

Research Article

Influence of Organizational Resources on Performance of Public Universities on Kisumu County, Kenya

C. Osuwo¹, M. Anyango¹, N. B. Okelo^{2,*}

¹School of Business and Economics,

²School of Mathematics and Actuarial Science,
Jaramogi Oginga Odinga University of Science and Technology,
P. O. Box 210-40601, Bondo-Kenya.

*Corresponding author e-mail: bnyaare@yahoo.com

Abstract

Many public Universities in Kenya have understood that investment in talent development is part of their outlay into human capital as it pertains to skill development for job advancement. Among reasons that may hinder public Universities such investment is the expensive or costly nature of executing the empowerment programs and the difficulty to quantify its benefits. This could be partly because these institutions are growing so fast due to the expanded number of people seeking higher education yet educational fee is regulated by the government which is their main coffer. They are as such characterized by weak financial outlays and insufficient funding. This paper gives results on the influence of access to organizational resources as a component of human resource empowerment in public Universities in Kisumu County, Kenya and shows how adequately they have empowered their human resources with the view of achieving improved organizational performance. A Pearson's correlation coefficient of $r=0.522$ was obtained showing that there is a positive relationship between access to organizational resources and organizational perform.

Keywords: Organizational resource; Influence; Organizational performance; Human resource.

Introduction

Human Resource Empowerment (HRE) is the process organizations use to support competencies and capacities of employees by enhancing their knowledge, skills and motivation towards increasing value in their organizations. This is meant to enable them to play their assigned roles and responsibilities in their organizations optimally, efficiently and effectively. Empowered employees are motivated, knowledgeable and skilful in such a way that they feel competent in their line of duties. There has been a variety of terms used often interchangeably by authors to cover the concept of employee empowerment, thus, employee participation, industrial democracy, workplace democracy, employee voice and participatory management among others [1].

The concept of empowerment emerged in [2] and has received varying degree of attention from diverse disciplines within business management and especially in human resource management. Today HRE has become the center

of attention in 21 century's organizations and its proper management can lead to organizational commitment while checking employee replacement and turnover [3]. In [4], it defined HRE as capacity building in employees to enable them plays their organization roles optimally, effectively and efficiently. [5] suggests that HRE has been defined in various ways, but a number of authors concur that the main element of empowerment involves giving employees freedom over certain task related activities.

On the other hand [6] states the meaning of HRE as the creation of necessary capacities in employees that would enable them create increased value, execute their roles and responsibilities in the organizations effectively and practically. [7] concur that in empowerment, the primary goal is human resources and that access to organizational resources is one factor under project factors that affect human resources empowerment in the development projects. Organizational conditions as one of the factors that form psychological empowerment pattern of human resources streamlines access to resources

as one way of empowering employees. [8] proposed that organizational resources when combined with the capabilities within an organization would impact positively on organizational performance. Empowering employees without providing them with the right materials to do their work is tantamount to setting them up for failure.

In HRE, the management has the responsibility to conduct continuous improvement so as to provide employees with the necessary tools to conduct their jobs. Such tools may include new machinery to implement process improvement, new material handling equipment to minimize damages, new forms to facilitate work efficiency among any other class of tools as proposed by the employees themselves to improve their operations. Asking employees to improve in their work performance should go hand in hand with provision of the necessary resources as a form of empowering them. Organizations tendency to expect human resources to meet the set performance targets while they fail to provide them with the required tools is not empowerment whatsoever but rather an exercise in frustration to the human resources. According to [9], training is an intended and organized change of behavior through learning of new experiences, programs and instructions which enable individuals to achieve the desired knowledge, skill and competencies to enable effective job performance. Employee training lays emphasis on upgrading employee skills and focus on current work-related topics at the benefit of both employees and the organization. Organizations which plan to improve working systems need to subject employees to short term, long term and on the job training plus continuous training on new methods [10].

Development of human resources is basically capacitating employees to be able to execute their current jobs with competence while simultaneously developing their skills and knowledge for their future roles and responsibilities. Employee development should be purposeful, sequentially planned and a mindful activity. Its success cannot be guaranteed if it is performed. Information sharing involves timely availing of necessary information to employees across the organization to enable them perform their roles efficiently and effectively. Information sharing cuts down on the

need for supervision and enables employees to make necessary decisions that influence organizational performance [11].

Empowerment gives growth and support to employees through commensurate rewards and welfare. Rewarding system in organizations has taken both monetary and nonmonetary forms. The underlying factor is that whatever form of reward, it must be relevant and desirable to the employee. An empowered employee experiences feelings of control over the job assigned, conversancy of the job context, responsibility for personal work output plus the entire organizational performance and equity in allocation of rewards based on individual and collective performance. HRE should enable employees make independent decisions on various job aspects, plan and execute their activities while taking full responsibility for their job performances [7]. This means that empowered employees are more motivated and satisfied with their jobs and this reduces their dependency on supervisors. HRE is a managerial initiative that portrays managerial concerns and simultaneously impacts on employee actions and feelings at the workplace. The management or supervisor's attitude as to whether they are ready to relinquish power to their subordinates with trust is a form of empowerment which impacts on the organizational performance. HRE facilitates successive management and career planning in organizations.

