THE MODERATING EFFECT OF ORGANIZATIONAL SIZE IN THE RELATIONSHIP OF HUMAN RESOURCE MANAGEMENT PRACTICES AND EMPLOYEE PERFORMANCE IN PRIVATE UNIVERSITIES IN KENYA

Charles Opeyio Ngema.
Faculty of Business and Management Science, University of Nairobi, Kenya.
Prof. Peter K'Obonyo (PhD).
Faculty of Business and Management Science, University of Nairobi, Kenya.
Prof. Hariet Kidombo (PhD).
Faculty of Business and Management Science, University of Nairobi, Kenya.
Prof. Stephen Odock (PhD).
Faculty of Business and Management Science, University of Nairobi, Kenya.

International Academic Journal of Human Resource and Business Administration (IAJHRBA) | ISSN 2518-2374

Received: 4th January 2026

Published: 31st January 2026

Full Length Research

Available Online at: https://iajournals.org/articles/iajhrba_v5_i2_86_101.pdf

Citation: Ngema, C. O., K'Obonyo, P., Kidombo, H., Odock, S. (2026). The moderating effect of organizational size in the relationship of human resource management practices and employee performance in private universities in Kenya. *International Academic Journal of Human Resource and Business Administration, 5*(2), 86-101.

ABSTRACT

Organizational size may impact performance either positively or negatively. It is perceived that the size of the organization influences human resource management practices. Most institutions are equipping the human resource management function to fulfill its mandate of effectively managing and developing human capital and aligning with corporate strategy. Private universities in Kenya complement public universities in the provision of university education to fill the gap in demand for university education. Private universities face various challenges in providing quality education, some of which are of a human resources management nature. The objective of the study is to establish the moderating effect of organizational size on the relationship between human resource management practices and employee performance in private universities in Kenya. The study targeted 399 full-time faculty members from the 15 sampled private universities in Kenya. Only 221 responded through structured questionnaires. The study adopted a positivist research philosophy and a cross-sectional descriptive survey design. The study utilized SPSS Version 20 to analyze the data and simple regression analysis to test the hypothesis. The research findings established that organizational size did not have a statistically significant moderating effect on the relationship between human resource management practices and employee performance, specifically full-time faculty.

Keywords: Human Resource Management Practices, Organizational Size, Full-Time Faculty, Employee Performance, Private Universities.

INTRODUCTION

Size is a crucial factor in measuring performance. The impact of size on organizational performance can be either positive or negative (Serrasqueiro & Nunes, 2008). It is of great significance to find a theoretical alignment of organizational size, human resource management practices, and employee performance or effectiveness. Human resource management is practiced within an organizational environment. It gained popularity since the 1980s for managing people at work to fulfil organizational goals (Bari & Shahzadi, 2025). In the 21st Century, human resource management practices like talent management, employee involvement, and human resources information systems are key for high employee performance (Armstrong, 2014 & Dessler, 2013) and organizational effectiveness (Armstrong, 2014; Indiatsy, 2012). Employee performance determines the success of an organization. The five primary parameters applied in measuring individual employee performance include work quantity, quality of work, independence, timeliness, and individual relationships (Sundi, 2013; Odhong, 2018).

An employee is an internal resource that influences organizational success when effectively managed through a selected bundle of HRMP (Barney, 1991). According to Barney and Wright (1998), employees managed through a bundle of selected human resource management practices have a competitive edge (Tadic & Pivic, 2014). Delery & Doty (1996) recommended a bundle of at least three human resource management practices for better results in firm performance. In a study, Delery and Doty (1996) used a bundle of seven practices and a cross-sectional research design without success and suggested a bundle of at least three human resource management practices for better results. Also, the field lacks a strong theoretical foundation on best practices.

Human resource management practices combined in a bundle create multiple, synergic, and reinforcing conditions that support employee performance more than a single practice (McDuffie, 1995; Guest, Comway & Dewe, 2004; Tadic & Pivac, 2014). MacDuffie (1995) and Al-Sinawi, Chua and Idris (2016) clarified that HRM bundles are specific sets of interrelated and internally consistent HRM practices aimed at contributing to more productivity and quality than each single HRM practice in itself. HRM practices combined in various forms than explored individually cause greater organizational performance (Ichniowski, Shaw, & Prennushi, 1997). Bundling of HRMP brings maximum output and effectiveness in organizations (Indiatsy, 2021). The foregoing motivated this study of the HRMP, consisting of employee involvement, talent management, and human resource information systems.

