

**EMPLOYEE AGE, HUMAN RESOURCE MANAGEMENT
PRACTICES, EMPLOYEE COMPETENCE AND
EMPLOYEE PERFORMANCE
IN
KENYAN STATE CORPORATIONS**

BY

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DECLARATION

I hereby make a declaration that this PhD thesis is my original work and no submission of the same has been done for a degree or any other academic award at this or in any other University or learning Institution.

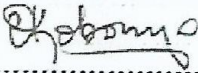
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DEDICATION

This Thesis is dedicated to my parents, the late Mzee Joshua Masinde Indiatsy and Mama Janet Trufenah Njeka who natured my life. My family members, Mother to my children and the children themselves. You endured it all and gave me all the support I needed, including moral, financial, affection and encouragement.

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ABBREVIATIONS AND ACRONYMS

ADEA	-	Age Description in Employment Act
CWBs	-	Counter productive Work Behaviors
EEC	-	European Economical Community
ERP	-	Enterprise Research Planning
EU	-	European Union
GOK	-	Government of Kenya
HRM	-	Human Resource Management
IMF	-	International Monetary Fund
NGOs	-	Non Governmental Organizations
OCBs	-	Organization Citizenship Behaviors
OPCK	-	Office of Public Communications of Kenya.
SMS	-	Small scale and Medium Scale Business Enterprises
SPSS	-	Statistical Package for Social Sciences
USDL	-	United States Department of Labor
TPRR	-	Taskforce on Parastatal Reforms Report
HRMP	-	Human Resource Management Practices
ILO	-	International Labour Organisation.
QWL	-	Quality Work Life

ABSTRACT

There has been considerable academic and practitioner interest in the relationship between employee age and employee performance due to changing population and age structures in both developed and developing countries. Age plays an important role in a wide range of employee behaviors that determine their performance. Measurement of employee performance indicates organization performance. This study was anchored on the premise that, age alone is not sufficient to determine employee performance, other factors come in as moderators. The study objective was to investigate the influence of human resource management practices and employee competence on the relationship between employee age and employee performance in Kenyan State Corporations. The specific objectives were to establish the effect of employee age on employee performance in Kenyan State corporations, to determine the influence of HRM practices on the relationship between employee age and employee performance, to determine the influence of employee competence on the relationship between employee age and employee performance and finally to establish whether the joint effect of employee age, human resource management practices and employee competence on employee performance is greater than the effect of individual predictor variables on employee performance. Four hypotheses were formulated based on a conceptual framework to test the relations and basis of the conclusions drawn. The study was anchored on the expectancy, human capital and continuity theories. It adopted logical positivism as the philosophical foundation and descriptive cross sectional survey research design to find out the relationship between the study variables. A population sample of 384 employees at all levels was drawn using Webster (1995) formula. A stratified and simple random sampling technique was used to pick the number and type of respondents. The study relied on primary data collected on employee age, HRM practices, employee competence and employee performance using a structured questionnaire comprising a five point likert type scale. Descriptive and inferential statistics were used to analyze the data. Hypothesis testing was used to determine the relationship between the study variables. Pearson Product Moment correlation (r) assessed the relationship between the study variables and stepwise regression analysis technique was used to test the study hypotheses. Content validity of the research instruments was done through a pilot study. Cronbach alpha coefficient was used to test reliability of data sets used in the study. A coefficient > 0.6 was recommended. Results indicated a statistically non significant relationship between employee age and employee performance rejecting hypothesis 1. The study confirmed that HRM practices and employee competence significantly influenced the relationship between employee age and employee performance accepting hypothesis 2 and 3. It was also confirmed that the joint effect of the study variables was greater than the effect of the average individual predictor variables on employee performance. Findings supported the theoretical views integrating them in a framework which is a theoretical contribution. The study concludes that age alone is not enough to make decisions on issues pertaining to human resource management such as recruitment, placement and retirement. It is recommended that State Corporations should formulate human resource policies and practices that will help reap maximum benefits from their employees. Particularly enhancing training and development programs, empowering employees to participate in decision making and adequately compensating them to enhance their performance as these areas were rated low. The study extends the body of knowledge in age management practices. Policy makers in state corporations will use the findings to effectively undertake organization decisions on age management practices and aligning to policies that will enhance the corporations' prosperity. Further research needs to be done in other sectors such as the private and NGOs sectors, incorporating other variables like gender.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Considerable academic and practitioner interest has existed in the relationship between age of employees and employee performance due to extension of individual lifespan and the fall in birth rate in developed countries leading to increased proportion of older people outside the workforce to be supported by a smaller base of working adults (Karpinen, 2011). Developing countries, unlike developed countries, have high birth rates with majority of the population consisting of young people, a situation leading to high rate of unemployment and high dependency ratio (Eiker, 2009). Age plays a vital role in varied employee behaviors which determine their performance (Boulander, 2007). Measurement of employee performance gives an indication of the effectiveness of an organization to achieve its overall strategic goals and objectives. Age alone is not sufficient to determine employee performance (Armstrong, 2006). Other factors such as competence, determined by education/skills level, experience and human resource management practices have been found to affect this relationship. Booz et al. (2009) examined employee's age, powers of an employee and his work experience in an occupation. The study results and those of previous studies indicate that age and experience exhibit a core linear relationship with performance. Human resource management (HRM) practices influence employee behaviors which in turn enhance performance by improving their competency in the international labor market (US Department of Labor, 2007).

According to the Eiker (2009), in the next ten years, the population structure of the working age is bound to change significantly. The numbers in the age group (15 – 19) will decline by nine million (- 17%) while the (50 – 59) age group will increase by 5.5 million and numbers of those aged (60 – 64) will increase by one million. This is the scenario in developed nations such as the U.S.A, Canada and Germany. Developing countries have high birth rates and that majority of the population is made up of young people aged between 12 – 19 years (Karuggah, 2004). This is the reason for high rate of unemployment and high dependency ratio. The government is forced to increase health services, education and social welfare. Governments in developing countries, spend heavily on retirees in terms of social welfare and pensions, but they don't contribute significantly to the national income of their countries (Delsen, 2009). Transfer payments in form of pensions and grants paid for social welfare to retired workers are equally a big problem for developing countries (Reday, 1998). Retired workers are paid by governments but they contribute limited returns to the national kitty. This situation is forcing many world economies to reconsider and start restructuring their policies such that very soon, it is likely that many people over the

present retiring age will have to work (Cole, 2008). This is the idea behind extending the mandatory retirement age in some countries.

The current study is based on Expectancy Theory, Human Capital Theory and Continuity Theory. Expectancy theories of Vroom (1964) and Porter (1968), posit that performance does not depend only on the magnitude of exerted efforts but also on other factors such as individual abilities, traits and role perceptions which can be influenced by age, skills level and education. In this study, the implication is that age which determines the magnitude of efforts, is not on its own, an effective determinant of employee performance unless other factors such as educational level, skills level and training come in as its moderators. Human capital theory explains that widespread investment in human capital in terms of education and training creates a skill-base in the labor force indispensable for economic growth (Borman et al.,1991). Continuity theory posits that successfully aging individuals maintain positive habits, lifestyles, preferences, and relations in the middle age and later which maintains or improves their performance (James et al., 2011). It can therefore be deduced that large amounts of energy exerted by an individual may still result in low performance if they are not supported by competence and motivational factors. In this study, employee age, HRM practices and employee competence are believed to influence the performance of employees more than the individual role of employee age.

Age as an independent variable was selected because many studies such as Lewin (2006) have demonstrated that age influences a number employee behaviors that determine his/her performance. HRM practices were selected for this study because they are performance enhancing activities that influence a wide range of employee behavior at work (Omari, 2012). The behaviors include, commitment, trust, job satisfaction and organization citizenship behaviors. Employee competencies were selected because they are general ability descriptions an employee needs in performing a task or a role in the organization. They are a signal from the organization to individual employees of the expected areas and levels of performance (Carstenson, 2005). Employee competencies can be manifested through their education levels, skill levels, levels of training and experience (Armstrong, 2008). The existing literature, such as Graham (2007) has established that a relationship exists between employee age and employee performance. On the other hand a number of studies (such as Omari, 2012) have established a non significant relationship between employee age and employee performance, implying that age alone is not sufficient to determine employee performance.

Studies have shown that, on the average, age alone accounts for little variance in work performance, suggesting that other factors come into play to moderate the relationship (Davel, 2000). This relationship is weak in the absence of variables such as HRM Practices and employee competence. The effect of the link moderating between employee age and employee performance has not been adequately addressed in the existing literature. Expectancy theorists like Porter, Vroom and Lawler posit that other than magnitude of efforts, performance also depends on other factors such as individual abilities, traits and role perceptions which can be influenced by factors such as age, education and skills level. Employee age and performance are moderated by characteristics and abilities of individuals (including competence). Many studies use certain employee factors such as age and competence to explain employee performance. The simultaneous role played by HRM Practices and employee competence in stepping up employee performance needs to be investigated. The current study contributed by adding this input to the body of literature.

The focus on employees of state corporations in this study was driven by the fact that this sector plays a critical role in Kenya's economic growth and development by providing essential goods and services at low cost, hence the need to improve the human resources for better performance in the sector (Omari, 2012). The study was carried out in the background of change in the public sector in Kenya and shifts in management systems affecting employee performance in the said corporations. The systems are performance contracts, performance appraisal and performance ranking making the sector competitive (GOK, 2015).

The introduction of performance contracts in state corporations implies that performance is key and human resources management practices are the basis of improving productivity in this sector. State Corporations in Kenya are managed by management boards led by a chairman who is a presidential appointee, a chief executive officer and the permanent secretary of the parent ministry, treasury permanent secretary and seven other members appointed by the minister.

They are involved in various economic activities which include mining and manufacturing, distribution, education, finance, transport, electricity, telecommunications and other services (Omari, 2012). Poor performance of some state corporations is due to poor corporate governance, political interference, inadequate funding, political appointments of unqualified individuals and irrational decisions that are partisan, thus impacting on work outcomes. The current study focuses on how employee age relates with employee performance as influenced by the moderating variables namely; HRM practices, and employee competence in Kenyan State Corporations

1.1.1 Employee Age

Swarthert (2015) defines employee age as the minimum age of admitting an individual into employment up to retirement time. The minimum legal working age in a given country or jurisdiction varies with the type and nature of work (Menounis, 2015). International Labor Organization (ILO) put the minimum age for admission into employment or work for young persons, as eighteen years. The contradictory theoretical evidence regarding age in relation to ability and motivation coincides with mixed results reported by previous research. Boulander (2007) asserts that as employees advance in age, they gain a wealth of experience and expertise and can be used to train new and young employees. In acknowledging the wealth of experience and expertise of older workers, Maitland (2013) notes the absence of experienced older engineers with discomfort.

Graham (2007) asserts that younger workers are preferred as they are more up to date than their older counterparts as they can be trained faster and easily adapt to changes. For developing countries where population is ageing, government spends heavily on retired employees in terms of social welfare and pensions paid to the retirees who do not contribute to national income of their countries (Delsen, 2009). Transfer payments in form of pensions and grants paid for social welfare and to retired workers are equally a big problem to developing countries (Borman, 1991). Retired workers are paid by governments and in return contribute no returns to the national kitty. This situation is forcing many world economies to reconsider and start restructuring their policies such that very soon it is certain that many people over the present retiring age will have to work (Cole, 2008). This is believed to be the idea behind extending retirement age. The extension of retirement age in the Kenyan public service from fifty five to sixty years has aroused interest in studying the linkage between employee's age and employee's performance and the rationale of this structural state decision.

William (2009) gives classification of employee age as Generation Jones (1955 - 1965)

Generation X (1966 – 1976), and Generation Y (1977 – 1994). Generation Jones (50 – 60 years) are older employees. They were most vulnerable to HIV AIDS pandemic in the 1980's and 1990's, which impacted negatively on their level of performance (William, 2004). Generation X (39 - 49 years) are middle aged employees who are associated with high levels of skepticism and a reputation for innovation and improving their performance. Generation Y (21 – 38 years) are younger employees who are associated with new and higher levels of technology known as the digital and computer era. For the purpose of his study, Generation Y employees are captured from 18 years to 38 years as 18 is the minimum age of employment in Kenya.

Age was selected because studies such as Lewin (2006) have shown that age influences a number of employee behaviors that determine their performance. Based on age, inferences about people's attitude and social behavior can be made to determine their performance. Evaluating and comparing employee age is an everyday pastime in organizations as it is important for managing employee performance (Barbara, 2006). People's beliefs, judgments and notions about age affect a wide range of employment issues, including hiring decisions, promotion opportunities, placement, compensation, termination and performance. The reaction of different age groups to the introduction of change in an organization varies significantly (Omari, 2012). Studies have shown that, on the average, age alone accounts for little variance in work performance, suggesting that other factors come into play to moderate the relationship (Davel, 2000). This study focuses on HRM practices and Employee Competence as moderators of Employee Age. The study focuses on how employee age relates with employee performance as influenced by these moderating variables namely, human resource management practices, and employee competence.

1.1.2 Human Resource Management Practices

Human resource management practices are performance-enhancing activities that improve employee competitiveness and hence performance (Ochoti, 2011). Organizations put in place varied adopt performance-enhancing human resources management (HRM) practices to enhance their competitiveness globally (U.S Department of Labor, 2012). HRM practices, motivate, attract and retain employees to improve their performance and hence organization productivity (Schuler and Jackson, 1987). Human resource management practices are meant to enhance human capital which is key in achieving organization objectives and goals (Delery and Doty, 2010). The efficient application of HRM practices enhances employer and employee contribution and commitment to the organization (Purcell, 2003).

HRM practices such as, employee participation and empowerment, employee training and development, adequate and fair compensation, employee welfare benefits, performance management and performance appraisal motivate employees to better their performance and increase performance of the organization (Snell and Dean,2007). The selected HRM practices used in the current study are based on their relevance to the industry selected for analysis. The practices include employee participation and empowerment, employee training and development, adequate and fair compensation, employee welfare benefits, performance management. Academicians and professionals assert that employee performance is influenced by organization management.

HRM practices were chosen for this study because they influence a wide range of employee behavior which enhances their performance at work (Omari, 2012). The behaviors include, commitment, trust, job satisfaction and organization citizenship behaviors. A study conducted in the textile sector of Japan by Hassan (2016), analyzed the linkage between human resource management practices and employee performance. The HRM practices were operationalized into performance appraisal, training and development, employee participation, and compensation. Data analysis was conducted using regression and correlation techniques. Results indicated that the relationship between Human Resource Management (HRM) practices and employee performance was statistically significant. Worker performance increased highly by empowering employees to make effective and sound decisions (Hassan, 2016).

Other studies have shown that age influences the extent to which individuals respond to their behaviors (Bertucci, 2006). Various researches have reported significant findings on the association between firm - level measures of HRM practices and employee performance (Ochoti, 2011). Uncertainty however remains as to how and to what extent HRM practices influence the linkage between employee age and employee performance. HRM has a wide range of practices including employee participation and empowerment, compensation and benefits (pay), employee welfare benefits (such as housing and medical), training and development (Skills development) and performance management. This study adopts these practices as they are relevant to Kenyan State Corporations. The change organizations are undergoing necessitates examining the above assumptions to establish the extent of the influence of HRM practices on the linkage between employee age and employee performance.

1.1.3 Employee Competence

Competence is defined as the ability to do a particular activity to a prescribed standard (Lidden, 2007). It is an outcome which describes what someone can do and does not describe the learning process which the individual has undergone (Hollyford, 2007). Employee competencies refer to descriptions of the abilities of an employee to perform a role in the organization. They are a signal from the organization to individual employees of the expected areas and levels of performance (Carstenson, 2005). Employee competencies can be manifested through their education levels, skill levels, levels of training and experience (Armstrong, 2008).

Competence is linked to individuals, institutions or groups as they acquire or possess abilities in achieving specific goals or objectives. According to Eicker (2009) competencies have provided organizations a way to determine what employees need, to produce results the organization

desires. Competencies, enables organizations to evaluate the ability to perform various tasks (Cascio, 2009). According to Carstenson (2005), employee competencies can be integrated into performance in various ways such as hiring practices, succession planning, performance appraisals, as well as orientations and employee communication. Knowledge and skills are required in a competent work force.

Competencies entails a job's technical skills and expected behavior, occasionally known as, the "soft skills." Competencies that are clearly defined, better evaluates and measures employee performance in an organization (Armstrong, 2008). A holistic approach is envisaged through conceptualizing competence, integrating and relating to attributes and context of a competent performance. Competencies can be inferred from the performance of complex and demanding tasks measured or observed (Schuler, 2009). This study conceptualizes competence into educational level, skills level and training level. Justification of this choice is that they are widely used determinants of employee competencies in many small and large scale organizations (U.S Department of Labor, 2012). Organizations should enhance competency skills among their employees to cultivate maximum productivity in their organization (Armstrong, 2008).

1.1.4 Employee Performance

Employee performance is the ability of an employee to carry out a piece of work, duty or expected tasks according to an established standard (David, 2010). Campbell (2013) defines employee performance as an individual level based variable or tasks, a worker performs in an organization. This distinguishes it from extreme constructs like organization productivity.

Measuring performance of employees has been a major challenge for a number of practitioners and scholars. Staw (2006) proposes that performance be staged at the level of individual, group or organization. Performance management ensures that workers' tasks and outcomes are aligned to the firm's goals and objectives. It specifies activities and outcomes that result in the firm successfully implementing the strategy (Noel, 2000). High performance work practices impact on employee performance (Ornestein, 2011). Justification for the choice of the variable employee performance is that it determines the organization's productivity. It can be evaluated on the basis of task performance (Muindi, 2014) and contextual performance (Casey, 2007).

1.1.5 State Corporations in Kenya

State Corporations are organizations formed through an Act of Parliament (GOK, 2015). They are key players in the economic growth and development of Kenya. Kenya has 187 State Corporations based in different sectors of the economy including transport, communications,

agriculture, manufacturing and trade (TPPR, 2013). (Appendix vi). Some of these Organizations are unviable economically ending up consuming billions of the tax payer's money. The corporations are under the State Corporations Act (CAP 446) of the Laws of Kenya (GOK, 2015). Their establishment was aimed at accelerating economic and social development including increased participation of Kenyan citizens in the economy. Under performance of some State Corporations is due to embracing old technologies, over-reliance on public sector funding, inefficient expenditure controls, underfunding and financial mismanagement, irregularities and malpractices.

Njiru (2008) posits that state corporations are formed to meet both commercial and social goals. They exist to redeem market failure, exploit socio - political objectives, provision of health, education, wealth redistribution and environmental recovery strategies in marginal areas. In 1963 State Corporations were reenergized through sessional paper no. 10 which aimed at indigenizing the countries' economy. This paper highlights the role State Corporations have played in the development of Kenyan economy. It highlights challenges faced by the State Corporations and recommends reforms of State Corporations for improved productivity and economic growth. Interference by parent ministries, make the entities unable to be impartial, fair and make rational decisions.

Service delivery and decision making in State Corporations is hampered by conflicting interests between management and other political actors (Obare, 2006). The terms and conditions of employees of State Corporations are mainly permanent and pensionable. To revamp State Corporations to improved performance and service delivery, the government has required all boards of State Corporations to sign performance contracts with the government. Introduction of performance contracts, Performance ranking and performance appraisal in this sector clearly indicates the importance of HRM practices in achieving organization goals and objectives (TPPR, 2013).

According to Njiru (2008), problems experienced by state corporations, include corruption, nepotism, poor governance and mismanagement. Poor service delivery particularly in the late 80s and 90s was brought about by poor governance, poor control systems and lack of capacity building within the public service. This culminated into widespread corruption, abuse of public office and unprofessionalism. The above stated period saw the collapse and privatization of many State Corporations. Non performing State Corporations were privatized to restructure their efficiency and performance. Kenya Vision 2030, intends to turn Kenya into an industrialized,

“middle income country providing high quality life for all its citizens by the year 2030”. This Vision creates a cohesive, equitable and just society based on democratic principles. It is rooted upon three “pillars” that is; the social, political and economic pillars. Public Corporations have a major stake in fulfillment of the social pillar. Economic Recovery Strategy which is an effort for creation of employment and Wealth in State Corporations, has led to the country’s economy back on track to rapid growth since 2002, when GDP rose from 0.6% to 6.1% in 2006 (Njiru, 2008).

1.2 Research Problem

The influence of employee age on employee performance is becoming an issue of concern in many organizations. Age determines varied employee behaviors such as performance, commitment, intentions to quit, job satisfaction, and organization citizenship behavior (Boulander, 2007). Quite a number of employee issues, including hiring and placement decisions, promotion opportunities and employee productivity or performance are influenced by employee age (Dalton and Thompson, 2009). However, Scholars such as Liden (2007) have argued that employee age alone is not sufficient to fully determine his/her performance in the absence of other factors. Expectancy theory states that other than magnitude of efforts, employee performance can also be influenced by their competence such as, skills level, knowledge, experience and abilities (Allan, 2009).

Human resource management practices influence employee performance. This implies that expended efforts without these abilities and traits results in low levels of performance. Many studies such as Omari (2012) have also established a non significant relationship between employee age and employee performance. This researcher did not come across any study done in Kenyan State Corporations to show whether this finding would hold in the presence of other factors or under different conditions. The performance of employees of state corporations is key since it has a direct bearing on manpower quality in the country.

The focus on these Corporations is driven by the fact that the sector makes an important contribution to Kenya’s economy. However, as seen earlier, some of these organizations are economically unviable due to old technologies, financial mismanagement, poor structures and malpractices (Obare, 2006). To make them viable, there is need to come up with strategies on age management practices that will enhance the performance of existing human resources. Economic recovery strategy aimed at reforming the public sector in terms of motivation, efficiency and productivity was one of such strategies (GOK, 2015). To achieve the vision 2030, it is important to have efficient and productive state corporations with competent and productive employees. The

introduction of public sector reforms such as performance contracts, performance appraisal and performance ranking has led to changes in HRM practices in this sector (Omari, 2012). Employment act (Cap 226) laws of Kenya specifies minimum age for employment in Kenya as eighteen years.

Several studies have been conducted on factors influencing Employee Performance. Collin's (2009) study sought to find out if HRM practices lead to positive employee behaviors and if these positive behaviors impact on employee performance. The study results showed that HRM practices were directly related to higher levels of employee commitment to the organization, trust in management and lower intentions to leave the organization. The study did not relate HRM practices to employee age which this study intended to address. Also, the study was not all inclusive as it was limited to small business units, leaving out large business units. The current study focuses on both small and large State Corporations which are more inclusive. Snell and Boulander (2007) and Graham (2007) made a comparison of the competencies of young and old employees and how they impact on their performance. Results indicated that both the young and old employees had competencies which organizations needed to tap. The study however did not relate employee age and employee performance to moderators which this study addressed.

This study attempts to contribute to the debate by incorporating moderating variables. In his study, Schmidt et al., (2014) argues that, experience of the job leads to more knowledge of the job; hence experience counts more than age as a factor. Performance is multidimensional and this study did not look at other moderating factors. Stephen (2015) examines policy and practice implications of retaining older workers and sustaining their work place competencies in advanced economies. A similar examination needs to be carried out in developing economies. A study conducted in Malaysia by Davies (2012) explored the moderating role of age groups on the linkage between social competencies and employee performance. This study takes age as a moderator rather than an independent variable which the current study focuses on. Other related studies on age and performance, reveal inadequacies and inconsistencies which the current study intended to address. Green (2005), Karpinen (2000), and Dalton (2007) reveal methodological gaps as they concentrated on narrow contexts which may not be inclusive or quite representative. The studies of Karaskakovska (2004), Grand (2005) and Levine (2004) did not consider the effect of moderators on the relationship between age and performance. Laura (2006)'s study did not link age and gender to performance, whereas Kindel (2009) did not show how HR practices can work for different age groups. Previous studies have concentrated in developed nations, failing to

portray the same results in developing countries as a result of cultural and economic differences in their backgrounds. The present study focused on a developing country, namely Kenya.

A study done in Kenya by Omari (2012) on the effect of employee characteristics on employee outcomes, looked at age as one of the characteristics. The results indicated a relationship that was statistically insignificant between employee age and organization performance. The study focused on mean age across the state corporations. Distribution of employees by age in state corporations may be largely similar across the board. Holding this fact true, the effect of age on organization performance may not show clearly when the State Corporations are compared. This may be a weakness in Omari's study. It is on this basis that the current study particularly focused on employee performance rather than organizational performance. Kiruji (2008) investigated motivation's effect on performance of workers in Kenyan technical public, tertiary institutions. Findings showed that workers were dissatisfied with their remuneration packages and work place environment leading to demotivation and low levels of performance. The study was basically conducted in one county. As a result it cannot be assumed to cover other institutions in public and private sector. There is a belief that young workers are better than old workers. The inadequacies and limitations of the past studies cannot verify this fact, particularly in Kenyan State Corporations. It is this gap that the current study addressed. The study's broad research question was; What is the influence of HRM practices and employee competence on the relationship between the age of employees and their performance in the Kenyan State Corporations?

1.3 Objectives of the Study

The study sought to determine the influence of HRM practices and employee competence on the relationship between the age of employee and their performance in the Kenyan State corporations.

The specific objectives were: -

- (i) To establish the effect of employee age on employee performance in Kenyan State Corporations.
- (ii) To determine the influence of HRM practices on the relationship between Employee age and employee performance in Kenyan State Corporations.
- (iii) To determine the influence of employee competence of the relationship between employee age and employee performance in Kenyan State Corporations
- iv) To establish whether the joint effect of employee age, HRM practices and employee Competence on employee performance is greater than the effect of individual predictor variables on employee performance in Kenyan State Corporations.

1.4 Value of the Study

The study aimed at determining the effect of employee age on performance of employees as influenced by HRM practices and employee competence. Understanding this relationship will help organizations, in that HR managers will use the study results to come up with age management practices that will help tap maximum productivity from their existing employees. The results of the study will also be useful to high ranking policy makers in the public sector to initiate policies and legislations aimed at maximizing productivity on the existing and potential labor force taking the age factor into consideration. This is one of the bases to restructuring and re-organizing the public sector to make major changes from slow and inefficient services to customer friendly, efficient service delivery leading improved employee productivity.

Trade union officials, contemplating initiating policies and legislations aimed at protecting the rights and welfare of their members such as agitating for increased training opportunities and combating age barriers and discrimination against their members. The results can also be a basis for decision makers to adopt policies to employ or retain young or old employees in specified fields, making decisions as far as employment and retention of old or young employees in an organization is concerned. In contribution to knowledge, the study extends previous research from developed countries to developing countries. The study confirms the relevance and improves the strength of the Expectancy Theory as applied in Kenyan State Corporations. Improved decision making in State Corporations basing on the study results, is expected to step up the efficiency of employee performance in this important sector of the country's economy.

CHAPTER TWO LITERATURE REVIEW.

2.1 Introduction

This chapter examines both empirical and theoretical literature related to the current study. The study's theoretical perspective, empirical literature covering the link between employee age and employee performance, and the relationship between the variables HRM practices and employee competence. The literature is summarized with a brief analysis of studies done in the area. The chapter concludes with a conceptual framework and conceptual hypotheses. Literature review helps the researcher to get information on what other researchers have done in a related field which helps in identifying a research gap. That is, what has not been addressed. It also serves as supporting proof for the researcher's arguments and claims.

2.2 Theoretical underpinning of the study

What is the driving force behind employee performance? Campbell et al. (2013) posits that employee performance refers to their work related behaviors or actions representing their contribution to the organization in form of outputs or outcomes. Since employee performance is a behavior, this research's theoretical underpinning was explained using employee behavior, which are organization behavior theories. Theoretical underpinning of the study therefore, was based on various theories of aging, employee performance, motivation and competence. These are theories explaining the link between the variables employee age and employee performance and how it is influenced by moderating variables. These theories are the Expectancy theory, Human capital theory and Continuity theory.

2.2.1 The Expectancy Theory

The theoretical foundation of this study was best explained using employee behavior theories like the expectancy theory since employee performance is a behavior. The behavior of employees is influenced by factors such as job satisfaction, age, attitudes, motivation, human resource management practices, stress and personality (Luthens, 2000). The proponents of expectancy theory are Vroom (1964) and Porter (1968). The theory has been instrumental in predicting performance of employees (Galath, 2009). It is the study's main anchor. According to the expectancy theories of Vroom (1964) and Porter (1968), performance depends not only on the magnitude of efforts but also on other factors such as individual abilities, traits and role perception. Other factors include employee age, education level, skills and training levels. The current study borrows from expectancy theory to establish the fact that age alone is not an effective determinant of employee performance in the absence of other factors like education,

skills and training level, competence and experience of employees, which are moderators of performance. Expectancy theory posits that various individuals' behaviors are influenced by their perception and reaction to the organization environment (Kohler and Mathieu, 2003) which in this study is the human resource management.

A number of studies such as (Muindi, 2014) have established that expectancy theory is useful in predicting employee performance. The study posits that expectancy, instrumentality and valence combine to determine effort which translates into performance. Expectancy of intrinsic or extrinsic rewards and their value, determines the effort.

In this study HRM practices, is one of the two moderating variables and includes, employee participation and empowerment, employee training and development, adequate and fair compensation, employee welfare benefits, performance management and performance appraisal. These variables are either extrinsic or intrinsic rewards and therefore form the basis of expectancy (Muindi, 2014).

Expectancy theorists continue to explain that individual characteristics and abilities mediate the relationship between performance and effort (which include competence and personality) and perception of roles. In this study competence is manifested through employees education levels, skills level, training level and experience level. These moderators motivate employees to better their performance and increase performance of the organization.

However, Expectancy theory fails to consider diverse motivational factors which are key determiners of employee behavior. By nature, the theory, majorly looks at the extrinsic factors of motivation and the decisions employees make consciously about their performance. A number of managers and employees are not solely motivated by extrinsic factors (Wood, S2015). The model can be best used in company of other models to ensure managers motivate their employees effectively for a better performance level. In addition to expectancy theory, the current study is also based on two other theory models. These are Human capital theory and Continuity theory.

2.2.2 Human-Capital Theory

This theory was advanced by Adam Smith in 1957 and highly modernized in the 2000's. It states that investing widely in human capital in terms of education and training of individuals or groups, creates a skill-based labor-force that is indispensable for economic growth (Mincer, 2014).

Human capital emanates from any activity with ability to improve individual worker productivity. Investment in human capital for workers involves both direct and foregone earning costs.

Bowles and Gintis (2014) view human capital as the capacity to work in organizations, be obedient, and adapt to life in a capitalist/ hierarchical society. This view posits that the main role of schools is to instill “correct” ideologies and approach towards life in individuals. Marshal (2015) posits that Human capital refers to characteristics or knowledge possessed by a worker (either innate or acquired) contributing to his or her performance. Becker (2012) claims that Human-capital theory has encountered much criticism from sociologists in the field of education and training. Economists, criticize the theory by pointing at the difficulty of measuring key concepts, like future income and the theory’s central idea of human capital itself. Investment in education is not a guarantee to advance in productivity as perceived by employers or the market (Mincer, 2014). For the purposes of the current study human capital theory was used to explain the influence of employee competence on the linkage between employee age and employee performance. Employee productivity is measured in terms of task performance and contextual performance.

2.2.3 Continuity Theory

Continuity theory which was advanced by Maddox and Robert Atchley in the 2000s, states that individuals who age successfully, continue positive habits, preferences, lifestyles and relations through middle life and later which maintains or improves their productivity at the work place. Continuity helps individuals to evolve psychologically and socially in life events such as retirement, and physical disability. This theory makes a certain kind of intuitive sense in that, people who are happy and healthy, maintain or even become more productive through increased experience at the place of work. James et al. (2011) posit that Continuity theory holds that adults maintain the same activities, relationships, behaviors and traits of personality as they did in earlier years of life if well taken care of. Continuity theory is criticized for primarily failing to consider individuals with unhealthy habits and preferences during their middle age (Maddox, 2017).