It would enable organizations to develop their employees through examining their skills and competencies hence planning their career paths in the desirable direction. In this way, the organizational leadership is also secured since organizations can identify potential successors to various leadership positions while retaining their natured talents. Encouraging an atmosphere of positive incentives and welfare packages highly enhances employee performance and the overall organizational performance. Human resources ought not to be denied or frustrated in terms of allocation of welfare benefits as this may poorly motivate them [3]. [5] studied the relationship between Human Resource (HR) practices and organizational performance using companies in Saudi Arabia where he tested the proposition that HR practices including but not limited to training, job design, employee skills, employee

attitudes and motivation have an impact on organizational performance.

He concluded that HR practices adopted by an organization have a direct casual relationship to performance. This study was as a result in conformity to the previous studies since it also assumed that organizations should strive to continue with enhancement of the competence of their employees so as to achieve better performance. The study suggested that organizations should effectively manage their different HR activities such as socializing employees into the organization, welfare/resources, training and development, communication and rewarding system to guarantee their positive influence on organizational performance while eradicating arising challenges especially in the dynamic business environment. The study implied that HRE has a direct influence on organizational performance; however, it was not clear whether organizations go extra miles do determine the adequacy of their HRE programmes in realization of organizational competitiveness [12].

Research methodology

The study employed correlational research design for this study so as to be able to easily authenticate the existence of relationships and the degree to which the variables relate to each other. Correlational research design indicates an association between two or more variables. It is a quantitative research method in which the researcher collects numeric data from participants and analyses it using statistics before conducting an objective inquiry [7].

According to [8] correlational designs determine if relationships exist or if one variable influences the other. Correlational design examines if the degree to which one variable's differences relate to another variable's differences hence the researcher considered it appropriate for addressing the objectives of this study. The target population comprised all employees of the 8 public Universities in Kisumu County. Respondents (both academic and non-academic staff) were selected from all the 8 public Universities whose population was 3,857. This population gave a sample size of 362 respondents.

Results and discussions

These results were indicative that in some organizations under study, organizational resources were made available to employees in their areas of work to help them deliver the desired output. The study of human resources empowerment strategies in development Projects concluded that access to organizational resources is one factor under project factors that affect human resources empowerment in the development projects. The findings of their study were in agreement with that of [9] who proposed that organizational resources when combined with the competencies within an organization can impact positively on organizational performance. On access to organizational resources, 4 (50%) Universities agreed that employees have access to resources. 3 (37.5%) agreed that resources are available but accessing them is difficult due to the strict procurement procedures. 1 (12.5%) University however agreed that resources were limited and accessing them is very difficult. It is evident from the results that half of the universities confessed that free access to organizational resources by employees has not been achieved. Generally speaking however, all the Universities, thus, 100% agreed that if the resources are made accessible then organizational performance can be further improved. The findings are similar to that of [10] which implied that improved employee work performances goes hand in hand with access to necessary organizational resources. Table 1 gives the descriptive statistics on organizational resources.

The results in table 1 show that 26% stated that the level of adherence to timely provision of materials and equipment to employees was high, 2.6% stated it was moderate while 71.4% felt it was low. 26% stated that employee opinions and inputs before procurement of resources was highly considered, 2.3% stated that it was moderately considered while 71.4% stated that it was minimally considered. 25.7% stated that their institutions highly adhered to provision of adequate facilities, 4% were of the view that there was moderate adherence while 70.3% opined that there was minimal adherence. 28% agreed that there was high tendency of their institutions to provide them with up to date resources, 2% stated that there was moderate tendency while 70% were of the idea this

tendency was low. It was interpreted that a number of employees of public Universities in Kisumu County were not privy to organizational resources. It was thus inferred that these

institutions had done little to guarantee adequate and timely provision of up to date organizational resources together with employee input during procurement as a means of HRE.

Table 1. Access to organizational resources

Factors	1	2	3	4	5
Adherence to timely provision of Materials and equipments.	35(10.0%)	56(16.0%)	9(2.6%)	99(28.3%)	151(43.1%)
Consideration of opinions and inputs Before procurement of resources.	42(12.0%)	50(14.3%)	8(2.3%)	110(31.4%)	140(40.0%)
Provision of adequate facilities	30(8.6%)	60(17.1%)	14(4.0%)	115(32.9%)	131(37.4%)
Provision of up to date resources.	40(11.4%)	58(16.6%)	7(2.0%)	110(31.4%)	135(38.6%)

Five point key response scale: 1.Very High; 2.High; 3.Moderate; 4.Low; 5.Very Low.
Source: Research Data, 2016

Research has documented access to organizational resources as one factor that affects human resources empowerment at the work place. Access to resources is one way of empowering employees [3] Organizations tendency to expect human resources to meet the set performance targets without required tools is

like setting up employees for failure [4]. In [11], it proposed that organizational resources when blended together with the capabilities within an organization would impact positively on organizational performance hence they are very crucial. From table 2 below, correlation analysis results are presented.

