the best candidates.	18%	31%	24%	20%	8%	77.32	0.043
6	Selection process is appreciated by the University staff.	14%	37%	16%	22%	11%	112.36	0.002
7	Selected candidates are given their job descriptions.	14%	23%	11%	41%	10%	411.13	0.512
8	Job descriptions clearly outline the new member of staff's job responsibilities.	15%	15%	11%	40%	20%	401.21	0.623
9	The University has a Scheme of service.	15%	16%	13%	39%	17%	396.70	0.078
10	The University applies the Scheme of service during the selection process.	15%	18%	14%	37%	15%	399.12	0.706
11	The University has an approved staff establishment.	16%	21%	16%	36%	12%	402.13	0.811
12	Selection of candidates is guided by the approved staff establishment.	16%	23%	18%	35%	8%	411.12	0.081
13	Selection process captures candidate's qualifications and experience.	16%	26%	20%	34%	4%	104.23	0.041
14	Our HR Department is efficient in the application of the University's Selection Policy.	17%	29%	11%	33%	10%	37.86	0.026
AVERAGES		**15.85%**	**27.21%**	**17.57%**	**28.428%**	**10.92%**	**210.5379**	**0.212929**

Source: Field data (2016)

As per the findings, respondents agreed and strongly agree that the University has an approved staff establishment (37%), the University has a selection policy (55%), selection tools are frequently revised (55%) and that selection process is appreciated by the University staff (51%). Respondents were not sure on whether selection is based on job analysis (27%), selection tools help the University to pick the best candidates (24%) and whether selection tools used are reliable (29%). However, respondents disagreed that; selected candidates are given their job descriptions (41%), selection of candidates is guided by the approved staff establishment (35%) disagree and that job descriptions clearly outline the new member of staff's job responsibilities (40%) disagree. Further, respondents disagreed that the University applies the Scheme of service during the selection process (37%), HR Department is efficient in the application of the University's Selection Policy (33%) disagree, the University has a Scheme of service (39%) disagree, and that selection process captures candidate's qualifications and experience (34%) disagree. This portrays that public universities in Kenya have an approved staff establishment, a selection policy, selection tools are frequently revised and that selection process is appreciated by the University staff.

4.7 Induction Process

The fourth objective for this study was to analyze the effectiveness of induction processes on performance in Kenyan public Universities. The researcher requested the respondents to indicate their level of agreement with the statements given in Table 4.14 by filling a 5-Likert scale where; 1- Strongly disagree, 2- disagree, 3- Not sure, and 4- Agree and 5-Strongly agree.

Table 4. 14**: Induction Process**

S.No	Induction factors/issues	SA	A	NS	D	SD	X^2	p-value
1	The University has an induction policy in place.	26%	26%	32%	14%	2%	69.23	0.004
2	Every department has an induction schedule.	26%	37%	17%	15%	5%	71.52	0.002
3	All new staff are taken through an induction programme.	25%	41%	19%	12%	3%	12.36	0.024
4	Induction is instrumental in the employees understanding of his job and responsibilities.	14%	39%	20%	13%	14%	14.52	0.021
5	Induction process is all inclusive.	14%	33%	22%	14%	17%	65.36	0.033
6	The process solicits for the candidates' feedback.	18%	29%	24%	16%	14%	74.52	0.018
7	The process is standardized.	13%	29%	36%	11%	11%	96.32	0.014
8	The induction programme/schedule is continuously updated.	13%	25%	31%	12%	18%	58.56	0.013
9	Induction process is documented and filed.	13%	22%	33%	13%	19%	69.36	0.028
10	Induction process is treated as an important part of recruitment and selection process.	13%	29%	19%	14%	24%	70.23	0.016
AVERAGE		17.5	31	25.3	13.4	12.7	60.198	0.0173

Source: Field data (2016)

On average the respondents affirmed that induction process influences the performance in the Kenyan universities. This is supported by the statement suggesting that all new staff are taken through an induction programme (41%), induction is instrumental in the employees understanding of his job and responsibilities (39%), every department has an induction schedule (37%), Induction process is all inclusive and that the process solicits for the candidates' feedback (29%) respectively. In addition, respondents agreed that induction process is treated as an important part of recruitment and selection process (29%), the induction programme/schedule is continuously updated (25%) and that induction process is documented and filed (22%). Respondents were not sure on whether the process is standardized (36%), and whether the University has an induction policy in place (32%). This infers that all new staff is taken through an induction programme, induction is instrumental in the employees understanding of his job and responsibilities, every department has an induction schedule and that Induction process is all inclusive and that the process solicits for the candidates' feedback.

4.8 Employees' Evaluation Process

The final objective for this study was to analyze the effectiveness of employees' evaluation process on performance in Kenyan public Universities. The researcher requested the respondents to indicate their level of agreement with the statements given in Table 4.15 by filling a 5-Likert scale where; 1- Strongly disagree, 2-disagree, 3- Not sure, and 4- Agree and 5-Strongly agree.

Table 4. 15: Employees' Evaluation Process

S.No	Employee evaluation process factors	SA	A	N	D	SD	X²	p-value
1	Employee performance contracting is in place.	18%	31%	13%	6%	32%	30.64	0.001
2	Every employee is made to sign his or her performance contract.	17%	33%	16%	7%	27%	33.21	0.002
3	The individual employee performance contract is negotiated between the employee and the Head of department.	17%	24%	19%	8%	32%	27.41	0.013
4	Performance contracting is linked to performance appraisals.	16%	28%	23%	10%	23%	30.62	0.022
5	The performance appraisal tool is discussed and accepted by all staff.	15%	26%	22%	11%	25%	29.41	0.033
6	The current performance appraisal tool used is a fair evaluation tool	15%	24%	27%	13%	21%	27.12	0.041
7	The evaluation tool used is objective	14%	27%	20%	15%	23%	16.45	0.021
8	The evaluation process is an annual activity	49%	17%	13%	15%	6%	28.36	0.041
9	The Evaluation tool captures an employee's job description.	24%	41%	12%	15%	8%	27.24	0.031
10	The evaluation criteria capture the organization objectives.	12%	34%	12%	14%	28%	60.74	0.001
11	The evaluation results are communicated to all staff.	13%	29%	12%	14%	33%	39.63	0.022
12	The evaluation process demonstrates good University leadership.	13%	32%	11%	14%	30%	70.52	0.023
13	Evaluation results are used to recognize good performance.	14%	37%	11%	14%	24%	18.69	0.042
14	Evaluation results are used to sanction poor performers.	15%	41%	10%	13%	20%	30.23	0.045
15	The evaluation tool is generally acceptable by all employees.	16%	40%	10%	13%	21%	41.32	0.023
	AVERAGES	**17.8666**	**30.9333**	**15.4**	**12.1333**	**23.5333**	**41.32**	**0.023**

Source: Field data (2016)

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The results in Table 4.15 indicate that in general the respondents moderately agreed that employees' evaluation process influences the performance of Kenyan public universities. According to the findings, respondents strongly agreed that the evaluation process is an annual activity (49%), Evaluation results are used to sanction poor performers (41%) strongly agreed, the evaluation tool is generally acceptable by all employees (40%) agree, and that the evaluation tool captures an employee's job description (41%) agree. In addition, respondents agreed that; evaluation results are used to recognize good performance (37%), the evaluation criteria capture the organization objectives (34%) agree, the evaluation process demonstrates good University leadership (32%) agree and that the employee performance contracting is in place (31%) agree. Further, respondents agreed that every employee is made to sign his or her performance contract (33%), performance contracting is linked to performance appraisals and that the evaluation results are communicated to all staff (29%), and that the performance appraisal tool is discussed and accepted by all staff (26%). On the other hand, respondents were not sure on whether the evaluation tool used is objective (20%), the individual employee performance contract is negotiated between the employee and the Head of department (19%), and whether the current performance appraisal tool used is a fair evaluation tool (27%). This shows that in Kenyan public universities, evaluation process is an annual activity, evaluation results are used to sanction poor performers, the evaluation tool is generally acceptable by all employees and that the evaluation tool captures an employee's job description.

4.9 Performance ranking factors

4.9.1 Presence

The researcher requested the respondents to indicate their level of agreement with the statements regarding ranking of the universities as per their presence by filling a 5-Likert scale where; 1- Strongly disagree, 2- disagree, 3- Not sure, and 4- Agree and 5- Strongly agree.

Table 4. 16: Presence

Presence factors that affect performance	SA	A	N	D	SD	X2	p-value
We have a University website.	26%	38%	12%	5%	9%	28.066	0.001
The University has employed competent web designers.	16%	45%	15%	6%	10%	30.42	0.002
The University website is often upgraded.	25%	36%	17%	7%	6%	25.108	0.012
University makes use of the social media e.g Twitter, FaceBook, linked in.	15%	26%	21%	9%	21%	28.048	0.02
Members of staff know how to use social media.	14%	24%	20%	10%	23%	26.94	0.03
Members of staff require frequent refresher courses about the use of social media.	17%	22%	20%	14%	19%	24.842	0.038
AVERAGE	18.3%	31.83%	18.3%	8.16%	14.67%	27.23	0.017

Source: Field data (2016)

The results in Table 4.16 indicate that in general the respondents moderately agreed that performances of Kenyan public universities are ranked according to their presence. According to the findings, respondents agreed that the University has employed competent web designers (45%), the University has a website (38%), and that the University website is often upgraded (36%). Further, respondents agreed that University makes use of the social media e.g Twitter, FaceBook, linked in (26%), members of staff know how to use social media (24%), and that members of staff require frequent refresher courses about the use of social media (22%). This shows that the Kenyan universities have not employed enough competent web designers and that their websites are not upgraded from time to time.

4.9.2 Research and publications

The fourth objective for this study was to analyze the effectiveness of induction processes on performance in Kenyan public Universities. The researcher requested the respondents to indicate their level of agreement with the statements given in Table 4.17 by filling a 5-Likert scale where; 1- Strongly disagree, 2- disagree, 3- Not sure, and 4- Agree and 5-Strongly agree.

Table 4. 17: Research and publications

Research and publications factors	SA	A	N	D	SD	X^2	p-value
The University has an efficient directorate/division/department of research.	11%	12%	16%	39%	22%	49.23	0.023
The head of this directorate/division/department has the necessary qualifications to lead.	16%	6%	8%	26%	44%	21.32	0.034
I am aware of the academic publication procedures.	9%	11%	6%	27%	47%	63.36	0.032
The University funds research activities.	13%	18%	35%	21%	13%	41.32	0.041
The University has a budget line for research.	9%	24%	37%	19%	11%	18.26	0.046
The University has an e-journal.	3%	12%	16%	26%	43%	44.32	0.017
Members of staff are facilitated to access international e-journals.	13%	29%	36%	11%	11%	56.22	0.023
I am a frequent academic publisher.	13%	25%	31%	12%	18%	13.56	0.041
AVERAGE	**10.875**	**17.125**	**23.125**	**22.625**	**26.125**	**38.4488**	**0.03213**

Source: Field data (2016)

According to the findings, majority of the respondents strongly disagreed on the following: that they are aware of the academic publication procedures (47%), the head of this directorate/division/department has the necessary qualifications to lead (44%), and that the University has an e-journal (43%). In addition, respondents disagreed that the university has an efficient directorate/division/department of research (39%). Further 37% respondents were neutral on the statements that the University has a

budget line for research. 36% of the members of staff are neutral of whether staff are facilitated to access international e-journals, and 40% either strongly disagree and or agree that they are a frequent academic publishers. This implies that the universities are aware of the academic publication procedures, the head of this directorate/division/department has the necessary qualifications to lead and that The University has an e-journal.

