TALENT RETENTION STRATEGIES AND COMPETITIVENESS OF PUBLIC UNIVERSITIES IN WESTERN REGION OF KENYA

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A Thesis Submitted in Partial Fulfilment of the Requirements for the award of Degree of Master of Science in Human Resource Management of Masinde Muliro University of Science and Technology

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DECLARATION

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented for a degree in any other University.

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis titled '**Talent Retention Strategies and Competitiveness of Public Universities in Western Region of Kenya'.** This Thesis has been submitted for examination with our approval as University supervisors

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DEDICATION

I dedicate this work to my son Bayler Ateya, my niece Getrude Opiyo, brother Julius Chimwene and my sisters supported me to realize and attain full potential in life.

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I thank God the Almighty for the gift of life and strength he has given me to pursue this career, undertake this task and to whom I owe what I have achieved so far. I am grateful to my supervisors Dr. Rev. Willis Otuya and Mr. Dishon Wanjere who patiently stood by me, always offering boundless encouragement and unwavering support. They offered guidance and expertise through every stage of this thesis.

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Thanks to my family members who have always supported me to reach to the level I am right now. I thank God for having such a great family for the encouragement and assistance they have given me to be a better person and to follow my dreams.

ABSTRACT

Public Universities are currently facing challenges in retaining talent. This has been crucial to the changing prospects and potentials of knowledge formation and learning. Organizations loose key talent for many reasons; lack of job satisfaction, poor reward systems and management, poor organizational policies, lack of opportunities for growth, training and development, lack of work life balance with regard to work life conflicts and poor working conditions. Retention of employees has become a greater challenge facing human resource practitioners' in organizations. The purpose of the study was to examine talent retention strategies and competitiveness of public universities in Western Region of Kenya. This study determined the effects of work life balances on competitiveness of Universities, analysed the influence of training and development on Competitiveness in public Universities and determined the effects of rewards systems on competitiveness in public universities in Western Region of Kenya and lastly examined the joint effect of talent retention strategies on competitiveness of public Universities in Western Region of Kenya. Competitiveness was measured by students' enrolment and webometrics ranking. Literature was reviewed on the constructs of talent retention strategies and competitiveness of public universities and the study is based on Resource Based View (RBV) theory. This study is expected to benefit organizations in coming up with policies that will improve talent retention rates and it will also add knowledge to academic consortium on talent retention strategies in Universities. The study area was public universities in Western Region of Kenya namely; Maseno University, Masinde Muliro University of Science & Technology, Jaramogi Oginga Odinga University of Science & Technology and Kibabii University. The research adopted co-relational research design. Sampling techniques were stratified sampling and proportionate sampling whereby each university formed a strata and population was further grouped into academic and non teaching staff. Pre-test of the questionnaire was carried out in Kaimosi Friends University College to enable the researcher to ascertain the validity and reliability of the instrument. Data was collected by use of structured questionnaire. Validity of research instruments was determined using content and constructs validly. Data was analyzed using descriptive and inferential statistics and Statistical Package for Social Sciences (version 25) was used for data analysis. The questionnaires were given to 351 respondents out of which 316 responded which represents 90% of the respondents. The findings of this study established that work-life balance, training and development and reward systems affects competitiveness of Universities in western region of Kenya and therefore joint talent retention strategies are vital for Universities achieving University competitiveness. Null hypotheses for all the four objectives were rejected and alternate hypotheses accepted. This study recommends that universities in Western Region in Kenya should come up work life balance programs, embrace training and development practices and establish reward systems that are effective in order to be able to retain their talent which in turn affects competitiveness of Universities. The results of this study have significant implication on strategic talent retention strategies and its effect on competitiveness of Universities and also theoretical implications.

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LIST OF ABBREVIATIONS AND ACRONYMS

RBV – Resource Based View

KBV – Knowledge Based View

CEO – Chief Executive Officer

MMUST – Masinde Muliro University of Science and Technology

JOOUST – Jaramogi Oginga Odinga University of Science and Technology

GOK – Government of Kenya

HR – Human Resource

HRM – Human Resource Management

KPLC – Kenya Power & Lightening Company

HRMP – Human Resource Management Practices

SD - A measure of dispersion

WLB – Work Life Balance

QWL – Quality of Work Life

OPERATIONAL DEFINITION OF TERMS

Talent Retention: This refers to retention effort by employers or organizations to retain talented and high-performing employees in order to achieve organizational objectives.

Organizational Competitiveness: Organizational competitiveness is the ability of a firm to implement a value creating strategy which cannot be duplicated by its competitors.

Rewards system: Rewards refer to all forms of financial returns and tangible services and benefits employees receive.

Training & Development: Human Resource Development (HRD) refers to the integrated use of training and development, organizational development, and career development to improve individual, group, and organizational effectiveness.

Work–life balance (WLB) is the appropriate and holistic combination of work private life. There are various aspects of one's personal life that can intersect with work including family, career, leisure, and health.

Webometrics Ranking of Universities: This is a ranking system for the world's universities based on a composite indicator that takes into account web presence and the visibility and impact of these web publications according to the number of site citations received and is produced by the Cyber metrics Lab.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Talent Retention is the effort by employers or organizations to retain talented and high-performing employees with specialized skills and knowledge in order to achieve organizational objectives while Organizational Competitiveness is the ability of a firm to implement a value creating strategy which cannot be duplicated by its competitors by achieving a competitive edge. Most universities currently operate in a global, complex and highly competitive environment. Public Universities have experienced immense competition for key talent both locally and globally. Recent surveys on the impact of manpower on business, Human Resource practitioners ought to be concerned as talented employees tend to be actively searching for better prospects and are ready to exit their current employment (Boswell, Gardner, & Wang, 2016). Losing key talent costs considerably more since these employees' impact and contribution are greater than that of typical employees(Matthew & Mavis, 2007). Estimates suggest that the cost of employee turnover often ranges from 50% to 200%of the employee's annual salary based on the type and level of job he/she holds. These costs are substantial for even medium-sized organizations that have moderate rates of turnover (O'Shea, Chugh & Allen, 2008).

The phenomenon of talent retention strategies from the 1950s, designed to reduce employee turnover in public and private universities has been perceived as one of the most topical subjects. It is also a crucial predicament which many universities are facing today(Boyne, James, John, & Petrovsky, 2011). Trends such as globalisation, the

increased mobility of academics and the retirement of the baby-boom generation are leading to a scarcity of academic talent in many disciplines (Ferlie, Musselin, & Andresani, 2008,Verhaegen & Shaikh, 2009). At the same time, universities are confronted with new public management trend (Sanne, Rob, Christine& James, 2006), the initiation of private-sector organizational practices to public-sector institutions.

There is a further perception that since the beginning of the second millennium, talent retention strategies of diverse nature are being practiced in the universities around the globe (Seehra, 2013). Such developments have been motivated by the challenges universities in developing countries face, many of which relate to the changes that are taking place on the higher education market the world over, and to which institutions have to adjust. For example, research studies reveal that universities are expected to employ strategies that help them retain their best talents in the wake of growing competition among the world's universities (Blair & Jordan, 1995; Cascio, 2010).Financial oriented staff retention strategies are assumed to be beneficial in the short term, while non-financial are perceived to be longer lasting. Therefore, more resources are likely to be employed to arrest talent loss through brain drain and indicates that there are universities in the east that are investing heavily and often trying to hire back talented staff who have gone abroad(Mapolisa, 2015). It appears that regardless of the quality of talent retention strategies that developed countries' universities offer, talented employees would not be prevented from leaving organizations.

Companies today are experiencing major issues with employee retention. These individuals seek the flexibility, freedom, self-direction and higher income potential that

non-traditional work offers. Staffing professionals benefit from this demand for contingent talent, yet keeping proven performers is just as critical to their success. Right now, talent retention has taken its place as one of the most important topics in conversations about the future of talent, from the political stage to the desks of Human Resources Management. Wadhwa, Bodas, Freitas & Sarkar, (2017) in their study established the following as talent retention strategies;

i)   Work-life balance; work-life balance has become a major focus in today's workplace discussions. There are countless ways employers can send a clear message that their employees and their lives outside of work are important. Helping beyond providing a paycheque goes a long way to keeping top performers in their positions.

ii)   Rewards Systems and Management; when milestones or targets are achieved employee should be recognized are rewarded for the achievement. It may seem like a no-brainer to reward the employees keeping the lights on but even the best managers let things slip through the cracks. It's often no fault of their own but of a poor employee management system. It leads to an environment where going the extra mile just isn't worth the effort for a top performer.

iii)   Organizational Management and leadership team. Managers and leaders of an organization should have efficient and effective leadership styles. Open communication and leadership is essential for the improvement of any high performing team.

iv)   Health and wellness benefits. Workplace perks, health and wellness programs are essential for employees, quality of work life. Group health benefits have become

the standard rather than a notable differentiator when choosing whether or not to stay with an employer. Where the difference comes into play is what workplace wellness offerings are actually being provided.

v) Training and development. Opportunities for personal development should be present and available for all employees. After all, when an employee learns and grows with their position, the business does better overall. Lack of additional training or opportunities to grow skills could have top employees looking for other positions that will provide them with more experience. Organizations should have open personal development policy in order to empower your people to improve in the areas they wish to expand in.

vi) Compensation. Having competitive, market-level wages is among the best strategies in retention of employees. Organizations should ensure that they offer a reasonable salary and balance it out with a stimulating and flexible work environment. In a 2016 study on the Determining Factors of Employee Retention in the Open Journal of Social Sciences, researchers concluded that, "improved compensation can only increase retention capability in the short-term. For organizations to be more efficient in their attempt to make more employees stay in the organization for a long period, improved compensation should be coupled with quality of work-life."

During the previous years, the major cause of employee attrition was mainly related to low pay and lack of adequate benefits, as evidenced by research by (Coaldrake & Stedman, 2009) in their study concluded that heavy work load, low pay and bureaucratic procedures were the major cause of high turnover of employees in the academic institutions. Another

study by (Netswera, Rankhumise & Mavundla, 2005) concluded that unfavourable working conditions and low pay were the major cause of staff exit in many organizations. In Canada, it has been argued that one of the challenges that universities face is academic recruitment and retention. Similarly, it has been suggested that early in the 21st century there will be a crisis in Australian higher education with an estimated academic labour shortage of 20,000 if this trend is not addressed (Mathews, 2003). In the Middle East, one of the key challenges facing higher education is the inability of universities to attract, recruit and retain top academic talent which is arguably a problem worldwide; however, given the political and economic conditions in the Middle East, it is a major issue. For instance, a study by (Albaqami, 2016), shows that in Saudi Arabian Universities the determinants of turnover intention by faculty members are divided into three sections: the demographic variables, the organizational variables and individual variables for faculty members. (Tettey, 2009) stated that by the year 2000 the University of Ghana's medical school had lost about half of its teaching staff. Not only is the country's health care system suffering from a lack of skilled physicians, but the diminished faculty is also unable to train sufficient numbers of future medical officers.

1.1.1   Public Universities in Kenya

By independence 1963, Kenya had only one university college (University College of Nairobi) which was affiliated to the University of East Africa. It became a full – fledged University in 1970. According to the records by the Commission for University Education (October 2016) there are a total of 70 accredited universities in Kenya. These records also indicate that there is rapid enrolment of students in universities in Kenya. The total

enrolment of students in 2015 was 539,749 compared to 440,840 in 2014. This admission was highest in public universities at85% compared to private universities at 15% across all levels of programs. The fundamental goal of these institutions is to provide manpower needs for both private and public sector for overall national development. The Kenyan public universities admit both privately sponsored students and those partly sponsored by the government through the Kenya University & Colleges Central Placement Services (KUCCPS).

The major issue in public universities in Kenya is the rapid expansion amidst declining funds which has seen universities experience challenges in terms of physical facilities, overcrowding and staff disillusioned due to several factors including inadequate and non-competitive salaries, and dissatisfaction with non-monetary factors such as poor working conditions, heavy workload, institutional governance among others (Tettey, 2006). These factors have led to the exodus of teaching staff to the private sector or abroad in search for better opportunities despite the fact that these institutions have invested heavily in training them. Kenyan public universities have experienced rapid expansion in terms of enrolment of regular and self- sponsored students over the last decade without corresponding increase in staff numbers and replacement of those who leave due to various reasons including turnover and brain drain (Ng'ethe, Iravo, & Namusonge, 2013).

1.2 Statement of Research Problem

Talent retention strategies are ideal for success of any organization. However, talent attrition is high in public universities in Kenya because in the past the government has

converted many Constituent University Colleges into Universities and many Polytechnics and Technical colleges have been turned into constituent University Colleges. This created a deficit in experienced University staff leading to increase in demand for experienced University employees. The situation created many job opportunities for University staff who are at liberty move from one University to another through talent acquisition processes. Employee turnover is one of the many challenges facing organizations both public and private sectors (Ng'ethe *et al*., 2013). The biggest challenge occasioned by expansion of student numbers in public universities is staff shortage which has forced universities to acquire best talent from each other.