Table 2. Correlation between Human resource empowerment and Organizational performance

	Correlations	Organizational resources	Performance
Organizational resources	Pearson Correlation	1	0.522**
	Sig. (2-tailed)		0.000
	N	350	350
Performance	Pearson Correlation	0.522**	1
	Sig. (2-tailed)	0.000	
	N	350	350

** . Correlation is significant at the 0.01 level (2-tailed). Source: Research Data (2016)

Karl Pearson’s coefficient of correlation was used to establish the relationships between the variables of the study. Correlation analysis is a measure of the degree of linear association between two variables. The test was done to identify the strength and direction of the associations among the variables of the study. Values of correlation coefficient ‘r’ lie between -1 and +1. A positive value of ‘r’ indicates a positive correlation between the two variables, thus, changes in both variables take place in the same direction. A negative value of ‘r’ indicates a negative correlation where changes in the two

variables take place in the opposite directions. Zero value of ‘r’ indicates that there is no association between the variables. When ‘r’ is +1, it is called a perfect positive correlation and when it is -1 it is referred to as a perfect negative correlation which means that variations in the independent variable X explain 100% of the variations in the dependent variable Y. The value of ‘r’ nearer to +1 or -1 indicates high degree of correlation between the two variables [6]. The correlation coefficient between access to organizational resources and organizational performance is $r=0.522$, hence a positive and

significant relationship between these two variables.

Conclusions

Though it was apparent that the Universities were equipped with the necessary organizational resources, accessing these resources by a majority of their employees was quite a big challenge owing to the numerous bureaucratic and tedious procurement procedures of acquiring them. The study thus concludes that to improve employee work performances and the general organizational performance, access to necessary organizational resources has to be realized. In simple terms, organizational performance goes hand in hand with employee access to organizational resources. The researcher recommends that the Universities need to address the issues pertaining to imbalances in employee access to organizational resources so as to be able to realize maximum organizational performance on public Universities. Issues like bureaucracy and procurement procedures are meant to uphold organizational values but could also be an impediment to achievement of the desired competitive advantage and organizational performance. All the Universities under study were found to be in possession of well-structured policies on employee rewarding system. However, there were issues of untimely implementation, inequities in implementation among others raised by employees. It was thus generally concluded that the rewarding systems had not been adequately implemented to the employee expectations. It was also noted that proper implementation of well-structured rewarding system can enhance organizational performance for instance by reducing organizational losses such as loss of human resources and financial losses.

Conflict of interest

Authors declare there are no conflicts of interest.

References

- [1] Alusa K, Kariuki A. Human resource management practices, employee outcome and performance of coffee research foundation. Kenya. *European Journal of Business Management*. 2015;7(3):72-79.
- [2] Halellay A. *Employee Development on a Shoe string*. American Society for Training and Development Press, USA: 2012.
- [3] Bliese PD. Within-group agreement, non-independence, and reliability: Implications for data aggregation and analysis. *Multilevel theory, research, and methods in organizations*, San Francisco: 2000.
- [4] Constantine D. *Professional Development: Employers should take Responsibility for employee Development*. The Evollution. 2012.
- [5] Creswell J. *Research design: Qualitative, quantitative and mixed methods approaches*. (2nd Ed.). SAGE Publications, Thousand Oaks, CA: 2003.
- [6] Dessler G. *Human Resource Management*. (1thEd). Printice Hall, New Delhi, India: 2008.
- [7] Erasmus B, Schenk H. *South African Human Resource Management: Theory and Practice*. (4th Ed). Juta and Company Ltd., Cape Town, SouthAfrica: 2008.
- [8] John F. *Higher Education Staff Development: A continuing Mission*. Paris, France: Commonwealth Secretariat, 1998.
- [9] Kinyanjui K. *The Transformation of Higher Education in Kenya: Challenges and Opportunities*. Paper Presented at the 'Mijadala on Social Policy, Governance andDevelopment in Kenya' sponsored by Development Policy Management Forum. 2007.
- [10] Kothari CR. *Research Methodology: Methods and Techniques*. (2nd Ed.). New Age International Publishers, New Delhi, India: 2004.
- [11] Leedy P, Ormrod J. *Practical research: Planning and design*. (7th Ed.). Upper Saddle River, NJ: Merrill Prentice Hall. Thousand Oaks: SAGE Publications: 2001.
- [12] Jean PM, Stanley GM. *Human Resource Management*. Cengage Learning, Nartop Boulevard Mason, USA: 2013.
- [13] Osuwo C, Anyango M, Okelo NB. Influence of Access to Professional Development on Organizational Performance of Public Universities in Kisumu County, Kenya. *International Journal of Modern Science and Technology*. 2017;2(1):8-12.