4.9.3 Openness

The researcher requested the respondents to indicate their level of agreement with the statements regarding ranking of the universities as per their openness by filling a 5-Likert scale where; 1- Strongly disagree, 2- disagree, 3- Not sure, and 4- Agree and 5-Strongly agree.

Table 4. 18: Openness

Openness factors/issues	SA	A	N	D	SD	X2	p-value
Policies are clearly displayed on the University website.	22%	17%	36%	20%	5%	36.978	0.012
The University strategic plan is displayed on the website.	54%	26%	10%	6%	4%	14.952	0.014
Research findings are shared on the website.	13%	21%	41%	19%	6%	23.638	0.013
Innovations are shared on the website.	59%	27%	4%	7%	3%	43.301	0.024
AVERAGE	37%	23%	23%	13%	5%	29.71	0.016

Source: Field data (2016)

Based on the study findings, majority of the respondents strongly agreed that Innovations are shared on the website (59%), and that majority also agree that the University strategic plan is displayed on the website (54%). In addition, respondents were neutral on the statements that research findings are shared on the website (41%) and that policies are clearly displayed on the University website (36%). This

indicates that innovations are shared on the website and that the University strategic plan is displayed on the website.

4.9.4 Informal scholarly communication

The researcher requested the respondents to indicate their level of agreement with the statements regarding ranking of the universities as per their informal scholarly communication by filling a 5-Likert scale where; 1- Strongly disagree, 2- disagree, 3- Not sure, and 4- Agree and 5-Strongly agree.

Table 4. 19: Informal scholarly communication

Informal scholarly factors	SA	A	N	D	SD	X2	p-value
Memos are communicated through official emails.	11%	33%	17%	17%	22%	14.678	0.004
Various University notices are posted on the website.	12%	6%	10%	26%	46%	13.252	0.046
General communication is made through the website.	15%	29%	18%	21%	17%	43.612	0.021
All Members of staff are able to use the internet.	10%	7%	7%	27%	49%	26.201	0.002
AVERAGE	**34%**	**23%**	**13%**	**19%**	**12%**		

Source: Field data (2016)

Based on the study findings, majority of the respondents strongly disagreed that all Members of staff are able to use the internet (49%), and that Various University notices are not posted on the website (46%). Further, respondents agreed that Memos are communicated through official emails (33%), and that general communication is made through the website (29%). This implies that all Members of staff are able to use the internet and that Various University notices are posted on the website

4.9.5 Community engagement/Rate of impact

The researcher requested the respondents to indicate their level of agreement with the statements regarding ranking of the universities as per their community engagement/rate of impact by filling a 5-Likert scale where; 1- Strongly disagree, 2- disagree, 3- Not sure, and 4- Agree and 5-Strongly agree.

Table 4. 20: Community engagement/Rate of impact

Community engagement / Rate of impact factors	SA	A	N	D	SD	X^2	p-value
The local community is happy with the University.	12%	6%	8%	23%	51%	24.563	0.001
The industry provides internship opportunities for our students.	9%	7%	9%	27%	48%	65.256	0.002
The local community engages with the University through the website.	9%	12%	16%	37%	26%	74.258	0.027
Tenders are applied on line	13%	18%	21%	35%	13%	33.201	0.032
AVERAGE	**10.75**	**10.75**	**13.5**	**30.5**	**34.5**	**49.3195**	**0.0155**

Source: Field data (2016)

According to the findings, majority of the respondents strongly disagreed that the local community is happy with the University (51%), and that the industry provides internship opportunities for university students (48%). Further respondents disagreed that the local community engages with the University through the website (37%), and that 35% respondents disagreed that tenders are applied on line. This indicates that the local community is not happy with the University. Universities need to build relationships with the local community.

4.10 Performance Index

The study sought to establish the overall index for performance of Kenyan public universities. The study findings are as indicated in table 4.21 below

Table 4. 21: Performance Index

Performance factors	Index percentage	SA	A	N	D	SD
Presence	56.59	18 %	32 %	18 %	8%	15 %
Research and publications	42.92	12 %	14 %	20 %	26 %	27 %
Openness	59.41	37 %	23 %	23 %	13 %	5%
Informal scholarly communication	48.51	12 %	19 %	13 %	23 %	34 %
Community engagement/Rate of impact	43.62	11 %	11 %	14 %	31 %	35 %
Average index	**50.21%**					

Source: Field data (2016)

Average index   50.21

This study established the following indeces on Performance factors:

 a) Presence, 56.59%

 b) Research and publications, 42.92%

 c) Openness, 59.41%

 d) Informal scholarly communication, 48.51% and finally

 e) Community engagement/rate of impact, 43.62%

From the data above, it is confirmed that Universities are doing well in making sure that their presence is felt. This factor has an index of 56.59%. This is then followed by

Openness which has an index of 59.41% then, informal scholarly communication 48.51%, Community engagement engagement/rate of impact 43.62 and finally Research and publication which has an index of 42.92%.

The overall performance index is average that is 50.21%. Clearly there are performance related issues that affect public universities in Kenya. Based on the study findings, it is evident that majority of the respondents agreed and strongly agreed that openness of Kenyan public universities influences their performance at the rate of 60%, 50% indicated that presence of Kenyan public universities influences their performance, 31% indicated that informal scholarly communication of Kenyan public universities has an impact on their performance, 26% indicated research and publications while 22% indicated Community engagement/Rate of impact. While all Universities are advised to improve in all the five factors under performance, emphasis should be given to research and publication. All Universities have a website. This improves the presence index. It should be improved further since there are chances of improvement.

4.11 Factor Analysis

Factor analysis was performed on all the 6 items that represented recruitment and selection practices in public universities in Kenya. The item analysis resulted in extraction of six factor solutions that met Kaiser Criteria of more than one Eigen value. Table shows the six factors that accounted for 84.93 percent of variance in data.

Table 4. 22: Number of Factors and Eigen values

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	19.426	44.151	44.151	19.426	44.151	44.151
2	7.984	18.145	62.296	7.984	18.145	62.296
3	3.524	8.01	70.306	3.524	8.01	70.306
4	2.447	5.561	75.867	2.447	5.561	75.867
5	2.421	5.502	81.369	2.421	5.502	81.369
6	1.568	3.563	84.932	1.568	3.563	84.932

Source: Field data (2016)

4.11.1 Factor Rotation

Through Principal component Analysis, the factors were rotated through Varimax with Kaiser Normalization method. The aim here is to ease the interpretation created if the variables have high loadings on the most vital factors. Rotation helps to identify the activities that make up various factors. From the findings the rotations converged at 5 itineration

Table 4. 23: Rotated Component Factor Analysis

	1	2	3	4	5
Recruitment process					0.772
Short listing process	0.74				
Interview and selection process		0.739			
Induction process				0.644	
Employees' evaluation process			0.634		

Source: Field data (2016)

4.12 Regression Analysis

Regression analysis was used to test all the five hypotheses. Hypotheses testing required the use of multiple regression analysis. This was performed using the field data and the results interpreted according to the adjusted R^2 values and P values at P <

0.001 and P < 0.005 significance level. The researcher applied the statistical package for social sciences (SPSS V 20.0) to code, enter and compute the measurements of the multiple regressions for the study. The above analysis was conducted at 5% significance level. The criteria for comparing whether the predictor variables were significant in the model was done by comparing the corresponding probability value obtained; α=0.05. If the probability value is less than α, then the predictor variable is significant. The variables under study were regressed on performance indicators and a composite performance measure computed to reflect overall organizational performance. Five research hypotheses that the study sought to test are addressed in this section. The model summary illustrates the variation in the value of the dependent variable, which is explained by the regression model.

Table 4. 24: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.779[a]	.606	.600	.26356
a. Predictors: (Constant), recruitment process, facilitating conditions, interview and selection process, induction process, employees' evaluation process				
b. Dependent Variable: performance of Kenyan Public Universities				

Source: Field data (2016)

Table 4.24 shows that the results for the findings adjusted R-squared are 0.600. This means that the independent variables jointly explain 60.0% variations in the dependent variable while the rest are explained by the error term.

The study conducted analysis of variance (ANOVA) to determine the significance of the relationship among the variables in the regression model. The results are provided in table 4.25.

Table 4. 25: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	P-value
1	Regression	32.549	5	6.549	94.284	.000[b]
	Residual	21.183	307	.069		
	Total	53.928	312			
a. Dependent Variable: performance of Kenyan Public Universities						
b. Predictors: (Constant), recruitment process, short listing Process, interview and selection process, induction process, Employees Evaluation Process						

Source: Field data (2016)

The strength of variation of the predictor values influence Performance of Kenyan Public Universities variable at 0.000 significant levels. This shows that the overall model is significant. The P-value is less than 0.05%.

The findings for the ANOVA indicates a numerator for whose degrees of freedom (df) =5, denominator df =312 and critical F value is 2.21. Additionally, the above findings show computed F - value is 94.284. From these findings, the regression model is significant since the computed F-value exceeds the critical value that is 94.284 > 2.21. This is collaborated by the P value = 0.000 which is less than 5%. This implies that all the independent variables considered together provide a significant level of explanation of the relationship between recruitment and selection practices and performance of Kenyan Public Universities. This implies that 95% chance that the relationship among the variables is not due to chance. The study agrees with Chukwu and Igwe (2012) findings who opined that for both public and private sector organisations, the provision of quality goods and services begins with the recruitment process because poor recruitment decisions can have long-term negative effects such as high training and development costs to minimise the incidence of poor performance; disciplinary problems; disputes; absenteeism; low productivity; poor

service delivery to customers; and high turnover which in turn impacts on staff morale. At worst, the organisation can fail to achieve its objectives thereby losing its competitive edge and market share. The importance of recruitment and selection in the acquisition of people with multi-dimensional skills and knowledge and infusing organisational capacity and competitiveness with new skills is emphasised by different authors such as Swanepoel, Erasmus and Schenk (2008) and Dessler (2011).

Table 4. 26: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	P-value
		Beta	**Std. Error**	**Beta**		
1	**(Constant)**	**1.572**	**.158**		**9.9494**	**.000**
	Recruitment process	.666	.030	.708	22.2000	.030
	Short listing Process	.615	.029	.696	21.2069	.009
	Interview and selection process	.520	.044	.671	11.8181	.007
	Induction process	.606	.056	.712	10.8214	.000
	Employees Evaluation Process	0.712	.0742	.547	9.59	0.000
a. Dependent Variable: performance of Kenyan Public Universities						

Source: Field data (2016)

Multiple regression analysis was conducted so as to determine the relationship between Performance of Kenyan Public Universities and the five independent variables as well as the control variables. P-values were used to test for the significance of each predictor variables (recruitment process, short listing Process, interview and selection process, and induction process) in the model. The independent variables were significant when the significance value was less than 0.05 (significance level). From table 4.22 the regression equation is as follows:

Regression results are;

($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \varepsilon$) becomes:

($Y = 1.572 + 0.666X_1 + 0.615X_2 + 0.520X_3 + 0.606X_4 + 0.712X_5$)

Table 4.25 shows that the unstandardized coefficient of recruitment process is 0.666 and the standardized beta coefficient is 0.708. This indicates that a unit increase in recruitment process would result in 70.8% increase in performance of Kenyan Public Universities value in a direct relationship between recruitment process and performance of Kenyan Public Universities. The t-statistic and corresponding p-value were 22.2 and 0.030 respectively.