A successful work life balance program, training & development programs and reward systems should take into consideration the different aspects of employees needs and develop policies that are appropriate for them (Danny, 2014). In contrast, most universities do not have work life balance programs which has led to reduced organizational commitment hence reduced productivity and unwillingness to stay in the organization (Chen,et. al., 2015). Lack of appropriate training and development programs have also led to staff exit and negative impact on gaining competitive advantage over those Universities that embrace such programs and every time an employee leaves the organization, productivity drops because they leave with the requisite knowledge and skills of organization (Macharia & Kanyua, 2016). Staff exit is costly since the cost of hiring and training of employees who have been replaced is too high and further leads to organizations incurring losses. Osibanjo, Adeniji, Falola and Heirsmac (2014) in their study established that there is a positive relationship between appropriate rewards systems which in turn affect employee performance. In order to achieve employee satisfaction and

retention, it is critical for organizations to have a structured compensation management system. Trade Unions in Public Universities have recently been agitating for salary increment and better reward systems. Getting the right people at the right place and keeping them there continues to be a major pre -occupation for organizations today (Kamau & Waudo, 2012). It is therefore vital that each University employs strategies that will retain talented staff and help them in achievement of Universities education vision 2030.

Past studies on employee turnover in Kenya have addressed the problems in different perspectives: (Wafula, 2010), investigated the effectiveness of strategic talent management practices in organizations, (Njiru, 2008), analysed challenges facing human resource management practices in institutions of higher learning while (Njoroge, 2008), looked at talent management practices in commercial sectors in Kenya. However, there is scarce literature on the link between talent retention strategies and competitiveness of Universities in Western Region of Kenya. The current study therefore will be undertaken to establish talent retention strategies and competitiveness of public Universities.

1.3 General objective

The general objective of this study was to assess the relationship between talent retention strategies and competitiveness of public universities in Western Region of Kenya.

1.3.1 The specific objectives of the study

i) To determine the effect of work life balance on competitiveness in Public Universities in Western Region of Kenya.

ii)   To examine the influence of training and development on competitiveness in Public Universities in Western Region of Kenya.

iii)   To determine the effect of rewards system on competitiveness in Public Universities in Western Region of Kenya.

iv)   To determine the joint effect of talent retention strategies on University Competitiveness

1.4   Research Hypotheses

The following null hypotheses formed the basis for this study.

HO_1: Work life balance has no significant effect on competitiveness in public universities in Western Region of Kenya.

HO_2: Training and development has no significant effect on competitiveness in public Universities in Western Region of Kenya.

HO_3: Reward system has no significant effect on competitiveness in public universities in Western Region of Kenya.

HO_4: The Joint effect of talent retention strategy does not have significant relationship on competitiveness in public universities in Western Region of Kenya.

1.4 Justification of the Study

Universities have tremendously grown in the recent past in Kenya, both full-fledged, constituent university colleges and private universities. The increase in the growth of universities has led to scarcity of qualified staff especially in areas with limited human resources like Engineering and Medicine, Architecture and top-level management positions like Chief Executive Officers of Universities. In addition, increase in the number of universities has led to most Universities struggling to gain competitive

advantage. Most organizations are struggling with retaining talent (Njoroge, 2008). In a study carried out by the World Bank, it was established that there is a link between investments in institutions of higher learning and economic growth. Due to the high social demand for university education and globalization, a number of universities have been established in Kenya.

Mangusho (2015) carried out study on Evaluation of Talent retention on a firms' Performance in Beverage Industry: a case of Delmonte Kenya Limited, Afsar (2014) studied on the impact of the quality of work-life on organizational competitiveness by academic staff working for State and Foundation Universities while Katuma M. K. & Kwasira J. (2015) researched on the Assessment of Retention Strategies for Middle Level Managers at Kenya Power. Too E. K., Chepchieng M. C. & Ochola John (2015) further carried out research on the Effect of academic staff retention on quality education in private universities in Kenya. Sattigeri R. C. (2016). These studies however, created knowledge gap on talent retention strategies and competitiveness of Public Universities in Western Region of Kenya

1.5 Significance of the Study

This research was focused on the evaluation of talent retention strategies and its importance on competitiveness of Universities in Western Region of Kenya. High turnover means organizations incurring high cost of replacement hence this study would be beneficial to policy formulators, government and professional bodies in developing policies that are of importance to talent retention strategies and organizational

competitiveness. It may also be used by Human Resource practitioners by giving them an insight on building Human Capital and strategic human resource approaches on talent retention strategies. Moreover, this study may also add knowledge to academic consortium on Talent retention strategies and competitiveness of Universities and other researchers may also use it to review literature of the study hence enhancing the knowledge base on the subject. The findings of this study would increase the understanding and appreciation of talent retention strategies and competitiveness as most Universities aim to achieve the sustained results after investing time, effort, and money in continuous improvement of their human resource capacity.

1.6 Scope of the study

The focus of this research was on the public universities Western Region of Kenya, using both academic staff and non-teaching staff of these universities as respondents. The choice of public universities was based on the information and observation of the researchers as an employee in one of these public universities which always witness exodus of staff moving to newly established Universities.

This study aimed on establishing the relationship between talent retention strategies and competitiveness of Public Universities in Western Region of Kenya. The retentions strategies under this study are Work life Balance, Training & development and Reward systems which were the constructs under independent variables. The focus of the study established how these retention strategies influenced competitiveness of Universities in

Western Kenya. Competitiveness of Universities was measured by Students Enrolment and Webometrics Ranking.

1.7 Conceptual Framework

Conceptual frameworks of this study show the relationship between the independent and dependent variables. Organizations that give training and development opportunities to their employees are more successful. When employees are trained, it helps them attain knowledge and skills that are requisite to increase productivity hence helps in achieving competitiveness thereby increasing the productivity and reduction in the rate of attrition (Appiah, Asamoah, 2013). Osibanjo, Adeniji, Falola and Heirsmac (2014) in their study mention that talent retention is strategic to the goals of any organization and that it ensures competitiveness, satisfaction, development as well as better performance of the employees. The study established that there is a positive relationship between salaries, incentives, bonuses which in turn affect employee performance. In order to achieve employee satisfaction and retention, it is critical for organizations to have a structured compensation management system. It depicts how independent variable under the sub variables of work life balance, training and development and rewards affect the competitiveness of Universities using the Webometrics ranking and students' enrolment. These variables were developed based on the literature review and the purpose of this study.

Independent Variable   **Dependent Variable**

TALENT RETENTION STRATEGIES   UNIVERSITY COMPETITIVEVESS

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┌─────────────────────────────┐
│ Work life balance           │
│ Leave management            │──────────┐
│ Job sharing                 │          │
│ Part time                   │          │
└─────────────────────────────┘          │      ┌─────────────────────────────┐
                                          │      │ Universities' competitiveness│
┌─────────────────────────────┐          │      │  ✓ Students Enrolment       │
│ Training and Development     │          │      │  ✓ Universities' Webo-      │
│ Job rotation                │──────────┼─────▶│     metric Ranking          │
│ Mentoring and Coaching      │          │      │                             │
│ Career development          │          │      │                             │
└─────────────────────────────┘          │      │                             │
                                          │      │                             │
┌─────────────────────────────┐          │      │                             │
│ Rewards system              │          │      │                             │
│ Reward Management policy     │──────────┘      └─────────────────────────────┘
│ Bonuses and incentives       │
│ Pay and grading structure    │
└─────────────────────────────┘
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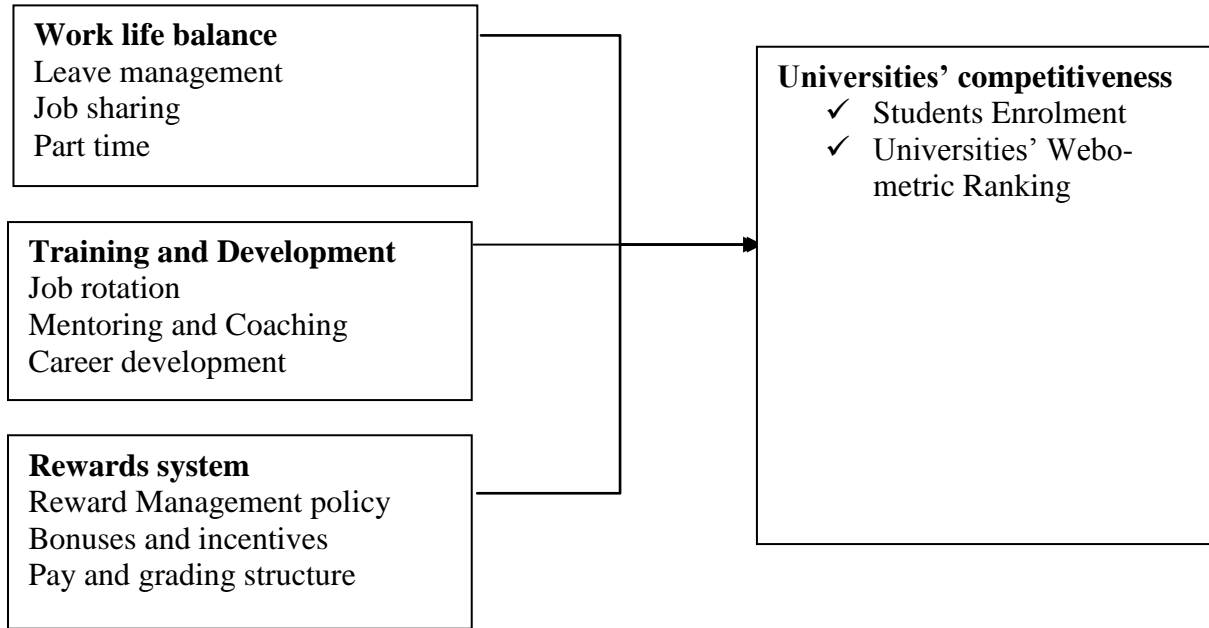
Figure 1: Conceptual Framework
Source: Own Conceptualization

1.8 Limitation of the study

The study sought to establish the relationship between talent retention strategies and competitiveness of Public Universities in Western Region of Kenya. It is evident that the results are not conclusive since universities in other regions of Kenya were not studied. In addition the study only focused on Public Universities leaving out Private Universities whereas Kenya has many Private Universities. A number of private universities have their branches in western region of Kenya and the study would have been more conclusive if Private Universities would have been included.The researcher mitigated the challenge by tailor making the questions on the questionnaire to reflect the talent retention strategies and competitiveness of Universities in general rather than just public universities.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter entailed a review of the literature on talent retention and internal environment of the organization. It will also bring out the influence talent retention and competitiveness in the Public Universities. The current study is anchored on the Resource Based View (RBV) introduced by Wernerfelt (1984) and it was refined by (Barney, 1991).

The relevancy of resource-based view to this study sets in as it provides the framework through which human capital, in which the organization invests can utilized to generate achieve competitiveness and superior performance (Boselie & Paauwe, 2009).The Resource-based View (RBV)is important to this study since it examines how human resources talent can drive competitive advantage in Universities.

2.2 Theoretical Review

2.2.1 Resource Based View

The main proposition of the RBV is that competitive advantage is based on valuable and unique internal resources and capabilities that are costly to imitate for competitors (Barney, 1991, Wernerfelt, 1984). The RBV of the firm focuses specially on the inside of the firm, its resources and capabilities, to explain the profit and value of the organization (Wernerfelt, 1984; Grant, 1991; Peteraf, 1993; Makhija, 2003).

Key talent are an important resource for any organization to succeed. Therefore organizations are encouraged to develop competencies of their employees so that they can gain competitive advantage. Resource-based view (RBV) suggests that human and organizational resources more than physical, technical or financial resources can provide an organization with sustained competitive advantage because they are particularly difficult to emulate. The RBV argues that organization possess resources, subsets of which enable them to achieve competitive advantage and a subset of those that lead to superior performance (Barney, 1991). Talent retention is part of an effective human resource systems that can contribute to sustained competitive advantage through facilitating the development of competencies that are firm specific, promote complex social relationships and generate tacit organizational knowledge.

The RBV theory states that differences in performance happen when well successful organizations possess valuable resources that others do not have, allowing them to obtain a rent in its quasi-monopolist form (Wernerfelt, 1984). In achieving a competitive advantage, the RBV defines characteristics which make a competitive process sustainable as valuable, rare, inimitable, and non-substitutable of which organizations that adopt RBV are more likely to have competitive edge over those that do not.

2.2.2 The knowledge-based theory

The other related theory to RBV is the knowledge-based theory of the firm which considers knowledge as the most strategically significant resource of a firm (De Carolis, 2002). Its proponents argue that because knowledge-based resources are usually difficult

to imitate and socially complex, heterogeneous knowledge bases and capabilities among firms are the major determinants of firm's success. The resource base of the organization increasingly consists of knowledge-based assets (Marr, 2004). Literature on knowledge management associates superior knowledge bases, resulting from organizational learning, to superior firm as well as presenting differences in knowledge records as the basis of competitive advantage. An effective knowledge base can be associated to higher strategic flexibility and faster reaction to environmental changes. Superior talent is recognized to be the main creator of sustained competitive advantage in organizational performance. This dynamic capability builds up overtime a historical or path dependency (Collings & Wood, 1991); creating causal ambiguity and it establishes a basis for competitive advantage. The KBV of the firm proposition states that the organizations exist to create, transfer and transform knowledge into competitive advantage (Kogut & Zander, 1992). Higher institutions of learning being centres of knowledge make the KBV theory relevant to the current study.

2.3 Theoretical Literature Review

2.3.1 Competitiveness of Public Universities

According to Harrison, Daniel and Philip, (2010) at this time of global economic crisis it is imperative for those who run the organization to ensure with their behaviours and attitudes that employees and other stakeholders alike rely on their ethical observance and commitment to values that promote confidence. Competitiveness has dominated the strategic position of every organization particularly in current turbulence and multifaceted in the business environment. Competitiveness now is no longer embedded in only physical

and financial capital. It is through effective channelling of successful growth and sustainability in business where human capital drives organizations towards higher capacity to learn to attain competitive advantage. The key to success of an organization is to effectively meet the demands of its stakeholders comparative to those offering similar goods or services. It is viewed that for an organization to achieve competitive advantage over industry players it is important to ensure renewed methods to getting things done and eventually bring about new products and services.

When the employees are retained for long it helps in cost cutting and increased productivity as employees are main players in giving quality of service in the organization and for the business results of company. High rate of employee attrition is risky to any organization, because of human capital cost i.e. skills, training and knowledge. Therefore, it is necessary for organizations to take steps for retaining trained employees in order to avoid major loses, (Vasquez, 2014). It is argued that through competition firms and organizations explore new ways of increasing their efficiency and productivity by reaching to new markets. Competitive ability of an organization refers to the characteristics that allow a firm to compete efficiently and increases the urge to compete - these characteristics are; Productivity as per the scientific literature is the relationship between output and input, and between the results or proceeds and sacrifices. The high quality of work increases the competitiveness of the organization which helps in attaining customer satisfaction and in becoming a more feasible organization. The researcher hence used Webometrics ranking and students' enrolment as a measure of competitiveness in university competitiveness.

2.3.2   Webometrics Ranking

The ranking is based on university web presence, visibility and web access. Webometrics measures how strongly a university is present in the web by its own web domain, sub-pages, rich files, and scholarly articles i.e. research papers. Repositories have widely been acknowledged as ideal platforms for disseminating research findings from scholars in the different research spheres. Organizations that carry out ranking of academic institutions have as result utilized repository evaluation as a tool for determining research output of Institutions. According Beer (2009), a repository opens up the outputs of the university to the world; it maximizes the visibility and impact of these outputs as a result; a repository showcases the university to interested constituencies prospective staff, prospective students' and other stakeholders. He adds that repositories facilitate the development and sharing of digital teaching materials and aids while also supporting student endeavours, providing access to theses and dissertations and a location for the development of electronic portfolios.

According to the latest ranking released by a highly respected research group called Webometrics, public universities in Kenya as of 2019; Word's leading universities ranking system, the University of Nairobi still remains the best public university in Kenya while Kenyatta University and Egerton University take the second and third spots respectively. Since 2004, the Ranking Web (or Webometrics Ranking) is published twice a year (data is collected during the first weeks of January and July for being public at the end of both months), covering 25,000 Higher Education Institutions worldwide. The intention is usually to motivate both institutions and scholars to have a web presence that

reflects accurately their activities. Consequently, if the web performance of an institution is below the expected position according to their academic excellence, university authorities should reconsider their web, open access and transparency policy, promoting substantial increases of the volume and quality of their electronic publications. Data is collected between 1st of January and 10th of July in a year. Each variable is obtained at least two times during that period and the maximum value is chosen for discarding mistakes or errors. Volatility of search engines is very high so figures can be different and not easily replicated if the search is performed days later.

2.3.3   Students Enrolment in Public Universities in Kenya

University education is a critical component of human resource development. With the convergent impacts of globalization, the increasing importance of knowledge as a main driver of growth, and the information and communication revolution, an educated populace is vital in today's world. According to Commission of University Education (CUE), University programmes are classified into four levels namely: bachelors, post-graduate diploma, masters, and doctoral. Bachelors' level had the highest proportion of programmes at 48% (1627), followed by master's at 34% (1162), doctorate level at 15% (518) while the post-graduate diploma level had the least number of programmes at 3% (96). Of the total 3,408 programmes in both public and private universities, public universities had the bulk of the programmes at 81% (2752) while the private university had 19% (655).

The nature of programmes offered in various universities is largely determined by the nature of the institution's establishment, market forces, availability of resources, controls by professional bodies, availability and adequacy of space, facilities, and teaching staff among other factors. According to CUE University Enrolment University students 'enrolment in Kenya has continued to grow steadily. The total enrolment of students in 2015 was 539,749 compared to 440,840 in 2014. This represented an increase of 22%. University students' enrolment was highest in public universities (85%) compared to private universities (15%) across all levels of programmes. Of all the students enrolled in public and private universities, 59% ware male and 41% were female.

2.4   Talent Retention Strategies

Talent retention strategy is the deliberate effort by employers to retain high-performing employees in order to achieve organizational objectives. Retaining best professional talent is of great significance to organizations as it eliminates the recruitment, selection and on-boarding costs that would otherwise be incurred in replacing them (Tymon, Stumpf, & Smith, 2015). In addition, it maintains continuity in their area of expertise. Human resource professionals and practitioners understand that talent retention is most challenging task of the organization. Organizations have to develop different strategies to retain talented people since they are the investment of the organization towards organizational success. Even though they retain within the organization, unhappy employees may be reluctant to give better contribution for organizational success. Talent retention programs can act as preventive measure against loss of organizational knowledge

which is vital for continuity, driving growth and sustainable development as emphasized by Wadhwa, Bodas Freitas, and Sarkar, (2017).

Career investment is important factor for retention, which is a programme that supports to develop all the employees of an organization with new knowledge and skills which comprises all the investment on talent management strategies that make strong relationship between people and organization. Organizations that are willing to invest on talented workforce in different fields have a magnet for the company and serve the same company for their entire tenure. Kontoghiorghes (2016) has explored the relationships between talent attraction, development and talent retention.

While retention strategies across different occupational groups and industries have many common features, such as effective reward management system, conducive work environment, and progressive human resource policies that offer opportunities for advancement, they need to be context-specific and evidence-based to be more effective (Tettey, 2009). Therefore, an appropriate understanding of employees' expectations of their work environment is a critical in institutions of higher learning. To retain the work force effectively, employers must know factors that motivate their employees to stay in the organization and what factors cause them to leave. However, Tan and Rider, (2017) embrace employee attrition to rival companies as a positive indicator saying it is an advancement for competitors and it offers employees opportunity for career growth.

2.4.1 Work Life Balance and University Competitiveness

Organizations in today's business world are increasingly conscious that the competitive advantage of companies rests upon the retention of their key employees. Work-life balance is an area of increasing importance to both employees seeking to balance work and non-work roles and to organizations striving to improve their organizational effectiveness or competitive advantage. It is about helping employees to maintain healthy, rewarding lifestyles that will in turn lead to improvements in performance (Grimm, 2017).

Work-life balance programs in organizations' focus on employees' interaction between work and family life activities, leisure and personal development. This makes organizations create a productive work environment and culture where traces of work-life conflict are reduced. Similarly, work-life balance is attained where there are shared benefits for employees and the organization (Mesimo-Ogunsanya, 2017). Driving the work-life balance practice has become a joint responsibility between employer and employee. It is no longer a role that resides within the Human Resource department as all line managers are responsible for seeing to the balance of their staff. It is intended to allow employees greater flexibility in their working patterns so that they can balance what they do at work with the responsibilities and interests they have outside work. The business case for developing and implementing work-life balance programs has often been based on employee behaviour such as turnover, absenteeism and productivity, as well as employee attitudes such as organizational commitment.

Increasing and dynamic needs of employees at various levels has made difficult to administer a particular policy or approach in tackling work life balance issues since

various individuals are unique in their response to policy formulation, engagement and implementation. At the instance where employees do not seem satisfied with the job or workplace, some of the issues that would be recorded would include: Turnover intentions, absenteeism and other job-related attitudes (Kodikal, 2017).

Work-life balance practices could have disadvantages ranging from lack of communication, no distinction between home and work to the trouble encountered in adjusting the policies during new management but advocates that the advantages outweigh the demerits (Heath field, 2016). It is on this premise that this study examined the dilemma as espoused in many unacceptable workplace behaviors by exploring the role of work-life balance initiatives in achieving the balance that guarantee productive employee engagement, satisfaction and commitment to work and non-work obligations. Work-life balance programs as talent retention strategies are policies and practices layout and maintained in organizations to address flexibility, quality of work and life, and work-family conflict (Mesimo-Ogunsanya, 2017).

According to Beloor, swaraswamy and Swamy (2017), Quality of work life as a practice has multidimensional factors which affect employee performance, productivity, absenteeism, retention rate etc. They established work life balance sources to be telecommuting, compressed work weeks, part time arrangement and job sharing. This can allow them to meet personal commitments and enable employees to respond to both predictable and unpredictable circumstances during the day or to reduce their commuting time by starting and ending work before or after the rush hour.

Telecommuting is the type of arrangement that is often called 'telework' or 'telecommuting' and can be advantageous for employees by allowing them: to organize their work day around their personal and family needs; to decrease work-related expenses; to reduce commuting time; and to work in a less stressful and disruptive environment. It is becoming more and more common for people to do at least some of their regular work from home instead of going into the office (Naktiyok & Iscan, 2003).

Compressed Work Weeks is an arrangement whereby employees work longer shifts in exchange for a reduction in the number of working days in their work cycle e.g. on a weekly or biweekly basis. This can be beneficial for employees in terms of additional days off work and reduced commuting time, whereas employers can extend their daily operating hours, with less need to resort to overtime (Naktiyok & Iscan, 2003)..

Part-time arrangements can also allow people with health problems, disabilities or limited disposable time e.g. students to participate in the labour force, develop their skills and obtain work experience. From the employer's point of view, the use of part-time workers, where feasible, can help maximize the use of human resources and increase operational flexibility, by providing additional coverage during peak periods. Part-time employment can also be considered unsatisfactory for those employees who would prefer working longer hours to increase their income, thereby ensuring a higher standard of living for their families (Clarke, Koch & Hill, 2004).

Job sharing is an arrangement which allows two or more employees to work on one fulltime job, with responsibilities and working time shared or divided between them. Job sharing may be appropriate where opportunities for part-time jobs or other arrangements

are limited. For business with substantial numbers of administrative, maintenance or customer-facing employees, offering flexible working conditions can be problematic. Where the hours of work are customer-driven, organizations face limitations on flexibility for employees, but this is when family-friendly programs such as child care would be of most benefit (Clarke, *et al*, 2004).

2.4.2   Training & Development and University Competitiveness

Training and development is the formal activities designed by an organization to help its employees acquire the necessary skills and knowledge to perform current or future jobs. Thus, training and development plays an important factor in career satisfaction of an employee in their career lives (Mathis & Jackson, 2004). Training provides employees with specific skills and knowledge and technical know-how and it also helps to Labour then their performances while development is an effort to provide staff with abilities the organization will need in the future (Powell& Diamond, 2011). The availability for all employees having access to training and development programs is critical in facilitating organizational growth and development, more so with performance and technological improvements. Thornton (2000) explains that it is important to note that on-the-job training and other forms of education are both beneficial to employees in achievement of their personal and professional career goals.

Career development involves managing one's career either within an organization. It also includes acquisition of new skills and knowledge and making improvements to that assist one to move to greater heights. It is an ongoing, lifelong process to help one learn and

achieve more and enhance career during employment period. Employers can no longer promise job security, but they can help people maintain requisite skills to remain viable in the job market.

Asumwa & Fred (2014), in a study on the Influence of HRMP on Employee Retention in KPLC in Kenya. The study revealed that training influences retention of employees in the organization to a very great extent and it focuses quality and quantity of work; skills necessary to efficiently and productively carry out assigned tasks; attitudes towards other co-workers and knowledge necessary to fully understand how employee role fits in the achievement of an organization overall objective. However the organization focuses on boosting the morale of employees to a moderate extent, utilization of equipment to a great extent and reducing cost to a great extent (Amboka & Ssemugenyi, 2014).

According to Simons and Hinkin (2001) having selected the most suitable personnel for various activities in the organization, the management should make necessary arrangements for their training and development because the efficiency of the organization depends directly on how capable its personnel are and the capabilities of personnel depends on their ability to work and the type of training they receive. Level of employee turnover and training are expected to be inversely related: the higher the level of turnover, the lower the amount of training. Villegas (2006) explained that training has a direct relationship with employee retention. Training helps organization to increase employee retention and decrease turn over. When employees are undergoing the process of training, they feel motivated since the organization is interested in their development initiative which gives them a sense of belonging hence being loyal to the organization.

Nkosi (2015) in a study on the Effects of training on employee commitment, retention and performance: A case study of a Local Municipality in South Africa found that training impacts positively and significantly on the commitment of employees. The results unearth the fact that training opportunities are significantly associated with the organizational commitment of employees. In terms of the degree of association between training and the employee retention, the results confirm a positive and statistically significant effect that training has on the intention of employees to be retained.

2.4.3 Rewards system and University Competitiveness

Organizations get their competitive edge from a talent management system that helps them hire talented people, place them in the right place, at the right time and align their individual performance with the organization's objectives, mission and vision, thereafter develop their abilities and reward performance commensurate with contributions to the organization's success (Chartered Institute of Personnel and Development, 2009). In organizations today, rewards system rely on performance management system through appraisal and performance contracting processes to obtain data relevant to decisions concerning merit pay, promotions, pay increases and demotions. Cardy (1998),argues that appraisals are linked with future performance, and demonstrate the connection of appraisals with motivation and performance improvement, showing that certain behaviours translate the core performance into organizational effectiveness. Glen (2006), argues that it is possible to retain key skills within highly cash-strapped, extremely lean organizations; by focusing, as a necessity, on broader predictors of retention and

motivation. In regard to this statement eemployees' respond to positive reception at work, especially when it's expressed through rewarding their efforts because it confirms their work is appreciated.

Reward strategy sets what the organization intends to do in the longer term to develop and implement reward policies, practices and processes which will further the achievement of the business goals (Armstrong, 2012). Employees can be motivated by rewards and recognition which will enable them satisfy their needs and fulfill their goals. Individuals needs and the goals vary so widely that it is intricate if not impossible to envisage how a particular reward or incentive will affect individual behavior.

A reward strategy should be formulated through the conscientious, explicit and judicious use of various sources of information: practitioner expertise and judgment, evidence from the local context, a critical evaluation of the best research evidence and the perspectives of those people who might be affected by the decision Briner *et al*,(2009).

Rewarding refers to the formulation and implementation of strategies, policies and procedures on employee compensation and other financial benefits. Organizations attempt to reward people equitably and constantly in accordance with their values and contribution to the organization. The aim of rewards system is to support the corporate and human resource strategies and align reward policies and processes to organizational and individual needs. It provides a sense of purpose and direction and a framework for reward planning.

According to Kanter, Darrow and Maccoby(1979), organizational strategies exist to elicit the present actions for the future and become 'action oriented' integrating and operationalize agents for change which provides the organization with a sense of purpose and direction in delivering reward schemes that support the achievement of organizational goals and objectives goals.

In Kenya, public universities have almost exclusively depended on the government for remunerating their staff (Ng'ethe *et al*., 2013). The little income generated internally goes to subsidize staff salaries as the government funding is not enough to sustain the payroll as well as provide for operation and maintenance of university facilities. The salaries and house allowance for academic staff are standard across universities save for compensation from other sources such as consultancy and part-time teaching. This has led to a situation where staffs are not paid well in comparison to their counterparts in the developed societies (Obwogi, 2011).

Some universities in Africa, Kenya included, offer various allowances as a way of supplementing the employees' base salaries which include house allowance, commuting allowance, book allowance, and professional allowance (Tettey, 2006). However, it is observed that allowances provide useful supplements to staff income but this should not mean that the staff are well catered for because these allowances are expected to be channelled to the intended purposes. Inflation in the cost of living erodes much of the cushion provided by the allowances. Some universities have creative ways of rewarding the academic staff by giving salary top-ups from funds raised from self-sponsored programmes and other income generating activities but this has often raised conflicts

because the income generating activities vary across faculties and hence creating disparities in terms of benefits. In addition, these revenue generating schemes are not always guaranteed to yield consistent and desired levels of funding and hence can only be supplementary.

Organizations provide bonus and gain sharing as a form of incentive. A bonus system is an incentive for retention that is often based on some kind of performance. A goal is set and if reached it is often rewarded in monetary forms. Poorly designed and administered reward systems can do more harm than good but when performance is effectively related to bonus pay, it can motivate, attract and retain key contributors. A study of academics in Makerere University by (Amutuhaire, 2010) established that remuneration is one of the factors influencing their retention. Organizations are therefore advised to remunerate their employees adequately and should be commensurate to their work as a retention practice.

2.5   Summary of research gaps.

Table 2. 1: Summary of Research Gaps

S/N	YEAR	STUDY	FINDINGS
1	Okinyi M. O., Kadaga N. M., Musiega D. (2016)	Influence of reward systems on employee retention in faith based health organizations in Kenya: a case of Mukumu Hospital, Kenya	Rewards improved the likelihood of workers intention to stay and they indicated the firms intrinsic rewards are not adequate to encourage employees not to leave.
			Career development as a retention strategy has positive influence on faith based health institutions in Kenya. The study concluded that rewards and career development influence talent retention in faith based health sectors.
			Organizations should create a total reward system that is satisfactory to employees. The study recommended that that the reward system put in place by faith based health organizations in Kenya should be simple and satisfactory to enable employees determine their personal benefits and should be commensurate to their output.
2	Theron, M., Barkhuizen, N., & Du Plessis, Y. (2014)	Managing the academic talent void: Investigating factors in academic turnover and retention in South Africa	This study determined factors that led to encouragement of academic staff to stay and those that led to attrition. It was concluded that the compensation and recognition scale is a valid and reliable measure for talent retention diagnostic tool.
			The results further showed that reparation of academic staff remained a recurrent theme and a factor that may cause them to leave an institution.
3	Oladapo (2014)	Impact of Talent Management on Retention in Strayer University	The study established that effective, efficient and strategic talent management program was an imperative aspect despite organizations facing challenges during implementation.
			They further revealed that, opportunity

			for job advancement is the most significant feature affecting the rate of retention.
4	Ochieng (2016)	The relationship between Talent retention Practices and competitiveness at DHL Supply Chain Kenya Ltd	The findings reveal a strong positive significant correlation between DHL's talent retention practices and competitiveness.
5	Isfahani and Busatani (2014)	effects of talent management on employee retention for staff of the University of Isfahan in Iran	The study found out that there is a positive relationship between talent retention and competitiveness regardless of the firms' characteristic
6	Mangusho (2015)	Evaluation of Talent retention on a firms' Performance in Beverage Industry: a case of Delmonte Kenya Limited	This study established that through career management practices such as job rotation there was increased employee competence and therefore achievement of high employee performance. The study also established that through a clear plan for the career growth and progression the organization was able to develop its talent which directly influenced employee performance
7	Afsar (2014)	The impact of the quality of work-life on organizational competitiveness by academic staff working for State and Foundation Universities	This study revealed that the quality of work-life has a positive impact on affective and normative commitment of the Academic staff working in the universities
8	Katuma M. K. & Kwasira J. (2015)	Assessment of Retention Strategies for Middle Level Managers at Kenya Power	This study established the following constructs to have significant effect on staff retention amongst the middle level management staff of Kenya Power Company. Fringe benefit was rated the highest contribution; followed by reward and recognition then training and development an

The study recommended that management should establish a variety of incentives that are attractive to employees hence motivate them to stay in an organization. |
| 9 | Too E. K., Chepchieng M. C. & Ochola John (2015) | Effect of academic staff retention on quality education in private universities in Kenya. | This study examined how retention of teaching staff affects the quality education in private universities in Kenya. The results revealed clearly that academic staff retention has a positive correlation on quality education. It also |

indicated that retention of academic staff was influenced by Promotions, organizational policies on staff training and development and t facilitation of research and grants. It is clear from this study that academic staff retention in private universities in Kenya is a pertinent issue that affects quality education.

10	Sattigeri R. C. (2016)	A review paper study about the various HR practices that help employee retention and foster employee commitment in the organization	This study revealed that various HR practices play a major role in employee retention and enhance employee commitment hence competitiveness. These practices were; Career Development Opportunities where new trends of high staff turnover were as a result of employees not appreciating the kind of tasks they do, lack of training and development opportunities, career growth and development opportunities were minimal, ineffective performance appraisals systems, etc. Strategies for retaining top talent in any organization is by assisting employees with high potential have cross functional job and satisfaction, decision them in decision making, provision for career development moves and building their skills through effective and relevant training. Proper compensation and benefit schemes, flexible work timings, cooperative teams, good bosses, culture and values of the organization. Other ways to improve employee retention and commitment include provision for Work Life Balance programs.
11	Jepkemboi R. E, Kimutai K. G (2017)	Factors Affecting Employee Retention at the University of Eldoret, Kenya	That highly competitive wage system that promotes employee commitment and results in the attraction and retention of a superior workforce. Satisfactory compensation enhances

12	Okinyi M. O. (2015)	Reward Systems in the Public Universities in Kenya: Implication on Retention of Teaching Staff	employee retention and compensation policies are set in the University, understanding of their objectives and use compensation as a tool for influencing employee behavior. These finding were supported by Maslow's Hierarchy of Needs which is based on the assumption that people are motivated by a series of five universal needs.
			The findings were that all he Universities engaged new staff and lost current staff as well. Conducive working environment was a factor that influenced staff retention.
			Other factors of retention were on training and medical benefits. Universities had almost similar training policies that had been operationalized.
			Lack of promotion and career development opportunities and as a result they lost staff immediately thy completed their studies. Due to organizational factors such as financial constraints, promotion policies were not adhered to as stipulated.

2.6   Summary of the knowledge gap

Talent retention is achieved through employee involvement which has been defined as a set of healthy workplace practices including policies that involve employees in decision making, focusing on aspects such as job autonomy; self-managed work teams, and empowerment (Growth K., TraresS. &Kohler, 2007).

Past studies on talent retention in Kenya have addressed the problems in different perspectives: According to Akuoko and Ansong (2012) it emerged that talent retention strategies contributed to the success of the organization driven by the impact of the resulting improved employees' loyalty and performance. The high rate of attrition in these organizations can be attributed to the fact that many managers have dismissed talent management as a non-issue and have not put in place strategies to retain talent in their organization (Rono & Kiptum, 2017). Usually, the lack of staff retention in these organizations has had adverse effects on service delivery hence giving other industry players competitive advantage (Ng'ethe, Iravo & Namusonge, 2012). Wafula, (2010), investigated the effectiveness of strategic talent management practices in organizations, (Njiru, 2008), analyzed challenges facing human resource management practices in institutions of higher learning, (2012) studied the relationship between intellectual capital accounting and firm performance while Kagwiria (2014) studied the role of talent retention on organizational performance in Kenya.

This demonstrates existence of a major knowledge gap on relationship between talent retention strategy and competitiveness in universities. It is against this background that this study will be undertaken to fill the missing knowledge gap by establishing talent retention strategies employed by universities for guaranteeing competitiveness.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter discussed the methodology of the study. It described the research design, study area, target population, sampling techniques; sample size and sampling procedures, data collection techniques which entailed data collection instruments and procedures, Reliability and validity of the instruments including pre-test of questionnaire and data analysis techniques and ethical consideration.

3.2   Research Design

This research adopted a correlational research design since the researcher measured the two variables and assessed the statistical relationship between them with no influence from any extraneous variable and determined the relationship between talent retention and organizational competitiveness. According to McCombes (2020), a correlational research design measures a relationship between two variables without the researcher controlling either of them and it aims to find out whether there is either: Positive correlation Negative correlation Zero correlation. This study was carried out to establish correlation between talent retention strategy and university competitiveness.

3.3   Study Area

This study was carried out in Universities in Western Region of Kenya which comprised Universities in Kakamega County, Bungoma County Vihiga County and Siaya County. Maseno Universityis the only university on the globe that lies along the Equator (00). The

University is located in Maseno Township along Kisumu-Busia road, 25 km from Kisumu City and approximately 400 km west of Nairobi the capital city of Kenya. The University also shares its boundaries with Vihiga and Kisumu County. Masinde Muliro University of Science and Technology (MMUST) in Kenya is a public university in Kenya, and located in Kakamega town in Western Kenya. Jaramogi Oginga Odinga University of Science (JOOUST) was formerly Bondo University College, a constituent college of Maseno University. It is located in Bondo town, Siaya County, Kenya. The establishment of Kibabii University (KIBU) is traced to the origins of Kibabii teachers' training college in Bungoma County. It was formalized by the Kenya gazette notice of 12th August 2011 that established Kibabii University College as a constituent college of MMUST.

3.4   Study Population

The population of this study comprised of three thousand (3,988) employees from four(4) full-fledged chartered Public Universities Western Region of Kenya. These Public Universities are; Maseno University, Masinde Muliro University of Science and Technology (MMUST), employees, Jaramogi Oginga Odinga University of Science (JOOUST), employees and Technology and Kibabii University. The sampling frame for this study is depicted in the Target population distribution in table 3.1 below;

Table 3. 1: Study Population Distribution

S/N	Name of University	Academic Staff	Non-teaching staff	Total population
1	Maseno University	650	980	1630
2	MMUST	380	678	1058
3	JOOUST	290	465	755
4	Kibabii University	225	320	545
Total		**1545**	**2443**	**3988**

Source: Human Resource Department of respective Universities (2019)

3.5 Sampling Technique

The sampling techniques used in this study were stratified sampling. Stratified sampling technique involved the division of population into smaller groups known as strata. In this case there was stratification of each university formed a stratum. Each University formed a strata and therefore there werefour (4) stratas. The respondents were further divided into two subgroups; Academic staff and Non −Academic staff where the researcher randomly selected the respondents. The researcher further carried out Proportionate sampling whereby the number of participants from each subgroup was determined by their number relative to the entire population.

3.6 Sampling Size

This study determined the sample size using Krejcie and Morgan (1970) who came up with a table for determining sample size for a given population for easy reference (Appendix 1). Population of 3988 employees from the four Universities was represented by 351 respondents as depicted in the Krejcie and Morgan (1970) table. This method was used because it simplifies the process of determining the sample size for a finite population. The sampling size was proportionally distributed (proportionate sampling) relative to the study population in each strata and subgroup as shown in table 3.2 below;

Table 3. 2: Sampling Size Distribution

S/N	Name of University	Academic Staff	Non-teaching staff	Total population	Sample size academic	Sample size non-teaching	Total sample size
1	Maseno University	650	980	1630	58	86	144
2	MMUST	380	678	1058	33	60	93
3	JOOUST	290	465	755	26	41	67
4	Kibabii University	225	320	545	19	28	47
Total		**1545**	**2443**	**3988**	**136**	**215**	**351**

3.7   Data Collection

Primary data was used for this study and it was gathered through a self-administered structured questionnaire which was used for the purpose of collecting both quantitative and qualitative data.

The researcher used structured questionnaire to capture the various variables of the study. The questionnaire was designed to address specific objectives, research questions and test hypothesis (Mugenda and Mugenda, 2003). A questionnaire having closed - ended questions was administered to those who participated in this study. The closed ended questions gave precise information which minimized information bias and facilitated data analysis.   The first section of the questionnaire generated demographic data of the respondents while the second section was in form of a likert scale anchored by a five-point rating ranging from strongly disagree (SD) to strongly agree (SA). This section comprised of three (3) sub sections of constructs of independent variable that entailed work life balance, training &development and rewards while sub sections of constructs of dependent variables comprised of Webometrics ranking and students' enrolment. This was used for the purposes of collecting primary quantitative and qualitative data.

3.7.1 Data Collection procedure

The researcher obtained an introduction letter from the University and a research permit from the (NASCOTI). Permission to collect data was also sought from the universities. This was followed by recruitment of research assistants for each of the universities selected. The researcher and the research assistants used drop and pick method in the data collection and gave respondents a maximum of a week after which the questionnaires were collected. The method was appropriate given that the length of the questionnaire, the availability of the respondents and the geographical dispersion of the respondents. The questionnaires were structured to reach out to a large number of respondents within a short time, give the respondents adequate time to respond to the items and be free from biasness resulting from the personal characteristics (Owens, 2002).

3.8 Reliability and Validity test

3.8.1 Reliability test

To strengthen the reliability of the tool, the study used internal consistency techniques. This involved correlating a score in one item with scores which was obtained from other items in the instrument. In this case, Cronbach's alpha which is a general form of Kuder-Richardson (K-R) 20 formula was used (Tavakol & Dennick, 2011). Cronbach Alpha coefficient has been viewed by scholars as an improvement of Kuder-Richardson Formula 20 (KR-20) which is an equivalent measure of dichotomous test items. The Cronbach alpha was interpreted as the mean of all possible split-half coefficients and it was considered to be measure of scale reliability. Cronbach reliability coefficient of 0.70 or higher is considered "acceptable" (Thomas, Silverman & Nelson, 2015).

3.8.1.1 Reliability Analysis

Prior to the actual study, the researcher carried out a pilot study to pre-test the validity and reliability of data collected using the questionnaire in Kaimosi Friends University College which established that the research tool was reliable as follows;

Table 3. 3: Reliability Coefficients

Scale	Cronbach's Alpha	Number of Items
Reward and Recognition	0.736	7
Training and development	0.787	7
Work life Balance	0.734	6
Webometrics Ranking	0.813	6
Students enrollment	0.742	4

The reliability of the questionnaire was evaluated through Cronbach's Alpha which measures the internal consistency. The Alpha measures internal consistency by establishing if certain item measures the same construct. Cronbach's Alpha was established for every objective in order to determine if each scale (objective) would produce consistent results should the research be done later on. The findings of the pilot study showed that all the five scales were reliable as their reliability values exceeded the prescribed threshold of 0.7 (Mugenda & Mugenda, 2003).

3.8.2 Validity test

Bolarinwa (2015) stated that validity is the soundness, accuracy and the effectiveness with which a research instrument measures what it is intended to and he further stated that the usual practice in assessing the subject validity of a measure is to use a professional in a particular field. In this study, validation of the instrument (questionnaire) was done to

ensure that the content and the format of the questionnaire was consistent with the study variables. In this case face validation, content and construct of the questionnaire was assessed by experts in Human Resource Management to check on relevance, comprehension and clarity of the data collection instruments and their input considered. Before the actual data collection, pre-test of questionnaire was done in one of the Universities outside the Universities being studied where respondents were also asked to evaluate the questions for relevance, comprehension, meaning and clarity. This enhanced measurement scale in the questionnaire which was deemed to have content and construct since they depict major organizational internal factors like the size of the organization, organizational policies, infrastructures (Saunders *et al*, Malhotra and Birks (2007).

3.9   Statistical Assumptions

Statistical assumptions tests are dependent on the various assumptions about variables of the study. When the assumptions are not met, the results may not be considered valid (Osborne & waters, 2002). This may lead to under or overestimation of statistical significance or type I or II error. This is likely lead to a false ground of rejecting or accepting the hypothesis (Harwell, 2011). The following assumption was checked; Normality.

3.9.1 Test for Normality

Evaluating the normality of data is very critical for statistical test in any study. The study used normal P-P plots to find out the normality of data as suggested by hoe, (2008). The figure below presents the results of the normality test

Figure 3. 1: Test for Normality

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: University Competetiveness
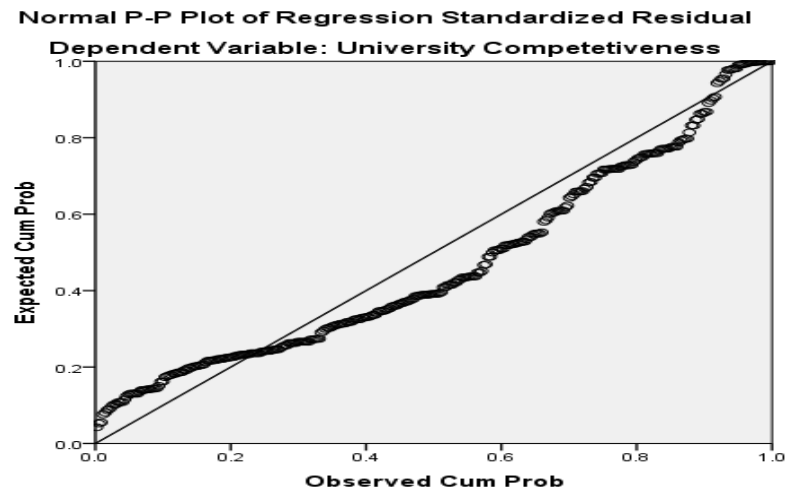
From the figure above, the dots lie closer to the diagonal line. This implies that the values of the residuals are normally distributed hence the data can be subjected to regression analysis (Hoe, 2008).

3.10 Data Analysis

Data was organized by objectives, coded, edited and keyed into computer to facilitate statistical analysis. The researcher used Statistical Package for Social Sciences (SPSS version 25) in analysing data. Descriptive and inferential data was generated using simple regression analysis tool and relevant tests conducted. Descriptive statistics involved in computation of mean scores, standard deviation, percentages and frequency distribution which describe the demographic characteristics of the respective universities and the respondents. A measure of dispersion (SD) was used to test the data. To establish the statistical significance of respective hypothesis, Linear regression analysis was conducted at 95 per cent confidence level (a=0.05). Variable aggregation that generates indices for different variables were undertaken to facilitate further statistical analysis.

Table 3. 4: Analysis of the objectives

S/N	OBJECTIVE	HYPOTHESIS	ANALYSIS TOOL
1.	To determine the effect of Work life balance and Competitiveness in Public Universities in Western Region of Kenya	Work life balance has no significant relationship on Competitiveness in Public Universities in Western Region of Kenya	Regression analysis Coefficient of determination (Adjusted R^2) will show the percentage of Competitiveness explained by Work life balance.
2.	To determine the influence of training and development on Competitiveness in Public Universities in Western Region of Kenya.	Training and development have no significant relationship on Competitiveness in Public Universities in Western Region of Kenya	Regression analysis Coefficient of determination (Adjusted R^2) will show the percentage of Competitiveness explained by training and development
3.	To determine the effect of rewards system on competitiveness in Public Universities in Western Region of Kenya	Rewards have no significant relationship on Competitiveness in Public Universities in Western Region of Kenya	Regression analysis Coefficient of determination (Adjusted R^2) will show the percentage of Competitiveness explained by rewards system.
4.	To determine the joint effect of talent retention strategies on competitiveness of Public Universities in Western Region of Kenya	Talent retention strategies has no significant effect on Competitiveness in Public Universities in Western Region of Kenya	Regression analysis Coefficient of determination (Adjusted R^2) will show the percentage of Competitiveness explained by talent retention strategies

3.10.1 Regression Model

The simple linear regression equation was represented like this: $E(y) = (\beta 0 + \beta 1\, x)$. The simple linear regression equation was graphed as a straight line. $\beta 0$ is the y intercept of the regression line. $E(y)$ is the mean or expected value of y for a given value of x. The Model for this study was represented by: $y = \beta 0 + \beta 1 WL + \beta 2 TD + \beta 3 RS + e$

3.11 Ethical Consideration

Prior to collecting data, the researcher obtained an introduction letter from the University and a research permit from the National Commission for science, Technology and Innovation (NACOSTI). Confidentiality was observed since Information provided by the respondent was only used for purposes of this study. The identity of respondents was anonymous and the information they provided was not used in any subjective way. There no foreseen harm both psychology and physically and respect for the dignity of research participants were prioritized. Full consent was obtained from the participants prior to the study. Proper storage of the questionnaires and the proposal were adhered to by use of password to restrict accessibility.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The present chapter focuses on analysis and findings of the study as outlined in the research methodology. The study findings are based on to assess the relationship between talent retention strategies and competitiveness of public universities in Western Region of Kenya. Data was collected from the questionnaire. The questionnaire was designed in tandem with the study objectives.

4.2 Response Rate

The study targeted 351 respondents for and examined relationship between talent retention strategies and competitiveness of public universities in Western Region of Kenya. The table below shows the response rate to the questionnaires issued.

Table 4. 1: Response Rate

Response	Frequency	Percentage
Actual Response	316	90%
Non- Response	35	10%
Total	**351**	**100**

The questionnaire was given to 351 respondents out of which, 316 responded. The outcome represented 90% of the respondents. According to Mugenda & Mugenda (2003),a response rate of 50 percent is adequate for analysis and reporting; a rate of 60 percent is good and a response rate of 70 percent and over is excellent. This response rate

was considered satisfactory and representative to make conclusions from the study. Based

on the assertion, the response rate was considered to be excellent.

4.3 Descriptive statistics for Work Life Balance

The respondents were requested to rate statements on work life balance, results indicated

at table 4.2

Table 4. 2: Work Life Balance

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
In my organization, employees are always given permission to solve personal matters that affect them at work place	131(41.5%)	116(38.6)	20(6.3%)	49(15.5%)	0(0.0%)	1.96	1.05
There is policies and programs in place to ensure employees get time to attend to their personal matters	62(19.6%)	46(14.6%)	46(14.6%)	111(35.1%)	51(16.1%)	3.13	1.38
In this university, types of leave are sufficient to cater for most individual/personal needs	128(40.5%)	69(21.8%)	37(11.7%)	61(19.3%)	21(6.6%)	2.3	1.41
In my organization, Work life balances evaluate the Skills, knowledge and competences of individual employees.	62(19.6%)	39(12.3%)	40(12.7%)	75(23.7%)	100(31.6%)	2.91	1.37
Work life balance programs give me the reason to continue working for this University.	71(22.5%)	61(19.3%)	48(13.9%)	98(31.0%)	42(13.3%)	2.93	1.39
Work load in this organization consumes much of my personal time.	4(1.3%)	73(23.1%)	76(24.1%)	163(51.6%)		3.25	0.85

According to the findings in table 4.6, it reveals that 131(41.5%) of the respondents strongly disagreed while 116(38.6%) disagreed with only 49(15.5%)agreeing that in their organization, employees are always given permission to solve personal matters that affect them at work place as shown with a mean of 1.96 and standard deviation of 1.05. The results also indicate that more than half of the respondents indicated that there is policies and programs in place to ensure employees get time to attend to their personal matters as shown by 111(35.1%) of respondents who agreed and 51(16.1%) who strongly agreed respectively while 34.2% disagreed and the rest were neutral as shown with a mean of 3.13. Further 128(40.5%) and 69(21.8%) of the respondents strongly disagreed and disagreed respectively that in the university, types of leave are sufficient to cater for most individual/personal needs as shown with a mean of 2.3.However, more than half of the respondents agreed I75 (23.7%) and strongly agreed 100(31.6%) that in their organization, work life balances evaluate the skills, knowledge and competences of individual employees. Finally, the findings also indicate that work load in the organization consumes much of my personal time as shown by 163(51.6%) agreement by the respondents with std deviation of 0.85. Generally the study findings indicate that majority of the respondents had no enough time to attend to their personal matters and also have workloads that consume their personal time which may have a negative influence of fruitful service delivery to the organization.

4.4 Descriptive statistics for Training and Development

The respondents were requested to rate statements on training and development, results

indicated at table 4.3

Table 4. 3: Training and Development

Statement	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly % agree	Mean	Std. Dev.
Job rotation is well implemented across all departments in my organization	46(13.6)	12(3.8)	135(42.7)	116(36.7)	10(3.2)	3.12	1.03
In my organization, training and development opportunities are available to all employees	15(4.7)	37(11.7)	73(28.1)	131(41.5)	60(19.0)	3.58	1.03
In my organization, mentoring and coaching is well practiced by most managers and supervisors	19(6.0)	85(26.9)	87(27.5)	98(31)	27(8.5)	3.09	1.07
Training, development opportunities offered to employees in the organization increases productivity/improves performance	19(6.0)	85(26.9)	86(27.2)	102(32.3)	24(7.6)	3.08	1.06
The university has career development strategy in place.	20(6.3)	33(10.4)	90(28.5)	126(39.5)	47(14.9)	3.46	106
In this university employees are trained and developed in various capacity development programs	36(11.4)	22(7)	77(22.5)	173(54.7)	14(4.4)	3.33	1.06
Training and development opportunities motivates me to stay in this University	240(75.9)	70(22.2)	6(1.9)			1.29	0.48

The findings revealed that 135(42.7%) and 116(36.7%) agreed and strongly agreed respectively that job rotation is well implemented across all departments in my organization as shown with a mean of 3.12.The findings also elicited that 131(41.5%) agreed an 60(19.0%) of the respondents strongly agreed that in their organization, training and development opportunities are available to all employees as shown with a mean of 3.58. The results further indicated that 98(31%) agreed and 27(8.5%) strongly agreed that in their organization, mentoring and coaching is well practiced by most managers and supervisors however 85(26.9%) of the respondents disagreed in relation to the statement. Training and development opportunities offered to employees in the organization increases productivity and improves performance as shown by 102(32.3%) of respondents who agreed and 24(7.6%) who strongly agreed.

More than half of the respondents173 (54.4%) agreed and 14(4.4%) strongly agreed that the university has career development strategy in place as shown with a mean of 3.33. However, majority 240(75.9%) of the respondent disagreed that training and development opportunities motivates them to stay in this University. The results generally indicate the importance of training and career development of employees to enhance quality   service delivery and lead to success of the organization if the talent is retained.

4.5 Descriptive statistics for Reward system

The respondents were requested to rate statements on reward and recognition, results

indicated at table 4.4

Table 4. 4: Reward system

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Dev.
I am satisfied with reward management policy in this organization	0(0.0%)	10(3.2%)	66(20.9%)	171(54.1%).	69(21.8%)	3.94	0.73
Rewards recognizes superior performance	0(0.0%)	11(3.5%)	10(3.2%)	218(69%)	77(24.4%)	4.14	0.62
In my organization, rewards are given to all employees without any form of discrimination	0(0.0%)	49(15.5%)	165(52.2%)	53(16.8%)	49(15.5%)	3.32	0.91
Bonuses and incentives are benefits given to all employees in my organization based on their performance	0(0.0%)	56(17.7%)	113(35.8%)	55(17.4%)	92(29.1%)	3.57	1.08
our University, the pay and grading structures allow employees to define their own remunerations	0(0.0%)	0(0.0%)	61(19.3%)	107(33.9%)	148(46.8%)	4.27	0.76
In this University, there are rewards set for key talent/exceptional performers	0(0.0%)	0(0.0%)	61(19.3%)	246(77.8%)	9(2.8%)	3.83	0.44

In my organization, reward management systems is effective and efficient	0(0.0%)	0(0.0%)	87(27.5%)	182(57.6%)	149(14.9%)	3.87	0.63

According to the findings, more than half of the respondents 171(54.1%) agreed and 69(21.8%) strongly agreed respectively that they were satisfied with reward management policy in their organization with a mean of 3.94. A significant number 218 (69%) agreed and 77(24.4%) strongly agreed respectively that rewards recognize superior performance with a mean of 4.14. The findings indicate that 165 (52.2%) were neutral that their organization, rewards are given to all employees without any form of discrimination while 53(16.8%) agreed and 49(15.5%) strongly agreed with the statement with a mean of 3.32.The findings indicated that 55(17.4%) of the respondents agreed and 92(29.1%) strongly agreed that bonuses and incentives are benefits given to all employees in my organization based on their performance, with a mean of 3.57. Majority of the respondents 107(33.9%) agreed and 148(46.8%) strongly agreed that in their University, the pay and grading structures allow employees to define their own remunerations, with a mean of 4.27.

In the University, 246(77.8%) agreed and 9(2.8%) strongly agreed that there are rewards set for key talent/exceptional performers, with a mean of 3.83. The findings also show that 182(57.6%) agreed and 149(14.9%) strongly agreed that in there organization, reward management systems is effective and efficient, with a mean of 3.87. The findings generally agree that reward system as a strategy to talent retention is key and organisation should consider incorporating it. However, a significant number of the respondents were

neutral on the issue of non-discriminatory reward system which indicates that the system

probably had problems including favouritism.

4.6 Descriptive statistics for Webometrics Ranking

The respondents were requested to rate statements on Webometrics ranking, results

indicated at table 4.5

Table 4. 5: Webometrics Ranking

Statement	Strongly disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %	Mean	Std. Dev.
Webometrics ranking promotes quality of research and education in this University.	0(0.0)	0(0.0)	0(0.0)	117(37.0)	199(63.0)	4.62	0.48
This University has put down measures to support the process of Webometrics ranking	191(60.4)	81(25)	6(1.9)	18(5.7)	20(6.3)	1.71	1.16
Webometrics has a positive impact in this University	0(0.0)	103(32.6)	34(10.8)	122(38.6)	57(18.0)	3.42	1.12
There is a system in place to ensure the University improves its scores on Webometrics ranking	0(0.0)	0(0.0)	69(21.8)	150(47.5)	97(30.7)	4.08	0.72
This University has been improving on Webometrics rankings	0(0.0)	0(0.0)	10.4	56.6	32.9	4.22	0.61
Webometrics ranking is a good indicator for University Competitiveness	0(0.0)	0(0.0)	86(27.2)	157(49.7)	73(23.1)	3.95	0.70

According to the findings in Table 4.9, 117(37.0%) of the respondents agreed and 199(63.0%) strongly agreed that webometrics ranking promotes quality of research and education in this University as shown with a mean 4.62. From the respondents, 191(60.4%) strongly disagreed and 81(25%) disagreed that the University has put down measures to support the process of Web metrics ranking as shown with a mean of 4.08. Half of the respondents 122(38.6%) agreed and 57(18.0%) strongly agreed respectively that Webometrics has a positive impact in this University, with a mean of 3.42. The respondents, 150(47.5%) agree and 97(30.7%) strongly agree that the university has been improving on Webometrics rankings as shown with a mean of 4.22. The results also indicate that157 (49.7%) agree and 73(23.1%) strongly agree that Webometrics ranking is a good indicator for University Competitiveness, with a mean of 3.95.

4.7 Descriptive statistics for Students Enrolment

The respondents were requested to rate statements on Webometrics ranking, results indicated at table 4.6

Table 4. 6: Students Enrolment

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
There has been increase in student's enrolment over the last 5 years	0(0.0%)	0(0.0%)	13(4.7%)	285(90.2%)	16(5.1%)	4.00	0.31
This University has infrastructures are adequate to accommodate students enrolled annually	0(0.0%)	0(0.0%)	82(25.9%)	181(57%)	53(16.8%)	3.90	0.64
This university has adequate human resources ration against students	0(0.0%)	0(0.0%)	0(0.0%)	127(40.2%)	189(59.8%)	4.59	0.49
The programs in this University are attractive to students	192(60.8%)	83(26.3%)	5(1.6%)	17(5.4%)	19(6.0%)	1.69	1.13

According to the findings in table 4.6, the majority of the respondents 285(90.2%) agreed and 16(5.1%) strongly agreed that there has been increase in student's enrolment over the last 5 years as shown with a mean of 4.00. The findings also revealed that 181(57%) of respondents agreed and 53(16.8%) strongly agreed that university infrastructures are adequate to accommodate students enrolled annually with a mean of 3.90. All the respondents agreed that the university has adequate human resources ration against students. Finally the results indicated that 192(60.8%) agreed and 83(26.3%) strongly agreed that the programs in this University are attractive to students as shown with a mean of 1.69. The findings generally indicate the universities had an increased enrolment of students over the 5 years period this can be attributed to the increased transition of students from high school and to universities. The respondents also agreed that the universities have adequate infrastructure to accommodate the students. However most

respondents cited that there institutions had no lucrative programs to attract students which may require some course reviews and modification to make them more attractive.

4.8   Hypothesis testing

Correlation analysis was used to establish the relationship between the study variables while simple regression analysis was used to estimate the predictive effects of talent retention strategies and competitiveness of public universities in Western Region of Kenya.

4.8.1: Correlation analysis for Work life balance and Competitiveness of universities

Inferential statistics namely Pearson's product moment correlation analysis was employed for the study variables. Pearson's product moment correlation tests were chosen in order to assess whether there is a relationship between the study variables. The method was also chosen because a rating scale was used in the questionnaire. Pearson's product moment correlation tests was done in order to establish the strength and direction of the relationship between work life balance and competitiveness of public universities in Western Region of Kenya, the results showed there existed a weak but positive correlation between work life balance and competitiveness of public universities in Western Region of Kenya(r = 0.204) as shown in table 4.7

Table 4. 7: : Correlation analysis for Work life balance and Competitiveness of universities

		Work Life balance	University Competitiveness
Work Life balance	Pearson Correlation	1	.204[**]
	Sig. (2-tailed)		.000
	N	316	316
University Competitiveness	Pearson Correlation	.204[**]	1
	Sig. (2-tailed)	.000	
	N	316	316
**. Correlation is significant at the 0.01 level (2-tailed).			

4.8.2 Regression analysis of Work life balance and competitiveness of the university

Table 4. 8: model summary of Work life Balance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.204[a]	.042	.039	2.91411

The results as shown in the table 4.8 indicates that the coefficient of regression, R= 0.204 shows a good strength of the relationships between work life balance and competitiveness of the universities. The coefficient of determination R^2= 0.042 shows the predictive power of the model and in this case 4.2% of variations in the Universities' competitiveness is explained by the work life balance variable. The adjusted coefficient of determination R^2 shows the predictive power when adjusted for degrees of freedom and sample size. In this case, after the adjustments 3.9% of the variations in the Universities' competitiveness is explained by work life balance. Mesimo-Ogunsanya(2017) shares the same views that work-life balance practice has become a joint responsibility between employer and employee and it Universities where it is practiced, it encourages talent retention which leads to competitiveness and increased performance.

Table 4. 9: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	116.249	1	116.249	13.689	.000[b]
	Residual	2666.497	314	8.492		
	Total	2782.747	315			

a. Dependent Variable: University Competitiveness
b. Predictors: (Constant), Work Life balance

ANOVA findings as explained by the P-Value of 0.000 which is less than 5% significance level confirms the existence of correlation between work life balance and university competitiveness. The model shows the model fitness i.e. how well the variable fit the regression model. From the results, the F ratio of 13.689 and the significance of 0.000 shows that there was not much difference in means between dependent and independent variables. The sum of squares gives the model fit and hence the variable fit the regression model.

Table 4. 10: Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	33.943	.644		52.710	.000			
	Work Life balance	.136	.037	.204	3.700	.000	.204	.204	.204

a. Dependent Variable: University Competitiveness

This relationship was subjected to a further analysis through the regression test to ascertain the extent as indicated in table 4.10 above. A simple regression model was also applied to determine the relative importance of work life balance as a talent retention strategy (work life balance (WL) on university competitiveness. The regression model was as follows: $y = \beta_0 + \beta_1 WLB + e$. Using the values of the coefficients (β) from the

regression coefficients the established linear regression equation took the form of; Y= 33.943 +0.136WL. Where; Constant = 33.943; when value of the independent variables are zero, the Universities' competitiveness would take the value 33.943. WL= 0.136; one unit increase in work life balance results in 0.136 units increase in the Universities' competitiveness.

Hypothesis (H_{01}): Work life balance has no significant effect on competitiveness in public universities in Western Region of Kenya. The results reveal that a Beta coefficient is 0.204 with a t value of 3.700 and a P-value of 0.000. Since the P- value is less than the significance level, we reject the null hypothesis and accept the alternative. This implies the level of work life balance affects competitiveness in public universities in Western Region of Kenya.

4.8.3 Correlation analysis of Training & Development and university competitiveness

Pearson's product moment correlation tests was done in order to establish the strength and direction of the relationship between training & development andcompetitiveness of public universities in Western Region of Kenya, the results showed there existed a weak but positive correlation between reward system and competitiveness of public universities in Western Region of Kenya(r = 0.230) as shown in table 4.11 below.

Table 4. 11: Correlation between TD and competitiveness

		University Competitiveness	Training and Development
University Competitiveness	Pearson Correlation	1	.230**
	Sig. (2-tailed)		.000
	N	316	316
Training and Development	Pearson Correlation	.230**	1
	Sig. (2-tailed)	.000	
	N	316	316
**. Correlation is significant at the 0.01 level (2-tailed).			

4.8.4 Regression analysis of Training & development and university competitiveness

Table 4. 12: Model Summary for Training and Development

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.230^a	.053	.050	2.89688

The results as shown in the table 4.12 indicates that the coefficient of regression, R= 0.230 shows a good strength of the relationships between training & development and competitiveness of the universities. The coefficient of determination R^2= 0.053 shows the predictive power of the model and in this case 5.3% of variations in the Universities' competitiveness is explained by the training and development variable. The adjusted coefficient of determination R^2 shows the predictive power when adjusted for degrees of freedom and sample size. In this case, after the adjustments 0.050% of the variations in the Universities' competitiveness is explained by training and development. These findings concur with Tettey (2006) who observed that training and development is the engine that keeps the universities true to their mandate as centers of ideas and innovation in enhancing competitiveness.

Table 4. 13: : ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	147.682	1	147.682	17.598	.000[b]
	Residual	2635.065	314	8.392		
	Total	2782.747	315			

a. Dependent Variable: University Competitiveness
b. Predictors: (Constant), Training and Development

ANOVA findings as explained by the P-Value of 0.000 which is less than 5% significance level confirms the significant existence of correlation between training and development and university competitiveness. The model shows the model fitness i.e. how well the variable fit the regression model. From the results, the F ratio of 17.598 and the significance of 0.000 shows that there was not much difference in means between dependent and independent variables. The sum of squares gives the model fit and hence the variable fit the regression model.

Table 4.14: Regression Coefficient

		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	32.734	.853		38.370	.000			
	Training and Development	.168	.040	.230	4.195	.000	.230	.230	.230

a. Dependent Variable: University Competitiveness

A simple regression model was also applied to determine the relative importance of training & development as a talent retention strategy on university competitiveness. The regression model was as follows: $y = \beta_0 + \beta_1 TD + e$. Using the values of the coefficients (β) from the regression coefficients the established linear regression equation took the form of; $Y = 32.734 + 0.168TD$. Where; Constant = 32.734; when value of the independent variables are zero, the Universities' competitiveness would take the value 32.734. TD=

0.168; one unit increase in training and development results in 0.168 units increase in the Universities' competitiveness.

Hypothesis (H_{02}): Posited that training and developmenthas no significant effect on competitiveness in Public Universities. The results reveal that the standardized beta coefficient is 0.230 with the t-value of 4.195 and P value of 0.000. Since the P value is less than the significance level we reject the null hypothesis and accept the alternative. This indicates that the training and development affects the competitiveness in public Universities.

4.8.5 Correlation analysis for Reward System and University Competitiveness

Pearson's product moment correlation analysis In order to establish the strength and direction of the relationship between reward system and competitiveness of public universities in Western Region of Kenya, the results showed there existed a weak but positive correlation between reward system and competitiveness of public universities in Western Region of Kenya(r = 0.193) as shown in table 4.15

Table 4. 15: Correlation of reward system and university competiveness

		Reward system	University Competitiveness
Reward system	Pearson Correlation	1	.193[**]
	Sig. (2-tailed)		.001
	N	316	316
University Competitiveness	Pearson Correlation	.193[**]	1
	Sig. (2-tailed)	.001	
	N	316	316
**. Correlation is significant at the 0.01 level (2-tailed).			

4.8.6 Regression analysis for Reward System and competitiveness of the university

Table 4. 16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.193[a]	.037	.034	2.92083

The results as shown in the table 4.16 indicates that the coefficient of regression, R= 0.193 shows a good strength of the relationships between reward system and competitiveness of the universities. The coefficient of determination R^2= 0.037 shows the predictive power of the model and in this case 3.7% of variations in the Universities' competitiveness is explained by the reward system variable. The adjusted coefficient of determination R^2 shows the predictive power when adjusted for degrees of freedom and sample size. In this case, after the adjustments 3.4% of the variations in the Universities' competitiveness is explained by reward system. The results of the study are in line with many previous studies. Previous studies have highlighted that rewards system can be used as a strategy to retain competent employees and for enhancing organizational competitiveness (Medcof & Rumpel, 2007).

In modern globalized world, the role of universities has become wider than ever, and universities are expected to play their role in economic development knowledge sharing and talent development (Comunian, Taylor and Smith, 2013). They further points out that it is essential to have rewards systems in the university that not only retains employees but also should enable them to produce talented workforce.

Table 4. 17: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	103.933	1	103.933	12.183	.001[b]
1	Residual	2678.814	314	8.531		
	Total	2782.747	315			

a. Dependent Variable: University Competitiveness
b. Predictors: (Constant), Reward system

Table 4.17 is ANOVA findings as explained by the P-Value of 0.001 which is less than 5% significance level confirms the existence of correlation between reward system and university competitiveness. The model shows the model fitness i.e. how well the variable fit the regression model. From the results, the F ratio of 12.183 and the significance of 0.001 shows that there was not much difference in means between dependent and independent variables. The sum of squares gives the model fit and hence the variable fit the regression model.

Table 4. 18: Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	30.917	1.536		20.129	.000			
	Reward system	.198	.057	.193	3.490	.001	.193	.193	.193

a. Dependent Variable: University Competitiveness

A simple regression model was also applied in table 4.19 above to determine the relative importance of reward system as a talent retention strategy on university competitiveness. The regression model was as follows: y =β0+β1RS+ e.   Using the values of the coefficients (β) from the regression coefficients the established linear regression equation took the form of; Y= 30.917+0.198RS. Where; Constant = 30.917; when value of the independent variables are zero, the Universities' competitiveness would take the value 30.917. RS= 0.198; one unit increase in reward results in 0.198 units increase in the Universities' competitiveness.

Hypothesis (H₀₃): Hypothesized that reward system has no significant effect on competitiveness in public universities in Western Region of Kenya. The results reveal that the beta coefficient is 0.193 with the t-value of 3.490 and P value of 0.001.Since the P value is less than the significance level we reject the null hypothesis and accept the alternative. This indicates that the level of reward system affects the competitiveness in public universities in Western Region of Kenya.

4.8.6 Correlation between all Independent Variables and University Competitiveness

The fourth objective was to determine the joint effect of talent retention strategies on university competitiveness and a correlation analysis was conducted. The results of the correlation between talent retention strategies and university competitiveness are summarized in Table 4.19.

Table 4. 19: Correlation between Joint Variables and university competitiveness

		Work Life balance	Training and Development	Reward system	University Competitiveness
Work Life balance	Pearson Correlation	1	.228**	.054	.204**
	Sig. (2-tailed)		.000	.342	.000
	N	316	316	316	316
Training and Development	Pearson Correlation	.228**	1	-.173**	.230**
	Sig. (2-tailed)	.000		.002	.000
	N	316	316	316	316
Reward system	Pearson Correlation	.054	-.173**	1	.193**
	Sig. (2-tailed)	.342	.002		.001
	N	316	316	316	316
University Competitiveness	Pearson Correlation	.204**	.230**	.193**	1
	Sig. (2-tailed)	.000	.000	.001	
	N	316	316	316	316

**. Correlation is significant at the 0.01 level (2-tailed).

The results in table 4.19 above indicate that the relationship between work life balance and university competitiveness is positive and significant (r = .204**). Similarly, the relationship between training and development and university competitiveness is positive and significant (r = .230**). Further, the relationship between reward system and university competitiveness is positive and significant (r =.193**). This implied that talent retention strategies played a critical role in determining the competitiveness of universities in western Kenya.

These findings are in corroboration with Manhertz (2017) who asserts that without active talent retention strategies, organizations are likely to suffer increased attrition what lead to lack of competitiveness amongst industry players.

4.8.7 Multiple Regression for talent retention strategies and university competitiveness

Table 4. 20: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.356[a]	.127	.119	2.79048

The results as shown in the table 4.20 indicates that the coefficient of regression, R= 0.356 shows a good strength of the relationships between talent retention strategies and competitiveness of the universities. The coefficient of determination R^2= 0.127 shows the predictive power of the model and in this case 12.7% of variations in the Universities' competitiveness is explained by talent retention strategies. The adjusted coefficient of determination R^2 shows the predictive power when adjusted for degrees of freedom and sample size. In this case, after the adjustments 11.9% of the variations in the Universities' competitiveness is explained by talent retention strategies.

Table 4. 21: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	353.271	3	117.757	15.123	.000[b]
1	Residual	2429.476	312	7.787		
	Total	2782.747	315			

a. Dependent Variable: University Competitiveness
b. Predictors: (Constant), Reward system, Work Life balance, Training and Development

Table 4.21is ANOVA findings as explained by the P-Value of 0.000 which is less than 5% significance level confirms the existence of correlation between talent retention strategies and university competitiveness. The model shows the model fitness i.e. how well the variable fit the regression model. From the results, the F ratio of 15.123 and the significance of 0.000 shows that there was not much difference in means between dependent and independent variables. The sum of squares gives the model fit and hence the variable fit the regression model.

Table 4. 22: Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	24.796	1.839		13.484	.000			
	Work Life balance	.092	.036	.138	2.524	.012	.204	.141	.134
	Training and Development	.173	.040	.238	4.305	.000	.230	.237	.228
	Reward system	.232	.055	.227	4.209	.000	.193	.232	.223

a. Dependent Variable: University Competitiveness

Multiple Linear Regression analysis for talent retention strategies on university competitiveness was done as indicated in table 4.23 above to find out the joint effect of talent retention strategies on university competitiveness in western Region, Kenya. This aided in coming up with the coefficients of the study model as well as R square of the study. The regression model was as follows:

$Y = \beta_0 + \beta_1 WLB + \beta_2 TD + \beta_3 RS + e$

Using the values of the coefficients (β) from the regression coefficients the established linear regression equation took the form of; Y= 24.796+0.092WLB+0.173TD+0.232RS+e

Where; Constant = 24.796; when value of the independent variables are zero, the Universities' competitiveness would take the value 24.796

WLB= 0.092, TD= 0.173 and RS= 0.232; one unit increase in work life balance results in 0.092 units increase in the Universities' competitiveness, one unit increase in training and development results in 0.173 units increase in university competitiveness and one unit increase in reward systems results in 0.232 increase in university competitiveness respectively. Reward systems accounts for the biggest change in university competitiveness closely followed by training and development then work-life balance.

Hypothesis (H_{04}): Hypothesized that joint talent retention strategies has no significant effect on competitiveness in public universities in Western Region of Kenya.The results reveal that a Beta coefficient is 0.138, 0.238 and 0.227 with a t value of 2.524, 4.305 and 4.209 and a P-value of 0.012, 0.000 and 0.000 for work life balance, training and development and reward systems respectively. Since the P- values are less than the significance level, accept the alternate hypothesis that states that there is a positive significant effect of joint talent retention strategies on competitiveness of universities in western Kenya.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The main objective of the study was to determine the relationship between talent retention strategies and competitiveness of public universities in Western Region of Kenya. This study gives a summary of the study and makes conclusion and recommendations based on the results obtained and it also gives suggestions for further research.

5.2 Summary of Findings

The findings of this study suggest that to achieve competitiveness, every organization must assess its use of talent retention strategies and align those strategies organizational objectives (R^2=0.127). Without operational talent retention strategies, organizations are likely to suffer increased attrition what lead to lack of competitiveness amongst industry players and it concurs with the findings of Manhertz (2017) on worldwide trends on employee retention.

Based on the first objective, the study found that work life balance affect competitiveness of university in Western Region of Kenya (R^2=0.042) though by a small percentage. The results indicated that the employees were not always given permission to solve personal matters andthose policies& programs should be put in place to ensure employees get time to attend to their personal matters. The results also showed that types of leaves in universities were not sufficient to cater for most individual/personal needs. The findings further indicated that the university consumes personal time of their staff. The first hypothesis was work life balance has no significance effect on competitiveness in public

universities in Western Region of Kenya the results from the findings indicated that the null hypothesis was rejected. This implies the level of work life balanceaffects competitiveness in public universities in Western Region of Kenya. The findings concur with Naktiyok and Iscan (2003) who argued that flexi-time allows employees, to determine or be involved in determining the start and end times of their working day, provided a certain number of hours is worked which allows the staff to handle their personal commitments.

Based on the second objective, the findings indicated thattraining and developmentaffect competitiveness of university in Western Region of Kenya (R^2=0.053). The findings also indicated that training and development opportunities are available to all employees in the Universities. According to the findings of this study, mentoring and coaching is well practiced by most managers and training & development opportunities offered to employees in the organization increased productivity. The study also found there was moderate strategy put in place for career development. The second hypothesis posited that training and development has no significant effect on competitiveness in public Universities. According to the findings this null hypothesis was rejected and thus the study found that training and development affects the competitiveness in public Universities. The findings concur with Thornton (2000) who argued that on the job training is beneficial to the employees in achieving their personal and professional career goals.

Based on the third objective, the study found that rewards system affect competitiveness of Universities in Western Region of Kenya (R^2=0.037). The findings also indicated that university rewards were not given to all employees without any form of discrimination.

According to the findings, bonuses and incentives are benefits given to employees in university based on their performance, the pay and grading structures allow employees to define their own remuneration, there were rewards set for key talent/exceptional performers, reward management systems is effective and efficient. The third hypothesis posited that reward system has no significant effect on competitiveness in public universities in Western Region of Kenya. According to these findings the null hypothesis should be rejected which is an indication that the level of reward system affects the competitiveness in public universities in Western Region of Kenya. The findings concur with Glen, (2006) who argued that it is possible to retain key skills by focusing on predictors of retention and motivation.

Based on the fourth objective, the study revealed that talent retention strategies affected competitiveness of Universities in Western Region of Kenya (R^2=0.127).According to these findings the null hypothesis should be rejected which is an indication that the talent retention strategies affects the competitiveness in public universities in Western Region of Kenya. The findings concur with Wadhwa, Bodas Freitas, and Sarkar, (2017) who established that Talent retention strategies a can act as preventive measure against loss of organizational knowledge which is vital for continuity that lead to organizational competitiveness, and sustainable development.

The study indicated that there has been increase in student's enrolment over the last 5 years and that Universities had adequate infrastructures to accommodate students enrolled annually. The findings further indicated that the universities have improved on human resources ration against students. The findings also found that most programs in the

Universities were attractive. The findings concur with Beer (2009) who argued that repository opens up the outputs of the university to the world; and maximizes the visibility and impact of these outputs as a result.

5.3 Conclusion

Based on the findings of the first objective, this study concluded that work life balance affect competitiveness of university in Western Region of Kenya.It revealed the importance of work life balance concept in the workplace. The university can retain experienced staff if the employees can be in a position to have a good balance between their and work and personal issues. The existence of policies and programs which ensures a good tradeoff between work and employees personal matters will also motivate the staff to continue working for the organization. The policies should be effectively implemented in the entire university for the university to retain highly qualified staff and this would reduce labor turnover in the organization.

Based on the findings of second objective, the study also concluded that training and development affect competitiveness of university in Western Region of Kenya. The study concludes that the university can retain talent through mentoring and coaching which is a responsibility of the supervisors in the institution. The study further concludes that the career development strategy should be structured in such a way that staff will feel the need to continue working for the institution. The study concludes that training and development is crucial consideration for employees to remain or leave in any institution.

The study finally concludes that rewards system affect competitiveness of university in Western Region of Kenya. The rewards given to the university employees are based on their performance this motivates the employees and that when organization have a proper reward system in place, it allows the employees to define their pay hence high output which leads to effectiveness.

Based on the fourth objective Universities should embrace talent retention strategies since they affect competitiveness of Universities and they should be more accommodating to their employees' needs.

5.4 Recommendations

For the first objective, this study recommends that universities in Western Region in Kenya should come up with ways of balancing what employees do in their jobs and how they cater for their personal matters to reduce any imbalance and thus ensure retention of talents.

Based on the second objective of analysing the influence of training and development on competitiveness in Public Universities in Western Region of Kenya, the study recommends that Western Kenya Universities should ensure training and development is adopted to increase the level of talent retention. Universities need to nurture and mentor personal and professional growth among their talent with new knowledge and skills. This will in turn increase employees' competence, loyalty and commitment to the organization thus encouraging them to stay which in turn curbs the rate of attrition. They should further have organized and structured training program that meets talents' different needs making them more productive hence competitiveness of Universities. Personal and

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professionalism can be promoted by adding the number of in-house training and career development programs, seminars and workshops. University management should ensure they train their staff to ensure they cope with competitiveness in the world of globalization by retaining talents that can offer competitive services equally or better than other parts of the globe.

From the third objective, the study found that rewards system affect competitiveness of university in Western Region of Kenya and therefore it recommends that university management should come up with reward policies that will eliminate all forms of discrimination. The Universities should also give performance related rewards and on-the-job career development opportunities to reward employees for exceptional performance. The procedure may include accelerated incremental progression, additional increments, academic promotion, and attraction and retention allowances and loadings.

Based on the fourth objective, joint talent retention strategies are vital for organization achieving competitiveness. It must also be noted that various talent retention strategies available in the universities may not always adequate to motivate all employees to stay; therefore it is advised management should be creative in coming up with talent retention strategies because there is not one size that fits all. University Management should ensure they assess from time to time the needs of the employees and in turn strategize the means to address critical issues that may lead to staff exit.

5.5 Suggestions for Further Research

There is need for further research in areas of talent retention strategies and competitiveness. It is recommended that other researchers compare and contrast the various talent retention strategies applied across the Kenyan universities and the effectiveness of the strategies with regard to competitiveness. Further research should also include private universities in determining the level of competitiveness. The research recommends that further study need to be undertaken in other sectors of the economy rather than just universities and also find out how organizational policies are a talent retention strategy contributes to organizational competitiveness.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

Chimwene L. Mildred
Masinde Muliro University of science & technology,
P. O. Box 190-50100,
Kakamega**.**

Tel:0723733261

Email; mchimwene@mmust.ac.ke

Dear Respondent,

RE: REQUEST TO PARTICIPATE IN RESEARCH

I am a student from Masinde Muliro University of Science & Technology, (MMUST), and pursuing MSc in Human Resource Management (HRM). Currently, I am conducting a study Talent Retention Strategies and Competitiveness of public Universities in Western Region of Kenya. Kindly assist me by filling the questionnaire.

Your participation will be a very important part of my research. Hence, to help in this research you can honestly complete the questionnaire attached. Any information obtained that shall be identified with you will remain confidential. If requested a summary of the findings will be provided to your organization.

Thank you for your cooperation

Yours sincerely,

Mildred L. Chimwene

APPENDIX B: QUESTIONNAIRE

GENERAL INFORMATION

PART I

Direction: Please tick (√) in the box next to the right response.

1. **Your Gender**

    Male   [ ]   Female [ ]

2. **Job category**

Top Management level   [ ]   Academic Staff   [ ]   Non teaching staff (KUSU) [ ]

3. **Highest education level**

Certificate   level   [ ] Diploma   level   [ ] University degree [ ]   Masters   [ ]

    PhD   [ ]   Others, (specify)………………………………

4. **Length of service in the current job (organizational tenure)**

 Less than 1 year [ ]   1-3 years [ ]   4-6 years [ ]   7-9 years [ ]   10 years and above [
]

PART II

The statements listed represent possible opinions that you may have about talent

retention. Please indicate the degree of your response by filling in a tick (√) on your

choice that best represents your point of view.

1= Strongly Disagree, 2= Disagree, 3= Neither Agree nor disagree, 4= Agree, 5=Strongly

Agree

S/N	STATEMENT	1	2	3	4	5
	WORK LIFE BALANCE					
1	In my organization, employees are always given permission to solve personal matters that affect them at work place					
2	There is a policies and programs in place to ensure employees get time to attend to their personal matters					
3	In this university, types of leave are sufficient to cater for most individual/personal needs					
4	In my organization, Work life balances evaluate the Skills, knowledge and competences of individual employees.					
5	Work life balance programs give me the reason to continue working for this University					
6	Work load in this organization consumes much of my personal time.					
	TRAINING AND DEVELOPMENT	1	2	3	4	5
1	Job rotation is well implemented across all departments in my organization					
2	In my organization, training and development opportunities are available to all employees					
3	In my organization, mentoring and coaching is well practiced by most managers and supervisors					
4	Training and development opportunities offered to employees in the organization increases productivity and improves performance					
5	The university has career development strategy in place.					
6	In this university employees are trained and developed in various capacity development programs					
7	Training and development opportunities motivates me to stay in this University					
	REWARD & RECOGNITION	1	2	3	4	5
1	I am satisfied with reward management policy in this organization					
2	Rewards recognizes superior performance					
3	In my organization, rewards are given to all employees without any form of discrimination					
4	Bonuses and incentives are benefits given to all employees in my organization based on their performance					
5	In our University, the pay and grading structures allow employees to define their own remunerations					

6	In this University, there are rewards set for key talent/exceptional performers					
7	In my organization, reward management systems is effective and efficient					

WEBOMETRICS RANKING		1	2	3	4	5
1	Webometrics ranking promotes quality of research and education in this University.					
2	This University has put down measures to support the process of Webometrics ranking					
3	Webometrics has a positive impact in this University					
4	There is a system in place to ensure the University improves its scores on Webometrics ranking					
5	This University has been improving on Webometrics rankings					
6	Webometrics ranking is a good indicator for University Competitiveness					

STUDENTS ENROLLMENT		1	2	3	4	5
1	There has been increase in student's enrolment over the last 5 years					
2	This University has infrastructures are adequate to accommodate students enrolled annually					
3	This university has adequate human resources ration against students					
4	The programs in this University are attractive to students					

APPENDIX C: KREJCIE AND MORGAN TABLE (1970)

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306

N	S	N	S	N	S
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

APPENDIX D: LETTER FROM DIRECTORATE OF POST GRADUATE

STUDIES

MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

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Ref: MMU/COR: 509099

Date: 22nd May, 2019

Mildred Liyala Chimwene,
BHR/G/09/13,
P.O. Box 190-50100,
KAKAMEGA.

Dear Ms. Chimwene,

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your Masters proposal entitled: *"Talent Retention Strategies and Competitiveness of Public Universities in Western Region if Kenya"* and appointed the following as supervisors:

1. Dr. Rev. Willis Otuya   - SOBE, MMUST
2. Mr. Dishon Wanjere   - SOBE, MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Director Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Business and Economics Graduate Studies Committee and Chairman, Human Resource Management Department. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of two years from the date of registration to complete your Masters thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,

DEAN
SCHOOL OF GRADUATE STUDIES
MASINDE MULIRO UNIVERSITY
OF SCIENCE & TECHNOLOGY

Prof. John Obiri   Sign:
DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES

APPENDIX E: RESEARCH AUTHORIZATION

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/31762/30991**   Date: **9th July, 2019**

Mildred Liyala Chimwene
Masinde Muliro University of Science
And Technology
P.O. Box 190-50100
KAKAMEGA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Talent retention strategies and competitiveness of public universities in Western Region of Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Selected Counties** for the period ending 6th **June, 2020.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**DR. MOSES RUGUTT, PhD, OGW
DIRECTOR GENERAL/CEO**

Copy to:

The County Commissioners
Selected Counties.

The County Directors of Education
Selected Counties.

National Commission for Science, Technology and Innovation is ISO9001: 2008 Certified

APPENDIX F: NACOSTI RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. MILDRED LIYALA CHIMWENE
of **MASINDE MULIRO UNIVERSITY OF**
SCIENCE AND TECHNOLOGY, 190-50100
KAKAMEGA,has been permitted to
conduct research in *Bungoma ,*
Kakamega, Siaya, Vihiga Counties

on the topic: *TALENT RETENTION*
STRATEGIES AND COMPETITIVENESS OF
PUBLIC UNIVERSITIES IN WESTERN
REGION OF KENYA

for the period ending:
6th June,2020

....
Applicant's
Signature

Permit No : NACOSTI/P/19/31762/30991
Date Of Issue : 9th July,2019
Fee Recieved :Ksh 1000

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

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