

Analysis of the Effect of Human Resource Management Practices, Innovation, and Organizational Size on Regular Faculty Performance in Private Universities in Kenya

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Abstract

Human Resource Management practices represent human resource professionals' roles and form a constant source of innovation through investment in human capital. In the 21st century organizations, talent management, employee participation and human resources information systems are key practices for employee performance, including regular faculty members' performance in a university. The study adopted a bundle of three HRM practices and two moderators (innovation and organizational size) for better results. The research examined the effects of HRM practices, innovation and organisational size on regular faculty performance in private universities in Kenya, with organisational size and innovation serving as moderators. The four theories: human capital, Maslow's motivation theory, goal setting, and innovation theory acted as a guide to this study. The research preferred a positivist philosophy paradigm and a descriptive cross-sectional survey to collect and analyze data. The target population was full-time faculty, and the unit of analysis. It utilized simple, hierarchical, and multiple regression to test hypotheses. The study results revealed that the HRMP significantly influenced faculty performance. The organisational size and innovation variables lacked significant power to moderate the influence of HRM practices on regular faculty performance. The study found a statistically significant joint effect of HRM practices, innovation, and organisational size on regular faculty performance. The research results recommended that universities implement the HRM practices bundle. It also recommended adequate budget for human resource information systems, assessment of the innovative environment and review of research and innovation policies, and conduct of a longitudinal study to provide direction.

Keywords: Human resource management practices, Human resource management bundles, Innovation, Organizational size, Employee performance.

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1. Introduction

This study aims to examine the effect of human resource management (HRM) practices on employee performance in private universities in Kenya, with innovation and organizational size as moderators. Human resource management practices (HRMP) or HRM practices are essential in business organizations, including private universities (Amin et al., 2014; Mahade et al., 2025). The study focuses on modern organizations, where talent management, employee involvement, and integration of information technology in human resource management functions are key (Armstrong, 2014; Dessler, 2013). This integration of information communication technology and HRM practices enhances performance (Umar, 2025). However, in public universities in Kenya, its use was limited to administrative duties (Karanja et al 2017).

Human resource management practice is a system (Lin et al., 2012) of managing people at work to achieve the desired results (Armstrong & Taylor, 2023). It is a strategic and systematic approach to managing people at work (Armstrong, 2014). Armstrong (2020, p. 602) concurs with Parry and Tyson (2011, p.335) that an HRIS is: 'A way of implementing HR strategies, policies and practices in organizations through a conscious and directed support of and/or with the full use of web technology-based channels.' For better results, Delery and Doty (1996) suggested at least a three-practice HR strategy for firms. The current study packaged three practices, namely "employee involvement, talent management, and human resource information systems" (Ngema et al., 2026, p.88), as an independent variable.

Human resource management practice is a distinctive strategy to managing employees using various techniques to achieve competitive advantage (Storey, 2007; Olatoye et al., 2021). These practices include involving workers, talent management, training and developing them, and human resource information systems (Collings & Wood, 2009; Karia, 2017; Bari & Di Virgilio, 2025). Employee involvement is employees' voice that shapes the managerial decision-making process on matters that affect workers (Armstrong, 2014). Talent management is a strategy to refine the quality of employees hired, defined as a strategic and dynamic approach of acquiring, developing, and sustaining talent (Egerová et al, 2015; Savov, et al., 2020).

A Human resource information system (HRIS) is computer software that automates human resource functions to support high-quality strategic decision-making related to employees demonstrating efficiency, accuracy, and effectiveness (Johnson & Gueutal, 2011; Lina, 2019). MacDuffie (1995) recommended HRM practice bundles for organizations because of internal interrelatedness and synergy to improve productivity more than a single practice. Theunissen (2007) states that organizations are confronted with challenges such as emerging technologies, innovations, economic instability and globalization that require human resource management practices intervention.

According to Kimberly (1976), to define organizational size, consider its physical capacity, people employed, and total assets. Springer (2020) and CUE (2019) measure higher education institutional size by regular academic staff members, students enrolled and completion rate, and annual budget as key indicators. In universities, innovation is linked to the improvement of the way things are done to the achievement of organizational goals (Sauphayana, 2021). Tarique (2021) integrates innovation with talent acquisition and management to influence competitive advantage in organizations. Innovation influences learning through faculty members, an integral factor for innovative strategies to students and competitive advantage in the university. In the current study, innovation and organizational size are moderators.

Employee performance is a crucial factor that directly affects organizational performance. It refers to human resource contribution to the realization of organizational goals (Armstrong, 2014). In this study, the contribution of academic staff to university performance is measured by the quality of teaching, students' assessment, research and publications, supervision of students, and administrative duties (CUE, 2019).

1.1 Problem Statement

Despite several studies conducted on HRM practices, innovation, organizational size, and their influence on employee and organizational performance (Delery & Doty, 1996; Casey, 2003; Armstrong, 2014; Beghetto & Kaufman, 2007; Daminabo-Weje & Dosunmu, 2013; Sagwa, 2014), the effect of the packaged HRM practices in this study on regular faculty members in private universities remains understudied. The operationalization and context of the variables are different compared to this research.

Innovative employers utilize HRM practices in bundles to create synergic reinforcement to attain organizational goals (Tadic & Pivac, 2014; Kyongo, 2016). Delery and Doty (1996) findings suggested a package of three practices at minimum for better results. The current study adopted a bundle of three HRM practices and two

moderators (innovation and organizational size) and a cross-sectional research survey to fill the theoretical knowledge gap.

Most studies in human resources management practices and employee performance (Buoye, 2021; Abdullah, 2024) are conducted in European countries, Asia, and the wealthiest nations such as Luxembourg, Singapore, Ireland, Switzerland, the United States, Norway, Qatar, the United Arab Emirates, and Germany, creating a gap that calls for empirical study in private universities in Kenya.

Past studies reveal that private universities in Kenya encounter challenges of funding, increasing operational costs, quality of learning, and faculty retention (Karanja, 2016; Owoeye, 2020). High full-time faculty resignations can be reduced through personnel management intervention strategies (Pearce & Robinson, 2003) to achieve high faculty performance. In a study (Murage & Kanyua, 2016). There exist several studies on organizational size and innovation targeting firm performance (Amah, Nwuche and Chukuigwe, 2013; Ali, 2017; Hunter & Cusherbery, 2011). The use of organizational size and innovation as moderators in the context of the study has not received empirical attention. Similarly, they have been included in a joint effect study as part of the predictor variable.

1.2 Research Objectives

The study had a central purpose of examining the effects of HRM practices, innovation and organizational size on employee performance in private universities in Kenya. Specifically, the research sought to:

- (i) Investigate the influence of HRM practices on employee performance.
- (ii) Establish the moderating effect of organisational size on the relationship between HRM practices and employee performance.
- (iii) Establish the moderating effect of innovation on the relationship between HRM practices and employee performance.
- (iv) Examine the joint effect of HRM practices, innovation, and organisational size on employee performance.

2.0 Literature Review

2.1 Theoretical review

2.1.1 Human Capital Theory

Human capital theory originates from Mincer (1958). Several years later, Schultz (1961) and Becker (1962) worked on the same theory and improved it. Mincer (1958), an eminent scholar, in his studies defined human capital as competencies acquired through investment in formal education of employees. Effective management of knowledge, skills, ability, and attitude acquired impacts the innovation capacity of an individual employee and the quality of products and service delivery. Ulrich (1998) and Vejjachayanon (2005) state that human capital is an asset worth investing in to equip employees with needed skills and knowledge for organizational competitiveness. Human capital theory emphasizes investment in human capital through formal education to increase academic staff performance. The theory has been criticized for lacking a clear association between competencies acquired after training and the income an individual can generate and productivity. However, human capital theory is useful in elucidating that innovative investment in competence development contributes to academic staff performance.

2.1.2 Hierarchy of Needs Theory

The hierarchy of needs theory is the work of Ibrahim Maslow (Maslow, 1943), which explains human behaviour in interaction with the environment. Human needs are arranged in a hierarchical order of needs; when the lower-level need is met, it stops being a motivator, and the next higher need emerges, demanding satisfaction. Maslow developed a model in the shape of a pyramid of five hierarchies of needs: physiological needs at the bottom and self-actualization needs at the peak. Robbins and Judge (2013) agree with Maslow that the five hierarchy of needs exist: physiological, safety, social, self-esteem, and self-actualization (Rassameethes et al., 2024) in all humans and apply at the workplace. If the lower need demands are not met, for instance, shelter and water are lacking, self-esteem (dignity and achievements) will be replaced with physiological needs for survival. All managers must be sensitive to employee motivation at all levels to leverage efficiency, productivity and profitability (Trivedi and Mehta, 2019. Wahba and Bridwell (1976) point out the limitations of the theory that its

hierarchical arrangement of needs is not empirically attainable. However, this theory is resourceful in capacity building and human resource management and development.

2.1.3 Goal Setting Theory

Goal-setting theory is credited to Locke and Latham (1984, 1990a). They established that human behavior is consciously directed by goals set and that individuals commit themselves to achieving specific objectives. The theory is grounded in the assumption that clearly defined goals and regular feedback predict human behavior, thereby enhancing outcomes. The work of Ryan (1970) helped Locke and Latham perpetuate the idea that conscious goals influence human action and that the difficult goals lead to higher performance. The theory underpins this study's focus on aligning the predictor and moderating variables with employee performance. However, the theory is criticized for neglecting subconscious influences and for the risk of counterproductive outcomes when goals are not realistic (Al-Hoorie & Al-Shlowiy, 2020).

2.1.4 Innovation Theory

Innovation theories and models are in every discipline accredited to economists and management thinkers, including Joseph Schumpeter (1946), Teresa Amabile (1993), Gibson (2022) and many others. Schumpeter viewed innovation from an economic and entrepreneurial point of view. Amabile (1996) shows that innovative products or services are the outcome of creative thinking. A person must possess certain characteristics to be an innovator: expertise and competencies in a certain field, ability to think creatively, and internal motivation. Therefore, faculty members in a university need to nurture innovation strategies and influence students to excel in research and facilitation of learning (teaching), and evaluation.

According to Gibson (2022), adopting a design-thinking mindset is an avenue to innovation, which results in novel products and services. Gibson provides three forms of innovation, namely product or service, process, and business model. In the framework of the research, private universities need to encourage regular faculty members' innovation through policy to allocate adequate budget for faculty innovation activities to enhance the innovation climate.

2.2 Empirical Review

2.2.1 Human Resource Management Practices and Employee Performance

Past studies confirm the correlation between HRM practices and firm performance to achieve a competitive edge. A study by Guest et al (2003) on 366 firms in Britain confirmed the contribution of human resource management to organizational achievements but failed to confirm the cause of higher performance. The study applied cross-sectional and longitudinal data collection methods. Jouda et al. (2016) studied the public Islamic University of Gaza on the impact of HRM practices on the outcomes of both faculty and administrative employees and found a significant relationship. The study did not bundle the HRM practices as a single predictor variable. The current study's HRMP bundle selection was supported by Delery and Doty's (1996) findings that at least three practices are needed for better results. The bundle of HRM practices consisted of employee involvement, talent management, and HRIS.

Bhatti and Qureshi's (2007) study on employee involvement found that the practice enhanced productivity and job satisfaction. A study by Odera and Makori (2018) on public universities' involvement practices of adjunct lecturers in four public universities in western province of Kenya revealed a statistically significant contribution to productivity ($R^2 = 44.2\%$). Areas of involvement were curriculum development, course outline preparation, and suggestions to management. The findings are not generalizable to private universities. Also, Agunda et al (2024) studied the influence of employee involvement practices on workers' productivity in Kenyan chartered public universities, the findings of which were statistically significant. However, the practices were not bundled with other human resources management practices as in the current study. Talent management practices are a good avenue for employee retention and high-performance studies confirm that (Younas and Bari, 2020). The human resource management information systems practice is key to strategic decision-making in organizations and indispensable for organizational competitiveness (Hanif, 2011).

H₀₁: Human resources management practices have no significant influence on employee performance in private universities in Kenya.

2.2.2 Human Resource Management Practices, Organisational Size and Employee Performance

Various scholars have found an association between HRMP, organizational size, and employee performance. Mahando and Juma's (2020) study indicates that HRMP had a significant effect on employee outcomes in public universities in Kenya. However, the practices differ from the current study. Leal-Rodríguez et al (2015) found that organizational size reduced the strong association between organizational unlearning and innovation

outcomes. Nyongesa et al (2020) conducted an empirical study at Huduma Centres in Kenya and found that resource implementation tors significantly moderated the relationship between performance contracting and service delivery. However, some studies found contrary results.

Momanyi (2018) conducted a study on “the moderating effect of firm size on financial management practices” (Gichobi & Omagwa, 2021, p. 61) and on institutional performance, and found an insignificant relationship. The target population comprised 31 Kenyan public universities. Lee and Kim’s (2020) study on the moderating effect of organizational size indicators on staff size and budget in the Korean government found that organizational size did not moderate the relationship.

H₀₂: Organizational size has no significant moderating effect on the relationship between human resource management practices and employee performance in private universities in Kenya.

2.2.3 Human Resource Management Practices, Innovation and Employee Performance

A bundle of HRM practices effectively impacts innovative behaviour and enhances performance. Sheehan et al (2016) found that HRM practices can facilitate an environment for change and innovation in organizations and support strategic decision-making. Gupta & Singhal (1993) agree that employees are the sources of innovation. Guth (2006) adds that a successful innovation program must be integrated into corporate objectives. Innovative human resource management practices are critical in managing faculty members in the university (Sauphayana, 2021).

Talent management helps employers to recruit talented employees who can support innovation initiatives (Marin-Garcia et al, 2011). In research, Tarique (2021) expounds on the vital role of talent management and innovation for academic staff to discharge their mandate aligned to emerging technologies in the university. Innovation to have an impact on faculty requires a conducive organizational climate and the mindset for innovation to facilitate its introduction and sustainability. It is cost-effective to evaluate the university for innovation. The survey tools of Amabile et al. (1996) are resourceful.

H₀₃: Innovation has no significant moderating effect on the relationship between human resource management practices and employee performance in private universities in Kenya.

