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Influence of education level on the relationship between human resource practices and employee performance among the administration police in bungoma county, Kenya

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Abstract

According to Kenya Police Service Annual Crime Reports (KPSACR) of 2016, the number of criminal offences is still on the increase with the 2013, 2014 and 2015 reports evidencing an offence number of 71832, 72,490 and 73,376 respectively. Based on this upward trend, it is still unclear if the trend is related to human resource practices such as performance appraisal, career development and promotions as applied in the administration police which in turn have an effect on the performance of the administration police. In the service industry, especially the Kenya National Police Service, little research has been conducted to show these relationships. The purpose of this study was to examine the moderating influence of education level on the relationship between human resource practices and performance. The research adopted a descriptive survey design. The target population was 1,318 administration police officers in Bungoma County. A sample size of 384 respondents was used. Results of the study were that the R square change after incorporating education level in the model was 0.002, F change (1,3) = 1.192, $p < 0.006$ implying that education level statistically and significantly moderates the relationship between human resource practices and employee performance. The study recommends that employees should be given equal opportunity to advance their education level as this will enhance the relationship between human resource practices and employee performance. The findings of this study is expected to inform administration police management policy makers, the government and other stakeholders on better human resource practices that can be adopted to improve performance of staff.

Keywords: Administration, performance, bungoma, criminal

Introduction

The latest countrywide statistical survey of criminal information, from the Statistical Forecasting Bureau of the National Statistical Office in Bangkok is Thailand's capital city, 2555, reported that Bangkok had the highest number of criminal cases in Thailand. Furthermore, for Bangkok, only 6,693 out of 22,173 criminal cases (30%) involved arrests by police officers. The criminal arrest data for the whole country showed that only 44,398 out of 108,003 criminal cases (41%) were by police officers (Bureau National Statistical Office, 2012). Regarding unfairness in the consideration of promotion and rewards, Metropolitan in both the Traffic and Inquiry divisions agreed that the Royal Thai Police should revise and improve the current procedures of consideration of promotions and rewards so that there was greater fairness in the criteria for the consideration of promotions and rewards. The research results indicated that unfairness occurred in the process of consideration of promotions and rewards because the normal consideration of promotions and rewards of Metropolitan Police has always been related to the patronage system (Chokprachakchat, 2011) ^[13].

In many occasions the administration police have been condemned in the way they perform their duties. This was evident when concerns were raised by different groups on how the administration police, and by extension the National police service conducted themselves during and after 2007-2008 election when the violence rocked the country as result of the said election. The National police and more specifically the administration police were accused of rampant police subjectivity and inefficiency in the execution of their mandate. This led to a focus shift to the possible ways of salvaging policing in Kenya. Most significantly was the formation of the retired judge Hon. Phillip Ramsey's police reforms

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commission. Among many others, the commission recommended for urgent reforms in the police services with more emphasis on welfare, scheme of service, career development, promotion and structural realignment. It has emerged evident that a number of these have been implemented to some extent but the outcome does not befit the expectations more so to the administration police service (IPOA, 2016).

Human Resource Practices are functions or activities relating directly to management of human resource. HRM practices also refer to organizational activities directed at managing the pool of human resources and ensuring that the resources are employed towards the fulfilment of organizational goals. Wright and Boswell (2002) defined HR practices as a set of organizational activities whose aim is to manage human capital while ensuring that this human capital is employed towards the achievement of organizational objectives. The implementation of certain practices of human resource management comes with capacity to positively influence organization performance by creating powerful connections when certain blends of practices are unintentionally put together. Therefore, the assumption that HRM is a service that can be provided by any individual in a manager's position, including selecting and recruiting, appraise and train not forgetting to compensate, is misplaced. Until recently, not many organisations believed or even considered that having the right people doing what they are qualified and possess skills in would greatly contribute to an organization enjoying competitive advantage.

Literature review

The HR practices that were focused by this study were performance appraisal, career development and job promotions which are integral in the operations of the Administrative Police. Education level was introduced into the study to moderate the relationship between HR practices and employee performance.