The study is informed by Human Capital Theory, organizational theory and Innovation theory. These theories underpin the theoretical relationships that exist in the variables of this study. The study targeted full-time lecturers in private universities in Kenya because the quality of university education, to a great extent, relies on the quality and effectiveness of academic staff (Deepa & Manisha, 2014). The existing literature indicates that private universities in Kenya face challenges (inadequate finances, quality of education, and the recruitment and retention of specialized, high-quality academic staff) that negatively influence performance outcomes (Karanja, 2016; Owoeye, 2020). High academic staff resignations experienced in Kenyan private universities may be solved by redesigning human resource management practices and strategies (Pearce & Robinson, 2003). The need to enhance the effectiveness and quality of lecturers' productivity motivated the study. The current study bundled three HRM practices, namely talent management, employee involvement, and human resource information systems, moderated by organizational size

Size is an important factor for measuring performance. Its impact on organizational profitability can be either positive or negative (Serrasqueiro & Nunes, 2008). Judge (1994) argues that organizational size can be gauged by its number of workers and total budget, and its influence on structural design, functioning and performance. Structures form part of the factors that predict organizational effectiveness (Gooding & Wagner, 1985). Structures predict formalization, specialization and centralization (Blau & Schornher, 1971). The structural design of an organization depends on its size. Amah, Daminabo-Weje and Dosunmu (2013), stated that large organizations benefit from characteristics of small organizations, such as

agility and flexible responsiveness to customers. However, large organizations can have competitive advantages because they enjoy economies of scale, specialization, access to capital, diverse resources and bureaucratic culture (Daft, 2000 and Akinyomi &Olagunju, 2013).

Akinyomi and Olagunju (2013) found that large firm size is a critical link to performance because of economies of scale in the Nigerian manufacturing sector. Large organizations have superior resources (including better human capital resources), advanced technology innovation, experience in business strategy, marketing prowess, and e-commerce that affect efficiency and effectiveness (Kipesha, 2013; Pisserides, 2000; Yang & Chen, 2009). As a result, large organizations can operate more efficiently (Halkos & Tzeremes, 2007). Some scholars argue that the size of a firm may have no or a negative impact on its profitability (Shepherd, 1972). Cabral and Mata (2003) validated the view of ambiguity that exists in research findings, where other scholars find negative relationships while others find positive relationships between firm size and profitability.

According to Gupta (1980), the total number of employees to measure organizational size inherently mixes size with efficiency. Kimberly (1976) defined organizational size by its physical capacity, employees, and the resources or total budget available to an organization because the total budget allocated determines the range of activities to accomplish in a year. Connell (2001) observed that organizational size is determined by cost, efficiency and effectiveness that enables continuity and progress. Springer (2020) and CUE (2019) indicate that a university's size (as an organization) can be measured by full-time academic staff, student population and completion rate, and annual budget allocated. Although research has assessed the relationship that exists between human resource management practices and workers' outcomes, the organizational size moderation of the relationship has rarely been taken into consideration. The study, therefore, seeks to establish the moderating effect of organizational size on the relationship between human resource management practices and employee performance in private universities in Kenya.

Objectives of the Study

To establish the moderating effect of organizational size on the relationship between human resource management practices and employee performance in private universities in Kenya.

Hypothesis of the Study

H_{01}: Organizational size has no significant moderating effect on the relationship between human resource management practices and employee performance in private universities in Kenya.

LITERATURE REVIEW

Human Capital Theory

Human capital theory adds value in the relationship between human resource management practices and employee performance, as it aligns with human capital development. It has its origin in the research works of Mincer (1958) and later improved by Schultz (1961) and Becker

(1962). Its focus is on developing skills, knowledge and experiences that make a positive difference in employee and organizational performance. It entails formal education through investments in developing the knowledge and skills of workers (Mincer, 1958).

Investing in human capital (knowledge, skills, abilities, and attitude) influences organizational effectiveness by increasing organizational learning, productivity and performance, innovation and competitive edge (Odhon'g and Omolo, 2015). According to Ulrich (1998), investment in human capital is an asset to individuals and the organization by providing new products and services in the market. Vejchayanon (2005) states that employees are assets that require developing by exposure to multi-dimensional technology for higher productivity and competitive advantage. Rubin (1973) found that the training of skilled workers increased the productivity of goods and services.

