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QUALITY OF WORK LIFE APPROACHES AND EMPLOYEE PERFORMANCE IN KENYAN PUBLIC UNIVERSITIES

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ST. PAUL'S UNIVERSITY

A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS AND LEADERSHIP STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (HUMAN RESOURCE MANAGEMENT) DEGREE OF ST. PAUL'S UNIVERSITY, KENYA

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DECLARATION

This thesis is my original work and has not been presented for the award of a degree at any other university.

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DEDICATION

I dedicate this thesis to my family, who have been pivotal in the pursuit of my higher education and life in general. Their financial, emotional and material support came in handy and eased my work, especially in research. I will forever be grateful to them.

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ABSTRACT

Public universities in Kenya have been facing declining employee performance, illustrated by their drop in global ranking. For instance, the best-ranked university in Kenya dropped 20 places in 2023. The problem is compounded by an increased workload reflected in a low staff-to-student ratio of 1:30 against the recommended maximum of 1:10. The foregoing partly informed this study, which sought to determine the link between the quality of work-life approaches and employee performance in public universities in Kenya. The specific objectives were to examine the nexus between flexible work arrangements, health and wellness programmes, workload management, technology adoption, and employee performance. The study also evaluated the moderating effect of governance on the relationship between quality of work-life approaches and employee performance. Atkinson's flexible firm model, Roscoe's model, work-life spillover theory, the technology adoption model, stakeholder theory, and Theory X and Theory Y anchored the study. A mix of cross-sectional survey and ex post facto designs was adopted. In addition to adopting a positivist philosophy, the study also adopted quantitative research methods as well as a deductive approach. The accessible population constituted the staff of 8 chartered public universities. A stratified random sampling technique was used to draw 385 sampled staff from 16,933 employees working with the aforementioned universities, constituting the accessible population. The sampled faculty and non-faculty respondents were 135 and 250, respectively. A semi-structured questionnaire was used in data collection. A pilot study was conducted at Laikipia University to determine the validity and reliability of the research questionnaire. The data analysis was aided by the Statistical Package for Social Sciences. Descriptive and inferential statistics were used to analyse data. Pertinent diagnostic tests were done before conducting inferential statistical analysis. The study findings indicated that flexible work arrangements ($\beta_1 = 0.425$; $t = 28.413$; $p < 0.05$), health and wellness programmes ($\beta_2 = 0.403$; $t = 20.702$; $p < 0.05$), workload management ($\beta_3 = 0.527$; $t = 23.979$; $p < 0.05$), and technology adoption ($\beta_4 = 0.307$; $t = 23.724$; $p < 0.05$) individually significantly influenced employee performance. When jointly regressed against employee performance, except technology adoption ($p = 0.392 > 0.05$), other work-life approaches, that is, flexible work arrangements ($p = 0.004 < 0.05$), health and wellness programmes ($p = 0.003 < 0.05$), and workload management ($p = 0.000 < 0.05$) had a statistically significant influence on employee performance. The moderating effect of corporate governance on the relationship between the quality of work-life approaches and employee performance was also found to be statistically significant (Sig. F Change = $0.000 < 0.05$). It was concluded that the four quality of work-life approaches individually and jointly significantly affect the performance of employees in Kenya's public universities. It is recommended that universities should recruit additional staff to ease the workload of the current employees. All universities should have a policy that requires them to have holistic mentorship programmes. Universities should have a policy to guide how technology can be integrated into the work environment by the staff. The heads of departments are recommended to assist staff in managing their workload.