With regard to short listing Process, the coefficient was 0.615 corresponding beta coefficient for was 0.696. This indicates that a unit increase in interview and selection process would result in 69.6% increase in performance of Kenyan Public Universities value in a direct relationship between short listing Process and performance of Kenyan Public Universities. The t-statistic and corresponding p-value were 21.2069 and 0.009 respectively.

The coefficient of interview and selection process was 0.520 corresponding beta coefficient for was 0.671. This indicates that a unit increase in interview and selection process would result in 67.1% increase in performance of Kenyan Public Universities value in a direct relationship between interview and selection process and performance of Kenyan Public Universities. The t-statistic and corresponding p-value were 11.8181 and 0.007 respectively.

The coefficient of induction process was 0.606 corresponding beta coefficient for was 0.712. This indicates that a unit increase in induction process would result in 60.6% increase in performance of Kenyan Public Universities value in a direct relationship between induction process and performance of Kenyan Public Universities. The t-

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statistic and corresponding p-value were 10.8214 and 0.000 respectively.

Finally, in relation to employee evaluation process, the coefficient was 0.712 and the corresponding beta coefficient was 0.547. This indicates that a unit increase in employee evaluation process would result in 71.2% increase in performance of Kenyan Public Universities value in a direct relationship between employee evaluation process and performance of Kenyan Public Universities a. The t-statistic and corresponding p-value were 9.59 and 0.000 respectively.

$(Y = 1.572 + 0.666X_1 + 0.615X_2 + 0.520X_3 + 0.606X_4 + 0.712X_5)$

Where:

- $X1$ = Recruitment process

- $X2$ = Short listing process

- $X3$ = Interview and selection

- $X4$ = Induction process

- $X5$ = Employee evaluation process

From the coefficients of the regression equation developed, employee evaluation has the largest effect on performance, followed by recruitment process, short listing process, induction process and finally interview process in that order.

4.13 Correlation Analysis

Table 4. 27: Correlation Matrix

	Performance of public universities	Recruitment process	Short listing process	Interview and selection process	Induction process	Employees' evaluation process
performance of public universities (r) (p) Sig. (2 tailed)	1.000					
recruitment process (r) (p) (2 tailed)	0.692 0.024	1.000				
Short listing process (r) (p) Sig. (2 tailed)	0.773 0.018	0.316 0.047	1.000			
interview and selection process (r) (p) Sig. (2 tailed)	0.306 0.044	0.163 0.019	0.216 0.047	1.000		
induction process (r) (p) Sig. (2 tailed)	0.422 0.036	0.161 0.029	0.233 0.0464	0.462 0.014	1.000	
Employees' evaluation process (r) (p) Sig. (2 tailed)	0.518 0.031	0.159 0.035	0.243 0.442	0.454 0.011	0.543 0.341	1.000

Source: Field data (2016)

Pearson's product moment correlation analysis was used to assess the relationship between the variables. The data presented above on recruitment process, short listing process, interview and selection process, induction process and Employees'

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evaluation process was computed into single variables per factor by obtaining the averages of each factor. Pearson's correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. The table above indicates the correlation matrix between the factors (recruitment process, short listing process, interview and selection process, induction process and Employees' evaluation process) and performance of public universities. According to the table, there is a positive relationship between performance of public universities and recruitment process, short listing process, interview and selection process, induction process and Employees' evaluation process of magnitude 0.692, 0.773, 0.306, 0.422 and 0.518 respectively. The positive relationship indicates that there is a correlation between the variables and the performance of public universities with short listing process having the highest correlation coefficient value and interview and selection process having the lowest correlation coefficient value.

This notwithstanding, all the factors had a significant p-value ($p < 0.05$) at 95% confidence level. The significance values for relationship between performance of public universities and recruitment process, short listing process, interview and selection process, induction process and Employees' evaluation process were 0.024, 0.018, 0.044, 0.036 and 0.031 respectively. This implies that short listing process was the most significant factor, followed by recruitment process, Employees' evaluation process, induction process and interview and selection process, respectively.

4.14 Hypotheses-Testing Results

4.14.1 Test of Hypothesis One

In regard to (H1:$_1$) hypothesis "There is no significant relationship between the recruitment process and the performance of Kenyan Public Universities", the results in Table 4.26 are relied upon in accepting or rejecting the stated hypothesis.

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Table 4.28: Recruitment Process Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.769[a]	.591	.589	.26709
a. Predictors: (Constant), recruitment process				

Source: Field data (2016)

In this case, the adjusted R-squared is 0.589. This means that recruitment process variable explains 58.9% variations in the dependent variable while the rest are explained by the error term. The strength of the relationship is 0.769 i.e. 76.9%; which is a positive or significant relationship between recruitment and Performance.

Table 4.29: Recruitment Process ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	P-value
1	Regression	25.524	1	25.524	357.791	.000[b]
	Residual	22.081	311	.071		
	Total	47.605	312			
a. Dependent Variable: performance of Kenyan Public Universities						
b. Predictors: (Constant), recruitment process						

Source: Field data (2016)

The strength of variation of the recruitment process values influence Performance of Kenyan Public Universities variable at 0.000 significant levels. This shows that the overall model was significant. The findings for the ANOVA on recruitment process indicates a numerator for whose degrees of freedom (df) =1, denominator df =312 and critical F value is 3.84. The above findings show computed F value is 357.791. From these findings, the regression model is significant since the computed F-value exceeds the critical value that 357.791 > 3.84. This is collaborated by the P value = 0.000 which is less than 5%. This implies that recruitment process provides a significant level of explanation of the relationship between recruitment process and performance

of Kenyan Public Universities. This implies that 95% chance that the relationship with the variable is not due to chance.

Table 4.30: Recruitment Process Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.552	.156		9.965	.000
	Induction process	.654	.035	.769	18.915	.000
a. Dependent Variable: performance of Kenyan Public Universities						

$(Y= 1.936+ 0.654X_1+ \varepsilon)$

The findings depict that recruitment process would lead to an increase in performance of Kenyan Public Universities by factor of 0.654 with P value of 0.000. At 5% level of significance and 95% level of confidence this is statistically significant as the P-Value is lower than 0.05. The alternate hypothesis is therefore accepted implying that recruitment process has influence on performance of Kenyan Public Universities. Based on these statistics, the study concludes that there is significant positive relationship between recruitment process and performance of Kenyan Public Universities. Similarly, Gamage (2014) agree that recruitment and selection are vital functions of human resource management for any type of business organization. These are terms that refer to the process of attracting and choosing candidates for employment. The quality of the human resource the firm has heavily depends on the effectiveness of these two functions. Recruiting and selecting the wrong candidates who are not capable come with a huge negative cost which businesses cannot afford. Thus, the overall aim of recruitment and selection within the organization is to obtain the number and quality of employees that are required to satisfy the strategic objectives of the organization, at minimal cost (Ofori & Aryeetey, 2011).

4.14.2 Test of Hypothesis Two

The aim of the second hypothesis H1:$_2$ "There is no significant relationship between the short listing process and the performance of Kenyan Public Universities", was to determine the relationship between short listing process and performance of Kenyan Public Universities. The findings for this hypothesis are tabulated below.

Table 4.31: Short listing Process Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.409[a]	.167	.164	.38096
a. Predictors: (Constant), short listing Process				

Source: Field data (2016)

As per the findings, the adjusted R-squared is 0.164. This means that short listing process variable explains 16.4% variations in the dependent variable while the rest are explained by the error term.

Table 4.32: Short listing Process ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	P-value
1	Regression	7.223	1	7.223	49.770	.000[b]
	Residual	45.095	311	.145		
	Total	52.318	312			
a. Dependent Variable: performance of Kenyan Public Universities						
b. Predictors: (Constant), short listing Process						

Source: Field data (2016)

The strength of variation of the Short listing Process values influence Performance of Kenyan Public Universities variable at 0.000 significant levels. This shows that the overall model was significant. The findings for the ANOVA on induction process indicates a numerator for whose degrees of freedom (df) =1, denominator df =312 and critical F value is 3.84. The above findings show computed F value is 49.770. From

these findings, the regression model is significant since the computed F-value exceeds the critical value that 49.770 > 3.84. This is collaborated by the P value = 0.000 which is less than 5%. This implies that short listing Process provides a significant level of explanation of the relationship between short listing process and performance of Kenyan Public Universities. This implies that 95% chance that the relationship with the variable is also not due to chance.

Table 4.33: Short listing ProcessCoefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.414	.153		22.279	.000
	Short listing Process	.242	.034	.409	7.055	.000
a. Dependent Variable: performance of Kenyan Public Universities						

Source: Field data (2016)

$(Y = 3.414 + 0.409X_1 + \varepsilon)$

The findings depict that Short listing Process would lead to an increase in performance of Kenyan Public Universities by factor of 0.409 with P value of 0.000. At 5% level of significance and 95% level of confidence this is statistically significant as the P-Value is lower than 0.05. The alternate hypothesis is therefore accepted implying that short listing Process have influence on performance of Kenyan Public Universities. From these statistics, the study concludes that there is significant positive relationship between short listing process and performance of Kenyan Public Universities. In line with the findings, Gamage (2014) opined that the short listing process will determine who is hired. If properly designed, it will identify competent candidates and accurately match them to the job. The use of the proper selection device will increase the probability that the right person is chosen to fill a slot. When the best people are selected for the job, productivity increases. Little wonder that

literature such as Terpstra and Rozell (1993) reported of a positive association between the extensiveness of recruiting, selection test validation and the use of formal selection procedures and firm profits. Similarly, Rauf (2007) discovered that sophisticated recruitment and selection procedures are positively related to performance in organizations.

4.14.3 Test of Hypothesis Three

The focus on the second hypothesis H1:$_3$"There is no significant relationship between the interview and selection process and the performance of Kenyan Public Universities", was to determine the relationship between interview and selection process and performance of Kenyan Public Universities. The results for this hypothesis are as presented in Table 4.32.

Table 4.34: Interview and selection process Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.629[a]	.396	.393	.32449
a. Predictors: (Constant), interview and selection process				

Source: Field data (2016)

As per the findings, the adjusted R-squared is 0.393. This means that interview and selection process variable explains 39.3% variations in the dependent variable while the rest are explained by the error term.

Table 4.35: Interview and selection process ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.102	1	17.102	162.422	.000[b]
	Residual	32.655	311	.105		
	Total	49.757	312			
a. Dependent Variable: performance of Kenyan Public Universities						
b. Predictors: (Constant), interview and selection process						

Source: Field data (2016)

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The strength of variation of the interview and selection process values influence Performance of Kenyan Public Universities variable at 0.000 significant levels. This shows that the overall model was significant. The findings for the ANOVA on interview and selection process indicates a numerator for whose degrees of freedom (df) =1, denominator df =311 and critical F value is 3.84. The above findings show computed F value is 162.422. From these findings, the regression model is significant since the computed F-value exceeds the critical value that 162.422 > 3.84. This is collaborated by the P value = 0.000 which is less than 5%. This implies that interview and selection process provides a significant level of explanation of the relationship between interview and selection process and performance of Kenyan Public Universities. This implies that 95% chance that the relationship with the variable is not due to chance.