Human capital theory emphasizes the contribution of individual skills, knowledge and abilities through formal training to enhance academic staff performance. It is useful in examining linkages between talent management, innovation and employee performance. It explains how innovative investment in employee knowledge, skill and competence contributes to academic staff overall performance. Armstrong (2014) further explains that employers enhance the knowledge and skills of workers by training them to increase productivity and improve workers' standard of living by generating higher incomes, salaries, and wages. McConnell, Brue and Macpherson (2009) emphasize education and better training of employees to achieve higher productivity.

Human capital theory receives criticism from scholars, such as Fix (2018), who argue that there is no clear connection between an employee's human capital and an increase in individual income generation and productivity. Fix argues that "human capital theory's claims are dubious at best." The theory is scientifically not testable. However, Human capital theory is important to the study because it explains how innovative investment in employee knowledge, skill, and competence contributes to faculty members' overall performance.

Innovation Theory

Innovation theories and models exist in all disciplines. In social science, the theory of innovation originates from assumptions of Teresa Amabile (1993), who explained creative behavior in a study on social psychology of creativity, and concluded that creativity is the beginning of innovation, and an innovation to be achieved passes through four steps: generating an idea, screening, feasibility and implementation of that idea in the form of innovation. Therefore, creative behaviour is realized in innovation. According to Amabile (1996), creative thinking is demonstrated in innovative products or services - new products and services are introduced to the market or customers. Innovation requires expertise, creative thinking skills, and an individual's internal motivation drive. It occurs at the point where an individual's skills coincide with a strong internal motivation and creative thinking personality trait. Academic staff impart innovative thinking skills to students through teaching, evaluation, and supervision of research projects, and helping students in the creative thinking process: 'clarify, ideate, develop and implement'. Gibson (2022) states that the best way to encourage innovation is

through the adoption of a design thinking mentality, which leads to products and services of 'novelty and usefulness'. Gibson explains the three types of innovation, namely product or service innovation, process innovation, and business model innovation.

Simonton (2000) states that innovative people create wealth through goods and services, are self-confident and passionate about their work, and do not easily give up. Springer (2020) emphasizes that academic staff innovation is demonstrated in teaching and learning, assessment of students, research, and supervision of students. Richard (2007) supports Amabile (1996) and Simonton (2000) that innovation is foundational to academic disciplines and learning activities and drives everything from technology to education.

In large organizations, innovation is encouraged by available finances and human resources to invest in new technologies and structured innovation processes, while small organizations provide flexibility in the adoption of new ideas (Damanpour, 1992; Wongsansukcharoen & Thaweepaiboonwong, 2023). This study brings new dimensions of the moderating impact of innovation on people management practices for the performance of faculty staff. It will measure the innovative climate of private universities, teaching, research, and the ability to attract research grants.

Human Resource Management Practices, Organizational Size and Employee Performance

Several studies show that Human resource management approaches influence employee performance irrespective of the size of the organization or the type of institution. Mahando and Juma (2020), in a study, found that human resource management practices had a positive and significant effect on employee performance in public universities in Kenya. In this study, firm size was not a variable for investigation. In some studies, the performance of an organization is influenced by the size of the enterprise and human resources practices. In a study to confirm this assertion, Manojlović (2016) conducted a study on organizational size as a determining factor of performance and quality measurement in Croatian Local Self-Government, and whether organizational size (the number of persons employed and the total budget) had any effect on performance and quality measurement. He found that size is not a basic determinant of performance and quality measurement; both small and large organizations need help to succeed. Conclusively, size is an important factor for performance and quality measurement in Croatian local self-government organizations. Lee and Kim (2020) corroborated the relationship between organizational size and performance in the Korean government context; the findings indicated that organizational size had a negative correlation with performance. Employee size and budget had a negative relationship with organizational performance.

Leal-Rodríguez, Eldridge, Roldán, Leal-Millán, and Ortega-Gutiérrez (2015) recognized the firm size moderating effect on renewal of the organization and innovation outcomes. In this study, they sampled 145 Spanish car manufacturing firms and used structural equation modeling to analyze data. The outcome was that organizational size has an association with renewal and innovation outcomes. Its association reduced the strength of the link between organizational unlearning and innovation outcomes. Therefore, the need for a study to ascertain

the moderating impact of organization size association with the performance of full-time academic staff in private universities in Kenya.

The performance of faculty is not influenced by the size of the institution or annual assessments. A study by Golsha, Sheykholeslami, Charnaei and Safarnezhad (2020) on the educational performance of faculty members from students' point of view indicated an important role of assessment studies and feedback to professors to improve their skills. Students believe that the annual assessment of academic staff does not affect the teaching quality, and modern information technology needs to be applied. Momanyi (2018) analyzed the impact of firm size on the correlation between financial management practices and institutional effectiveness at 31 public universities in Kenya. The study found an insignificant moderating effect on the relationship between financial practices and institutional effectiveness. The study adopted an explanatory research design. The foregoing discussions underscore the need for further research on the moderating relationships between human resource management practices, organizational size, and the performance of full-time faculty in private universities in Kenya.

Conceptual Framework

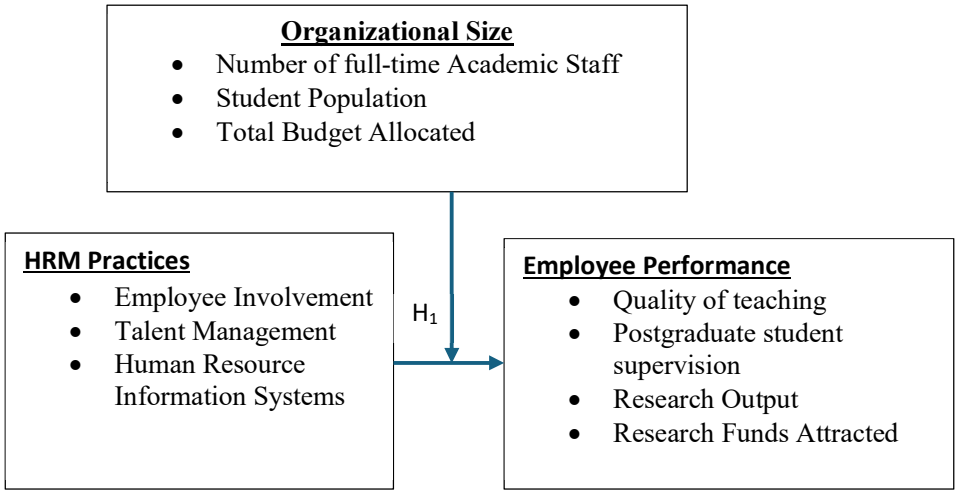

Figure 1.1: Conceptual Model

RESEARCH MATERIALS AND METHODS

The study applied a positivist philosophy paradigm. It emphasizes theory testing, conceptual models, and is grounded in empirical studies. The study used a descriptive cross-sectional survey design to collect data and describe the characteristics of the variables, and generated regression models to test the hypothesis. The target population consisted of 2,826 full-time faculty members from 36 private universities in Kenya. The unit of analysis was full-time faculty. The research adopted a stratified random sampling technique due to the categorization of private universities and faculty members: chartered universities, Constituent colleges, and

Universities with Letter of Interim Authority, while faculty were divided into Full Professors, Associate Professors, Senior Lecturers and Lecturers.

Stratified random sampling ensured the target population for proportional representation. (Kothari, 2004). Using the Kothari (2004). The researcher applied 30% plus sampling rule of Kothari (2004), randomly sampled 15 private universities, equivalent to 42%, resulting in a desired sample of 399 faculty, clearly identifying respondents of academic staff comprising professors, associate professors, senior lecturers, and lecturers. Yamane's (1967) formula, with 95% confidence level and a significance level of 5% was appropriate. The researcher collected both primary and secondary data using structured questionnaires and Commission for University Education statistical reports and websites. The questionnaire was pre-tested for accuracy and clarity before actual data collection. The study used Cronbach's Alpha to test and determine the reliability of the questionnaire (Cronbach, 1951). The Cronbach Alpha coefficients were above 0.70, the minimum level for acceptable reliability (Nunnally & Bernstein, 1994).

RESEARCH RESULTS AND DISCUSSION

This section has some similarities to our publication of September 2025 in the Journal of Human Resources. The data collected were analyzed using descriptive and inferential statistics with the help of the Statistical Package for Social Sciences (SPSS) to manipulate the coded data into meaningful findings. The study used hierarchical regression analysis to establish the strength and direction of the moderating effect on the relationship between human resource management practices and employee performance. The value of R^2 represents the amount of variation in employee performance that can be attributed to the HRMP bundle. The value of Beta (β) shows the change in the dependent variable caused by the amount of change in the predictor variable. The F-statistic measures the goodness of fit of the model. Significant F-value, P-value. Z-value, $R^2$and β coefficient denote that the observed level of change in employee performance is explained by the change in HRMP and organizational size. Insignificant F-value, P-value. Z-value, $R^2$and β coefficient are demonstrations of lack of relationship between the predictor and criterion variables.