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

TABLE OF CONTENTS

DECLARATION ..... **ii**
DEDICATION ..... **iii**
ACKNOWLEDGEMENT ..... **iv**
ABSTRACT ..... **v**
TABLE OF CONTENTS ..... **x**
LIST OF FIGURES ..... **xiii**
LIST OF TABLES ..... **xiv**
ACRONYMS AND ABBREVIATIONS ..... **xvi**
OPERATIONAL DEFINITION OF TERMS ..... **xviii**
CHAPTER ONE **1**
INTRODUCTION **1**
1.1 Background of the Study 1
1.1.1 Employee Performance 4
1.1.2 Quality of Work-Life Approaches 5
1.1.3 Corporate Governance 7
1.1.4 Public Universities in Kenya 8
1.2 Statement of the Problem 9
1.3 Objectives of the Study 11
1.4 Research Hypotheses 11
1.5 Significance of the Study 11
1.5.1 Benefits to Policymakers 12
1.5.2 Benefits to Practitioners 12
1.5.3 Benefits to Scholars 12
1.6 Scope of the Study 13
1.7 Limitations of the Study 13
CHAPTER TWO **15**
LITERATURE REVIEW **15**
2.1 Introduction 15
2.2 Theoretical Framework 15
2.2.1 Atkinson's Flexible Firm Model 15
2.2.2 Roscoe's Model 17
2.2.3 Work-life Spillover Theory 18
2.2.4 Technology Adoption Model 20
2.2.5 Stakeholder Theory 22
2.2.6 Theory X and Theory Y 25
2.3 Empirical Review 27
2.3.1 Flexible Work Arrangements 27
2.3.2 Health and Wellness Programmes 32
2.3.3 Workload Management 37
2.3.4 Technology Adoption 41
2.3.5 Governance 45
2.3.6 Employee Performance 51
2.4 Summary of Reviewed Literature and Research Gaps 55
2.1 Conceptual Framework 61
CHAPTER THREE **67**
RESEARCH METHODOLOGY **67**
3.1 Introduction 67

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

3.2 Research Philosophy....67
3.3 Research Design....67
3.4 Research Approach and Methods....68
3.5 Target Population....69
3.6 Sample Size and Sampling Technique....70
3.6.1 Sample Size....71
3.6.2 Sampling Technique....71
3.7 Data Collection Instruments....73
3.8 Data Collection Procedure....74
3.9 Pilot Study....74
3.9.1 Validity Tests....74
3.9.2 Reliability Test....84
3.10 Data Analysis and Presentation....85
3.10.1 Descriptive Statistical Analysis....86
3.10.2 Diagnostic Tests....86
3.10.3 Inferential Statistical Analysis....86
3.11 Ethical Considerations....88
CHAPTER FOUR....89
FINDINGS AND DISCUSSIONS....89
4.1 Introduction....89
4.2 Response Rate....89
4.3 Demographic Findings....89
4.4 Descriptive Statistical Findings....91
4.4.1 Descriptive Statistics for Flexible Work Arrangements....91
4.4.2 Descriptive Statistics for Health and Wellness Programmes....94
4.4.3 Descriptive Statistics for Workload Management....97
4.4.4 Descriptive Statistics for Technology Adoption....99
4.4.5 Descriptive Statistics for Governance....101
4.4.6 Descriptive Statistics for Employee Performance....103
4.5 Inferential Statistical Findings....105
4.5.1 Diagnostic Tests....105
4.5.1.1 Linearity Tests....105
4.5.1.2 Normality Tests....107
4.5.1.3 Homoscedasticity Test....110
4.5.1.4 Multicollinearity Tests....110
4.5.2 Correlation Analysis....111
4.5.3 Simple Linear Regression Analysis....113
4.5.3.1 Influence of Flexible Work Arrangements on Employee Performance....113
4.5.3.2 Influence of Health and Wellness Programmes on Employee Performance....116
4.5.3.3 Influence of Workload Management on Employee Performance....118
4.5.3.4 Influence of Technology Adoption on Employee Performance....120
4.5.4 Multiple Regression Analysis....122
4.5.5 Moderated Regression Analysis....124
4.5.5.1 Moderated Effect of Governance on the Relationship between FWA and Employee Performance....124
4.5.5.2 Moderated Effect of Governance on the Relationship between HWP and Employee Performance....126
4.5.5.3 Moderated Effect of Governance on the Relationship between Workload Management and Employee Performance....128
4.5.5.4 Moderated Effect of Governance on the Relationship between Technology