Table 4.36: Interview and selection process Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.509	.156		16.066	.000
	Interview and selection process	.442	.035	.629	12.744	.000
a. Dependent Variable: performance of Kenyan Public Universities						

Source: Field data (2016)

$(Y= 1.936+ 0.654X_1+ \varepsilon)$

The findings depict that interview and selection process would lead to an increase in performance of Kenyan Public Universities by factor of 0.629 with P value of 0.000. At 5% level of significance and 95% level of confidence this is statistically significant as the P-Value is lower than 0.05. The alternate hypothesis is therefore accepted implying that Interview and selection process has influence on performance of

Kenyan Public Universities has influence on performance of Kenyan Public Universities. From these statistics, the study concludes that there is significant positive relationship between interview and selection process and performance of Kenyan Public Universities.

Similarly, Ezeali and Esiagu (2010) argued that recruitment and selection in any organization is a serious business as the success of any organization or efficiency in service delivery depends on the quality of its workforce who was recruited into the organization through recruitment and selection exercises. Since recruitment and selection involve getting the best applicant for a job (Obikeze & Obi, 2004), it has been emphasized that recruitment procedures that provide a large pool of qualified applicants, paired with a reliable and valid selection regime, will have a substantial influence over the quality and type of skills new employees possess (Okoh, 2005). For Mullins (1999) the important thing is for some suitable plan to be used, complying with all legal requirements relating to employment and equal opportunities, to follow recommended codes of practice and to ensure justice and fair treatment for all applicants.

4.14.4 Test of Hypothesis Four

The purpose of the fourth hypothesis $H1:_4$ 'There is no significant relationship between the employees' induction process and the performance of Kenyan Public Universities', was to establish the relationship between Induction and performance of Kenyan Public Universities. The findings for this hypothesis are tabulated below.

Table 4.37: InductionModel Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.352[a]	.124	.120	.39070
a. Predictors: (Constant), recruitment process				

Source: Field data (2016)

Based on the findings, the adjusted R-squared is 0.120. This means that Induction variable explains 12.0% variations in the dependent variable while the rest are explained by the error term.

Table 4.38: Induction ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.358	1	5.358	35.100	.000[b]
	Residual	47.583	311	.153		
	Total	52.941	312			
a. Dependent Variable: performance of Kenyan Public Universities						
b. Predictors: (Constant), Induction						

Source: Field data (2016)

The strength of variation of the Induction values influence Performance of Kenyan Public Universities variable at 0.000 significant levels. This shows that the overall model was significant.

The findings for the ANOVA on induction process indicates a numerator for whose degrees of freedom (df) =1, denominator df =311 and critical F value is 3.84. The above findings show computed F value is 35.100. From these findings, the regression model is significant since the computed F-value exceeds the critical value that 35.100 > 3.84. This is collaborated by the P value = 0.000 which is less than 5%. This implies that Inductionprovides a significant level of explanation of the relationship between

induction and performance of Kenyan Public Universities. Moreover, the 95% chance that the relationship with the variable is also not due to chance.

Table 4.39: Induction Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.591	.152		23.572	.000
	Induction	.216	.036	.352	5.925	.000
a. Dependent Variable: performance of Kenyan Public Universities						

Source: Field data (2016)

$(Y = 3.414 + 0.216X_1 + \varepsilon)$

The findings depict that Induction would lead to an increase in performance of Kenyan Public Universities by factor of 0.216 with P value of 0.000. At 5% level of significance and 95% level of confidence this is statistically significant as the P-Value is lower than 0.05. The alternate hypothesis is therefore accepted implying that Induction have influence on performance of Kenyan Public Universities. From these statistics, the study concludes that there is significant positive relationship between induction and performance of Kenyan Public Universities.

4.14.5 Test of Hypothesis Five

The purpose of the fifth hypothesis $H1_5$ "There is no significant relationship between the employees' evaluation process and performance of Kenyan Public Universities", was to establish the relationship between employees' evaluation process and performance of Kenyan Public Universities. The findings for this hypothesis are tabulated below.

Table 4.40: Employees' Evaluation Process

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.512[a]	.262	.254	.39070
a. Predictors: (Constant), employees' evaluation process				

Source: Field data (2016)

Based on the findings, the adjusted R-squared is 0.254. This means that evaluation variable explains 25.4% variations in the dependent variable while the rest are explained by the error term.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study and its findings, the conclusions and recommendations of future study. In what follows the key findings among the relationships of the variables of the study is undertaken and juxtaposed with conclusions. The chapter further provides the implications of the findings to theory, policy and managerial practice. Finally, the chapter discusses the limitations of the study and provides a roadmap that future studies should consider.

5.2 Summary

The study achieved 93.71% response rate as out of all the three hundred and thirty-four (334), three hundred and thirteen (313) questionnaires were filled and returned. The significance values for the Sharipo-Wilk tests were found to be 0.428 for recruitment process, 0.219 for short listing process, 0.322 for interview and selection process, 0.274 for induction process, and 0.304 for employee evaluation process. On the other hand, the results for the Kolmogorov-Smirnov tests established significance values of 0.200 for recruitment process, short listing process, interview and selection process, induction process, and employee evaluation process each. The study also revealed that there was no problem of multi collinearity. The variance inflation factors for the variables were all below 5 meaning that the variables were not highly correlated. The ultimate purpose of this research was to empirically evaluate the influence of recruitment and selection process on performance of Kenyan public universities. To achieve this objective, five specific objectives were set and corresponding hypotheses formulated.

5.2.1 Recruitment process and performance in Kenyan public Universities

The first objective for this study was to examine evaluate the effectiveness of recruitment process on employees' performance in Kenyan Public Universities. The study established that in Kenyan public universities, job advertisements are very clear in terms of requirements, the University management board approves all job advertisements, advertisements are made on widely circulated media, and that universities measures its job performance. The findings for the coefficients on recruitment process indicate an unstandardized beta value of 0.666, standard error of 0.030, and 0.708 beta value of the standardized coefficients. The above findings show computed t-statistic value is 22.2000. The P value = 0.030 which is less than 5%. This implies that recruitment process provides a significant level of explanation of the relationship between recruitment process and performance of Kenyan Public Universities. This implies that 95% chance that the relationship with the variable is not due to chance.

Similarly, Gamage (2014) Recruitment and selection are vital functions of human resource management for any type of business organization. These terms refer to the process of attracting and choosing candidates for employment. The quality of the human resource the firm has, heavily depends on the effectiveness of these two functions. Recruiting and selecting the wrong candidates who are not capable come with a huge negative cost, which businesses cannot afford. Thus, the overall aim of recruitment and selection within the organization is to obtain the number and quality of employees that are required to satisfy the strategic objectives of the organization, at minimal cost (Ofori & Aryeetey, 2011).

The study also established that recruitment process would lead to an increase in performance of Kenyan Public Universities by factor of 0.666 with P value of 0.000.

At 5% level of significance and 95% level of confidence this is statistically significant as the P-Value is lower than 0.05. The alternate hypothesis is therefore accepted implying that recruitment process has influence on performance of Kenyan Public Universities. On the basis of these statistics, the study concludes that there is significant positive relationship between recruitment process and performance of Kenyan Public Universities.

The study agrees with Chukwu & Igwe (2012) findings who opined that for both public and private sector organisations, the provision of quality goods and services begins with the recruitment process because poor recruitment decisions can have long-term negative effects such as high training and development costs to minimize the incidence of poor performance; disciplinary problems; disputes; absenteeism; low productivity; poor service delivery to customers; and high turnover which in turn impacts on staff morale. At worst, the organisation can fail to achieve its objectives thereby losing its competitive edge and market share. The importance of recruitment and selection in the acquisition of people with multi-dimensional skills and knowledge and infusing organisational capacity and competitiveness with new skills is emphasised by different authors such as Swanepoel, Erasmus and Schenk (2008) and Dessler (2011).

5.2.2 Short listing process and performance in Kenyan public Universities

The second objective for this study was to determine the effectiveness of short listing process on employees 'performance in Kenyan public Universities. The study revealed that short listing is based on information obtained from the candidate's curriculum vitae and academic testimonials and that the short listing methods used are reliable and that short listing is a confidential exercise. The findings for the ANOVA on induction process indicates a numerator for whose degrees of freedom (df) =1,

denominator df =312 and critical F value is 3.84. The above findings show computed F value is 49.770. From these findings, the regression model is significant since the computed F-value exceeds the critical value that 49.770 > 3.84. This is collaborated by the P value = 0.000 which is less than 5%. This implies that short listing Process provides a significant level of explanation of the relationship between short listing process and performance of Kenyan Public Universities. This implies that 95% chance that the relationship with the variable is also not due to chance.

In addition, it was revealed that proper short listing process would lead to an increase in performance of Kenyan Public Universities by factor of 0.409 with P value of 0.000. At 5% level of significance and 95% level of confidence this is statistically significant as the P-Value is lower than 0.05. The alternate hypothesis is therefore accepted implying that short listing Process have influence on performance of Kenyan Public Universities. From these statistics, the study concludes that there is significant positive relationship between short listing process and performance of Kenyan Public Universities.

In line with the findings, Gamage (2014) opined that the short listing process will determine who is hired. If properly designed, it will identify competent candidates and accurately match them to the job. The use of the proper selection device will increase the probability that the right person is chosen to fill a slot. When the best people are selected for the job, productivity increases. Little wonder that literature such as Terpstra and Rozell (1993) reported of a positive association between the extensiveness of recruiting, selection test validation and the use of formal selection procedures and firm profits. Similarly, Rauf (2007) discovered that sophisticated recruitment and selection procedures are positively related to performance in organizations.

5.2.3 Interview and Selection Process and performance in Kenyan public Universities

The third objective for this study was to analyze the effectiveness of interview and selection processes on employees 'performance in Kenyan Public Universities. The study established that interview questions are very particular and consistent as all the interviewees are asked similar questions, the people interviewed are actually the short listed candidates and that the actual interview includes panelists from the relevant departments. In addition, the study established that public universities in Kenya have an approved staff establishment, a selection policy, selection tools are frequently revised and that selection process is appreciated by the University staff.

The findings for the ANOVA on interview and selection process indicates a numerator for whose degrees of freedom (df) =1, denominator df =311 and critical F value is 3.84. The above findings show computed F value is 162.422. From these findings, the regression model is significant since the computed F-value exceeds the critical value that 162.422 > 3.84. This is collaborated by the P value = 0.000 which is less than 5%. This implies that interview and selection process provides a significant level of explanation of the relationship between interview and selection process and performance of Kenyan Public Universities. Further, it was established that interview and selection process would lead to an increase in performance of Kenyan Public Universities by factor of 0.629 with P value of 0.000. At 5% level of significance and 95% level of confidence this is statistically significant as the P-Value is lower than 0.05.

The alternate hypothesis is therefore accepted implying that Interview and selection process has influence on performance of Kenyan Public Universities has influence on performance of Kenyan Public Universities. From these statistics, the study concludes

that there is significant positive relationship between interview and selection process and performance of Kenyan Public Universities. Similarly, Ezeali and Esiagu, (2010) argued that recruitment and selection in any organization is a serious business as the success of any organization or efficiency in service delivery depends on the quality of its workforce who was recruited into the organization through recruitment and selection exercises. Since recruitment and selection involve getting the best applicant for a job (Obikeze & Obi, 2004), it has been emphasized that recruitment procedures that provide a large pool of qualified applicants, paired with a reliable and valid selection regime, will have a substantial influence over the quality and type of skills new employees possess (Okoh, 2005). For Mullins (1999) the important thing is for some suitable plan to be used, complying with all legal requirements relating to employment and equal opportunities, to follow recommended codes of practice and to ensure justice and fair treatment for all applicants.

5.2.4 Induction Process and performance in Kenyan public Universities

The fourth objective for this study was to analyze the effectiveness of induction processes on performance in Kenyan public Universities. The study disclosed that all new staff are taken through an induction programme, induction is instrumental in the employees understanding of his job and responsibilities, every department has an induction schedule and that Induction process is all inclusive and that the process solicits for the candidates' feedback. The findings for the ANOVA on induction process indicates a numerator for whose degrees of freedom (df) =1, denominator df =311 and critical F value is 3.84. The above findings show computed F value is 35.100. From these findings, the regression model is significant since the computed F-value exceeds the critical value that 35.100 > 3.84. This is collaborated by the P value = 0.000 which is less than 5%. This implies that Induction provides a significant level

of explanation of the relationship between induction and performance of Kenyan Public Universities.

In addition, it was deduced that induction would lead to an increase in performance of Kenyan Public Universities by factor of 0.216 with P value of 0.000. At 5% level of significance and 95% level of confidence this is statistically significant as the P-Value is lower than 0.05. The alternate hypothesis is therefore accepted implying that Induction have influence on performance of Kenyan Public Universities. From these statistics, the study concludes that there is significant positive relationship between Induction and performance of Kenyan Public Universities.

5.2.5 Employees' Evaluation Process and performance in Kenyan public Universities

The final objective for this study was to analyze the effectiveness of employees' evaluation process on performance in Kenyan Public Universities. The study indicated that in Kenyan public universities, evaluation process is an annual activity, evaluation results are used to sanction poor performers, the evaluation tool is generally acceptable by all employees and that the evaluation tool captures an employee's job description. The findings for the ANOVA on induction process indicates a numerator for whose degrees of freedom (df) =1, denominator df =311 and critical F value is 3.84. The above findings show computed F value is 27.167. From these findings, the regression model is significant since the computed F-value exceeds the critical value that $27.167 > 3.84$. This is collaborated by the P value = 0.000 which is less than 5%. This implies that employees' evaluation process provides a significant level of explanation of the relationship between employees' evaluation process and performance of Kenyan public universities.

It was also revealed that employees' evaluation process would lead to an increase in performance of Kenyan Public Universities by factor of 0.623 with P value of 0.000. At 5% level of significance and 95% level of confidence this is statistically significant as the P-Value is lower than 0.05. The alternate hypothesis is therefore accepted implying that employees' evaluation process have influence on performance of Kenyan Public Universities. From these statistics, the study concludes that there is significant positive relationship between employees' evaluation process and performance of Kenyan Public Universities.

In line with the findings, Coutts and Schneider (2004) established that performance appraisal is a vital component of a broader set of human resource practices; it is the mechanism for evaluating the extent to which each employee's day-to-day performance is linked to the goals established by the organization. Performance appraisal, as a process of identifying, observing, measuring and developing human performance in organizations (Taylor *et al.,* 1994), has attracted the attention of both academics and practitioners. The process is also viewed as making an important contribution to effective human resource management, as it is closely linked to organizational performance (Erdogan, 2002).

5.26 Performance Index

From this research, it is confirmed that Universities performance is average (50.21). Kenyan public Universities are doing well in making sure that their presence is felt. This factor has an index of 56.59%. Openness, which has an index of 59.41% then, informal scholarly communication 48.51%, Community engagement engagement/rate of impact 43.62, and finally Research and publication, which has an index of 42.92%, then follows this. The average performance is not acceptable. The Human Resource

practices are worth considering improving the performance of Kenya public Universities.

5.3 Conclusion

This study sought to establish the effectiveness of recruitment and selection practices on Kenyan Public Universities' performance. To achieve this, specific objectives and matching hypothesis were stated. The relationship was conceptualized and schematized in a conceptual framework. Primary and secondary data was collected, cleaned, sorted, edited and analyzed. The analyses were done using descriptive statistics as well as simple, multiple and hierarchical regression analyses and the results were varied. They have been compared to theoretical propositions, conceptual and empirical studies. In this regard the study has drawn several conclusions. Overall, there is a significant relationship between recruitment and selection practices in the Kenyan Public Universities' performance.

The study concludes that in Kenyan public universities, job advertisements are not exactly very clear in terms of requirements, the University management board approves all job advertisements, advertisements are made on widely circulated media, and that universities measures its job performance. In addition, the study concludes that short listing is based on information obtained from the candidate's curriculum vitae and academic testimonials and that the short listing methods used are reliable and that short listing is a confidential exercise.

The study also concludes that interview questions are very particular and consistent as all the interviewees are asked similar questions, the people interviewed are actually the short listed candidates and that the actual interview includes panelists from the relevant departments. In addition, the study concludes that public universities in

Kenya have an approved staff establishment, a selection policy, selection tools are frequently revised and the University staff appreciates that selection process.

The study concludes that not all new staff are taken through an induction programme, induction is instrumental in the employees understanding of his job and responsibilities. Every department does not necessarily have an induction schedule and that Induction process is not all inclusive and that the process solicits for the candidates' feedback. Further, the study concludes that in Kenyan public universities, evaluation process is an annual activity, evaluation results are used to sanction poor performers, the evaluation tool is generally acceptable by all employees and that the evaluation tool captures an employee's job description.

5.4 Implications of the Study

Recruitment and selection in any organization is a serious business as the success of any organization or efficiency in service delivery depends on the quality of its workforce who was recruited into the organization through recruitment and selection exercises. Organization's human resource policies and practices represent important forces for shaping employee behaviour and attitudes. In view of the findings, the study suggests that in designing and instituting recruitment and selection criteria quality should not be compromised. This is more so as the right type of labour is hard to come by. Furthermore, given that environment is ever changing, the universities management is implored to constantly evaluate their selection methods on the basis of their validity, impartiality, scope of usage, and cost.

The study also recommends that the recruitment and selection process be objective as much as possible. Job specifications should, therefore, be developed and strictly adhered to during the recruitment and selection process. There is also need to have

interview panels that are professional and not biased. University institutes should, therefore, look for better ways of vetting these panels in order to ascertain their integrity.

There is a need for reviewing recruitment and selection policy of the universities so as to cope up with dynamic changes for the recruitment and selection processes. With globalization and advancement of technology there is a need of the universities to adopt the digital system which will create a pool of relevant job seekers with their qualifications at the institution's hand. This will help to reduce time wastage in sourcing the candidates when need arises.

Further, the findings it is recommended that the universities should reconsider looking at how they can start using the Electronic Recruitment and Selections technique in their Recruitment and Selection practices. Electronic recruitment system will enable universities to have an access to talented candidates across the globe as it will make it easier for them to see an advert through the institution website and apply or uploading their curriculum vitae apart from the old ways of recruiting employees through newspapers which is costly and more time consuming.

In addition, HR planning should be insisted and given a great attention by the HR Department together with other HODs. This will help other HR practices such as recruitment to go smoothly and efficiently. The recruitment and selection should be objectively participatory and not just involving and observe the rules and regulations of the institution. The above statement is quite true because it is human resources who put in actions institution objectives and strategies, which will eventually put institution to the edge of success. In recent years, HRP becomes part of most successful organisation in the world even in public organisations. It is beyond doubt

that for organisation objectives, strategic plan to transform in to reality there must be right human resources in the organisation, so that resources must be determined in its number required, when to be required, of what skills and experience for organisation to accomplish its strategic plans, improve organisation performance and win competitive advantage. For all those mentioned to be achieved HRP looks inevitable.

Finally recruitment and selection is a sensitive human resource function which if not clearly defined, can lead to dissatisfaction of all the stakeholders involved in administration therefore, there should be a well-structured selection policy for purposes of efficiency in the whole process of recruitment and selection. The selection policy should be strictly adhered to.

5.5 Suggestions for Further Research

The study has established that recruitment and selection is a key component of human resource management and thus a building block of an organization's performance and success. Therefore, the study proposes the following to be done in future: An in-depth investigation using the case study methodology to establish the extent to which recruitment and selection processes influences performance in Kenyan universities. Conduct a longitudinal study to establish the impact of recruitment and selection practices on the functionality and effectiveness of departments in the Kenyan universities.

That a qualitative analysis be carried out in the same area. Similar studies be carried out in other African countries for comparison. Other performance measures/factors be explored. That their effect on Kenyan Public University performance be established. Some of these measures include:

a. Admissions

b. Percentages of employability of University graduates

c.   Financial performance of Universities

d.   Research output of individual Universities

The other area of research can also be to determine the recruitment and selection practices in a different context from the Kenyan public universities like private organizations because there might be a variation. To the human resource departments, the same approach can be used to research on the other human resource management functions.

5.6 General Recommendations of the study

Ability to connect to the internet is a factor to consider as affecting to the number of hits recorded per institution. It should be noted that the poor connectivity in the public Universities, impede on the chances of the University ranking top in the world. On the other hand, the use of the web should be encouraged. For instance, all communications should be made using the official email addresses. Research activities should be boosted. Research offices in public universities must be vibrant. Enough funding should be allocated to these offices. As per the current government policy, research allocation in every public University must be 3% of the total budget. This will certainly increase the volume of research published. Awareness of web publication and open access initiatives should be encouraged. Many staff do not have official computers. All staff in a University must have access to a computer. Ownership of computers is very crucial.

All departments in a University should be encouraged to carry out more research and to have their own web portals, which are likely to be used to promote open access initiatives, and as such, help improve the University's web presence. It was noted that a large percentage of academic staff in public universities are still masters' holders. It is therefore recommended that all Academic staff pursue their doctoral studies. This

way the academic staff is able to publish. It is therefore recommended that public Universities should assess their academic personnel development and composition. It is also noted that a very small percentage of University lecturers are holders of doctoral degrees (2.8%). Universities should be encouraged to pursue more experienced Academic personnel. This will aid the production of qualitative research that is likely to receive early and voluminous citations.

The bandwidth has grown exponentially in Kenya. Universities should therefore be encouraged to invest in repositories. This way many academic materials can be archived for example, videos, interviews, presentations, animated graphs and digital pictures. If the entire above are implemented, it is possible that the Kenyan Universities will be able to display strong prospects of future *webometric* ranking.

5.7 Chapter Summary

This chapter is a summary of the study. It further provides conclusions and recommendations. The chapter provided an overview of the objectives, the hypotheses and decisions on the results of tests of hypotheses. Conclusions have been drawn. Overall, it concluded that recruitment and selection practices have a significant influence on performance of Kenyan public universities. Limitations of the study have equally been mentioned. One such limitation was the wide geographical coverage of Kenyan public universities. It is along the key implications and limitations that the chapter concluded by providing recommendations and suggestions for future studies.

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LIST OF APPENDECES

APPENDIX 1: WORK PLAN

ACTIVITY	SCHEDULE											
	2014											
Months	J	F	M	A	M	J	J	A	S	O	N	D
Concept/proposal writing							▓	▓	▓	▓	▓	▓
	2015											
Proposal defence and corrections								▓	▓	▓		
Literature review	▓	▓	▓	▓	▓	▓	▓					
	2015											
Pilot/data collection									▓	▓		
Data coding and analysis											▓	▓
	2016											
Thesis writing	▓	▓	▓	▓	▓	▓	▓					
Literature review	▓	▓	▓	▓	▓	▓	▓					
	2016											
Thesis defense/seminars	▓	▓	▓	▓	▓	▓	▓					
Publications			▓			▓						
Thesis examination							▓	▓				
Final thesis submission								▓				

APPENDIX 2: LETTER FOR DATA COLLECTION

<div align="right">

ELIJAH WALUBUKA

P.O.BOX 972, 60200

Meru

</div>

To Respondent

Nakuru

Dear Sir or Madam,

RE: TO WHOM IT MAY CONCERN

I am a student at Kabarak University. I am taking a PhD Degree in Business Administration, Human Resources Management option. In order for me to meet all the requirements to be awarded this degree, I am required to undertake a research by writing a thesis. Currently I am carrying out the following study **"an evaluation of the effectiveness of recruitment and selection practices on performance of the Kenyan public Universities'.** All information you give will be treated with utmost confidentiality and privacy and will be used only for academic purposes. Your response will be highly appreciated.

Thank you.

Yours Faithfully,

Elijah Walubuka.

APPENDIX 3: QUESTIONNAIRE

I am a student at Kabarak University. I am pursuing a PhD Degree in Business Administration, Human Resources Management option. In order for me to meet all the requirements to be awarded this degree, I am required to undertake a research by writing a thesis. Currently I am carrying out the following study **"An evaluation of the effectiveness of recruitment and selection practices on performance of the Kenyan public Universities'.** All information you give will be treated with utmost confidentiality and privacy and will be used only for academic purposes. Your response will be highly appreciated.

Part I: Respondent Bio – Data

1. What is your age bracket? ☐ Less than 30 ☐ 30-39 ☐ 40-49

   ☐ 50 – 59 ☐ 60 – 69 ☐ 69

2. Write down the name of your department …………………………………………………

3. Please specify; ☐ teaching ☐ Non- Teaching Staff

4. Gender ☐ Male ☐ Female

5. Level of education ☐ Certificate ☐ Diploma ☐ Degree ☐
   Masters ☐ ☐ PhD Professor

6. Years of experience ☐ 5 years ☐ 5-15 years ☐ 16-25 years

   ☐ 25 year

Part II: Recruitment process

1. The following items concern the University's recruitment process. Please respond by ticking 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree.

Please indicate your level of agreement.

	Recruitment practice issues	1	2	3	4	5
1	I have information about recruitment and selection practices.					
2	My University measures its job performance					
3	The first person to identify vacant positions in the University is always the head of department.					
4	Departments are aware of the University's staff establishment.					
5	The University management board approves all job advertisements.					
6	The University advertises internally before considering advertising externally.					
7	Advertisements are made on widely circulated media.					
8	Job advertisements are very clear in terms of requirements.					
9	Generally speaking, recruitment practice in the University is fair and just.					
10	Staff in my department are satisfied about the recruitment practice.					

Part III: Short listing Process

2. The following items concern the University's short listing process. Please respond by ticking 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree.

Please indicate your level of agreement.

	General short listing practice issues	1	2	3	4	5
1	Short listing is a confidential exercise.					
2	Short listing is objective.					
3	Short listing is based on information obtained from the candidate's curriculum vitae and academic					

		1	2	3	4	5
	testimonials.					
4	Short listing process is verifiable.					
5	Shortlisted candidates meet the set criteria.					
6	The short listing methods used are reliable.					
7	Short listing is based on the number of academic papers published.					
8	Short listing is just and fair.					
9	Short listing is based on the 'technical know who rather than technical know-how'.					
10	After advertisements, short listing is carried out on time.					
11	The short listing process provides an adequate pool of quality potential candidates.					
12	The HR office acts as a consultant to enhance the quality of the applicants short listing process.					
13	The HR officer trains the short listing panel to make the best short listing decisions.					
14	The HR department's performance in the entire short listing process is excellent.					

Part IV: Interview process

1. The following items concern the employees' interview practices. Please respond by ticking 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree.

Please indicate your level of agreement.

	Interview Practice issues	1	2	3	4	5
1	The people interviewed are actually the short listed candidates.					
2	The actual interview includes panelists from the relevant departments.					
3	Interview questions are very particular and consistent as all the interviewees are asked similar questions.					

4	The Interview process is objective.					
5	The Interview room is sound proof.					
6	Interview results are confidential.					
7	Interview panelists are very organized.					
8	Interviews are competitive.					
9	Interview scores are equally tabulated.					
10	Interviewees are treated with dignity.					
11	Interview questions are structured such that every candidate is subjected to similar questions.					
12	Interview minutes are signed by all the panelists for ownership.					
13	Interview questions are too theoretical.					
14	Interview questions are very practical.					
15	Interview questions are both theoretical and practical.					
16	The University gets the right candidates from all the interviews.					

Part V: Selection process

The following items concern the employees' selection practices. Please respond by ticking 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree.

Please indicate your level of agreement.

	Selection Practice issues	1	2	3	4	5
1	The University has a selection policy.					
2	Selection is based on job analysis.					
3	Selection tools used are reliable.					
4	Selection tools are frequently revised.					
5	Selection tools help the University to pick the best candidates.					
6	Selection process is appreciated by the University staff.					
7	Selected candidates are given their job descriptions.					
8	Job descriptions clearly outline the new member of					

	staff's job responsibilities.					
9	The University has a Scheme of service.					
10	The University applies the Scheme of service during the selection process.					
11	The University has an approved staff establishment.					
12	Selection of candidates is guided by the approved staff establishment.					
13	Selection process captures candidate's qualifications and experience.					
14	Our HR Department is efficient in the application of the University's Selection Policy.					

Part VI: Induction process

1. The following items concern the employees' induction practices. Please respond by ticking 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree.

Please indicate your level of agreement.

	Induction practice issues	1	2	3	4	5
1	The University has an induction policy in place.					
2	Every department has an induction schedule.					
3	All new staff are taken through an induction programme.					
3	Induction is instrumental in the employees understanding of his job and responsibilities.					
4	Induction process is all inclusive.					
5	The process solicits for the candidates' feedback.					
6	The process is standardized.					
7	The induction programme/schedule is continuously updated.					
8	Induction process is documented and filed.					
9	Induction process is treated as an important part of recruitment and selection process.					
10	Candidates are treated with dignity during the process.					

Part VII: Employee Evaluation process

1. The following items concern the employees' evaluation practices. Please respond by ticking 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree.

Please indicate your level of agreement.

	Performance evaluation practice issues	1	2	3	4	5
1	Employee performance contracting is in place.					
2	Every employee is made to sign his or her performance contract.					
3	The individual employee performance contract is negotiated between the employee and the Head of department.					
4	Performance contracting is linked to performance appraisals.					

5	The performance appraisal tool is discussed and accepted by all staff.					
6	The current performance appraisal tool used is a fair evaluation tool.					
7	The evaluation tool used is objective.					
8	The evaluation process is an annual activity.					
9	The Evaluation tool captures an employee's job description.					
10	The evaluation criterion captures the organization objectives.					
11	The evaluation results are communicated to all staff.					
12	The evaluation process demonstrates good University leadership.					
13	Evaluation results are used to recognize good performance.					
14	Evaluation results are used to sanction poor performers.					
15	The evaluation tool is generally acceptable by all employees.					

Part VIII: Questionnaire on Performance

International ranking factors

1. The following items concern the University's performance as guided by the Webometric ranking factors. Please respond by ticking 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree.

Please indicate your level of agreement.

	General international University ranking issues according to the webometrics	1	2	3	4	5
A	**Presence**					
1	We have a University website.					
2	The University has employed competent web designers.					
3	The University website is often upgraded.					

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4	University makes use of the social media e.g Twitter, facebook, linked in.					
5	Members of staff know how to use social media.					
6	Members of staff require frequent refresher courses about the use of social media.					
B	**Research and publications**					
1	The University has an efficient directorate/division/department of research.					
2	The head of this directorate/division/department has the necessary qualifications to lead.					
3	I am aware of the academic publication procedures.					
4	The University funds research activities.					
5	The University has a budget line for research.					
6	The University has an e-journal.					
7	Members of staff are facilitated to access international e-journals.					
8	I am a frequent academic publisher.					
C	**Openness**					
1	Policies are clearly displayed on the University website.					
2	The University strategic plan is displayed on the website.					
3	Research findings are shared on the website.					
4	Innovations are shared on the website.					
D	**Informal scholarly communication**					
1	Memos are communicated through official emails.					

2	Various University notices are posted on the website.					
3	General communication is made through the website.					
4	All Members of staff are able to use the internet.					
E	**Community engagement/Rate of impact**					
1	The local community is happy with the University.					
2	The industry provides internship opportunities for our students.					
3	The local community engages with the University through the website.					
4	Tenders are applied on line.					

APPENDIX 4: BUDGET

Activities/Items	Quantity	Units	Cost Ksh	Total cost/Ksh
Proposal preparation				
Draft proposal preparation				40,000
Journal and textbooks	varied	-	-	120,000
Flash disk	1	Pcs	2000	2,000
Printer ink	10	Reams	2500	25,000
Photocopying	10		500	5,000
Sub-total				**192,000**
Survey and Pilot study				
Subsistence for researcher	90	days	4500	135,000
Transport charges	6	days	5,000	30,000
Conferences & stationery	5	days	30,000	150,000
Sub-total				**215,000**
Field research				
Questionnaire production	30	Reams	500	15,000
Questionnaire distribution	-	-	-	60,000
Data sorting (software)	1	-	40,000	40,000
Research assistants (9)	1	Days	50,000	180,000
Internet charges	Varied	-	-	20,000
Transporting research assist.	-	-	10,000	20,000
Telephone charges				
Sub-total	-	-	-	10,000
	-		-	**365,000**
Thesis writing	-	-	-	30,000
Data coding and analysis	5	Reams	500	2,000
Photocopies	10	Pcs	1200	12,000
Binding				44,000
Sub-total				**84,600**
Grant total				**900,600/=**

APPENDIX 5: SAMPLE AND SAMPLE DISTRIBUTION IN THE FULLY FLEDGED PUBLIC UNIVERSITIES IN KENYA

SNO	NAME OF THE UNIVERSITY	NO. OF HEADS OF DEPARTMENT	HEAD HUMAN RESOURCE DEPARTMENT	HEADS OF DEPARTMENT SAMPLE SIZE
1	University of Nairobi	171	1	33
2	Moi University	82	1	16
3	Egerton University	70	1	13
4	Kenyatta University	88	1	17
5	Jomo Kenyatta University of and Technology	90	1	17
6	Maseno University	64	1	12
7	Masinde Muliro University of Science and Technology	68	1	13
8	Chuka University	62	1	12
9	Dedan Kimathi University of Technology	66	1	13
10	Multi Media University	58	1	11
11	Masai Mara University	64	1	12
12	Karatina University	60	1	12
13	Jaramogi Oginga Odinga University of Science and Technology	59	1	11
14	Kisii University	100	1	19
15	Pwani University	49	1	9
16	South Eastern Kenya University	60	1	12
17	Technical University of Mombasa	56	1	11
18	Technical University of Kenya	67	1	13
19	University of Eldoret	62	1	12
20	University of Kabianga	61	1	12
21	Laikipia University	57	1	11

22	Meru University of Science And Technology	54	1	10
23	Kibabii University	52	1	10
	TOTAL	**1,620**	**23**	**311**

Source: Staff Register of the 23fully fledged Universities in Kenya (December 2015)