The Hierarchical Regression Analysis model is as follows.

$Y = \beta_0+\beta_1X_1+\beta_2X_2+\beta_3X_1X_2+ \varepsilon$

Where:

Y= Employee Performance

$\boldsymbol{\beta_0}$= Intercept

$\boldsymbol{\beta_1}, \boldsymbol{\beta_2}, \boldsymbol{\beta_3}$= Regression coefficients

$\mathbf{X_1}$ = HRM Practices

$\mathbf{X_2}$= Organizational Size

X_1*X2= Interaction between HRM practices and organization size

$\boldsymbol{\varepsilon}$ = Error term

Response Rate

The response rate was 55.4% as presented in Table 1. This response rate is considered sufficient for analysis and reporting, particularly when compared to response rates from similar studies in the social sciences, both locally and internationally. Local studies by King'oo (2020) and

Ombui (2014) reported response rates of 83% and 71% respectively, while international studies by Youndt et al. (1996) and Kimberly (1976) reported lower response rates of 26% and 39% respectively. According to Mugenda and Mugenda (2009), a response rate of 50% or more is deemed adequate for analysis and reporting.

Table 1: Summary of the response rate

Items	Frequency	Percentage (%)
Questionnaires filled and returned	221	55.4
Questionnaires not returned	178	44.6
Total	**399**	**100**

Source: Researcher (2025)

Analysis of Data

The study analyzed data using descriptive statistics (means, standard deviations, and correlation Coefficients) and inferential statistics, employing hypothesis tests. Organizational size was assessed using three key indicators: the number of full-time academic staff, student population, and annual budget allocation. The study adopted descriptive statistics to interpret the data, where CV provided a relative measure of variability and helped in comparing dispersion across indicators from the Commission for University Education (CUE) 2018, 2024) reports and websites. The secondary data was statistically transformed for input into SPSS version 20 to support the operationalization of the Hypothesis. While primary data on staff and student numbers allowed computation of variability in institutional scale, the inclusion of CV helped uncover the consistency or disparities across universities, envisioned to influence the interpretation of HRMPs and their effects on faculty performance. Table 2 below presents the results.

Table 2: Mean, Standard Deviation and CV for Measures of Organizational Size

Variable	Mean	Std. Deviation	CV (%)
Number of full-time academic Staff	4.176	0.787	0.19
Student Population	3.896	0.976	0.25
Total Budget Allocated	4.102	0.734	0.18

Table 2 shows the descriptive statistics on the number of full-time academic staff, student population, and total budget allocated, providing a critical quantitative foundation to understand the financial and operational dynamics within private universities in Kenya. The data reflect varied institutional sizes and capacities, and the coefficient of variation (CV) confirms notable disparities: student population shows the highest variability (25%), indicating significant differences in enrollment sizes, while budget allocation (18%) and academic staff numbers (19%) are relatively more stable. This variability aligns closely with observed challenges in balancing financial resources and student demands, and infrastructural

development. As highlighted in analyses of private universities, institutions with larger budgets relative to their student numbers are better positioned to invest in infrastructure, staff remuneration, teaching quality, and research and innovation (Commission for University Education, 2020). Conversely, universities with high student enrollments and constrained budgets often face financial strain, which limits their capacity to maintain quality learning environments and faculty development (Mwangi & Njoroge, 2022). These findings emphasize the importance of adequate per-student budget allocations to meet the Commission for University Education's financial adequacy guidelines, which stress the need for sufficient funding to sustain core academic activities and institutional growth (CUE, 2020). Private universities must align student admissions with their financial and staffing capabilities while exploring diversified funding sources to sustain quality education and comply with regulatory standards (Njenga & Otieno, 2023).

