

**ROLE OF HUMAN RESOURCE FUNCTIONS IN PROMOTING  
REMOTE LEARNING: A CASE OF PUBLIC UNIVERSITIES IN  
NAIROBI METROPOLIS IN KENYA.**

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REQUIREMENTS FOR THE AWARD OF THE DEGREE OF  
MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT  
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## DECLARATION

This Thesis is my original work and has not been presented for conferment of degree in Maasai Mara University or any other Institution.

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## APPROVAL

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## **DEDICATION**

I dedicate this research Project to my family: my mother Rosa Parteyie and my daughter Simonah Namunyak Jelimo, May God Almighty Bless you abundantly.

## **ACKNOWLEDGEMENT**

First, I would like to thank the Almighty God for his abundance grace throughout the academic journey. I am immensely to my supervisors Dr. Daniel Naikuni and Dr. Patrick Gudda who through their professionalism were able to guide me through the thesis writing process .Special thanks also go goes to my family for allowing me the time to undertake my Study, my parents they bore and raised supported me, taught me, loved me, and always believed in me. I only bow in appreciation for your contributions. God bless them all!

## ABSTRACT

Human resource functions need to evolve and adapt to changing trends in remote work and learning. This may involve updating policies, procedures, and strategies to align with the evolving needs of a remote workforce. Adoption of human resource management functions is critical in ensuring that organization gain competitive edge. With ever increasing demand for remote learning in higher learning institutions, the role of human resource management functions in promoting work culture that appreciate e-learning mode can never be under estimated. The main objective of the study was to determine the role of human resource function in promoting remote learning in public universities in Nairobi metropolis, Kenya. The specific objectives were to determine whether recruitment and selection procedures, reward and compensation management, promotes the implementation of remote learning by public universities in Nairobi metropolis employee training and development and performance management promotes the implementation of remote learning by public universities in the Nairobi metropolis, Kenya. This study was anchored on resource-based view theory; however the study was also reinforced on organizational learning theory and technology acceptance model. The study targeted public universities in Nairobi metropolis in Kenya that are located within Nairobi metropolitan zone. Census and simple random sampling methods were both used to pick administration and human resource registrar, Academic Affairs registrar and lecturers tutoring online classes respectively. From the 8 public universities in Nairobi metropolis in Kenya, the study sampled all the 8 Universities from which the respondents were sampled from. The unit of analysis included university registrars and lecturers tutoring online-classes. The study sampled 44 respondents who took part in this study. Both qualitative and quantitative data was generated from the study. Descriptive statistics (frequencies, percentages, mean and standard deviation) were used to analyze data. Qualitative data was analyzed through the use of thematic analysis. Inferential Statistics (Simple Regression analysis) was also used to predict relationship outcome. For easy comprehension Tables, charts and graphs were utilized for presenting quantitative facts. The study found a strongly positive significant correlation between (recruitment and selection, reward and compensation, training and development performance management) and remote learning (implementation of remote learning by public universities in Nairobi metropolis in Kenya) as show that by X1 Pearson Correlation of 0.803 with a P-value of 0.009, X2 Pearson Correlation of 0.836 with a P-value of 0.006, X3 Pearson Correlation of 0.854 with a P-value of 0.004 and lastly X4 Pearson Correlation of 0.797 with a P-value of 0.016 respectively. Based on the research statistics, the study concludes that recruitment and selection (Beta coefficient: 0.333, Sig-value 0.009) reward and compensation (Beta coefficient: 0.379, Sig-value 0.006), training and development (Beta coefficient: 0.587, Sig-value 0.007) and performance management (Beta coefficient: 0.347, Sig-value 0.016) it was concluded that all independent variables promoted the implementation of remote learning by public universities in Nairobi metropolis. The study recommended that public universities should focus on recruitment, selection of eLearning lecturers. Higher learning institutions must draw on both extrinsic and intrinsic reward strategies to improve retention levels through endorsing higher levels of workplace trust and work engagement levels. The human resource department should pay more attention on employee training and skill development and that Public Universities must continually implement performance management tools in implementation of remote learning.

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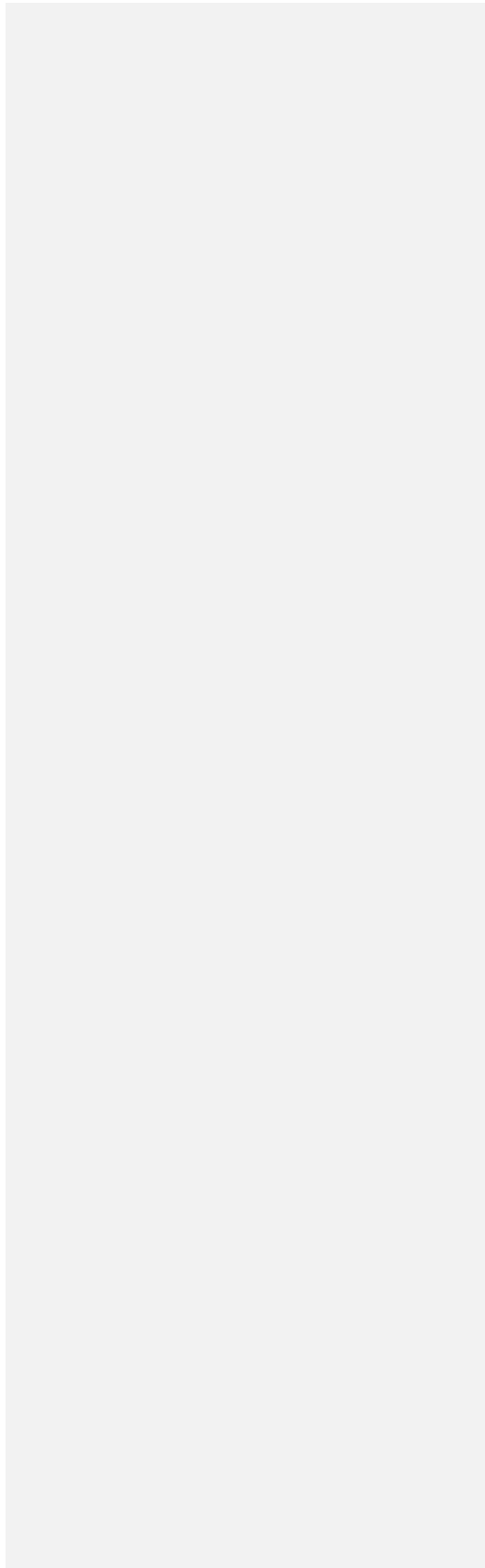


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## DEFINITION OF OPERATIONALIZATION TERMS

**Employee Productivity** is the value that an employee brings to the organization for a specific unit of time (Hughes, 2018).

**HRM Policy** are official rules and processes which dictate how certain issues, including employee rights and responsibilities, should be resolved in the workplace. HR policies are linked to labor legislation (Gill & Meyer, 2021).

**Performance** According to Armstrong and Baron (2015), performance in an organization should always consider the inputs, analyzing the behaviors, and the outputs, focusing on the results.

**Performance Management** is a strategic and integrated approach to providing continuous achievement to an organization by enhancing its employees ' performance through team development and employee capacity growth (Talbot, 2019).

**Recruitment and Selection** is the method of identifying people who may join and encouraging them to apply for current or expected work openings (Taylor, 2008).

**Reward System** refers to programs established by a business to reward efficiency and motivate individual and/or group-level staff (Biron et al., 2015).

**Training and Development** relates to a company's scheduled attempt to promote the learning of job-related skills by staff (Gegenfurtner et al., 2019).

## ACRONYMS AND ABBREVIATIONS

<b>TUT</b>	Towards Using Technology
<b>CBK</b>	Central Bank Of Kenya
<b>COVID</b>	Coronavirus Disease
<b>IC</b>	Information Communication Technology
<b>HEI</b>	Higher Learning Institution
<b>HR</b>	Human Resources
<b>HFC</b>	Housing Finance Company
<b>HRM</b>	Human Resource Management
<b>KPIs</b>	Key Performance Indicators
<b>PDP</b>	Personal Development Plans
<b>PU</b>	Perceived Usefulness
<b>SPSS</b>	Statistical Package For Social Sciences
<b>TAM</b>	Technology Acceptance Model
<b>US</b>	United States
<b>UK</b>	United Kingdom
<b>UNESCO</b>	United Nations Educational, Scientific And Cultural Organization.
<b>JKUAT</b>	Jomo Kenyatta University Of Agriculture And Technology
<b>RBV</b>	Resource-Based View
<b>OLT</b>	Organizational Learning Theory

## **CHAPTER ONE INTRODUCTION**

### **1.1 Background of the study**

According to Rashid et al., (2020), adoptions of HRM functions are critical in ensuring that organization gain competitive edge. With the wake of Covid-19, most of higher learning institutions across the globe are striving to stay ahead through adoption of remote learning programmes, however Yusuf and Ahmad, (2020) notes that, for higher learning institutions to get the greatest outcomes, they must integrate sound human resources management practices with operations management (Bag et al., 2021).

Both global and regional scholars have tried to defining the role of HRM functions in fostering organizational competitiveness. According to Saeed et al., (2019) the role of HRM includes; development of organizational policies that relate to staff recruitment, compensation and benefits planning, development of employee training and development policies, and development of performance metrics. Similarly, Mahapatro, (2022) points out that, success in organization relies on how best the HR department prepares organization Human capital towards embracing organizational goal and working their achievement.

With ever increasing demand for remote learning in higher learning institutions, the role of HRM functions in promoting work culture that appreciates e-learning mode can never be underestimated (McCaughey, 2018). In every institution, HR function must play an instrumental role in planting culture that accepts the new shift (e-learning mode) by ensuring that human capital is adequately prepared to assimilate the anticipated change. However, Thite, (2022) notes that, with spontaneous demand for e-learning which was primary accelerated by Covid-19 wake, most of the universities still lag behind in actualization of e-learning adoption goal.

#### **1.1.1 Global Perspective of Human Resource**

Globally, the moderating role played by HR in ensuring successful implementation of a remote learning culture has been widely explored in developed states. For instance, in the Philippines, Mugot and Sumbalan (2019) find that where the university wants to shift from class-based learning mode to remote learning, the HR function must ensure that lecturers are adequately

trained. Similarly, a comparative study done by Bobrytska, Reva, Protska, and Chkhalo (2020) in Ukraine finds that equipping teachers with ICT pedagogy is paramount in enhancing adoption of the e-learning process by public universities.

Charlwood and Forth (2020) show that excellent HR improves an organization's internal capacity to manage any issues it may face in the present or in the future. In addition to motivating employees, good human resources procedures also enhance their welfare and increase their dedication. Through encouraging hard work, human resource strategies can also have a positive impact on the organization. In Malaysia, Gould-Williams and Mohamed (2017) find that a system made up of sound HR functions helps to boost the productiveness of university employees and stimulate them to create the most effective projects, thus leading the organization to success.

According to Corby, Palmer, Lindop, (2018) by aligning HR strategies with remote learning objectives, organizations can effectively support the development of their remote workforce and ensure long-term success. Santos et al. (2020) highlight the imperative for HR functions in Canada to evolve and adapt to the shifting landscape of remote work and learning, necessitating updates to policies, procedures, and strategies to cater to the evolving needs of remote workers. In parallel, Supardi and Udin's (2020) study in Indonesia underscores the pivotal role of HR as a central unit in driving the promotion of remote learning within institutions, emphasizing HR's vital function in facilitating the transition to remote educational platforms amidst geographical and technological challenges. These studies collectively emphasize the crucial role of HR departments in both countries in spearheading organizational adjustments to accommodate the rising prominence of remote work and learning paradigms. Similarly Kenyan Universities have impressed strategies that anchored on the technological developments to deliver remote learning of their training curriculum.

In order to determine whether the rise in professional support employees in the early 2000s had an effect on university performance, a UK study used longitudinal organizational data from 100 British universities. Results showed a correlation between greater degree completion rates and a higher non-academic staff to student ratio (Baltaru, 2019, In addition, institutions are adding more administrative posts with a focus on academic assistance and directing the work

of increasingly complex institutions with a diversified workforce as a result of the change in delivery of higher education.

### **1.1.2 Regional Perspective of Human Resource**

Across Africa, universities have also been compelled to transition from face-to-face to online learning (e-learning) as a result of the coronavirus pandemic (COVID-19). In developing states where digital infrastructure and policies are inadequate, careful planning is requisite before the implementation of e-learning commences. HR has a vital role in providing administrative advice, especially on digital policies. According to Jones (2018), adoption of e-learning should be anchored on both state and institution policies gathered from all key departments, including HR functions. Similar sentiments are maintained by UNESCO, which holds that remote learning in higher learning institutions should be founded on clear policies that bridge interest from all parties (Pigozzi, 2019). However, Joubert and Snyman (2020) note that the lack of clear policies in developing nations digital transformation processes deters universities from reaping the full potential of e-learning. The views of the authors underscores the significance of comprehensive planning and policy development, with HR playing a pivotal role in facilitating the transition to online learning, especially in regions with limited digital infrastructure and policies.

In the Nairobi metropolitan area, there are evident gaps in the adoption of remote learning within universities, as highlighted by Guemide and Maouche (2020). While some universities, like the African Virtual University, provide training to staff in distant learning programs, this initiative is not widely practiced across institutions in the area. The lack of comprehensive training programs for staff poses a significant barrier to the successful implementation of e-learning systems, as the support and expertise of staff are essential for effective adoption. Furthermore, there appears to be a gap in the development of skills necessary for remote learning, encompassing competencies among organizational management, IT staff, and students. Additionally, the shared values within these universities regarding e-learning, including beliefs that could either facilitate or hinder its acceptance, remain largely unexplored and inadequately addressed. Moreover, the absence of higher levels of support from top management further exacerbates the readiness for e-learning among teachers and learners in

these institutions, as suggested by Contreras and Hilles (2015). These gaps underscore the need for targeted interventions and comprehensive strategies to address the challenges hindering the adoption of remote learning within universities in the Nairobi metropolitan area

With the world embracing digital transformation in almost every sector, advancement in technology has also posed a significant challenge in the evaluation of employee productivity (Budinarsih, Dinarjo, & Ashari, 2017). With every university determined to source the best qualified e-lectures, studies by Peters and McCarthy (2016) find that most of the universities in developing nations lack adequate electron-staff appraisal metrics that could provide the best remedies, further, McCaughey (2018) notes that the lack of employee assessment metrics has led to redundancy in the quest for e-learning adoption in universities in Pakistan.

### **1.1.3 Local Perspective of Human Resource**

Remote learning adoption in public universities can be increased through employee performance (Gatuyu, 2019); in this light, public universities in Nairobi metropolis in Kenya must grow their personnel by using sound HRM functions in order to improve employee conceptualization and adoption of remote learning (Odhiambo, 2019). Further studies by Ng'ambi, Brown, Bozalek, Gachago, and Wood (2016) pointed out that remote learning is becoming more and more popular with learners as they can combine their learning experience with the advancement of information technology.

Creating favorable working conditions is critical to ensuring that virtual learning is achieved in higher learning institutions. According to Gatuyu (2019), creating working conditions for lecturers is critical to fostering e-tutor productivity. Regardless of organizational setting, human resources must motivate employees by presenting better work conditions such as employment terms and conditions of employment, work-life balance, safety and well-being, health, and working time. A recent study by Acosta and Odhiambo (2019) revealed a low rate of acceptance and usage of remote learning by students at the Jomo Kenyatta University of Agriculture and Technology (JKUAT) and the United States International University in Kenya, both of which were attributed to poor working conditions.



HRM functions play a crucial role in guiding the implementation and provision of remote learning. For instance, HRM functions should place a lot of emphasis on having access to all relevant information and resources. With an abundance of relevant information, Kuria and Mose (2019) maintain that employee onboarding will go more quickly if they are given a rudimentary understanding of the tools utilized by the organization's e-tutoring and some instruction on how to use them. This enables new lectures to start producing results much more quickly. According to Mutahi (2015), implementation and use of HR practices help boost the productivity of university employees and stimulate them to create the most effective projects, thus leading organizations to success.