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APPENDIX 6: SAMPLE TABLE

N	S	N	S	N	S	N	S
10	10	140	103	550	226	4500	354
15	14	150	108	600	234	5000	357
20	19	160	113	650	241	6000	361
25	24	220	140	700	248	7000	364
30	28	230	144	750	254	8000	367
35	32	240	148	800	269	9000	368
40	36	250	152	1200	291	10000	370
45	40	260	155	1300	297	15000	375
50	44	270	159	1400	302	20000	377
55	48	280	160	1500	306	30000	380
60	52	290	165	1600	310	50000	381
65	56	300	169	1700	313	100000	384
70	59	320	175	1800	317		
75	63	340	181	1900	320		
80	66	360	186	2000	322		
85	70	380	191	2200	327		
90	73	400	196	2400	331		
95	76	420	201	2600	335		
100	80	440	205	2800	338		
110	86	460	210	3000	341		
120	92	480	214	3500	346		
130	97	500	217	4000	351		

Source: Kathuri and Pals (1993). N=Population size   S=Sample size

APPENDIX 7: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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9ᵗʰ Floor, Utalii House
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NAIROBI-KENYA

Ref. No.
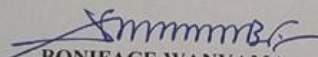
Date:

NACOSTI/P/16/76186/10371

10ᵗʰ May, 2016

Elijah Walubuka
Kabarak University
Private Bag - 20157
KABARAK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Analysis of the effectiveness of recruitment and selection practices on the performance of public universities in Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **selected Counties** for the period ending **10ᵗʰ May, 2017.**

You are advised to report to **the Vice Chancellors of selected Universities, the County Commissioners and the County Directors of Education of the selected Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Vice Chancellors
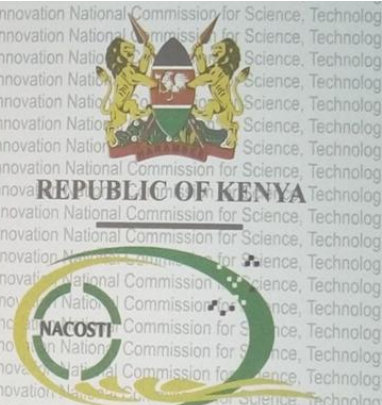Selected Universities.

The County Commissioners
Selected Counties.

The County Directors of Education
Selected Counties.

National Commission for Science

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APPENDIX 8: RESEARCH CLEARANCE

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 9083

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. ELIJAH WALUBUKA
of KABARAK UNIVERSITY, 0-60200
Meru,has been permitted to conduct
research in Bungoma , Kakamega,
Kericho , Kiambu , Kisii , Kisumu
Kitui , Laikipia , Meru , Mombasa,
Nairobi, Nakuru , Narok Nyeri
, Tharaka-Nithi Counties

on the topic: ANALYSIS OF THE
EFFECTIVENESS OF RECRUITMENT AND
SELECTION PRACTICES ON THE
PERFORMANCE OF PUBLIC UNIVERSITIES
IN KENYA

for the period ending:
10th May,2017

Permit No : NACOSTI/P/16/76186/10371
Date Of Issue : 10th May,2016
Fee Recieved :Ksh 1000

....
Applicant's
Signature

....
Director General
National Commission for Science,
Technology & Innovation

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APPENDIX 9: LETTER OF INTRODUCTION
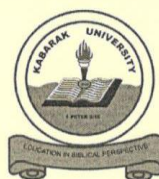
INSTITUTE OF POSTGRADUATE STUDIES & RESEARCH

Private Bag-20157   Tel: 0773265999
Kabarak, Kenya
Email:directorpostgraduate@kabarak.ac.ke   www.kabarak.ac.ke

9th March 2016

Ministry of Education, Science and Technology
National Commission for Science, Technology and Innovation.
9th Floor, Utalii House,
P.O Box 30623-00100.
NAIROBI

Dear Sir/Madam

SUBJECT: RESEARCH BY GDB/M/0951/09/12- ELIJAH WALUBUKA

The above named is a Doctoral student at Kabarak University in the School of Business. He is carrying out a research entitled "Analysis of the Effectiveness of Recruitment and Selection Practices on the Performance of Public Universities in Kenya"

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide the necessary assistance

Thank you.

Yours Faithfully,

DR. BETTY JERUTO TIKOKO
DIRECTOR POSTGRADUATE STUDIES & RESEARCH

Kabarak University Moral Code
As members of Kabarak University family, we purpose at all times and in all places, to set apart
in one's heart, Jesus as Lord. (1Peter 3:15)

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APPENDIX 10: WORLD RANKING OF KENYAN UNIVERSITIES AS AT MAY 2016

ranking	World Rank ▲	University	Presence Rank*	Impact Rank*	Openness Rank*	Excellence Rank*
1	1698	University of Nairobi	197	1657	99999	1449
2	2409	Moi University	3362	3650	6998	2448
3	2426	Kenyatta University	396	5508	1355	2692
4	2759	Egerton University	2391	2412	8190	3656
5	2944	Jomo Kenyatta University of Agriculture and Technology	981	6696	3922	2789
6	4418	Strathmore University Nairobi	56	4907	4481	5490
7	6460	Maseno University	7492	10838	8984	3839
8	7532	African Virtual University	9870	6217	8831	5490
9	9203	Catholic University of Eastern Africa	7879	10970	10702	4898
10	9478	United States International University	5582	10297	8682	5490
11	9717	Kenya Methodist University	1026	12682	5438	5490
12	9937	Technical University of Kenya	540	13040	7056	5490
13	10121	Kabarak University	1868	14561	1272	5490
14	11089	Kenya Medical Training College	11366	7608	20114	5490

ranking	World Rank	University	Presence Rank*	Impact Rank*	Openness Rank*	Excellence Rank*
15	11398	MasindeMuliro University of Science & Technology	11491	14187	12173	4569
16	11462	Mount Kenya University	3581	12911	11744	5490
17	11575	KCA University	1058	13636	12576	5490
18	11672	Saint Paul's University Limuru	715	14169	11836	5490
19	11829	Daystar University	4935	12805	12740	5490
20	12783	Technical University of Mombasa (Mombasa Polytechnic University College)	3586	16612	3389	5490
21	12799	Pwani University College	534	16508	9016	5490
22	12874	International School of Kenya	13322	12909	10427	5490
23	13079	DedanKimathi University of Technology (Kimathi University College of Technology)	6255	14940	9865	5490
24	13079	University of Eastern Africa Baraton	8677	13966	11619	5490
25	14114	TaitaTaveta University College	3599	16269	13178	5490

ranking	World Rank	University	Presence Rank*	Impact Rank*	Openness Rank*	Excellence Rank*
26	14980	Pan Africa Christian University	3916	16961	14956	5490
27	15326	Kenia Institute of Management	14383	15363	14458	5490
28	15345	Africa Nazarene University	15244	13261	19563	5490
29	15570	Multimedia University College of Kenya	11967	16110	14651	5490
30	15706	South Eastern Kenya University	1925	19645	6763	5490
31	15742	Riara University	3038	17751	16376	5490
32	15965	Tangaza College	12305	16378	15519	5490
33	16060	Inoorero University (Kenya School of Professional Studies)	12785	16321	15886	5490
34	16494	Eldoret University	17764	17020	11267	5490
35	16700	East Africa School of Management	8537	16435	19804	5490
36	16710	Kisii University	8427	17504	17395	5490
37	17355	Meru University of Science & Technology	5495	19579	13864	5490
38	17372	JaramogiOgingaOdinga University of Science & Technology (Bondo University College)	16082	18415	10964	5490
39	17631	Adventist University	5054	17955	20538	5490

ranking	World Rank	University	Presence Rank*	Impact Rank*	Openness Rank*	Excellence Rank*
		of Africa				
40	17988	Laikipia University College	19749	18345	12241	5490
41	18324	University of Kabianga	19578	18833	12406	5490
42	18407	Maryknoll Institute of African Studies Nairobi	20899	16885	18942	5490
43	18438	Great Lakes University of Kisumu	16766	16987	20538	5490
44	18474	Management University of Africa	13748	19753	12847	5490
45	18558	Rongo University College	17795	19388	12269	5490
46	18605	Scott Theological College	18036	17745	18942	5490
47	18878	Kibabii University College	18479	20117	8861	5490
48	19036	Chuka University	18520	19716	12979	5490
49	19169	Masai Mara University	21640	19233	13312	5490
50	19251	Africa International University (Nairobi Evangelical Graduate School of Theology)	16639	19831	15552	5490
51	19271	Co-operative University College of	6092	20881	17080	5490

rankin g	World Rank ▲	University	Presenc e Rank*	Impac t Rank*	Openness Rank*	Excellenc e Rank*
		Kenya				
52	19506	International Leadership University (Nairobi International School of Theology)	21178	17635	20538	5490
53	19729	Nairobi Institute of Business Studies	19896	18945	19101	5490
54	19734	Presbyterian University of East Africa	22299	17973	19804	5490
55	20050	Machakos University College	21880	19926	15552	5490
56	20101	Gretsa University	20757	20074	16418	5490
57	20146	Institute of Advanced Technology Kenya	17648	19307	20538	5490
58	20853	Murang'a University College	21110	21169	14902	5490
59	21342	Embu University College	5891	22152	19101	5490
60	21577	Zetech University	11680	21765	20538	5490
61	21598	Umma University	21209	21364	18942	5490
62	21881	Kenya Christian Industrial Training Institute	23170	20596	21671	5490
63	21933	Kirinyaga University College	16336	22055	19563	5490
64	22011	Kenya Highlands	11810	22191	20538	5490

rankin g	World Rank ▲	University	Presenc e Rank*	Impac t Rank*	Openness Rank*	Excellenc e Rank*
		Evangelical University (Kenya Highlands Bible College)				
65	22679	Riccatti Business College	21337	22417	21671	5490
66	23317	Karatina University	18692	23025	20538	5490

Source: Internet World Stats Homepage (2006) Internet usage statistics-the big picture

[http://www.internetworldstats.com/stats1.htm] Accessed 15 May 2016

APPENDIX 11: A RANKING OF THE BEST 24 UNIVERSITIES IN KENYA AS AT DECEMBER 2015

Local Ranking	International Ranking	Name of University
1	1167	University of Nairobi
2	2907	Kenyatta University
3	2984	Strathmore University Nairobi
4	4218	Egerton University
5	4947	Jomo Kenyatta University of Agriculture and Technology
6	7381	Maseno University
7	7571	African Virtual University
8	7882	Moi University
9	9200	Kenya Methodist University
10	9909	Taita Taveta University College
11	10198	Catholic University of Eastern Africa
12	10424	Mount Kenya University
13	11205	Daystar University
14	11318	KCA University
15	11868	Africa International University (Nairobi Evangelical Graduate School of Theology)
16	11992	Masinde Muliro University of Science and Technology
17	12001	International School of Kenya
18	12374	University of Eastern Africa Baraton
19	12381	United States International University
20	12477	Scott Theological College
21	12546	Pwani University College
22	13489	Technical University of Kenya
23	13505	Dedan Kimathi University of Technology (Kimathi University College of Technology)
24	13691	Kabarak University

Source: Internet World Stats Homepage (2006) Internet usage statistics-the big picture. [http://www.internetworldstats.com/stats1.htm] Accessed 10.12.2015

APPENDIX 12: WORLD RANKING OF KENYAS INSTITUTIONS OF HIGHER LEARNING

National ranking	World Rank ▲	University	Presence Rank*	Impact Rank*	Openness Rank*	Excellence Rank*
1	728	University of Nairobi	59	494	959	1521
2	1880	Kenyatta University	1227	2713	1357	2848
3	2441	Moi University	5015	4355	3932	2285
4	2718	Jomo Kenyatta University of Agriculture and Technology	3075	7283	2271	2862
5	3556	Maseno University	9718	9902	2640	3360
6	4916	Strathmore University Nairobi	1231	5971	4121	4952
7	5152	Kenya Medical Training College	10587	3450	4121	5269
8	5966	Pwani University College	9265	8942	2924	5824
9	6318	MasindeMuliro University of Science & Technology	9767	14022	3461	4512
10	7626	DedanKimathi University of Technology (Kimathi University College of Technology)	8153	9865	3989	5824
11	7692	Catholic University of Eastern Africa	6924	11614	4121	4512
12	7782	Michuki Technical Institute Muranga	12693	5272	4121	5824