Test of the Hypothesis

The study sought to establish the moderating effect of organizational size on the relationship between human resource management practices and employee performance in private universities in Kenya. The hypothesis ($H_0 1$): Organizational size has no significant moderating effect on the relationship between human resource management practices and employee performance in private universities in Kenya. Following the two-step procedure by Whisman and McClelland (2005), the first model included HRMP and organizational size as predictors of employee performance, while the second model added an interaction term (HRMP × Organizational Size) to assess the moderating effect. Moderation is confirmed when the interaction term is statistically significant and if there is a meaningful change in the coefficient of determination (R^2) and F-statistics between Model 1 and Model 2, indicating that organizational size significantly influences the direction of the HRMP–performance relationship. The interaction term tests whether organizational size amplifies or dampens the effect of HRMP on performance. If the R^2 change is not significant and the F-statistic is not significant, then organizational size does not moderate the relationship. Table 3 presents the results of this analysis.

Table 3: Hierarchical Multiple Regression Results for the Effect of Organizational size on Employee Performance in Private universities in Kenya

Model Summary[c]						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig. F Change	Durbin-Watson
1	.512[a]	.262	.259	.63579	.000	
2	.513[b]	.263	.256	.63673	.553	1.667
a. Predictors: (Constant), Human resource management practices						
b. Predictors: (Constant), Human resource management practices, Organizational size						
c. Dependent Variable: Employee Performance						

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.437	1	31.437	77.770	.000[b]
	Residual	88.526	219	.404		
	Total	119.963	220			
2	Regression	31.580	2	15.790	38.947	.000[c]
	Residual	88.383	218	.405		
	Total	119.963	220			
a. Dependent Variable: Employee Performance						
b. Predictors: (Constant), Human resource management practices						
c. Predictors: (Constant), Human resource management practices, Organizational size						

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)(Dalal, 2020)	1.642	.182		9.011	.000		
	Human resource management practices	.500	.057	.512	8.819	.000	1.000	1.000
2	(Constant)	1.496	.306		4.891	.000		
	Human resource management practices	.502	.057	.514	8.825	.000	.997	1.003
	Organizational size	.035	.058	.035	.594	.553	.997	1.003
a. Dependent Variable: Employee Performance								

In Table 3, the first model, the results revealed a significant positive relationship between HRM practices and employee performance, with a correlation coefficient R =0.512 and a coefficient of determination R^2 =0.262. The model summary shows that the correlation coefficient (r) is 0.512, indicating a moderate to strong positive relationship between the independent variable (HRMP) and the dependent variable. The coefficient of determination (R^2 = 0.262) indicates that HRM practices can explain 26.2% change in employee (full-time faculty member)

performance, and statistically significant F (1,219) =77.770, p<.001, with a standard error of 0.63579, reflecting an acceptable level of prediction accuracy. This outcome has a substantial effect; the HRMP bundle (employee involvement, talent development, and digital HR information systems) meaningfully contributed to performance outcomes in private universities.

When organizational size was introduced as an additional predictor in the model 2 to test its moderating effect on the relationship between HRM practices and employee performance, the R^2 increased from .262 to .263, a statistically insignificant 0.1% improvement in the model's explanatory power (R2=0.263; F=0.553 P-value <0.05), suggesting that organizational size did not contribute meaningfully to predicting employee performance beyond what was already explained by HRM practices. The standard error of the estimate remained stable at 0.63673, indicating no substantial improvement in model accuracy. In model 2, the ANOVA, showed the statistical significance (F=38.497; P-value < 0.05) F Change reduced substantially, the predictive power compared before the introduction of the organizational size interactive term. Furthermore, the coefficients table revealed that while HRM practices continued to have a positive, statistically significant effect on employee performance (β = 0.514, p<.001), organizational size was not a significant predictor (β=0.035, F=553 or P-value > 0.05).

These results align with contemporary research findings. Wambua and Ochieng (2023) and Mutiso and Ndegwa (2024) emphasize the Human resource management practice over organizational size characteristics to enhance faculty performance. The findings of this study concur with Khavugwi & Kiprotich (2022). While organizational size may have operational implications, it is the quality of human resource management practices that fundamentally drives employee performance in Kenya's private university sector. From the regression results, the null hypothesis is supported: The resultant regression equation is as follows: $Y=1.642+0.512x_1+.035x_2+0.007x_3$.

RESEARCH DISCUSSION

The study findings revealed that organizational size did not have a statistically significant moderating effect on the relationship between HRM practices and employee performance. Consequently, the study fails to reject the null hypothesis. This result agrees with several past studies that reported insignificant moderating effects of organizational size (Sumarjan et al., 2013). For example, Ali, Mukulu, Kihoro, and Nzulwa (2016); Karugu, Muturi and Muathe, (2020) support the findings. Likewise, Momanyi (2018) and Onsongo (2018) found no significant moderating role of size in the association between financial management practices and institutional effectiveness among public universities in Kenya. In a study, Lee and Kim (2023) reported a negative relationship between organizational size and performance in public sector organizations.