Despite remote learning growing rapidly worldwide, East African universities have yet to fully maximize their potential. With the management shifts occasioned by the COVID pandemic, human capital and intellectual capital can never be ignored more, especially in the quest for digital learning. A recent study by Wanjala and Otieno (2020), which involved the University of Dar-es Salaam (Tanzania), Makerere University (Uganda), and the University of Nairobi (Kenya), revealed a lack of requisite skills and sufficient human capacity that hampered meaningful implementation of remote learning in these universities.

Employee recruitment is one of the best HRM functions that is closely linked with organizational success (Fraij, 2021). Hiring the best-qualified candidates presents an organization with a potential workforce that can deliver on organizational goals. To achieve digital transformation (e-learning), universities, through the HR department, need to ensure that they lay down appropriate measures that guarantee the selection of qualified staff that fit the task. Studies in Australia by Joubert and Snyman (2020), find that with ever-changing technological advancements, finding online e-lecturers who are well versed with tutorial software is a big challenge in the resourcing process. In mitigation, Muisyo and Qin (2021), advocate for the development of an organizational culture that promotes employee skill development and talent nurturing in higher education institutes.

Personnel are an indispensable part of any organization because of their professional abilities and character traits. According to Tramontane and Michailidis (2019), employee upskilling and professional development opportunities are recognized among the greatest HRM

functions because they boost workers motivation and productivity; however, studies by Jehanzeb and Bashir (2020) in the UK find that, with digital learning taking the lead, universities would require more than just acquiring qualified, experienced workers but would invest in assessing career development for skill development.

Effective implementation and recognition of good human resource practices are necessary to contribute to the sharpening of employees' competencies, commitment, and thus productivity. According to Alişkan (2020), effective human resource management results in a significant difference in how a firm operates. In South Africa, for instance, Caldwell and Tuan (2021) find that the adoption of human resource practices by government agencies promoted worker competence, happiness, and commitment and aided in building a strong culture in the public sector, where the practice could be displayed as a system, a process, an action, or a norm.

Sagwa et al. (2015), find that HRM procedures significantly affect employee outcomes. According to the authors, organizations must make sure that their HRM policies produce employee outcomes that can raise employee engagement, skill, and empowerment. This will help the firm achieve and maintain better competitive advantage in their operations. Similarly, Mutahi and Busienei (2015) argue that reward management, training and development, and resourcing policies (part of HRM practice) have a significant impact on organizational performance.

## **1.2 Statement of the Problem**

With ever-increasing demand for remote learning in higher learning institutions, the role of HRM functions in promoting a work culture that appreciates e-learning modes cannot be understated (McCaffery, 2018). Every successful organization must recognize that human resources are crucial since they have a direct impact on performance. In every institution, the HR function plays an instrumental role by planting the new culture that accepts the new shift (e-learning mode) and ensuring that human capital is also adequately prepared through training and skill development to fit and assimilate the anticipated change. Despite remote learning growing rapidly worldwide, most of the public universities in Nairobi metropolis in Kenya are currently facing the challenge of adapting HR functions that support remote learning (Hadullo,

Oboko, &Omwenga, 2018). According to Mutisya and Makokha (2020), public universities in Nairobi metropolis in Kenya lack adequate personnel and capacity to admit, teach, examine, and graduate their students online. Further, Gunga and Ricketts (2020) highlight that lecturers need the technical skills to function in this new remote-learning environment. Further Assessment of employees' productivity working under the support of digital platforms has presented a significant challenge in many Kenyan universities organizations. With digital learning taking the lead, universities will require more than just acquiring qualified, experienced lecturers; they must invest in assessing career development for enhanced learning (Sá, &Serpa, 2020). Given that the future of learning will continually shift from traditional to digital, it is paramount to draw insights on the link between HRM functions and the implementation of remote learning. Odhiambo (2019) acknowledges that little attention has been paid by practitioners and researchers to the role of human resources management function in the implementation of remote learning in these public universities, resulting in limited literature in this field and thus the gap that this study seeks to fill.

### **1.3 General Objective of the Study**

The study sought to examine the role of human resource functions in promoting remote learning: a case of public universities in Nairobi metropolis.

### **1.3 Specific Objectives of the Study**

The research was guided by the following specific research objectives;

- i. To determine whether recruitment and selection procedures promote the implementation of remote learning by public universities in Nairobi metropolis
- ii. To examine whether reward and compensation management promotes the implementation of remote learning by public universities in Nairobi metropolis
- iii. To establish whether employee training and development promote the implementation of remote learning by public universities in Nairobi metropolis
- iv. To investigate whether performance management promotes the implementation of remote learning by public universities in the Nairobi metropolis.

#### **1.4 Research Hypotheses**

**H<sub>01</sub>:** There is no significant relationship between recruitment and selection procedures and the implementation of remote learning by public universities in the Nairobi metropolis.

**H<sub>02</sub>:** There is no significant relationship between reward and compensation management and the implementation of remote learning by public universities in the Nairobi metropolis.

**H<sub>03</sub>:** There is no significant relationship between employee training and development and the implementation of remote learning by public universities in the Nairobi metropolis.

**H<sub>04</sub>:** There is no significant relationship between performance management and the implementation of remote learning by public universities in the Nairobi metropolis.

#### **1.5 Significance of the Study**

The study is of great significance to the following groups

The study is intended to help the university regulators in the public universities in Nairobi metropolis in Kenya, know the effect of human resource management function on employee productivity, so that they can practice them in order to achieve success in the implementation of remote learning. The study's findings will add to the body of knowledge on the effect of human resource management practices on employee's efficiency.

Policy makers (the university senate) within public universities will have an insight into HRM functions for employee productivity as they will be able to come up with guidelines or policies that organizations should adopt in order to achieve sustainable implementation of remote learning through the productivity of employees in universities. This will enable universities to come up with policies to follow if needed to achieve success in the implementation of remote learning through better employee management.

The study will also be of great significance to other HR scholars, as it will fill some research gaps that give room to other researchers in the same field. This is because the researcher will give recommendations for further research for other researchers that opt to

conduct research in such related areas. The study findings will form the basis for future research as well as provide basis for further research.

### **1.6 Scope of the Study**

The study's primary focus was to determine the role of human resource management functions in promoting remote learning by public universities in Nairobi metropolis, with a unique focus on performance management, reward and compensation management, training and development, and recruitment and selection procedures, all of which are HRM functions. The study drew its population from employees of eight public universities in Nairobi metropolis in Kenya. The respondents included full-time lecturers and university registrars. The study limited itself to the use of primary and secondary data.

### **1.7 Limitations of the Study**

The study has several limitations, First, the sample size was relatively small on the less it was a representative of public universities within Nairobi metropolis, Kenya. Second, data collection relied on self-reported measures, which can introduce response bias. Additionally, the study was conducted within Nairobi metropolis geographical area, restrict the applicability of the results to other regions which might not be having strong network coverage as Nairobi. The technic of the analysis was correction and linear regression which are not causality in nature.

## **CHAPTER TWO LITERATURE REVIEW**

### **2.1 Introduction**

The chapter examines literature on recruitment and selection, reward and compensation management, employee training, and related literature. The literature review includes informational documents concerning the subject under examination. In addition, the parts offer research theories, empirical literature reviews, research gaps, a conceptual framework, variables' operationalization, and the summary chapter.

### **2.2 Theoretical Literature Review**

The term theoretical literature review refers to a logical network of relationships between variables that are considered relevant for the problems that have been developed. Therefore, theories are broadly designed to understand, predict, and interpret a phenomenon and to examine and enhance present understanding within the restrictions of key limitations under particular circumstances. The theoretical literature identifies and suggests why the research topic is tackled and lays the foundation for the research theory. This study will be anchored on resource-based view theory; however, the study will also be reinforced on organizational learning theory and TAM model.

#### **2.2.1 Resource-Based View**

Originally proposed by Birger and Wernerfelt (1984) and later developed and refined by Barney (1991) and other scholars, the resource-based view of the firm has found considerable support in the business literature. The theory postulates that, organizations with valuable, immovable, inimitable and rare resources can attain a unique advantage in the competitive environment (Hsuan & Kotzab, 2015). Whether tangible or intangible, the resources must be heterogeneous and immobile (Barney, 1991). As a result, the resource-based perspective elucidates how institution's property gives an institution advanced strategic power and superior operational efficiency. Institutions that take advantage of existing prospects using current capital while still developing unique new assets maintain their viability in the future and stay relevant and competitive (Alexy, West, Klapper, & Reitzig, 2018).

Many researchers, however, have grouped criticisms around the application of resource-based theory (Ombaka et al., 2015), pointing out that there are external variables such as innovations that provide a unique resource that can be used by the organization to generate performance in specific areas such as the operation, marketing process, and others, which yield some complication. As a result, some supporters claim that an organization's competitiveness cannot be accomplished solely by its particular internal capabilities.

The resource-based perspective is deemed applicable in this analysis since the RBV philosophy stresses the importance of taking into account all the institution's internal and external resources, whose availability would determine the success of the adoption of e-learning in public universities. Human capital, available finances, and time factors are critical in the planning and implementation process. Applying the Resource-Based View to the adoption of online teaching in universities involves assessing the institution's resources and capabilities and aligning them with the strategic goals of offering effective online education. With adequate resource training to the lecturers, procurement of software and hardware, designing reward and compensation packages. Universities that use their unique resources, develop relevant capabilities, and create value through online teaching would establish a competitive advantage in the ever-evolving landscape.

### **2.1.2 Organizational Learning Theory**

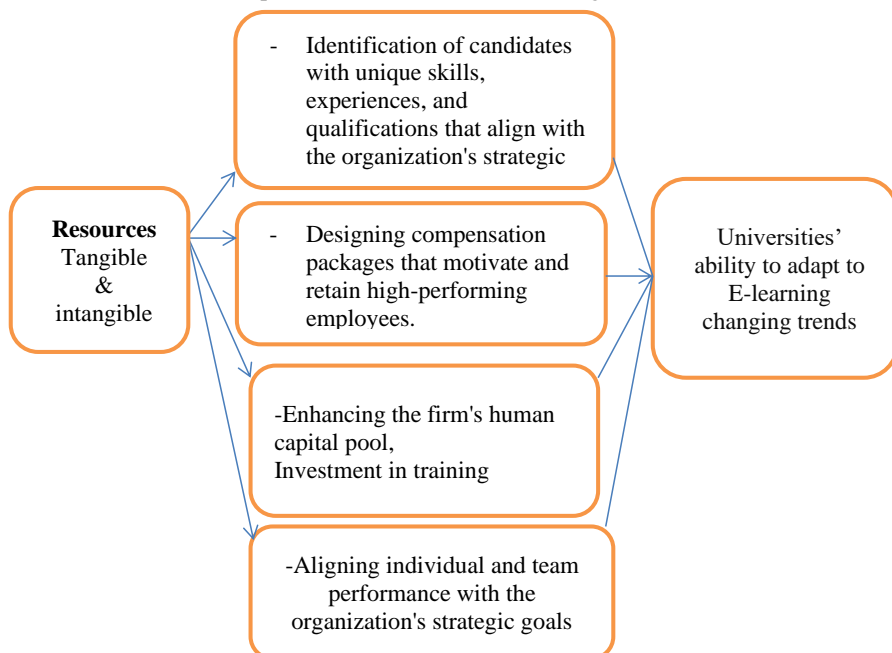
Argyris and Schön pioneered organizational learning theory in 1978. A learning organization is a company or organization that motivates its staff to learn and changes regularly (Crossan, Lane, White, & Djurfeldt, 1995). Institutions that learn are formed because modern businesses have to meet a lot of different needs. They help them stay competitive in the market, too. There are five main things that make a learning environment: shared vision, personal mastery, mental models, systems thinking, and team learning. The idea of a learning organization urges businesses to adopt a more integrated mindset. This contributes to the organization's effectiveness (Serenko, Bontis, & Hardie, 2017).

One of the most important ideas in organizational learning theory is that we learn from our mistakes. Learning, according to Chris Argyris and Donald Schon, happens via the discovery

and correction of errors, and they were accurate. When you accomplish a job and the actual product is not what you expected, you will most likely analyze what went wrong and make any required improvements. According to this view, learning takes place in the workplace when you interact with your colleagues (Maroofi, Nayebi, & Dehghani, 2019).

An initial critique is that the concept of the learning organization itself is quite vague and has many different definitions. In particular, Garavan (2017) suggests that there is confusion over whether the learning organization is a prescriptive variable that is, something that management can implement according to a set of procedures and instructions or whether it is more of a living, changing phenomenon that is part of the culture of the organization.

This theory will be used to assess the effect of employee skill development on the adoption of remote learning by public universities in Nairobi metropolis in Kenya. Organizational Learning Theory (OLT) can offer valuable insights into the adoption of online teaching in universities by focusing on how organizations learn, adapt, and implement new management practices. OLT emphasizes the ways in which organizations gather and process information, make sense of their experiences, and transform knowledge into action.





### **Figure 2.1: Theoretical Framework**

In essence, RBV theory advocates that organizations should view their human resources as valuable, non-substitutable assets that can be a source of sustainable competitive advantage. In the context of HR functions such as recruitment, compensation management, training, and performance management, this means strategically leveraging human capital to support the organization's long-term success and competitive position.

#### **2.1.3 Technology Acceptance Model**

The Technology Acceptance Model (TAM) was developed by Fred Davis in 1986 and employed in various research studies; therefore, it has become quite significant in the literature pertaining to technology acceptance (Chung et al., 2015). According to the theory, two personal beliefs; i.e., perceived usefulness and perceived ease of use, are affected by external and system-specific factors and predict the attitude towards using a technology. The attitude towards using then affects the behavioral intention to use it, which eventually predicts the actual system.

According to proponents of the technology acceptance model such as Mathieson, Peacock, and Chin (2021), confidence in the use of technology can lead to increased personal control, flexibility, and competent use of information. Therefore, increased knowledge can lead to better productivity, while Fedorko et al. (2018) support the idea that technology acceptance will lead to better prediction of the use of new information resources.

Just like any other scholarly work, the Technology Acceptance Model (TAM) has received its fair share of criticism. For instance, Ajibade (2018) cautions that various scholars and corporations have been citing the TAM because of its simplicity of the model without considering its limitations. Lin (2017) contends that, TAM is not envisioned to address the use of technology in business, university, and organizational contexts but is mainly conceptualized for an individual's perception and purpose. Skulstad (2020) adds that the TAM model cannot fully explain the reason behind the acceptance and use of technology in the business environment; while Baazeem (2019) states that the technology alignment

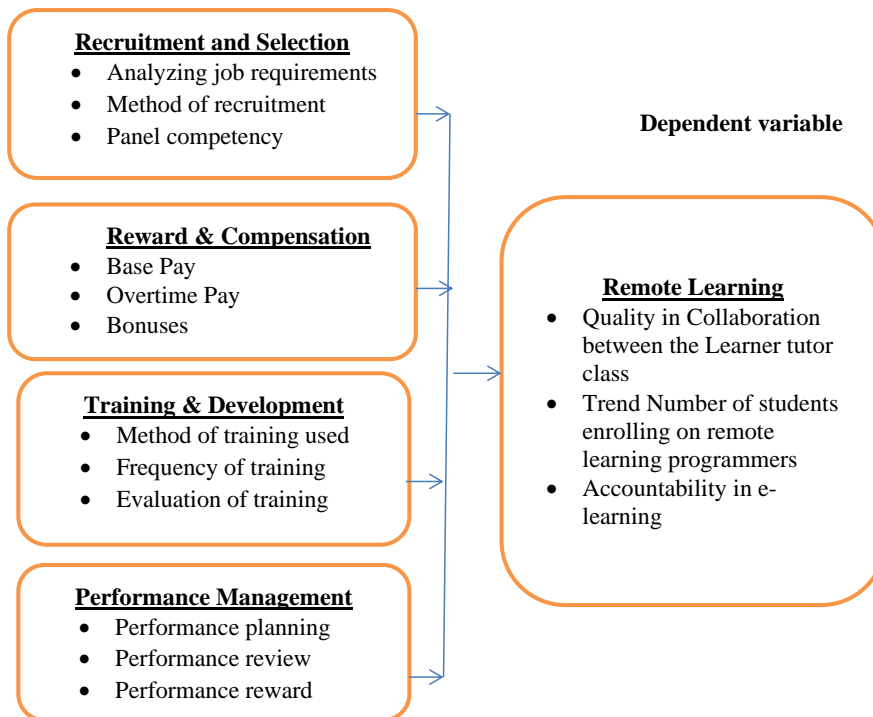
model is not robust enough to explain user's behavior about buying, rejecting, or accepting to use technology.