National ranking	World Rank ▲	University	Presence Rank*	Impact Rank*	Openness Rank*	Excellence Rank*
13	8089	Technical University of Kenya	1327	8675	4121	5824
14	8200	Mount Kenya University	3398	12458	3865	5824
15	8533	African Virtual University	9606	6927	4121	5824
16	9175	Zetech University	5769	8745	4121	5824
17	10143	United States International University	3690	10604	4121	5824
18	10294	Kenya School of Government	15374	8257	4121	5824
19	11433	Co-operative University College of Kenya	10076	10791	4121	5824
20	11656	Kenya Methodist University	1411	13457	4121	5824
21	12171	Nairobi Institute of Business Studies	17348	10421	4121	5824
22	12392	KCA University	1495	14422	4121	5824
23	13082	Daystar University	12981	12436	4121	5824
24	13146	Kabarak University	1718	15264	4121	5824
25	13552	International School of Kenya	14495	12823	4121	5824
26	13654	Technical University of Mombasa (Mombasa Polytechnic University College)	4598	15058	4121	5824
27	13711	University of Eastern	7419	14475	4121	5824

National ranking	World Rank ▲	University	Presence Rank*	Impact Rank*	Openness Rank*	Excellence Rank*
		Africa Baraton				
28	13773	Nairobi Institute of Technology	21657	11695	4121	5824
29	13791	Saint Paul's University Limuru	1684	16119	4121	5824
30	14030	Karatina University	3838	15694	4121	5824
31	14151	Amani College	16979	13128	4121	5824
32	14343	Kenya Forestry Research Institute	21385	14680	4121	5269
33	14621	Africa Nazarene University	17858	13613	4121	5824
34	15013	Kisii University	2718	17144	4121	5824
35	15013	Adventist University of Africa	5358	16526	4121	5824
36	15101	Embu University College	5524	20336	3687	5824
37	15159	South Eastern Kenya University	2939	17250	4121	5824
38	15581	Multimedia University College of Kenya	11069	16034	4121	5824
39	15626	Pan Africa Christian University	3883	17531	4121	5824
40	15726	Tangaza College	7174	16949	4121	5824
41	16182	Kenia Institute of Management	14260	16199	4121	5824
42	16468	TaitaTaveta University College	6785	17890	4121	5824

National ranking	World Rank	University	Presence Rank*	Impact Rank*	Openness Rank*	Excellence Rank*
43	16736	Eldoret University	14581	16845	4121	5824
44	17085	Inoorero University (Kenya School of Professional Studies)	13944	17359	4121	5824
45	17239	Kenya Utalii College Nairobi	13466	17637	4121	5824
46	17339	Hi tec Institute of Professional Studies Mombasa CBD	17811	17020	4121	5824
47	17378	Chuka University	12419	17954	4121	5824
48	17478	Meru University of Science & Technology	6769	18964	4121	5824
49	17639	Riara University	10896	18440	4121	5824
50	17805	Great Lakes University of Kisumu	17821	17570	4121	5824
51	17856	Africa International University (Nairobi Evangelical Graduate School of Theology)	17641	17655	4121	5824
52	18044	Management University of Africa	10808	18855	4121	5824
53	18361	University of Kabianga	16132	18480	4121	5824
54	18551	JaramogiOgingaOdinga University of Science & Technology (Bondo University College)	17029	18549	4121	5824
55	18648	Kenya School of	20480	18126	4121	5824

National ranking	World Rank ▲	University	Presence Rank*	Impact Rank*	Openness Rank*	Excellence Rank*
		Monetary Studies Ruaraka				
56	18682	Laikipia University	20886	18090	4121	5824
57	18772	Scott Theological College	21402	18121	4121	5824
58	19317	Masai Mara University	18872	19140	4121	5824
59	19383	East Africa School of Management	23354	18409	4121	5824
60	19492	Kibabii University College	12486	20151	4121	5824
61	19580	Presbyterian University of East Africa	21843	18956	4121	5824
62	19650	Maryknoll Institute of African Studies Nairobi	22741	18866	4121	5824
63	19951	Rongo University College	17023	20106	4121	5824
64	20100	Egerton University	3474	99999	4121	2961
65	20171	Machakos University College	23214	19433	4121	5824
66	20190	Gretsa University	21478	19796	4121	5824
67	20709	Computer Pride Training Centre Nairobi	22741	20152	4121	5824
68	20773	Institute of Advanced Technology Kenya	19509	20707	4121	5824
69	20935	International Leadership University (Nairobi	23430	20308	4121	5824

National ranking	World Rank ▲	University	Presence Rank*	Impact Rank*	Openness Rank*	Excellence Rank*
		International School of Theology)				
70	21090	Cornerstone Training Institute Nairobi	24728	20124	4121	5824
71	21159	Kirinyaga University College	12042	21779	4121	5824
72	21471	Murang'a University College	20711	21271	4121	5824
73	21701	Rift Valley Institute of Science & Technology Nakuru	20847	21530	4121	5824
74	21701	Star College of Management Sciences Nairobi	24214	21027	4121	5824
75	21771	Pioneer International University	24775	20981	4121	5824
76	21931	Kenya Highlands Evangelical University (Kenya Highlands Bible College)	12820	22419	4121	5824
77	22000	Australian Studies Institute Westlands Nairobi	20739	21873	4121	5824
78	22315	Kenya Technical Teachers College Gigiri	18773	22345	4121	5824
79	22358	Umma University	24854	21704	4121	5824
80	22582	Kenya Water Institute	24411	22109	4121	5824

National ranking	World Rank	University	Presence Rank*	Impact Rank*	Openness Rank*	Excellence Rank*
		South C Nairobi				
81	22589	The East African University Kitengela	8992	23033	4121	5824
82	22682	Rift Valley Technical Training Institute Eldoret	19483	22689	4121	5824
83	22693	East African School of Aviation Embakasi Nairobi	21792	22543	4121	5824
84	22902	Kenya Christian Industrial Training Institute	25952	21745	4121	5824
85	23496	Uzima University College	18480	23462	4121	5824
86	23637	Kinyanjui Technical Training Institute Riruta Nairobi	22810	23403	4121	5824
87	23743	Oshwal College Nairobi	20056	23583	4121	5824
88	24058	Kisumu Polytechnic Makasembo Kisumu	21897	23684	4121	5824
89	24134	Kiambu Institute of Science and Technology	16059	23700	4121	5824
90	24234	ICT College Thika	17908	23700	4121	5824
91	24299	Computer Learning Centre Nairobi	18926	23700	4121	5824
92	24308	Nakuru Training Institute	19017	23700	4121	5824
93	24356	Mosoriot Teachers College Eldoret	19644	23700	4121	5824

National ranking	World Rank ▲	University	Presence Rank*	Impact Rank*	Openness Rank*	Excellence Rank*
94	24461	Railway Training Institute Nairobi	20458	23700	4121	5824
95	24479	Kaiboi Technical Training Institute	20636	23700	4121	5824
96	24538	Starnet College Nairobi	21027	23700	4121	5824
97	24538	Ramogi Institute of Advanced Technology Kisumu	21027	23700	4121	5824
98	24622	Technical Training Institute Mombasa	21478	23700	4121	5824
99	24748	Africa Film & TV Talent Resource Centre	22113	23700	4121	5824
100	24800	Regional Centre for Tourism and Foreign languages	22321	23700	4121	5824
101	24991	Vision Institute of Professionals Nairobi and Mombasa	23074	23700	4121	5824
102	24991	Karatina Institute of Technology Karatina	23051	23700	4121	5824
103	24991	Kinyanjui Technical Training Institute	23051	23700	4121	5824
104	25032	Kabete Technical Training Institute	23193	23700	4121	5824
105	25064	Nairobi Film School	23257	23700	4121	5824
106	25070	Kenya Institute of Mass Communication Nairobi	23294	23700	4121	5824

National ranking	World Rank ▲	University	Presence Rank*	Impact Rank*	Openness Rank*	Excellence Rank*
107	25085	Kenya Institute of Professional Studies Nairobi	23325	23700	4121	5824
108	25114	Lukenya University	23395	23700	4121	5824
109	25146	East Africa Institute of Certified Studies Nairobi	23497	23700	4121	5824
110	25146	Kenya Institute of Development Studies Nairobi	23497	23700	4121	5824
111	25189	Riccatti Business College	23652	23700	4121	5824
112	25244	Bell Institute of Technology Nairobi	23817	23700	4121	5824
113	25269	Tec Institute of Management Nairobi and Eldoret	23868	23700	4121	5824
114	25298	Machakos Institute of Technology	23938	23700	4121	5824
115	25305	Meru national Polytechnic	23988	23700	4121	5824
116	25305	Sagana Technical Training Institute	23988	23700	4121	5824
117	25320	Kisii National Polytechnic	24004	23700	4121	5824
118	25425	Kenya Aeronautical College Nairobi	24292	23700	4121	5824
119	25442	United Africa College	24340	23700	4121	5824

National ranking	World Rank	University	Presence Rank*	Impact Rank*	Openness Rank*	Excellence Rank*
		Nairobi				
120	25540	Jaffery Institute of Professional Studies Mombasa	24554	23700	4121	5824
121	25587	Keiway Mining & Technology College	24672	23700	4121	5824
122	25685	Hemland Computer Institute Thika	24887	23700	4121	5824
123	25702	Migori Teachers college	24924	23700	4121	5824
124	25765	PREMESE Africa College Nairobi	25030	23700	4121	5824
125	25847	Eagle Air Aviation College OngataRongai	25155	23700	4121	5824
126	25858	Times Training Centre Mombasa	25177	23700	4121	5824
127	25878	Eldoret Aviation Training Institute Eldoret	25208	23700	4121	5824
128	25878	Tom Mboya Labour College Kisumu	25208	23700	4121	5824
129	25912	Sacred Training Institute	25267	23700	4121	5824
130	25912	St Johns Teachers College Kilimambogo	25267	23700	4121	5824
131	25929	Alphax College Eldoret	25301	23700	4121	5824
132	25929	Esmart College Kikuyu Town	25301	23700	4121	5824
133	25945	Shalom Information	25337	23700	4121	5824

National ranking	World Rank ▲	University	Presence Rank*	Impact Rank*	Openness Rank*	Excellence Rank*
		Technology Center				
134	25960	Career Training Centre Nairobi	25366	23700	4121	5824
135	25995	Kenya School of Professional Counseling& Behavioural Sciences	25433	23700	4121	5824
136	26022	Kenya Institute of Applied Sciences	25479	23700	4121	5824
137	26068	Skynet Business College Nairobi	25546	23700	4121	5824
138	26101	Century Park College Machakos	25614	23700	4121	5824
139	26138	Adept College of Professional Studies Nakuru	25686	23700	4121	5824
140	26160	Harvard Institute of Development Studies Thika	25758	23700	4121	5824

Source: Internet World Stats Homepage (2006) Internet usage statistics-the big picture. [http://www.internetworldstats.com/stats1.htm] Accessed 10.12.2015