Performance Appraisal is a regular review of an employee's job performance and overall contribution to a company. Also known as an annual review, performance review or evaluation, or employee appraisal, a performance appraisal evaluates an employee's skills, achievements, and growth--or lack thereof (Muchinsky, 2012) [10]. A performance appraisal is a systematic, general and periodic process that assesses an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives. Other aspects of individual employees are considered as well, such as organizational citizenship behaviour, accomplishments, potential for future improvement, strengths and weaknesses, among others (Manasa, & Reddy, 2009; Abu-Doleh & Weir, 2007) [9, 3]. In view of administration police officers performance appraisal was measured through feedback after performance appraisal, process if fair and if performance appraisal has helped employees set and achieve meaningful goals

Career Development refers to the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future. It involves training on new skills, moving to higher job responsibilities, making a career change within the same organization, moving to a different organization. Career is the process that is directly related to personal and organisational goals and creates an accumulation of

experiences emerging from the tasks, jobs, positions of the person or from the transitions such as promotions, transfers that the person goes through in these positions. According to this, most of the successes and failures related to the job experiences gained over time constitute the career of the person and at the same time provide the development in the career of the person. All experiences gained during this phase of development interact with each other. Career development was measured through challenging work, feeling of accomplishment, opportunities for advancement, job security and manageable workload.

Job Promotion refers to the advancement of an employee within a company position or job tasks. It is also defined as the act of being elevated to a higher status. A job promotion may be the result of an employee's proactive pursuit of a higher ranking or as a reward by employers for good performance. Promotion or career advancement is a process through which an employee of a company is given a higher share of duties, a higher pay-scale or both. A promotion is a step further that an employee takes while working in an organization as far as his/her work, rank or position is concerned. Every organization or workplace has a certain job hierarchy structure according to which an employee advances in that organization and gets promoted. Promotion is not just a reward that an employee is given for his/her continued good performance but is the proof that an employer thinks that it is time to add more responsibilities to an employee's existing set of responsibilities. A promotion is not just beneficial for employees but is also highly crucial for the employer or business owners. It boosts the morale of promoted employees, increases their productivity and hence improves upon the overall profits earned by the organization. The variable on job promotion was operationalized through organizational policies, fairness/transparency and processes of the organization.

Education Level is the framework that provides the opportunities to advance their ranks in accordance to the available opportunities. Education level means the highest level of education you have achieved and the years of formal instruction received and successfully completed, usually based on passing formal examination. Education is one of the most important investments a country can make in its people and its future. Education is a powerful agent of change, and improves health and livelihoods, contributes to social stability and drives long-term economic growth. What's more, education is also essential to the success of every one of the 17 SDG goals. A vital human right, education plays a key role in human, social, and economic development. However, despite great progress in the last few years, millions of children are still denied their right to education. Lack of access to education is one of the most certain ways of transmitting poverty from generation to generation (Global Partnerships for Education, 2020).

Employee performance refers to the job related activities expected of a staff and how well those activities are executed. Employee performance is defined as how an employee fulfils their job duties and executes their required tasks. It refers to the effectiveness, quality, and efficiency of their output. Performance also contributes to our assessment of how valuable an employee is to the organization. Many supervisors assess the employee performance of each staff member on an annual or quarterly basis in order to help them identify suggested areas for improvement. For an individual employee, performance may refer to work

effectiveness, quality and efficiency at the task level. For example, a salesperson may be expected to complete a certain quota of calls to potential leads per hour with a specific portion of those resulting in closed sales (Donohoe, 2019) ^[5]. Employee performance was measured through employee retention, increased productivity and service quality.

Good HR practices are believed to contribute to improved performance in organisations. However, since is only a one-sided connection, it is deemed not to be satisfactory (Edwards & Wright, 2001). Other studies carried out have shown positive relationships between HR practices and different measures of organisations' performance. While sampling his worldwide auto assembly plants, Armstrong (2009) concluded that bundles of HR practices were related to productivity and quality. Other studies (Katou & Budhwar, 2007) ^[6] argue that HR practices do not lead directly to business performance but influence employee motivation which, ultimately influence their performance. Hence, the focus has mainly been limited to the linkage between HR practices and organizational performance. Consequently, there is need for additional robust and quantitative evidence to support the HRM-performance link and investigations from different contexts (Aycan, Al-Hamadi, Davis & Budhwar, 2007).

Mohamad and Yahya (2017) ^[16] sought to examine the influence of career development practice on performance among the employees in Malaysian local authority. There were 300 questionnaires used for analyses including descriptive analysis, reliability analysis, confirmatory factor analysis and analysis of regression using structural equation modeling (SEM) technique by AMOS 20. This study found a reliable and valid measurement scale with a good model fit by deleting some items of endogenous and exogenous variables. The results of regression analysis generated by AMOS 20 found that career development practice gave impact on employees' performance in this organization.

Moderating influence of education level and employee performance

Ning, Wang, Lin and Zheng (2018) ^[15] examined the cross-level relationship between perceived unit-level education and individual-level performance and investigate the moderation effect of education in the HPWS – individual performance relationship. With a participant sample of 1887 individuals from 74 work-units in the banking industry in China, a cross-level model was tested using hierarchical linear modeling. Work-unit-level education was found to have significant impact on individual performance and positively moderate the relationship between HPWS and individual performance. However, the study did not investigate the moderating role of education on human resources practices such as job promotion, career development and performance appraisals. A study by Gürbüz (2007) an assessment on the effect of education level on the job satisfaction from the tourism sector point of view had 69 percentage of the responses were taken from graduated and vocational school students of higher education, 31 percent from primary and secondary schools. The study results showed a positive relationship between job satisfaction and education level. The results suggest that managers should find new methods to increase education level of their staff and develop work context parallel to education level.

Usman, Danish, Waheed & Tayyeb (2011) aimed at investigating the significance of moderating effect of employees' education on relationship between feedback, job role innovation and organizational learning culture, in the education sector of Pakistan. For the purpose of this study, 186 self-administered questionnaires were filled. Results showed that the feedback and job role innovation have a significant impact on organizational learning culture.

Heromi, Usop, Mughal and Channa (2016) ^[14] investigated education level as moderator that will influence independent variables which are consisted of teamwork, Change management, Organisation culture and technological change. Meanwhile, for dependent variable is Employee performance. The method used in this study for data collection is survey approach through structured questionnaire. The sample size is 303. Simple random sampling is used to collect the data. In this study tools used for analysis of data are confirmatory factor analysis, and multiple regression analysis in structural equation modelling software. From the results, it is proved that education level does act as a moderator between the predictors and criterion variables. However, in this study are unable to cover technical competency and only restricted to internal and external factors towards employee performance.

Research methodology

The researcher used descriptive research design with individual survey of factors relating to problems and explored the status of the factors used. The variables were career development, promotion and performance appraisal. The study adopted a descriptive research design which enabled the researcher to gather information from the target population.

According to Konthari (1999) ^[8], the appropriate sample size in social science research was determined by three major factors: the desired level of accuracy (95% confidence level in my research), the estimated prevalence of the variable of interest (administration of human resource practices), and the acceptable margin of error (5%) in this case. The sample size required could thus be calculated according to the formula outlined by Mugenda and Mugenda (2003) and applied by Christopher (2018).

$$n = \frac{z^2 pq}{d^2}$$

Where

n = required sample size

z = the value of standard normal deviation at the required confidence level (at 95% the standard value is 1.96)

p = the proportion of target population estimated to have the characteristics being measured. In this case the estimated prevalence is administration of human resource practices

q = the estimated proportion of the population without the characteristics being measured, that is,

$$q = 1 - p$$

d = the level of statistical significance test, that is, margin of error at 5% (standard value of 0.05)

In this study, it is estimated that approximately 50% (0.50) of the nine sub-counties in Bungoma County administer the

human resource practices in management of their police officers. Moreover; a proportion of 0.5 results is statistically sufficient and reliable size when the population proportion is not known with certainty (Kothari, 2005). Using the standard values listed above, the required sample size will be:

$$n = \frac{1.96^2 * 0.5(1-0.5)}{0.05^2}$$

n = 384 police officers.

Simple and multiple regression models were used to test the level of statistical significance involving the outcome and predictor variables as illustrated below:

Model 1: $Y = \beta_0 + \beta_1 X_1 + \epsilon$

Where:

Y = Aggregate mean score for employee performance
 β_0 = y-intercept/constant
 β_1 = Régression coefficient for career development
 X_1 = Aggregate mean score for career development
 ϵ = Error term- random variation due to other unmeasured factors

Model 2: $Y = \beta_0 + \beta_2 X_2 + \epsilon$

Where:

Y = Aggregate mean score for employee performance
 β_0 = y-intercept/constant
 β_2 = Régression coefficient for job promotion
 X_2 = Aggregate mean score for job promotion
 ϵ = Error term- random variation due to other unmeasured factors

Model 3: $Y = \beta_0 + \beta_3 X_3 + \epsilon$

Where:

Y = Aggregate mean score for employee performance
 β_0 = y-intercept/constant
 β_3 = Régression coefficient for performance appraisals
 X_3 = Aggregate mean score for performance appraisals
 ϵ = Error term- random variation due to other unmeasured factors

The multiple regression equation before moderation was as follows;

Model 4: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$

Where:

Y = AMS for employee performance
 β_0 = y- intercept/constant
 β_1 = RC for career development
 X_1 = AMS for career development
 β_2 = RC for job promotion
 X_2 = AMS for job promotion
 β_3 = RC for performance appraisals
 X_3 = AMS for performance appraisals
 ϵ = Error term (Episolon knot) normally distributed about a mean of 0 and for purpose of computation, the ϵ is assumed to be zero (0). It denotes other unexplained moderating factors affecting employee performance. The regression coefficients path β_0 , β_1 , and β_3 , measure the effect of X_1 , X_2 , X_3 , when ϵ equals zero (0).

With the moderating effect (education level), the model translates as follows:

Where:

Model 4: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X * N + \epsilon$

Y = Accumulated average score for employee performance
 β = beta, the coefficient of the independent variable and moderating variable
N = education level
 X_1 = Average score for career development
 X_2 = Average score for job promotion
 X_3 = Average score for performance appraisals
 X_4 = Average for Interaction (Human Resource Practices*education level)
 ϵ = error term

Data analysis, interpretation and discussion

Descriptive statistics of education level

The study also established the descriptive statistics of education level. There were ten (10) questions on education level and the means were presented in descending order. The results are as shown in Table 1. The question on whether employees are given equal opportunity to advance their education level had a mean of 4.3898 with standard deviation of 0.84433; the higher education level of employees, the higher workplace performance had a mean of 4.3468 with standard deviation of 0.84717; education level of employees determine their salary had a mean of 4.3011 with standard deviation of 0.93780; educated staff are promoted.

Table 1: Descriptive statistics of education level

Descriptive statistics					
Questions	N	Minimum	Maximum	Mean	Std. deviation
Education level of employees affects the employee performance	372	1.00	5.00	3.9785	1.21294
Employees are given equal opportunity to advance their education level.	372	1.00	5.00	4.3898	0.84433
Further education in my department is geared towards meeting set goals and objectives.	372	1.00	5.00	4.2984	0.75927
Most staff are educated	372	1.00	5.00	4.1344	1.00843
Educated staff are promoted readily	372	1.00	5.00	4.2124	0.92614
Staff are encouraged to advance their studies	372	1.00	5.00	4.1290	0.82711

Education level of employees determine their salary	372	2.00	5.00	4.3011	0.93780
The higher education level of employees, the higher workplace performance	372	2.00	5.00	4.3468	0.84717
Most staff have university education	372	2.00	5.00	3.9086	0.92421
Staff are given scholarships to advance their academic studies	372	1.00	5.00	4.0511	1.19074
Valid N (list wise)	372				

Source: Field data, 2019

readily had a mean of 4.2124 with standard deviation of 0.92614; most staff are educated had a mean of 4.1344 with standard deviation of 1.00843; staff are encouraged to advance their studies had a mean of 4.1290 with standard deviation of 0.82711; staff are given scholarships to advance their academic studies had a mean of 4.0511 with standard deviation of 1.19074; education level of employees affects the employee performance had a mean of 3.9785 with standard deviation of 1.21294 and most staff have university education had a mean of 3.9086 with standard deviation of 0.92421. Eight (8) questions had means of above 4.0 while two questions had means of below 4.0. This was an indication that the majority of the respondents were in

agreement of the questions asked on education level.

Moderated results of educational level on the relationship between human resource practices and employee performance

Educational level as the moderating variable had ten (10) statements based on the five point Likert Scale. To achieve this, the means of educational level and human resource practices were regressed against the mean of employee performance. Its hypothesis was: H₀₄: Education level does not significantly influence employee performance among staff in the Administration Police in Bungoma County.