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

Adoption and Employee Performance.....131
4.5.5.5 Moderated Effect of Governance on the Relationship between QWL Approaches and Employee Performance.....133
CHAPTER FIVE.....136
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....136
5.1 Introduction.....136
5.2 Summary of the Key Findings.....136
5.2.1 Link between Flexible Work Arrangements and Employee Performance. 136
5.2.2 Nexus Between Health and Wellness Programmes and Employee Performance.....137
5.2.3 Connection Between Workload Management and Employee Performance.....137
5.2.4 Relationship between Technology Adoption and Employee Performance.....138
5.2.5 Moderating Effect of Governance on the Relationship between QWL Approaches and Employee Performance.....139
5.3 Conclusions.....139
5.3.1 Conclusions on Flexible Work Arrangements and Employee Performance.....139
5.3.2 Conclusions on Health and Wellness Programmes, and Employee Performance.....140
5.3.3 Conclusions on Workload Management and Employee Performance.....141
5.3.4 Conclusions on Technology Adoption and Employee Performance.....142
5.3.5 Conclusions on the Moderating Effect of Governance on the Relationship between QWL Approaches and Employee Performance.....143
5.4 Recommendations.....144
5.5 Areas for Further Research.....146
5.6 Limitations of the Study.....146
REFERENCES.....148
APPENDICES.....168
APPENDIX I.....168
APPENDIX II.....169
APPENDIX III.....175
APPENDIX IV: ADMISSION TO CANDIDACY.....177
APPENDIX V: RESEARCH PERMIT.....178

ST. PAUL'S UNIVERSITY

LIST OF FIGURES

Figure 1:..... 21
Figure 2..... 62
Figure 3..... 107
Figure 4..... 107
Figure 5..... 108
Figure 6..... 108
Figure 7..... 109
Figure 8..... 109
Figure 9..... 110

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

LIST OF TABLES

Table 1 *Summary and Research Gaps*.....56
Table 2:.....70
Table 3.....72
Table 4.....73
Table 5.....76
Table 6.....77
Table 7.....78
Table 8.....79
Table 9.....79
Table 10.....80
Table 11.....81
Table 12.....81
Table 13.....82
Table 14.....83
Table 15.....84
Table 16.....85
Table 17.....90
Table 18.....92
Table 19.....95
Table 20.....98
Table 21.....100
Table 22.....102
Table 23.....104
Table 24.....106
Table 25.....111
Table 26:.....112
Table 27.....113
Table 28.....114
Table 29.....115
Table 30.....116
Table 31.....116
Table 32.....117
Table 33.....118
Table 34.....119
Table 35.....119
Table 36.....120
Table 37.....121
Table 38.....121
Table 39.....122
Table 40.....122
Table 41.....123
Table 42.....125
Table 43.....125
Table 44.....126
Table 45.....127
Table 46.....127
Table 47.....128
Table 48.....129
Table 49.....129
Table 50.....130
Table 51.....131
Table 52.....132

ST. PAUL'S UNIVERSITY

Table 53.....132
Table 54.....133
Table 55.....134
Table 56.....135

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

ACRONYMS AND ABBREVIATIONS

AMREF: African Medical Research Foundation

COVID-19: Coronavirus Disease–2019

CUE: Commission for University Education

EAPs: Employee Assistance Programs

EWP: Employee Wellness Programmes

FWA: Flexible Working Arrangements

HEIs: Higher Learning Institutions

HRP: Human Resource Planning

HWP: Health and Wellness Programmes

ICT: Information and Communication Technology

IT: Information Technology

ITIL: Information Technology Infrastructure Library

KIPRA: Kenya Institute for Public Policy Research and Analysis

KOPIs: Key Performance Indicators

KUCCPS: Kenya Universities and Colleges Central Placement Service

MUHAS: Muhimbili University of Health and Applied Sciences

NACOSTI: National Commission of Science, Technology and Innovation

NGOs: Non-Governmental Organisations

OLS: Ordinal Least Squares

PCA: Principal Component Analysis

PLS-SEM: Partial Least Squares Structural Equation Modelling

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RII: Relative importance Index