As educational institutions increasingly adopt online teaching methods, the TAM framework can provide insights into how lecturers and students perceive and interact with these technological changes by measuring the number of learners enrolled and number of lecturers using remote learning platform. Lecturers might consider whether online teaching tools enhance their ability to deliver content effectively, engage students, and provide flexible learning opportunities. Students, on the other hand, might evaluate whether online courses offer a convenient way to access resources, learn at their own pace, and achieve learning outcomes. Further the ease with which educators and students can navigate and interact with online teaching platforms is crucial. Lecturers should find it straightforward to design and manage online courses, while students should be able to easily access course materials, participate in discussions, and submit assignments without significant technical hurdles. In this study, the Technology Acceptance Model was deemed appropriate given that, the theory provide a structured approach to examining factors influencing the acceptance and usage of online teaching platforms among university faculty, staff, and students. By utilizing TAM, the study aims to identify key determinants such as perceived usefulness, ease of use, and attitudes toward online teaching, which can inform strategies for promoting successful adoption and implementation of online teaching initiatives within universities.

### **2.3 Conceptual Framework**

The conceptual framework represents a graphical representation of the theoretical relationship between research variables (Joshnloo & Weijers 2019). Imaging variables is very important in academic research because it forms the basis for generalizations in research results (Kungu, 2015). In the research, the dependent variable will be the implementation of remote learning by Kenyan public universities. The independent variables will be recruitment and selection procedures, reward and compensation, employee training and development, and employee performance management.

## Independent variables



**Figure 2.2: Conceptual Framework**

### 2.3.1 Recruitment and Selection

According to Taylor (2018), recruitment and selection are methods of identifying people who may join and encouraging them to apply for current or expected work openings. Choosing the best talent is the primary recruitment aim of any organization, but various organizations may have other objectives to achieve during the recruitment process (Odoni, 2018). Of late, most of the organizational process has shifted; firms have been compelled to adopt procedures that accommodate changes as they occur. In this light, organizations require a work force that fits within these dynamic shifts. According to Haryono et al. (2020), it's the duty of HR to ensure that firms acquire skilled, professional workforce that match modern trends. This can basically be achieved through recruitment and selection or continuous training

and development. In regards to this study, quality recruitment and selection processes within the university will be integrated on the basis of analysis of job requirements, reviews of applications, recruitment strategy, screening shortlisting procedures, and selection of the right candidates.

### **2.3.2 Reward and Compensation**

Under the umbrella of human resource management, reward and compensation management is responsible for the creation and execution of policies and strategies aimed at rewarding employees consistently, fairly, and in line with their performance and value to the business (Victor & Hoole, 2017). Reward and compensation management are critical in motivating the workforce towards the achievement of expected behaviors and outcomes. This study will use the following metrics, such as total reward strategy, base pay, and overtime pay bonuses, to scrutinize how such factors promote the implementation of remote learning by public universities in the Nairobi metropolis.

### **2.3.3 Training and Development**

Training and development refers to a company's scheduled attempt to promote the learning of job-related skills by staff (Gegenfurtner et al., 2019). According to Barney (2019), training and development aid organizations in attracting and keeping top personnel, boosting morale and job satisfaction, boosting output, and increasing profits. In this light, the remote learning process would definitely rely on competent employees, hence the need to investigate the role of employee training and development in the implementation of remote learning by public universities in Nairobi metropolis in Kenya.

### **2.3.4 Performance Management**

Performance management involves managing employee efforts based on measured performance outcomes. Thus, determining what constitutes good performance and how the different aspects of high performance can be measured is critical to the design of an effective performance management process (Armstrong & Baron, 2020). The study will use the following measures to assess performance management variables: timeliness, attention to

detail, creativity and innovation, good time management, ability to perform in all key areas of the role, consistency, and initiative.

### **2.3.5 Remote Learning**

The essence of adopting sound HRM functions (performance management, training and development, reward and compensation management, and recruitment and selection) cannot be understated by higher education in its quest for e-learning adoption. According to Philippine, Mugot and Sumbalan (2019) find that where the university wants to shift from class-based learning mode to remote learning, the HR function must ensure that online lecturers are adequately trained. The dependent variables will scrutinize quality in collaboration between the learner tutor class, trend number of students enrolling in remote learning programs, efficiency in e-learning, accountability in e-learning, and process transparency.

## **2.4 Empirical Literature Review**

The empirical review highlights the past studies on the variables of the study. This includes the studies on recruitment and selection, reward and compensation management, employee training and development and performance management as they relate on employee productivity toward organizational goals.

### **2.4.1 Recruitment and Selection Procedures**

In Canada, for instance, Santos et al. (2020), sought to determine the effect of employee selection on organizational productivity. The study focused on telecom companies in Canada. Specifically, employee selection was measured through scrutiny of the applicant's capabilities, education, and experiences. The target population of this study consisted of 220 employees working in the telecom industry. All the participants were selected using the stratified sampling method. Participants were drawn from the top managers, middle level employees and from operations level. Data was collected using questionnaires which had both open headed and closed headed questions. Pearson correlation was used to determine the association between the study variables. The result of found that conducting in-depth reviews on job applicant's skills during recruitment process helped to avail best talents for the organization, which in turn

were positively correlated with and employee productivity and performance, the study concluded that actions taken by an organization to attract job applicants with the skills necessary to support the achievement of its objectives and goals is critical fostering organizational competitiveness. This study was conducted in a developed state where each stands a better chance in attracting a pool of qualified personnel as opposed to organizations developing state like Kenyan, therefore the current study will come up with results reflect and best apply to in the local setting.

In Africa, various researchers have also invested the role of HRM functions in organizational management. In Ghana, for instance, Ekwoaba and Ufoma, (2015), investigated the impact of recruitment and selection criteria on performance using Fidelity Bank Plc, Lagos Nigeria as focal point. The analyses of 130 valid responses were obtained through a questionnaire that was administered to randomly selected respondents. The study revealed that interviewing and final selection which are part of recruitment and selection criteria have significant effect on organization's performance ( $X^2 = 35.723$ ;  $df = 3$ ;  $p < 0.05$ ). The research concluded that the more objective the recruitment and selection criteria is, the better the organization's performance ( $X^2 = 20.007$   $df = 4$ ;  $p < 0.05$ ). Although the results are critical in HR managerial discipline, this study was conducted long time and thus the need to come up with updated results in this filed.

In Indonesia, Haryono, Supardi and Udin (2020), sought to determine the role of recruiting agency in sourcing best professional and organizational a competitive edge. The study used purposive sampling techniques to draw the study sample population. A sample size of 375 participants selected from a total population of 15,017 HR managers all dawn from manufacturing industry. A structured questionnaire with Likert-type statement was used to gather raw data. The study used both descriptive and inferential statistics to draw the conclusion. Analysis followed both thematic and quantitative means. The Aggregate mean demonstrated quality professionalism by all employees recruited through external agency as opposed to internal agency. Further inferential statistics found a positive significant relationship between agencies recruitment process and competitiveness by manufacturing industries in Indonesia. While the findings of this study offered critical insights on the role of the recruitment process in determining organizational competitiveness, the study only utilized

secondary data; the current study will utilize both primary and secondary data to draw conclusive results.

Odoni (2018), sought to determine how recruitment job advertised and review of applications submitted affected organizational HR capital. Announcing the job was scrutinized through communication platforms (print media, digital media and radio). This study sample was drawn from HR managers working with Kenya Power Company Limited. The study used descriptive survey design; Purposive sampling technique was employed to select 44 participants who participated in the study. Questionnaires were administered to the respondents. The study established that the type of advertisement channel by organization consequently influenced application turnout. Similarly, the study found that review of applications submitted is critical in matching task requirement with applicant's competences all which supported the achievement of organizational objectives and goals. The studies draws that organizations should give importance to various tests and emphasize interviews and reference checks so as to acquire competent workforce. Although this study was undertaken in government Agency, the results cannot be generalized in learning institutional setting due to policy deference and administrative structures.

In Kenya, Mbugua, Waiganjo, and Njeru, (2018), sought to determine the relationship between employee recruitment and performance of commercial banks in Kenya. The study population was drawn from HR managers from 10 tier commercial banks currently operating in Kenya as per the CBK report of 2020. The unit of observation was top, middle and subordinate employees of the selected banks. Yamane (1967), formula was adapted to calculate a sample of 384 employees which was selected using stratified random sampling. A structured questionnaire was the main tool used in data collection process. Simple linear regression as a form of inferential was adopted. The study revealed that employee recruitment had a significant and positive effect ( $\beta=.418$ ,  $p=0.000<0.05$ ) on employee performance of commercial banks in Kenya. Regression analysis showed that organizational culture explains 53.0% of employee performance. While this study was conducted in the banking sector, the current study will shift focus on university setting. While most of the above literature points on the essence of clear recruitment and selection procedures in an

organization, this study will seek to determine the recruitment and selection procedures on implementation remote learning by public universities in Nairobi metropolis in Kenya.

#### **2.4.2 Reward and Compensation Management**

Under the umbrella of human resource management, reward and compensation management is responsible for the creation and execution of policies and strategies aimed at rewarding employees consistently, fairly, and in line with their performance and value to the business. In United Kingdom, Corby, Palmer, and Lindop, (2018), sought to determine the effect of compensation management on employee's performance in the hospitality sector. The objectives were to: determine the extent at which compensation management affect employees' performance. Participants of this study included HR managers 412 drawn from the five-star hotels across UK. The researchers used questionnaire tool to gather relevant data from the respondents. The data was analyzed using inferential and descriptive statistics. The f-statistics of 12.052 was grater that F critical 2.49). The study concluded that there is a significant relationship between compensation management and firms improved productivity, However the research results provide little evidence of thorough-going use of reward management to encourage and reinforce organizational change such as adoption of e-learning in public universities.

In south Africa Victor and Hoole, (2017), sought to determine whether there is a relationship between employee rewards, trust and engagement, and if rewards are able to predict trust and engagement in the South African workplace. A quantitative, exploratory and cross-sectional research design was utilized. Non-probability sampling using questionnaires consisting of scales from the Job satisfaction survey, intrinsic motivation inventory, psychological meaningfulness scale, basic needs at work scale, workplace trust survey and work engagement scale were administered to a sample (N = 251) of South African employees in various industries within the Gauteng region. Results indicated that there is a moderate-to-strong positive relationship between the three constructs, and that rewards are able to predict trust and engagement. Both extrinsic and intrinsic rewards are important factors in keeping employees engaged and ultimately retaining them. In this light organization such as higher learning institutions (HEI) must draw on both extrinsic and intrinsic reward strategies to improve



retention levels through endorsing higher levels of workplace trust and work engagement levels.

In Nigeria, Akinyele (2020), sought to determine the how employee reward management affects worker productivity in an organization. The population for the study included all the employees of oil and gas industry in Lagos who were 887 in total. Employee reward was assessed through base pay, overtime pay and bonuses. The study adopted a descriptive survey as the research design. The study used Fisher's scientific formula to select 173 respondents. The primary data was collected using structured questionnaires. Data obtained was analyzed using descriptive analysis approach. Further the study used multiple regression analysis to predict linearity. Both inferential and descriptive statistics showed that when reward programs are tailored based on worker's performance, they directly served as a motivational tool, this step increased employees' perception on organizational appreciation and thus triggering worker loyalty and productivity.

In Tanzania, Ndiijye, and Tandika, (2019), examined the effect of total rewards strategy (wages and bonuses recognition, workplace flexibility and career opportunities) on the employee performance in the real estate sector using descriptive survey research design. Total rewards strategy was measured through compensations, benefits, flexibility, and performance recognition and career development. Stratified random sampling technique was used to select the study sample of 159 respondents from a target population of 270 employees obtained from real estate companies. A structured questionnaire was used in to collect raw data. Beta coefficient statistics was used to find the level of relationship between total rewards strategy metrics (wages and bonuses recognition, workplace flexibility and career opportunities) and employee performance. The study concluded that wages and bonuses recognition, workplace flexibility and career opportunities all have a significant effect on employee work performance. The findings imply that employees preferred promotions, greater pay, cash gifts, and training opportunities as reward strategies when given a choice, and that personal need for achievement had a significant influence in influencing employee performance. This study was conducted in the real estate sector, however the current study will shift focus on education sector.

Although many organizations in Kenya have put in place various strategies to motivate their employees, little is known about their impact on employee's performance. This is because the strategies adopted are not formed by empirical research hence do not reflect the wishes of employees. Poorly paid and motivated workers tend to pursue their own goals including private business during official hours, completely neglecting the goals of the organizations. For example, Manda and Odhiambo (2019), explains that to make ends meet, employees are forced to engage in other income generating activities, often using organization's offices as their base. This leads to the research objective that seeks to establish the effect of reward and compensation management on implementation remote learning by public universities in Nairobi metropolis in Kenya.

### **2.4.3 Employee Training and Development**

Training and development are instruments that aid human capital in exploring its dexterity. In the US, Truitt (2021), sought to determine the relationships between training experiences and attitudes about perceived job proficiency. The study conducted interviews to build its case; it used both primary and secondary data. In a sample of 237 full-time salaried/exempt and hourly/nonexempt employees from one academic institution and three businesses in the states of Maryland, Delaware, and Arizona, the author finds a direct relationship between one's positive training experiences and attitudes and one's proficiency. In this study, 86.8% of those who had updated training had the most positive attitudes toward training ( $\gamma = .293, p < .05$ ). Furthermore, 80% of those who had negative training attitudes also had negative views on their proficiency ( $\gamma = .465, p < .000$ ). This study was conducted in a developed state, while the current study will feature local Kenyan organizations; therefore, the current study will come up with results that reflect and best apply in the local setting.

Training is also viewed as a systematic approach to learning and development that improves individuals, groups, and organizations (Bates, 2022). In Malaysia, Appiah (2020) sought to determine the relationship between training effectiveness and organizational performance. The study focused on HFC Bank, where 234 employees were drawn to partake in this study. A stratified random sampling technique was used to select the study sample. A descriptive research design was used to investigate the infestation. A structured questionnaire was used to collect the raw data. The study established that training effectiveness must cause behavior

change (i.e., skill transfer for job performance), thereby resulting in organizational performance. This implies that job training strongly affects worker creativity, improves work quality, and therefore aids in achieving organizational objectives. The study concludes that for organizations to achieve optimum returns from their investment, there is an imperative need to effectively manage training and development programmers. This study was conducted in the banking sector; however, the current study will focus on the educational sector.

In Ghana, Naqvi and Khan (2019), sought to determine the importance of training for school teachers by analyzing the relationship between training and teachers' performance. Both quantitative and qualitative methods were used; a questionnaire was used for data collection. A complete survey involving 220 questionnaires was disseminated amongst school teachers in Koforidua district. Out of those, 197 were received, with 90 percent turnover. Overall results revealed a significant and positive association between training and organizational performance. This study was conducted in 2019, hence the need to come up with results that reflect recent advancements.

The most vital asset of every organization under stiff and dynamic competition is its human capital. Therefore, training and development are vital to the productivity of an organization's workforce. In Kenya, Ngugi (2016), sought to determine the relationship between training and development and employee performance in a geothermal development company. A stratified sampling technique was used to select the sample, after which stratified random sampling was used to select 80 respondents from the organization. The study used both primary and secondary data. The collected data was analyzed using the mean, standard deviation, and regression analysis. The key findings of the study were that training played a key role in employee personal development, improved employee production, skill, and knowledge, and enhanced their relationship with employees at the ministry. The result of the correlation analysis found that employee training and commitment to the organization correlate positively at the Geothermal Development Company. The reviewed study was conducted back in 2016, and since then significant time and technological advancements have been recorded. The current study will come up with more relevant results that will be used to compare against the 2016 results.

According to Mbugua, Waiganjo, and Njeru, public university organizations in Kenya are facing acute challenges in the implementation of remote learning due to a lack of workforce experience. Technically, the adoption of remote learning will partially depend on efforts by university HR managers to improve employee's expertise through trainings. This study therefore seeks to investigate the role of employee training and development in the implementation of remote learning by public universities in Nairobi metropolis in Kenya.