2.2.4 Joint Effect on HRM Practices, Innovation, Organizational Size and Employee Performance

The joint effect of HRM practices (Olatoye, et al., 2021) may have a stronger impact on employee performance than a single independent variable. Boxall and Purcell (2003) and Collings et al (2018) found positive effects on firm performance when bundled HRM practices. The study of Delery and Doty (1996) revealed that a package of three HRM functions can achieve sterling results. In a study on creativity and innovation of teachers of a modern school, Rerke, Tatarinova, Bubnova, Babitskaya and Bakhareva (2020) established that adoption of innovative initiatives depended on the promise of success. Innovation was an independent variable in the study to assess its influence on teachers' performance.

Studies on joint effects have concentrated on the health sector, companies listed on the Nairobi Securities Exchange (Aluoch, 2021, pp. 586- 607), and the export of fresh agricultural produce. For example, Njono et al. (2022) examined the combined effects of marketing strategies, firm characteristics, and industry competition on the export performance of the fresh farm produce export industry and found that the joint effect was statistically significant. Sagwa et al (2015, p.156) investigated the joint effect “of human resource management practices, organizational learning, employee outcomes, and competitive strategy on firm performance of firms listed on the Nairobi Securities Exchange” and found that the joint effect was greater than the individual independent variables.

H₀₄: Human resource management practices, innovation and organizational size have no significant joint effect on employee performance.

3.0 Research Methodology

3.1 Research Design

The research adopted the positivist paradigm of Augustine Comte (1798-1857), who argued that science is a matter of accurate prediction of observable events, forecasting and control. Positivists believe in reason, truth, and rationality, acquired through data collected via surveys and experiments, quantitatively measured and analyzed using statistical methods. Positivists rely on measurable facts and hypothesis testing using quantitative methods (Cooper & Schindler, 2014). They prefer quantifiable observations leading to statistical analysis (Saunders et al., 2019). “The research adopted a descriptive cross-sectional survey. A descriptive research

design” (Jebitok, 2024, p.40) is an advanced plan for the collection of relevant data, its measurement and analysis (Kothari, 2010).

Target Population

The target population was 2826 regular teaching staff in 36 Kenyan private universities. The study utilized stratified random sampling to obtain the sample size (Wairimu et al., 2022). Yamane's (1967) formula is resourceful for computing the sample size, written:

$$n = N / [1 + N(e)^2]$$

Where:

n is the sample size,

N is the target population (2826)

e is the margin of error.

Therefore, $n = 2826 / [1 + 2826(.05)^2] = 399$.

“The study collected primary data using a structured questionnaire distributed both online using Google Forms” (Ma’rifatullah et al, 2026, p.1169) and self-administered to respondents. Secondary data were obtained from the CUE statistical reports, which comprised publications, patents registered, student enrollment, student completion rate, research outputs, innovations, and patents, and websites. The self-questionnaire was pre-tested before use to ensure validity and reliability (Picardi & Masick, 2003). Cronbach's alpha determined the dependability and internal consistency of the data collection tool (Cronbach, 1951; Al-Hajri, 2022). The grand Cronbach's Alpha coefficient was 0.952, showing that the tool for data collection had excellent internal consistency and reliability. The researcher upheld ethical considerations throughout the study. The researcher informed respondents of the study's purpose, requested their consent before participation, and assured them that the information they provided would be treated with confidence (Owoeye, 2020). The research adhered to the research methodology standards set.

4.0 Data Analysis and Results

The analysis of collected data yielded a 55.4% response rate. Mugenda and Mugenda (2019) state “that a 50% response rate is adequate” for analysis (cited by Njogu, 2013, p. 83). Other findings confirm this fact; for example, Ali (2017) reported a 58% response rate. Further, descriptive and inferential statistics were applied. The diagnostic tests: multicollinearity, normality, linearity, and heteroscedasticity confirmed a normal distribution of the data and that it met the threshold for regression and hypothesis testing. Regression analysis applied simple regression to null hypothesis one (H_{01}), hierarchical regression to hypothesis two (H_{02}), and multiple regression to null hypothesis three (H_{03}) and hypothesis four (H_{04}).

4.1 Correlation Test

The study used Pearson’s correlation model to examine the relationships among the variables. Table 1 shows the results.

Table 1:
Results of Correlation Test

Correlations		
HRM Practices	Pearson Correlation	Employee Performance .512
	Sig. (2-tailed)	.000
	N	221
Innovation	Pearson Correlation	.305
	Sig. (2-tailed)	.000
	N	221
Organizational size	Pearson Correlation	.007
	Sig. (2-tailed)	.914
	N	221
Employee Performance	Pearson Correlation	1
	Sig. (2-tailed)	
	N	221

The correlation coefficient between HRM Practices and employee performance, $r^2 = .512$ ($p < 0.001$), implying a moderate and significant correlation. Innovation and employee performance had a significant correlation, $r = 0.305$, $p < 0.001$, implying the environment for innovation was not conducive (30.5%). Organizational size and employee performance had an insignificant correlation ($r = 0.007$, $p = 0.914$), implying that the direct correlation was not clear.

4.2 Descriptive Statistics

The participants were asked to respond to statements about the application of the bundle of HRMP in their universities. The analysis results are in Table 2.