SMEs: Small and Medium Enterprises

SPSS: Statistical Package for Social Science

SSA: Sub-Saharan Africa

VIF: Variance Inflation Factor

WWP: Workplace Wellness Programmes

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OPERATIONAL DEFINITION OF TERMS

Chartered public universities: These are state-owned institutions of higher education which have been issued by the Commission for University Education with the legal right to confer degrees in various fields or disciplines.

Employee Performance: This is the outcome of university staff depicted in terms of the execution of the tasks and responsibilities entrusted to them. It is operationalised by efficiency, quality of work, and graduation rates, among other metrics.

Flexible work arrangements: These refer to how public university employees organise themselves to effectively and efficiently perform their jobs given the available and accessible resources. Flextime, part-time working, telework, job sharing, and compressed schedules are some of the indicators used to operationalise flexible work arrangements.

Corporate governance: Governance refers to a system that is often adapted to manage universities, assess performance, monitor risks, and come up with mechanisms to formulate and achieve objectives. Measures of governance in this study include accountability, fairness, transparency, equity, and responsibility.

Health and wellness programmes: These are programmes that are aimed at ensuring that the health and well-being of university employees are upheld. In this study, these programmes are operationalised by employee assistance programmes, physical wellness, health education, and health screenings.

Technology adoption: This refers to a university and/or its staff embracing new or advanced technologies, operationalised by the perceived usefulness and the ease of using those technologies.

Work-life approaches: This refers to the ability to accomplish the set objectives and

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goals concerning both the individual university employee's

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life and work to realise contentment in all life domains. In the present study, these approaches include flexible work arrangements, health and wellness programmes, workload management, and technology adoption.

Workload management: This describes how well tasks, duties, and responsibilities are handled by university employees. It is operationalised by resource availability, task estimation, task deadlines, and task splitting, among other indicators.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The importance of employee performance is underlined by the assertion that it strongly predicts organisational performance (Tarmidi & Arsjah, 2019). Therefore, the performance of a given organisation is largely dependent on the performance of its employees. Accordingly, employee performance is equally important to university performance, regardless of scope. By embracing the specifications outlined in the job description, the performance of employees in universities is enhanced (Daribi, 2024). By adopting human resources practices, organisations can structure employees' behaviour and skills to undertake tasks focused on achieving set goals.

This is rightly demonstrated in the case of China, where human resource planning (HRP) practices improved employee contentment (Mayes et al., 2017). Contented employees not only meet the targeted performance but are also associated with minimal turnover. In 2018, the United States Bureau of Labour Statistics indicated that the colleges and universities in the country witnessed a 10% turnover rate and 18.5% total separation rate, which were indicative of declining employee performance (Simmons, 2020).

In the United Kingdom, flexible working arrangements (FWA) improve productivity in the workplace. This is exemplified by a survey conducted at the University of Essex for academic years 2010/2011 to 2014/15, which underscored the importance of flexible working time arrangements, particularly in ensuring high performance (Chung & van der Horst, 2018). Flexible working conditions are set as the norm for organisations. In the current complex environment, educational institutions must become globally competitive. One way these institutions attain successful performance is through effective management of their educational culture (Mwangi & Waithaka, 2018).

In many organisations, full adoption of quality work-life approaches positively influences employee performance. Quality work-life approaches encompass leave programs, employee assistance and flexible working arrangements, among others.

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From the 1960s to the mid-70s, the concept of quality work-life approaches advanced in the U.S., France, Germany, and Japan, when employees' working conditions were redesigned and enhanced. Over the years, countries such as France and Japan have reinforced quality work-life approaches to a great extent (Otieno, 2020). With flexible working arrangements, employees can more easily balance family and work responsibilities with personal development. Unlike in many developed nations, where university employees are incentivised, developing countries, particularly in Africa, have been facing conspicuous challenges in their institutions of higher education.

In Sub-Saharan Africa (SSA), for instance, university employees rarely achieve positive job performance due to various factors such as training, promotion and self-efficacy (Somuah et al., 2024). Staff training is one of the vital strategies universities adopt to attain a competitive advantage in SSA. Training cultivates employees' skills, thus improving performance. Training has gradually become an essential driver of productivity, as it turns employees in any organisation into valuable resources.

Under the Ghana Labour Act, Act 651, Section 10, employers must ensure that all employees are trained and provided with job-related information (Somuah et al., 2024). The concept of quality work-life and, in particular, work-life balance is yet to be fully adopted by human resource managers and organisations. For instance, most Nigerian staff experience work-life conflict. Unemployment and poor working conditions have resulted in workers prioritising career growth and organisational profitability rather than spending time with their families (Bamidele, Oyekola et al., 2019). A study conducted at Hayamaya University, Ethiopia, by Sintayehu and Hussien (2021) showed that academic employees are struggling with poor living conditions, minimal monthly salary and rising cost of living and this has affected the employees' self-esteem and commitment.

In Africa, the formation of universities was seen as a driving force for social and economic development since 2000. After 2000, higher education has been viewed more as a public good, shifting the governance of these institutions. According to Nabaho (2022), university governance models have undergone tremendous changes with major reforms, including the development of buffer quasi-governmental agencies that are responsible for supervising universities. One of the major reforms adopted that focused on university governance is the shift from a state control model to a state supervision

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model. All these reforms adopted by universities in Africa are geared towards enhancing the accountability and responsiveness of universities to societal and environmental demands (Nabaho, 2022).

According to Ochieng and Kamau (2021), in Africa, workers who tend to undertake their tasks on flexible schedules are likely to be more productive compared to those who work regular working hours. Consequently, under certain conditions, organisations can greatly benefit from flexible work arrangements. It is stated that with flexible working arrangements, employees retain their productivity and increase their flexibility in choosing a work method that is compatible with their work-life fit. The performance challenges educational institutions in Africa face are similar to the ones Kenyan universities are obliged to contend with.

Kenyan universities have put in place performance appraisal strategies to offer documented and constructive feedback concerning employee performance expectations. Through appraisal processes, universities can focus on their work activities and objectives, correcting any existing issues, thus encouraging better performance (Ondari & Ondiba, 2019). Employee relations are one of the factors that are crucial in staff performance (Kyondo et al., 2023). In public universities in the country, employee welfare and participation greatly influence their performance. According to Wanderi (2023), employees in universities tend to achieve excellent results and become loyal when they feel actively involved in the decision-making process, where they are expected to be accountable for their actions.

In Kenya, most organisations have developed facilities for work-life balance to alleviate work-home conflicts that negatively affect the performance of employees. In a report by Otieno (2020), various approaches have been developed to protect mothers from undergoing family-work-associated stress. To improve productivity, all Kenyan organisations ought to acknowledge the work-life balance ideology. Employee assistance programs (EAPs) always focus on offering financial advice and employee counselling to attend to their needs. Due to the inability to harness the benefits of work-life balance programs, Kenyan universities face the challenge of low employee performance (Otieno, 2020).

University education in Kenya has experienced robust growth over the years, and by 2015, there were a total of 70 institutions. However, this rapid growth has encountered

ST. PAUL'S UNIVERSITY

several challenges, particularly in leadership and governance (Kiboiy & Wosyanju, 2022). However, legislation has helped streamline higher education in the country. For instance, the Commission for University Education (CUE) was established to regulate standards, and the Kenya Universities and Colleges Central Placement Service (KUCCPS) was given the power to regulate and admit qualified individuals to the universities (Kiboiy & Wosyanju, 2022) and the University Fund was charged with allocation of funds to universities, apportioning funds to universities and receiving funds for the Fund from the Government, donors and any other sources.

1.1.1 Employee Performance

Employee performance is crucial because it dictates how the organisation achieves its goals and objectives. Rawas and Jantan (2022) interpreted employee performance as a metric that indicates how employees adhere to the standards set out by an organisation. Rachmaliya and Efendy (2017) defined employee performance as the level of success of employees in undertaking their duties and responsibilities. It can also be described as the outcome of individual workers' demonstrated performance in the tasks and responsibilities entrusted to them (Rusmiati, Harjadi, & Fitriani, 2021). It can also be defined as how employees complete tasks and carry out the required responsibilities. Employee performance is largely influenced by internal factors (which come from employees, such as job satisfaction) and external factors (which come from outside, such as organisational culture and leadership).

It is important to understand what employee performance entails because it reflects organisational performance and directly impacts the organisation's image (Silitonga & Sadeli, 2020). This leads us to the various metrics that can be employed to measure employee performance. Employee performance can be measured in terms of productivity levels, exemplified by quantity, quality, inventiveness, and knowledge. On the same breadth, there is an emphasis on both quality and quantity as dimensions of employee performance (Hermina & Yosepha, 2019).

Past studies have used efficiency and effectiveness to demonstrate the performance of university staff (Appiah et al., 2019). Efficiency concerns how well available resources are utilised. It is regarded as the output-to-input ratio. It can be viewed from the perspectives of allocative efficiency, technical efficiency, and overall efficiency (Choi & Jung, 2017). The extent or level of results emanating from

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the input or actions of employees describes the concept of effectiveness. Effectiveness is characterised by goal attainment, reputation, and handling of system resources (ability to acquire and exploit scarce resources). The performance effectiveness of different groups or categories of employees can be measured using the above dimensions (Gocevski & Nikolov, 2018). Contextually, the study used employees' efficiency, quality of work, and graduation rates as measures of university employee performance. These metrics are partly borrowed from Molefe's (2010) performance metrics for academic staff in universities. Efficiency and work quality were applied to measure performance for both faculty and non-faculty staff members.

1.1.2 Quality of Work-Life Approaches

Work-life approaches are strategies or measures taken to strike a balance between work and the ordinary life of employees. According to Capron (2025), work-life quality is determined by how effectively employees balance work with family roles and other responsibilities. Therefore, when an employee can effectively balance the various life demands, starting with their occupational demands, this is tantamount to high-quality work-life balance. It follows that the quality of work-life approaches is dependent on the aforementioned balance.

Quality of work-life approaches are strategies that focus on creating a work environment that improves employees' well-being, satisfaction and productivity. These strategies aim to enhance the workplace experience and align organisational goals with employee needs. Work-life balance is an aspect of QWL that is very important to the general well-being of employees, their productivity and the overall performance of the organisation. Although various definitions of work-life balance exist, there is consensus that the preferred definition centres on work-life rather than work-family, encompassing demands and responsibilities outside the family (Brough et al., 2020). This concept is described as the ability to accomplish the set objectives and goals concerning both individual employees' lives and work to realise contentment in all life domains. Other scholars define work-life balance as equal engagement in work and satisfaction with personal life roles.

According to Davidson (2018), some of the key components of effective (quality) work-life are change management, leisure time management, self-management, stress

ST. PAUL'S UNIVERSITY

management, technology management and time management. In the same breadth, flexible work arrangements and health and wellness programmes are part of the quality of work-life. This is occasioned by the fact that economic, mental, physical and social factors are tenets that constitute the quality of work life. The foregoing issues are antecedents of employee satisfaction as well as their job performance (Bhende et al., 2020). Workload management is another important aspect of the quality of work-life. According to Ahmad et al. (2022), workload significantly impacts the quality of work-life. This is explained by the assertion that when employees balance their personal and professional lives, reducing work-related stress, they are bound to perform better.

The support organisations provide to employees, exemplified by childcare facilities and flexible working hours, positively impacts employees' work-life quality (Mitra et al., 2024). Organisational support can be either formal or informal. Formal organisational support constitutes family-friendly benefits provided by an organisation to its employees. These include dependent care benefits and support, as well as flexible work arrangements. The former is characterised by support that helps employees better care for their children and aged or invalid relatives, so they can focus their energy on their jobs. Flexible work schedules include job sharing, part-time work, flextime, reduced work, compressed workweeks, and telework. Informal support can take the form of job autonomy, job opportunities, and a supportive work-life culture. QWL initiatives directly influence employees' well-being, motivation and productivity, all of which are key determinants of organisational and individual performance.

This study focused on four crucial QWL approaches, including flexible work arrangements, health and wellness programmes, workload management, and technology adoption. These approaches are particularly prevalent in public universities. Flexible work arrangements constitute flexitime, part-time working (part-time lecturing), and teleworking (for instance, online lecturing). The foregoing partly alluded to a shortage of permanent staff in public universities (Bett et al., 2018). Public universities strongly emphasise mental health support, physical wellness and health education as part of their health and wellness programmes (Aimo et al., 2024). Workload management is measured using metrics such as task estimates, deadlines and

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splitting, while technology adoption is measured in terms of technology availability, reliability and ease of use.

1.1.3 Corporate Governance

Corporate governance is a system often adopted to manage organisations, assess performance, monitor risks and develop mechanisms to formulate and achieve objectives. Governance plays a pivotal role in organisational performance (Agili et al., 2020). Governance practices have gradually gained interest because the prosperity of societies, countries, and individuals is interlinked with organisations' ability to maintain sustainable performance (Agili et al., 2020). The concept of governance has been used since the 14th century and is defined in various ways. Mehraj (2020) defined governance as a process of exercising power to manage the affairs of individuals in a given location.

Governance means more than maintaining law and order; it is a participative system in which those given the power to govern on behalf of the general population are motivated to do their best, solve day-to-day problems, and make people's lives enjoyable and satisfying. Governance is defined as the interactions among structures and traditions that regulate how power is exercised, how decisions are made, and the input of the society or stakeholders. Primarily, it is about authority, accountability, and relationships.

In an organisation, governance always focuses on achieving the organisation's mission. The best governance practices are often retrieved from the experience of successful organisations over time. Organisations must always strive to practice good governance. Some of the best corporate governance practices adopted by organisations include aligning strategies with organisational objectives, managing risk effectively, consulting independent boards, establishing sound hiring practices, formulating conflict-of-interest rules, and exercising accountability (Triantafillou & Lewis, 2024). Over time, measuring governance has become essential in modern societies, with government departments, non-governmental organisations, international organisations, and private enterprises, among others, proving their worth by measuring their accomplishments and results. Through measurement, it becomes easy to assess the performance, quality, and character regarding matters of governance.

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Governance can be measured through productivity analysis, democracy surveys, ranking of public policy sectors, benchmarking of public services, and an organisation's productivity analysis (Triantafillou & Lewis, 2024). Good governance ensures transparency, which builds trust and improves employees' perceptions of their workplace, positively impacting their quality of work life. Similarly, Kumar (2025) argues that corporate governance plays a crucial role in addressing employees' mental health and work-life balance. Notably, in addition to impacting work-life balance, corporate governance also affects employee performance (Dharma & Gusnawati, 2022). It follows that corporate governance can moderate the link between work-life approaches and employee performance, since it influences both the quality of work-life balance and employee performance.

1.1.4 Public Universities in Kenya

Public universities are established under the Universities Act Number 42 of 2012. The Act defines a public university as a higher educational institution established under the provisions of an Act of Parliament of the Republic of Kenya and maintained by public funds. One of its objects is the provision of post-secondary education, whose culmination is the award of certificates, diplomas and degrees (National Council for Law Reporting, 2012). The public universities are chartered by the Commission for University Education (CUE) in tandem with the provisions of the aforementioned Act of Parliament.

Before the enactment of the University Act 2012, there were only 7 public universities in Kenya, led by the University of Nairobi, which is the oldest and largest university in the country (Mbirithi, 2013; Mulinge et al., 2017). Despite being established at different times over a period spanning 37 years, CUE chartered all these universities in 2013 alongside 15 other public universities, totalling 22 (CUE, 2014). Therefore, it is apparent that over a period of 6 years (from 2007 to 2013), university education in Kenya witnessed tremendous growth.

Despite operational, resource, and leadership challenges witnessed in these institutions of higher learning, their number has increased rapidly (Gitonga, 2019). As of the end of 2022, there were 35 chartered public universities in Kenya, as shown in Appendix II (CUE, 2022). An increase in the number of these universities resulted in increased student enrollment. By the end of the academic year 2021/2022, the enrollment was

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562,066 students, a 10% increase from 509,468 in 2020. However, this increase in enrolment is not matched by a similar increase in the number of faculty members in Kenya's public universities. This is reflected in the high academic staff-to-student ratio of 1:30 (KIPPRA, 2022). It is also worth noting that the number of self-sponsored students in undergraduate programmes has drastically dropped since the reduction of university-entry grades for government-funded students to C+ in 2016. This resulted in a cash crunch in public universities (Shatuma, 2022). As a result, public universities in Kenya face imminent performance challenges from multiple perspectives.

Public universities in Kenya currently face two major challenges: insufficient funding from the Ministry of Education (MoE) and a shortage of teaching and non-teaching staff needed to provide essential services (Magutu et al., 2018). These issues have constrained service delivery within the university setting, including staff strikes (CUE, 2018). CUE (2018) emphasises the need for innovative approaches rather than traditional linear models to address the issue of performance, rather than traditional linear models, to address performance issues at public universities in Kenya. Limited funds and constrained human resources are some of the notable challenges facing public universities in Kenya (Magutu et al., 2008; CUE, 2018)

1.2 Statement of the Problem

This study addresses the declining performance of employees in public universities in Kenya, as reflected in their drop in global rankings. In 2023, for instance, the University of Nairobi dropped 20 places in global ranking (Gekara, 2024). This situation is compounded by increased workload and unfavourable staff-to-student ratio, underscoring the urgent need to explore quality work-life approaches to enhance performance, with governance playing a critical moderating role.

According to KIPPRA (2022), staff performance has deteriorated, especially after the lowering of admission cut-off points to public universities to C+, which reduced the number of self-sponsored students, hitherto the biggest revenue generators (KIPPRA, 2022). This has reduced the funds collected by public universities, consequently resulting in extended delays in paying lecturers' dues and enabling their promotions, which demotivates them and leads to poor performance. The unprecedented increase in student enrolment to 562,066 in the academic year 2021/2022 led to a very low academic staff-to-student ratio of 1 to 30 against the recommended ratio ranging from

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1:18 to 1:10 (KIPPRA, 2022). This has resulted in poor performance since they have to contend with a heavy workload. Their poor performance is reflected in the poor quality of graduates from public universities every year (McCowan et al., 2016). Moreover, statistics indicate that 91% of Kenyan public universities have faced many challenges related to corporate governance, capacity development and performance (Murage, 2022).

The overall decline in quality is also problematic for universities. This is reflected in declining teaching resources and infrastructure, poor governance, and outdated approaches to teaching, curricula, and assessment. Consequently, universities are unable to maintain high-quality teaching and learning. This leads to brain drain from Kenya's public higher education institutions; thus, academic staff departures in critical disciplines remain a persistent problem. The performance of employees mostly emanates from the situations at their workplace. This underscores the need to put into perspective work-life approaches and how they affect employee performance. Evidence from past empirical studies supports the choice of flexible work arrangements, health and wellness programmes, workload management, and technology adoption as key constructs that affect employee performance. