



.ASSESSMENT OF HUMAN CAPITAL MANAGEMENT PRACTICE, MANAGEMENT SUPPORT AND PERFORMANCE, A CASE OF PUBLIC UNIVERSITY, KENYA

Josephine Jepkorir Inyangala

Faculty of Education and Community studies,

Egerton University, Kenya

Email, inyangalaj@yahoo.com

Dr.Cynthia Kipchillat

Faculty of Commerce, Department of Business Administration,

Egerton University, Kenya,

Chilat2003@yahoo.com

Prof.Benard K. Mutai

Departmenta of Agricultural Economics and Agribusiness Management,

Egerton University, Kenya,

bkmulai@yahoo.com

ABSTRACT

The dynamic nature of human capital management practice has witnessed major changes in the recent decades. This paper presents various perspectives that manifest a trend in institutional systems, their meaning and its subsequent effect on individual and performance. The study proposed that management support would mediate the relationship between human capital management practice and performance. Research design was descriptive survey. Target population was Egerton University employees; 467 teaching staff, 1,533 non-teaching staff and 85 managers. Purposive sampling; stratified random sampling and simple random sampling were used to arrive at a sample size of 210. A questionnaire with reliability coefficient alpha of 0.754, 0.0731 and 0.789 respectively was completed by the staff. Both descriptive and inferential statistics was used to analyze the data at a significant level of alpha (α) equal to 0.05; with the aid of the Statistical Package for Social Science (SPSS) version 17 computer software. The results revealed that, various management practice affect performance. Using Multiple Regression the factors were ordered according to their strength. From the model $R = 0.985$ and $R^2 = 0.969$. Corporate culture had largest contribution 44.5% with Beta 0.399. From the findings all factors of study accounted for 97% to the total variability in performance. The study found that 90% of the managers agreed that they support performance. The study recommends the institution to have a policy that emphasize on everyone training either (in or out) as a priority. Training modify attitude, knowledge base, skills, behavior through work experience to achieve effective performance.

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1. INTRODUCTION

Changes in the economic, technological and business environment during the last two decades have significantly impacted human capital attitudes and experiences (Hall, 2002 & Becker, 1993). Human capital management practice should fit the needs of the individuals within the institution. Since employees' vary a lot in their needs, stage of career, level of hierarchy, and many other characteristics. Human capital all over the world plays a major role in development of institutions. Concurrently, tight labour markets in developing and developed countries challenge institutions in attracting, motivating and retaining them. One of the ways institutions may meet the challenge is to support human capital by identifying staff development programs, training, provide opportunities to upgrade their knowledge base, skills, conducive environment, and organizational culture that influence all aspects of business (House, Hanges, Javidan, Dorfman & V.G, 2004). Performance can be in form of production of goods or provision of services. The services could be meeting customer expectation, date line, and payment of salaries on time as well as developing flexible policy (Stredwick, 2000). Kreitner & Kinicks (1998) asserts that effective performance involve many factors like level of ability (work experience), level of skills, motivation, knowledge base, feeling/emotion, facilitation and inhibiting condition. Management support is a continuous process that involve managers and those whom they manage acting as partners within a framework that sets out how they can best work to achieve required performance.

The current trend in the environment surrounding higher institution of learning in Africa is one of rapid change which requires flexibility and management practice to compete effectively. The challenge to sustain performance in a competitive environment has put pressure on universities. The government has also instituted strict measures on institutions performance. There are regulations demanding that, institution achieve certain performance standards and to assess whether the required standards are being met. Institution has to submit detailed performance on a quarterly basis. Steven (2005) observed that, the power of information technology is also a measure of performance. Not only has this made the capture of human capital easier, but it has also opened up new opportunities for employees. There has been a rapid growth in demand for management information systems and executive information systems. Many institutions utilize these software packages are now proactive linking their employees globally.

In Kenya, teaching staff (Lectures) and non-teaching staff in higher institutions of learning are involved in many roles that can be categorized under the general roles of teacher, administrator, personal tutor, researcher and consultant. The relative importance and time demands of each of these roles varies from one institution to the other. The challenge is, each individual are expected to provide a professional service in all aspects of their roles in terms of performance. They need support from management for them to progress. The support can be training, opportunities to improve skills and knowledge base for instance, lectures need academic skills, continuous learning and development because the contents of all academic programmes have changed considering the changes brought by technology.

2. STATEMENT OF THE PROBLEM

Human capital is the most valuable asset in any institution. Egerton University's vision is to achieve the set objectives through employees it hires to perform its functions. Human capital is the tool used by management to achieve University vision. Despite this fact, Egerton University employees face challenges which may impact on the set standards of performance. The challenges include: inadequate technologies occasioned by rapid advancement of information. Hierarchical structures inadequate training of human capital, unclear career path, learning and development and skills. Knowledgeable and experience employees regard themselves as free agents. They choose how or where to invest their knowledge, skills, talent, time and energy. Attracting and retaining them as human capital for better performance have proved difficult. This study sought to assess human capital management practice, management support and performance at Egerton University, Kenya.

3. PURPOSE OF THE STUDY

The purpose of this study was to assess the effect of human capitals management practice, management support and performance at Egerton University. The study was also meant to contribute to literature in the area of study.

4. OBJECTIVES OF THE STUDY

To assess the various methods of human capital management practice, management support on performance at Egerton University, kenya

5. RESEARCH QUESTIONS

What are the various methods of human capital management practice, management support that affect performance at Egerton University?

6. LITERATURE REVIEW

The term human capital was coined by Schultz (2000) elaborated this concept dated back 1981 as follows "Consider all human abilities to be either innate or acquired attributes which are valuable and can be augmented by appropriate investment, will be human capital". Human capital is the most important asset in an institution; intellectual capital consists of both tangible and intangible resource.

Ukertor (2009) further points out that, the term human capital started with economist, developed great deal of effort to developing human capital and quantifying them. This concept involves investment in the skills, knowledge and competence that quantify the value of human capital. The cost of human capital production and the capitalization-earning procedures involve estimating the real cost of production and income stream. The economists call the *law of diminishing return to scale*, by broadening the concept of capital to include human capital. This study conceptualizes that performance



in an institution will be achieved by a number of factors. These are training, learning and development, knowledge base, skills and clear career path. Performance can be affected or influenced by other variables not directly associated with human capital management practice such moderator variables include corporate culture, physical environment and job satisfaction. Various researches have been done regarding different aspects of performance in universities for example (Buchanan & Huczynsky 1997; Armstrong & Baron 2002; Holbeche 2001; Hellriegel 2001; Hellriegel 2001; Cole 2004; Armstrong 2005; Mullins 2005; Chandan 2006).

In the conceptual frame, the independent variables were training, knowledge base, learning and development, career path and skills. The dependent variable was performance. The moderator variables which included corporate culture, job satisfaction, compensation and physical environment were studied.

7. METHODOLOGY

The study research design was descriptive survey method. Location of the study was Egerton University. Population of the study was 2,085 employees; 85 managers, 467 teaching staff and 1,533 non-teaching staff. Purposive sampling; stratified random sampling and Simple random sampling were used to arrive at a Sample Size 210. The means of measurement was questionnaires devise by the researcher (closed, open-ended). The questionnaires were in three categories, 25 questionnaires for managers, both teaching and non-teaching answered two questionnaires on various methods, 20 questionnaires and 17 questionnaires measuring performance using five point Likert scale. To determine the validity of the questionnaires, face, content, construct, a pilot test was done in one of the campus on employees considered by the researcher to exhibit the characteristics associated with the construct under study. Reliability was determined by use of Cronbach's Alpha coefficient. The observed coefficient in this phase was (0.754), (0.0731) and (0.789) respectively. Both descriptive and inferential statistics was used to analyze the data at a significant level of alpha (a) equal to 0.05. The study assumptions were attempted to be answered.

7.1. Demographic characteristic of the respondents

This section presents a brief description of the demographic characteristics of the sampled respondents in the study. Such a description is considered to be very important in providing a better understanding of the respondents. The demographic characteristics covered in this section include: gender, marital, level of education and work experience of the respondents. Out of 210 respondents, only 200 participated.

Table 1: Summary of Respondents as by Gender

Gender	Frequency	Percentage %
Male	92	46
Female	108	54
Total	200	100

Table 1 Indicate that 46% of respondents were male while 54% percent were female.

Table 2: Summary of Respondents as by marital status

Marital status	Frequency	Percentage %
Single	36	18
Married	154	77
Widow	4	2
Divorced	6	3
Total	200	100

Table 2 indicates 18 % of the respondents were single, 77 % were married, 2 % were widowed and 3 % were divorced. Good (1989) stated that role conflict affects performance in respect of absenteeism where married women consistently have higher roles than men due mainly on their primary role in caring for the children. Respondents who are single were likely to be dependent and more concerned with developing their career paths and engaged in many activities. Married respondents were likely to have more family responsibilities to care for, in addition to their responsibilities at work could affect their performance. Widowed and divorced could have more family responsibilities and more concerned about the welfare of their children. These responsibilities and needs influence in one way or another performance of an individual basis.

7.2. Distribution of respondents as by level of education

The variable was based on the premise that teaching and non-teaching staff have different level of education and work experience that may determine their performance in an institution. Education is essential for empowering the employees



without education in particular, affect performance. Education is a synthesis of individual academic potential, attitudes, personality and value. According to Armstrong (2005), employees with formal education are more productive, competent and can make decision when need arise. Table 3 shows the breakdown of the respondents' level of education.

Table 3: Summary distribution of Respondents as by level of education

Level of education	Frequency	Percentage %
PhD	22	11
Masters	49	24.5
Bachelor	24	12
Higher National Diploma	28	14
Diploma	33	16.5
Certificate	44	22
Total	200	100

As observed in Table 3, employees had varied levels of education. Certificate being the lowest had 22% respondents' Masters Level 24.5% were the highest number of respondents this could have been attributed to the institution being an institution of higher learning and the core business is teaching. While PhD had 11% could be attributed to individual determination. This concur with Schutz, (2000), that institution needs to provide opportunities and capacities for such category of employee to acquire more knowledge and skills which are basic for personal development, creativity and communication (Manpower Service Commission, 1981).

7.3. Distribution of respondents as by work experience

Work experience is a sequence of developmental activities involving formal and informal education, training and job experience that enable employee capable of holding more advanced jobs. The summary of respondents work experience are shown in Table 4

Table 4: Summary distribution of Respondents as by Work Experience

Work experience	Frequency	Percentage %
1 to 5	22	11
6 to 10	31	15.5
11 to 15	35	17.5
16 to 20	43	21.5
21 to 25	35	17.5
Over 26	34	17
Total	200	100

Table 4 indicates that 11% of the employees had 1 to 5 years' work experience, 15% had 6 to 10 years' work experience, 17.5% had 11 to 15 years' work experience and 21.5% had 16 to 20 years' work experience. These findings concur with the finding by Wilson (2004) stated that the period between 1 year to 20 years of work is attributed with employees who are between age bracket of 20 to 40. Such employees are in exploration and establishment stage and to some extent affect their performance. They are busy acquiring more capabilities, exploring several jobs and in most case require external rewards. Those with 21 to 25 years' of work experience were 17.5% such employees then to be aged bracket of 41 to 55. They are identified with maintenance stage, updating skills, planning to retire, and plateaued employees (those who reach their promotional ceiling before retire). Those with over 26 years of work experience were 17% this group is assumed to be over 56 years old, they come to work late, take long break which may affect performance (Wilson, 2004).

8. RESULTS

8.1 Various methods of human capital management practice

The methods are based on the premise that the level of competition that institution face is increasing on a global basis. Response to increasing competition, numerous institutions have embarked upon various methods that affect performance. These methods include training of employees, learning and development, upgrading of skills, proving/accessing knowledge base, providing career guidance and established compensation policy. Questionnaires seeking respondent's opinion were used. They were to indicate either agree, neutral or disagree on the methods of human capital management practice at the institution. Responses were measured on 5 – point Likert scale. Strongly agree 5, agree 4, neutral 3, and



disagree 1. For purposes of effectively assessing human capital management practice on performance, score were coded into three ordinal categories in order to differentiate the respondents as follow, score on strongly agree and agree indicate (agree), score for strongly disagree and disagree indicate (disagree) and (neutral). It was found necessary to present and discuss the findings of each of the methods separately and then cumulatively in order to determine how human capital management practice contributes to performance.

8.2. Training of human capital to improve performance

The role of any institution is to train human capital, placement and incorporate them in decision making in order to improve performance (Armstrong, 2005). Individual questionnaire scores were added up to form training index score for each respondent.

Table 5: Results of the variable training of employees to improve performance

	Frequency	Percentage %
Disagree	76	38
Neutral	60	30
Agree	64	32
Total	200	100

The finding in Table 5 indicate that an overall of 76 (38%) of the respondents disagreed on the training items.

8.3. Acquisition and sharing of knowledge base

Knowledge base is a body of information that enhances personal state of being with respect to performance. Technology that is well applied enhances the dissemination of knowledge and access to information can be harnessed to create knowledge that promotes a high skilled, productive and innovative employee. This method was used to establish whether employees get accessibility to information and technologies. The respondents were asked how they often get access to internet technologies and if passing information was clear and faster in the institution. Table 6 summarizes their responses.

Table 6: Results of the variable Knowledge based on accessibility of internet technology

	Frequency	Percentage %
Disagree	86	43.5
Neutral	81	40.5
Agree	33	16.5
Total	200	100

Findings in Table 6 indicates that an overwhelming majority disagreed 86 (43.5%) while 81 (40.5%) were neutral about knowledge acquisition and sharing while 33 (16.5%) agreed

8.4. Learning and development

The institution strategy recognizes the requirement to have a workforce that is proactively engaged in lifelong learning. To embed this, will require employees to change at all levels and recognize that learning and developing their skills is integral to promote their performance. The respondents were asked one statement whether in their opinion they have confident, and have gained experience to perform their task. Table 7 summarizes the results.

Table 7: Results of the variable learning and development

	Frequency	Percentage %
Disagree	107	53.5
Neutral	69	34.5
Agree	24	12
Total	200	100

As observed in Table 7; 107 (53.5%) disagreed, 69 (34.5%) were neutral and 24 (12%) agree on the items for enriching human capital in the institution.



8.5. Skills

Skills influence employee to have self conceptual understanding and increase confidence both to act and to perceive. To assess their competence, the questionnaire covered skills and abilities. Table 8 depicts the results.

Table 8: Results indicating employee opinion on adequate skill and ability to perform tasks

	Frequency	Percentage %
Disagree	80	40
Neutral	22	11
Agree	98	49
Total	200	100

The finding in Table 8 indicate that 98 (49%) agreed, 80 (40%) disagreed and 22 (11%) were neutral on skills items.

8.6. Developing clear career path

Career path technique addresses the specifics of progressing from one job to another in the institution. It is sequence of developmental activities involving formal education, training and job experience that help make an individual capable of holding more advanced jobs. The respondents were given one question to respond to. The respondents were asked if employees were guided and encouraged to develop and build career path. Table 9 illustrates their responses.

Table 9: Results of the variable career path

	Frequency	Percentage %
Disagree	120	60
Neutral	53	26.5
Agree	27	13.5
Total	200	100

Table 9 indicate that 120 (60%) disagreed, 53 (26.5%) were neutral and 27 (13.5%) agreed on career path items.

8.7. Employee job satisfaction

Job satisfaction is considered as a collection of related job attitudes that can be divided into variety of job facet (Chuck, 2000). These include pay, promotion, supervision, the work itself and co-workers. The respondents were given four statements to react on, which cover policies, promotion, and accountability and performance appraisal. Table 10 indicates the results.

Table10: Results showing how employees rated themselves on the job facet

	Frequency	Percentage %
Disagree	88	44
Neutral	51	25.5
Agree	61	30.5
Total	200	100

The findings in Table 10 indicate 88(44%) disagreed, 51(25.5%) neutral and 61(30.5%) agreed on job satisfaction items.

8.8 Employee compensation and reward

Human capital input and output to some extent is a measure of compensation and reward. It is given significant priority in an institution because of its effectiveness on performance. Respondents were to respond to two questionnaires. The questions were base on compensation, benefits and recognition of employee performance. Table 11 depicts the results.

Table 21: Results showing employees rating on the variable compensation



	Frequency	Percentage %
Disagree	64	32
Neutral	62	31
Agree	74	37
Total	200	100

Table 11 shows that majority of the respondents agreed. 74(37%) agreed, 64(32%) disagreed, 62(31%) were neutral on compensation items.

8.9 Physical environment

Human capital resource is very important to any institution and their total wellbeing is not only important to themselves but equally to the employer. The environment which employee operates at work affects performance. Physical environmental factors include the structures, furniture, equipment and cleanliness (health and safety). The respondents were responding to environmental issues. Table 12 illustrates the results.

Table 32: Results of employees on the variable work environment

	Frequency	Percentage %
Disagree	100	50
Neutral	64	32
Agree	36	18
Total	200	100

Table 12 indicates that 100(50%) disagreed, 64(32%) were neutral and 36(18%) agreed on work environment items

8.10. Corporate culture

The study recognized that performance may not only come from Human Capital Management Practice, but also from other sources. This was found necessary because other factor can affect for example, culture and physical environment. To obtain a positive corporate culture institution may merge formal and informal values in the institution. Employees gain sense of ownership and build cross-functional teams. The respondents were to respond on items addressing the type of culture that exist, make them identify with the institution and their performance. Table 13 illustrates the results.

Table 43: Results of the variable corporate culture

	Frequency	Percentage %
Disagree	78	39
Neutral	33	16.5
Agree	89	44.5
Total	200	100

Table 13 indicates that 89 (44.5%) agreed, 78 (39%) disagreed and 33 (16.5%) were neutral on corporate culture items.

9. Effect of human capital management practice on performance

Table 54: Results of the mean average for Teaching and Non-Teaching_Performance

Staff category	N	Mean	Std. Deviation	Std. Error Mean
Non-Teaching	153	4.101	0.52804	0.04269
Teaching	47	3.8839	0.58265	0.08499

Table 15: Results of independent t-test for non-teaching and teaching Staff_Performance



t-test of Means					
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	1.99	0.16	2.406	198	0.017
Equal variances not assumed			2.283	70.776	0.025

Table 15 shows the t-test of means of teaching and non-teaching performance. The observed p-value of 0.017 is less than the critical value 0.05. These mean that the difference is significance. The results therefore imply that non teaching perform better than teaching staff. However, employees with high level of education and work experience are assumed to perform better and more competent. To establish the degree of their difference on performance multiple comparison analysis using LSD was performed on work experience and level of education.

9.1 Work experience of teaching and non-teaching

Work experience would be an advantage to both teaching and non-teaching in application of tasks needs because employees would have dealt with different issues at different time for a long period. This makes employee develop certain skills and techniques on the job that enhances performance. Multiple comparison analysis was performed on work experience and level of education to check whether there is any statistical difference. Table 16 illustrates the results.

Table 16: Results of multiple comparisons for both teaching and non-teaching based on their work experience and dependent variable performance

Dependent Variable: Performance				
LSD				
(I) Work experience	(J) Work experience	Mean Difference (I-J)	Std. Error	Sig.
1 to 5	6 to 10	-0.2759*	0.15134	0.07
	11 to 15	-0.2411	0.14771	0.104
	16 to 20	-0.179	0.14231	0.21
	21 to 25	-0.3752*	0.14771	0.012
	Over 26	-0.1042	0.14854	0.484
6 to 10	11 to 15	0.0348	0.1339	0.795
	16 to 20	0.0969	0.12791	0.449
	21 to 25	-0.0993	0.1339	0.459
	Over 26	0.1717	0.13482	0.204
11 to 15	16- 20	0.0621	0.12359	0.616
	21-25	-0.1341	0.12978	0.303
	Over 26	0.1369	0.13073	0.296
16 to 20	21-25	-0.1963	0.12359	0.114
	Over 26	0.0748	0.12459	0.549
	16- 20	0.1963	0.12359	0.114
21 to 25	Over 26	0.271*	0.13073	0.039

*The mean difference is significant at the .1 level.