Other studies offer contrary evidence. Karugu et al. (2020) and Ondari et al. (2020) established a significant moderating effect of firm size on the relationship between human resource development and firm productivity. Similarly, Leal-Rodríguez et al. (2015) and Isik et al.

(2017) found size to significantly influence performance in Spanish and Turkish manufacturing sectors, respectively. In the Kenyan higher education sector, Too et al. (2015) demonstrated a significant moderating effect of organizational size on quality management system implementation and management practices in tertiary institutions. Wolfe (1914) concluded that research results on the organizational size effect on employee performance have been inconsistent because of the measures used. As Cabral and Mata (2003) agree that inconsistencies can weaken the accuracy of moderation analyses. The finding of this study underscores the need for future studies using more refined and standardized indicators.

Conclusion

The objective of this study was tested using the hypothesis, $H_0 1$. The results confirmed that organizational size had a weak and insignificant moderating effect on the correlation between human resource management practice and employee performance of private universities in Kenya. Therefore, organizational size does not determine the strength of human resource management practices' effect on faculty accomplishment in private universities. The measurable items of organizational size were full-time faculty, student enrolment, budget allocation and patent registered. As stated by Diaconu, Datu and Georgescu (2017) the perceived influence of organizational size on employee performance in universities through budget allocation, leading to modern learning facilities, financial support to faculty professional development, and research by innovative infrastructure development was misplaced and required further research.

Limitations of the Study & Suggestions for Further Research

This study faced some limitations. The confidential aspect of some of the data from the sampled private universities made it difficult to access. These limitations were overcome by the approvals from relevant ethics enforcement institutions, respective County Governments, and the private universities in Kenya. Accessing some full-time faculty proved a challenge due to their commitments. The Administrative Assistants and Librarians coordinated data collection on our behalf. Further research on HRM practices and organizational size, with increased measurement items, is recommended to test the moderating effect of organizational size on employee performance in public universities in Kenya.

REFERENCES

Armstrong, M. (2014). *Armstrong's handbook of human resource management practice* (13th Ed.). London and Philadelphia: Kogan Page.

Al-Sinawi.S., Chua Y.P & Idris A.R. (2016). Developing A Model of Work Performance System and Institutional Performance for Strategic Human Resource Management in the Ministry of Education, Oman *Malaysian. Online Journal Of Educational Management*, 4(4), 1-16

Amabile T.M. 1996. *Creativity in context*. Boulder, CO: Westview Press.

Amabile, T.M. (1993). What does a theory of creativity require? *Psychological Inquiry, 4*(3) 179-181.

Amah, E., Daminabo-Weje, M., & Dosunmu, R. (2013). Size and organizational effectiveness: Maintaining a balance. Advances *in Management & Applied Economics,* 3 (5), 115-123.

Bari & Shahzadi (2025). Talent Management and Learning Organizations. In *The Handbook of Talent Management and Learning Organizations: A Post-Pandemic Perspective*. CRC Press.

Commission for University Education (CUE) (2019). *University Statistics Reports*. Nairobi: Commission for University Education, Kenya.

Commission for University Education (CUE) (2024). *University Statistics Reports*. Nairobi: Commission for University Education, Kenya.

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, *16* (3), 297–334.

Damanpour, F. (1992). Organizational size and innovation. *Organization studies*, *13*(3), 375-402.

Deepa S., & Manisha, S. (2014). An exploratory study of student perception of instructor traits in effective learning. *Universal Journal of Management*, 2 (1), 1 - 8.

Delery, J., & Doty, D. (1996). Modes of Theorizing in Strategic Human Resource Management: Tests of Universalistic, Contingency, and Configural Performance Practices. *Academy of Management Journal,* 39, 802-835.

Dessler, G. (2013). *Human Resource Management* (13ed.). New York, NY: Pearson

Diaconu, M., Dutu, A & Georgescu, B (2017). *The Impact of Innovation on the Performance of the Modern University, The European Proceedings of Social & Behavioural Sciences.* Edu World 2016 7th International Conference: Future Academy. http://dx.doi.org/10.15405/epsbs.2017.05.02.33

Gibson, K. (2022). 9 examples of innovative products. *Harvard Business School Online*. Retrieved from https://online.hbs.edu/blog/post/innovative-product-examples

Gooding, R.Z. and J. A. Wagner, J.A. (1985). A Meta-Analytic Review of the Relationship between Rise and Performance: The Productivity and Efficiency of Organizations and their Subunits, *Administrative Science Quarterly*, 30 (4), 462-481. doi: EJ335697.