The current study anchors continuity theory as one of the theoretical underpinnings to highlight the relationship between ageing employees and their productivity at their place of work. The theory is used to explain how age management practices can be used by organizations to help ageing employees maintain positive habits, behaviors, personality traits and relationships in order to maintain or improve on their performance.

Given the insufficient and inconclusive results reviewed in the literature on the linkage between employee age and employee performance, the current study adopts both expectancy theory, human capital theory and continuity theory to examine the influence of HRM practices and employee competence on the relationship between employee age and the performance of employees. Suitability of the three theories to the current study has emanated from the fact that expectancy theory has been instrumental in predicting performance of employees (Galath, 2009), whereas continuity theory is credited for further understanding of motivation of ageing employees at the workplace (Maddox, 2000). Human capital theory provides the understanding of investing in human capital for enhanced employee performance and hence productivity.

2.3 Employee Age and Employee Performance

A growing number of published articles on behavioral science journals, have reported age performance correlations. Monika (2016)'s study investigated the linkage between employee average age, and their performance work ability. Analysis was conducted on data from 90 German organizations in Manufacturing industries with 12,000 employees. Results indicated that employee average age was negatively related to employee work ability. Meta analysis studies on procedures, found that employee age and work performance were correlated (Wayne, 2009). The measured performance (productivity versus ratings) and job type (professional versus non professional) significantly moderated the relationship between employee age and their performance.

Grand (2005) explored the interaction between corporate age structures and performance of employees. Issues were addressed to find out if firms with more young employees were more successful than those with more old employees and whether firms with homogenous or heterogeneous work forces are performing well (Stephen, 2015). Danish linked employer - employee data, was used and findings revealed that the mean age and age dispersion in the study firms were inversely U-shaped related to performance (Grand, 2005). Kanagaraj (2017) examined the area of age diversity of the workforce, with particular reference to the relationship with employees' performance. Basing on the research carried out, age diversity appeared to be the main driving force behind employees' performance.

Dalton (2008)'s study examined the relationship between employee age and overall experience in the length of an occupation. This predicted the work performance ratings by supervisors. Findings showed experience of work being a better indicator of work performance than employee age. Employment decisions included; hiring, placement, compensation, training, promotion

opportunities, advancement and termination (David, 2010). Empirical studies on the linkage between age and productivity remain rare. This scarcity provides measure of productivity and finding relevant data to estimate it (Adams, 2013).

Bonsdorf et al. (2016) conducted an investigation on relationships between company mean age, work ability, and performance. The study examined (a) the effects of employee compensation, selection, optimization and individual strategies and high-involvement work practices on employee competency; (b) the linkage between company average age and performance mediated by company work ability and (c) the effects of employee's average use of SOS and HIWPs on the negative relationship between company-level average age of employees and employee work ability; Analysis was conducted on data collected from 889 employees in the retail and metal industries from 70 companies in Finland. Results indicated that company average age and company work ability were negatively related which in the assessment of managers was positively related to company performance (Waang et al.,2016). HIWPs were positively related to company work ability. The average use of SOS strategies by employees buffered the negative effect of company average age on company work ability (Bonsdorf et al., 2016).When examining age differences and core task performance research has often looked at one single characteristic(work performance).

The common stereotype prevailing has it that as employees become old, they become less productive. In some view of their peers, older employees are thought to be worse performers compared to young employees. Objective measures and ratings by supervisors like number of sales and output of work, indicate that older workers appear as equal and sometimes better off performers than the younger counterparts. Hence, peer and stereotype ratings give clearly incorrect bias against older workers (Twit, 2008). A number of explanations state why older employees perform better than younger employees. First, in specific job areas, under performers are weeded out earlier, leaving the top performing employees mainly at the age of 40. Secondly, older employees have a wealth of experience as a result of their long service and have perfected their skills to efficiently do the job. However, one earlier stereotype holds water; older employees are less performers in training compared to their younger counterparts. This argument is largely true on technological training as the young employees are associated with the digital technology and computers (Feldman, 2008).

Taxillar (2008) gave concepts of stereotypes on employee age and work performance. Stereotypes influence employment decisions such as hiring, placement, termination,

compensation, training and performance appraisal ratings. They can easily affect employee motivation and work performance of the people affected. They can trigger legal confrontations with employers. Stereotyping enhances discrimination of employees in an organization. Age determines performance by enhancing individual skills. More variability in work performance is experienced within age groups than between age groups. Employers should take age discrimination's important legality seriously (Smith, 2014). In the event an impact against older workers such as unfair dismissal, employers should be prepared to explain job related decisions.

Ackerman (2014) cautions employers against making decisions that are rooted in erroneous stereotypes about older workers to avoid legal battles and stand offs. They should keep employment decisions focused on job relevant factors and information, not age factors and misleading information. Managers should be trained on these legalities to avoid stereotypes on age. Positive attributes and characteristics of both younger and older workers should be included in this information. Decisions on employment should focus on job-relevant and related factors. Managers should be informed that skill and performance variation exists more within age groups than between age groups. Introducing more cognitively challenging roles among older workers' jobs rather than simplifying them is important. Stereotypes, whether of older or younger employees, adversely affect worker motivation which affects their performance (Kanfer, 2014). Taxillar (2008) posits that rated employee performance is unrelated to employee age. Overall, absenteeism trends, appear to be greater among younger employees; work place accidents are more common with younger employees and employee or staff turnover declines with increasing age.

Work place occupational aspects of employee age have in most organizations been rather neglected in recent years. A decline is widely expected in developed countries, in the proportion and numbers of young people in full time employment in the labor market and a corresponding increase is expected to occur in the percentage of older men and women in fulltime employment (Smith, 2005). The extent or magnitude of the problem is that, in 2001, the 'Stockholm target', formed by the European Council, aimed at enhancing the employment rate of workers aged 55–64 by 50%, set up 50% by 2010 (Richard, 2014). This policy goal, raised the issue of the employment prospects of the older workers as a result of the fall in birth rate and extension of individual lifespan in developed countries which had lead to shortage of labour (Cole, 2008).

Organizations in both developed and developing countries ought to come up with efficient age management practices with the aim of maximizing the productivity of both the young and old

employees for the sake of organization productivity and development. In the current study measurements of employee performance are undertaken by task and contextual performance (Schuler, 2009 and Muindi, 2014). Task performance involves transforming of raw material into finished products and executing services specific to the job. Task performances simply entail the core technical skills. Contextual performance on the other hand entails individual performance that maintains and enhances an organization's social networking and overall psychological climate supporting technical tasks such as organizational citizenship behavior. According to Borman (1997) individual abilities and skills tend determine task performance whereas individual personalities predict contextual performance. Aspects of contextual performance which include ability and skills like personal initiative have proved to be influenced by ability and skills. Individual differences in performances are brought about by individual differences in abilities, skills, competence, motivation and personality (Muindi, 2014).

2.4 Employee Age, HRM Practices and Employee Performance

Growing changes in retirement ages and an aging workforce is a global predicament that has initiated a growing interest on potential contribution of relevant bundles of HRM practices to enhance performance among aging workers (Akhter, 2013). Lifespan theories of development and self-regulation highlighted on various bundles and types of HRM practices aim at helping individual workers reach higher levels of performance through various challenges. Currently companies gain strong competitive advantage through effective and efficient HRM practices.

If properly administered HRM practices contribute heavily to organization productivity and success (Dorien et al., 2013). Efficient and effective management of human resources is achieved through implementing sound HRM practices. HR Managers can boost the performance of their employees through training and providing conducive work environments that help retain their talents (Huselid, 2004 and Nida, 2017). The performance levels in the face of challenges such as performance appraisal practices and ratings are the means by which a business sets out to achieve its desired goals on human capital (porter, 2008). Varied HRM practices will differently influence age cohorts and categories of various employees (porter, 2008 and Kariuki, 2015).

Alum (2013) assessed the influence of HRM practices on worker performance. The study was carried out in a cement industry in Bangladesh. Various components of HRM practices were used to relate employee performance. The sample population involved 160 cement companies' employees listed in the Dhaka stock exchange (Akhter, 2013). The results indicated that employee training & development had a positive significant impact on employee performance. Empowering

employees to participate in the organization decision making is a powerful tool that enhances motivation, employee's commitment and job satisfaction. As they are involved in organization success to meet their objectives and goals, employees feel more attached to the organization. It is a strong motivational tool in the contemporary world economies (Mullins and Peacock, 1991).

The success of a productivity plan, depends on companies accomplishing strategic goals that enhances employees' overall productivity (Nide, 2017). Empowerment boosts employee performance which increases the productivity of the organization, saves on decision making time, reduces the supervisor and subordinates gap, harmonizes organization activities and builds a strong employee teamwork. Smith (2017) posits that empowering employees makes them to exhibit their potential. A study by Nykodym et al. (2014) indicated that empowering employees reduces their conflicts, enhance team spirit and organization success.

Hassan (2016) argued that compensation involves monetary rewards to employees in return for the tasks performed. It includes basic pay, allowances – medical / house / leave, commission's overtime, bonuses, travel /accommodation, and profit sharing. Compensation can be utilized to reward employee performance, encourage organization loyalty to reduce turnover. Employee retention and turnover determines organizational performance which is a product of employee performance. A study conducted by Frye (2014) investigated the relationship between compensation of employees and their performance. Results revealed a positive significant relationship between the two. The study further indicated that adequate and fair compensation strategies influenced the role of human resource functions like recruiting and retaining skilled employees who contribute to increased productivity of the organization. Collins (2003) posits that many firms use Performance-based compensation which is a strong tool that enhances employee's performance to reward the employees who become motivated to enhance their performance.

A research study by Huselid (1995) and Frye (2014) had similar objectives whose results revealed a significant relationship between compensation and work performance in glass manufacturing organizations and Textile industries. An effective HRM strategy that enhances employee productivity integrates performance of employees and compensation systems that increases their work motivation, willing to work effectively and efficiently hence increasing their performance, translating into increased organization performance (Wright, 2003). Other related studies such as Cook (2006) and Richard (2014), indicate a statistical significant correlation between individual employee performance and compensation and that it contributes to increased productivity in an organization.

On the relationship between age and compensation, Cook (2006) and Richard (2014), posit that, unlike millennials who like to change employers frequently based upon compensation, job satisfaction and life goals, the baby boomer is more likely to be a loyal, steady employee. The older generation isn't as concerned about compensation and satisfaction, and is more likely to view a job only as a necessary means of support. They don't change jobs very often and once you have them, an older hire is looking for an employer and company that they can stick with for years. According to Dalhoeven (2011), training is a program that enables employees of an organization acquire specific skills, competencies and knowledge to enhance their work performance in various roles and tasks. Development in organizations, focuses mainly on growth of employees and future organization performance, as opposed to focusing on immediate job roles. Selecting efficient training and development programs assists to retain the best and the right people which contributes to organization growth. Top talented and skilled employees are a big asset to an organization as they are more competent.

Effective and quality employee training and development programs in any organization are very important in organization growth. Recruiting top talent and skills, tends to be expensive, but in the long run proves its worth. How the organization engages, develops and perfects the talent impacts on retention and business growth. Training increases efficiency and effectiveness of employees who enhance organizational performance contributing positively towards organizational growth (Cook, 2006). Employee training is described as a driver to develop, additional competencies and skills needed to boost the employee's performance level. In addition to attracting talent, HR managers lower recruiting and hiring costs by enhancing and maintaining the current talent and availing programs to encourage both personal and professional growth (Jackson and Schuler, 2009) and (Nade, 2017).

Gorman, C. (2009), CEO at Great Places to Work posits that "as companies grow and the war for talent intensifies, it is increasingly important that training and development programs are not only competitive, but are supporting the organization on its defined strategic path." It's not just about employee retention. Bersin and Deloitte (2014) posit that "Organizations with high-impact learning delivered profit growth three times greater than their competitors. Why is this? Simply put—if you can keep your employees current and skilled, you can evolve and perform better than your competitors."

Parter (2011) examined the situational and individual factors influencing the linkage between the willingness of employee training and development and employee age. This study proposed that the relationship would be moderated by self-theory, employees' entity, and perceived developmental support. The study went on to investigate beliefs by supervisors on the discrimination of older employees and establishing whether these beliefs would moderate the relationship. The results pointed out that the proposed moderation effects were true. It further revealed that perceived support for developmental, and supervisor avoidance orientation beliefs were related to the training and development, willingness of older subordinates (Berkey, 2004). An expected employee productivity can be attained through provision relevant and proper training (Huselid, 2004). On the effect of age on training, Parter (2011) posits that "If you want to reduce the classroom time and take a more hands on approach, older hires already understand the work process and are ready to be trained directly for the job. A younger employee grew up in an environment of classroom learning, but the chances are that an older hire has less classroom education, but more on the job experience. They're used to being led to a machine, being told how to operate it and then get on with the job at hand. A training program geared for the older hire should respect that experience and accumulated knowledge.

Armstrong (2006) posits that "Performance management is a strategic and integrated approach for delivering sustained success of an organization. It is a systematic process of improving organizational performance by developing individual performance targets and those of the team". Performance management supports culture change by creating a performance culture and reinforcing organization values with an aim on the importance of striking the balance between what is delivered and how it is delivered. He continues to give the objectives of performance management as aligning individual and organizational objectives, improving organization performance, improve individual performance, develop performance culture and develop informed contribution/performance pay decisions. The primary function of any performance management system is to control organizational operations, including motivating employees to enhance their performance (Adams, 2015).

The use of performance management facilitates a learning process that emphasizes on the sound interrelationship between management and employees (Baker, 2013). Through performance management system, an organization monitors its current performance, in terms of finances, customer satisfaction and business results and its effort to enhance processes, motivation and educating employees to improve their productivity (Berkey, 2004). One of the instruments of

performance management is performance appraisal. Performance appraisal system, is a HRM Practice that evaluates the performance of an employee in the tasks he is assigned, to improve his individual performance, clarify employee expectations, self-assessment, job accountability and contribute to improved individual performance (Nide, 2017). The overall purpose of performance appraisal is to enhance his productivity through motivation and self-esteem, satisfaction, leading towards reduced turnover and absenteeism which converts into increased employee performance. According to Sels et al. (2003), performance appraisal increases the productivity of employees and in turn enhances organization performance. Performance appraisal boosts professional growth through identification of weak areas of performance to improve on and strengths to build upon.

Performance evaluation is a big motivator for employees to achieve the organizational objectives (Smith, 2017). Achoti (2011) provides a link between the firm's age structure workforces and performance of employees. Interrelationship between the mean age and standard deviation of employee age and employee performance was found inversely u-shaped interrelated (Niasseri, 2005). Older workers want to feel that their experiences are respected and that their accumulated knowledge is valuable to the company. They want to know the importance of their job to the company and how their valuable experience can be put to work in a more productive way. They want to feel that their job and their background counts for something. In this empirical literature the following relationships have been addressed; age and HRM practices, HRM practices and employee performance, employee age and employee performance.

The moderating effect of HRM practices and employee competence on the relationship between employee age and employee performance has not been addressed. Also the combined effect of employee age, HRM practices and employee competence on employee performance has not been addressed. This formed a gap that this study intended address.

2.5 Employee Age, Employee Competence and Employee Performance

Studies like Gregory (2015) have established that employee performance and competence are closely related in terms of individual abilities, experience and motivation. Competencies describe the abilities needed to perform a task or a role in the work place. They are terms that can be measured. They are a signal from the organization to individuals of the expected areas and levels of performance (Wooldridge, 2009). Employee competencies can be manifested through their education levels, skill levels, levels of training experience and talents (Wirtz, 2005). In terms of comparing the competencies between the young and the old, younger people are preferred by employers for a number of reasons. Young workers have completed their education more recently,

are more innovative and flexible in their attitudes towards change compared to older workers who prefer maintaining the status quo (Graham, 1998). On the contrary, Boulanger (2007) asserts that employees gain a wealth of experience and expertise as they advance in age. Hence their performance is relatively higher than their younger counterparts (Torrington, 2005). Smith (2014), the Vice president of Borders, a national book seller says, our over 50 employee's turnover is ten times less than the under 30.

Susanna (2006) examined conceptions of employees on the meaning of experience in job competence and development in their work environment. The study aimed to bring out a variety related conception to experience, workplace learning and competence. Results indicated that employees view experience and workplace learning as most important to improved productivity. They pointed work experience as their main source of competence. Competencies define what individuals need to have in order to produce results desired by their organizations. Organizations evaluate their employee's behavior to identify their strengths and weaknesses. Competencies vary based on organizational size and level, management and organizational strategy (Dessler, 2008).

Knowledge and experience is required in competent work performance. These skills, Knowledge and experience are determined by factors such as age, length of service, training and educational level (Walker, 2009). There is need for organizations to enhance competency skills among their employees through age management practices to cultivate maximum productivity from them (Ananda, 2008). Competencies are observable behaviors, abilities, knowledge, measurable patterns of skills and other characteristics to perform work roles or occupational functions successfully. Intellectual assets have been identified as the main source of success in any organization followed by tangible resources (Bell, 2007).

Performance management of employees involves: Planning of work tasks and setting attainable expectations, measuring and monitoring work performance, developing the capacity to perform, recognizing and rewarding good performance and periodically rating performance in a summary (Rhodes, 2014). Proficiency in certain competencies is required in practicing good performance management. Investigations in developing performance management competencies benefits organizations by enhancing employee performance. Employee training and development are based on these competencies. (Schular, 2009).

Timming (2014), evaluated the relationship between supervisor perception of managers' attributes in their productivity and the type and level of their college degree. Results indicated no tangible

relationship between managers' college education and the level of their productivity at place of work. Thomas (2007) analyzed the effects of education level on work performance. Results indicated that education level positively influenced the core task performance. Creativity and organization citizenship behaviors were positively related to education level. However, the level of education was related negatively to on-the-job substance use and absenteeism. Race, job level, gender and job complexity gave significant results. Kasika (2015) identified and examined the relationship between job performances of employees against their academic qualifications in order to determine and provide recommendations to the organization management on whether educational qualifications contribute to improved job performance.

Both quantitative and qualitative data were collected. Descriptive statistics (i.e. frequencies) were used to determine the influence of educational qualifications on employee performance. The study confirmed that educational qualifications have a positive significance on job performance. The higher one elevated his education level, the more he attained knowledge and skills for job performance. Hence peoples' ability to comprehend, understand and use advanced technology is determined by his education level. The educated workers in most cases tend to be more responsive in receiving instructions and performing new tasks and easily adopting new technology, which enhances their creativity and innovation to improve job performance.

Rhodes, (2014), conducted a study to determine age-related changes in making organization decisions. Results indicated mixed opinions. While some skills in decision-making increased with increase in age, others either improved or remained unchanged. For example, reasoning, problem solving on fluid cognitive ability, tends to deteriorate with increasing age. Older adult workers perform worse on these decision-making tasks. However, experience is required for performing some decision-making tasks, which definitely increases with advancing age. Repeated tasks lead to perfection in his line of tasks. Hence older adults are expected to perform better than younger workers. Employee age and component tasks Correlation of adult Decision-Making skills and competence were significantly positive (Bell, 2007). Qualitative changes have been documented in some cognitive abilities during the older adult years, as in short-term memory, perceptual and motor skills, and employee's attention capacities (Salthouse and Maurer, 2000). Other studies hold the view that a number of significant changes related to age, across a variety of cognitive abilities, are based on social experiences in particular the cognitive abilities such as recreational or occupational activities (Thomas, 2007).

In this empirical literature the following relationships have been addressed; age and employee competence, employee competence and employee performance, age and employee performance. The moderating effect of the variable employee competence on the relationship between employee age and employee performance has not been addressed. Also the combined effect of employee age, HRM practices and employee competence on employee performance has not been addressed. This formed a gap that this study intended to address.

2.6 Employee Age, HRM Practices, Employee Competence, and Employee Performance

Adopting a variety of performance enhancing HRM practices has been the aim of the major US companies to improve their competitiveness in the global market place (US state department of labor, 2012). The management approaches, styles and organization practices, can influence employee performance. HRM practices such as employee participation and empowerment, compensation benefits (pay), employee training and development and employee welfare benefits improve employee performance. A variety of HRM practices enhance employee skills and competence (Ochoti, 2011). Efforts aim at improving the quality of individual skills, abilities and motivation through training and apprenticeship (Altimes, 2005). Performance is always multidimensional. Performance requires more important types of behavior or skill for overall success (Schmidt, 2014).

The effectiveness and productivity of skilled workers will however decline, if they are not well motivated to perform their jobs. Huselid (2004) posits that the form and structure of an organization's HRM system influences employee motivation levels hence their performance. Young employees respond more readily to training programs and instructions, skills enhancement as they are quick learners and easily adapt to changes compared to their older counterparts (Graham, 2007). Younger workers also have more chances of advancing their educational levels and skills training, hence increasing their competencies and performance.

On the other hand, older employees perform more OCBs and engage in fewer counter productive work behaviors like milking the clock, stealing from the office and arriving late hence increased performance and productivity (Wayne, 2009). Older employees also contribute valuable insights through their additional work experience acquired over the years of service. Progressive human resource practices like increased employee training, employee participation and empowerment, compensation benefits (pay), and employee welfare benefits influences positive employee behaviors which increase employee performance (Wirtz, 2005). Porter and Stere (2006) tested a model that examined the simultaneous relationship among OCBs, Organization commitment,

team based commitment and employee behavior variables. The assumption of the study is that; the joint effect of employee age, HRM practices and employee competence is greater than the effect of individual predictor variables on employee performance.

2.7 A critique of the literature review

From the literature reviewed, it appears that the relationship between employee age and employee performance is influenced by motivational and competency factors. Some of the studies reviewed include Grand (2005) who examined the interrelationship between cooperate age structures and employee performance. The study found that means and dispersions of employee age in firms were inversely U-shaped related to firm performance. Levine (2004) found a strong relationship between age race and gender on quits and dismissals. Omari (2012) found that age is not significantly related to employee outcomes. However, Karpinen (2012) found a positive relationship between employee age and employee performance.

These relationships eventually impact on the way employees perform their work and their productivity within their organizations. These mixed findings formed the basis of gaps to be addressed by this study. Both empirical and theoretical literature above elicited inadequacies and short comings highlighting gaps relating to conceptual, contextual and methodology, which this study focused on.

2.8 Summary of Selected Empirical Studies and Research Gaps

Both empirical and theoretical literature above has elicited inadequacies summarized in table 2.1 as gaps in knowledge. The literature review highlighted the gaps relating to conceptual, contextual and methodological gaps. The gaps have been summarized below and how focus is made on the current study to address them.

Table 2.1 Summary of Gaps in Knowledge

Author	Focus	Methodology	Findings	Gaps	Focus on current study
Grand (2005)	Examined the interrelationship between corporate age structures and employee performance.	Danish linked employer employee data was used.	Dispersions and Means of age in firms were inversely U-shaped related to firm's performance.	The study did not consider the effects of age moderators in this relationship	HRM practices and Employee Competence are age moderators focused in the current study
Levine David (2004)	Influences of age, race and gender on employee behavior, quits, dismissals and promotion	Data collected from 450 employees in a large US firm using questionnaires to examine the influence of age, race and gender on quits and dismissals	A strong relationship between age, race and gender on quits and dismissals was evident	The study only focused on quits and dismissals. It did not consider the aspect of employee performance	This study focuses on the relationship between age and employee performance which is a key determinant of organization development
Collins Christopher and Jeff Ericksen. (2009)	Do the HR Management practices influence employee behavior and employee performance in small businesses?	Socio metric data was collected from an electronic firm, a small business to examine this relationship	HRM practices directly relate to high levels of commitment and organization performance	This study did not look at Age which has an effect on employee performance. It was also limited to small businesses.	Focus is made on how Employee Age is moderated by HRM practices to influence Employee Performance in both small and large businesses
Green jr, (2005)	The Influence of age and disparities of gender on job satisfaction of HR professionals	Collected data using questionnaires from 279 HR Professionals in large firms on age, gender, job satisfaction and organization commitment	Differences on Age and gender did not impact on commitment level and job satisfaction of HR professionals	The study considered and only looked at one cadre of employees; HRM professionals. There is need for a study that is inclusive of all professionals	This study cuts across all professional cadres in state corporations of Kenya
Laura T. (2006)	Influence of race, age and gender on employee/manager relationship	A survey instrument was administered to 250 employees on race, age and gender	The study indicated positive relationship between the two variables	The study did not link the relationship to employee performance	The current study relates employee age to employee performance
Dalton (2008)	The relative powers of age and total experience in years of an occupation for predicting supervisor ratings of work performance.	Collected data via structural questionnaire from 405 faculty college students and tested for job supervisory ratings	Results revealed that experience better predicted performance more than age.	The study focused on college students which may not be quite representative in work performance	This Study cuts across all categories of workers of state corporations in Kenya.
Snell and Boulander (2007)	Made comparison between competencies of old and young employees	Structural questionnaires were used to collect data from 400 respondents to test this relationship	Both the young and the old employees showed unique competencies	Competencies alone may not be adequate. Motivators are also key determinants of performance.	Both competencies and motivators are moderators incorporated in the current study
Kiruja, E. (2008)	The effect of employee motivation on performance in public middle level technical training institutions in Kenya	A structural questionnaire was used to collect data from 300 respondents to determine this relationship	Employees are less satisfied with their work environment and pay.	The study was conducted in only one county and therefore cannot be generalized in other public and private institutions	The current study focuses on all state corporations of Kenya which is more representative

Kindel (2009)	Investigated generational differences in reactions to major change initiatives in public and not for profit organizations that may impact psychological contract	Structural questionnaires were used to compile data from 250 respondents in a public corporation	The study confirms that older people value job security as opposed to younger people who value flexibility	Need to clarify that different HR practices can work for different age groups	The current study investigates the moderating effect of HRM practices on the relationship between employee age and employee performance
David M and Stephen T (2010)	The effect of age on the satisfaction of academicians within teaching and research	Used questionnaire to collect data from 554 respondents on age, gender and job satisfaction of academic staff in a research college	Age affects job satisfaction positively on academic teaching and research. It also increases with rank	Focused only on academics which is not quite representative	The current study focuses on state corporations of Kenya which is more representative.
Karpinen (2011)	The relationship between the variables, Employee age and employee performance	A survey instrument was administered to 250 employees on race age and gender	Employee age influences employee performance	Research done in developed countries may not portray the same results in developing countries	This Study focuses on Kenya, a developing country
Omari, S. (2012)	The influence of cognitive and contextual factors on the relationship between employee characteristics (age) and employee outcomes in Kenyan public corporations	Structural questionnaires were used to collect data from 384 respondents to determine this relationship. Age was one of the employee characteristics	The study indicated Positive relationship between age and employee outcomes which influence organization performance	The study focused on average age across state corporations. So the effect of age on organization performance may not come out clearly	The current study focuses on the relationship between individual employee age and individual employee performance in state corporations
Schmidt et al. (2014)	Analysis of employee experience and age factors on Employee performance.	Structural questionnaires were used to collect data on age and experience of employees	Established a more positive relationship on experience than age.	The study did not consider other factors influencing employee age and employee performance	This study puts the moderating effect of HRM practices and competence on employee performance.

2.9 Conceptual Framework

This section focuses on the conceptual framework and conceptual hypotheses of the study. It describes the study variables and discusses the relationships among these variables. From the conceptual framework, hypotheses were developed to test the proposed relationships.

The schematic diagram presented below as figure 2.1 is divided into three categories; It shows the relationship between four variables under study; Employee Age which is operationalized as Generation Jones (1955 - 1965) or 50 to 60 years. Generation X (1966 –1976) or 39 to 49 years and Generation Y (1977–1994) or 21 to 38 years is the independent variable. Employee performance (Task performance and Contextual performance) is the dependent variable. HRM practices which includes, employee participation and empowerment, employee training and development, compensation benefits (pay) employee welfare benefits and performance

management. Employee competence which includes, educational level, skills level of training and experience, are Moderating variables. Moderating variables, HRM practices and Employee competence affect the relationship between employee age and employee performance.

Based on the literature, studies have established a relationship between employee age and employee performance (H1). Expectancy theory suggests that this relationship can be weak until other factors such as individual abilities, traits, educational level, skills level and training level come in as moderators. From the model we have HRM practices (H2) and employee competence (H3) coming in as moderators in the relationship between employee age and employee competence. This study sought to determine the influence of these moderators on this relationship. (H4) denotes the joint effect of employee age, HRM practices and employee competence on employee performance. The assumption of the study was that; the joint effect of employee age, HRM practices and employee competence on employee performance was greater than that of the individual predictor variables on employee performance.

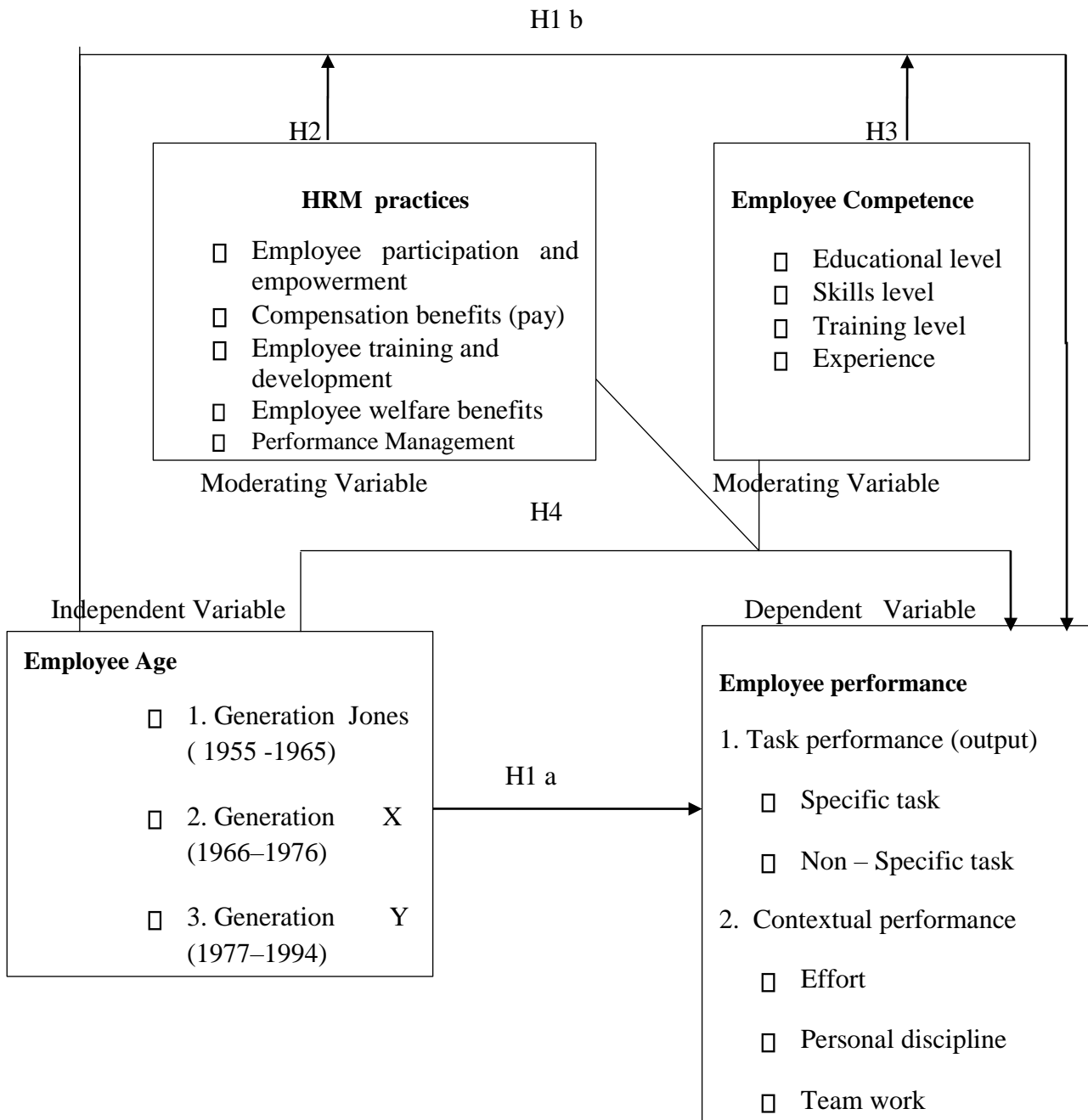


Figure 1 The relationship between employee age and employee performance as moderated by HRM practices and employee competence.

*This operational definition of employee age is adopted from William (2004), who equated old aged employees (1955 – 1965) with generation Jones, middle aged employees (1966 – 1976) with generation X and younger employees (1977 – 1994) with generation Y.

2.10 Hypotheses of the Study

From the conceptual framework, hypotheses were developed in respect of the proposed relationships. This study had four hypotheses to determine the relationship between the study variables as shown below.

- H₁ There is a relationship between employee age and employee performance.
- H₂ The effect of employee age on employee performance is moderated by human Resource management practices
- H₃ The effect of employee age on employee performance is moderated by employee competence.
- H₄ The joint effect of employee age, human resource management practices and employee competence is greater than the effect of individual predictor variables on employee performance.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the methodology used by the research study. It discusses philosophy and design of the research, study population, sampling techniques, data sources and collection, validity and reliability of the data collecting instruments and methods of data analysis.

3.2 Research Philosophy

Two main alternatives of research philosophy exist in social science research. These are phenomenology and positivism. Phenomenology focuses on the immediate experience. It describes things as they are and not as the researcher thinks they are. It takes the form of a case study, open and unstructured interviews and participant observation (Collins and Hussey, 2009). It assumes that experience of the world is subjective and best understood in terms of individual subjective meanings rather than the researcher's objective definitions (Ntale, 2010).

Phenomenological accounts can be subjective hence open to distortion.

The philosophical foundation of this research is logical positivism which is a strong form of empiricism and seeks facts or causes of social phenomenon with little regard for the subjective status of individuals. This Philosophical paradigm is appropriate for a study which is anchored on theory and which seeks to test hypothesis. According to logical positivism, universal scientific propositions are true only if they have been verified by empirical tests and the laws of behavior can be discovered scientifically by observation and analysis of empirical events (Berkey, 2004). Positivists uphold a deterministic view which considers behavior to be a function of their antecedents (Doyal and Harris, 2006). In positivist paradigm, the scientific process is followed through hypothesizing fundamental laws and then deducing the observations to prove the said hypothesis.

The approach is methodologically quantitative and value free. It is based on objectivity, neutrality, measurement and validity of results (Ananda, 2008), hence suitable for this study. The study was based on conceptual framework and hypotheses. The specific objectives guided formulation of hypothesis. Research questions were based on specific objectives. To test the study hypotheses, it was necessary to use quantitative data. The paradigm consistent with this method was positive paradigm. By adopting a positivist approach, the researcher assumed that the concepts are phenomena with known properties or dimensions and could be measured with standard instruments where enough samples were needed to give the right results (Amin, 2005).

3.3 Research Design

A descriptive research design was used as data was collected from a cross section of response units at one point in time. The design is capable of guiding the selection of sources and types of information. It acts as a framework for specifying the variables of the study (Ntale, 2010). The choice for descriptive research design was guided by; first, it is the most efficient design for collecting data from a large number of respondents at one point in time. Secondly it allows for comparative analysis between or among organizations or a group of organizations. Thirdly, the approach enhances the credibility of results by providing conclusions on the data as at a given point in time (Baron, 2000). The descriptive research design has been used in previous studies such as Kidombo (2007), Munjuri (2013) and Muindi (2014).

The research design therefore offers an opportunity to establish the relationship between the study variables, employee age, and employee performance. The design also quantifies social phenomena in particular issues, conditions and problems in the society (Musyoka, 2010). The researcher cannot manipulate the variables as he has no control over them (William, 2009). Quantitative method was based on questionnaire and documentary analysis of the data collected from the field as articulated in the objectives.

3.4 Population of the Study

The targeted population consisted of over 100,000 employees of 187 State Corporations in Kenya, which forms the sampling frame. This population is categorized by function under five sectors (Appendix VIII) namely commercial state corporations - 34, state corporations with strategic functions - 21, executive agencies - 62, independent regulatory-25, and research, public universities and training institutions - 45, (TPRR,2014). The number of employees differ from one corporation to another depending on the nature of the core business activities. The number can also depend on the size of the organization and to some extent the geographical location of the organization such as urban rural and proximity to resources. The number can also be determined by the number of similar organizations in one area.

3.5 Sample Design

To make the study representative, the sample was drawn from the headquarters and regional offices throughout the country. The employees form the sampling frame, since employee is the unit of analysis. The sample design used was proportionate stratified sampling technique. The sample size was 384 determined using the Webster formulae described below. Webster (1995) suggests that where the population is more than 10,000, as is the case in this study, and exact population has not been determined, a sample size called adjusted minimum can be used without

affecting the accuracy of the study. This is calculated using the following formula. The formula was used, as determining the exact population could be costly and time consuming. Webster (1995) suggests the following formulae to be used to estimate the sample size.

$$n = \frac{Z^2 \pi (1 - \pi)}{(\text{Error})^2}$$

(Error)

Where π is taken to be 50% proportion of the diversified employees in the state corporations. At 95% desired Level of confidence and margin error of 5% the sample size (n) is calculated as indicated below:

$$n = \frac{(1.96)^2 (0.5)^2}{(0.05)^2} = 384.6 \text{ employees}$$

The assumption made was that the study sample 384 was about 40% of the estimated population. It was therefore an ideal representative of the study population. The survey was based on 384 respondents from designated organizations in five categorized sectors. Roscoe (1999) cited by Omari (2012) proposed that where samples are to be broken into sub samples, a minimum of 30 for each category is necessary and that in multivariate research the sample should be several times larger than the number of variables in the study. The study sample (384) was then divided by 30 to get the number of State Corporations to be included in the study, which are 13 corporations. The number of corporations included in the study (13) were divided by the number of corporations in the sectors (5) to get the number of corporations from each sector (Table 3.1). Stratified sampling techniques were used to categorize employees as respondents in every organization into meaningful strata. Simple random sampling technique was used to pick the number of respondents from every stratum in each organization as follows.

Table 3.1 Computation of Number of the sample by sector, corporation and employees

NO.	SECTOR	CORPORATIONS PER SECTOR	NO. OF CORPORATIONS PER SECTOR	NO. OF RESPONDENTS PER SECTOR
1	Commercial state Corporations	34	3	90
2	State corporations with strategic functions	21	1	30
3	Executive agencies	62	4	114
4	Independent regulatory agencies	25	2	60
5	Research, Public universities and Training institutions	45	3	90
	TOTAL	187	13	384

Table 3.2 below shows sampled State Corporations in every sector and the targeted number of respondents in every corporation. The distribution was based on geographical regions of the former administrative provinces, Nairobi, Western, Nyanza, Rift valley, Central and Eastern provinces. The distribution of the state corporations is based on the classification by the Task force on parastatal reforms Report (2013), namely; Commercial state corporations, State corporations with strategic functions, Executive agencies, Independent regulatory agencies and Research, Public universities and Training institutions.

Table 2.2 Selected number of corporations per sector and region

N0	REGION		TOWN/COUNTY		SELECTED SECTORS OF STATE CORPORATIONS	SAMPLE SIZE
1	WESTERN	1	KAKAMEGA COUNTY	1	NATIONAL ENVIRONMENT MANAGEMENT	10
				2	POSTAL CORPORATION OF KENYA	20
		2	VIHIGA COUNTY	1	KENYA POWER AND LIGHTING	10
				2	NATIONAL STATISTICS BUREAU	10
2	NYANZA	1	KISUMU COUNTY	1	KENYA POWER AND LIGHTING	10
				2	KENYA AIRPORTS AUTHORITY	10
				3	MASENO UNIVERSITY (MAIN CAMPUS)	10
				4	UNIVERSITY OF NBI (KSM CAMPUS)	10
				5	KENYA MEDICAL T. COLLEGE	09
3	R/ VALLEY	1	NAKURU COUNTY	1	KENYA MEDICAL T. COLLEGE	10
		2	KITALE	1	NATIONAL ENV. MANAGEMENT	10
				2	AGRICULTURAL DEV. CORPORTN	10
				3	AGRICULTURAL FINANCE. CORP	20
4	NAIROBI		NAIROBI COUNTY	1	UNIVERSITY OF NBI (MAIN CAM)	20
				2	UON /UNESS	10
				3	POSTAL CORORATION OF KENYA	30
				4	KENYA INSTITUTE OF MASS COM	10
				5	KENYA POWER AND LIGHTING	20
				6	KENYA PIPELINE	20
				7	NATIONAL STATISTICS BUREAU	20
				8	COMMUNICATION COMMISSION OF KENYA (CCK)	30
				9	NATIONAL HOUSING CORPORATION (NHC)	30
				10	RAILWAY TRAINING INSTITUTE	5

5	EASTERN		MACHAKOS COUNTY	1	POST BANK	10
				2	KENYA POWER AND LIGHTING	10
6	CENTRAL		KIAMBU COUNTY	1	KEN. NATIONAL STATISTICS BUREAU	10
				2	KIAMBU INST OF SCIE AND TECH	10
					TOTAL	384

Stratified sampling techniques were used to categorize employees as respondents in every organization into a meaningful strata of human resource managers, line managers, Technicians/supervisors, clerks & secretaries and other workers. Simple random sampling was applied to pick the number of respondents from each strata. The categories of staff selected as respondents in each organization is shown in Table 3.3. The number of questionnaires administered were based on the total number of employees in that category and the level and status of the employee.

Table 3.3 Categories of respondents in each organization

CATEGORY/ STRATA	Human resource Managers	Line managers	Technicians/ Supervisors	clerks & secretaries	Other workers / staff	TOTAL
PERCENTAGE	3.3%	10%	20%	20%	46.7%	100%
EXACT NO.	1	3	6	6	14	30

3.6 Data Collection

Primary data was collected by use of a questionnaire on employee age, HRM practices, employee competence and employee performance. The researcher used questionnaire for employees to collect primary data. The questionnaire contained both structured and unstructured statements. The questionnaire was subdivided into two sections (A and B). The types of questions included in part A sought information on Bio data. Part B elicited information on HRM based on ratings of a 5 point likert scale. Part C 1 and 2 elicited information on employee competence based on ratings of a 5 point likert scale and Section D collected information on task performance and contextual

performance with questions that required ranking of answers on a 5 point Likert scale. The HR manager assisted to distribute the questionnaires equally to departments. Departmental managers in turn distributed the same basing on the categories outlined in Table 3.1 and putting in mind the three age categories. Random distribution was done in each category.

3.7 Operationalization of the Study Variables

The study required measures of the five constructs: Employee age was the independent variable. Employee performance was the dependent variable. HRM practices and employee competence were moderating variables.

Table 3.4 Summary of Operationalization and Measures of Variables

Variable	Operational definition/ element	Authors who used similar variables	Construct/Indicators	Questionnaire item
Employee age	1.Generation Jones 2. Generation X 3. Generation Y	William (2004)	Employee's year of birth and age as in 2015. 1. 1955 - 1965 (50 – 60 years) 2. 1966 – 1976 (39 – 49 years) 3. 1977 – 1994 (21 – 38 years)	Multiple choice, Section A Number 5 (Biodata)
HRM Practices	Employee participation and empowerment	Peters and Waterman (2002)	-The Extent to which employees are involved in decision making. -The Level of communication and relationship between management and employees.	5 point likert scale Part B section 1- 12
	Compensation benefits (pay)	”	Level at which employees are satisfied with the pay they are given for their work in the organization	5 point likert scale Part B section 24-30
	Employee training and development	”	Level and types of employee training. Types of training facilities and types offered by the organization	5 point likert scale Part B section 13-24
	Employee welfare benefits	”	The nature, type and adequacy of welfare benefits provided by the organization	5 point likert scale Part B section 31-35
	Performance Management	”	Nature and types of performance management	5 point likert scale Part B section 36 – 43
Employee competence	Educational level	Armstrong (2000)	Employee's level of education	Multiple choice, part C section 1 and 5 point likert scale Part C section 2 no. 1 – 5
	Skills level Training level	”	Level of professional training. Level of training	Multiple choice, part C 1 number 4,5 and 6 5 point likert scale Part C 2 number 6 – 18
	Experience	”	Special knowledge, talents and skills; No of years worked in the organization	Multiple choice, part A no 8& C 2 19-23
Employee Performance	Task performance	Muindi (2014)	The extent to which output has increased in the last five years.	5 point likert scale Part D No 1-7
	Contextual Performance	Borman and Motowidlo (1993)	Extent to which organizational, social and psychological environment determines employee performance	5 point likert scale Part D No. 8-16

3.8 Reliability and Validity of the Research Instruments

Reliability is the degree to which measures of a given phenomenon are free from random error and hence providing consistent data over time. Test-retest reliability, internal consistency reliability and equivalent form reliability were used. Internal consistency reliability examines the ability of a given data to produce similar results when different samples are used to measure a phenomenon at the same period of time (McDaniel & Gates, 2010). The Cronbach's Alpha Coefficient assessed

the internal consistency of the instrument with alpha coefficients of above 0.7 implying reliability (Cronbach, 2004; Nunnally, 1978). George and mallery (2000) provide the following rules of thumb; > 0.9 – Excellent, > 0.8 – Good, > 0.7 – Acceptable, > 0.6 – Questionable, > 0.5 – Poor and < 0.5 – Unacceptable.

Validity is the degree to which the researcher tries to measure efficiency of the research instrument (McDaniel & Gates, 2010). Content Validity of the research instrument was carried out through a *pilot test* which was done by administering the research instrument to state corporation employees, 3 from each of the 5 clusters. Such questionnaire pre-testing helps to identify problems with the data collection instruments and find possible solutions. It helps check if questions are clear, well structured, have a logical sequence, meaning, easy to understand and identifies any potential misunderstanding amongst respondents to avoid ambiguity and ensure clarification of technical concepts. To determine if the instrument could measure what it is supposed to measure face validity was conducted through opinions given by a panel of experts (McDaniel & Gates, 2010). Two persons knowledgeable in research were given draft questionnaires to ascertain the suitability of the data collection instrument in obtaining information according to research objectives. This aimed to check questionnaire structure, sequence, meaning and ambiguity. Construct validity was tested by designing a set of items that matched the theoretical lining of constructs based on modified versions of previous studies and instruments of the study variables. The variables were aligned to the conceptual framework as derived from the literature review.

3.9 Data Analysis and Presentation

Quantitative data was analyzed by the statistical package for social sciences (SPSS). Descriptive analyses were conducted to present the main characteristics of the sample. Measures of central tendencies, mean, frequency, mode, median, index, cross tabulation and standard deviation were used in analyzing the quantitative data which was based on information from questionnaires focusing on demographic characteristics and organization characteristics. Inferential statistics

established the magnitude and nature of the relationships among variables testing hypotheses relationships. The parametric tests of correlation and regression analysis were used. Pearson Product Moment Correlation (r) assessed relationships between the variables, specifically to determine both the direction (positive or negative) and how strong the relationship between the study variables was. This was followed by carrying out further analysis using regression. Correlation analysis also assisted to determine existence of multicollinearity among the study variables. Extreme cases of multicollinearity could have a harmful effect on the correlation results.

Regression analyses namely, Simple linear regression, Multiple, and Stepwise regression were conducted to establish the expected relationship among the variables, measure the amount of variation and determine the effect of the variation in particular, the moderating variables of HRM practices and employee competence on the linkage between employee age and employee performance. For each hypothesis, (R^2) coefficient of determination was used to measure the amount of variation between the study variables. It also provided a measure for the magnitude of dependent variable and values for the predictor variables by providing estimate equations. The expected relationship was between independent variables (employee age), Moderating variables HRM Practices and Employee competence and Employee performance (Dependent variable). The regression analysis was conducted at 95% level of confidence to test the hypothesis. The amount of variation between the study variables for each hypothesis was determined by the coefficient (R^2).

Hypothesis I. Simple linear regression technique was used to assess the relationship and the magnitude of a single independent variable (employee age) on one dependent variable (employee performance). The regression model for predicting employee performance in this analysis was as follows;

Employee performance [EP] = f (Employee age [EA]).

Where $EP = \beta_0 + \beta_1 EA + \epsilon$ EP = Employee Performance

β_0 = Constant, β_1 = Regression coefficient for employee age,

EA = Composite index of Employee Age ϵ = Error term.

Hypothesis II. The moderating effect of HRM Practices on the relationship between employee age and employee performance was tested using stepwise regression. The effect of the employee age (Independent variable) and HRM practices (Moderator variable) creating an interaction term ($EA+HRMP$) = $EA*HRMP$ on employee performance (Dependent variable). The regression model for predicting the effect of HRM practices as a moderator on the relationship between employee age and employee performance in this analysis was as follows;

$$\text{Step 1: } EP = \beta_0 + \beta_1 EA + \epsilon$$

$$\text{Step 2: } EP = \beta_0 + \beta_1 EA + HRM P + \epsilon$$

$$\text{Step 3: } EP = \beta_0 + \beta_1 EA + \beta_2 HRM P + \beta_3 EA * HRM P + \epsilon$$

Where

β_0 = Constant, β_1, β_2 = Regression coefficients,

EP=Employee Performance

EA = Composite index of Employee age,

HRM P = Composite index of Human Resource management practices and ϵ = Error term.

Hypothesis III. The effect of Employee competence as a moderator on the relationship between employee age and employee performance was determined using stepwise regression. The effect of employee age (Independent variable) and Employee competence (Moderator variable) creating an interaction term $(EA+EC) = EA*EC$ on employee performance (Dependent variable). The regression model for predicting the moderating effect of Employee competence on the relationship between employee age and employee performance in this analysis was as follows;

$$\text{Step 1: } EP = \beta_0 + \beta_1 EA + \epsilon$$

$$\text{Step 2: } EP = \beta_0 + \beta_1 EA + EC + \epsilon$$

$$\text{Step 3: } EP = \beta_0 + \beta_1 EA + \beta_2 EC + \beta_3 EA * EC + \epsilon$$

Where

β_0 = Constant, β_1, β_2 = Regression coefficients,

EP=Employee Performance

EA = Composite index of Employee age, ϵ = Error term

Hypothesis IV. To compute the joint effect of Employee age, HRM practices and Employee competence on Employee performance, simple and multiple regression analysis were used.

Simple and Multiple Regression Analysis

Employee performance = f (Employee Age + HRM Practices + Employee Competence)

$$EP = \beta_0 + \beta_1 EA + \beta_2 HRM P + \beta_3 EC + \epsilon$$

Where

β_0 = Constant, β_1, \dots, β_3 = Regression coefficients,

EP=Employee Performance

EA = Composite index of Employee age,

HRM P = Composite index of Human Resources Management Practices

EC = Composite index of Employee Competence and

ϵ = Error term

Testing of the Hypotheses to determine the relationship between the study variables

H1 Employee performance = f (Employee age)

To test hypothesis 1; Simple linear regression analysis was used.

Employee performance = f (Employee age).

$$Y = \beta_0 + \beta_1 X_1 + \epsilon \quad Y = \beta_0 + \beta_1 X_2 + \epsilon \quad Y = \beta_0 + \beta_1 X_3 + \epsilon$$

Y = Employee Performance

β_0 = intercept, β_1 = coefficient, X1, X2, and X3 = Employee age categories ϵ = Error term

Hypotheses H₂ and H₃ involve a combination of variables. Stepwise regression analysis was used. H₄ involves a combination of variables. Simple and multiple regression analysis was used. The moderating effect of employee age and employee performance was investigated using stepwise regression analysis.

H2 Employee performance = f (Employee age + HRM practices).

H3 Employee performance = f (Employee age + Employee competence).

H 4 Employee performance = f (Employee age + HRM practices + Employee Competence).

Table 3.5 pp 47 – 49.

3.10 Summary of objectives, and statistical analysis techniques

Table 3.5 presents a summary of objectives and statistical analysis techniques used in testing the relationship between the study variables.

Table 3.5 A summary of objectives and statistical analysis techniques for testing the relationship between the study variables.

OBJECTIVE	HYPOTHESIS	(DATA ANALYSIS TECHNIQUE)	MODEL
1.To establish the effect of Employee Age on Employee Performance.	H1. There is relationship between employee age and employee performance	<p>Simple Regression Analysis.</p> <p>Employee performance [EP] = f (Employee age [EA]).</p> $EP = \beta_0 + \beta_1 EA + \epsilon$ <p>Where</p> <p>EP=Employee Performance β_0= Constant, β_1= Regression coefficient for employee age, EA = Composite index of Employee age,</p> <p>ϵ = Error term</p>	<p>R^2 assessed how much of depended variable variation is due to its relationship with independent variable. F test assessed overall significance of the Model. Beta (β) determined the contribution of each predictor Variable to the significance of the Model.</p> <p>P – Value 0.05 checked on statistical significance.</p>

<p>2. To determine the effect of Human Resource Management Practices on the relationship between Employee Age and Employee Performance</p>	<p>H2. The effect of Employee Age on Employee Performance is Moderated by Human Resource Management Practices</p>	<p>Stepwise Regression Analysis.</p> <p>Step 1: $EP = \beta_0 + \beta_1 EA + \epsilon$</p> <p>Step 2: $EP = \beta_0 + \beta_1 EA + HRM P + \epsilon$</p> <p>Step 3: $EP = \beta_0 + \beta_1 EA + \beta_2 HRM P + \beta_3 EA * HRM P + \epsilon$</p> <p>Where</p> <p>$\beta_0$ = Constant, β_1, β_2 = Regression coefficients,</p> <p>EP = Employee Performance</p> <p>EA = Composite index of Employee age,</p> <p>HRM P = Composite index of</p>	<p>R^2 assessed how much of depended variable variation is due to its relationship with independent variable. A significant change in adjusted R^2 upon the interaction of Moderating variable confirms moderating effect.</p> <p>F test to assess overall significance of the Model. Beta (β) determined the contribution of each predictor variable to the</p>
		<p>Human Resource management practices and ϵ = Error term</p>	<p>significance of the Model. P-Value 0.05 assessed whether step 1 - 3 are statistical significant.</p>

<p>3. To assess the effect of Employee Competence on the relationship between Employee Age and Employee Performance.</p>	<p>H3. The effect of Employee Age on Employee Performance is Moderated by Employee Competence.</p>	<p>Stepwise Regression Analysis.</p> <p>Step 1: $EP = \beta_0 + \beta_1 EA + \epsilon$</p> <p>Step 2: $EP = \beta_0 + \beta_1 EA + \beta_2 EC + \epsilon$</p> <p>Step 3: $EP = \beta_0 + \beta_1 EA + \beta_2 EC + \beta_3 EA*EC + \epsilon$</p> <p>Where β_0 = Constant, β_1, β_2 = Regression coefficients, EP=Employee Performance EA = Composite index of Employee age, EC = Composite index of Employee Competence and ϵ = Error term</p>	<p>R^2 assessed how much of depended variable variation is due to its relationship with independent variable. A significant change in adjusted R^2 upon the interaction of Moderating variable confirms moderating effect.</p> <p>F test assessed overall significance of the Model. Beta (β) determined the contribution of each predictor variable to the significance of the Model. P – Value 0.05 assessed whether step 1 - 3 are statistical significant</p>
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<p>4. To establish the joint effect of Employee Age, HRM Practices, and Employee Competence on Employee Performance</p>	<p>H4. The joint effect of Employee Age, HRM Practices, and Employee Competence is greater than the individual effect of Each predictor variable</p>	<p>Simple and Multiple Regression Analysis</p> <p>Employee performance = f (Employee age + HRM Practices + Employee competence)</p> $EP = \beta_0 + \beta_1 EA + \beta_2 HRM P + \beta_3 EC + \epsilon$ <p>Where</p> <p>β_0 = Constant, β_1, \dots, β_3 = Regression coefficients, EP = Employee Performance EA = Composite index of Employee age, HRM P = Composite index of Human Resources Management Practices EC = Composite index of Employee Competence and</p> <p>ϵ = Error term</p>	<p>R^2 change assessed how much of the depended variable variation is due to its relationship with independent variable.</p> <p>F test assessed overall significance of the Model.</p> <p>Beta (β) determined the statistical significance of individual Variables.</p> <p>P – Value ≥ 0.05 checked on statistical significance,</p>
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Simple linear regression is a regression technique that analyses the linear relationship between one dependent variable and a single independent variable (Kenny and Keeping, 1992).

Based on the general model $Y^1 = \beta_0 + \beta_1 X + \epsilon$: Where β_0 = Constant, β_1 = Regression coefficient,

Y^1 = the predicted dependent variable X = the independent variable and ϵ = Error term

Multiple regression is a regression technique that analyses the linear relationship between one or several independent variables (Amin, 2005). The following regression model was used. $Y^1 = \beta_0 +$

$\beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \dots + \beta_n X_n + \epsilon$. Where

β_0 = Constant, β_1, \dots, β_n = Regression coefficients, Y^1 = the dependent variable, X = the

independent variable and ϵ = Error term.

Stepwise linear regression is a regression model where the predictive variables choice takes

the sequence form of F-tests or T-tests. Baron and Kenny's Model (1986) as quoted in Karuiki (2014) involves step procedures in which several regression analyses are conducted and the significance of the coefficient in each step determined.

H1 Testing the relationship between the variables, employee age and employee performance. Employee age was computed as a composite index of younger employees, middle aged employees and older employees. The hypothesis was tested using simple linear regression analysis.

H 2: The moderating effect of (HRM practices) on the relationship between employee age and employee performance was tested using stepwise regression analysis. Baron and Kenny (1986) model involves three steps.

Step 1: Testing the direct relationship between employee age and employee performance using simple regression analysis.

Step 2: Standardizing the independent variable (employee age) and moderating variable (HRM practices).

Step3: Creating an interaction term as a product of standardized independent variable*standardized moderating Variable that is included in the Model for testing the influence on employee performance.

H 3: Moderating effect of (Employee competence) on the relationship employee age and employee performance is tested using stepwise regression analysis. Baron and Kenny (1986) model involves three steps.

Step 1: Testing the relationship between employee age and employee performance using simple regression analysis.

Step 2: Standardizing the independent variable (employee age) and moderating variable (Employee competence).

Step 3: Creating an interaction term as a product of standardized independent variable*standardized moderating Variable that is included in the Model for testing the influence on employee performance.

H 4: Testing the joint effect of the study variables using both simple regression analysis to test the effect of each predictor variable and multiple regression analysis to test the joint effect of predictor variables on performance simultaneously.

CHAPTER FOUR DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

The main study objective was to determine the influence of HRM practices and employee competence on the relationship between employee age and employee performance in State Corporations of Kenya. This chapter provides data analysis, findings, interpretation and discussion of the study findings guided by the specific objectives. The research used both primary and secondary data. Primary data was based on questionnaires and was collected from employees of Kenyan State Corporations countrywide. Questionnaires elicited information from the respondents on employee age and performance and how their competence and HRM practices influence the performance.

4.2 Response Rate

A total of 384 questionnaires were given out in 18 different State Corporations under six geographical regions based on the former administrative Provinces, namely; Western, Nyanza, Rift valley, Nairobi, Eastern and Central. The distribution of the state corporations is based on the classification by the Task force on parastatal reforms Report (2013), namely; Commercial State Corporations, State Corporations with strategic functions, Executive agencies, Independent regulatory agencies and Research, Public universities and Training institutions.

Out of 384 questionnaires administered to the respondents 288 questionnaires were duly returned completed. This represents a response rate of 74.81%. Fowler (1984) posits that a response rate of 60% is representative. It follows that 74.81% is considered representative as it is a higher response rate especially when compared to those of similar studies conducted by Munjuri (2013) at 61%, Munyoki (2007) at 51% and Muindi at 72.1% (2014). Table 4.1 shows the response rate per State Corporation and the overall response rate.

Table 4.1 Response rate

State Corporations	Sample size	No of responses	Response rate (%)
• Kenya pipeline corporation	20	18	90
• Kenya power and lighting	40	34	85
• Postal corporation of Kenya	50	36	72
• University of	30	26	86.6

Nairobi			
• Kenya National Bureau of Statistics	39	29	72.5
• National Housing Corporation	30	23	76.6
• Railway Training School	10	5	50
• Maseno University	10	6	60
• KMTC	10	7	70
• Post Bank	20	16	80
• Kenya Institute of Mass Comunion	10	7	70
• UNES LTD	10	3	30
• PCK	5	5	100
• NEMA	20	15	75
• CAK	30	22	73.3
• Kiambu Institute of Science and Technology (KIST)	10	9	90
• Agricultural Development Corporation (ADC)	10	8	80
• Agricultural Finance Corporation (AFC)	20	13	65
• Kenya Airports Authority (KAA)	10	6	60
Total	384	288	74.81

4.3 Reliability Tests

This is the degree to which measures are free from random error and hence providing consistent data over time. It is the consistence, stability or dependability of a data set. Internal consistency reliability was used to assess the ability to produce similar results when different samples are used to measure a phenomenon at the same time period (McDaniel & Gates, 2010). The questionnaire was piloted by testing it on ten members of staff at Kenya Bureau of standards Headquarters in

Kisumu. The Cronbach's Alpha Coefficient assessed the internal consistency of the instrument with alpha coefficients of above 0.7 implying reliability (Cronbach, 2004; Nunnally,1978). George and mallery (2000) provide the following rules of thumb; > 0.9 – Excellent, > 0.8 – Good, > 0.7 – Acceptable, > 0.6 – Questionable, < 0.5 – Poor and < 0.5 – Unacceptable.

Table 4.2 shows the reliability statistics of measures of four variables of the study namely employee age, HRM Practices, employee competence and employee performance. Results indicate that the variables were all reliable with an overall mean cronbach alpha reliability coefficient of 0.855 (Table 4.2) which is ranged as good according to George and Mallery (2000).

Table 4.2 Reliability analysis statistics

Serial No.	Scale	Items	Cronbach Alpha (α)
1	Employee age	3	0.829
2	Human Resource Management Practices	42	0.9114
3	Employee Competence	21	0.789
4	Employee performance	16	0.885
5	Average/mean	73	0.855

Human Resource Management Practices had the best internal consistency recording a cronbach alpha reliability coefficient of 0.9114. It was followed by Employee performance at a cronbach alpha reliability coefficient of 0.885, employee age 0.829 and employee competence recording 0.789.

Table 4.3 presents reliability analysis of the three components of employee age used in the study. A total of three items were presented to three categories of respondents in a pilot study. All the items were responded to and contributed to the overall reliability of the measures of employee age. The cronbach alpha reliability coefficient of 0.829 was obtained, indicating a very strong internal consistency among the three sub variables of employee age. Younger employees recorded a cronbach alpha reliability coefficient of 0.815, middle age employees 0.813 and older employees 0.861.