Table 2:
Measures of Central Tendency and Dispersion

Domain	Dimension	N	Mean	Standard Deviation (SD)	Coefficient of Variation (CV)
Human Resource Management Practices	Employee involvement	221	3.5231	.91127	0.2587
	Talent management	221	3.2361	.96063	0.2968
	Human resource Information systems (HRIS)	221	3.1216	.75535	0.2420
	Overall scores	221	3.2936	1.005	0.3051
Innovation	Composite scores: •Recognition for innovative teaching methods •Recognition for unique instructional materials •Recognition for ground-breaking research •Patents registered	211	2.168	1.371	0.638
Organizational Size	Number of full-time faculty		4.176	0.787	0.19
	Student population		3.896	0.976	0.25
	Total budget allocated		4.102	0.734	0.18
Employee performance	Composite scores: • Quality of teaching •Postgraduate student supervision • Research Output • Research Funds Attracted		3.204	1.142	0.385

In Table 2, the Human Resource Management Practices bundle of the study was moderately practiced in private universities in Kenya, $M = 3.294$, $SD = 1.005$, and $CV = 0.305$ (30.5%). Standard deviation (1.005) shows that implementation of the HRMP bundle varies across the universities. The practice of employee involvement was prevalent in their private universities, $M = 3.523$, $SD = .911$, and $CV = 0.259$ (25.9%). The SD (0.911) indicated employee involvement is consistently practiced. The coefficient of variation (CV) for employee involvement was 25.9%, showing moderate consistency across institutions. In talent management practice, variability was moderate ($M = 3.236$, $SD = 0.961$, and $CV = 29.7\%$), indicating talent management was not adopted evenly. In Human Resource Information Systems (HRIS), the adoption and practice were the lowest across the universities ($M = 3.122$, $SD = 0.755$, and $CV = 24.2\%$). The human resource management practices bundle in the study was generally practiced across private universities, with varying degrees of effectiveness to influence full-time faculty performance. The moderators (innovation and organizational size) were assessed with different outcomes.

Innovation's composite score ($M = 2.168$, $SD = 1.371$, and a $CV = 63.8\%$) indicated that the visibility and impact of the innovation climate among full-time faculty in private universities were at a low level. This scenario required integration of innovation into the mission statements of private universities to enhance innovation culture and practice. Organizational size assessments showed notable disparities and challenges in balancing financial resources, student demands, and infrastructural development.

Employee performance was assessed using various indicators, with a composite score ($M = 3.204$, $SD = 1.142$, and $CV = 0.385$). This indicates moderate, notable variability in perceptions of performance. The quality of teaching was highly rated ($M = 4.222$, $SD = 0.895$, and a $CV = 21.2\%$). The attraction of research grants or funds was rated the lowest ($M = 1.941$, $SD = 1.137$, and $CV = 58.6\%$). This points to inconsistencies and potential weaknesses in research funding across academic staff. These findings were important for guiding targeted interventions for high performance.

4.3 Tests of Hypotheses

The four hypotheses are tested using regression analysis. H_{01} used simple regression, H_{02} used hierarchical regression, H_{03} used multiple regression and H_{04} used multiple regression

4.3.1 Test of Null Hypothesis on Human resource management practices and employee performance

The null hypothesis (H_{01}) was tested using simple regression, and Table 4.15 shows the results.

Table 3:

Results of the Simple Regression Determining the Effect of Human Resource Management Practices on Employee Performance

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Sig. F Change	Durbin-Watson
1	.512	.262	.259	.63579	.000	1.677

ANOVA

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

Coefficients

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

Table 3 shows the correlation coefficient ($r = 0.512$), indicating a moderate positive linkage between human resource management practices and employee performance. The $r^2 = 0.262$ indicates that human resource management practices explained 26.2% of the change in the dependent variable, while the remaining 73.8% are factors not included in the model. The relationship is statistically significant ($R^2 = 0.262$, $P < 0.05$). The regression model for the study is fit (F-statistic of 77.770 and p-value < 0.05) as shown by ANOVA results. The coefficient results indicate that HRM practice significantly predicts change in employee performance ($\beta = 0.512$, t-statistic = 8.819, p-value < 0.05). The null hypothesis is rejected. The derived regression equation was: $Y = 1.642 + 0.500x_1 + \varepsilon$ Where: $Y =$ Employee performance (Dependent Variable), $\beta_0 =$ vertical Intercept, $\beta_1 =$ Regression coefficient, $X_1 =$ HRM practices (independent variable), $\varepsilon =$ Error term.

The results of the research suggest that a bundle of human resource management practices in this study will positively influence employee performance. The findings align with the outcomes of several studies on employee and firm performance. The findings consistently align with Delery and Doty's (1996) recommendations on human resource management practices in manufacturing firms' performance, in which as few as three human resource management practices were recommended. Ruga (2023) examined a bundle of strategic HRM practices in public universities in Kenya. It was found that recruitment, employee learning, and reward management had a significant effect on performance. The four practices were components of talent management, a sub-independent variable in this study. Oluoch (2013) established that HRM practices significantly enhanced organizational performance in public universities in Kenya. A study by Dimba (2010) investigated the direct or indirect linkage of SHRM practices and performance of foreign firms in Kenya. The bundle of five HR M practices did not contribute to high work performance.

4.3.2 Test of Null Hypothesis on Human resource management practices, Organizational Size and employee performance

The null hypothesis (H_{02}) was tested using hierarchical multiple regression, and Table 4.16 shows the results.

Table 4:

Results of Hierarchical Regression Determining the Moderating Effect of Organizational size on Employee Performance and Human Resource management in Private universities in Kenya

Model Summary^c							
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Sig. F Change	Durbin-Watson
1	.512 ^a	.262	.259		.63579	.000	
ANOVA							
Model		Sum of Squares	df	Mean Square	F	Sig.	
Model							
1	Regression	31.437	1	31.437	77.770	.000 ^b	
	Residual	88.526	219	.404			
	Total	119.963	220				
2	Regression	31.580	2	15.790	38.947	.000 ^c	
	Residual	88.383	218	.405	8.819	.000	
	Total	119.963	220				
	(Constant)		1		4.891	.000	
2	Human resource management practices				8.825	.000	
	Organizational size				.594	.553	
2		.513 ^b	.263	.256	.63673	.553	1.667

The result in Table 4 shows hierarchical regression analysis summary, Model 1, $R^2 = 0.262$, which indicates HRM practices accounted for 26.2% of the variance in employee performance, and that it is statistically significant ($P < 0.05$). In Model 2, the organizational size interaction term was introduced to test the moderating effect, showing the $R^2 = 0.263$, a 1% increase in explanatory power, and a P-value of 0.533. This implies that organizational size had a low significant effect in the model. The ANOVA result affirms the regression model was still statistically significant ($F(2,218) = 38.947, P < 0.05$). The coefficient results show that the interaction of organizational size was statistically insignificant, indicating organizational size had no moderating effect ($\beta = 0.035, p = .553$). Organizational size does not have a direct effect on the full-time faculty performance. The null hypothesis is accepted.

The results agree with the findings of Lee and Kim (2020), who found no significant connection between firm size and effectiveness in public-sector organizations, suggesting that increased size introduces complexity without necessarily improving outcomes. In Momanyi's (2018) research in Kenyan public universities, firm size was not a significant moderator of the relationship between financial management practices and institutional effectiveness. Similar outcomes were found in tea factories in Kisii County, Kenya. Ondari et al. (2020) found that factory size did not have a significant moderating effect on the alignment between organizational culture, structure and performance. However, other empirical studies arrive at contrary findings.

Karugu et al (2020, p 118 & 125) established a significant "moderating effect of MFI size on the relationship between market risk and financial performance of the microfinance institution." The study was on 13 Deposit-taking microfinance institutions (MFIs). Onsongo et al. (2019, p. 371) found that firm size moderated "the relationship between operational risk and performance" of commercial and service delivery firms at the Nairobi Stock Exchange. The studies of Isik and Tasgin (2017) found firm size to be a key factor in profit-making organizations irrespective of size. Too et al. (2015) study on tertiary institutions in Kenya revealed that organizational size had a significant moderating effect on the implementation of quality management systems and management practices.

4.3.3 Test of Null Hypothesis on human resource management practices, Innovation, and employee performance.

The hypothesis (H_{03}) was tested using hierarchical regression. The results are presented in Table 5.

Table 5:

Results of Multiple Regression for the Effect of Innovation on Employee Performance of Private Universities in Kenya

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	F Change	df1	df2	Sig. Change	F Durbin-Watson
1	.512	.262	.259	.63579	.262	77.770	1	219	.000	
2	.513	.263	.256	.63697	.001	.192	1	218	.662	1.690

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.437	1	31.437	77.770	.000
	Residual	88.526	219	.404		
	Total	119.963	220			
2	Regression	31.514	2	15.757	38.837	.000
	Residual	88.448	218	.406		
	Total	119.963	220			

Coefficients

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.642	.182		9.011	.000
	HRM practices	.500	.057	.512	8.819	.000
	(Constant)	1.624	.187		8.687	.000
2	HRM Practices	.521	.074	.533	7.084	.000
	Innovation	-.021	.049	-.033	-.438	.662
	Interaction HRMP*Innovation	.003	.041	.041	.065	.948