Table 2: Moderated Model Summary Results of Educational Level on the Relationship between Human Resource Practices 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	df2	Sig. F change
1	0.705 ^a	0.498	0.494	0.59386	0.498	121.494	3	368	0.000
2	0.707 ^b	0.499	0.494	0.59371	0.002	1.192	1	367	0.006

1. Predictors: (Constant), OBJ1, OBJ2, OBJ3

2. Predictors: (Constant), OBJ2, OBJ1, OBJ3, Interaction Term (X*N-Education Level)

Dependent Variable: Employee Performance

1. Career Development (OBJ1), Job Promotion (OBJ2) and Performance Appraisals (OBJ3) (Unmoderated Model)

2. Career Development (OBJ1), Job Promotion (OBJ2) and Performance Appraisals (OBJ3) and Educational Level-Interaction Term (Moderated Model)

Results from Table 2 in Model 1 signposted that human resource practices (career development, job promotion and performance appraisals) contributed significantly ($p < 0.05$) to employee performance among the Administration Police in Bungoma County and accounted for 49.8% variation in employee performance ($R^2 = 0.498$). Introduction of the interaction term, educational level to the model (Model 2) was found to explain 49.9% of variation in employee performance with R square change of 0.002, F change (1,3) = 1.192, $p < 0.006$. Results illustrated that there was a

statistically significant and positive moderating effect of educational level on the relationship between human resource practices and employee performance among the Administration Police in Bungoma County. These results implied that if educational levels of the respondents could be enhanced in addition to the principal human resource practices (career development, job promotion and performance appraisals), employee performance among the Administration Police in Bungoma County, would improve.

Table 3: Moderated ANOVA Results of Educational Level on the Relationship between Human Resource Practices and Employee Performance

Anova ^a						
	Model	Sum of squares	Df	Mean square	F	Sig.
1	Regression	128.542	3	42.847	121.494	0.000 ^b
	Residual	129.783	368	0.353		
	Total	258.326	371			
2	Regression	128.963	4	32.241	91.466	0.000 ^c
	Residual	129.363	367	0.352		
	Total	258.326	371			

Dependent variable: Employee performance

1. Predictors: (Constant), OBJ1, OBJ2, OBJ3

2. Predictors: (Constant), OBJ1, OBJ2, OBJ3, Moderator

Career Development (OBJ1), Job Promotion (OBJ2) and Performance Appraisals (OBJ3) (Unmoderated Model); 2. Career Development (OBJ1), Job Promotion (OBJ2) and Performance Appraisals (OBJ3) and Educational Level-

Interaction Term (Moderated Model)

The ANOVA results in Table 3 were used to determine the significance of the model. Results of Model one (1) indicated that there was a statistically significant ($p \leq 0.05$)

difference between human resource practices (Unmoderated Model) and employee performance among the Administration Police in Bungoma County {F (3,368) = 121.494, p = 0.000}. In Model 2, introduction of the

educational level on the relationship between human resource practices and employee performance among the Administration Police in Bungoma County was found to be positive and significant {F (4,367) = 91.466, p = 0.000}.

Table 4: Moderated Multiple Regression Results of Educational Level on the Relationship between Human Resource Practices and Employee Performance

Model		Unstandardized coefficients		Standardized coefficients	T	Sig.
		B	Std. error	Beta		
1	(Constant)	1.398	0.174		8.050	0.000
	OBJ1	0.320	0.122	0.330	2.624	0.005
	OBJ2	0.030	0.070	0.029	0.428	0.000
	OBJ3	0.877	0.122	1.012	7.199	0.000
2	(Constant)	1.457	0.182		8.012	0.000
	OBJ1	0.345	0.120	0.356	2.874	0.004
	OBJ2	0.040	0.071	0.039	0.565	0.000
	OBJ3	0.925	0.129	1.067	7.142	0.000
	Moderator	0.098	0.090	0.097	1.092	0.002

Career Development (OBJ1), Job Promotion (OBJ2) and Performance Appraisals (OBJ3) (Unmoderated Model)

Career Development (OBJ1), Job Promotion (OBJ2) and Performance Appraisals (OBJ3) and Educational Level-Interaction Term (Moderated Model)

Dependent variable: Employee performance

Results in Table 4 in Model 1, indicated that overall human resource practices (Unmoderated Model) had a significant (p≤0.05) and positive influence on employee performance on the model: Objectives 1 (career development: B = 0.320, β = 0.330, t = 2.624, p = 0.005); objective 2 (job promotion: B = 0.030, β = 0.029, t = 0.428, p = 0.000) which had the least influence on employee performance while objective 2 (performance appraisals: B = 0.877, β = 1.012, t = 7.199, p = 0.000), which had the greatest influence on employee performance.

$$Y = 1.398 + 0.320X_1 + 0.030X_2 + 0.877X_3 \dots \dots \dots \text{Eq. 1}$$

In Model 2, when education level was introduced into the model, the influence of education level (interaction term) on the relationship between human resource practices and employee performance was significant (p≤0.05). (B = 0.098, p = 0.000). For example, the influence of career development increased from B = 0.320 to B = 0.345, job promotion from B = 0.030 to B = 0.040 while performance appraisals from B = 0.877 to B = 0.925.

The test model is as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X*N + \epsilon$$

- Y = Accumulated average score for employee performance
- β = beta, the coefficient of the independent variable and moderating variable
- N = education level
- X₁ = Average score for career development
- X₂ = Average score for job promotion
- X₃ = Average score for performance appraisals
- X₄ = Average for Interaction (Human Resource Practices*education level)
- ε = error term

The above equation becomes:

$$Y = 1.457 + 0.345X_1 + 0.040X_2 + 0.925X_3 + 0.098X*N \dots \dots \dots \text{Eq. 2}$$

This meant that educational level had a positive and significant (p≤0.05) influence on the relationship between human resource practices and employee performance among

the Administration Police in Bungoma County. This implied that when the respondents continuously acquire more education levels in addition to the prevailing human resource practices in the Administration Police, there would be an increase in employee performance. Note that regression coefficients (unstandardized coefficients) measure the strength (depth) of the relationship between the variables. In the test criterion, the null hypothesis was rejected since the p-value was less than 5% (0.05) and there was a statistically significant (p≤0.05) and positive moderating influence of educational level on the relationship between human resource practices and employee performance among the Administration Police in Bungoma County.

Previous studies have found that education increases employee performance. For example, the provision of training will foster an increase in professionalism and further exploitation of management methods, whereas a lack of training can cause frustration and lack of job satisfaction (Wright and Davis, 2003). A study by Gürbüz (2007) an assessment on the effect of education level on the job satisfaction from the tourism sector point of view had 69 percentage of the responses were taken from graduated and vocational school students of higher education, 31 percent from primary and secondary schools. The study results showed a positive relationship between job satisfaction and education level. The results suggest that managers should find new methods to increase education level of their staff and develop work context parallel to education level.

Summary of findings, Conclusions and Recommendations

Overall human resource practices (Unmoderated Model) had a significant (p≤0.05) and positive influence on employee performance on the model: Objectives 1 (career development: B = 0.320, β = 0.330, t = 2.624, p = 0.005); objective 2 (job promotion: B = 0.030, β = 0.029, t = 0.428, p = 0.000) which had the least influence on employee performance while objective 2 (performance appraisals: B = 0.877, β = 1.012, t = 7.199, p = 0.000), which had the greatest influence on employee performance.

When education level was introduced into the model, the influence of education level (interaction term) on the

relationship between human resource practices and employee performance was significant ($p \leq 0.05$). ($B = 0.374$, $p = 0.000$). For example, the influence of career development increased from $B = 0.320$ to $B = 0.345$, job promotion from $B = 0.030$ to $B = 0.040$ while performance appraisals from $B = 0.877$ to $B = 0.925$. This implied that when the respondents continuously acquire more education levels in addition to the prevailing human resource practices in the Administration Police, there would be an increase in employee performance.

Conclusions

The following were conclusions of the study derived from the summary of the study:

Introduction of the education level on the relationship between human resource practices and employee performance enhanced the performance of employees. This implicit that when education levels of the respondents improve in addition to the prevalent human resource practices in the Administration Police, there would be an increase in employee performance.

The following were the recommendations of the study:

1. Organizations should create opportunities for advancement of employees, offer training ground for career movement within the organisation.
2. Organizations should adhere strictly to its promotion policy, ensure promotion process is fair and employees are promoted based on merit.
3. Employees should be provided with feedback after performance appraisal and ensure that performance appraisal carried out is fair and provide an opportunity for self-review and reflection to employees.
4. Employees should be given equal opportunity to advance their education level and organization should strive to give scholarships to them to advance their academic studies.

Suggestions for further research

1. Similar research should be conducted in other counties in Kenya to ascertain if consistent results can be achieved.
2. Increase the scope of the respondents by conducting research in other arms of Kenya National Police Service to ascertain if consistent results can be achieved.
3. Other studies should consider using other moderating variables other than education level.

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