Table 4.3 Reliability analysis for components of employee age

Serial No.	Employee age Measures	Items	Cronbach Alpha (α)
1	Younger employees (18 yrs – 39 yrs)	1	0.815
2	Middle age employees (40 yrs – 49 yrs)	1	0.813
3	Older employees (50 yrs – 60 yrs)	1	0.861
3	Average/mean	3	0.829

Table 4.4 presents reliability analysis of the five components of HRM practices provided in the study. A total of 42 items were presented to respondents in a pilot study and all the items were responded to and contributed to the overall reliability of the components of HRM practices. The cronbach alpha reliability coefficient of 0.9114 was recorded, indicating a very strong internal consistency among the 42 sub variables of HRM Practices.

Tests of Reliability of the components of HRM practices adopted for the study is summarized in table 4.4 giving the alpha coefficient of employee participation and empowerment, with twelve items as 0.936, employee training and development with eleven items as 0.923, adequate and fair compensation with seven items as 0.904, employee welfare benefits with five items as 0.863 and performance management with seven items as 0.931. The overall average/mean of the components of HRM practices was recorded as 0.9114 which was a very high alpha coefficient implying a very high internal consistency.

Table 4.4 Test results for Reliability for Components of HRM practices

Serial No.	HRM practices measures	Items	Cronbach Alpha (α)
1	Employee participation and empowerment	12	0.936
2	Employee training and development	11	0.923
3	Adequate and fair compensation	7	0.904
4	Employee welfare benefits	5	0.863
5	Performance Management	7	0.931
	Average/mean	42	0.9114

Table 4.5 presents alpha coefficients for the five components of employee competence provided for the study. A total of 26 items were presented to respondents in a pilot study and 21 of the items were responded to and contributed to the overall reliability of the components of employee competence. The overall cronbach alpha reliability coefficient of 0.789 was recorded, indicating a fairly strong internal consistency among the 21 sub variables of employee competence.

Tests of Reliability of the components of employee competence adopted for the study are summarized in table 4.5 giving the alpha coefficient of educational level with five items as 0.741, technical skills with four items as 0.775, general skills with four items as 0.882, training level with four items as 0.783 and experience with seven items as 0.764. The overall average/mean of the components of employee competence was recorded as 0.789 which was a fairly high alpha coefficient implying a high internal consistency.

Table 4.5 Reliability analysis for components of employee competence

Serial No.	Employee Competence Measures	Items	Cronbach Alpha (α)
1	Educational level	5	0.741
	Skills level		
2	Technical skills	4	0.775
3	General skills	4	0.882
4	Training level	4	0.783
5	Experience	4	0.764
	Average/mean	21	0.789

Table 4.6 presents alpha coefficients of the two components of employee performance provided for the study. Task performance and contextual performance. A total of 21 items were presented to respondents in a pilot study and 16 of the items were responded to and contributed to the overall reliability of the components of employee performance. The overall cronbach alpha reliability coefficient of 0.8845 was obtained, indicating a very strong internal consistency among the 16 sub variables of employee performance. Task performance recorded a cronbach alpha reliability coefficient of 0.876 and contextual performance 0.893.

Table 4.6 Reliability analysis for Components of employee performance

Serial No.	Employee performance Measures	Items	Cronbach Alpha (α)
1	Task performance	7	0.876
2	Contextual performance	9	0.893
3	Average/mean	16	0.8845

4.4 Test of Validity

Validity is the degree to which the researcher tries to measure efficiency of the research instrument (McDaniel & Gates, 2010). Content Validity of the research instrument was carried out through a *pilot study* to ensure that the questionnaire is effective in collecting the relevant information. This was done by administering the research instrument to State Corporations' employees, from each of the 5 categories. Such questionnaire pre-testing helps to identify problems with the data collection instruments and find possible solutions. Before piloting, the instrument was discussed with the supervisors. This helps check if questions are clear, well structured, have a logical sequence, meaning, easy to understand and identifies any potential misunderstanding amongst respondents to avoid ambiguity and ensure clarification of technical concepts. During piloting, the respondents also helped to evaluate the clarity of the instrument and to make the content more comprehensive. The instrument was modified based on the input of respondents. To establish if the instrument could measure what it is supposed to measure through opinions given by a panel of experts, face validity was administered (McDaniel & Gates, 2010). Two selected persons knowledgeable in research to ascertain the items' suitability in obtaining information according to research objectives were given draft questionnaires. This aimed at checking the questionnaire structure, sequence, meaning and ambiguity. The final modified version was used to collect data.

4.5 Demographic Characteristics of the Respondents

This section identified the demographic characteristics of the study respondents including age, gender composition of the respondents, employment position and number of years served in the organization, number of years in the current position and nature of employment. Demographic characteristics are known to influence the study variables. Hence the demographic characteristics of employees in this study influenced job satisfaction, competence, task and contextual performance. Vroon (1964) posits that employee performance is a function of competence in terms of individual abilities and characteristics. Additionally, Toker (2011) in his study found that age and the length of service were significantly related to job satisfaction which influenced

employee performance. Meta-analysis procedures indicated that age and job performance were generally correlated (Wayne, 2009). Comparing and considering the type of performance measured (ratings versus productivity) and type of job (professional versus nonprofessional) it was found that it moderated the relationship between age and performance significantly. Research findings are presented below.

4.5.1 Gender Composition of the Respondents

The study identified gender composition of the respondents. The study indicated that the two sets of variables had a positive relationship as seen in Table 4.7. Majority of the respondents were male (57.3%) as compared to females who were (42.7%). Support for gender differences in employee competence has been seen in studies such as Kinman (1985) who noted that there were significant gender differences recorded in perceived job satisfaction. Gender differences are believed to determine certain tasks which influence employee performance as seen by some studies such as Laura, (2006) which found out that race and gender influenced employee/manager relationship.

Table 4.7 Gender composition of the respondents

	Frequency	Percent	Cumulative Percent
Male	165	57.3	57.3
Female	123	42.7	100.0
Total	288	100.0	

4.5.2 Age of the Respondents

The study established the age of the respondents. Table 4.8 shows the age of respondents and clearly shows how the respondents age vary.

Table 4.8 Age of the respondents

Age	Frequency	Percent	Cumulative Percent
• 18 - 39yrs	158	54.9	54.9
• 40 -49yrs	77	26.7	81.6
• 50-60yrs	53	18.4	100.0
Total	288	100.0	

From Table 4.8 the majority of the respondents 54.9 % were younger employees who lay between the age bracket of 18 – 36 years old, referred to as generation Y. 26.7% were in the age bracket of 39 – 49 years (Middle Age Employees) while 18.4% were in the age bracket 50 – 60 years (Older employees). This is an indicator that the majority of the employees in state corporations are younger employees, while the minority are the older employees. Age has been associated with experience, competence, job satisfaction and the level of employee commitment in an organization by studies such as Rhodes, (1983) and Muindi, (2014).

4.5.3 Position of the Respondents in the Organization

The study found out the position held by respondents in their respective organizations. Table 4.9 shows the findings. The findings revealed that majority of the respondents were junior staff / technicians 34.4 %, followed by middle level management 27.4 %, Supervisory level (17.7%). subordinate staff (7.6 %) academic staff (7.3 %) and senior management (5.6%). The majority were people who comprehended and understood the questionnaire well, hence providing accurate and reliable information.

Table 4.9 Distribution of respondents by position /rank

Position	Number (N)	Percentage %	Cumulative Percentage
• Senior manager	16	5.6	5.6
• Middle level management	79	27.4	33.0
• Academic/ teaching	21	7.3	40.3
• Supervisory level	51	17.7	58.0
• Junior staff/technician	99	34.4	92.4
• Subordinate staff	22	7.6	100.0
Total	288	100.0	

4.5.4 Employment Status

This study sought to establish the status of employment and terms of employment of the respondents. Findings revealed that majority of the employees (74%) are permanently employed. 14.4% are under contract terms of employment and 11.1% are temporary //casual employees. Permanently employed workers enjoy job security and therefore are more motivated than those employed on contract and temporary terms. A well-motivated employee has enhanced job satisfaction and hence more productive.

Table 4.10 Employment status of employees

	Number (N)	Percentage (%)	Cumulative Percent
• Permanent	213	74.0	74.0
• Temporary/casual	32	11.1	85.1
• Contract	43	14.9	100.0
Total	288	100.0	

4.5.5 Number of Years in Current Position

The study sought to establish the number of years served by respondents in the current position.

Table 4.11 shows the respondents length of service in the current position.

Table 4.11 The respondent's length of service in the current position

	Number of years in current position	Number (N)	Percentage	Cumulative Percent
1	0 – 1 Yr	134	46.5	46.5
2	> 1 - 5Yrs	51	17.7	64.2
3	> 5 - 10Yrs	49	17.0	81.2
4	> 10 - 20Yrs	35	12.2	93.4
5	Over 20 Yrs	19	6.6	100
	TOTAL	288	100	

Findings revealed that most of the respondents (46.5%) had been in the same position between 0 – 1 year. 17.7 % had been in the same position between >1-5 years, 17.0 % had been in the same position between > 5 -10 years and 12.2 % had been in the same position between < 10 – 20 years and 6.6% had been in the same position for over 20 years.

4.6 Human Resource Management Practices

Human resources management practices are performance enhancing activities that improve the competitiveness of employees and hence their performance in an organization. There are a variety of HRM Practices adopted by organizations. In this study HRM practices were moderating variables in the relationship between the variables employee age and employee performance. The HRM practices adopted for this study were, employee participation and empowerment, employee training and development, adequate and fair compensation, employee welfare benefits and performance management. In order to determine the moderating effect of this variable on the relationship between employee age and employee performance, it is important to establish the respondents' perception of the HRM practices in their place of work.

The perception of human resource management practices was measured using a five point likert scale. The practices were rated as 1. To a very small extent. 2. Small extent. 3. Moderate extent. 4. Large extent and 5. To a very large extent. Human Resource Management Practices were rated as to very small extent (1) - to a very large extent (5)

A score of ≤ 1.5 was interpreted to mean to a very small extent, while a score 1.5 to ≤ 2.5 implied to mean small extent and 2.5 to ≤ 3.5 was interpreted to mean moderate extent. A mean of 3.5 to 4.5 indicated a large extent while a score of ≥ 4.5 was interpreted to mean to a very large extent.

This interpretation is based on what was recommended by Rotter (1966). A standard deviation of ≤ 1 means that respondents had a consensus in the rating of the statement while a standard deviation greater than 1 was interpreted to mean that the respondents differed in their perceptions about the statement. 43 statements based on the work used by Van et al. (2007) were used to measure HRM practices in the Kenyan state corporations under the following; employee participation and empowerment, employee training and development, adequate and fair compensation, employee welfare benefits and performance management. The perception of respondents relating to each of these variables, is presented as follows.

4.6.1 Employee Participation and Empowerment

Employee participation and empowerment is believed to influence employee performance. Employee Participation is a philosophy and a HRM practice undertaken by organizations to give their *employees* a chance to make decisions that directly affect their welfare, workplace environment and jobs, while employee empowerment on the other hand is a corporate structure that mandates non-managerial employees to make autonomous decisions. Each one of the two is a

mutually, distinctive and exclusive practice, though the benefits are similar. The benefits of employee participation and empowerment include increased morale, healthier coworker interrelationships, creative thinking, and more productivity as employees feel part and parcel of the organization. Respondents were asked to rate employee participation and empowerment in their organization. A set of twelve statements were used to measure the respondents' perception relating to the variables under the human resources management practices.

Table 4.12 Means and Standard Deviations for measures of employee participation and empowerment

Employee participation and empowerment	N	Mean	Std. Deviation
Questionnaire	288	147.65	84.804
My organization has put in place formal channels that allow employees to express their views and opinions before decisions are made	288	3.07	1.149
The management maintains a good relationship with employees	288	3.46	.980
Formal procedures are undertaken to ensure officials don't allow personal biases to affect their decisions	288	3.24	1.032
Communication between management and employees is highly commendable	288	3.26	1.131
Formal means by which employees challenge decision they feel are unfair or erroneous	288	2.95	1.201
The way Management communicates change to its employees is highly accepted by the employees	288	3.13	1.079
Employees are given adequate opportunities to air their views, comments and complains	288	2.93	1.108
Employees get timely and adequate feedback on their complains and grievances	288	2.82	1.075
Managers meet with employees to identify and recommend solutions regularly	288	2.93	1.158

Involvement of employees in decision making is highly acceptable by the employees	288	2.83	1.110
Managers seek employees' views before making decisions on regular basis	288	2.54	1.119
Level of powers given to employees in decision making is high	288	2.59	1.120
Average score	288	2.73	1.112
Cronbach alpha coefficient = 0.936			

Results in Table 4.12 reveal that the mean score for Employee Participation and Empowerment was 2.73. This was interpreted to mean moderate extent. It shows that respondents rated the extent to which HRM practices (Employee Participation and Empowerment) are carried out in their organization as moderate. Generally, the respondents were indifferent to the extent at which they rated human resources management practices in their organizations (Mean 2.73. SD 1.112). Respondents were asked whether formal channels that allow employees to express their views and opinions had been put in place by their organization before decisions are made. This item had a mean of 3.07 and a standard deviation of 1.149, implying that State Corporations in Kenya had fairly or moderately put in place channels and mechanisms allowing employees to express their views and opinions ahead of decisions. However, the standard deviation reveals that a few respondents differed with the view of the majority.

On the fact that management maintains a good relationship with employees, the mean was 3.46 and a standard deviation of 0.980. This means that the management had fairly good relationships with employees which provided a good working environment to enhance employee performance. Formal procedures were moderately undertaken to ensure officials don't allow personal biases to affect their decisions (Mean 3.24, SD 1.032). Communication between management and employees was rated as moderate by respondents on their perception about the statement (Mean 3.26, SD 1.131).

Respondents rated as moderate the statement that, there are formal means by which employees challenge decisions they feel are unfair or erroneous but were indifferent about it (Mean 2.95, SD 1.201). The statement "the way Management communicates change to its employees" is highly accepted by the employees as it was rated as moderate by respondents (mean 3.13, SD 1.079) implying that the communication was accepted by employees. The mean and standard deviation

of the statement, Employees are given adequate opportunities to air their views, comments and complains was (2.93, SD 1.108) implying there were fair opportunities for employees to air their views, comments and complains and employees get timely and adequate feedback on them complains and grievances (mean 2.82, SD 1.075).

Respondents were also asked to rate the statement Managers meet with employees to identify and recommend solutions regularly. The response was (mean 2.93, SD 1.158) implying fair/moderate rating. Involvement of employees in decision making was also rated as fair or moderate (mean 2.83, SD 1.110). The statement Managers seek employees views before making decisions on regular basis was rated fair / moderate (2.34, SD 1.119) and the level of powers given to employees in decision making was rated as moderate/fair (Mean 2.59, SD 1.120) implying that employees of state corporations are moderately or fairly involved in decision making. This analysis implies that on average respondents rated as moderate the practices of employee participation and empowerment in Kenyan state corporations. This is especially so with involvement of employees in decision making, managers seeking employees views before making decisions and employees are given adequate opportunities to air their views, comments and complains. It can be seen that in all statements, the standard deviation was more than one except for the statement management maintains a good relationship with employees which was rated highly by consensus. The standard deviation averagely ranged from 1.03 to 1.58. This means that there was no consensus in the way the respondents felt about the practices of employee participation and empowerment in their organizations.

4.6.2 Employee Training and Development

Respondents were to state the extent to which training and development was carried out in their organizations. Employee training and development has been believed to influence employee performance. Meir Liraz, (2015) suggested reasons for conducting training among workers as follows. Training equips employees with specific knowledge or skills to enhance their competence and task performance. General benefits from employee training and development are; Boosting morale and job satisfaction among workers, improved motivation for employees, efficiency in task performance, resulting in increased income, and increased levels to adopting new technologies and techniques, increased innovation in production strategies, lower employee turnover, improved organization image, such as training ethical issues, risk management, sexual harassment and diversity training leading to financial gains. A study by Alum (2013) found out that training and development significantly improved employee performance. Development on

employee’s future performance, rather than an immediate job role. Table 4.13 shows an analysis of the responses.

Table 4.13 Means and Standard Deviations for measures of employee training and development

Employee training and development	N	Mean	Std. Deviation
• Training facilities offered by the organization for its employees are of high standards.	288	3.31	1.115
• The organization offers training programs to various categories of employees	288	3.52	1.142
• Effect of training programs organized by the organization on employee performance	288	3.09	1.194
• Effect of further external training programs on employees performance	288	3.05	1.205
• Study leave granted to employees seeking for further training /education	288	3.40	1.318
• The organization sponsors employees for further training/education	288	2.92	1.382
• The newly appointed employees undergo a comprehensive orientation program	288	3.38	1.271
• The implementation of human resource management policies by management is done fairly	288	3.08	1.087
• The employee manual is effective on	288	3.24	1.170
• elaborately stipulating what is required of each employee	288	3.24	1.190
• programs have personally helped	288	3.39	1.122
• employees to master the required tasks of their job	288	3.39	1.122
Average score	288	3.19	

Cronbach alpha coefficient = 0.928

The results in Table 4.13 show an overall Mean score of 3.19 on employee training and development in state corporations. The standard deviation was 1.122. This implies that respondents were fair or moderate on rating how employee training and development was conducted in their organizations. Respondents were indifferent about the extent to which employee training and development was

carried out in their organizations. Training facilities offered by the organization was fairly rated (Mean 3.31, SD 1.115). Employees rated the Effect of training programs organized by the organization on employee performance as moderate /fair (mean 3.09, SD 1.104). Organizations offer training programs to various categories of employees on a large extent as shown by the mean of 3.52 and SD 1.142. On organizations offering training programs to various categories of employees, the result was (mean 3.52, SD 1.142) implying that employees were indifferent about the extent to which their organizations offered training programs to various categories of employees. They gave a moderate/fair rating. On the effect of training programs organized by the organization on employee performance the rating was moderate or fair (mean 3.09, SD 1.19) meaning that the training programs offered had an effect on employee performance. The same effect was experienced in the effect of further external training programs on employee performance (mean 3.05, SD 1.205).

Study leave is moderately granted to employees seeking for further training /education (mean 3.40, SD 1.318), implying that employees were indifferent about the extent to which the study leave is granted. The same result was experienced in the statement that the organization sponsors employees for further training/education (mean 2.92 and SD 1.382). The newly appointed employees undergo a comprehensive orientation program to a large extent (mean 3.38, SD 1.27) though the employees were indifferent about the extent. The implementation of human resource management policies by management is done fairly. This statement was rated moderate by respondents (mean 3.08, SD 1.087). The statement, Employee manual was effective on elaborately stipulating what is required of each employee was rated moderate by respondents (mean 3.24, SD 1.170).

This analysis implies that on average respondents rated as moderate the extent to which training and development were carried out in Kenyan State Corporations. This is especially so with training facilities offered by the organization, the effect of training programs on employee performance and the effect of external training programs on employee performance. The organization offering training programs to various categories of employees was rated the highest (Mean 3.52 and Std deviation 1.142). It can be seen that in all statements, the standard deviation was more than one. The standard deviation averagely ranged from 1.087 to 1.382. This means that there was no consensus in the way the respondents felt about the extent to which training and development programs are carried out in their organizations. Averagely training and training programs are moderately carried out in Kenyan state corporations.

4.6.3 Adequate and Fair Compensation

Adequate and fair compensation influences employee performance. Satisfaction of employees in Salem Steel Plant, is a complete look at how the organization can improve their efforts and measures towards enriching the employees to achieve better employee performance and increased productivity from the employees, through adequate compensation hence bringing in profits to the company (Gohsh, 2015). Table 4.14 shows the analysis of the responses on adequate and fair compensation.

Table 4.14 Means and Standard Deviations for measures of adequate and fair compensation

Adequate and fair compensation	N	Mean	Std. Deviation
• Your Pay is in accordance with your qualification and experience	288	2.82	1.287
• Your Exerted efforts in terms of performance is equivalent to your pay	288	2.69	1.277
• Your Monthly payment is in line with the market rates	288	2.65	1.303
• Your job provides financial security	288	3.12	1.294
• Your Compensation reward is fairly distributed to all employees in the organization	288	2.74	1.301
• You are Satisfied with the rewards received for extra work done outside normal working hours	288	2.52	1.312
• Your Goals and aims are clear on why you do the job	288	3.51	1.210
Average score	288	2.86	1.283
Cronbach alpha coefficient = 0.904			

As shown on Table 4.14, adequate and fair compensation are provided in Kenyan state corporations with respondents rating it as fair or moderate despite indifferences among the same respondents (mean 2.86, SD 1.283). Respondents agree that their Pay is in accordance with their qualification and experience (mean 2.82, SD 1.287) and that their exerted efforts in terms of performance is equivalent to their pay (mean 2.69, SD 1.277) both of which they rate as moderate. On their Monthly payment being in line with the market rates, respondents are indifferent on the extent to which the pay is in line with market rates but rate it as fair or moderate (mean 2.65, SD 1.303). The same situation was seen in the statement your job provides financial security (Mean 3.12, SD 1.294).

Respondents are moderately or fairly satisfied with the rewards received for extra work done outside normal working hours (mean 2.52, SD 1.32) and that their goals and aims are to a large

extent clear on why they do the job (mean 3.51, SD 1.210). This analysis implies that on average respondents rated as moderate the adequacy and fairness in the compensation provided by in Kenyan State Corporations. In particular, their pay being in accordance with their qualification and experience, their job providing financial security, their monthly payments being in line with the market rates. In all statements, the standard deviation was more than one. The standard deviation averagely ranged from 1.21 to 1.312. This means that there was no consensus in the way the respondents felt about the adequacy and fairness of the compensation given to them by their organizations. However, they rated the provision of adequate and fair compensation as moderate.

4.6.4 Employee Welfare Benefits

Employee welfare benefits have been considered as a strong factor influencing employee performance. Porter (participation of employees in organization decision making enhances their performance. Welfare benefits 2002) posits that employee welfare benefits enables employers to get stable labor force. Involvement and motivate employees which make them more productive. Motivation also enhances employee retention which curbs on high rates of labor turn over. Table 4.15 shows the analysis of the responses on employee welfare benefits in state corporations.

Table 4.15 Means and Standard Deviations of employee welfare benefits

Employee welfare benefits	N	Mean	Std. Deviation
• Welfare benefits are adequately given to all categories of employees	288	3.22	1.261
• Welfare benefits provided by your organization are competitive enough to match other similar firms	288	2.91	1.267
• Benefits are given according to classes of workers	288	3.53	1.226
• Welfare benefits given by employer have tremendously motivated employees to increased productivity	288	2.99	1.220
Average score	288	3.11	1.24
Cronbach alpha coefficient = 0.863			

As shown in Table 4.15, respondents do not necessarily agree or disagree with the extent to which welfare benefits are adequately provided to all categories of employees (mean 3.11, SD 1.24). The employees rate the statement, Welfare benefits provided by the organization are competitive enough to match other similar firms as moderate or fair, implying that the benefits are not

competitive enough to match similar firms. (Mean 2.91, SD 1.267) They are indifferent at the extent to which the benefits are competitive to match other firms. The same case applies to the statement “Benefits are given according to classes of workers” (mean 3.33, SD 1.226) and the statement, “Welfare benefits given by employer have tremendously motivated employees to increased productivity (mean 2.99, SD 1.22)” Respondents have rated them as moderate or fair. The standard deviations for all the statements of employee welfare benefits are around 1. Implying that the provision of welfare benefits is moderate or fair in as far as employee welfare benefits are provided in state corporations.

This analysis implies that state corporation employees are content with benefits being given according to classes of workers. However, they are moderate on aspects of benefits provided by the organization being competitive enough to match other similar organizations, welfare benefits given have tremendously motivated employees to increased productivity and that the benefits are adequately given to all categories of employees. However, it is worth noting that the standard deviations in all the responses were above 1. This means that there was no consensus in the views of the respondents on these aspects. This could be attributed to the differences in what each organization provides in different aspects of welfare benefits. Different organizations have different provisions of welfare benefits as there are no standard guidelines for these provisions.

4.6.5 Performance Management

Performance management refers to creating a setting or work environment in which people perform to their best of abilities in line or guided by the organization goals and objectives and performance standards for each job. Some proponents such as Werner, E. (2015), argue that there is a clear and immediate correlation between using performance management programs or software and improved employee performance or organizational results (Michael, 2015)

Table 4.16 Mean and Standard Deviations for measures of performance management

Performance management	N	Mean	Std. Dev
• The management and employees in your organization collaborate on setting performance objectives	288	3.26	1.237
• Performance contracts are used by your organization to enhance increased employee performance	288	3.56	1.239
• The management provides feedback on performance and ongoing monitoring to the employee	288	3.30	1.160
• When problems are identified with performance, management provides support and time for improvement	288	3.16	1.188
• Performance assessment forms are used regularly to document performance	288	3.42	1.089
• Management receives performance management to ensure it is being applied consistently and fairly.	288	3.35	1.143
• Processes of performance management enhances employee performance	288	3.33	1.213
Average score on performance management	288	3.311	1.181
Cronbach alpha coefficient = 0.931			

As shown in Table 4.16 the results reveal the mean score for performance management was 3.311. This shows that the extent to which performance management was carried out in the organization was rated as moderate by respondents (mean 3.311 and SD 1.18). Though respondents are indifferent about the extent to which performance management is carried out in the organization, they rate it as moderate. The respondents were also indifferent on the extent to which the management and employees in the organization collaborate on setting performance objectives (Mean 3.26, SD 1.237) and the extent to which Performance contracts are used by the organization to enhance increased employee performance (mean 3.56, SD 1.239) despite the indifference they rated them as moderate and good respectively.

The management monitoring and providing feedback on employee performance was rated as moderate (Mean 3.30, SD 1.160). Also rated as moderate was the statement; Management provides support and time for improvement when problems are identified with performance, (Mean 3.16, SD 1.188). Rated as fair were the statements; Performance assessment forms are used regularly to document performance (mean 3.42, SD 1.089) and Management receives performance management forms to ensure consistency and fairness (Mean 3.35, SD 1.143). A

similar situation applied to the statement; Processes of performance management enhances employee performance (mean 3.33, SD 1.213). The analysis implies that employees in state corporations are happy with the fact that performance contracts are used by the organization to enhance increased employee performance. However, they are moderate on aspects of management and employees collaborating in setting performance objectives, the management providing ongoing monitoring and feedback on performance to the employees and that the process of performance management enhances employee performance.

The standard deviations in all the responses were above 1, indicating that there was no consensus in the views of the respondents on these aspects. This could be attributed to the differences in what each organization provides in different aspects of performance management such as performance objectives, monitoring and feedback on performance to employees and performance work environment. Different organizations have different levels of practicing performance management as there are no standard guidelines for these practices.

4.6.6 Summary of the findings on Human Resource Management Practices

The scores of the variable Human Resource Management practices were computed to come up with a simple average of the scores in each component. Table 4.17 presents a summary of HRM practices as shown in the study.

Table 4.17 Means and Standard Deviations for Human Resource Management

Practices

Sub components	N	Mean	Std. Dev
• Employee participation and empowerment.	288	2.73	1.112
• Employee training and development.	288	3.19	1.22
• Adequate and fair compensation	288	2.86	1.283
• Employee Welfare and benefits.	288	3.11	1.24
• Performance Management.	288	3.3	1.181
Average score on HRM practices	288	2.64	1.19
Cronbach alpha coefficient = 0.9114			

This analysis shows that the extent to which Human Resource Management Practices were carried out in the organizations was rated as moderate by respondents (mean 2.64 and SD 1.19). Though respondents were indifferent about the extent to which the Practices were carried out in their organizations, they rated them as moderate. The respondents were indifferent on the extent to which Human Resource Management Practices were carried out in the organization to enhance increased employee performance (SD 1.19). Despite the indifference they rated the practices as moderate. Performance Management had the highest score (Mean 3.31, SD 1.24) followed by employee training and development (Mean 3.19, SD 1.22). In these two sub variables, respondents agree that they are practiced in their organization, rating them as moderate. Employee participation and empowerment (Mean 2.73, SD 1.112) and Adequate and fair compensation (Mean 2.86, SD 1.283) recorded the lowest overall mean score.

The analysis imply that respondents were happy with the way their organization practiced performance management and employee training. They were moderate on adequate and fair compensation and employee participation and empowerment. Generally Human Resource Management practices was moderately practiced in Kenyan State Corporations. It should also be noted that respondents were indifferent and lacked consensus in their views about the Human Resource Management Practices in their organizations. This was indicated by the standard deviations in all responses being above 1. This may be explained by the fact that different State Corporations provide different levels and quality of Human Resource Management Practices with absence of guidelines and standards to control them.

4.7 Employee Competence

The measurement of the rating was done using a five point likert scale ranging from 1 - very low to 5 - very high. A score of ≤ 1.5 was interpreted to mean Very low. A score of 1.5 to ≤ 2.5 meant Low and a score of 2.5 to ≤ 3.5 was interpreted to mean Medium whereas 3.5 to ≤ 4.5 meant High. A score of ≥ 4.5 was interpreted as very High. This interpretation is based on what was recommended by Rotter (1966). A standard deviation of ≤ 1 was interpreted to mean that respondents had a consensus in the rating of the statement while a standard deviation greater than 1 was interpreted to mean that the respondents differed in their perception about the statement. There were 23 statements that were used to measure the perceived competencies of respondents in the organization. Guidelines of the rating system was given to respondents to ensure that they understood the rating well. The first section looks at the preliminaries on employee characteristics to create a basis of knowledge on employee competence.

4.7.1 a Respondent's Level of Education

The study was to establish the respondents' level of education. Education levels include level of knowledge and skills which is an indicator of competence. Table 4.18 a shows the analysis of the respondent's level of education.

Table 4.18 a Distribution of Respondents by level of Education

Level of education	Frequency	Percent	Cumulative Percent
• Class 8 and below	1	3	3
• Secondary form 4and below	24	8.3	8.7
• Advanced level	16	5.6	14.2
• Technical/professional certificate	70	24.3	38.5
• Bachelor's degree	117	40.6	79.2
• Master's degree	53	18.4	97.6
• Doctorate degree	7	2.4	100.0
Total	288	100.0	
Cronbach alpha coefficient = 0.943			

Results for Table 4.18 a indicate that most of the respondents were holders of a Bachelor's degree (40.6%) followed by holders of technical / professional certificate (24.3%), Master's degree holders (18.4%), Secondary form 4 and below (8.3%), Advanced level (5.6%), class 8 and below (3%) and Holders of a doctoral degree (2.4%). This implied that most of them were educated enough to understand, internalize and give appropriate data for the study. It is also implied that they were competent in performing their duties.

4.7.1b Respondents' Response and Scores on his Educational Level

A number of statements were raised to find out the respondent's perception of the relationship between his educational level and his job task performance. Table 4.18 b shows the respondents' perception on the relationship between his educational level and his job tasks.

Table 4.18 b Means and Standard Deviations for measures of Respondents' level of education.

Level of Education	N	Mean	Std. Dev
• My level of education conforms to my current work	288	3.82	1.092
• My education level meets the requirements of current work	288	4.04	.927
• I have an in depth knowledge and understanding of my area of work / specialization	288	4.19	.781
• I have an in depth knowledge and understanding of other areas of work other than my area of specialization	288	3.87	.896
• I have Advanced my level of education since my employment to improve my competence	288	3.90	1.162
Average score	288	3.964	0.9716
Cronbach alpha coefficient = 0.741			

The statement; My level of education conforms to my current work recorded a mean of 3.82 and a standard deviation of 1.092 interpreted as a high score. This means that for most respondents, their level of education conforms to their current job and for the statement; My education level meets the requirements of my current work, recorded a mean of 4.04 and a standard deviation of 0.927 which was rated as high and that respondents had a consensus that their education level meets the requirements of their current work. The respondents were also asked whether they had an in depth knowledge and understanding of their area of work / specialization. The mean recorded was 4.19 and the standard deviation was 0.781, which rated as high and that respondents had a consensus that they had an in depth knowledge and understanding of their area of work.

On whether they had an in depth knowledge and understanding of other areas of work other than the area of specialization, the respondents highly agreed by consensus with a mean of 3.87 and a standard deviation of 0.896. Asked if they had advanced their level of education since they were employed to improve their competence the respondents were indifferent on the extent to which they had advanced their level of education, but gave the rating as high (mean 3.90 and standard deviation of 1.162). With a combined mean of 3.964 and a standard deviation of 0.9716, it implied

that the respondents with consensus gave a high rating on the perception of their educational level as it relates with their job task performance.

The analyses imply that respondents were in consensus that their education level meets the requirements of their current work, they have an in depth knowledge and understanding of their areas of work/ specialization and they have an in depth knowledge and understanding of other areas of work/ specialization. These areas were scored very highly by consensus. State corporations regard academic achievements on hiring and placement of its staff and that state corporations provide opportunities for its employees to advance their levels of education to improve on their competence.

4.7.2 Number of years Worked in the Organization (Experience)

The study wanted to establish the number of years the respondent had worked in the organization. Number of years worked determines the experience of an individual worker which will influence his performance. Table 4.19 shows the number of years the respondent had worked in the organization.

Table 3 Number of years the respondent had worked in the organization

Number of years worked	Frequency	Percent	Cumulative Percent
0 - 5 yrs	109	37.8	37.8
6 - 10yrs	61	21.2	59.0
11 - 15yrs	30	10.4	69.4
16 - 20yrs	23	8.0	77.4
Over 20yrs	65	22.6	100.0
Total	288	100.0	

Results of table 4.19 indicate that majority of the respondents have worked for a period of between 0 – 5 years (37.8%), while 22.6% have worked for over 20 years, 21.2% have worked between 6 – 10 years, 10.4% have worked for 11 – 15 years and 8% have worked for 20 years. This analysis implies that majority of state corporation employees (37.8%) have less work experience and 22.6% have the highest work experience of over 20 years followed by 6 – 20 years (21.2%) and 11- 15 years (10.4 %). The category with least experience is 16 – 20 years (8.0 %).

4.7.3 a) Respondents level of skills

Skills level determine an individual's competence to perform tasks in his area of work. The study sought to establish the skills level of the respondents in the organization. Table 4.20 a shows the skills level of respondents to their current job tasks.

Table 4 A Respondent's skills level

Skills level	Frequency	Percent	Cumulative Percent
Sufficient	15	5.2	5.2
Satisfactory	46	16.0	21.2
Good	57	19.8	41.0
Very good	101	35.1	76.0
Excellent	69	24.0	100.0
Total	288	100.0	

From the results of Table 4.20 a, 35% of the respondents' skills level was rated as very good, 24% as excellent, 19.8% as good, 16 % as satisfactory and 5.2 % as sufficient. This analysis implies that respondents were generally having high skill levels on their current job. Even the lowest category 5.2% had sufficient skills to their current job. Most employees have adequate skills to their current job.

4.7.3 b) Scores for measures of skills

A number of statements were raised to find out the respondent's perception of their level of skills in relationship to job task performance. Table 4.20 b shows the respondents' perception of their skills in relationship to their job tasks.

Table 4.20 b Respondents score on skills level

Skills level	N	Mean	Std. Deviation
Technical/worked based skills			
• I use different techniques to perform my work	288	3.93	0.886
• I have adequate skills to train other workers	288	3.99	0.920
• I am more competent than before due to regular attendance of seminars	288	3.74	1.195
• I am effective in performing my task	288	4.21	0.838
General skills			
• I have ability to provide professional leadership	288	4.10	0.912
• I have organization and administrative skills	288	4.05	0.928
• I am computer literate in standard packages	288	4.19	0.862
• I have effective communication and interpersonal skills	288	4.28	0.791
• I am committed to working with others and encouraging diversity	288	4.39	0.738
Average score	288	4.097	0.896
Cronbach alpha coefficient = 0.82			

The statement I use different techniques to perform my work scored a mean of 3.93 and a standard deviation of 0.886. Implied that respondents used different techniques to perform their work and by consensus highly rated the statement. Respondents having adequate skills to train other workers was highly rated by consensus as it scored a mean of 3.99 and a standard deviation of 0.920. The statement, I am more competent than before due to regular attendance of seminars scored a mean of 3.74 and a standard deviation of 1.195, implying that despite the respondents being indifferent about the statement, they highly rated it. On being effective in performing one's tasks, scored a mean of 4.21 and a standard deviation of 0.838 meaning the respondents highly rated the statement by consensus.

Majority of the respondents have the ability to provide professional leadership as the recorded mean for the statement was 4.10 and a standard deviation of 0.912. Equally the statement, I have organization and administrative skills scored a mean of 4.05 and a standard deviation of 0.928. This means that the respondents highly rated the statement by consensus. Computer literacy in standard packages scored a mean of 4.19 and a standard deviation of 0.862 implying that the respondents

gave it a high rating by consensus. Meaning majority of the respondents are computer literate in standard packages and that they have effective communication and interpersonal skills as this statement scored a mean of 4.28 and a standard deviation of 0.791. Respondents were also asked to rate their level of commitment to working with others and encouraging diversity. The result was a mean of 4.39 and a standard deviation of 0.738. Meaning the respondents by consensus gave it a high rating. Overall respondents rating on general skills was the highest (very good) with commitment to working with others and encouraging diversity scoring the highest (Mean 4.39, SD 0.7) Respondents rated general skills very good by consensus as the standard deviation for all the responses on general skills was below 1. The highest score was on commitment to working with others and encouraging diversity (Mean 4.39, SD 0.738), followed by respondents having effective communication and interpersonal skills (Mean 4.28, SD 0.791).

State corporations have high Technical skills as rated highly by consensus. There was no major variation in the responses as shown by standard deviations of all statements which ranged between 0.838 and 0.920. This analysis implies that there is a good level of general skills among the staff in State Corporations especially in commitment to working with others and encouraging diversity. Technical skills are equally high as rated by consensus, particularly employees becoming more competent than before due to regular attendance of seminars.

4.7.4 Other special knowledge, talent or skill other than those of the current job

Respondents were asked to rate the other type of skills they have other than those of their current job. 85% stated that they have other skills other than those of their current job. Table 4.21 shows the respondents' rating of these skills.

Table 4.21 Respondent's rating of his other skills, talents or special knowledge

Rating level	Frequency	Percent	Cumulative Percent
• Sufficient	10	3.5	4.0
• Satisfactory	39	13.5	19.8
• Good	67	23.3	46.8
• Very good	85	29.5	81.0
• Excellent	47	16.3	100.0
Total	248	86.1	
Cronbach alpha coefficient = 0.89			

From Table 4.21, 29% of the respondents had a rating of very good on other skills, 23% had a rating of good, 16.3% had a rating of excellent, 13.5% had a rating of satisfactory. 3.5% had a rating of sufficient. This implied that majority of the respondents had other skills and talents other than those to the current job tasks. Multiskilling improves the performance of individual employees making them more productive. Only a few have had insufficient skills other than their routine skills.

4.7.5 Respondent’s professional training level

The study sought to establish the respondent’s professional level of training. Professional level of training determines both the level of skills and task performance of an individual. Table 4.22 shows the respondent’s level of training.

Table 5 Respondents’ level of training

Level of training	Frequency	Percent	Cumulative Percent
Artisan	17	5.9	5.9
Technician	186	64.6	70.5
Technologist	85	29.5	100.0
Total	288	100.0	

From the Table 64.6% of the respondents were technicians by profession, 29.5% were Technologists and 5.9 % were artisans. This implies that majority of employees in state corporations are technicians followed by technologists and the minority were artisans.

4.7.6 Summary of Employee Competence

The scores of the variable employee competence were computed to come up with a simple average of the scores in each component. Table 4.23 presents a summary of Employee competence as shown in the study.

Table 4.23 Distribution of Employee competence

Sub components	N	Mean	Std. Deviation
• Education level of employees	288	3.964	0.9716
• Respondents skills level	288	4.097	0.896
• Training	288	4.102	0.742
• Experience	288	3.712	0.782
Average score on			0.8479
	288	3.968	
Cronbach alpha coefficient = 0.764			

This analysis shows that the level of employee competence in Kenyan state corporations was rated as high by respondents (mean 3.968 and SD 0.8479). The respondents by consensus rated the level of employee competence as high, shown by the standard deviation recording less than 1. Respondents level of training scored the highest (Mean 4.102, SD 0.782) followed by skills level (Mean 4.097, SD 0.934), educational level of employees (Mean 3.964, SD 0.934) and Training (Mean 3.712, SD 0.782). In these four sub variables, respondents agreed by consensus in rating employee competence in their organization as high. The analysis implies that respondents by consensus rated the level of employee competence in their organization as high as shown by the mean and standard deviation in the four sub variables. Generally, the level of employee competence in Kenyan state corporations is high. It should also be noted that respondents rated by consensus in their views about the employee competence in their organization. This was indicated by the standard deviations in all responses being below 1. This is explained by the fact that different state corporations provide different levels of training and hire different quality of staff in various departments as there are no fixed guidelines and standards to control the training type and conditions for hiring in state corporations.

4.8 Employee Performance

According to David (2010), employee performance is the ability of an employee to carry out a piece of work, duty or expected tasks according to an established standard. Campbell (2013) defines

employee performance as an individual level based variable or tasks, a single person does in an organization. In this study, employee performance was the depended variable. It was necessary to establish the respondents' perception of their performance in State Corporations before determining the relationship it has with other variables. This section analyses employee performance in Kenyan State Corporations. A five point likert scale from 1 – 100% was used to measure performance. A score of ≤ 1.5 was interpreted to mean 1 – 20%. 1.5 to ≤ 2.5 meant 21 – 40% and a score of 2.5 to ≤ 3.5 was interpreted to mean 41 – 60 whereas 3.5 to ≤ 4.5 meant 61 – 80%. A score of ≥ 4.5 meant 81 – 100%.

This interpretation is based on what was recommended by Rotter (1966). A standard deviation of ≤ 1 was interpreted to mean that respondents had a consensus in the rating of the statement while a standard deviation greater than 1 was interpreted to mean that the respondents were indifferent in their perceptions regarding the statement (Muindi, 2014). There were 16 statements used to measure the levels of employee performance that were specific. The respondents were given guidelines on the rating system for efficient results. The statements were divided into two sections to measure two aspects of employee performance namely Task performance and contextual performance.

4.8.1 Task Performance

Task performance is an individual's proficiency that he uses to perform specific activities that lead to organization technical areas of work. Campbell (1990) posits that task performance is measured in terms of job specific task performance and non - job specific task performance. Job specific task performance included attendance at place of work, attendance of departmental meetings, completing tasks within the set time, achieving individual targets, achieving group targets, ability to meet deadlines as set by the supervisor and ranking of target achievements among other workers. Respondents rated themselves in each of the task performance areas. Table 4.24 shows the respondents ratings on task' performance.

Table 4.24 Means and Standard Deviations for measures of task performance

Task performance	N	Mean	Std. Deviation
Specific task performance			
1. Attendance at place of work	288	4.53	0.717
2. Attendance of departmental meetings	288	4.12	1.134
3. Completing tasks within the set time	288	4.35	0.809
4. Achieving individual targets	288	4.42	0.733
5. Achieving group targets	288	4.17	0.829
6. Ability to meet deadlines as set by the supervisor	288	4.42	0.774
7. Ranking in target achievements among other workers	288	4.23	0.793
Respondents average score of task performance	288	4.35	0.827
Cronbach alpha coefficient = 0.876			

Respondent’s rating of attendance at the place of work had a mean of 4.53 and standard deviation of 0.717. This implied that the rate of attendance in the respective organizations was very high. On attendance of departmental meetings, the mean was 4.12 and the standard deviation was 1.134. This implied that the respondents were indifferent on the extent to which they rated their attendance of departmental meetings but however highly rated it. Completing tasks within the set time recorded a mean of 4.35 and a standard deviation of 0.809. This was a high rating by consensus. Achieving individual and group targets scored mean of (4.42, SD 0.733) and (4.17, SD 0.829) respectively. This was also a high rating by consensus. Ability to meet deadlines as set by the supervisor was rated high (4.42, SD 0.774). The respondents rating for Ranking in target achievements among other workers was (4.23, SD 0.793). Based on the analysis of the overall respondents rating on task performance, it was rated highly by consensus.

The analysis above implies that the State Corporation employees perform highly in Task performance in terms of attendance at the place of work, attendance at departmental meetings,

completing tasks within the set time, achieving individual and group targets, ability to meet deadlines as set by supervisor and ranking target achievements among other workers. The average rating on task performance was high and rated by consensus implying that task performance in state corporations was high. There was no major variation in the responses as shown by standard deviations of all statements which ranged between 0.717 and 0.829. This analysis implies that there is a good level specific job task performance among the employees in State Corporations especially in regard to attendance at the place of work, ability to meet deadlines and achieving individual targets.

4.8.2 Contextual Performance

Refers to activities that support the organizational social and psychological environment (Borman and Motowidlo, 2017). These activities are subdivided into, teamwork, effort and personal discipline. **a) Teamwork**

Respondents were asked to rank their performance in terms of teamwork. The measures were; following organization rules and procedures, volunteering for additional work, assisting and cooperating with coworkers, endorsing and following organization objectives. Table 4.25 shows the respondents rating of the measures of sub variables.

Table 4.25 Means and Standard Deviations of measures Contextual performance

Contextual performance	N	Mean	Std. Deviation
Teamwork			
• Following organization rules and procedures	288	4.45	0.745
• Volunteering additional work	288	4.25	0.840
• Assisting and co-operating with coworkers	288	4.45	0.722
• Endorsing and following organization objectives	288	4.44	0.730
Respondents average score on teamwork	288	4.398	0.759
Cronbach alpha coefficient = 0.8			

Team work was measured using four sub variables or items shown above. Following organization rules and procedures (mean 4.45, SD 0.745) and assisting and co-operating with coworkers (mean 4.45, SD 0.722) recorded the highest mean scores on teamwork. Volunteering additional work (mean 4.25, SD 0.84) and endorsing and following organization objectives recorded (mean 4.44, SD 0.730)

recording the lowest mean scores. The standard deviation in all the sub variables was less than 1. This analysis implied that the level of teamwork in state corporations was very good especially in following organization rules and procedures (mean 4.45, SD 0.745) and assisting and co-operating with coworkers (mean 4.45, SD 0.722) and respondents agreed with this by consensus. The average score was high (mean 4.398, SD 0.75) implying that state corporations have a high level of teamwork.

b) Employee Effort

Dedication to the job, interpersonal facilitation, trust in the organization management, intentions to stay in the organization longer and attitude towards the system of setting and achieving targets are the variables that were used to measure effort. Table 4.26 shows the respondents rating of the sub variables.

Table 4.26 Measures of Employee effort

	Contextual performance	N	Mean	Std. Deviation
	Effort			
	• Dedication to the job	288	4.55	0.731
	• Interpersonal facilitation	288	4.34	0.807
	• Trust in the organization management	288	4.17	0.935
	• Intentions to stay in the organization longer	288	4.10	1.057
	Average respondents rating on effort	288	4.29	0.88

Cronbach alpha coefficient = 0.789

Table 4.26 reveals that the overall respondent’s performance on effort was rated good (mean 4.29, SD. 0.8). Dedication to the job (mean4.55, SD 0.731) and interpersonal facilitation (mean 4.34, SD 0.807) recorded the highest performance rating. This was followed by Trust in the organization management (mean 4.17, SD 0.935) and intentions to stay in the organization longer (mean 10.7, SD 1.057). The standard deviations of all the statements ≤ 1 showed that there was no major variation in the responses as respondents gave their ratings by consensus. An exception is the statement,

intentions to stay in the organization longer which recorded a standard deviation of ≥ 1 , implying that respondents were indifferent about the statement. This implied that employees of state corporations are dedicated, trust in the organization management and have interpersonal skills. The level of effort in state corporations was high as evidenced in average rating which was high.

a) Personal discipline

Respondents were asked rank their performance in terms of level of personal discipline.

Table 4,28 shows the respondents rating on discipline. The results are indicated below the table.

Table 4.27 The Measures of Personal Discipline

Personal Discipline	N	Mean	Std. Deviation
• Volunteering additional work	288	4.25	0.840
• Intentions to stay in the organization longer	288	4.14	0.991
• Your attitude towards the system of setting and achieving targets	288	4.14	0.991
Average performance rating on personal discipline	288	4.176	0.940
Cronbach alpha coefficient = 0.740			

Volunteering additional work scored highly as it recorded a mean of 4.25 and Standard Deviation of 0.840. Both Intentions to stay in the organization longer and employees’ attitude towards the system of setting and achieving targets recorded a mean of 4.14 and a Standard Deviation of 0.991. On the average, the respondents rated themselves good on the activities that support and enhance the organizational social and psychological environment (contextual performance) scoring a mean of 4.176 and a standard deviation 0.940. There were no major variations in the responses as shown by standard deviations of the three statements. The SD was not more than 1 in all the cases. This analysis implies that employees in Kenyan State Corporations are good on the

activities that support the organizational social and psychological environment (contextual performance) scoring a mean of 4.176 and a standard deviation 0.940.

4.8.3 Summary of Employee Performance

The scores of the variable employee performance were computed to come up with a simple average of the scores in each component. Table 4.28 presents a summary of Employee performance as shown in the study. The results are given below the table.

Table 4.28 Means and Standard

Performance	N	Mean	Std. Deviation
Task performance	288	4.176	0.940
Contextual performance			
a) Teamwork	288	4.398	0.759
b) Effort	288	4.295	0.883
c) Personal discipline	288	4.251	0.840
Average performance rating on contextual performance	288	4.279	0.855
Cronbach alpha coefficient = 0.85			

Deviations for Measures of performance

This analysis shows that the level of performance in Kenyan state corporations was rated as high by respondents (mean 4.279 and SD 0.855). The respondents by consensus rated the level of Task performance as high, shown by the standard deviation recording less than 1. On contextual performance the respondents level of Teamwork scored the highest (Mean 4.398, SD 0.759) followed by the level of effort (Mean 4.295, SD 0.883), level of personal discipline (Mean 4.251, SD 0.840). In these four sub variables, respondents agreed by consensus in rating employee performance in their organization as high. The analysis implies that respondents by consensus rated the level of employee performance in their organization as high as shown by the mean and standard deviation in the four sub variables. This was indicated by the standard deviations in all

responses being below 1. Generally, the level of employee performance in Kenyan state corporations is high. This may be explained by the fact that different State Corporations provide different levels of training, HRM practices, incentives and hire different quality of staff in various departments as there are no fixed guidelines and standards to control the training type, incentives and conditions for hiring in state corporations.

4.9 Diagnostic tests

The use of parametric statistics such as multiple regression and correlation requires that the sample data is normally distributed and has homogeneity of variance. Since multiple regression and correlation was to test the formulated hypotheses in this study, preliminary tests of normality, linearity and multi collinearity were administered to get rid of any violation of normality, linearity, multi collinearity and that data was normally distributed and had homogeneity of variance. Meaning that the deviation from the mean of these variables was uniformly spread. The deviation ranged between .2 and -.195.

4.9.1 Tests of Normality

Preliminary analysis to assess and test if the data fits a normal distribution was conducted. Normality is central to statistics and was assessed by obtaining the skewness and kurtosis values of the distributed scores. Skewness indicates symmetry of the distribution while kurtosis indicates the “peakedness” of the distribution. A value of zero indicates a perfectly normal distribution.

As seen in Table 4.30 below, Employee performance, Employee age, Human Resource Management Practices and Employee Competence data were normally distributed as shown by homogeneity of variance since the data did not indicate extreme departures from the Mean, which are the normality assumptions

Table 4.29 Results of Tests of normality

	Scale	Skewness	Kurtosis
1	Employee Performance	.289	1.006
2	Employee Age	-.195	.172
3	Human Resource Management Practices	.208	.219
4	Employee Competence	.214	-.230

4.9.2 Tests of Linearity

Linearity was tested by use of scatter plots which are normally used to assess the relationship between two continuous variables and testing whether the variables are related in a linear (straight line) or curvilinear fashion before carrying out correlation analysis. The scatter plots are shown on appendix IX. The relationship between the variables should be fairly linear. The test showed a moderate and positive relationship between HRM Practices and employee performance, but a weak positive relationship between employee age and employee performance. The relationship between HRM Practices and employee age is positive but weak. The relationship between employee competence and employee performance was positive and moderate. The relationship between employee age and employee competence was weak. This analysis showed that linearity existed between the variables of the study.

4.10 Relationship among the Study Variables

The linkages and relationships among the various study variables as shown in the conceptual framework provided the foundation for this study. These variables include Employee age (young employees, middle age employees and older employees), Human resource management practices (employee participation and empowerment, compensation benefits, employee training and development, employee welfare benefits and performance management), Employee competence (educational level, skills level, training level and experience) and employee performance (Task performance and contextual performance). Correlation analysis was conducted to investigate the relationships between the study variables. This investigation was aimed at establishing if a relationship exists between the study variables, the direction and strength of the relationship, before carrying out further analysis, in particular, regression analysis to determine the extent, and effect of the magnitude of the relationship. The correlation coefficients give preliminary indications of what to expect in subsequent inferential statistical analyses.

The investigation also aimed at determining the existence and nature of relationships among the indicators of dependent and independent variables. Keller and Warrack, (2000), Green et al. (1988) and Lehman et al. (1998) consider Correlation of 0.9 and 0.7 respectively as a threshold of correlations used in analyzing the effect of collinearity on the study variables. Data was collected using the Interval Likert - type scale and Pearson's product moment correlation technique was used to determine the strength and direction of the relationship between the study variables. Table 4.30 presents the results of the correlation between the study variables.

4.10.1 Correlation among Variables

Data used to assess hypotheses were obtained by asking respondents to rate the items on the questionnaires on employee age, HRM practices, employee competence and employee performance. To find the relationship between these study variables, ie employee age, Human Resource management practices, employee competence and employee performance, correlation was conducted through Pearson's Product Moment Correlation technique.

Table 4.31 presents the results of the correlation analysis between employee performance and employee age, HRM practices and employee competence. The purpose of this correlation was to test for the magnitude, strength and direction of the relationship among the dependent, independent, and moderating variables of the study to compare the contribution of each variable in this relationship.

Table 4.30 Results of the test for the relationship between employee age, HRM practices, employee competence and employee performance.

	EMPLOYEE PERFORMANCE	EMPLOYEE AGE	HRM PRACTICES	EMPLOYEE COMPETENCE
EMPLOYEE PERFORMANCE	1	-.002**	.105**	.211**
EMPLOYEE AGE		1	-.052*	-.001**
HRM PRACTICES			1	.302**
EMPLOYEE COMPETENCE				1

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

* Correlation is significant at the 0.05 level (1-tailed). $p < 0.05$ (2-tailed)

Pearson product moment correlation was used to test the relationships among the study variables. The correlation results shown in Table 4.30 indicate the relationship between the dependent variable, employee performance and predictor variables namely employee age, human resource management practices and employee competence in Kenyan State Corporations and among predictor variables themselves. Results of this analysis indicate that relationship between employee performance and employee age was negative and not statistically significant ($r = -.002$, $p < 0.01$). The relationship between employee performance and human resource management practices was weak but positive ($r = .105$, $p < 0.01$) and statistically significant. There was a positive weak relationship between employee performance and employee competence which was statistically significant ($r = 0.211$, $p < 0.05$). There was a negative relationship that was statistically significant between employee age and human resource management practices ($r = .052$, $p < 0.05$) and a negative relationship that was not statistically significant between employee age and employee competence ($r = -.001$, $p > 0.01$). Finally, the relationship between HRM practices and employee competence was moderate and statistically significant ($r = 0.302$, $p < 0.01$).

The findings presented above show that the relationship between employee age and employee performance is not statistically significant in Kenyan State Corporations, while HRM practices have a weak relationship with employee performance that is statistically significant. Employee competence shows a weak relationship with employee performance which is statistically significant ($r = 0.211$, $p < 0.05$). The analysis also confirms that the correlation is below the threshold as suggested by Green et al. (1988) and Lehmann et al. (1998) and therefore regression analysis can be done on the variables in this study. Keller and War rack, (2000), Green *et al.* (1988) and Lehman et al. (1998) consider Correlation coefficient from 0.7 to 0.9 respectively as a threshold for deciding on presence or otherwise of multi collinearity between the predictor variables. These results show correlation coefficients below the threshold of 0.7.

4.10.2 Relationship between Employee Age and sub variables of employee Performance

Table 4.32 presents the correlation between employee age and the sub variables of employee performance. From the correlation results above, Employee Age did not predict employee performance and it is important to note how employee age relates with the sub variables of employee performance. This will help understand better the contribution of each sub variable of employee performance to the relationship between employee age and employee performance.

Table 4.31 The correlation between employee age and employee performance sub variables

Scale	Employee Performance	1. Attendance at your place of work	2. Attendance at departmental meetings	3. Completing tasks within the set time	4. Achieving individual targets	5. Achieving group targets	6. Ability to meet deadlines set	7. Your ranking in target achievements
Employee Age	0.000	-.045*	.07*	-.016*	-.058*	-.020*	-.054*	-.007*

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

* Correlation is significant at the 0.05 level (2-tailed). $p < 0.05$ (2-tailed)

Generally, most sub variables of employee performance were negatively and not significantly statistical to employee age. Attendance of departmental meetings ($r = 0.07, p < 0.05$), had a positive but weak significant relationship with employee age. Achieving individual targets ($r = -.058, p < 0.05$) and ability to meet deadlines as set by the supervisor ($r = -.054, p < 0.05$), indicated a negative but weak significant relationship with employee age. Completing tasks within the set time ($r = -.016, p > 0.05$), attendance of place of work ($r = -.045, p > 0.05$), achieving group targets ($r = -.020, p > 0.05$) and ranking in target achievements ($r = -.007, p > 0.05$), all recorded a negative and statistically insignificant relationship with employee age.

It should be noted that the overall correlation between employee age and employee performance was not statistically significant. The purpose of this correlation was to assess the individual contribution of the sub variables of employee performance on the relationship between employee age and employee performance. This will partly help to understand why employee age could not predict employee performance.

4.11 Test of Hypotheses

4.11.1 Introduction

The aim of this section was to test the hypotheses of the study. The listed hypotheses explain the linkages among the various study variables outlined in the conceptual framework that laid the

foundation for this study. The study was based on the premise that a relationship exists between Employee age and employee performance. The study predicted that Human Resource Management Practices and Employee Competence will have a moderating effect on this relationship. Four hypotheses were developed from the four research objectives. The variables included employee age, human resource management practices, employee competence and employee performance (Task performance factors and contextual performance).

Data was collected using the interval Likert-type scale. To test the hypotheses, simple and multiple regression analysis techniques were conducted at 95% confidence level. Simple and Multiple regression analysis techniques were utilized to assess the predictive ability of a given independent variable on one given dependent variable and a number of independent variables on one given dependent variable respectively. Multiple regression in this study is justified by the fact that Multiple determinants were believed to have a predictive ability on one dependent variable, namely employee performance. To indicate how well the predictor variables account for variance in the dependent variable, the goodness for fit test was applied. To establish the predicted significance of the predictor variables on dependent variable, the significance was determined. The results of the tests of the hypotheses are presented in sections 4.11.1 to 4.11. 5 and in Tables 4.32 to 4. 35. All the hypotheses were derived from the research objectives, the literature reviewed in chapter two and the conceptual framework shown in Figure 2.1.

The broad objective of the study was to establish the effect of employee age on employee performance and the effect of human resource management practices and employee competence on this relationship. Simple and Multiple Stepwise regression was applied using unstandardized regression coefficients to assess the moderating effect on the relationship between employee age and employee performance. To test the hypotheses, simple and multiple regression techniques analysis were conducted at 95% confidence level. For each hypothesis, coefficient of determination (R^2) was used to establish the amount or magnitude of variation between the study variables. Beta (β) was used to establish the contribution of individual predictor variable to the significance of the model. F test was used to assess the overall significance of the model. P-value 0.05 was used to check the statistical significance of the model.

4.11.2 Relationship between Employee Age and Employee Performance

The study's specific objective one was to establish the nature of the relationship between employee age and employee Performance in Kenyan State Corporations. Simple linear regression technique was used to explore the predictive magnitude and extent of employee age on employee

performance of State Corporations in Kenya. Age comprised the following sub variables, young employees (1977 – 1994), middle age employees (1966 -1976) and older employees (1955 – 1965). Respondents had been asked to state their age, data that was used for this purpose. Components of employee performance comprised of task performance (specific and non-specific) and contextual performance (effort, personal discipline and teamwork). The following hypothesis was used to establish the relationship between the variables employee performance and employee age in State Corporations of Kenya.

Hypothesis 1: There is a relationship between employee age and employee performance in Kenyan State Corporations

Simple linear regression analysis was carried out to test the effect of employee age on employee performance in Kenyan State Corporations. The simple regression model used is shown below:

$$Employee\ performance\ [EP] = f(Employee\ age\ [EA]).$$

$$EP = \beta_0 + \beta_1 EA + \epsilon$$

Where

$EP =$ Employee Performance

$\beta_0 =$ Constant, $\beta_1 =$ Regression coefficient for employee age, $EA =$ Composite index of Employee age,

$\epsilon =$ Error term

4.32 Results of Regression for the effect of employee age on employee performance

Table a							MODEL SUMMARY						
Model		R		R Square		Adjusted R Square		Std. Error of the Estimate					
1		0.035 ^a		0.001		-.002		0.58557					
b							ANOVA						
Model		Sum of Squares		Df		Mean Square		F		P – value			
1		Regression		0.118		1		0.118		0.345		0.557 ^b	
		Residual		98.069		286		0.657					
		Total		98.187		287							
c							COEFFICIENTS						
Model		Unstandardized Coefficients				Standardized coefficients							
		B		Standard Error		Beta		t		P – value			

1	(Constant)	4.279	0.081		53.070	0.000
	Age	0.026	0.045	0.035	0.587	0.557

Predictors: (Constant), Age.

Dependent Variable; Employee performance.

The regression model produced $R^2 = .001$, $F(1, 286) = .345$, $p > .05$. Table 4.33a indicates the regression results. It reveals that age indicated 0.1 % of the variance in employee performance ($R^2 = 0.001$). R^2 assessed how much of the independent variable, employee age, varied in its relationship with the dependent variable employee performance. Results in the table also show that the overall model reveals an non significant relationship between employee age and employee performance since the p - value (0.557) > 0.05 as shown in Table 4.33 b. (ANOVA results). $(1, 286) = .345$, $p > .05$. since the p - value (0.557) > 0.05 .

Table 4.32 c. (COEFFICIENTS results). The influence of employee age on employee performance was also insignificant ($\beta = 0.026$, $t = 0.587$, $p > 0.05$) in Kenyan State Corporations as shown in table 4.32 c. The hypothesis is therefore not supported.

Discussion

The first specific objective sought to establish the effect of employee age on employee performance in Kenyan State Corporations. The hypothesis formulated to test this relationship stated that: **“There is a relationship between employee age and employee performance.”** The study predicted that employee age would significantly predict performance of employees in Kenyan State Corporations. The regression results presented earlier revealed a statistically non-significant effect of employee age on employee performance ($R^2 = 0.001$, $F(1, 286) = 0.345$, $p > 0.05$). This finding was reinforced by the value of beta coefficient and t value. ($\beta = 0.026$, $t = 0.587$, $p > 0.05$). This was an indication that the influence of employee age on employee performance was insignificant. Pearson product moment correlation analysis had been done earlier to explore the relationship between employee age and employee performance. The correlation coefficient indicated that the relationship between employee age and employee performance was statistically non-significant ($r = -.002$, $p > 0.01$).

Generally, most indicators of employee performance did not contribute significantly to this relationship as seen in Table 4.31. The combined effect of these indicators could not meet the threshold to create a significant relationship between employee age and employee performance.

Hypothesis one was not confirmed. This finding strengthens the expectancy theory of Vroom (1964) which states that performance depends not only on the magnitude of efforts but also on other factors such as individual abilities, traits and role perception. This implies that age alone may not necessarily predict employee performance until other factors such as competence and motivators come into play.

A related study conducted in the Kenyan State Corporations by Omari (2012) found a statistically non-significant relationship between employee age and employee outcomes. Employee outcomes influence employee performance. The study, assessed this relationship using the Pearson Product Moment correlation. The results indicated that the relationship between age and employee outcomes (commitment, job satisfaction, employee trust and organizational citizenship behavior) is not statistically significant at $p > 0.05$. This result is also similar to results obtained by Tu *et al.* (2005) who found no statistical relationship between age and job satisfaction of employees of higher education in China and Taiwan. Schmidt (2014) established a more positive relationship than age.

Contrasting results can be seen in the studies of Scott and Cook (1981) who established a significant relationship between age and performance. Grant (2005) and Karpinen (2011) found a statistically significant relationship between employee age and employee performance. A study by Hickson and Oshagbemi (1999) also indicated a positive relationship between age and satisfaction of employees in teaching faculty of higher education.

The inability of employee age to significantly predict employee performance was an indicator that other factors could moderate age to significantly predict this relationship. The results relate to employee behavior theories such as Vroom (1964) expectancy theory. According to Vroom (1964), expectancy theory, reward expectations increase job satisfaction and hence performance. Vroom (1964) states that performance depends not only on the magnitude of efforts but also on other factors such as individual abilities, traits and role perception. Employee age does not statistically predict employee performance. Therefore, the implication is, that age alone is not enough to significantly predict employee performance, other factors, come in as moderators on this relationship. The results are also in line with continuity theory which states that individuals who are successfully, continue positive habits, improve their preferences and lifestyles and relations through middle life and later which maintains or improves productivity at the work place. The implication is that state corporations should provide suitable work environment, motivation and maintain good relationship with their workers. This will enhance successful

ageing, continued positive habits, preferences and lifestyles that maintain or improve their productivity.

Other previous studies like Omari (2012), concentrated on the relationship between employee age and aspects of employee outcomes such job satisfaction and/or organizational commitment. This study in Kenyan State Corporations, focused on organization performance which may not come out clearly as compared to employee performance focused in the current study. Thus, by exploring this relationship, the current study goes further in enhancing the body of knowledge on the relationship between employee age and employee performance. Employee performance is likely to bring out more specific and clearer results as compared to organization performance which is likely to generalize results in most organizations.

Age may not have been a significant predictor of employee performance because on itself alone, it may be weak. This implies that there are other factors that can influence its relationship with performance. Another possible reason for age failing to significantly predict performance is that, some intervening factors such as nature of the job tasks and differences in individual abilities were not put into consideration. Another possible explanation for the research findings being different from those that found a significant relationship could be attributed to country settings. The studies that found significant relationships were conducted in countries where age discrimination issues were explicit, prompting more attention to issues of age. The fact that these results are obtained in a different context - Kenya, means that the present research has made a significant contribution to the existing body of knowledge by bringing out the scenario on the relationship between employee age and employee performance in the Kenyan State Corporations, a developing country.

4.11.3 The effect of HRM Practices on the Relationship between Employee Age and Employee Performance

The second specific objective was to determine the effect of HRM Practices on the relationship between employee age and employee performance. The hypothesis formulated for this objective was as follows:

Hypothesis II:

The effect of Employee Age on Employee Performance is moderated by Human Resource Management Practices in Kenyan State Corporations

The effect of Human Resource Management Practices on the relationship between Employee Age

and Employee Performance was tested using stepwise linear regression, a method advanced by Baron and Kenny (1986). This is a regression technique in which the choice of predictive variables takes the form of sequence of F-tests or T- tests. Baron and Kenny's (1986) model involves 3 step procedures in which several regression analyses are conducted and the significance of the beta coefficient in each step determined. This method involved testing the effects of the independent variable (employee age) and the moderating variable, (Human Resource Management Practices) on the dependent variable (employee performance) and the interaction between employee age and Human Resource Management Practices.

The independent variable and the moderating variable are entered and an interaction term is created by multiplying the independent variable and the moderating variable. To find out if the moderating variable alters the strength of the existing relationship, the interaction term is entered in the regression equation in stage 3. Both R^2 change and the interaction term should be significant at ($p < 0.05$) to indicate moderation. Regression results for the tests specified above are presented in Table 4.34. a, b and c. The first stage, Model 1 tests the single relationship between employee age and employee performance. This model produced $R^2 = 0.001$, $F(1,286) = 0.345$, $p > 0.05$. The model reveals a statistically non-significant relationship between employee age (independent variable) and employee performance (dependent variable) as the p-value (0.557) > 0.05 . The findings show 0.1 % of the variation in employee performance is due to employee age. The influence of employee age on employee performance was also non-significant ($\beta = 0.026$, $t = 0.587$, $p > 0.05$). The findings confirmed the first step in testing for variance.

In stage 2 both employee age and HRM Practices were entered into the regression equation simultaneously as presented in Model 2, Table 4.34. This model produced $R^2 = 0.069$, $F(2, 285) = 10.535$, $p < 0.05$. As shown in the table, 6.9% of the variation in employee performance is explained by ($R^2 = 0.069$, $F(2, 285) = 10.535$, $p < 0.05$). The value of R^2 (6.9 %) implies that 93.1% in employee performance is due to other factors not included in the study. The influence of HRMP on employee performance was weak but significant ($\beta = 0.181$, $t = 4.550$, $p < 0.05$). For every unit change in HRMP, there is a corresponding 18.1% of change in employee performance ($\beta = 0.181$, $t = 4.550$, $p < 0.05$).

In stage three, the interaction between employee age (independent variable) and human resource management practices (HRMP) was created. To create the interaction term, employee age (EA) and Human Resources Management Practices (HRMP) were multiplied and entered in the

regression model to get a single indicator representing the product of the two variables. This model produced $R^2 = 0.073$, $F(3,284) = 20.972$, $p < 0.05$) which is statistically significant. The change of variance in age is explained by $R^2 = 7.3\%$ and a beta coefficient of $\beta = 0.172$ (17.2%) and $t = 6.248$. The findings from Table 4.33 indicate that the overall model was significant ($R^2 = 0.073$ (7.3 %), $F(3, 284) = 20.972$, $p < .05$). This confirmed hypothesis two, that HRM practices moderated the relationship between employee age and employee performance.

Table 4.34 Regression results for the moderation effect of HRM Practices on the relationship between Employee Age and Employee Performance.

a. MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig F Change
1	.035	0.001	-.002	0.58557	0.001	.345	1	286	0.557
2	.262	0.069	0.062	0.56639	0.068	20.701	2	285	0.000
3	.270	0.073	0.063	0.56621	0.004	1.186	3	284	0.277

b. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	0.118	1	0.118	0.345	0.557 ^b
	Residual	98.069	286	0.343		
	Total	98.187	287			
2	Regression	6.759	2	3.380	10.535	0.000 ^c
	Residual	91.428	285	.321		
	Total	98.187	287			
3	Regression	17.807	3	5.936	20.972	0.000 ^d
	Residual	80.380	284	0.283		
	Total	98.187	287			

c. COEFFICIENTS

Model	Unstandardized Coefficients	Standardized Coefficients	t
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	B	Std. Error	Beta		Sig.
(Constant)	4.279	0.081		53.070	0.000
1					
Age	0.026	0.045	0.035	0.587	0.557
(Constant)	3.676	0.154		23.905	0.000
2					
Age	0.043	0.043	0.057	0.994	0.321
HRM practices	0.181	0.040	0.261	4.550	0.000
(Constant)	3.861	0.147		26.187	0.000
3					
Age	-.646	0.118	-.857	-5.497	0.000
HRM practices	0.125	0.038	0.181	3.264	0.001
EA* HRMP	0.172	.027	0.971	6.248	0.000

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Employee Age

c. Predictors: (Constant), Employee Age, HRM management practices

d. Predictors: (Constant), Employee Age, HRM management practices, Employee Age * HRM Practices.

Substituting for each coefficient at each step of the Regression process

The following regression equations have been generated by substituting actual beta coefficient.

$$STEP 1. EP = \beta_0 + \beta_1 EA + \varepsilon$$

$$EP = 4.279 + 0.026EA + 0.081$$

$$STEP 2. EP = \beta_0 + \beta_1 EA + \beta_2 HRM P + \varepsilon$$

$$EP = 3.676 + 0.043EA + 0.181 HRM P + 0.154.$$

$$STEP 3 EP = \beta_0 + \beta_1 EA + \beta_2 HRM P + \beta_3 EA * HRM P + \varepsilon$$

$$EP = 3.861 + -.646EA + 0.125 HRM P + -.646 EA * 0.125 HRM P + 0.147$$

Discussion

The second objective of the study sought to determine the influence of HRM Practices on the relationship between employee performance and employee age in State Corporations of Kenya. Hypothesis Two, drawn from this objective, stated that the effect of employee age on employee performance was moderated by HRM Practices. Stepwise regression was used to test this hypothesis. In stage one, the findings revealed a relationship that was statistically non-significant between employee performance and employee age ($R^2 = .001$, $F(1, 286) = 0.345$, $p > .05$). The influence of employee age on employee performance was also non-significant ($\beta = 0.026$, $t = 0.587$, $p > 0.05$). This finding contrasts with that of Grand (2005) which explored the relationship

between corporate age structures and performance of employees, and found that that the mean employee age and age dispersion were inversely (u – shaped) related to performance. A study by Waang et al., (2016) found that the average company age was positively related to company performance. The difference between the current study and company average age study could be attributed to the focus of the previous study on organizational performance rather than employee performance.

When employee age and HRM Practices were entered into the regression model simultaneously in the second step, the model produced $R^2 = 0.069$, $F(2, 285) = 10.535$, $p < 0.05$. 6.9 % of the variation in employee performance is explained by $R^2 = 0.069$, $F(2, 285) = 10.535$, $p < 0.05$. This confirmed that there was a weak but positive significant relationship between the two study variables. The relationship was significant as $p(0.000) < 0.05$. The influence of HRMP on employee performance was also significant ($\beta = 0.181$ $t = 4.550$, $p < 0.05$). For every unit change in HRMP, there is a corresponding 18.1 % of change in employee performance ($\beta = 0.181$, $t = 4.550$, $p < 0.05$). The results of the current study do not support a direct relationship between the variables employee age and employee performance in state Corporations of Kenya. The findings at this stage are consistent with porter (2008), who found that HRM Practices differently influenced age cohorts to better their performance.

In step 3 the interaction term ($EA*HRMP$) was entered in the regression model. The effect of the interaction term on the relationship between EA and EP indicated a statistically significant relationship ($R^2 = 0.073$, $F(3, 284) = 20.872$, $p < 0.05$). The analysis yielded a positive significant beta coefficient ($\beta = 0.172$, $t = 6.248$, $p < 0.05$). The prediction of expectancy theory that performance does not depend only on the magnitude of the effort exerted is indirectly supported by the findings of this study. That is the strength of the effect of the relationship between employee age on employee performance is made stronger by Human Resource Management Practices. Upon entering the interaction term in the regression model, the effect of employee age on employee performance was enhanced by 7.3 %. The results of the current study do not support the direct relationship between employee age and employee performance in Kenyan State Corporations. These findings are in line with expectancy theory. The findings support the expectancy theory of motivation (1964) which states that employee performance depends not only on the magnitude of efforts but also on other factors such as individual abilities, traits and motivation. The current study builds on expectancy theory to establish the fact that age alone is not an effective determinant of employee performance in the absence of other factors such as

perception, reaction to the organization and motivation. In this case HRM practices are one of the moderating variables and therefore the results strengthen expectancy theory.

The current study results support those of May et al. (2014) who tested the moderating effect of HR practices on the relationship between employee characteristics (age) and employee work engagement. Results indicated that HR practices impacted the relationship positively. In her study, Omari (2012) found that HR practices contributed significantly to the moderation of the relationship between age and employee outcomes as demonstrated by F values. This essentially implies that good and favorable HR practices are appreciated by all regardless of age. The difference between the current study and Omari's study is that the latter focused on organization performance. Distribution of age in Kenyan State Corporations may be largely similar across the board, meaning that the effect of age on organization performance may not show clearly when State Corporations are compared. The current study directly focuses on employee performance. When examining age differences and core work performance, most studies have looked at one single characteristic, organization performance which tends to give rise to generalized results. The current study corrects the situation by looking at employee performance which gives specific and more clear results on individual workers facilitating easy identification of weaknesses or strengths of the workers.

A hierarchical (Stepwise) linear model by Collins, et al. (2009), sought to determine the relationships between job performance and employee affective commitment and the moderating effect of HR strength on this relationship. Findings indicated that HR practices moderated this relationship positively. A related study by Muindi (2014), tested the effect of personality as a moderator on the relationship between QWL and job satisfaction. The hypothesis of this study stated that the relationship between QWL and job satisfaction is moderated by personality. When the interaction between QWL and Personality was introduced into the regression model, results indicated a statistically positive significant relationship. The interaction term ($QWL*JS$) created regression weights which moderated the effect on the relationship between QWL and job satisfaction and the hypothesis was supported.

A study by Njenga (2017) examined the moderating effect of leadership style on the relationship between psychological contract and organizational performance using stepwise regression analysis. The result of the moderation was not confirmed. In step one, the regression results between psychological contract and organization performance were significant. $R^2 = 0.238$, $F(1, 37) = 11.548$, $p < 0.05$). In step 2, psychological contract and organizational performance in the

presence of leadership style, the overall model was significant at $R^2 = 0.261$, $F(2, 36) = 5.11$, $p < 0.05$). In step 3, the interaction term ($PC*LS$) was introduced in the regression model. The results became insignificant $R^2 = 0.266$, $F(3, 35) = 3.377$, $p > 0.05$. This implied that leadership style as a moderator had no significant effect on this relationship.

4.11.4 The Effect of Employee Competence on the Relationship between Employee Age and Employee Performance

The third specific objective sought to determine the moderating effect of employee competence on the relationship between employee age and employee performance. The hypothesis formulated for this objective was as follows:

Hypothesis III:

The effect of employee age on employee performance is moderated by employee competence in Kenyan state corporations

The theoretical basis of this hypothesis is that people have different dispositions about their input to the organization in terms of their individual performance which can be influenced by other variables. The techniques and procedures used to test hypothesis three are similar to those used in testing hypothesis two. Stepwise regression analysis proposed by Baron and Kenny (1986) was used.

The results are shown in the Table 4.35. As shown in the table, the overall regression model was significant $R^2 = 0.242$, $F(3, 284) = 30.269$, $p < 0.05$) implying goodness of fit. Thus, the use of the regression technique for the test of hypothesis three was appropriate. In step one the single relationship between employee age and employee competence produced the result $R^2 = 0.001$, $F(1, 286) = 0.345$, ($p > 0.05$). The relationship was not statistically significant.

In step two, both employee age and employee competence were entered into the regression equation simultaneously as presented in model 2. This model produced $R^2 = 0.230$, $F(2, 285) = 42.584$, $p < 0.05$. At 23 %, the model reveals a statistically significant relationship between employee age (independent variable) and employee performance (dependent variable). This implies that, a unit change of employee competence is associated with 23 % variation in employee performance. Beta coefficient was $\beta = 0.441$, ($t = 9.205$, $p < 0.05$) which was statistically significant. The results confirmed the second step in testing for moderation.

In step 3, employee age (independent variable) is multiplied with employee competence (moderating variable) to create an interaction term, $EA*EC$ which when entered in the regression model, brings about a change in employee performance (ΔR^2) accounting for $R^2 = 0.242$, F

(3,284) = 30.269, $p < 0.05$). This is statistically significant. A unit change in EC explains 0.659 variation in EP ($\beta = 0.659$, $t = 5.860$, $p < 0.05$) which is statistically significant. This confirms Hypothesis three that EC moderates the relationship between EA and EP

Table 4.35 Regression Results for the effect of employee competence on the Relationship between Employee Age and Employee Performance

MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df	Sig F Change
1	0.035 ^a	0.001	-0.002	0.58557	0.001	0.345	1	286	0.557
2	0.480 ^b	0.230	0.225	0.51502	0.229	84.723	2	285	0.000
3	0.492 ^c	0.242	0.234	0.51183	0.012	4.571	3	284	0.033

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	0.118	1	0.118	0.345	0.557 ^b
	Residual	98.069	286	0.343		
	Total	98.187	287			
2	Regression	22.591	2	11.295	42.584	0.000 ^c
	Residual	75.596	285	.265		
	Total	98.187	287			
3	Regression	23.788	3	7.929	30.269	0.000 ^d
	Residual	74.399	284	.262		
	Total	98.187	287			

COEFFICIENTS

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.279	0.081		53.070	0.000
	Age	0.026	0.045	0.035	0.587	0.557
	(Constant)	2.529	0.203		12.463	0.000
2	Age	0.022	0.039	0.029	0.552	0.582
	Employee Competence	0.441	0.048	0.478	9.205	0.000
	(Constant)	1.665	0.452		3.686	0.000
3	Age	0.537	0.244	0.712	2.199	0.029
	Employee Competence	0.659	0.113	0.715	5.860	0.000
	EA*EC	0.172	0.061	-.734	-2.138	0.033
	(Constant)					

- a. Dependent Variable: Employee Performance
- b. Predictors: (Constant), Employee Age
- c. Predictors: (Constant), Employee Age, Employee competence
- d. Predictors: (Constant), Employee Age, Employee competence, Employee Age * Employee competence.

Substituting for each coefficient at each step of the simple and Multiple Regression Analysis

Below are regression equations generated by substituting actual beta coefficients

$$STEP 1. EP = \beta_0 + \beta_1 EA + \varepsilon$$

$$EP = 4.279 + 0.026EA + 0.081$$

$$STEP 2. EP = \beta_0 + \beta_1 EA + \beta_2 EC + \varepsilon$$

$$EP = 2.529 + 0.022 EA + 0.441 EC + 0.203$$

$$STEP 3 EP = \beta_0 + \beta_1 EA + \beta_2 EC + \beta_3 EA * EC + \varepsilon$$

$$EP = 1.665 + 0.537 EA + 0.659 EC + 0.5374 EA * 0.659 EC + 0.452$$

Discussion

The third study objective addressed the influence of EC on the relationship between EA and EP. The corresponding hypothesis stated that the effect of employee age on employee performance is moderated by employee competence.

This hypothesis was tested using a stepwise, simple and multiple linear regression analysis. The findings in Table 4.34 shows that the overall model was significant. The hierarchical multiple regression model results revealed a statistically non-significant relationship between EA and EP in step 1. $R^2 = 0.001$, $F(1, 286) = 0.345$, ($p > 0.05$). A unit change in EC is associated with a beta coefficient of $\beta = 0.026$ change in EP ($\beta = 0.026$, $t = 0.587$, $p < 0.05$).

In step 2 the composite index of employee competence was entered in the regression model. The results indicated, $R^2 = 0.230$, $F(2, 285) = 42.584$ ($p < 0.05$). This was a positive relationship that was statistically significant. When the interaction between the variables employee age and employee competence (EA * EC) was created and introduced into the regression equation. In step 3, there was a 24.2% variance in employee performance which was statistically significant. $R^2 = 0.242$, $F(3, 284) = 30.269$, ($p < 0.05$). A unit change in employee competence is associated with 65.9% variance in EP ($\beta = 0.659$, $t = 5.860$), $p < 0.05$. Hypothesis three was confirmed. This study supports findings of other studies and also contradicts the findings of others as stated below.

A related study by Schmdt et al. (2014) which tested the influence of competence on age and performance, established that employee performance and competence are closely related in terms of age, individual abilities, experience and motivation. In a study to establish the moderating role of personality between quality work life (QWL) and job satisfaction, Muindi (2014) found that personality had a moderating effect on QWL and JS of employees in public universities and the third study hypothesis was supported. The above results are in line with those of the current study in terms of the moderating effects of the interaction term between study variables. On the contrary the fourth objective of Muindi (2014)'s study, which stated that competence moderates the relationship between job satisfaction and performance of academic staff in Kenya public universities. It found that competence has no moderating effect on this relationship. The study background was in the Kenyan public universities which is a good comparison point with Kenyan State Corporations as public universities are part of the Kenyan State Corporations.

The current study findings contradict the findings of other studies such as those of Cassar (2001), Chen and Silva (2008) and Tumley et al. (2003) who found statistically significant relationships between psychological contract and employee performance without involving any moderator. The findings also contradict the study of Ayan and Kocacik (2010) who concluded that personality characteristics such as employee age have an impact on J S and hence employee performance. No moderator was used in this study. Scheider and Dachler (1978) on their study, called stability of Job Descriptive Index, indicated that, with time, job satisfaction remains usually stable, and that people's personality causes job satisfaction more than other variables and Judge et al. (2002) found that conscientiousness was a significant predictor of J S. Employee characteristics such as age, employee outcomes such as J S and employee competence are key determinants of employee performance.

However, most of the results that contradicted or agreed with these outcomes were from studies conducted in Europe and the USA. The studies were conducted in developed countries whose context is different from which the current study was conducted. The current study results are a significant advancement in knowledge particularly coming from a study done in a developing country, Kenya. The study concludes that the regression weights of employee age and employee competence changed upon the inclusion of the interaction term and their effect on employee performance and age was no longer statistically insignificant. This implies that employee competence moderated the relationship between employee age and employee performance, confirming the third hypothesis. There is need for organizations to enhance competency skills

among their employees through age management practices to cultivate maximum productivity from them. For instance, competence through education enables employees to be more responsive in receiving instructions and performing new tasks and easily adopting new technology, which enhances their creativity and innovation to improve their performance. This finding is in line with Human capital theory which states that widespread investment in Human capital in terms of education and training of groups or individuals, creates a skill based labor force that is indispensable for economic growth. These results confirm and therefore strengthens the expectancy theory.

4.11.5 Joint Effect of Employee Age, HRM Practices and Employee Competence on Employee Performance.

The fourth specific objective sought to establish whether the joint effect of employee age, human resource management practices and employee competence on employee performance was greater than the effect of the individual predictor variables on employee performance in Kenyan state corporations. The joint effect of the study variables is compared with the effect of the mean/average aggregate individual predictor variables on employee performance. To test this effect, the following hypothesis was formulated.

Hypothesis IV:

The joint effect of employee age, human resource management practices and employee competence is greater than the effect of individual predictor variables on employee performance.

Hypothesis IV was tested using multiple linear regression model. Table 4.35 a, b and c shows the regression results. The following results were obtained. The overall model shown in Table 4.35a, generated $R^2 = 0.438$, $F(4, 283) = 31.025$, ($p < 0.05$). Employee age, HRM Practices and Employee competence explained 43.8 % of the variance in employee performance ($R^2 = 0.438$), which was significant at ($p < 0.05$). Table 4.35 b presents Regression outcomes (ANOVA results) of the Joint effect of employee age, HRM Practices and employee competence on employee performance. The F values were $F(4, 283) = 31.025$. $P < 0.05$. which was statistically significant. Table 4.35 c shows the Regression coefficients for the joint effect of Employee Age, HRM Practices and Employee Competence on Employee Performance. The regression coefficient B for Employee age in the presence of HRMP and EC is 0.060, with a t value of 0.787 and a significance level (p value < 0.05). The regression coefficient B value for the moderating variable HRM Practices in the presence of EA and EC was 0.120, with a t value of -2.194 and a significance level (p value < 0.05). This means that HRM Practices had a significant impact on

employee performance in the presence of EC and EA. The regression coefficient B value for the moderating variable employee competence (EC) in the presence of EA and HRM Practices was 0.441, with a t value of 9.205 and a significance level (p value < 0.05). This also means that employee competence had a significant impact on employee performance in the presence of HRM practices and E A. The joint effect of E A, HRM P, and EC on EP indicated B = 0. 290, t = 3.567 (p < 0.05). EA + HRMP + EC explained 29.0 % of the variance in employee performance.

The above results can be compared with results of individual predictor variables shown in Table 4.33 and 4.34 as follows; For individual predictor variables, the research findings indicated that the mean Employee Age, Human Resource Management Practices and Employee Competence explained 20.7% of the variance in employee performance (B=0.207). The overall model reveals a statistically significant relationship between EP and the mean of EA, HRM P, and E (p < 0 .05)

The results confirm hypothesis iv, that the joint effect of employee age, HRM practices and EC on EP which indicated $R^2 = 0.4389$ (43.9%), B= 0.290, t = 3.567 (p < .05) is greater than the effect of the mean individual predictor variables $R^2= 0.273$, B = 0.207, t = (p < 0.05) as shown above. This comparison indicates that the effect of individual predictor variables was less than the joint effect of the predictor variables.

Table 4.35 Regression Results of the joint effect of employee age, HRMP and employee competence on employee performance

a) MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig F Change
1	0.665 ^a	0.438	0.227	0.4489	0.438	1.935	4	283	0.000

b) ANOVAa

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	24.236	4	8.079	31.025	.000 ^b
1 Residual	73.951	283	.260		
Total	98.187	287			

c) REGRESSION COEFFICIENTS

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.356	0.212		3481	0.000
1. Age	0.060	0.070	0.041	0.787	0.432
2. HRM management practices	0.120	0.050	-0.192	-2.194	0.030
3. Employee Competence	0.441	0.048	0.478	9.205	0.000
EA + HRMP + EC	0.290	0.081	0.263	3.567	0.000

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Employee Age, Employee Competence, HRM management practices

The overall model showed that there was a statistically significant influence of the joint effect of employee age, HRM practices and employee competence on employee performance. $R^2 = 0.438$, $F(4, 283) = 31.025$, ($p < .05$). Meaning that employee age, HRM Practices and employee competence explained 43.8% of the variance in employee performance ($R^2 = 0.438$), which was statistically significant at ($p < .05$). The multiple regression model with the mean of all the three predictors (Employee Age, Human Resource Management Practices, Employee competence) produced $R^2 = 0.273$, $F(3, 285) = 42.5$, $p < .05$. The research findings indicated that the mean Employee Age, Human Resource Management Practices and Employee Competence explained 27.3 % of the variance in employee performance ($R^2=0.273$), $B = 0.290$, $t = 3.567$ ($p < .05$) The overall model reveals a statistically significant relationship between EP and the mean of EA, HRM P, and E ($p < .05$)

The results confirm the fourth hypothesis, that the joint effect of employee age, HRM practices and employee competence on employee performance ($R^2 = 0.438$), $B = 0.290$, $t = 3.567$ ($p < .05$) is greater than the effect of the mean individual predictor variables $R^2 = 0.273$, $B = 0.207$, $t = (p < .05)$ as shown above.

Discussion

The specific objective IV sought to determine the difference between the joint effect of Employee Age, HRM Practices and Employee Competence on Employee Performance and the effect of individual predictor variables on employee performance. The study predicted that jointly Employee Age, HRM Practices and Employee Competence had a stronger effect on employee performance than the mean effect of the three individual predictor variables.

The research findings indicated that overall, the joint effect of Employee Age, HRM Practices and Employee Competence on employee performance was significant. The joint effect recording 43.8 % score ($R^2 = 0.438$), $F(4, 283) = 31.025$, ($p < .05$). The contribution of individual predictor variables is shown in the table 4.35. This follows that the joint effect of the predictor variables was greater than the average aggregate effect and hence the hypothesis was accepted. These findings support a related study carried out by Muindi (2014) in the Kenyan public universities which also found that the joint effect of the study variables was stronger than the effect of the individual predictor variables. The final objective of Muindi's study aimed at determining differences between the joint effect of QWL, personality, JS and competence on employee performance and the average aggregate of the effect of all predictor variables on performance.

The joint effect of the predictor variables was greater than the individual effect and hence the hypothesis was accepted. Despite the fact that public universities are State Corporations, their management, facilities and core functions could differ with other State Corporations and hence comparing the regression results without putting other factors into consideration may not help much. In addition, the current study focused on employee age and employee performance as Muindi (2014) focused on Quality Work life (QWL) and performance.

The results of Omari (2012) study indicated that the joint effect of the cognitive and contextual factors on the relationship between employee characteristics and employee outcomes was greater than of the effects of the individual predictor variables. Findings indicate that the effect of the individual independent and moderating variables is not greater than their joint effect. Thus, the hypothesis which stated that the joint effect of the independent and moderating variables on employee outcomes (trust, job satisfaction, organization commitment and citizenship behaviors) is greater than the individual effect of the independent and moderating factors on employee outcomes was supported. Luthan (2000) indicated that employee behavior is significantly influenced by such factors as job satisfaction, group dynamics, motivation, attitudes, stress,

personality and leadership among others. The results of the model revealed that competence significantly predicted employee performance. From the test of hypothesis results, it is clear that age, in spite of what other studies such as (Hickson and Oshagbemi 1991) found, does not have any significant role in the determination of employee performance as shown in Table 4.33 and 4.34. Looking at the R^2 and Beta values in respect of this study, one notes that the contribution of age was not significant for all the relationships. These results were unexpected and they contradict those of other previous studies. The findings are partly attributed to the fact that age in the questionnaire was asked in form of class intervals while previous studies used actual individual ages. These results raise a lot of questions on whether the methodology used to collect the information on employee age was faulty or whether the Kenyan State Corporations environment have a different business context to the extent that age does not affect any of the employee behaviors. However, age was moderated significantly by HRM Practices and employee competence. The joint effect of the predictor variables is stronger than the aggregate individual predictor variables.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The current study assessed the moderating effect of HR Management practices and employee competence on the relationship between independent variable employee age and defendant variable employee performance in Kenyan State Corporations. The basic idea that prompted this study was that; Age plays a significant role in a wide range of employee's behavior which determines their performance and the effectiveness of an organization to achieve its objectives. The current chapter presents the summary of the main study findings and conclusions drawn from these findings. The chapter also provides a discussion on conclusions based on the research objectives, hypotheses and analyses conducted in chapter four on theory, practice, implications and recommendations. The study limitations and areas of further research are also addressed.

The first specific objective tries to establish the effect of EA on EP in Kenyan State Corporations. The second specific objective sought to determine the influence of HRM practices on the relationship between EA and EP. The third specific objective sought to determine the influence of EC on the relationship between EA and EC. The fourth objective was to establish whether the joint effect of employee age, HR Management practices and employee competence on employee performance was greater than the effect of the individual predictor variables of employee age, HRM Practices and employee competence on employee performance.

5.2 Summary of Research Findings

5.2.1 Introduction

The focus on State Corporations was prompted by the important role the sector plays in contribution to Kenya's economy. The introduction of public sector reforms such as performance contracts, performance appraisals and performance ranking in this sector has led to changes in HRM practices, aimed at improved productivity. The theoretical underpinning of the study was based on theories of age, performance, motivation and competence. The expectancy, human capital and continuity theories were used. The literature reviews highlighted gaps relating to conceptual, contextual and methodological which the study addressed. Hypotheses were developed from the conceptual framework and tested using correlation and regression models. A descriptive research design was

adopted for the study and the philosophical foundation of the study was logical positivism. Operationalization of the age categories used in the study (young, middle age and older employees) was based on William (2004)'s classification. The SPSS tool was used in analyzing quantitative data. Both descriptive and inferential statistical analysis techniques were conducted using measures of central tendencies, Pearson product moment correlation, simple, multiple and stepwise regression.

Webster (1995) formulae determined the size of the sample which was 384. Cronbach's alpha coefficient tested the internal consistency (reliability) of the research instruments and the study variables. Human Resource Management Practices had the best internal consistency recording a cronbach alpha reliability coefficient of 0.9114, followed by Employee performance recording 0.885, employee age 0.829 and employee competence recording 0.789.

5.2.2 Findings of the Demographic Characteristics of Respondents

The study found that the young employees formed the majority of the total employees and that most respondents were male. On staffing levels, the junior/technicians staff formed the majority. This implies that majority of the employees in state corporations are young and fall in the category of junior/technicians staff. In addition, majority of the employees in state corporations are on permanent and pensionable terms implying that the majority of these employees enjoy job security and are capable of being more productive. On the length of service, majority of the employees had served between 0 – 1 year which implies that they have limited experience.

5.2.3 Findings of Respondents Perception on rating the Main Study Variables

Respondents rated the level at which HRM practices are carried out in their organizations as moderate. This implies that state corporations have fairly put in place HRM practices to step up the performance of their employees. In particular, performance management and training took the lead among the HRM practices. Employee participation and empowerment and adequate and fair compensation were the least practiced as they were ranked last. The fact that respondents were indifferent and lacked consensus in their views about HRM practices in their organizations, can be explained by the fact that different state corporations carry out different levels and qualities of HRM practices with the absence of set guidelines and control standards.

By consensus respondents rated competence in their organizations as high. Competence in employees can be manifested through their educational levels, skills level, training level and experience. On education majority of the respondents were bachelors degree holders (40.6%) followed by technical/professional certificate holders (24%) and masters degree holders (18.4%). The lowest

educational levels were class 8 and below (0.3%). This implies that majority of the employees in state corporations are competent enough to perform their tasks based on their levels of education. On response to their levels of education, majority of the respondents stated that their education levels meet the requirements of their jobs and that they had in depth knowledge and adequate understanding of their area of work / specialization based on their levels of education. A good number of these employees had advanced their levels of education to improve their competence from the time they were employed.

On performance, State Corporation employees have high levels of task performance, good at teamwork and personal discipline. Overall, employees in state corporations are dedicated, trust in organization management and have good interpersonal skills. Experience was determined by the number of years worked in the organization. By the time of the survey, majority of the employees had worked between < 1 – 5years (37.5%), 11 – 20 years were the least in number (8.0%). The highly experienced workers, over 20 years comprised 22%, implying that the majority were least experienced based on their length of service.

On skills level, majority of the employees had above average skills relevant to their current jobs, which were rated as very good (35%) and excellent (24%). 85% of the respondents stated that they have additional skills other than those of their current jobs. This is multi skilling which improves the performance of individual employees, making them more productive in diverse areas of work. For professional training levels, the study found that majority of the employees are technicians (64%) followed by technologists (29.5%). Artisans formed the least number. It was also noted that different State Corporations provide different levels and types of training and hire different quality of staff in various departments as there are no fixed guidelines and standards to control the training type and conditions for hiring in State Corporations.

5.2.4 Findings of specific objective one

The specific objective one of the study was to establish the relationship between employee age and employee Performance in Kenyan state corporations. Based on this objective, Pearson product moment correlation assessed and established the relationship between these study variables. Results of this analysis indicated that the relationship between employee performance and employee age was not statistically significant ($r = -.002$, $p > 0.01$) considering the fact that correlation was statistically significant at ($r = 0.05$, $p < 0.01$). The relationship between employee performance and HRM practices was weak but positive ($r = .105$, $p < 0.01$) and statistically significant. A positive weak but statistically significant relationship ($r = .211$, $p < 0.05$), was recorded between employee performance and employee competence. There was a negative

relationship that was not statistically significant between employee age and human resource management practices ($r = -.052$, $p > 0.05$) and a negative relationship that was not statistically significant between employee age and employee competence ($r = -.001$, $p > 0.01$). Finally, relationship between HRM practices and employee competence was moderate and statistically significant ($r = .302$, $p < 0.01$).

Regression analysis tested the study hypotheses. To test the hypotheses, simple and multiple regression analysis techniques were conducted at 95 % confidence level. The specific objective one of the study was to establish the relationship between employee age and employee Performance in Kenyan State Corporations. Simple regression analysis was carried out to test the magnitude of this relationship.

The simple regression model used the formula; *Employee performance [EP] = f (Employee age [EA])*. The regression model produced $R^2 = 0.001$, $F(1, 286) = 0.345$, $p > 0.05$. The results of the regression showed that age indicated 0.1 % of the variance in employee performance ($R^2 = 0.01$). R^2 assessed how much of the depended variable, employee performance, varied in its relationship with the independent variable employee age. F test assessed the overall significance of the model. Beta (β) was used to determine the contribution of each predictor variable to the model's significance. $\beta = 0.026$, $t = 0.587$, $P > 0.05$ was used to check the statistical significance. Results indicated that the overall model revealed a non-significant relationship between employee age and employee performance since the p - value (0.557) > 0.05 . The hypothesis was rejected.

5.2.5 Findings of specific objective two

The second specific objective sought to determine the moderating effect of HRM practices on the relationship between employee age and employee Performance in Kenyan State Corporations. It was tested using stepwise linear regression. The independent variable and the moderating variable were entered and an interaction term was created by multiplying the independent variable and the moderating variable. Results of the Regression are shown in three models. Step 1. Model 1 tests the single relationship between employee age and employee performance. This model produced $R^2 = 0.001$, $F(1, 286) = 0.345$, $p > 0.05$ which was a statistically insignificant relationship EA and EP. In step 2 both employee age and HRM Practices were entered into the regression equation simultaneously as represented in model 2. This model produced ($R^2 = 0.069$, $F(2, 285) = 10.35$, $p < 0.05$). The influence of HRMP on employee performance was significant ($\beta = 0.181$, $t = 4.550$, $p < 0.05$).

In step three, Model 3, the interaction term is entered. To create the interaction term, employee age (EA) and Human Resources Practices (HRMP) were entered to get a single indicator representing the product of the two variables. The interaction between employee age (independent variable) and HRM Practices (moderating variable) EA*HRMP brings about a change in variance (ΔR^2) accounting for 0.073 which was positive and statistically significant from the step 1 model. F change recorded a variance change of 20.972 which was statistically significant ($p < 0.05$). EA, HRMP and the interaction term EA*HRMP accounted for 7.3 % of the variance in employee performance ($R^2 = 0.073$). This model produced ($R^2 = 0.073$, $F(3,284) = 20.972$, $p < 0.05$). Which was statistically significant. The analysis yielded a positive and significant beta coefficient ($\beta = 0.172$, $t = 6.248$, $p < 0.05$). The hypothesis was accepted.

5.2.6 Findings of specific objective three

A similar procedure was conducted for hypothesis III. *The effect of employee age on employee performance is moderated by employee competence in Kenyan state corporations.* Regression results testing the moderating effect of EC on the relationship between EA and EP are equally shown in three models. In step 1, Model 1 tests the single relationship between EA and EP. This model produced $R^2 = 0.001$, $F(1,286) = 0.345$, $p > 0.05$. which is a statistically non-significant relationship. In step 2 both employee age and employee competence were entered into the regression equation simultaneously (model 2). This model produced $R^2 = 0.230$, $F(2,285) = 42.58$, $p < 0.05$. which was a statistically significant relationship between EA and EP. The Beta coefficient was $\beta = 0.441$, ($t = 9.205$, $p < 0.05$) which was statistically significant. In step 3, the interaction between employee age and employee competence creates an interaction term, EA*EC which brings about a change in variance (ΔR^2) accounting for 0.127 which is positive and statistically significant from the step 1 model. In model 3, EA, EC and the interaction term EA*EC accounted for 24.2% of the variance in employee performance ($R^2 = 0.242$). $F(3, 284) = 30.269$, $p < 0.05$. A unit change in employee performance is associated with 65.9 % ($\beta = 0.659$, $t = 5.860$), $p < 0.05$. This is statistically significant. Hypothesis three was confirmed

5.2.7 Findings of Specific Objective Four

The fourth study objective sought to establish whether the joint effect of employee age, HRM practices and employee competence on employee performance is greater than the effect of the individual predictor variables on employee performance in Kenyan State Corporations. To test this effect hypothesis iv was formulated. *Hypothesis IV: The joint effect of employee age, human resource management practices and employee competence is greater than the effect of*

individual predictor variables on employee performance. To establish the joint effect of Employee Age, HRM Practices and Employee Competence on Employee Performance, all the three predictor variables were regressed using multiple regression technique. The predictors generated a regression model. The model generates $R^2 = 0.438$, $F(4, 283) = 31.025$, $\beta = 0.290$, $t = 3.567$, $p < 0.05$. The study established that employee age, HRM Practices and Employee competence recorded 43.8% of the variance on employee performance ($R^2 = 0.438$), > which was statistically significant. This implied that the joint effect of employee age, HRM Practices and employee competence is greater than the effect of individual predictor variables on employee performance as shown on table 4.5 which confirms hypothesis IV. There was a statistically joint significant relationship between employee age, HRM Practices and employee competence on employee performance ($p < .05$). Hypothesis four was accepted.

Table 5.1 Summary of objectives, hypothesis, statistical analysis techniques and results

Objective	Hypothesis	Statistical test (Data Analysis technique)	Results and remarks
1. To establish the effect of Employee Age on Employee Performance.	HI. There is relationship between employee age and employee performance	<p>1.Simple Regression Analysis. Employee performance [EP] = f (Employee age [EA]).</p> $EP = \beta_0 + \beta_1 EA + \epsilon$ <p>EP=Employee Performance β_0= Constant, β_1= Regression coefficient of employee age. EA = composite index of employee age</p> <p>2.Pearsons'product moment correlation</p>	<p>Regression produced</p> $R^2 = 0.001$. (0.1%), $F(1, 286) = .345$, $p > 0.05$ $\beta = 0.026$, $t = 0.587$, $p > .05$. This is a statistically non-significant relationship. $r = -.002$, $p > .05$. <p>The hypothesis was rejected</p>

<p>2. To determine the effect of Human Resource Management Practices on the relationship between Employee Age and Employee Performance</p>	<p>H2. The effect of Employee Age on Employee Performance is Moderated by Human Resource Management Practices</p>	<p>Stepwise Regression Analysis.</p> <p>Step 1: $EP = \beta_0 + \beta_1 EA + \epsilon$</p> <p>Step 2: $EP = \beta_0 + \beta_1 EA + HRMP + \epsilon$</p> <p>Step 3: $EP = \beta_0 + \beta_1 EA + \beta_2 HRMP + \beta_3 EA * HRMP$</p> <p>EP=Employee Performance β_0= Constant, β_1= Regression coefficient of employee age EA, HRM = composite index</p> <p>ϵ = Error term EA * HRM P = interaction term</p>	<p>Regression model produced;</p> <p>1. $R^2 = 0.001(0.1\%)$, $F(1, 286) = 0.345, p > .05$.</p> <p>2. $R^2 = 0.069. (6.9\%)$, $F(3, 284) = 10.535, p > .05$ $\beta = 0.181 (18.1\%)$</p> <p>3. $R^2 = 0.073(7.3\%)$, $F(3, 284) = 20.972, p < .05$ $\beta = 0.172, t = 6.248$</p> <p>HRM practices moderated the relationship between employee age and employee performance. hypothesis 2 was confirmed.</p>
<p>3. To assess the effect of Employee Competence on the</p>	<p>H3. The effect of Employee Age on Employee Performance is</p>	<p>Stepwise Regression Analysis.</p> <p>Step 1: $EP = \beta_0 + \beta_1 EA + \epsilon$</p> <p>Step 2: $EP = \beta_0 + \beta_1 EA + EC + \epsilon$</p>	<p>Regression model produced</p> <p>1. $R^2 = 0.01. (0.1\%)$, $F(1, 286) = 0.345, p > .05$.</p> <p>2. $R^2 = 0.230. (23 \%)$, $F(2, 285) = 42.58, p < 0.05$</p>
<p>Relationship between employee age and employee performance</p>	<p>Is moderated by employee competence.</p>	<p>Step 3: $EP = \beta_0 + \beta_1 EA + \beta_2 EC + \beta_3 EA * EC$</p> <p>EP=Employee Performance β_0= Constant, β_1= Regression coefficient of employee age EA, EC = composite index</p> <p>ϵ = Error term EA * EC = interaction term</p>	<p>3. $R^2 = 0.242 (24.2\%)$, $F(3,284) = 30.269, p < 0.05$ $\beta = 0.659 (65.9)$</p> <p>The relationship was statistically significant.</p> <p>The hypothesis 3 was accepted.</p>

<p>4. To establish the joint effect of Employee Age, HRM Practices, Employee Competence on Employee Performance</p>	<p>H4. The joint effect of Employee Age, HRM Practices, and Employee Competence is greater than the individual effect of Each predictor variable</p>	<p>Simple and Multiple Regression Analysis</p> <p>Employee performance = f (Employee age + HRM Practices + Employee competence)</p> $EP = \beta_0 + \beta_1 EA + \beta_2 HRM P + \beta_3 EC + \epsilon$ <p>Where</p> <p>β_0 = Constant, β_1, \dots, β_3 = Regression coefficients.</p> <p>EA, HRM, EC = composite index</p> <p>ϵ = Error term</p>	<p>The joint effect recording a 43.8 % score ($R^2 = 0.438$) $F(4,283) = 31.025, p < 0.05$</p> <p>$\beta = 0.290$ (29.0%)</p> <p>This follows that the joint effect of the predictor variables was greater than the effect of individual predictor variables and hence the Hypothesis 4 was accepted.</p>
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5.3 Conclusions

This study assessed the relationship between employee age and employee performance and the moderating effect of HRM practices and employee competence on this relationship. Employee performance was the dependent variable and employee age was the independent variable. HRM Practices and employee competence were the moderating variables. Correlation and regression analysis techniques were used to analyze the relationship between the study variables. The results indicated that there was a statistically non-significant relationship between the variables employee age and employee performance. However, one sub variable for task performance, attendance at departmental meetings and three sub variables of contextual performance namely trust in the organization management, intentions to stay in the organization longer and attitude towards the system of setting and achieving of targets recorded a statistically significant relationship with employee age.

It should be noted that both correlation and regression analysis indicated similar results on this relationship. This implies that age alone does not necessarily determine or influence the performance of employees in Kenyan State Corporations. The results differ with situations where organizations' decisions on recruitment, promotion and even retirement heavily depends on age related factors.

The second objective focused on the moderating role of HRM Practices on the relationship between the variables employee age and employee performance. Stepwise, multiple regression

was used to test this relationship. The regression results indicated that, the interaction between employee age (independent variable) and HRM Practices (moderating variable) forms an interaction term, $EA*HRMP$ which brings about a change in variance (ΔR^2) accounting for 0.073 which was statistically significant. EA , $HRMP$ and the interaction term $EA*HRMP$ accounted for 7.3 % of the variance in employee performance ($R^2 = 0.073$). This implies that HRM Practices positively moderate the relationship between the variables employee age and employee performance.

State Corporations should enhance and vary HRM Practices to step up their employee performance. In particular, the components of HRM Practices namely employee participation and empowerment and adequate and fair compensation which were the least practiced in state corporations, as they were ranked last by respondents should be enhanced or improved upon. Studies have shown that, employee participation and empowerment enhances morale, productivity, healthier coworker relationship and creative thinking. Adequate and fair compensation improves morale, enriching employees to derive better performance and productivity.

Objective three focused on the moderating effect of employee competence on the relationship between the variables employee age and employee performance. Stepwise simple and multiple regression techniques were used. The regression results indicated that, the interaction between employee age (independent variable) and employee competence (moderating variable) forms an interaction term, $EA*EC$ which brings about a change in variance (ΔR^2) accounting for 0.242 which is positive and statistically significant. F change recorded a variance change of 30.269 which was statistically significant ($p < .05$). EA , EC and the interaction term $EA*EC$ accounted for 24.2% of the variance in employee performance ($R^2 = 0.242$). This implies that employee competence positively moderates the relationship between employee age and employee performance.

Objective four sought to establish whether the joint effect of Employee Age, HRM Practices and Employee Competence on Employee Performance is greater than the effect of individual predictor variables on employee performance in state corporations. Multiple regression was used. All the three predictor variables were regressed using multiple regression technique. The study established that employee age, HRM Practices and Employee competence recorded 43.8% of the variance on employee performance ($R^2 = 0.438$), which was statistically significant. This implied that the joint effect of employee age, HRM Practices and employee competence is greater than the effect of individual predictor variables on employee performance which was statistically

significant, confirming hypothesis IV. Employee age, HRM Practices and employee competence ($p < .05$). Some sub variables of HRM Practices including employee participation and empowerment, fair and adequate compensation and performance management had recorded a statistically non-significant relationship with employee performance. For compensation they included, assisting and cooperating with other workers and endorsing and following organization rules and policies. The joint effect contributed more to employee performance than the individual predictor variables. The hypothesis was accepted.

5.4 Recommendations

The study explored the relationship between employee age and employee performance and how the moderating variables influence this relationship. The joint effect of the independent and moderating variables was also explored. The study findings are consistent with the theories that provided the philosophical underpinning of the study. The theories were expectancy theory, human capital theory and continuity theory. The study's consistency with the theories that laid its foundation has contributed to expansion on the application base for these theories in management thought and practice and hence contributed to existing knowledge. The study findings led to several recommendations for policy, practice, theory and implications.

5.4.1 Theoretical implications

In line with objective one, the research findings indicated that the relationship between employee age and employee performance was statistically non-significant. Employee age does not statistically predict employee performance. The results relate to employee behavior theories such as Vroom (1964) expectancy theory. According to Vroom (1964) expectancy theory, reward expectations increase job satisfaction and hence performance. Therefore, the implication is, that age alone is not enough to significantly predict employee performance, other factors, come in as moderators on this relationship. The results are also in line with continuity theory which states that individuals who age successfully, continue positive habits, improves their preferences and lifestyles and relations through middle life and later which maintains or improves productivity at the work place. The implication is that state corporations should provide suitable work environment, motivation and maintain good relationship with their workers. This will enhance successful ageing, continued positive habits, preferences and lifestyles that maintain or improve their productivity.

Objective two sought to establish the moderating effect of HRM practices on the relationship between employee age and employee performance. The relationship was found to be positive and statistically significant accepting hypothesis two. The results are in line with porter and Lawler's (1971) expectancy theory which posit that performance depends not only on the magnitude of efforts, but also on other factors such as individual abilities, traits and the role perception. The implication is that relationship between effort and performance is moderated by motivators, in this case HRM practices.

Objective three sought to establish the moderating effect of employee competence on the relationship between employee age and employee performance. The relationship was found to be positive and statistically significant accepting hypothesis three. The results are in line with human capital theory which posit that wide spread investment in human capital in terms of education and training undertaken by individual or groups creates in the labor force the skill base indispensable to raise individual worker productivity. In the current study employee competence was operationalized under education level, skills level, training level and experience which were rated highly by the respondents. The implication is that state corporations have highly invested in human capital that enhances their employee productivity and the trend should be upheld or even improved upon.

5.4.2 Implications of the Results for Policy and Practice

Age has been believed to influence a number of employee behaviors that determine their performance. People's beliefs, norms and judgments about age affect a wide range of employment issues and decisions including hiring, placement, promotion, compensation and termination. The study results have indicated that in State Corporations employee age has a statistically non-significant relationship with employee performance. The implication is that the influence of age on employee performance is weak and therefore age should not be given the much weight it has been awarded in major employment decisions. State Corporations should lay less emphasis on important organization decisions such as hiring, placement, promotion, termination and retirement. Other factors should be considered alongside the age. They should also come up with age management practices to enhance the performance of various age categories of employees.

Human resource Management practices are performance enhancing activities that improve the competitiveness of employees and hence their performance. Analysis of the study results indicate that the extent to which HRM practices were carried out in state corporations was rated as fair. However, the respondents were indifferent about the extent to which they were beneficial in their

organizations. Performance management and employee training had the highest score whereas employee participation and empowerment and adequate and fair compensation received the lowest score. This implies that respondents were happy with the way the organization practiced performance management and employee training. They were not satisfied with the provisions for compensation and participation and empowerment. The fact that respondents were indifferent and lacked consensus in their views could be because, different State Corporations provide different levels and quality of HRM Practices with the absence of clear guidelines and standards to control them. These organizations should come up with clear guidelines and standards to enhance the provision and practice HRM practices to boost employee performance. In particular, improve on compensation and empower employees to participate in decision making to enhance their morale, productivity and creative thinking.

Respondents' skills level and Education had a significant relationship with their performance. The education level of the respondents was fairly high with most respondents being degree holders and having diploma level of education and above (Table 4.18 a). This practically means that education should be taken seriously in employment decisions. This finding has a lot of practical guidance for managerial practice. Organizations have to be cautious during recruitment to ensure that they hire employees whose level of education is adequate and suitable for the job in question. The current research findings suggest that employers should improve on their training programs to regularly update the skills and competence of their employees. State corporations should enhance the competence of their employee to step up their employee performance. In particular, to improve training programs, enhancing technical skills and multi skilling which regression results rated low. Training and development leads to increased job satisfaction, morale, increased efficiency, motivation and increased adoption to new technologies.

The joint effect of employee age, HRM Practices and employee competence is greater than the effect of individual predictor variables on employee performance. The findings have practical implications for organization decision making by management. State Corporations should apply these variables jointly to maximize their employee performance. Individual predictor variables have a lesser effect.

5.5 Limitations of the study

A number of limitations can be cited in the current study. First; The public service has other sectors that were not covered such as special constituted commissions, the civil service employees in various government ministries, the local authorities, county government, the legislature and the

judiciary which have a considerable number of employees. The coast region and the north eastern regions were left out citing cost implications and control advantages, distance and security measures. These other public sectors may provide different contextual environment from those of the current study. The results under these different contexts may be different. However, a coverage of over 70% is representative enough to weed out the short falls.

Secondly, the study used across - sectional research design. The information sought was in terms of views, opinions, attitudes and perceptions. Some respondents could be subjective in their responses. More so respondents were interviewed once. This had high chances of inhibiting clarification, close and intensive investigation of finer details of a number of aspects of the study. Longitudinal design would counter this problem.

Thirdly, Data was collected through self-report questionnaires by the respondents. Here respondents are given the opportunity to describe their own opinions, ideas and experiences. The problem arises as some respondents may not disclose all the information they have. Subjectivity, social desirability and bias, may crop in as respondents prefer to answer questions in favor of their views and in such a way as not to portray them in bad relations with the management. However, the results have been presented as objectively as possible. Finally, unreturned questionnaires could contain some important information to boost the study findings. However, a response rate of 74.81% is quite representative enough to provide meaningful results.

5.6 Suggestions for future Research

More research is required to understand which other factors influence employee performance by including other variables such as gender and culture not covered in the study to see how they influence employee performance. This could bring more insights to expand the body of knowledge.

Similar research can also be carried out in other organizations such as the private sector and nongovernmental organizations to compare with the State Corporations and add to the existing knowledge in other fields. It is recommended that further research be done in the same area but more emphasis be laid on how different professions react to the same variables.

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APPENDICES

APPENDIX I LETTER OF INTRODUCTION TO MANAGEMENT.

CHRISTOPHER MASINDE INDIATSY,
SCHOOL OF BUSINESS,
UNIVERSITY OF NAIROBI.

20TH MARCH 2016.

THE HUMAN RESOURCE MANAGER,

Dear Sir,

REF; DATA COLLECTION.

I am a PhD candidate in the School of Business, University of Nairobi. I am carrying out a research process in partial fulfillment of the requirements of an award of the degree of Doctor of philosophy in business administration. The title of the thesis is Employee age, Human resource management practices, Employee competence and Employee performance in Kenyan state corporations. You and your organization have been selected to provide information to assist in the success of this research undertaking. The information you provide in this questionnaire is strictly for academic and not any other purpose

Please assist to co-ordinate the administration of the questionnaires in your organization as follows;

Distribute the questionnaires equally to three functional departments in your organization through departmental managers.

The departmental managers will in term distribute them basing on three categories as outlined on table attached and considering the three age brackets.

Random distribution will be done in each category. Each questionnaire should be labeled to assist the line Managers to give to give their performance evaluation report to the right individuals.

Yours faithfully,

Christopher Masinde Indiaty

APPENDIX II: LETTER OF INTRODUCTION TO RESPONDENTS.

CHRISTOPHER MASINDE INDIATSY,
SCHOOL OF BUSINESS,
UNIVERSITY OF NAIROBI.
20TH MARCH 2016.

Dear respondent,

REF; DATA COLLECTION.

I am a PhD candidate in the school of Business, University of Nairobi. I am carrying out a research process in partial fulfillment of the requirements of an award of the degree of Doctor of philosophy in business administration. The title of the thesis is Employee age, Human resource management practices, Employee competence and Employee performance in Kenyan state corporations.

You have been selected to provide information to assist in the success of this research undertaking. The information you provide in this questionnaire is strictly for academic and not any other purpose. Please fill in the questionnaire as honestly as possible answering all the questions provided. Your identity will not be associated with the information you provide. The information will strictly be treated confidential. For that purpose, don't indicate your name.

Yours faithfully,

Christopher Masinde Indiaty

APPENDIX III: QUESTIONNAIRE FOR EMPLOYEES

INTRODUCTION

1. All the information provided in this questionnaire is strictly for academic purposes and not for any other purpose.
2. Please answer all questions as honestly as possible.
3. Your identity will not be associated with the information you provide. The information will strictly be treated with utmost confidentiality.

PART A: Background information about the respondent (Bio Data)

1. Name of your organization
2. Department
3. Gender of the respondent. Male Female
4. Marital status Single. Married Widowed Divorced 5. Age of the respondent.
18 - 38 years 39 – 49 years 50 - 60 years
6. Your employment status.
Permanent Temporary/Casual Contract
Others (specify).....
7. The position held in the organization
Senior Management Middle level Management
Academic/ Teaching Supervisory level
Junior staff /Technician Subordinate staff
8. How long have you held your current position?.....

PART B HUMAN RESOURCE MANAGEMENT PRACTICES

The statements below are aimed at finding how you rate the Human Resource Management Practices carried out in your organization. Please tick the most appropriate response in each statement using the scale given in the table.

1 To a very small extent	2 Small extent	3 Moderate extent	4 Large extent	5 To a very large extent
---	---------------------------------	------------------------------------	---------------------------------	---

S/No	Item	1	2	3	4	5
	<u>Employee participation and empowerment</u>					
1.	My organization has in place formal channels that allow employees to express their views and opinions before decisions are made.					
2.	The management maintains a good relationship with employees.					
3.	Formal procedures are undertaken to ensure officials don't allow personal biases to affect their decisions.					
4.	Communication between management and employees is highly commendable.					
5.	There are formal means by which employees can challenge decisions they feel are unfair or erroneous.					
6.	The way management communicates change to its employees is highly acceptable by the employees.					
7.	Employees are given adequate opportunities to air their views, comments and complains.					
8.	Employees get timely and adequate feedback on their complains and grievances.					
9.	Managers meet with employees to identify and recommend solutions regularly.					
10.	The involvement of employees in decision making is highly acceptable by the employees.					
11.	Managers seek employee's views before making decisions on regular basis.					
12.	The level of powers given to employees in decision making is high.					
	<u>Employee training and development</u>					
13.	The training facilities offered by the organization for its employees are of high standards.					
14.	The organization offers training programs to various categories of employees.					

15.	Sponsorship is offered to various categories of employees for further external training.					
16.	There is an effect of training programs organized by					

	the organization on employee performance.					
17.	There is an effect of further external training programs on employee performance					
18.	The organization grants study leave to employees seeking for further training/education					
19.	The organization sponsors employees for further training/education					
20.	The newly appointed employees undergo a comprehensive orientation program					
21.	The implementation of Human Resource Management policies by management is done fairly.					
22.	The employee Manual is effective on elaborately stipulating what is required of each employee.					
23.	Training programs have personally helped you to master the required tasks of your job.					
	<u>Adequate and fare compensation</u>					
24.	Your pay is in accordance with your qualification and experience.					
25.	Your exerted efforts in terms of performance is equivalent to your pay					
26.	Your monthly payment is in line with the market rates					
27.	Your job provides financial security.					
28.	Compensation reward is fairly distributed to all employees in the organization.					
29.	You are satisfied with the rewards received for extra work done outside normal working hours.					
30.	Your goals and aims are clear on why you do the job.					
	<u>Employee welfare benefits</u>					
31.	Welfare benefits are adequately given to all categories of employees					
32.	The welfare benefits given by the employer have tremendously motivated employees to increased productivity.					

33.	The welfare benefits provided by your organization are competitive enough to match other similar firms.					
34.	The benefits are given according to classes of workers					
35.	The expectations you had for your employer before joining have been met.					
	<u>Performance Management</u>					
36.	The management and employees in your organization					
	collaborate on setting performance objectives					
37.	Performance contracts are used by your organization to enhance increased employee performance					
38.	The management provides ongoing monitoring and feedback on performance to the employee					
39.	When problems are identified with performance, management provides support and time for improvement.					
40.	Performance assessment forms are used regularly to document performance.					
41.	Management reviews performance management to ensure it is being applied consistently and fairly.					
43.	In your opinion the processes of performance management enhances employee performance.					

PART C EMPLOYEE COMPETENCE 1

1. Highest (**level of education**) attained by the respondent.

- Class 8 and below [] Secondary school form 4 and below []
Advanced level [] Technical/ Professional certificate []
Bachelors Degree [] Masters Degree []
Doctorate Degree []

Others (specify).....

2. Number of years worked in the organization (**Experience**)

- a) 0 -- 5 years [] b) 6 – 10 years [] c) 11 – 15 years []
d) – 20 years [] e) Over 20 years [] 3.

How do you rate your skills level to your current job tasks?

- a). Sufficient [] b). Satisfactory [] c) Good [] d).Very good []
e). Excellent [] f). Others (specify).....

4. Do you have any other special knowledge/ talent or skills other than those of your current job ? (**Skills level**). Yes [] No []

5. If yes, How do you rate these skills, talents or special knowledge?

- a). Sufficient [] b). Satisfactory [] c).Good [] d).Very good []
f) Excellent [] g) Others (specify).....

6. What is the level of your professional training/skills level (**Training level**)

- Artisan [] Technician [] Technologist []

Others (Specify).....

7. Do you have any physical impairment Yes [] No []

If yes, does it affect the performance of your activities at Work ?.....

8. Contact of the respondent (Mobile phone No).....

PART C EMPLOYEE COMPETENCE 2

How do you rate yourself in the following competence?

(use scale of 1-5 where 1= Very low, 2 = low, 3 = Medium, 4 = High and 5 = Very High)

		Very low	Low	Medium	High	Very High
		1	2	3	4	5
	Educational Level					
1	My educational level conforms to my current work					
2	My educational level meets the requirements of my current work					
3	I have an in depth knowledge and understanding of my area of work/ specialization					
4	I have an in depth knowledge and understanding of other areas of work other than my area of specialization					
5	Since employment, I have advanced my level of education to improve my competence					
	Skills Level					
	Technical /Work based Skills					
6	I use different techniques to perform my tasks					
7	I have adequate skills to train other workers					
8	Because of regular attendance of seminars, I am more competent than before.					
9	I am effective in performing my tasks					
	General skills					
10	I have the ability to provide professional leadership					
11	I have organization and administrative skills					
12	I am computer literate in standard packages					
13	I have effective communication and interpersonal skills					
14	I am committed to working with others and encouraging diversity					
	Training level					
15	My training level conforms to my current work					
16	My training level meets the requirements of my current work					

17	I attend regular training to update my skills					
18	Occasionally I train other workers					
	Experience					
19	My length of service is a big contributor to my experience					
21	I have relevant experience in my area of work					
22	I have experience in administrative work					
23	I have experience in undertaking research projects					

PART D PERFORMANCE

How do you rate yourself in the following? Please answer honestly. Remember this information will be used only for academic research. Tick as appropriate.

		1- 20%	21- 40%	41- 60%	61- 80%	81- 100%
	Task performance (output)					
1	Attendance at your place of work					
2	Attendance of departmental meetings					
3	Completing tasks within the set time					
4	Achieving individual targets					
5	Achieving group targets					
6	Ability to meet deadlines as set by the supervisor					
7	Your ranking in target achievements among other workers					
	Contextual performance					
8	Following organization rules and procedures					
9	Volunteering additional work					
10	Assisting and co-operating with coworkers					
12	Endorsing and following organization objectives.					
12	Dedication to the job					
13	Inter personal facilitation					
14	Trust in the organization management					
15	Intentions to stay in the organization longer					
16	Your attitude towards the system of setting and achieving targets					

THANK YOU FOR YOUR RESPONSES

APPENDIX IV: DETAILS OF THE HYPOTHESES

CONCEPTUAL HYPOTHESES OF THE STUDY

- H₁ There is relationship between employee age and employee performance.
- H₂ The effect of employee age on employee performance is Moderated by HRM Practices.
- H₃ The effect of employee age on employee performance is Moderated by Employee Competence.
- H₄ The joint effect of Employee age, HRM practices and Employee Competence is greater than the effect of individual predictor variables on Employee Performance.

APPENDIX V: SAMPLED NO. OF CORPORATIONS PER SECTOR.

AND NUMBER OF RESPONDENTS

NO.	SECTOR	CORPORATION PER SECTOR	SAMPLEDED NO. OF CORPORATIONS PER SECTOR	SAMPLED NO OF RESPONDENTS PER SECTOR
1	Commercial state Corporations	34	3	90
2	State corporations with strategic functions	21	1	30
3	Executive agencies	62	4	120
4	Independent regulatory agencies	25	2	54
5	Research, Public universities and	45	3	90
	Training institutions			
	TOTAL	187	13	384

APPENDIXVI: CATEGORIES OF RESPONDENTS IN EACH ORGANIZATION.

CATEGORY/ STRATA	Human resource Managers	Line managers/ Heads of departments	Technicians/ supervisors	Clerks & Secretaries	Other worker s / Staff	TOTAL
PERCENTAGE	3.3%	10%	20%	20%	46.7%	100%
EXACT NO.	1	3	6	6	14	30

APPENDIX VII: SELECTED NUMBER OF CORPORATIONS PER SECTOR AND REGION

N0	REGION		TOWN/COUNTY		SELECTED SECTORS OF SECTORS OF STATE CORPORATIONS	SAMPLE SIZE
1	WESTERN	1	KAKAMEGA COUNTY	1	NATIONAL ENVIRONMENT MANAGEMENT	10
				2	POSTAL CORORATION OF KENYA	20
		2	VIHIGA COUNTY	1	KENYA POWER AND LIGHTING	10
				2	NATIONAL STATISTICS BUREAU	10
2	NYANZA	1	KISUMU COUNTY	1	KENYA POWER AND LIGHTING	10
				2	KENYA AIRPORTS AUTHORITY	10
				3	MASENO UNIVERSITY (MAIN CAMPUS)	10
				4	UNIVERSITY OF NAIROBI (KSM CAMPUS)	10
				5	KENYA MEDICAL TRAINING COLLEGE	10
3	RIFT VALLEY	1	NAKURU COUNTY	1	KENYA MEDICAL TRAINING COLLEGE	10
		2	KITALE	1	NATIONAL ENVIRONMENT MANAGEMENT (NEMA)	10
				2	AGRICULTURAL DEVELOPMENT CORPORATION (ADC)	10
				3	AGRICULTURAL FINANCE CORPORATION (AFC)	20
4	NAIROBI		NAIROBI COUNTY	1	UNIVERSITY OF NAIROBI (MAIN CAMPUS)	20
				2	UON /UNESS	10

			3	POSTAL CORORATION OF KENYA	30
			4	KENYA INSTITUTE OF MASS COMMUNICATION	10
			5	KENYA POWER AND LIGHTING	20
			6	KENYA PIPELINE	20
			7	NATIONAL STATISTICS BUREAU	20
			8	COMMUNICATION COMMISSION OF KENYA	30
			9	NATIONAL HOUSING CORPORATION	30
			10	RAILWAY TRAINING INSTITUTE	5
5	EASTERN	MACHAKOS COUNTY	1	POST BANK	10
			2	KENYA POWER AND LIGHTING	09
6	CENTRAL	KIAMBU COUNTY	1	KENYA NATIONAL STATISTICS BUREAU	10
			2	KIAMBU INST OF SCIENCE AND TECH	10
				TOTAL	384

APPENDIX VIII: LIST OF KENYAN STATE CORPORATIONS

PURELY COMMERCIAL STATE CORPORATION

No. Name of State Corporation

1. Agro-Chemical & Food Company
2. Kenya Meat Commission
3. Muhoroni Sugar Company Ltd
4. Nyayo Tea Zones Development Corporation
5. South Nyanza Sugar Company Ltd
6. Chemilil Sugar Company Ltd
7. Nzoia Sugar Company Ltd
8. Simlaw Seeds Kenya
9. Simlaw Seeds Tanzania
10. Simlaw Seeds Uganda
11. Kenya National Trading Corporation
12. Kenya Safari Lodges Ltd(Mombasa, Beach Hotel, Ngulia Lodge, Voi Lodge)
13. Golf Hotel Kakamega
14. Kabarnet Hotel Limited
15. Mount Elgon
16. Sunset Hotel Kisumu
17. Jomo Kenyatta Foundation
18. Kenyatta University Enterprise Limited
19. Kenya Literature Bureau
20. Rivatex(East Africa) Ltd
21. School Equipment production Units
22. University of Nairobi Enterprise Ltd
23. University of Nairobi Press
24. Development Bank of Kenya Ltd
25. Kenya wine Agencies Ltd
26. KWA Holdings
27. New Kenya Co-operative Creameries
28. Yatta Vineyard Ltd
29. National Housing Ltd

30. Research development Unit Company Ltd
31. Consolidated Bank of Kenya
32. Kenya National Assurance Co.(2001) Ltd
33. Kenya Reinsurance Corporation Ltd
34. Kenya National Shipping Line

STATE CORPORATION WITH STRATEGIC FUNCTIONS

No. Name of State Corporations

1. Kenya Animal Genetics Resource Centre
2. Kenya Seed Company
3. Kenya veterinary Vaccine Production Institute
4. National Cereal & Produce Board
5. Kenyatta International Conference Centre
6. Geothermal Development Company
7. Kenya Electricity Generating Company
8. Kenya Electricity Transmission Company
9. Kenya Pipeline Company
10. Kenya Power & Lightening Company
11. National Oil Corporation of Kenya
12. National Water Conservation & Pipeline Corporation
13. Numerical Machining Company
14. Kenya Broadcasting Corporation
15. Postal Corporation of Kenya
16. Kenya Development Bank (After Merger of TFC, ICDC, KIE, IDB, AFC)
17. Kenya EXIN Bank
18. Kenya Post Office Savings Bank
19. Kenya Airports Authority
20. Kenya ports Authority
21. Kenya Railways Corporation

STATE AGENCIES –EXECUTIVE AGENCIES

No. Name Of State Corporation

1. Biashara Kenya (After Merging Small and Micro Enterprise Authority, Women Fund, Uwezo Fund & Youth Enterprise Development Authority)
2. Internal Revenue Service (After transfer of customers department from KRA)
3. Kenya Intellectual Property Service(After Merging with Kenya Copyright board, Kenya Industrial Property Institute and Anti-Counterfeit Agencies)
4. Kenya Investment Promotion Service (After Merging with KTB,EPC, Brand Kenya Board and KenInvest)
5. KonzaTechnopolis Authority
6. Bomas of Kenya
7. Water Service Trust Fund
8. Leather Development Council
9. Agricultural Development Corporation
10. Anti-Female Genital Mutilation Board
11. Constituency Development Fund
12. Crops Development and Promotion Service(new)
13. Custom and Boarder Security Service (successor to the Kenya Citizens and Foreign National Management Service)
14. Drought Management Authority
15. Export Processing zone Authority
16. Financial Report centre
17. Fisheries Development and Promotion Service[new]
18. Higher Education Loans Board
19. Information Communication Technology Authority
20. Investor Compensation Fund Board
21. Kenya Academy of Sports
22. Kenya Accountants& Secretaries National Examination Board
23. Kenya Deposits Protection Authority
24. Kenya Ferry Service Ltd
25. Kenya Film Development Service
26. Kenya Institute of Curriculum Development
27. Kenya Law Reform Commission
28. Kenya Medical Supplies Authority

29. Kenya National Bureau of Statistics
30. Kenya National Examination Council
31. Kenya National Highway Authority
32. Kenya National Innovation Agency
33. Kenya Ordnance Factories Corporation
34. Kenya Road Board
35. Kenya Trade Network Agency
36. Kenya Wildlife and Forestry Conservation Service
37. Kenyatta National Hospital
38. LAPSET Corridor Development Authority
39. Livestock Development and Promotion Service[new]
40. Local Authority Provident Fund
41. Moi Teaching and Referral Hospital
42. Nairobi Centre For International Arbitration
43. National Aid Control Council
44. National Cancer Institute of Kenya
45. National Coordinating Agency for Population and development
46. National Council for Law Reporting
47. National Council for People with disabilities
48. National Hospital Insurance Fund
49. National Industries Training Authority
50. National Irrigation Board
51. National Museum of Kenya
52. National Quality Control Laboratories
53. National Social Security Fund Board of Trustees
54. National Youth Council
55. Nuclear Electricity Board
56. Policy holders Compensation Fund
57. Sports Kenya
58. Kenya Cultural Centre
59. Tourism Fund
60. Unclaimed Financial assets Authority
61. Water Resource Management Authority

62. National Campaign Against Drug Abuse Authority

STATE AGENCIES –INDEPENDENT REGULATORY AGENCIES

No. Name of State Corporation

1. Agriculture, Fisheries and Food Authority
2. Commission for University Education
3. Communication Commission of Kenya
4. Competition Authority
5. Council for Legal Education
6. Energy Regulatory Commission
7. Health Service Regulatory Authority
8. Kenya Bureau of Standards
9. Kenya Civil Aviation Authority
10. Kenya Film Regulatory Service
11. Kenya Maritime Authority
12. Kenya National Accreditation Service
13. Kenya Plant and Animal Health Inspectorate Service (After taking over function of National Biosafety Authority)
14. Livestock Regulatory Authority
15. National Commission for Science, Technology and Innovation
16. National Construction Authority
17. National Environmental Management Authority
18. National Land Transport & Safety Authority
19. Public benefits Organisation Regulatory Authority
20. Public Procurement Oversight Authority
21. Technical and Vocational & Training Authority
22. Tourism Regulatory Authority
23. Water Service Regulatory Board
24. Financial Supervisory Council (After Merge of Capital Markets Authority, Insurance Regulatory Authority, Retirement Benefits Authority & SACCO Societies Regulatory Authority)
25. Mining and Oil Regulatory Service

STATE AGENCIES- RESEARCH INSTITUTIONS, PUBLIC UNIVERSITIES, TERTIARY EDUCATION AND TRAINING INSTITUTIONS

No. Name of State Corporation

1. Bukura Agricultural College
2. Chuka University
3. Cooperation University College
4. DedanKimathi University
5. Egerton University
6. Embu University College
7. Garissa University College
8. JaramogiOgingaOdinga University of Agriculture and Technology
9. Jomo Kenyatta University of Agriculture and Technology

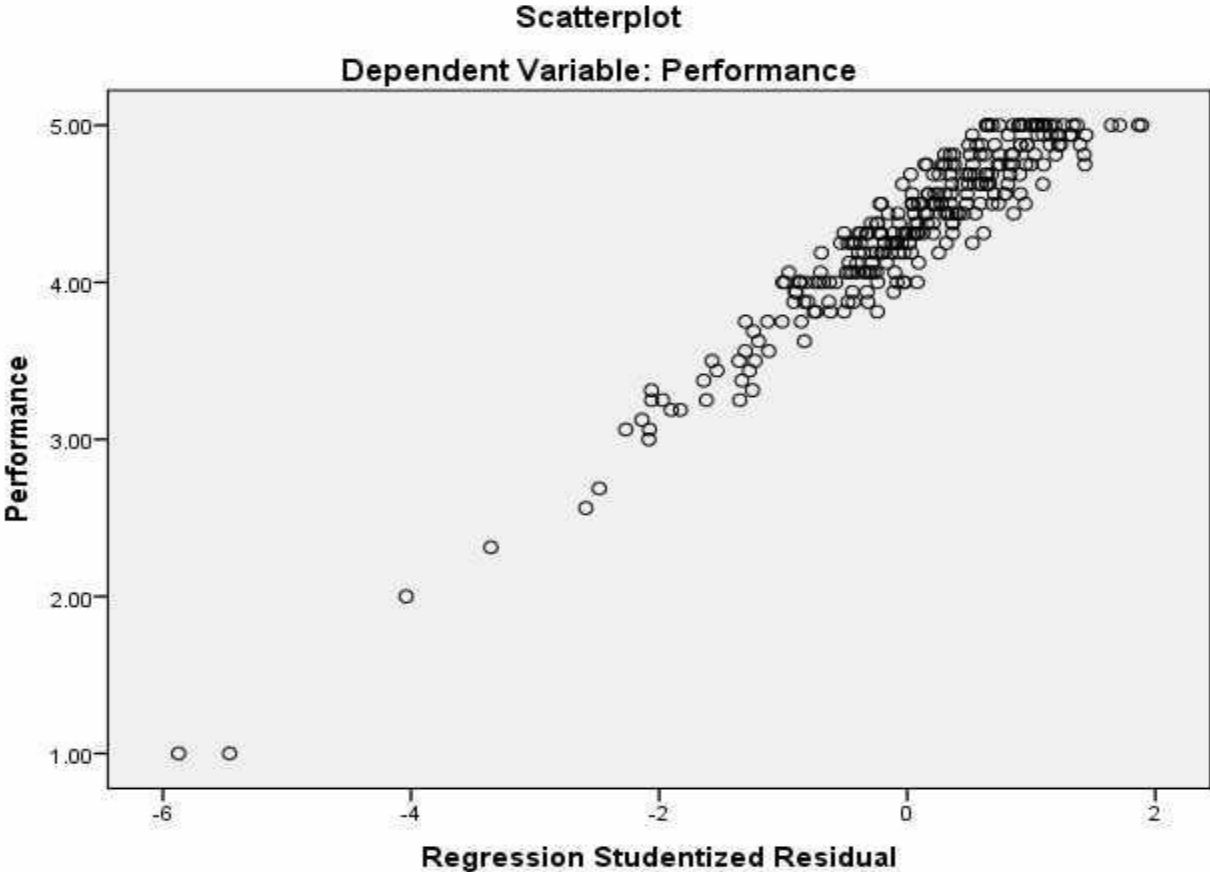
10. Karatina University
11. Kenya Agriculture and Livestock Research Organisation
12. Kenya Forestry Research Institution
13. Kenya Industrial Research and Development Institute
14. Kenya Institute of Mass Communication
15. Kenya Institute of Public Policy Research & Analysis
16. Kenya Marine and Fisheries Research Institute
17. Kenya Medical Research Institute
18. Kenya Medical Training College
19. Kenya Multi-Media University
20. Kenya School of Government
21. Kenya School of Law
22. Kenya Utalii College
23. Kenya Water Institution
24. Kenyatta University
25. Kibabii University College
26. Kirinyaga University College

27. Kisii University
28. Laikipia University
29. Maasai Mara University
30. Machakos University College
31. Maseno University
32. Masinde Muliro University of Science & Technology
33. Meru University of Science & Technology
34. Moi University
35. Murang'a University College
36. National Crime Research Centre
37. Pwani University
38. Rongo University College
39. South Eastern Education Science & Technology Kenya University
40. Taita Taveta University College
41. Technical University of Kenya
42. The Technical University of Kenya
43. University of Eldoret
44. University of Kabianga
45. University of Nairobi

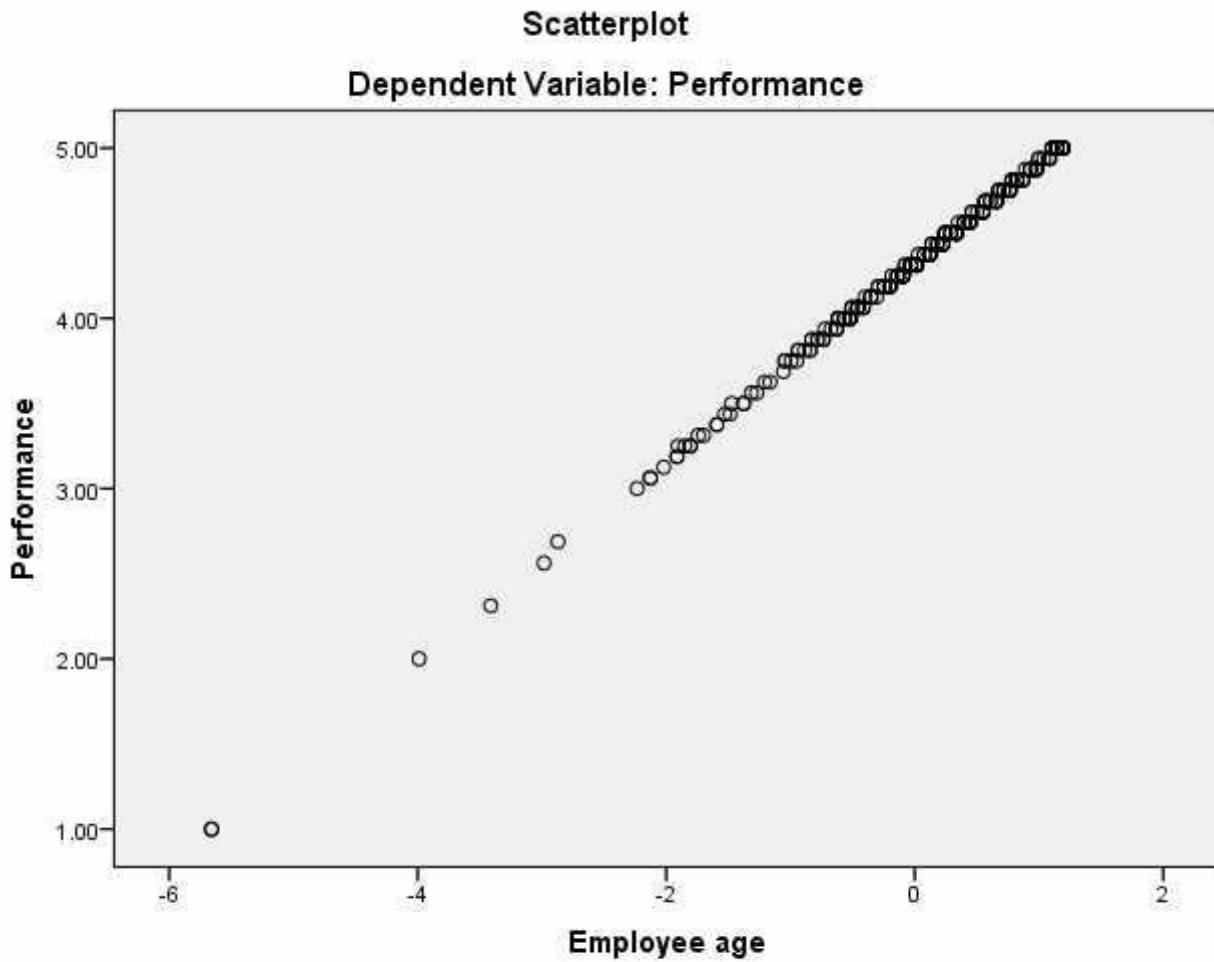
Source: Taskforce on Parastatal Reforms Report [2013]

APPENDIX IX TESTS OF LINEARITY

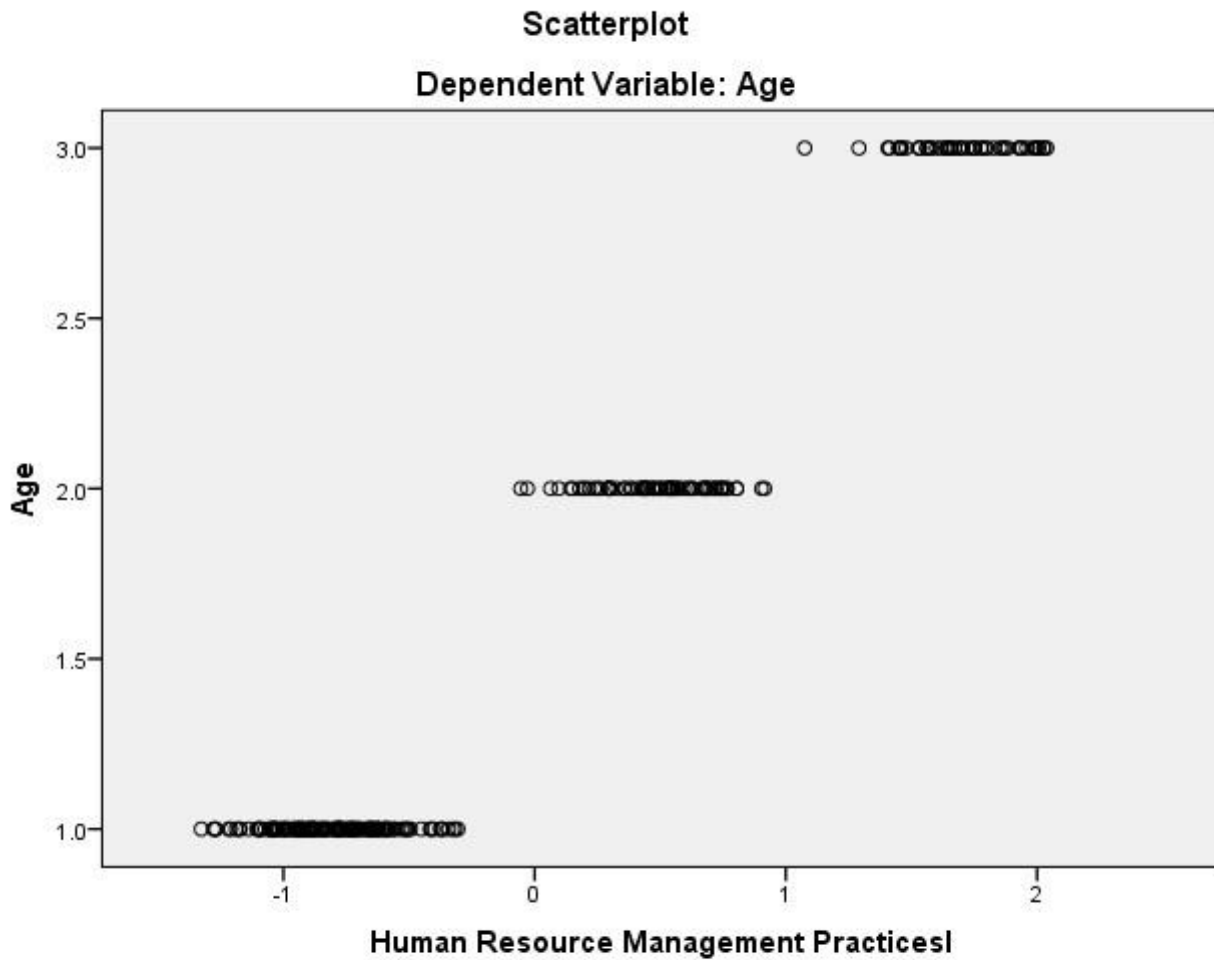
SCATTER PLOTS THE RELATIONSHIPS BETWEEN THE STUDY VARIABLES



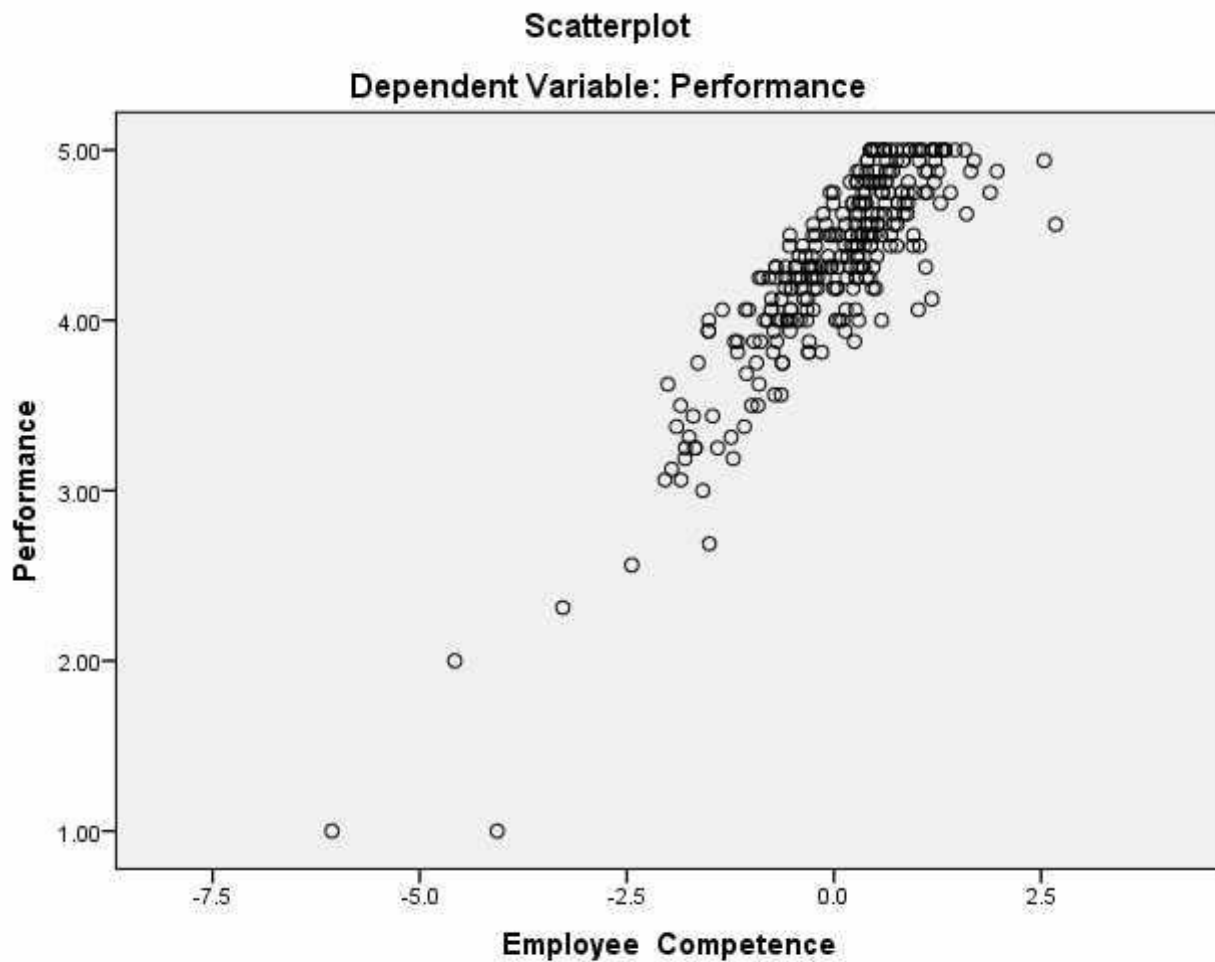
1. The relationship between Employee Performance and Human Resource Management Practices



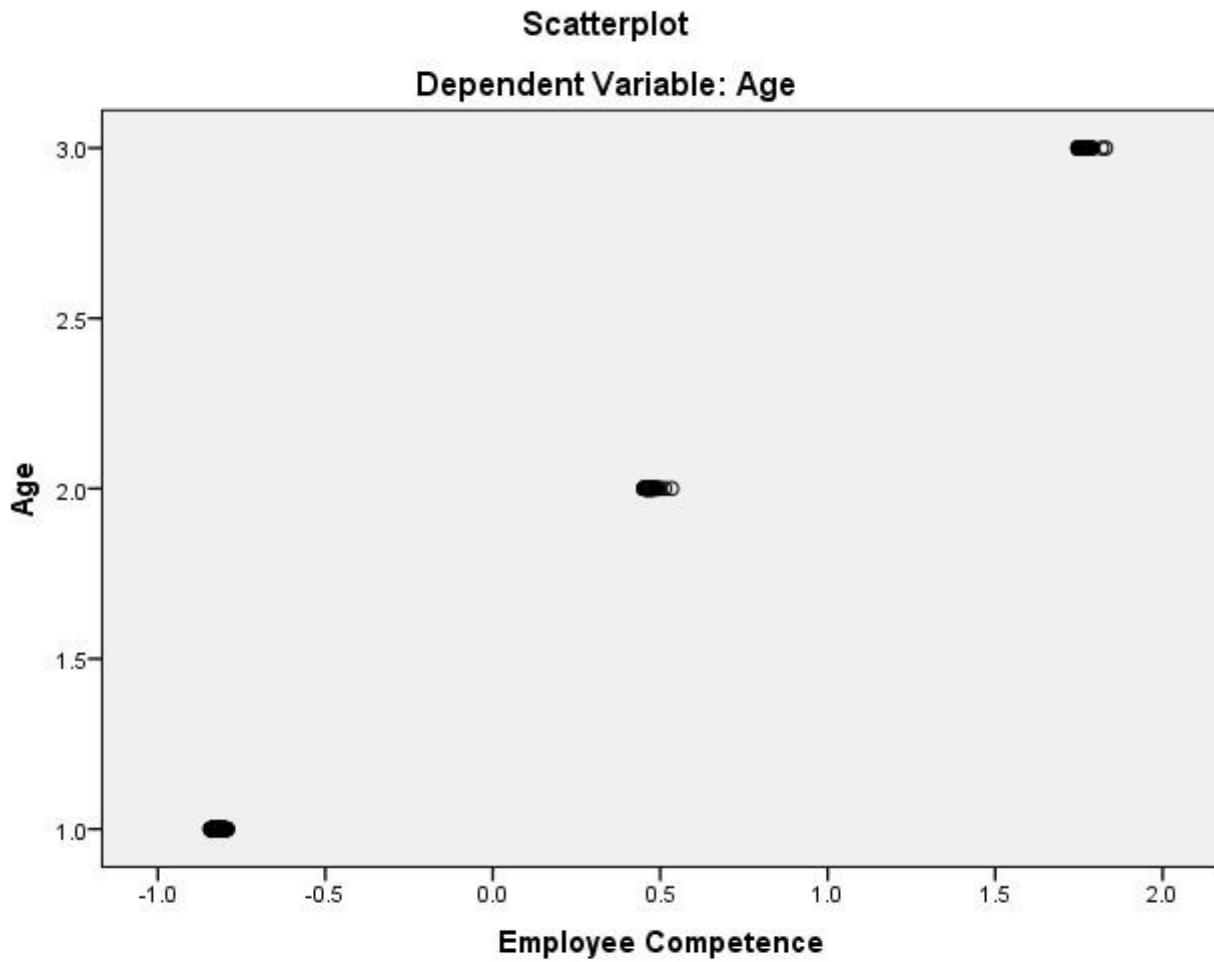
2. The relationship between Employee Performance and Employee Age.



3. The relationship between Employee Age and Human Resource Management Practices



4. The relationship between Employee Performance and Employee Competence.



6. The relationship between Employee Age Employee Competence.