Guest, D., Conway, N., and Dewe, P. (2004). Using Sequential Tree Analysis to Search for Bundles of Human Resources Practices. Human Resource Management Journal, 14, 79-96.

Gupta, N. (1980). Some Alternative Definitions of Size. *Academy of Management Journal*, 761-68.

Ichniowski, C., Shaw, K & Prennushi, G. (1997). The Effects of Human Resource Management Practices on Productivity: A Study of Steel Finishing Lines. *The American Economic Review*, 87 (3), 291-313.

Indiatsy, C.M. (2021). *Employee age, human resource management practices, employee competence and employee performance in Kenyan State Corporations*. School of Business, University of Nairobi Digital Repository, 1-158.

Karanja, D. (2016). Integration of ICT in human resource management: case of Kenyan higher education. *IOSR Journal of Research & Method in Education*, (6), 2 Ver. III 34-41

Khavugwi, B., & Kiprotich, P. (2022). Online Assessment and Examinations Practices at the eCampus of Maseno University in Response to COVID-19 lockdown, EasyChair Preprint.

Kimberly, J. R. (1976). Organisational size and the structuralist perspective: A review, critique, and proposal. *Administrative Science Quarterly, 21*(4), 571-597.

King'oo, R.N. (2020). *Strategic capabilities and organizational performance: a case of private universities in Kenya.* Kenyatta University institutional Repository, 1-155.

Kothari, C.R. (2004). *Research Methodology: Methods and Techniques* (2nd Ed.). New Age International Publishers, New Delhi: Dharmesh Art Process2

McDuffie, J.P. (1995). Human resource bundles and manufacturing performance: organizational logic and flexible production systems in the world auto industry. *Industrial and Labor Relations, 48 (2)*, 197- 221..

Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric Theory* (2nd ed.). New York, NY: McGraw-Hill.

Odhon'g, A.E & Omolo, J (2015). Effect of human capital investment on organizations, performance of pharmaceutical companies in Kenya. *Global Journal of Human Resources*, (3) 6, 1-29.

Owoeye, I. (2020). Human Resource Management Interventions and Performance of Police Force in Ondo State, Nigeria. *PhD Thesis*, Kenyatta University (Kenya).

Pearce II, J., & Robinson, Jr, R. (2003). *Strategic Management: Strategy Formulation and Implementation (3rd Ed.).* New Delhi: A.I.T.B.S. Publishers & Distributors.

Serrasqueiro, Z. S., & Maçãs Nunes, P. (2008). Performance and size: empirical evidence from Portuguese SMEs. *Small Business Economics*, *31*(2), 195-217.

Springer, D. (2020). Higher Education Inequality. The International Encyclopedia of Higher Education Systems and Institutions. In: Teixeira, P.N., Shin, J.C. (eds), (697). https://doi.org/10.1007/978-94-017-8905-9_300313

Sumarjan, N., Mohd, Z. M. S., Mohd, R. S., Zurinawati, M., Mohd, H. M. H., Saiful, B. M. F., ... & Hanafiah, M. (Eds.). (2013). *Hospitality and tourism: Synergizing creativity and innovation in research*. CRC Press.

Sundi, K. (2013). Effect of Transformational Leadership and Transactional Leadership on Employee Performance of Konawe Education Department at Southeast Sulawesi. *International Journal of Business and Management Invention,* 2 (12),50-58.

Tadic, I., & Pivac, S. (2014). Defining human resources' "bundles" and its correlation with companies' financial performance. *International Journal of Social Management*, 1(4), 1023-1027.

Webster, A. (1992). *Applied Statistics for Business and Economics*. New York, NY: Richard D. Irwin.

Wongsansukcharoen, J., & Thaweepaiboonwong, J. (2023). Effect of innovations in human resource practices, innovation capabilities, and competitive advantage on small and

medium enterprises' performance in Thailand. *European research on management and business economics*, *29* (1), 100210.

Yamane, T. (1967). *Statistics, An Introductory Analysis*, (2nd Ed.). New York: Harper. 13 (3).