#### **2.4.4 Performance Management**

In Jordan, Al-Hayaly and Alnajjar (2016), investigated the impact of performance appraisals on employee performance within 13 private universities. Performance appraisals were measured by skillset, knowledge about the role, technical know-how, attitude, and punctuality. The sample size for the research was 334 faculty members, and stratified random sampling was used. Respondents completed self-administered questionnaires. Cronbach's alpha was utilized to assess the data gathering instruments' dependability, and the study's hypothesis was tested using inferential statistics. To investigate the association between performance appraisals and university achievement, a multiple regression model was developed. The outcomes of the study demonstrated that adoption performance appraisals have a major effect on Jordanian University performance, as they significantly contribute to the performance of learning institution organizations. This study was conducted in a developed state, while the current study will focus on developing nations. The current study will come up with results that reflect and best apply in the local setting.

London and Beatty (2018), did research on 360-degree feedback and organizational success. A descriptive research approach was adopted in the exploration, and the target group consisted of 52 Solidaridad Eastern and Central Africa Kenya workers representing various employment levels. The sample size for this research was 52 people since it was based on a census. Questionnaires were used to obtain primary data for the research. The research found that 360-degree feedback as a performance management approach benefited Solidaridad International's performance in a favorable and substantial way.

The implications of key performance indicators (KPIs) in the Pakistan banking industry were explored by Ahmed, Fiaz, and Shoaib (2015). To determine the influence of key performance indicators such as timeliness, attention to detail, creativity, innovation, and ability to perform in all key areas of the role. The study used a descriptive research methodology and standardized questionnaires to investigate the case. The study's sample size was 256 workers from the chosen Pakistani banks. The data was analyzed using SPSS, and a regression analysis was created to determine the association between knowledge acquisition and bank success. According to the study's findings, the key performance indicators are employee productivity, which thus boosts organization performance.

Kemunto (2017), investigated the impact of personal development plans (PDPs) on organizational performance at Kisii Teaching and Referral Hospital. The target population for this project was 680 employees. Yamane's simple method for sample size selection was used to calculate the sample size for the questionnaire, which had 250 respondents. Closed-ended questions were assigned to each category, whereas for open-ended questions, the responses were listed and marks were used to note those that were identical. Counting was done to determine the frequency of each response, and a percentage was calculated. The findings were discussed based on objectives and research questions. The collected data was first classified and then tabulated. Descriptive statistics were used to analyze the data. The report was presented in the form of tables, percentages, and charts. According to the findings, personal development plans have a significant and favorable impact on organizational operations. This study was conducted in a hospital setting, while the current study will focus on the education sector.

## 2.5 Summary of the Research Gap

Table 2.1: provides a concise summary of the literature review, highlighting the empirical gaps, contextual gaps, methodology used, main findings, theoretical gaps and the focus of the current study.

**Table 2.2: Summary of Research Gaps**

Study	Focus of the Study	Methodology	Main Findings	Empirical gaps	Contextual gaps	Conceptual gaps	Theoretical gaps	Focus of the current study was
Thompson (2022)	Effect of employee selection on organizational productivity	The study made use of the self-administered questionnaire where primary data was collected.	The survey revealed that job applicant's skills and organizational productivity were positively.	While most of the studies done on employee selection process have forecast on private entities and very few have forecast on Parastatals like public universities	The organizational demands and are constantly shifting and thus the need to Assess how such shifts affect the traditional modalities which most of the previous studies have immensely relied on	This study only employed primary data thus omitting the use of secondary data. The current research will employ both primary and secondary data to come up with conclusive results.	This study was conducted in a developed state where which stands a better chance in attracting pool of qualified personnel as opposed to Kenyan organization, therefore the current study will come up with results reflect and best apply in the local setting.	To determine whether recruitment and selection procedures promote the implementation of remote learning by public universities in Nairobi metropolis

<b>Study</b>	<b>Focus of the Study</b>	<b>Methodology</b>	<b>Main Findings</b>	<b>Empirical gaps</b>	<b>Contextual gaps</b>	<b>Conceptual gaps</b>	<b>Theoretical gaps</b>	<b>Focus of the current study was</b>
Haryono, Supardi, and Udin, (2020)	The association between employee Recruitment process and organizational a competitive edge	The study made use of both the descriptive and explanatory research designs.	The study found a positive relationship between Recruitment process and competitiveness by manufacturing industries in Indonesia	While the employee Recruitment process must follow defined steps, the literature assessing the process is scanty.	The comparison of the current and future workforce supply (staffing and competencies) and current and future workforce demands (staffing and competencies) is wanting	The aim of this study is to gain a better understanding the essence of recruitment and selection steps is critical in determining how the process impacts adoption of E-Learning in public universities	Study only relied on primary data to draw its conclusion, the current study will move further to incorporate secondary data so as to draw conclusive results.	To determine whether recruitment and selection procedures promote the implementation of remote learning by public universities in Nairobi metropolis
Corby, Palmer, and Lindop (2018)	Effect of compensation management on employees performance in the manufacturing sector	The study used questionnaire to collect primary data while descriptive research design was employed.	The f-statistics of 12.052 shows that there is a significant relationship between compensation management and improved productivity.	Empirical data from this study show that though recruitment and selection process is a dynamic, complex and an important part of	While employee compensation is widely acknowledged in promoting staff productivity the study files to draw a conclusive link on this aspect	This study does not properly articulate on research procedures used.	Research results provide little evidence of thorough-going use of reward management to encourage and reinforce organizational change such as	To determine whether reward and compensation management promotes the implementation of

Study	Focus of the Study	Methodology	Main Findings	Empirical gaps	Contextual gaps	Conceptual gaps	Theoretical gaps	Focus of the current study was
				human resource management in organization , this discipline has not recited the much needed Attention			adoption of e-learning in public universities.	remote learning bypublic universities in Nairobi metropolis
Akinyele (2020)	Determine how employee reward affects worker productivity in an organization.	The study adopted cross-sectional descriptive research design. Questionnaire was used to collect primary data.	The study established that only reward performance and behavior that directly impacts the company's strategic goals or bottom	Literature show that higher learning institutions (HEI) have failed to link both extrinsic and intrinsic reward strategies to improve retention levels through endorsing	study was conducted back in 2019, since then significant time and technological advancements have been recorded	This study only employed primary data thus omitting the use of secondary data. The current research will employ both primary and secondary data to come up with conclusive results.	Study only relies on primary data to draw its conclusion, the current study will move further to incorporate secondary data so as to draw conclusive results.	To determine whether reward and compensation management promotes the implementation of remote learning bypublic universities in Nairobi metropolis



Study	Focus of the Study	Methodology	Main Findings	Empirical gaps	Contextual gaps	Conceptual gaps	Theoretical gaps	Focus of the current study was
				higher levels of workplace trust and work engagement levels				
Jehanzeb, and Bashir (2019)	Relationships between training experiences and attitudes about perceived job proficiency	The study employed a case study. Descriptive research design was employed	Finds a direct relationship between one's positive training experiences and attitudes and one's proficiency	Adoption performance appraisals have a major effect on Jordanian University performance, as it significantly contributes to the performance of learning institution organizations	The study employed a case study. Descriptive research design was employed	This study only employed primary data thus omitting the use of secondary data. The current research will employ both primary and secondary data to come up with conclusive results.	This study was conducted in a developed state while the current study will feature local Kenyan organization, therefore the current study will come up with results that reflect and best apply in the local setting.	determine whether performance management promotes the implementation of remote learning by public universities in the Nairobi metropolis

## **2.6 Chapter Summary**

This chapter has summarized different literature on the subject into account. The purpose of the literature study is to review material which looks on recruitment and selection, reward and compensation management and employee training and related literature. The literature review also includes documents relating to the subject under examination in the field of research. The study has picked previous activities that come inside the objectives of the investigation, giving a clear explanation of all previous theoretical events linked to the study. This work examines research variables to establish the basis of study technique and analysis in order to collect the necessary information for making conclusions on the main aim of the investigation.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

Research techniques offer, describe, and explain what kind of research is undertaken. It specifies and describes the methodologies of study design, target demographic, sample, and design to be employed. This chapter also discusses data collection, data analysis, and data presentation. The chapter includes research tools, pilot studies, validity, reliability, and ethical considerations.

#### **3.1 Research Design**

A descriptive study was used to tackle the research subject. By profiling the topics under investigation, the report explains and distinguishes the subject matter (Cooper & Schindler, 2018). The descriptive analysis design allows for the identification and observation of a subject without manipulating it; it is used to get a greater understanding of the topic under investigation. Since descriptive studies have a broad geographic reach, they are theoretically simpler and easier to perform, in addition to serving as a foundation for future studies (Mugenda & Mugenda 2003). This approach was used by the researcher to gather the most up-to-date, in-depth, and applicable knowledge on the research subject. This would often assist the researcher in objectively analyzing the issue in question in order to extract more precise and accurate knowledge (Cooper & Schindler, 2018).

#### **3.2 Target Population**

According to Kombo and Tromp (2009), the target populations are units with detectable characteristics that the research uses to generalize the findings. According to Sharma (2017), a target community is a common group of study units with which the researcher wants to generalize findings. According to the ministry of education, there are 8 public universities and satellite campuses within the Nairobi metropolis (See Appendix III).

The unit of analysis included the university's registrars. Specifically, the study targeted one Administration and HR registrar and one Academic Affairs registrar and full-time lecturers tutoring online classes.

**Table 3.1: Target Population**

<b>Institution</b>	<b>Teaching Staff (Lecturers)</b>	<b>University Registrars (Admin&amp; HR registrars And Academic Affairs Registrars )</b>
1.The University of Nairobi	34	2
2.Kisii University	12	2
3.Moi University	15	2
4.Kenyatta University (KU)	15	2
5.Technical University of Kenya	18	2
6.Machakos University	16	2
7.Multimedia University of Kenya	14	2
8.Jomo Kenyatta University of Agriculture and Technology	17	2
<b>Total</b>	<b>141</b>	<b>16</b>

University Records (2022)

### 3.3 Sampling Size and Technique

A sample is a smaller number of the population that is used to draw conclusions regarding the whole population. Its purpose is to estimate the unknown characteristics of the population. Sampling, therefore, is the systematic process of selecting a number of individuals for a study to represent the larger group from which they were selected (Marshal & Rossman, 1999; Mugenda and Mugenda, 1999). Census sampling was used to pick all the identified university registrars from every university.

According to Campbell et al. (2020), purposeful sampling is the deliberate selection of a participant based on their attributes. The study used census sampling method, the choice deemed applicable given the small number of the target population in this class. When a population is small, such as less than 40 objects, a census is conducted (Martinez-Mesa et al., 2016).

To select the university teaching staff (lecturers tutoring online classes), the study used the simple random sampling method proposed by Mugenda and Mugenda (2003). According to the

scholar, a sample size of 10–50% is acceptable. Therefore, this study used 20% of the sample size. This method is deemed appropriate for finding a sample size from a population of a given size. In total, 44 respondents took part in this study.

**Sample Size = (20% \* 141) + 16 = 44 respondents**

**Table 3.2 Sampling Frame**

<b>Institution</b>	<b>Teaching Staff</b>	<b>Calculation</b>	<b>Sample of Teaching Staff</b>	<b>Sampled University registrars</b>
The University of Nairobi	34	20% * 34	7	2
Kisii University	12	20% *12	2	2
Moi University	15	20% *15	3	2
Kenyatta University (KU)	15	20% *15	3	2
Technical University of Kenya	18	20% *18	4	2
Machakos University	16	20%* 16	3	2
Multimedia University of Kenya	14	20% *14	3	2
Jomo Kenyatta University of Agriculture and Technology	17	20% *17	3	2
<b>Total</b>	<b>141</b>		<b>28</b>	<b>16</b>

### 3.4 Data Collection Procedure

Both qualitative and quantitative data were gathered using a Likert scale questionnaire. Both open-ended and closed-ended questions were covered in the research instrument. The researcher opted for questionnaires because they are less expensive and take less time, which is why they were preferred, as per Burnham (2010), in collecting the data. The questionnaires were subdivided into two parts: the first section included demographic details, and the second part discussed the basic goals of the research and the main purpose of the study. Questionnaires were given to the target respondents with the aid of three other assistants involved in the research. The questionnaires were distributed using a drop-and-pick approach. To see the extent to which participants agreed with certain concepts, the questionnaire adopted a Likert scale, with items ranging from 1 to 5-point Likert scales (Kiess & Bloomquist, 2017).

### **3.5 Pilot Testing**

The aim of pilot testing is to determine the research instruments' validity and reliability and thus improve face validity (Joppe, 2000). Questionnaires were used to perform the pilot testing with 10 respondents (Including 1 Academic Affairs registrar, 1Registrar and 7 lecturers) drawn from Mount Kenya University. Mount Kenya University did not constitute the research ultimate sample

#### **3.5.1 Validity**

The standard of the testing instruments is referred to as validity (Mugenda and Mugenda, 2003). Furthermore, validity is described as the degree to which the study's findings accurately represent the problem under consideration. The researcher involved the research supervisor to guide her on how to formulate a questionnaire that is reliable for the study. The research supervisor (in an expert's capacity) assessed the questionnaire's validity to ensure that it captured the specific constructs of the sample under the variables that were tested in this research to confirm the validity of the data method. This consultation enables the researcher to create reliable instruments, particularly when it comes to face, material, and construct validity. The validity of the construct refers to the efficacy of the research tests in terms of their target, while the validity of the face refers to the research instrument's attractiveness to the respondents' eyes.

#### **3.5.2 Reliability**

The term 'repetitiveness of test results' refers to the instrument's reliability and how often the results are repeated under comparable situations (Golafshani, 2019). A sample shows the reliability of a study to reduce faults and prejudices (Zhao, 2018). Repeating the results of the study was the major concern for reliability. A Cronbach alpha of 0.70 and higher is good, better 0.80 and higher, and better 0.90 and higher, indicating an elevated degree of internal coherence. Cronbach's alpha was used to verify the dependability of the study instrument.

Test the reliability of the research instruments showed that performance management had the highest reliability score of 0.805, followed by recruitment and selection procedures with a reliability of 0.765, reward and compensation with a reliability of 0.734, employee training and development with a reliability of 0.706, and lastly, the quality of remote learning with a

reliability of 0.705. Table 4.1 presents the findings on the reliability of the results, which were tested by Cronbach's alpha. The results indicated that the Cronbach's alpha of all the variables was above the threshold of 0.7, thus implying that the instrument was reliable and valid.

### 3.5.3 Normality Test

Normality of the variables was examined using the skewness and kurtosis. According to Kline (2011) the univariate normality of variables can be assumed if the skewness statistic is within the interval (-3.0, 3.0) and the kurtosis statistic lying in the interval (-10.0, 10.0). Results assessing the Kolmogorov-Smirnov and Shapiro-Wilk test assessing on normality levels, show a significance results in that both test scores were than 0.05 which consequently lead to the dismissal of the null hypothesis that information on the study variables weren't normally distributed, and a sign that data relating to the variables is normally distributed

### 3.6 Data Analysis and Presentation

Before processing the responses, the completed questionnaires were checked for completeness and consistency. The data was then coded to enable the responses to be grouped into various categories. The data collected was both quantitative and qualitative in nature. Qualitative data was analyzed using thematic analysis, while statistical packages for social scientists (SPSS Version 24) were used to code and enter quantitative data. The qualities of the responses were used to study qualitative outcomes. Descriptive statistics included the use of % frequencies, mean, and standard deviation, respectively. Tables and graphs were utilized for presenting quantitative facts, while prose was employed to explain them.

In inferential statistics, person correlation analysis was used to determine the association between the decedent and dependent variables, and further quantitative data were analyzed using regressive analysis. This is a reliable method of identifying which variables have an impact on the topic of interest (remote learning). The simple regression equation that was used to guide the study was in the following form:

$$Y = \alpha + \beta_1 X_1 + \epsilon$$

$$Y = \alpha + \beta_2 X_2 + \epsilon$$

$$Y = \alpha + \beta_3 X_3 + \varepsilon$$

$$Y = \alpha + \beta_4 X_4 + \varepsilon$$

Y = Remote Learning

$\alpha$  = Constant term

$X_1$  = Recruitment and Selection

$X_2$  = Reward and Compensation

$X_3$  = Training and Development

$X_4$  = Performance Management

$\beta_1$  = Coefficient of Recruitment and selection

$\beta_2$  = Coefficient of Reward Management

$\beta_3$  = Coefficient of Training and Development

$\beta_4$  = Coefficient of Performance Management

$\varepsilon$  = Error term

### 3.7 Research Ethics

The research upheld the ethical rights of the respondents when administering the questionnaire. The respondents were assured that their identity and information provided remain confidential and would not be used against them. Anonymity was maintained whereby the researcher instructed the respondents that they need not indicate their identities in the given questionnaires. The researcher sought the consent of the respondents before administering the questionnaires to them and emphasize that responding to the questionnaire is voluntary. The researchers used informed consent and debrief forms so that the respondents are fully aware of what the study involves. The respondents maintained the right to withdraw from the study at any point in the study. It is also noted that ethical approvals and access to participants were sort and granted from the relevant companies, Board of Post graduate Studies (BPS)–Maasai Mara University and National Commission for Science and Innovation (NACOSTI).



## CHAPTER FOUR

### DATA PRESENTATION, FINDINGS AND DISCUSSIONS

#### 4.1 Introduction

The chapter presents the analysis of the findings and discussions. The chapter is presented in accordance to the study objectives. Descriptive analysis and inferential analysis were used in the data analysis.

##### 4.1.1 Response Rate

Out of the 44 questionnaires issued to the respondents 39 were filled and collected. This was a response rate of 88.6% concluded to be sufficient for the data analysis as Mugenda and Mugenda (2003) acknowledges any response rate that is higher than 70% is excellent.

**Table 4.3: Response Rate**

Questionnaires issued	Frequency	Percentage
Questionnaires filed and returned	39	88.6
Questionnaires not returned	5	11.4
Total	44	100

##### 4.1.2 Reliability Results

The study sought to determine the reliability of the results which was tested by the use of Cronbach's alpha.

**Table 4.4: Reliability Analysis**

Variable	Items No	Cronbach's Alpha	Verdict
Recruitment and Selection Procedures	5	0.765	Accepted
Reward and Compensation	7	0.734	Accepted
Employee training and development	9	0.706	Accepted
Performance Management	7	0.805	Accepted
Quality Remote Learning	7	0.705	Accepted

A pilot study was conducted to test the reliability and validity of the research instruments and showed that performance management had the highest reliability of 0.805, followed by

recruitment and selection procedures with a reliability of 0.765, reward and compensation with a reliability of 0.734, employee training and development with a reliability of 0.706, and lastly, the quality of remote learning with a reliability of 0.705. The Cronbach's alpha of all the variables was above the threshold of 0.7, thus implying that the instrument was reliable and valid.

#### 4.2 Demographic Information

That study started by analyzing the participant's background information. Specifically the areas sought included respondent's gender, period of service and job designation.

##### 4.2.1 Distribution of Respondents by Gender

The study required the participants to indicate their gender category. Results are presented in Table 4.4.

**Table 4.5: Distribution of Respondents by Gender**

Gender	Frequency	Percent
Male	27	69.2
Female	12	30.8
Total	39	100.0

Results indicated that, majority (69.2%) of the participants were males where as 30.8% were females. Drawing from the research results, it is evident that the study was dominated by males, The fact that the majority of participants were males (69.2%) and a smaller proportion were females (30.8%) indicates a potential gender imbalance in the study sample. This could have implications for the generalizability of the findings and may warrant further investigation into why there is such a gender disparity in participation.

##### 4.2.2 Designation

Further the study asked the participants to indicate the position they held at the university. Results are presented in Table 4.4

**Table 4.6: Job Designation**

Gender	Frequency	Percent
Lecturer	28	71.8
Registrars	11	28.2
Total	39	100.0

The study established that majority (71.8%) of the participants worked as lecturers, while 28.2% work as registrars. Based on the composition of the study's target population as outlined in chapter three, the study draws that there was fair involvement of the study participants from the study group. the mention of the composition of the study's target population and the assertion that there was fair involvement of study participants from the study group suggests that the distribution of participants aligns with the intended focus of the research and the characteristics of the population being studied. This can enhance the validity and reliability of the study findings. Overall, the information about the distribution of participants based on their professional roles is relevant for understanding the demographics of the study sample and for contextualizing the findings within the specific context of public learning institutions

#### 4.2.3 Period of the Service

Employee's period of service is closely linked with the organizations' execution of processes, in this light; respondents were asked to indicate the period they had served for.

**Table 4.7:Period of the Service**

	Frequency	Percent
0 to 3 years	6	15.4
4 to 7 years	7	17.9
8 to 11 years	10	25.6
more than 11 years	16	41.0
Total	39	100.0

Results show that, most of the (41.0%) had served for a period exceeding 11 years, 25.6% had served for a period 8 to 11 years, 17.9 % had served for a duration of 4 to 7 years while 15.4% had served for a period 0 to 3 years. The study drawn that majority of the participants had served the institution for a considerable period of time which means that they were well versed with organizational process and thus in a better to give reliable information based on their vast experience. The breakdown of participants based on their length of service provides insight into the experience levels of the individuals involved in the study. The fact that the majority of participants had served for a considerable period of time (41.0% exceeding 11 years, 25.6% 8 to 11 years, and 17.9% 4 to 7 years) suggests that they may have a deep understanding of the organization, its culture, and its operations. This level of experience could

potentially influence their perspectives, behaviors, and decision-making processes, which could be important factors to consider in the study.

### 4.3 Normality Assumption

Before reaching a conclusion on which model to use, it is necessary to conduct a normality test. If the transformed data for the scale variables are found to be normally distributed, then a Pearson’s correlation and linear regression can be used to study the data. Otherwise, if it is found out that the data is not normally distributed at any significance level, then ordinal logistic model and Spearman rank correlation is used instead. For the normality test, we used the Shapiro-Wilk test statistics because the N was less than 100.

**Table 4.6: Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Recruitment and Selection	.290	39	.061	.824	39	.058
Reward and Compensation	.235	39	.053	.831	39	.051
Training and Development	.264	39	.100	.818	39	.083
Performance Management	.349	39	.064	.773	39	.062
Remote Learning	.198	39	.073	.920	39	.059

a. Lilliefors Significance Correction

From table 4.6, it can be concluded with 95% level of confidence that the data representing all the variables are normally distributed. This is because; all the p values from the table on the Shapiro-Wilk column are greater than 0.05, failing to rejecting the null hypothesis stating that data is normally distributed. Failing to reject the null hypothesis means that we will investigate the study objectives using Pearson’s correlation and simple linear regression model.

### 4.4 Recruitment and Selection Procedures

This section presents statistical analysis on effect of recruitment and selection on implementation of remote learning in Kenya public universities.

#### 4.4.1 Descriptive Statistics for Recruitment and Selection Procedures

Respondents were asked to indicate the extent to which they agreed with the following statements assessing on how recruitment and selection procedures promote remote learning public universities.

From the questionnaire, all sections involving the Likert scale responses are ranked on a scale of 1-5 (where: 1-Strongly disagree, 2- disagree, 3- not sure, 4- agree, 5- strongly agree). The interpretation for the descriptive statistics for the scale responses is always done based on the following intervals: if the means is between 1 – 1.8 then indicates that the majority of the respondents strongly disagree, a mean value of between 1.81 – 2.60 implies that majority disagreed, mean value between 2.61 – 3.40 implies that majority of the respondents were neutral, a mean value between 3.41 – 4.20 indicates that majority of the respondents agreed with the questions and lastly, a mean value between 4.21 – 5 indicates that the majority off the respondents in the study strongly agreed with the research questions.

**Table 4.7: Recruitment and selection procedures**

<b>Statements</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev</b>
The university has an effective recruitment and selection process, that put together job descriptions that are accurate and clearly highlight which tasks will be performed for a particular role	39	3.00	5.00	4.13	0.47
The method of recruitment for e-lecturers is open transparent and verifiable	39	3.00	5.00	4.08	0.58
Selection processes at the university include a strong pool of applicants, accurate qualification screenings, and proactive strategic alignment with organizational goals.	39	3.00	5.00	3.97	0.54
The hiring teams Analyzes e-lecturers job requirements in view of highlighting demands that guide the recruitment procedure	39	3.00	5.00	4.18	0.56
Having the right type of hiring and selection process helps the university save time on training.	39	3.00	5.00	4.15	0.49
HR personnel at the university are competent and conducts careful reviews on all applications submitted	39	3.00	5.00	4.15	0.54
Recruiters ensure those candidates' ICT skills are critically evaluated in every step of process.	39	3.00	5.00	4.08	0.62
<b>Aggregate Mean</b>				<b>4.11</b>	<b>0.54</b>

As per the results presented in table 4.7, majority of them agreed that hiring teams at public universities analyzed e-lecturers job requirements in view of highlighting demands that guide the recruitment procedure (Mean = 4.18 Std Dev = 0.56) and that HR personnel at the

universities are competent and conducts careful reviews on all applications submitted (Mean = 4.15 Std Dev = 0.54). These findings concur with Abdullah and Afshar, (2019), in order to sustain e-Learning competitiveness, Universities will have to attract and retain individuals with skills needed to give the organization a competitive edge.

Also, participants agreed that having the right type of hiring and selection process helps public universities save time on training (Mean = 4.15 Std Dev = 0.49) and that most of the universities have an effective recruitment and selection process, that put together job descriptions that are accurate and clearly highlight which tasks will be performed for a particular role (Mean=4.13 Std Dev =0.47). These findings are in support of research conclusion by Santos, et al., (2020) that conducting in-depth reviews on job applicant's skills during recruitment process helped to avail best talents for the organization, which in turn were positively correlated with and employee productivity and performance.

Further the study established that public universities ensured that methods of recruitment for e-lecturers were open transparent and verifiable (Mean = 4.08 Std Dev = 0.58) also recruiters ensure that candidates' ICT skills were critically evaluated in every step of process (Mean = 4.08 Std Dev = 0.62) and that Selection processes in all public universities included a strong pool of applicants, accurate qualification screenings, and proactive strategic alignment with organizational goals (Mean = 3.97 Std Dev = 0.54). These results tally with research conclusion by Mbugua, Waiganjo, and Njeru, (2018) that organizations should give importance to various tests and emphasize interviews and reference checks so as to acquire competent workforce.

The study metrics had an aggregated mean of 4.11 and a low standard deviation of 0.54 which translates to agree as per the measurement scale. This implies that most of the public universities involved carefully conducted deep analysis on job requirements, they also conducted an extensive scrutiny on candidates ICT Skills, his/her education qualifications and ensured that the method of recruitment and selection was auditable

Qualitative results revealed that universities offering e-classes begin by conducting a thorough job analysis when selecting e-lecturers; this is made to identify the roles, responsibilities, skills, qualifications and experience required for the position. This information helps create accurate

job descriptions and specifications. Further they reported that a recruitment strategy is developed, outlining where and how the organization will source candidates. This can include internal job postings, external advertising, job fairs, social media, and recruitment agencies.

The study revealed job openings are advertised through various channels, both online and offline, to attract a wide pool of potential candidates. The advertisements clearly communicated the job details, requirements, and application process. Respondents reported that received applications are screened to identify candidates who meet the basic qualifications and requirements. Depending on the position, the recreating team conducted preliminary assessments such as skills tests, cognitive assessments, or personality assessments to further narrow down the candidate pool.

It was reported that shortlisted candidates are invited for interviews. Interviews can take various formats, such as one-on-one interviews, panel interviews, or behavioral interviews. The purpose is to assess the candidate's skills, experience, cultural fit, and motivations. The recruiting team often conducts reference checks to verify the candidate's qualifications, work history, and character. This step helps to ensure the accuracy of the information provided by the candidate.

#### **4.4.2 Pearson Correlation between Recruitment and Selection and Remote Learning**

The study conducted Pearson correlation analysis to indicate a linear association between the recruitment and selection on remote learning. The correlation coefficient ranges from -1 to +1. Correlation coefficient close to -1 or +1 indicates a strong relationship between the variables, while, a correlation coefficient close to 0 indicates a weak relationship between the variables. Also, positive correlation implies that the variables move to the same direction, that is, increase (decrease) in one variable leads to increase (decrease) in the other variable and negative correlation implies that the variables move to opposite direction, that is, that is, increase (decrease) in one variable leads to decrease (increase) in the other variable.

**Table 4.8: Pearson Correlations results between Recruitment and selection and remote learning**

		Remote Learning	Recruitment and Selection (X1)
Remote Learning	Pearson Correlation	1	.803
	Sig. (2-tailed)		.009
	N	39	39
Recruitment and Selection (X1)	Pearson Correlation	.803	1
	Sig. (2-tailed)	.009	
	N	39	39

From table 4.8,  $r=0.803$  indicating that there is a linear association between recruitment and selection procedures (X1) and implementation of remote learning at public universities in Nairobi metropolis in Kenya. This positive relationship was statistically significant since the significant value, as shown in Table 4.8 is 0.009 thus  $p < 0.05$ . These findings support the research conclusion Abdullah and Afshar, (2019), in order to sustain e-learning competitiveness, Universities will have to attract and retain individuals with skills needed to give the organization a competitive edge.

#### 4.4.3 Regression Test between Recruitment and Selection and Remote Learning

In this study, a simple regression analysis was conducted to determine the relationship between recruitment and selection on remote learning. The model summary was presented in table 4.9. Since there already exist a relationship between the two variables, there was therefore need to investigate the effect of the relationship. To achieve this, we fitted the data to a relevant linear regression model as discussed in table 4.9 .

**Table 4.9: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.803 <sup>a</sup>	.645	.567	.41351

From table 4.9, R Squared, is 0.645 indicating that recruitment and selection accounts for 64.5% changes in variation of the implementation of remote learning in public universities in Nairobi metropolis, Kenya.



The study further tested the significance of the model by use of ANOVA technique, the findings are tabulated in table 4.10.

**Table 4.10 ANOVA**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	.640	1	.640	3.744	.010 <sup>b</sup>
Residual	6.327	37	.171		
Total	6.967	38			

Based on ANOVA statistics from table 4.10, the study found that the regression model had a 0.010 level of significance, implying that the data was appropriate for drawing conclusions about the population's characteristics because the significance value (p-value) was less than 5%, this is because the p value (0.010) is significant at 5% level of significance hence rejecting the null hypothesis stating that the model is not adequate. This evidence is further supported by comparing the calculated statistics value with the critical value, that is, the calculated f-value was 3.744, however the F-critical value was 2.612, indicating that the calculated value of F was more than the critical value, indicating that recruitment and selection procedures had a considerable influence on implementation of remote learning at public universities in Nairobi metropolis in Kenya.

The model of the study was also determined by use of the coefficient as presented in the table 4.11.

**Table 4.11: Regression Coefficient**

<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
(Constant)	4.769	.366		13.018	.000
Recruitment and selection (X1)	.333	.172	.303	1.935	.009

According to the regression model coefficients in table 4.11, further enhancement on recruitment and selection procedures while keeping the other variables constant will change quality of remote learning at public universities in Nairobi metropolis in Kenya (Y) by a factor of 0.333. This is because recruitment and selection variable is a significant variable for investigate the change on remote learning since the p value (0.009) is less than 0.05 rejecting the null hypothesis stating that the coefficient is not significant. Hence the fitted

regression equation is given as: **Remote learning = 4.769 + 0.333\* Recruitment and selection (4.1)**

The findings recognize the strategic essence coined in RBV framework in fostering competitive advantage in public universities in Nairobi, Kenya. Enhancing recruitment and selection procedures represents a strategic utilization of human capital to enhance organizational capabilities and competitiveness in the dynamic educational landscape. By investing in recruitment and selection procedures that focus on identifying and nurturing top talent, public universities in Nairobi can build a strong foundation for long-term success and sustainability. This strategic approach to human capital management aligns with the principles of the Resource-Based View theory, positioning human resources as a key driver of organizational performance and value creation in the increasingly competitive landscape of higher education.

Effective recruitment and selection procedures enable universities to attract and retain talented faculty members and staff who possess the requisite knowledge, skills, and competencies to deliver high-quality remote learning experiences. By identifying and hiring individuals who align with the institution's values, goals, and culture, universities can cultivate a workforce that is committed to excellence and innovation in teaching and learning. This, in turn, enhances the university's ability to adapt to changing educational paradigms and technological advancements in the digital learning environment, thereby maintaining a competitive edge in the higher education sector.

**Table 4.12: Normality test of residuals**

Variable	N	Mean	Standard deviation	Shapiro-Wilk	P value
Residual	39	-2.3309	0.3543	0.186	>0.05

Another important assumption in regression analysis is the assumption of normality. That is, if the residuals are normally distributed. This was examined using the Shapiro-Wilk test for normality which is used to test the null hypothesis stating that residuals are normally distributed against the alternative hypothesis stating that the residuals are not normally distributed. From the p value in table 4.12, it can be concluded that the residuals are normally

distributed since the p value > 0.05, failing to reject the null hypothesis. Therefore, the normally assumption on the residuals is satisfied.

#### 4.4 Reward and Compensation

This section presents statistical analysis on effect of reward and compensation on implementation of remote learning in Kenya public universities.

##### 4.4.1 Descriptive Statistics for Reward and Compensation

The study inquired on the extent to which respondents agreed with the following statements assessing on effect of reward and compensation quality training of students in Kenya public universities.

**Table 4.13:Reward and Compensation Quality Training of Students**

Statements	N	Min	Max	Mean	Std. Dev
Total rewards programs at the university provide the advantage of centralized administration in all employee-related concerns, including benefits, pay and training.	39	3.00	5.00	4.00	0.51
The university provided Meal and Housing Allowance for lecturers tutoring online classes	39	3.00	5.00	4.15	0.49
The university uses non- monetary rewards such as yearly Awards to motivate employees	39	3.00	5.00	4.13	0.47
I will be more committed if the management awards overtime to lecturers	39	3.00	5.00	4.21	0.57
It is necessary for me to be recognized for performing exceptionally well by the management	39	3.00	5.00	4.13	0.57
The allowances such as the overtime pay given to me by the university increase my commitment towards the organization	39	3.00	5.00	4.15	0.54
Management recognizes my full potential and capitalizes on my strengths.	39	3.00	5.00	3.87	0.57
Recognition is easily and consistently tracked by management	39	3.00	5.00	4.00	0.51
<b>Aggregated Mean</b>				<b>4.08</b>	<b>0.53</b>

As per the results presented in table 4.13, majority of employees at public universities agreed that they will be more committed if the management awards overtime (Mean=4.21 Std Dev = 0.57), allowances such as the overtime pay given to employees by the university management increase staff commitment and organizational loyalty (Mean= 4.15 Std Dev = 0.49) and that

public universities provided meal and housing allowance for lecturers tutoring online classes (Mean = 4.15, Std Dev =0.54). These findings concur with Victor and Hoole, (2017) that both extrinsic and intrinsic rewards are important factors in keeping employees engaged and ultimately retaining them.

Also, participants agreed that public universities uses non- monetary rewards such as yearly awards to motivate lecturers teaching online (Mean= 4.13, Std Dev =0.47), it is necessary for lecturers teaching online to be recognized whenever they exceptionally perform well (Mean= 4.13 Std Dev =0.57) and that recognition is easily and consistently tracked by management (Mean=4.00 Std Dev =0.51). These results tally with research conclusions by Akinyele (2020) that higher learning institutions (HEI) must draw on both extrinsic and intrinsic reward strategies to improve retention levels through endorsing higher levels of workplace trust and work engagement levels.

Further, participants agreed that total rewards programs at the university provide the advantage of centralized administration in all employee-related concerns, including benefits, pay and training (Mean= 4.00 Std Dev =0.51) and that the management recognizes employees full potential and capitalizes on my strengths (Mean= 3.87 Std Dev =0.57). These study results goes hand in hand with research deductions by Ndijuye, and Tandika, (2019) that wages and bonuses recognition, workplace flexibility and career opportunities all have a significant effect on employee work performance.

Qualitative information revealed those public universities within Nairobi metropolis in Kenya provided employees with stipends or reimbursement options to cover the costs of remote learning materials, courses, or subscriptions. This demonstrates the universities' commitment to supporting employees' educational growth. Respondents also reported that as lecturers continually and actively engage in remote learning they demonstrated improvement in skills and expertise and this was considered for promotions or advancement within the organization. Such promotions come with increased responsibilities and corresponding compensation adjustments

Also the study qualitative data revealed most of the universities used this information to tailor your approach and ensure it aligns with employee preferences. It is important to approach reward and compensation adjustments related to remote learning with transparency and fairness. Clear communication about the criteria for earning rewards, as well as the potential impact on compensation, can help maintain employee trust and motivation. Additionally, ensure that any changes comply with legal and regulatory requirements.

#### 4.4.2 Pearson Correlation between Reward and Compensation and Remote Learning

The study conducted Pearson correlation analysis to determine whether there was linear association between reward and compensation and remote learning. The results are presented in table 4.14

**Table 4.14: Pearson Correlation result between Reward and Compensation and Remote Learning**

		Remote Learning	Reward and Compensation (X2)
Remote Learning	Pearson Correlation	1	.836*
	Sig. (2-tailed)		.006
	N	39	39
Reward and Compensation (X2)	Pearson Correlation	.836*	1
	Sig. (2-tailed)	.006	
	N	39	39

From Table 4.14,  $r=0.836$ , indicating a linear association between reward and compensation (X2) and implementation of remote learning at public universities in Nairobi metropolis in Kenya. This linear relationship was statistically significant since the significant value, as shown in Table 4.14 is 0.006 which is less than 0.05 ( $p < 0.05$ ). According to Ndijuye and Tandika, (2019) that wages and bonuses recognition, workplace flexibility and career opportunities all have a significant association on employee work performance.

#### 4.4.3 Regression Analysis between Reward and Compensation and Remote Learning

In this study, a simple linear regression analysis was conducted to test the influence among predictor variables. The model summary is presented in the table 4.15.

**Table 4.15: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.836 <sup>a</sup>	.699	.689	.40863

The R Squared, is 0.699 indicating that reward and compensation accounts for 69.9% of variation in remote learning within Nairobi metropolis, Kenya as shown in table 4.15.

The study further tested the significance of the model by use of ANOVA technique, the findings are tabulated in table 4.16

**Table 4.16 ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.788	1	.788	4.721	.011 <sup>b</sup>
Residual	6.178	37	.167		
Total	6.967	38			

From table 4.16, based on ANOVA statistics, the study found that the regression model had a 0.011 level of significance, implying that the model is adequate, that is, the data was appropriate for drawing conclusions about the population's characteristics because the significance value (p-value) was less than 5%. Also, the calculated F-value was 4.721, however the F-critical value was 2.612, indicating that the calculated value of F was more than the critical value, indicating that reward and compensation had a considerable influence on implementation of remote learning at public universities in Nairobi Metropolis, Kenya.

The model of the study was also determined by use of the coefficient as presented in the table 4.17.

**Table 4.17: Regression Coefficient of Reward and Compensation on Remote learning**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	4.674	.371		12.604	.000
Reward And Compensation (X2)	.379	.174	.336	2.173	.006

Results in table 4.17 indicate that reward and compensation plan while keeping the other variables constant will increase quality of remote learning in public universities in Nairobi

Metropolis, Kenya (Y). The finding also indicates that reward and compensation is significant since the p value (0.006) is less than 0.05. These findings concur with the study findings by Ndiyuje, and Tandika, (2019) that wages and bonuses recognition, workplace flexibility and career opportunities all have a significant effect on employee work performance

The significant impact of reward and compensation plans on the quality of remote learning in public universities in Nairobi Metropolis, Kenya, as indicated in Table 4.17, aligns with the principles of the resource-based theory (RBT). Resource-based theory posits that competitive advantage stems from valuable, rare, and inimitable resources within an organization. In this context, the reward and compensation plans represent valuable resources that contribute to enhancing the quality of remote learning. By offering competitive rewards and compensation packages, universities can attract and retain talented faculty and staff, who in turn are motivated to perform better, leading to improved remote learning outcomes. Moreover, the findings corroborate with Ndiyuje and Tandika's (2019) study, which underscores the significance of various incentives, including wages, bonuses, recognition, workplace flexibility, and career opportunities, in enhancing employee performance. Through the lens of RBT, these incentives can be viewed as valuable resources that contribute to organizational effectiveness and competitiveness.

Organizational Learning Theory (OLT) sheds further light on the dynamics at play within educational institutions (Crossan, Lane, White, & Djurfeldt, 1995). Organizational Learning Theory emphasizes the role of continuous learning and adaptation in achieving organizational goals. In the context of public universities, reward and compensation plans can serve as catalysts for organizational learning by incentivizing faculty and staff to innovate and improve teaching methodologies, curriculum design, and technological integration for remote learning. By rewarding behaviors and outcomes aligned with organizational objectives, universities foster a culture of learning and improvement, thereby enhancing their capacity to respond to the evolving needs of students and stakeholders in a rapidly changing educational landscape.

Implications for universities stemming from these findings are diverse. First, recognizing the significance of reward and compensation plans, universities should invest in designing and implementing competitive incentive schemes tailored to the needs and preferences of faculty

and staff. This may include performance-based bonuses, professional development opportunities, and non-monetary rewards such as public recognition and career advancement prospects. Second, universities need to prioritize organizational learning initiatives aimed at fostering a culture of innovation, collaboration, and continuous improvement. This may involve establishing platforms for knowledge sharing, incentivizing experimentation and risk-taking, and providing resources for faculty and staff development. Ultimately, by leveraging reward and compensation strategies in conjunction with organizational learning principles, universities can enhance the quality of remote learning and maintain their competitive edge in the higher education landscape

**Table 4.18: Normality test of residuals**

Variable	N	Mean	Standard deviation	Shapiro-Wilk	P value
Residual	39	-2.2210	0.2469	0.166	>0.05

Another important assumption in regression analysis is the assumption of normality. That is, if the residuals are normally distributed. This was examined using the Shapiro-Wilk test for normality which is used to test the null hypothesis stating that residuals are normally distributed against the alternative hypothesis stating that the residuals are not normally distributed. From the p value in table 4.18, it can be concluded that the residuals are normally distributed since the p value > 0.05, failing to reject the null hypothesis. Therefore, the normally assumption on the residuals is satisfied.

#### **4.5 Employee Training and Development**

This section presents statistical analysis on effect of employee training and development on implementation of remote learning in public universities in Nairobi metropolis in Kenya.

##### **4.5.1 Descriptive Statistics**

Respondents were asked to indicate the extent to which they agreed with the following statements assessing on how employee training and development promote remote learning in Kenya public universities.



**Table 4.19: Statements Relating On Employee Training and Development**

Statements	N	Min	Max	Mean	Std Dev
The university conducts an effective development and assessment plan in determining the employee to be trained	39	3.00	5.00	4.05	0.51
Employee training is used by the university to foster performance improvements in certain areas or functions	39	3.00	5.00	4.15	0.49
Lecturers teaching online students are periodically trained on system upgrades and utilities	39	3.00	5.00	4.10	0.60
Lecturers are constantly updated on every customizations made on e-learning platforms as well as on technological updates	39	3.00	5.00	4.10	0.55
Continuous employee training and development increase job satisfaction and morale of university teaching staff	39	3.00	5.00	4.21	0.61
Through employee training and development, university teaching staff are able to relate well with students in every online session	39	3.00	5.00	4.13	0.61
Employee training and development helps the university to maintain skill and knowledge	39	3.00	5.00	4.05	0.60
I'm given training and support that I need to get off a strong start	39	3.00	5.00	4.05	0.60
Through employee training and development, it's made it possible for university employees to keep pace with e-learning changes in the industry	39	3.00	5.00	4.21	0.61
<b>Aggregated Mean</b>				<b>4.12</b>	<b>0.58</b>

As per results presented in table 4.19, majority of respondents agreed that continuous employee training and development increase job satisfaction and morale of university teaching staff and that through employee training and development, it's made it possible for public university employees to keep pace with e-learning changes in the industry (Mean= 4.21 Std Dev =0.61). These findings concur with research deduction by Resource-Based view, that firms should constantly evaluate their workforce to ensure that they have the right people with the right skills in the right places to ensure sustained competitive advantage

Also, participants agreed that employee training is used by the university to foster performance improvements in certain areas or functions (Mean= 4.15 Std Dev =0.49), Through employee

training and development, university teaching staff are able to relate well with students in every online session (Mean=4.13 Std Dev =0.61) and that lecturers are constantly updated on every customizations made on e-learning platforms as well as on technological updates (Mean=4.10 Std Dev=0.55). These results tally with research conclusions by Ngugi, (2016) that training played key role in employee personal development, improved employee production, skill and knowledge and enhanced their relationship with employees.

Further, participants agreed that lecturers teaching online students are periodically trained on system upgrades and utilities (Mean=4.10 Std Dev =0.60) most of the public university conducted an effective development and assessment plan (Mean= 4.05 Std Dev=0.51). Employee training and development helps the public universities to maintain skill and knowledge and that lecturers teaching online classes were given training and support that employees need to get off a strong start (Mean= 4.05 Std Dev =0.60). These study results go hand in hand with research deductions by Barney, (2019) that for organizations to achieve optimum returns from their investment, there is imperative need to effectively manage training and development programmers.

Qualitative information revealed that public universities organized workshops and seminars focusing on innovative teaching methods, active learning strategies, technology integration, and classroom management. They also invited experienced lecturers or guest speakers to share their insights and expertise. Respondents reported that universities need to establish a teaching and learning center on campus where lecturers can access resources, attend training sessions, collaborate with peers, and receive personalized guidance on teaching improvement. They also provide access to online courses, webinars, and resources related to pedagogy, instructional design, assessment techniques, and educational technology. Similarly universities need to encourage lecturers to complete courses at their own pace, encourage lecturers to engage in peer observations of each other's classes as this could help promote a culture of sharing best practices and constructive feedback.

#### **4.5.2 Pearson Correlation between Training and Development and Remote Learning**

The study conducted Pearson correlation analysis to find out whether there is a linear association between the predicted and explanatory variable.

**Table 4.20: Pearson Correlations results between Training and Development and remote learning**

		Remote Learning	Training and Development (X3)
Remote Learning	Pearson Correlation	1	.854*
	Sig. (2-tailed)		.004
	N	39	39
Training and Development (X3)	Pearson Correlation	.854*	1
	Sig. (2-tailed)	.004	
	N	39	39

From table 4.20  $r=0.854$  indicating linear association between training and development (X3) and implementation of remote learning at public universities in Nairobi metropolis in Kenya. This linear relationship was statistically significant since the significant value, was as shown in Table 4.20 was 0.004 thus  $p < 0.05$ . These findings concur with research conclusion by Naqvi, and Khan (2019) both found a significant linear association between training and organization performance.

#### 4.5.3 Regression Analysis between Training and Development on Remote Learning

In this study, a simple linear regression analysis was conducted to determine whether training and development affect the implementation of remote learning. The model summary is presented in the table 4.21.

**Table 4.21: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.854 <sup>a</sup>	.729	.702	.40575

The R Squared, is 0.729 indicating that training and development accounts for 72.9% changes in implementation of remote learning at public universities in Nairobi metropolis in Kenya.

The study tested the significance of the model by use of ANOVA technique, the findings are tabulated in table 4.22.

**Table 4.22 ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.875	1	.875	5.315	.007 <sup>b</sup>
Residual	6.092	37	.165		
Total	6.967	38			

Based on ANOVA statistics in the table 4.22, the study found that the regression model had a 0.007 level of significance, indicating that the model is adequate, that is, the data was appropriate for drawing conclusions about the population's characteristics because the significance value (p-value) was less than 5%. The calculated F-value was 5.315, however the F-critical value was 2.612, indicating that the calculated value of F was more than the critical value, implying that training and development had a considerable influence on implementation of remote learning at public universities in Nairobi metropolis, Kenya. The model of the study was also determined by use of the coefficient as presented in the table 4.23.

**Table 4.23: Regression Coefficient of Training and Development on Remote learning**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	4.206	.551		7.640	.000
Training and Development (X3)	.587	.255	.354	2.306	.007

Results in table 4.23, indicate that further enhancement on training and development while keeping the other variables constant will improve the quality of remote learning at public universities in Nairobi metropolis, Kenya. Also, training and development was significant for studying remote learning since the p value was 0.007 which was less than 0.05, rejecting the null hypothesis stating that the variable is significant.

The empirical findings highlighting the significance of training and development in improving the quality of remote learning at public universities in Nairobi, Kenya, align closely with the principles of the Resource-Based View theory. By recognizing human capital as a critical resource and investing in training and development initiatives, universities can cultivate a competitive advantage and drive continuous improvement in their remote learning offerings,

ultimately contributing to their long-term success and sustainability in the higher education landscape.

In the context of public universities in Nairobi, Kenya, investing in training and development programs represents a strategic utilization of human capital to enhance organizational capabilities and competitiveness in the dynamic educational landscape. By equipping faculty members and staff with the requisite knowledge and skills to adapt to evolving pedagogical methodologies and technological advancements, universities can position themselves as leaders in delivering high-quality remote learning experiences. Furthermore, the RBV emphasizes the role of organizational capabilities in shaping firm performance. Training and development initiatives contribute to building these capabilities by fostering a culture of continuous learning and innovation within the university ecosystem. As faculty members and staff acquire new competencies and refine existing ones, they become better equipped to design and deliver engaging remote learning experiences that meet the diverse needs of students. This not only enhances the quality of education but also strengthens the university's reputation and attractiveness to prospective students and stakeholder

It is also important to test for the normality of the residuals as shown in table 4.24.

**Table 4.24: Normality test of residuals**

Variable	N	Mean	Standard deviation	Shapiro-Wilk	P value
Residual	39	-2.009	0.2791	0.156	>0.05

Another important assumption in regression analysis is the assumption of normality. That is, if the residuals are normally distributed. This was examined using the Shapiro-Wilk test for normality which is used to test the null hypothesis stating that residuals are normally distributed against the alternative hypothesis stating that the residuals are not normally distributed. From the p value in table 4.24, it can be concluded that the residuals are normally distributed since the p value > 0.05, failing to reject the null hypothesis. Therefore, the normally assumption on the residuals is satisfied.

#### **4.6 Performance Management**

This section presents statistical analysis on implementation of remote learning in Kenya public universities.

#### 4.6.1 Descriptive statistics

Respondents were asked to indicate the extent to which they agreed with the following statements assessing the implementation of the performance management measures in Kenya public universities.

**Table 4.25: Statements relating on performance management**

Statements	N	Min	Max	Mean	Std Dev
There is clear commitment from universities the top management on implementation of remote learning	39	3.00	5.00	4.26	0.50
To every employee there are clear objectives on remote learning which organization needs to achieve	39	3.00	5.00	4.10	0.64
The management ensures balanced feedback to all concerns raised.	39	3.00	5.00	4.13	0.61
The university conducts regular progress reviews	39	3.00	5.00	4.05	0.69
There is increased creativity and innovation	39	3.00	5.00	4.18	0.60
The organization sets clear expectations and roles which help to achieve success right from the start	39	3.00	5.00	4.18	0.64
Consistent feedback and coaching from managers has increased engagement from employees	39	3.00	5.00	4.18	0.51
<b>Aggregate Mean</b>				<b>4.15</b>	<b>0.60</b>

As per the results presented in table 4.25, majority of respondents agreed that there are clear commitment from universities top management on implementation of remote learning (Mean= 4.26 Std Dev = 0.50) most of the public universities had sets clear expectations and roles which help to achieve success right from the start (Mean = 4.18 Std Dev = 0.64) and that there is increased creativity and innovation (Mean= 4.18 Std Dev = 0.60). These study results goes hand in hand with research deductions by Al-Hayaly and Alnajjar (2016) that adoption performance appraisals have a major effect on Jordanian University performance, as it significantly contributes to the performance of learning institution organizations.

Also, participants agreed that consistent feedback and coaching from managers has increased employee engagement (Mean = 4.18 Std Dev = 0.51), the management of public universities ensured balanced feedback to all concerns raised (Mean = 4.13 Std Dev = 0.61), to every employee there are clear objectives on remote learning which every universities needs to achieve (Mean= 4.10 Std Dev = 0.64) and that most of the public universities conducted regular progress reviews (Mean = 4.05 Std Dev = 0.69). These results tally with research conclusions

by that Kemunto (2017) personal development plans has a significant and favorable impact on organizational operations.

#### 4.6.2 Pearson Correlation Test between Performance Management and Remote Learning

The study conducted Pearson correlation analysis to determine whether there is a linear association between the predicted and explanatory variable.

**Table 4.26: Pearson Correlations**

		Remote Learning Performance Management (X4)	
Remote Learning	Pearson Correlation	1	.797
	Sig. (2-tailed)		.016
	N	39	39
Performance Management (X4)	Pearson Correlation	.797	1
	Sig. (2-tailed)	.016	
	N	39	39

Results in table 4.26  $r=0.797$  indicating a linear association between performance management (X4) and implementation of remote learning at public universities in Nairobi metropolis, Kenya. This positive relationship was statistically significant since the significant value, as shown in Table 4.26 was 0.016 thus  $p < 0.05$ . The findings concur with study concluded by Naikuni, (2017) that by establishing clear performance expectations which includes results, actions and behaviors adding that it also helps the employees in understanding what exactly was expected out of their jobs and setting of standards help in eliminating those jobs which are of no use any longer.

#### 4.6.3 Regression Analysis between Performance Management and Remote Learning

In this study, a simple linear regression analysis was conducted to test the influence among predictor variables. The model summary is presented in the table 4.27.

**Table 4.8: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.797 <sup>a</sup>	.635	.598	.41429

The R Squared, is 0.635 indicating that performance management accounts for 63.5% changes in implementation of remote learning at public universities in Nairobi metropolis, Kenya.

The study further tested the significance of the model by use of ANOVA technique, the findings are tabulated in table 4.28.

**Table 4.28 ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.616	1	.616	3.590	.016 <sup>b</sup>
Residual	6.350	37	.172		
Total	6.967	38			

Based on ANOVA statistics from table 4.28, the study found that the regression model had a 0.016 level of significance, implying that the data was appropriate for drawing conclusions about the population's characteristics because the significance value (p-value) was less than 5%. The calculated F-value was 3.590, however the F-critical value was 2.612, indicating that the calculated value of F was more than the critical value, indicating that performance management had a considerable influence on implementation of remote learning at public universities in Nairobi metropolis in Kenya.

The model of the study was also determined by use of the coefficient as presented in the table 4.29.

**Table 4.29: Regression Coefficient of Performance Management on Remote learning**

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	4.709	.405			11.624	.000
Performance Management (X4)	.347	.183	.297		1.895	.016

Result in table 4.29, indicate that further enhancement on performance management while keeping the other variables constant will change quality of remote learning at public universities in Nairobi metropolis in Kenya by a factor on 0.347. These findings support the argument by Alnajjar (2016) that adoption performance appraisals have a major effect on Jordanian University performance, as it significantly contributes to the performance of learning institution organizations. The p value of  $0.016 < 0.05$  also indicates that performance management is a significant variable for investigating remote learning.



The observed change factor of 0.347 highlights the magnitude of the impact that enhancements in performance management can have on the quality of remote learning. This signifies that for every change in performance management effectiveness, the quality of remote learning is similarly expected to improve, all else being equal. This underscores the strategic importance of investing in performance management initiatives as a means to drive positive educational outcomes and enhance the overall effectiveness of remote learning practices.

Within the framework of Organizational Learning Theory, performance management serves as a mechanism for knowledge creation and dissemination within the university environment. By establishing mechanisms for capturing and sharing best practices, identifying areas for improvement, and fostering a culture of accountability and continuous feedback, performance management systems enable universities to capitalize on collective learning and expertise. This iterative process of learning and adaptation is essential for public universities to remain responsive to evolving educational needs and technological advancements in the digital learning landscape.

Lastly, the assumption of normality of residuals was investigated as presented in table 4.30.

**Table 4.30: Normality test of residuals**

Variable	N	Mean	Standard deviation	Shapiro-Wilk	P value
Residual	39	-2.0067	0.30651	0.191	>0.05

Another important assumption in regression analysis is the assumption of normality. That is, if the residuals are normally distributed. This was examined using the Shapiro-Wilk test for normality which is used to test the null hypothesis stating that residuals are normally distributed against the alternative hypothesis stating that the residuals are not normally distributed. From the p value in table 4.30, it can be concluded that the residuals are normally distributed since the p value > 0.05, failing to reject the null hypothesis. Therefore, the normality assumption on the residuals is satisfied.

#### 4.7 Remote Learning in Public Universities

Respondents were asked to indicate the extent to which they agreed with the following statements assessing on quality of remote learning in these public universities.

**Table 4.31:Quality Remote Learning in These Public**

<b>Synergy Effects</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std Dev</b>
Adoption of remote learning in the University is a success	39	3.00	5.00	4.10	0.72
The quality in collaboration between the learner tutor class is exceptional	39	3.00	5.00	4.08	0.66
The number of students enrolling on remote learning programmers is increasing	39	3.00	5.00	4.03	0.67
Efficiency in e-learning is increased significantly	39	3.00	5.00	4.10	0.55
Accountability in e-learning has been enhanced	39	3.00	5.00	4.00	0.69
Lecturers are loyal and proudly committed in ensuring that the university achieves its goals	39	3.00	5.00	4.15	0.59
Online students can proud to tell others that they are part of this university	39	3.00	5.00	4.15	0.67
<b>Aggregate Mean</b>				<b>4.09</b>	<b>0.65</b>

As per the results presented in Table 4.31, it is evident that lecturers are loyal and proudly committed to ensuring that the public university achieves its goals (mean = 4.15 standard deviation = 0.59). Students taking online classes can proudly tell others that they are part of this university (mean = 4.15 standard deviation = 0.67) and that efficiency in e-learning is increased significantly (mean = 4.10 standard deviation = 0.55). These findings concur with Philippine, Mugot, and Sumbalan's (2019) finding that where the university wants to shift from class-based learning mode to remote learning, the HR function must ensure that online lecturers are adequately trained.

Also, participants agreed that adoption of remote learning in the university is a success (mean = 4.10 standard deviation = 0.72), the quality of collaboration between the learner tutor class is exceptional (mean = 4.08 standard deviation = 0.66), and the number of students enrolling in remote learning programs is increasing (mean = 4.03 standard deviation = 0.67). Further, participants agreed that accountability in e-learning has also been enhanced (mean = 4.00 standard deviation = 0.69). These study results go hand in hand with research deductions by

Haryono et al. (2020) that it's the duty of HR to ensure that firms acquire skilled, professional workforces that match modern trends.

#### **4.9 Discussion and Interpretation of the Findings**

Inferential results revealed a positive correlation coefficient between recruitment and selection and implementation of remote learning by public universities in Nairobi metropolis in Kenya (correlation factor of 0.303, P value = 0.021). Test regression results also show that a unit change in recruitment and selection while holding other factors constant would positively enhance implementation of remote learning by public universities in Nairobi metropolis in Kenya by a factor of 0.333. Descriptive results show that hiring teams at public universities analyzed e-lecturers job requirements in view of highlighting demands that guide the recruitment procedure (mean = 4.18 standard deviation = 0.56) and that officers tasked with hiring at the university are competent and conduct careful reviews on all applications submitted (mean = 4.15 standard deviation = 0.54). These findings concur with Abdullah and Afshar's (2019) finding that, in order to sustain e-learning competitiveness, universities will have to attract and retain individuals with the skills needed to give the organization a competitive edge.

Also, participants agreed that having the right type of hiring and selection process helps public universities save time on training (mean = 4.15 standard deviation = 0.49) and that most of the universities have an effective recruitment and selection process that puts together job descriptions that are accurate and clearly highlight which tasks will be performed for a particular role (mean=4.13 standard deviation=0.47). These findings are in support of the research conclusion by Santos et al. (2020) that conducting in-depth reviews on job applicants' skills during the recruitment process helped to attract the best talents for the organization, which in turn were positively correlated with employee productivity and performance.

Further, the study established that public universities ensured that methods of recruitment for e-lecturers were open, transparent, and verifiable (mean = 4.08 standard deviation = 0.58), that recruiters ensured that candidates' ICT skills were critically evaluated in every step of the process (mean = 4.08 standard deviation = 0.62), and that selection processes in all public universities included a strong pool of applicants, accurate qualification screenings, and

proactive strategic alignment with organizational goals (mean = 3.97 standard deviation = 0.54). These results tally with the research conclusion by Mbugua, Waiganjo, and Njeru (2018) that organizations should give importance to various tests and emphasize interviews and reference checks so as to acquire a competent workforce.

Inferential results revealed a positive correlation coefficient between reward and compensation and the implementation of remote learning by public universities in Nairobi metropolis in Kenya (correlation factor of 0.336, P value = 0.036). Test regression results also show that a unit change in reward and compensation while holding other factors constant would positively enhance implementation of remote learning by public universities in Nairobi metropolis in Kenya by a factor of 0.379. Descriptive results show that public universities will enhance employee commitment if the management awards overtime (mean = 4.21 standard deviation = 0.57), allowances such as overtime pay given to employees by the university management increase staff commitment and organizational loyalty (mean = 4.15 standard deviation = 0.49), and that public universities provide meal and housing allowances for lecturers and tutoring online classes (mean = 4.15 standard deviation = 0.54). These findings concur with Victor and Hoole's (2017) finding that both extrinsic and intrinsic rewards are important factors in keeping employees engaged and ultimately retaining them.

Also, participants agreed that public universities use non-monetary rewards such as recognition to motivate lecturers teaching online (mean = 4.13, standard deviation = 0.47), that it is necessary for lecturers teaching online to be recognized whenever they exceptionally perform well (mean = 4.13, standard deviation = 0.57), and that recognition is easily and consistently tracked by management (mean = 4.00, standard deviation = 0.51). These results tally with research conclusions by Akinyele (2020) that higher learning institutions (HEI) must draw on both extrinsic and intrinsic reward strategies to improve retention levels through endorsing higher levels of workplace trust and work engagement.

Further, participants agreed that total rewards programs at the university provide the advantage of centralized administration in all employee-related concerns, including benefits, pay, and training (mean = 4.00 standard deviation = 0.51) and that the management of public universities in Nairobi metropolis in Kenya recognizes employees full potential and capitalizes

on their strengths (mean = 3.87 standard deviation = 0.57). These study results go hand in hand with research deductions by Ndiyuje and Tandika (2019) that wages and bonuses, workplace flexibility, and career opportunities all have a significant effect on employee work performance.

Inferential results revealed a positive correlation coefficient between training and development and the implementation of remote learning by public universities in Nairobi metropolis in Kenya (correlation factor of 0.354, P value = 0.027). Test regression results also show that a unit change in training and development while holding other factors constant would positively enhance implementation of remote learning by public universities in Nairobi metropolis in Kenya by a factor of 0.578. Descriptive results show that continuous employee training and development increase job satisfaction and morale of university teaching staff, and that through employee training and development, it's made it possible for public university employees to keep pace with e-learning changes in the industry (mean = 4.21, standard deviation = 0.61). These findings concur with the research deduction from the resource-based view that firms should constantly evaluate their workforce to ensure that they have the right people with the right skills in the right places to ensure sustained competitive advantage.

Also, participants agreed that employee training is used by the university to foster performance improvements in certain areas or functions (mean = 4.15 standard deviation = 0.49), that through employee training and development, university teaching staff are able to relate well with students in every online session (mean = 4.13 standard deviation = 0.61), and that lecturers are constantly updated on every customization made on e-learning platforms as well as on technological updates (mean = 4.10 standard deviation = 0.55). These results tally with research conclusions by Ngugi (2016) that training played a key role in employee personal development, improved employee production, skill, and knowledge, and enhanced their relationship with employees.

Further, participants agreed that lecturers teaching online students are periodically trained on system upgrades and utilities (mean = 4.10 standard dev = 0.60), and most of the public universities conducted an effective development and assessment plan (mean = 4.05 standard dev = 0.51). Employee training and development helps the public universities maintain skill

and knowledge, and the lecturers teaching online classes were given the training and support that employees needed to get off to a strong start (mean = 4.05, standard deviation = 0.60). These study results go hand in hand with research deductions by Barney (2019) that for organizations to achieve optimum returns from their investment, there is an imperative need to effectively manage training and development programmers.

Inferential results revealed a positive correlation coefficient between performance management and implementation of remote learning by public universities in Nairobi metropolis in Kenya (correlation factor of 0.297, P value = 0.016). Test regression results also show that a unit change in performance management while holding other factors constant would positively enhance implementation of remote learning by public universities in Nairobi metropolis in Kenya by factor of 0.347. Results show that there is a clear commitment from universities the top management to the implementation of remote learning (mean = 4.26 standard deviation = 0.50), that most of the public universities have clear expectations and roles that help to achieve success right from the start (mean = 4.18 standard deviation = 0.64), and that there is increased creativity and innovation (mean = 4.18 standard deviation = 0.60). These study results go hand in hand with research deductions by Al-Hayaly and Alnajjar (2016) that adoption performance appraisals have a major effect on Jordanian university performance, as they significantly contribute to the performance of learning institution organizations.

Also, participants agreed that consistent feedback and coaching from managers have increased employee engagement (mean = 4.18, standard deviation = 0.51), and the management of public universities ensured balanced feedback on all concerns raised. (Mean = 4.13 Std Dev = 0.61), to every employee there are clear objectives on remote learning that every university needs to achieve (Mean = 4.10 Std Dev = 0.64), and that most of the public universities conduct regular progress reviews (Mean = 4.05 Std Dev = 0.69). These results tally with research conclusions that Kemunto (2017)'s personal development plans have a significant and favorable impact on organizational operations.

Descriptive results show that lecturers are loyal and proudly committed to ensuring that the public university achieves its goals (mean = 4.15 standard deviation = 0.59), students taking

online classes can proudly tell others that they are part of this university (mean = 4.15 standard deviation = 0.67), and efficiency in e-learning is increased significantly (mean = 4.10 standard deviation = 0.55). These findings concur with Philippine, Mugot, and Sumbalan's (2019) finding that where the university wants to shift from class-based learning mode to remote learning, the HR function must ensure that online lecturers are adequately trained.

Also, participants agreed that adoption of remote learning in the university is a success (mean = 4.10 standard deviation = 0.72), the quality of collaboration between the learner tutor class is exceptional (mean = 4.08 standard deviation = 0.66), and the number of students enrolling in remote learning programs is increasing (mean = 4.03 standard deviation = 0.67). Further, participants agreed that accountability in e-learning has also been enhanced (mean = 4.00 standard deviation = 0.69). These study results go hand in hand with research deductions by Haryono et al. (2020) that it's the duty of HR to ensure that firms acquire skilled, professional workforces that match modern trends.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study and draws conclusions based on the outcome of the results. The chapter also covers recommendations and areas for further research which will encourage researchers to explore knowledge, since knowledge is not monopolized by individual scholars. The study sought to determine the role of human resource functions in promoting remote learning: a case of public universities in Nairobi metropolis, Kenya. The research was anchored on resource-based view theory, organizational learning theory and TAM model. The study employed descriptive research design; primary data was collected using closed-ended questionnaires. The raw data was analyzed through descriptive statistics (means and percentages) and in inferential statistics (correlations and simple linear regression).

#### **5.2 Summary of the Findings**

##### **5.2.1 Recruitment and Selection Procedures**

The first objective of this study was to investigate where recruitment and selection affects the implementation of remote learning. The results revealed a linear association between recruitment and selection and the implementation of remote learning by public universities in Nairobi metropolis, Kenya.

Results show that having the right type of hiring and selection process helps public universities save time on training and that most of the universities have an effective recruitment and selection process that puts together job descriptions that are accurate and clearly highlight which tasks will be performed for a particular role.

It can be argued that public universities in the Nairobi metropolis, Kenya ensured that methods of recruitment for e-lecturers were open, transparent, and verifiable; recruiters also ensured that candidates' ICT skills were critically evaluated in every step of the process; and that selection processes in all public universities included a strong pool of applicants, accurate qualification screenings, and proactive strategic alignment with organizational goals.



The results reveal that recruitment and selection has a relationship in the implementation of remote learning in public universities in Nairobi metropolis, Kenya.

### **5.2.2 Reward and Compensation**

The second objective of the study sort to determine where reward and compensation affects the implementation of remote learning. Results revealed a linear association between reward and compensation and the implementation of remote learning by public universities in Nairobi metropolis, Kenya

The results show that there is a relationship between reward and compensation in implementation of remote learning within Nairobi metropolis, Kenya.

### **5.2.3 Employee Training and Development**

The third objective of the study sort to determine whether employee training and development affects the implementation of remote learning. Results revealed a linear association between training and development and the implementation of remote learning by public universities in Nairobi metropolis, Kenya.

The results show that there is relationship between training and development in implementation of remote learning in public universities in Nairobi metropolis, Kenya.

### **5.2.4 Performance Management**

The fourth objective of the study sort to determine whether performance Management affects the implementation of remote learning. Results revealed a linear association between performance management and the implementation of remote learning by public universities in the Nairobi metropolis in Kenya.

The results show that there is a relationship between performance management in implementation of remote learning at public universities in Nairobi metropolis, Kenya.

### **5.3 Conclusion**

Drawing from the study findings, this study concludes that the implementation of quality recruitment and selection procedures promoted the implementation of remote learning by public universities in Nairobi metropolis; both descriptive and inferential statistics confirm that most of the public universities in Nairobi metropolis, through the HR departments, developed quality measures that guided the selection and recruitment of e-lecturers. For instance, public universities in Nairobi metropolis ensured clarity in the job description, careful analysis of the applicant's professionalism and competency, transparency in communication, and verifiability of the process.

The study concludes that reward and compensation management promotes the implementation of remote learning by public universities in Nairobi metropolis, that lecturers would be more committed if the management of the university start awarding overtime, and that wage and bonus recognition, workplace flexibility, and career opportunities all have a significant effect on employee work performance.

The study also noted that employee training and development promote the implementation of remote learning by public universities in Nairobi metropolis. Most of the public universities in Nairobi metropolis have implemented various training measures to promote skills development. For instance, lecturers teaching online students are periodically trained on system upgrades and utilities, and those lecturers are constantly updated on every customization made on e-learning platforms as well as on technological updates.

This study concludes that the use of performance management promotes the implementation of remote learning by public universities in Nairobi metropolis. For instance, most of the public universities in Nairobi metropolis, Kenya had clear expectations and roles that helped them achieve success right from the start, and they conducted regular progress reviews to verify or monitor e-learning progress.

## 5.4 Recommendation

Based on the study's findings and conclusions, the study recommends that:

- i. Quality recruitment procedures play a crucial role in promoting the successful implementation of remote learning processes within public universities in the Nairobi metropolis, Kenya. To achieve this, the Human Resources (HR) department needs to prioritize policies and guidelines that provide the basis of selection of e-lecturers. Recruitment and selection panels should meticulously identify the specific needs and requirements for e-lecturers, considering factors such as subject expertise, online teaching experience, communication skills, teaching demonstration, technical proficiency assessment, reference checks, legal and administrative compliance, background checks, and credential verification.
- ii. Higher learning institutions (HEIs) in the Nairobi metropolis must adopt both extrinsic and intrinsic reward strategies to enhance retention levels among staff. By fostering higher levels of workplace trust and work engagement, HEIs can improve employee satisfaction and commitment to the institution's objectives, thereby contributing to the success of remote learning initiatives.
- iii. The HR department of public universities in the Nairobi metropolis should place a greater emphasis on employee training and skill development, particularly for e-lecturers. This ensures that e-lecturers are adequately equipped with the competencies necessary to effectively interact with the online learning system as they deliver classes, thereby enhancing the quality of remote learning experiences for students.
- iv. It is imperative for universities in the Nairobi metropolis to consistently implement performance management tools in the context of remote learning. Performance management processes enable institutions to make informed personnel-related decisions, including promotions, discipline, termination, or retention of employees. Additionally, performance reviews can help identify training needs and assist with personnel planning and staffing requirements for remote learning initiatives.
- v. Public universities in the Nairobi metropolis should establish clear and SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) performance objectives and expectations for their employees. This ensures that employees

understand their roles and responsibilities in the context of remote learning and are aligned with the institution's overall objectives.

- vi. Developing performance standards or benchmarks that indicate successful performance and identifying key performance indicators (KPIs) and metrics aligned with objectives and standards are essential for public universities in the Nairobi metropolis. This enables institutions to effectively measure and evaluate employee performance in the context of remote learning initiatives.
- vii. Public universities in the Nairobi metropolis should encourage managers and employees to collaboratively set performance goals and action plans. These goals and plans should be aligned with organizational objectives and individual development needs, fostering a sense of ownership and commitment among employees towards achieving the institution's goals in the context of remote learning.

#### **5.5 Areas for Further Research**

The study sought to determine the role of human resource practices in promoting remote learning: a case of public universities in Nairobi metropolis in Nairobi metropolis, Kenya. The study variables were only limited to recruitment and selection, reward and compensation, training and development and performance management, other factors that affect implementation of remote learning by public universities in Nairobi metropolis should be established and their impact assessed. The study identifies risks (such as pandemics) that may occasion inflection point on long relied practices, thus the need for a Research on HR's role in crisis management, such as during the COVID-19 pandemic.

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## APPENDICES

### APPENDIX I: RESEARCH QUESTIONNAIRE

#### Section A: Demographic Information

1. If so, indicate number your gender
  - a. Male (      )
  - b. Female (      )
2. Indicate your title
  - a. Lecturer (      )
  - b. Registrar (      )
3. For how long have to been the working in this university
  - a. Less than 3 years (      )
  - b. 34 to 7 years (      )
  - c. 8 to 10 years (      )
  - d. More than 11 years (      )

#### Section B: Recruitment and Selection Procedures

4. To what extent do you agree with the following statements assessing on how recruitment and selection procedures promotes remote learning public universities in Nairobi metropolis. (Key: 1= strongly Disagree, 2=Disagree, 3=, moderate, 4= agree, 5 = strongly agree,)

Statements	1	2	3	4	5
a. The university has an effective recruitment and selection process, that put together job descriptions that are accurate and clearly highlight which tasks will be performed for a particular role					
b. The method of recruitment for E-lecturers is open transparent and verifiable					

c. Selection processes at the university include a strong pool of applicants, accurate qualification screenings, and proactive strategic alignment with organizational goals.					
d. The hiring teams Analyzes e-lecturers job requirements in view of highlighting demands that guide the recruitment procedure					
e. Having the right type of hiring and selection process helps the university save time on training.					
f. HR personnel at the university are competent and conducts careful reviews on all applications submitted					
g. Recruiters ensure those candidates' ICT skills and critically evaluated in every step of process.					

5. How else do recruitment and selection procedures promote remote learning in Kenya public universities in Nairobi metropolis?

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**Section C: Reward and Compensation**

6. To what extent do you agree with the following statements assessing on effect of reward and compensation quality training of students in Kenya public universities in Nairobi metropolis (Key: 1= strongly Disagree, 2=Disagree, 3=, moderate, 4= agree, 5 = strongly agree,)

Statements	1	2	3	4	5
a. Total rewards programs at the university provide the advantage of centralized administration in all employee-related concerns, including benefits, pay and training.					

b. The university provided Meal and Housing Allowance for lecturers tutoring online classes					
c. The university uses non- monetary rewards such as recognition to motivate employees					
d. I will be more committed if the management awards overtime to lecturers					
e. It is necessary for me to be recognized for performing exceptionally well by the management					
f. The allowances such as the overtime pay given to me by the university increases my commitment towards the organization					
g. Management recognizes my full potential and capitalizes on my strengths.					
h. Recognition is easily and consistently tracked by management					

7. How else do reward and compensation promote remote learning in Kenya public universities in Nairobi metropolis

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**Section D:employee training and development**

8. To what extent do you agree with the following statements assessing on how employee training and development promote remote learning in Kenya public universities in Nairobi metropolis (key: 1= strongly Disagree, 2=Disagree, 3=, moderate, 4= agree, 5 = strongly agree)

Statements	1	2	3	4	5
a. The university conducts an effective development and assessment plan in determining the employee to be trained					
b. Employee training is used by the university to foster performance improvements in certain areas or functions					

c. Lecturers teaching online students are periodically trained on system upgrades and utilities					
d. Lecturers teaching online classes are constantly updated on every customizations made on e-learning platforms as well as on technological updates					
e. Continuous employee training and development increase job satisfaction and morale of university teaching staff					
f. Through employee training and development, university teaching staff are able to relate well with students in every online session					
g. Employee training and development helps the university to maintain skill and knowledge					
h. I'm given training and support that I need to get off a strong start					
i. Through employee training and development, it's made it possible for university employees to keep pace with e-learning changes in the industry					

9. How else do employee training and development promote remote learning in Kenya public universities in Nairobi metropolis

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**Section E: Performance Management**

10. To what extent are the following measures been implemented by the university management?

Statements	No extent	Little extent	Moderate	Grate extent	Very great extent
a. Standard, quality Performance policy					
b. Performance planning measures					
c. Performance review					
d. Performance appraisal					
e. Performance reward					

11. To what extent do you agree with the implementation of the performance management measures in Kenya public universities in Nairobi metropolis (key: 1= strongly Disagree, 2=Disagree, 3=, moderate, 4= agree, 5 = strongly agree)

Statements	1	2	3	4	5
a. There is clear commitment from universities the top management on implementation of remote learning					
b. To every employee there are clear objectives on remote learning which organization needs to achieve					
c. The management ensures balanced feedback to all concerns raised.					
d. The university conducts regular progress reviews					
e. There is increased creativity and innovation					
f. The organization sets clear expectations and roles which help to achieve success right from the start					
g. Consistent feedback and coaching from managers has increased engagement from employees					

12. How else does performance management promote remote learning in Kenya public universities in Nairobi metropolis

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**Section D: Remote Learning in These Public universities in Nairobi metropolis**

13. To what extent do you agree with the following statements assessing on quality Remote Learning In These Public universities in Nairobi metropolis (key: 1= strongly Disagree, 2=Disagree, 3= moderate, 4= agree, 5 = strongly agree)

<b>Synergy Effects</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a. Adoption of remote learning in the University is a success					
b. The quality in collaboration between the learner tutor class is exceptional					
c. The number of students enrolling on remote learning programmers is increasing					
d. Efficiency in e-learning is increased significantly					
e. Accountability in e-learning has been enhanced					
f. Lecturers are loyal and proudly committed in ensuring that the university achieves its goals					
g. Online students can proud to tell others that they are part of this university					

**Thank you for your time**



## **APPENDIX II: LETTER OF INTRODUCTION**

**Dear Respondent**

### **Letter of Introduction**

I am a student at the Maasai Mara University undertaking a course in Master of Science in human resource management. I am undertaking a research study on “role of human resource management practices in promoting remote learning by public universities in Nairobi metropolis in Kenya” I kindly request that you complete the attached questionnaire to aid me in conducting the research. The information disclosed in this questionnaire will be treated with utmost confidence and used only for the purpose of this study.

I will be most grateful for your assistance and cooperation






Yours Sincerely,

Ruth NanyoriParteyie

**APPENDIX: III PUBLIC UNIVERSITIES AND SATELLITE CAMPUSES IN  
NAIROBI METROPOLIS ,KENYA**

	<b>Institution</b>
1.	Jomo Kenyatta University of Agriculture and Technology (JKUAT)
2.	Kenyatta University (KU)
3.	Kisii University (KSU) (satellite campus)
4.	Machakos University College
5.	Moi University (MU) (satellite campus)
6.	Multimedia University of Kenya (MMU)
7.	Technical University of Kenya (TUK)
8.	The University of Nairobi (UON)

APPENDIX IV: NACOSTI PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 182077	Date of Issue: 13/December/2022
<b>RESEARCH LICENSE</b>	
	
<b>This is to Certify that Ms. RUTH Nanyori PARTEYIE of Masai Mara University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: 'The Role of Human Resource Practices in Promoting Remote Learning: A Case Study of Public Universities in Nairobi Metropolis', for the period ending : 13/December/2023.</b>	
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