Table 5 shows results of a hierarchical regression analysis. Model 1 correlation coefficient ($R = .512$), $R^2 = .262$, $F(1, 219) = 77.770$, $P = .000$, showing the model is statistically significant. HRM practices explain 26.2% variation in employee performance. In Model 2, the innovation interaction term was introduced to test the moderating effect, yielding an R^2 of 0.263, a 1% increase in explained variance, and a P-value of 0.662. The inclusion of innovation in the model had an insignificant impact. The ANOVA result indicates that the overall regression model was statistically significant ($F(219) = 38.837$, $P = .000$). The model had a good fit in explaining change in the dependent variable. Coefficients results show that the innovation interaction term was statistically insignificant, indicating that innovation had no moderating effect ($\beta = 0.041$, $t = 0.065$, $p = .948$) on the linkage between HRM practice and employee performance. Therefore, innovation does not directly affect full-time faculty performance. The findings might have been influenced by inadequate investment in innovation, which reduced positive perceptions among faculty members. The study could not reject the null hypothesis. The findings support a study by Uz Kurt et al. (2013) in which innovation culture was found to be an insignificant mediator in the relationship between organizational culture and firm performance. The innovation culture had no observed change in firm performance.

However, some empirical studies have found contrary results. Shah's (2017) study on the hotel industry in Nigeria recorded that innovation-driven human resource management practices had a significant effect on staff engagement and outcomes, implying that an innovative environment embedded in a strategic HRM framework positively moderates the predictor and criterion relationship. Jimenez-Jimenez and Sanz-Valle's (2008) study illustrated the impact of institutionalized innovation in an organization; it's potentially a significant strategic driver for superior performance. It is vital, in the view of Damanpour and Evan (1984), to include innovation adoption aligned with organizational goals had a positive effect on performance. The inclusion of innovation objectives in corporate objectives is key to successful institutionalization of innovation culture. The study by Faturachman (2023), indicates that innovation positively moderated ownership concentration and company performance in Indonesia, where innovation is considered a key necessity for growth and enhancing competitive

advantage (Karlsson & Tavassoli, 2016). The study currently points to the need to invest heavily in innovation culture to change the full-time faculty members' perception about innovation in private universities in Kenya.

4.3.4 Test of Null Hypothesis on Joint Effect of Human Resource Management practices, Organizational Size and Innovation on Employee Performance of Private universities in Kenya

The hypothesis was tested using multiple regression. Results are in Table 6 below.

Table 6:

Multiple Regression Results for the Joint Effect of Human Resource Management practices, Organizational Size and Innovation on Employee Performance of Private universities in Kenya.

Model Summary						
Model		R	R Square	Adjusted R-Squared	Std. Error of the Estimate	
1	Human resources management practices	.512 ^a	.262	.259	.63579	
2	HRMP*Innovation*Organizational size	.524 ^a	.275	.262	.63451	
ANOVA						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.437	1	31.437	77.770	.000 ^b
	Residual	88.526	219	.404		
	Total	119.963	220			
2	Regression	33.000	4	8.250	20.491	.000 ^c
	Residual	86.963	216	.403		
	Total	119.963	220			
Coefficients						
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.642	.182		9.011	.000
	HRM practices	.500	.057	.512	8.819	.000
2	(Constant)	1.093	.340		3.214	.002
	HRM practices	.577	.081	.590	7.162	.000
	Innovation	.128	.091	.198	1.397	.164
	Organizational Size	.109	.069	.156	1.578	.116
	HRMP*Innovation*	-.013	.007	-.336	-1.920	.056
	Organization size					

Table 6 shows results of Model 1 and 2. Model 1 is explained in Table 17. Model 2 shows $R^2 = 0.275$, indicating that the joint interaction accounts for a 27.5% variation in employee performance. The model assumptions were met; Durbin = 1.677. The ANOVA result, which is the omnibus of the regression model, reveals that HRM practices, innovation and organizational size combined had a statistically significant influence on the dependent variable ($F = 20.491$, $P < 0.05$). The null hypothesis is rejected. The joint results remained statistically significant irrespective of the Model 2 coefficient findings because the joint effect hypothesis is tested by F-statistics (Hanck et al., 2024). The coefficient results in a joint effect study in Model 2 ($\beta = -.336$, $t = -1.920$, $p = .056$) did not change the joint effect of the explanatory variable on employee performance at the ANOVA level. The interaction term does not moderate the association between the predictor and the dependent variable but explains the direction of the relationship without altering the F-statistic.

Several studies have aligned with the joint effect findings of this study. Sagwa et al. (2014, 2015) conducted a study on joint predictor variables to measure the outcome of firms in Kenya listed on “the Nairobi Stock Exchange, Kenya” (Aluoch, 2021, p.586) and found a significant joint effect. Similarly, the joint effect results are in tandem with Mati et al. (2020), who researched the joint effects of organizational strategy, culture, and external organizational factors on firm performance and found a statistically significant effect. Kyongo (2016)

found joint effect of managerial, institutional, and HR-related factors strongly influences the performance of Nairobi Stock Exchange-listed firms more than a single predictor.

From a theoretical perspective, in this joint study, findings align with Human Capital Theory. The theory emphasizes the critical role of investment in human capital in enhancing performance. The significant contribution of HRMP in the regression model supports the argument that improving employees' competencies leads to high performance. Other theories that align with this study explain the need to enhance faculty performance in a university context, including the hierarchy of needs, goal-setting theory, and innovation theory.

5.0 Conclusions and Recommendations

5.1 Conclusions

The study concluded that human resource management practices had a positive and significant influence on faculty performance in private universities. The HRMP bundles if the study were critical drivers of performance at 27.5%, holding other factors constant. Consistent with this, the bundled HRM practices would yield greater productivity and quality than isolated practices, thereby unlocking individual faculty potential. However, talent management practices were found to be less consistently implemented across institutions compared to employee involvement. It is of great value to implement the HRMP bundle of this study and enhance talent management to control faculty turnover. The adoption and implementation of HRIS evidenced significant inconsistencies across all private universities. Faculty experiences with HRIS varied widely, reflecting uneven implementation and limited strategic use beyond routine administration. These disparities suggest that HRIS is not fully adopted in most private universities. There is a need for commitment to enhance HRIS through adequate budget allocation and top leadership support.

Additionally, the study confirmed that organizational size had a low and insignificant moderating effect on the relationship between human resource management practice and full-time faculty performance in private universities in Kenya. Organizational size had a low direct effect on full-time faculty performance. The key indicators of organizational size could not influence the perceived relationships across the institutions investigated. Also, innovation failed to significantly moderate the effect of full-time faculty performance in the adoption of innovative teaching methods, the development of unique instructional materials, groundbreaking research, and the registration of patents, implying that most Private universities in Kenya have an inadequate innovative climate or culture. Lastly, the study concluded that human resource management practices, innovation, and organizational size jointly influenced employee performance. The joint variables had significant predictive power to influence full-time faculty performance. Individually, organizational size and innovation to some extent reduced the predictive power of the model.

5.2 Recommendations

Following the results, the study makes several recommendations. First, the research recommends that HR Professionals and educational managers develop policies and strategies to implement the bundle of HRM practices, including a budget for human resource information systems. Secondly, the study found the moderating effect of organizational size was insignificant, and recommended upgrading infrastructure that supports an innovative climate, and future research to explore other measurable factors not included to enhance the perception of faculty members on the role of organizational size. Thirdly, the study confirmed that the moderating effect of innovation was insignificant and recommended enhancing the innovative climate in private universities. Assessment of innovation climate at the university using Amabile et al (1996) survey tool and formulate policies and strategies that support innovation, including integration of innovation objectives with university objectives to facilitate investment in innovation at all levels.

Fourthly and lastly, the research found that the joint effect of the predictor variable on employee performance was statistically significant. The study recommended that universities develop innovative policies to integrate the HRMP bundles with innovation and organizational infrastructures. For example, recognition and support of innovative full-time faculty and students, and review human resource management policies to support an institutionalized innovation climate

5.3 Contribution Made by the Study

The findings of the study address various gaps in knowledge and make useful contributions to theory, policy, and management of academic staff (Saeed, Tasmin, Mehmood, & Hafeez, 2020) in private universities in Kenya. Theoretically, the study aligns a bundle of HRM practices with academic staff performance in private universities. The findings of the first hypothesis confirm human capital theory's assertion that investment in

competencies development positively affects innovation capacity, quality of educational products, and service delivery in the context of the study.

The study successfully integrated the four theories (human capital theory, innovation theory, goal setting theory, and hierarchy of needs theory) to influence employee performance. The goal-setting theory has a direct effect on performance management and appraisals by line managers, involving employees in goal setting and implementation to improve employee performance. It reflects the situation in most private universities in the country. The goal-setting theory influences talent management and its goal-oriented approaches, and human resource information systems, which directly support human resource management functions.

The study asserts that policymakers in higher education, human resource professionals and educational managers will use the hierarchy of needs theory to align needs requirements to motivate full-time faculty at various levels of need to enhance higher performance. The study findings will help policymakers and managers to formulate innovative human resource management policies and strategies that enhance an innovative climate that recognizes the bundle of human resource management practices of this study as a catalyst to faculty satisfaction, talent retention of academic staff, and quality of education.

5.4 Limitations of the Study

The study had some limitations. First, the cross-sectional design for data collected at one point in 15 private universities limits the generalizability of the outcome to public universities. Secondly, the respondents' busy official commitments to some extent caused delays in completing the data collection tools. The study used a cross-sectional survey design, which could have introduced bias, but most questionnaires were self-administered to mitigate bias in cross-sectional studies. It was challenging to reach some full-time faculty due to their commitments, but Administrative Assistants ensured that questionnaires reached them.

5.5 Suggestions for Further Research

The study recommends replication of this study in public universities in Kenya and other sectors of the economy. It is suggested that innovation be moderated by human resource management practices instead. The study also recommends a longitudinal study to increase the validity of the outcome. It is further suggested that research to be carried out with increased measurable factors on organizational size as a moderator in public and private universities or tertiary colleges. The areas for research could be increased to include other sectors of the economy.

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