9.2. Level of education for teaching and non-teaching

To establish whether there is a significant difference in their level of education on performance. Multiple comparison analysis performed. Table 17 illustrates the results.



Table 17: Results of multiple comparisons for both teaching and non-teaching based on their level of education and dependent variable performance

LSD				
(I) Level of education	(J) Level of education	Mean Difference (I-J)	Std. Error	Sig.
PhD	Masters	0.1661	0.13589	0.223
	Bachelor	-0.1182	0.15629	0.451
	Higher National Dip	-0.3304*	0.15086	0.03
	Diploma	0.1186	0.14574	0.417
	Certificate	0.0508	0.13826	0.713
Masters	Bachelor	-0.2843*	0.13193	0.032
	Higher National Dip	-0.4965*	0.12544	0
	Diploma	-0.0475	0.11924	0.691
Bachelor	Certificate	-0.1153	0.10998	0.296
	Higher National Dip	-0.2123	0.1473	0.151
	Diploma	0.2367*	0.14205	0.097
Higher National Dip	Certificate	0.169	0.13437	0.21
	Diploma	0.449*	0.13605	0.001
	Certificate	0.3813*	0.12801	0.003
Diploma	Certificate	-0.0677	0.12194	0.579

*The mean difference is significant at the .1 level.

9.3 Performance as per gender

Armstrong (2005) stated that individual effort make a difference on job performance. Adequate resources enable human capital to act and perceive passively hence transform their mind set. To establish whether there were differences in performance as per gender. Pearson product moment correlation was performed between the indicators for performance and gender. This type of correlation is used when both variables that the researcher wishes to study are measured at ratio or interval scales and are categorical (Mugenda & Mugenda, 2003). The analysis determine whether gender as a variable is significant different on a two tailed test. Table 18 illustrates

Table 18: Results of correlations of performance per Gender

			Performance index	Gender
Spearman's rho	Performance index	Correlation Coefficient	1.000	-.002
		Sig. (2-tailed)	.	.982
		N	200	200
	Gender	Correlation Coefficient	-.002	1.000
		Sig. (2-tailed)	.982	.
		N	200	200

The results indicate there is no significant difference in gender.

10. Effect of all factors of human capital management practice contributes to performance

Establishing the impact of independent variables (Training, Development, Skills, Knowledge base, Career path) and other factors which were measured and thought to have impact on performance such as, (Physical environment, Compensation, Employee satisfaction, Corporate culture) contribute to dependent variable (performance). Multiple



regression was done. The items were fitted in a regression model at a significant level of 0.05 as shown in Table 19 and 20 illustrates.

Table 19: Model Summary

	Sum of Squares	df	Mean Square	F	Sig.
Regression	3242.134	9	360.237	701.692	0
Residual	98.056	191	0.513		
Total	3340.19	200			

$R=0.985$ and $R^2=0.971$

Table 19 indicates that the overall multiple regression was statistically significant $F(9, 191) = 701.692$. This means that there was a relationship between the combination of independent variables and dependent variables. From the results indicate that $R = 0.985$ and R^2 was 0.971 meaning that approximately 97% of variability of performance was accounted for by the independent factors in the model. Table 16 summarizes the results of the multiple regression of all combined factors on performance.

Table 20: Multiple regression of all factors that contribute to performance

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
corporate culture	0.447	0.094	0.399	4.757	0
Compensation	0.05	0.095	0.039	0.528	0.598
Employee satisfaction	0.104	0.152	0.086	0.68	0.498
Skills	0.232	0.108	0.203	2.156	0.032
Knowledge	0.178	0.104	0.16	1.701	0.091
Training	-0.217	0.103	-0.176	-2.105	0.037
Career Path	-0.017	0.064	-0.015	-0.272	0.786
Environment	0.169	0.076	0.157	2.235	0.027
Development	0.159	0.062	0.143	2.554	0.011

Dependent Variable: Performance.

Linear Regression through the Origin

From Table 20 regression coefficient (B) of each contributing factor indicates the amount of change dependent (performance) given a unit change in the value of that variable when all other factors were held constant. The results indicate individual contribution following priority order corporate culture influence 0.447, skills 0.232, training 0.217, knowledge 0.178, environment 0.169, development 0.159, employee satisfaction 0.104, career path 0.17, and compensation 0.05. The Beta coefficient indicates the relative strength of each factor in the model. Corporate culture had strongest contribution as it had the largest Beta coefficient of 0.399 as indicated in Table 22. From the results 97% of all variability of performance (R^2) was accounted for in the model. The findings were in consistent with Goh (2004) that performance is a result of many interactions of factors within institutions. The findings also indicate that corporate culture contributes more than other factors with Beta of 0.399. The findings concur with what Crosby (1984) who stated

11. Extent to which management support human capital to improve performance

This concept was triggered by the fact that human capital level of success and effectiveness in any institution will largely depend on the management good will. Research as shown that good customer care service begin inside the institution with the way employees are treated, valued, respected, empowered and rewarded (Ukertor,2009). Institution seeks ways to improve employees' productivity without incurring additional costs. For this reason delivery of good service to customer is increasingly being linked to the way institutional manager motivate their employees. The study sought managers' opinion on how a manager builds quality into product so that the employee may have a profound impact on performance. The statements were measured on a 5 point likert scale where 5points is the highest and more positive and 1 being the lowest and negative. The scores were coded into three categories in order to differentiate the responses. A score on strongly agree and agree read (agree), disagree and strongly disagree read (disagree) and neutral. Table 21 depicts the result.



Table 21: Manager Facilitation

N= (%)

Questions	Agree (%)	neutral (%)	Disagree (%)
My staff conforms to required standards	10 (100)	0	0
Performance involves everyone responsibility	10 (100)	0	0
Performance must be managed	10 (100)	0	0
Procedures are clear and well understood by employees	10 (100)	0	0
Involve your staff in decision making	10 (100)	0	0
Performance begins with employee and ends up with the customer	10 (100)	0	0
Empowering employees to improve processes	10 (100)	0	0
Decision making process is up down at Egerton University	10 (100)	0	0
Employees are well trained on the job	8 (80)	1(10)	1 (10)
As a Manager you support every aspect of performance	10 (100)	0	0
Employees identify and rectify defects at work	9 (90)	1(10)	0
University Management set objectives together with the employees	10 (100)	0	0
Recognizing employees' contribution	9 (90)	1(10)	0
Internet technologies are accessible in your section	10 (100)	0	0
Do you emphases on rules and regulations at work station	10 (100)	0	0
Are you sensitive to workers problems	8 (80)	2(20)	0
Do you encourage flexibility in decision making	9 (90)	1(10)	0
Are you encouraging work flexibility	10 (100)	0	0
The university corporate strategy takes into consideration	9 (90)	0	1 (10)
As a manager i cascade the mission and vision to all staff	10 (100)	0	0
To you identifies employees who need training	9 (90)	1(10)	0
As a manager i eliminate non conformities?	10 (100)	0	0
Commitment of employee is important to establish good reputation	10 (100)	0	0
Communication is faster and easy	10 (100)	0	0
Feedback from employees is acted upon	9 (90)	1 (10)	0
Customers' satisfaction is the key priority	10 (100)	0	0
Departments are well integrated to achieve university objectives	10 (100)	0	0
All staff are professionally competent	7 (70)	1 (10)	2 (20)
In your opinion can the employees identify themselves	10 (100)	0	0

The results as shown in Table 22 revealed that managers positively facilitate, execute and manage human capital in order to get good performance. The responses range from 10% to 100%. Approximately 90% of the managers agreed; only the second last item from the bottom had moderate response in their opinion.

12. DISCUSSION

The study assessed various methods of human capital management practice, management support and other possible factors that has effect on performance at Egerton University, Kenya

Work experience: The analysis indicated that there was significant different on work experience between 1 to 5 years and 6 to 10; and 21 to 25 and those over 26 years. These mean that employee with work experience of 6 to 10 and 21 to 25 years perform better than those who are between 1 to 5 years. The results also indicate that there is significant difference between employees with work experience of 21 to 26 and over 26 years. These mean that employees with over



26 years of work experience perform better. The findings also contradict the finding of Wilson (2004) who identified that employees with over 26 years of work experience, in normal circumstance are over 55 years of age. They are associated with coming to work late; take long breaks and planning for retire. However, the finding concurs with recent studies by Price Water House Coopers, Kenya (2010). That old employees were just as productive as the younger employees; supported that in the western world the older population are preferred than younger population because older employees have developed in career, have low labour turnover, low absenteeism, settled in their jobs and locality.

Level of education: The results of the analysis indicate that there was significant difference between PhD and Higher National Diploma with a mean of -0.3334* Masters and Bachelor with a mean difference of -0.2843*. Masters and Higher National Diploma had mean difference of -0.4965*. Bachelor and Diploma had mean difference of 0.2367*. Higher National Diploma and Diploma had 0.3813* mean differences. These could be as a result of different skills, knowledge, training development and established career on teaching and non teaching staff. However, adequate number of staff levels of education complements the strength and weakness of employee optimal performance as shown in table 17. Armstrong (2005) support that approach to performance needs organization design and management, including a “flatted” hierarchy, decentralized decision-making to line managers or work team, Enabling information technology, strong leadership and a set of human resource practices that make worker’s behavior more congruent with the organization culture and goals.

Training: The majority were of the opinion that they do not get adequate training at the institution, not placed in the right place and do not contribute in decision making. This concurs with (Snell and Rohlander, 2007) that employee became dissatisfied; fail to identify with the institution because of inflexible policies, processes and leadership style. Desseler, (2008) also points that employees with negative attitude exert a strong influence on performance. Gupta (2006) contradict that there is no strong link on people feeling, beliefs or opinion in an even to act contrary to their attitudes, stated that a dissatisfied worker is a results of pay, fringe benefits and recognition, that worker cannot perform (a happy worker is a good worker).

The finding also reveals that out of 200 respondents 64 (32%) agreed on the statements. They may have relevant training, rightly placed and they make decisions. 60 (30%) were neutral. Hellriegel (2001) stated that untrained worker is dissatisfied worker and may resort to harm the institution or withhold effort which may reduce output or lower quality of performance. The finding expresses the degree of importance attached to training. Trained employee develops competencies, enhance commitment and increase both knowledge and understanding

Skills: Majority of the employees had required skill and was able to perform their tasks. This concurs with Rue (1998) that skilled employees are more motivated and work more intelligently, they believe in what they are doing. Armstrong, (2005) added that skills and abilities are one and the same, that physical abilities are often called skill. This enables employees to appreciate themselves, develop positive self concept and self-esteem, and thus improve their performance. Those who rated themselves neutral were 11%, these staff needs to be encouraged and guided on how to develop their skills on the job and utilize their talent or abilities to realize their potential and attitudinal aspirations in order to attain their desired goals.

Knowledge Base: These study findings concur with Senge (1990) who found out that there have been many roadblocks to adoption of formal knowledge in business institutions. The finding indicates inadequate equipment such as computers and internet technologies. But it is not necessary to throw up one’s hand, in despair. On the other hand knowledge acquisition is not an activity that belongs exclusively to management has been perceived; it also involves personal or individual initiative to create new value or interest. This is supported by Havard Business School Press (1995) that information and knowledge are corporate assets and that business needs strategies, policies and tools to management those assets. However, the revelation of the majority of the respondents indicates lack of these provisions meant that these respondents were aware of what was necessary but not able to acquire or access them by themselves.

Learning and development: Continuous learning and opportunity to develop increase capacity for that employee to make a significant contribution. It is a prerogative for both institution and the individual to facilitate learning and development. From the findings in Table 7, two observations were made. First it seems that majority of the employees never sought guidance on personal development. Second, majority may have joined the institution without orientation. Such employees may not have been aware of the process and policies in place, and may have hindered the majority from seek to know how to develop their profession, skills and abilities.

Employees Satisfaction: Source of job satisfaction may vary from one person to another. Speir (2000) stated that dissatisfaction have been linked convincingly to absenteeism, turnover and physical health. Highly dissatisfied employees are more likely to be absent from work and eventually are more likely to leave the job for other employment. Cascio (2000) adds that well known concept of “use” (employees) and “them” (management) exemplifies the gap between management and workers. The two groups (Employees and Managers) are at odds with one another, and that one group (Employees) is unhappy about the other group (Managers).

From the findings the respondents 51(25.5%) who were neutral may be having attitudinal problem. The implication is that one party does not really care and can be detrimental to performance. Such behaviour may make it very difficult for an institution to achieve efficiently and effectively on performance. This concurs with the theory of Behavioural School of Thought that psycho-social influence the employee performance. According to this school of thought productivity can be increased by a series of psycho-social reactions by the worker. Workers can be threatened by supervision or manager, policies and process and has an impact on their performance.



One of the methods which can be adapted by the institution is management by objective (MBO) developed by Peter F. Drucker. MBO improves performance by allowing employees and managers to sit together and agree on the performance objectives and expectations over a given period of time at the end of it, they jointly sit together to review achievement or non achievement of the objectives. This raises the motivation of employee because it involves employees' participation and increases job satisfaction. Employee feels she/he is recognized and to some extent the employee is compensated for his/her effort expended.

Environment: According to Safety and Executive report in 2010 reported that account for 1.2 million employees a year suffer from environmental related factors. Such as muscular disorder, back pain, sight, stress alone account for 500,000. From the findings the overwhelming majority 100(50%) disagreed, suggest that they were negative. This could have been that they are aware of health and safety need and inadequately provision of rights facilities in their places of work. 36(18%) agreed, supportive to the fact that the environment was conducive. These findings could have been attributed to the fact that most teaching staff have established offices for their services and some non teaching staff may not have established offices. Saleem (2006) noted that an office worker cannot be efficient unless the working environment is favorable. This author identified various components of favorable working environment such as computers, furniture, lighting, proper ventilation, less noise and decoration. Therefore institution needs to identify environmental issues that have high probability of impact and high intensity of impact to give more attention.

Compensation: From the findings it is confirmed that compensation and reward relates with performance. Armstrong (2005), reported that compensation and reward system contributes to the level of achievement of organization goal. That the factors which usually influence compensation of employees include wage rate, financial position of the institution, collective bargain, government directives, job evaluation, institutional policy and cost of living. This concurs with other researchers' findings that compensation and reward needs are direct based on employee needs and indirect based on labour market.

The results also draw very much from the equity theory by Adam (1963) based on the idea that employees expect balance between their input and output. That employee is contented in a relationship where his or her output is equal with pay rate. However, the findings also indicate that 64(32%) disagreed on the items of compensation. It may be attributed to the dissatisfaction on job evaluation in the institution. Whereby jobs are being grouped, that is, pay rates comprise of job approximate value or equal input or equal difficulty. A paying rate consists of jobs that can be regarded as equal significant and therefore equal in value and pricing. Chandan (2004) stated that people come to work in institution to satisfy various needs. These include economic, security, social needs, recognition, status needs and if the needs are not met they become dissatisfied. Also the effect of inflation may have determined their negative opinion. However, for the purpose of performance institutions need to implement equitable compensation and reward structure to attract new talents, motivate current human capital and reward high performers and build employee loyalty.

Career Path: Some institutions in Kenya have established career counselling programmes, seminars and workshops to guide and communicate career options. Plateau employees are assigned development programmes that can help them perform better in their present jobs. The finding indicates that the majority were in disagreement of the fact that the institution encourage, guide them to build career. According to Armstrong, (2005) employees whose performances are satisfactory but whose chance for future advancement is small make bulk of employees in an institution. Chalofsky (1985) added that there exists an internal barrier to career path advancement in institutions which may significantly lead to employee turnover.

Therefore it is important for institution to eliminate many barriers as possible to ensure that employees have the best possible chance to look for opportunities within the institution as illustrated in Table 4 that majority of the employee had working experience between 11 – 15 years (17.5%) and 16 – 20 years (21.5%). This suggests that these types of employee are in advancement and maintenance stage either climbing the corporate ladder or at career. Therefore the findings indicate inadequacy of career path. It is the duty of employee's immediate manager, Human Resource Department to promote the condition and create the environment that will facilitate the development of career path. Steven (2005) argues that developing gradually on the job give pleasure or positive emotional state resulting from the appraisal of one's job experience.

Corporate Culture: From the finding it shows that corporate culture is a powerful component of achieving performance. This suggests that, the employees expressed internal adaptation of "common language. This may include values, assumptions, beliefs, expectations, attitudes and norms that have developed during the course of the institution's history which tend to be manifested in the behaviours of its members. Harigopal (2001) support that corporate culture is a strong driving force though each institution has its own unique culture adds that change in any process, value, norm or informal activity that non counter the expectation and attitudes of work group results to resistance. The author found that culture can make employees so comfortable and gradually limit long-term perspective. This gives a vivid elaboration of a frog put in water and gradually gets burned without realizing the water becoming hot. However, institution needs a culture that supports performance for competitive advantage. From the findings 78(39%) who disagreed could have been those who resist change. Change in authority, restructure, downsizing and technological. Therefore, corporate culture enables employees to integrate, share more ideas and become more motivated to work, hence increase productivity.

Management Support: This concurs with Ukertor (2009) stated that, manager's facilitation needs to reflect commitment towards institutions values and objectives. Monitor and align employees' activities towards institutions goal/mission. Should translate goals into individual goal and help to clarify the goals of the institution. Create environment



in which a continual dialogue between manager and member of their team share information. Adner & Helfat, (2003), acknowledge that, it is important for an institution to have a sound base of core values into which managers and other employees will draw from. Skills and training had almost equal contribution to performance. This concurs with Gupta (2006) that institution that develops skills of their employees develops competence of their employees, rather than paper qualification. Adds that training motivates, modify behaviour, increase productivity and increase job satisfaction. The findings also indicated that training and Career path were negatively rated because majority of the respondents disagreed as indicated in Table 5 and 9 respectively.

Gender: From the analysis, gender makes negligible difference on performance. However, men may be deferent in terms of authority than women; men have higher expectation of success and may be more aggressive in their behavior at work.

13. LIMITATIONS OF THE STUDY

Other methods may have effect on performance, five major methods were considered in the study. Therefore the study findings are confined to the selected Egerton University and may not be generalize to the rest of the institutions in Kenya. They may be generalized with caution to the institutions that have similar characteristics.

14. CONCLUSION AND RECOMMENDATION

The study assessed various methods of human capital management practice, management support and performance with a sample size of 200 employees. The variables tested predicted a positive association of human capital management practice and performance. Management do support, treat, value, respect and empower employees to continually improve on their skills. Knowledge base, prove opportunities for development. Moderator variable such as corporate culture and physical environment were found to have influence on performance. Corporate culture had the strongest contribution to total variability in performance. The study recommends the need for the institution to have a policy that emphasize on everyone training either (in or out) as a priority. Training modify attitude, knowledge base, skills, behavior through work experience to achieve effective performance. Managers need to be flexible in policy making that enhance participative employees, create team work and conducive environment that encourage continues dialogue between manager and member of staff

SUGGESTIONS FOR FUTURE RESEARCH

This study opens the doors for scholars across the globe to conduct further research. First, researchers are encouraged to test empirically the conceptualized variables across different institutions in Kenya and overseas. Secondly, conducting indepth interviews and focus group sessions with representative employees to corroborate the findings and provide evidence in support of the assessed linkages would be useful in providing a better understanding of the results. Thirdly, an assessment of the demographic factors such as age and managerial tenure as mediating variable is likely to provide a better understanding, the link between human capital management practice and performance. Lastly, scholars are encouraged to further research into the rationale behind corporate culture being predictor of performance.

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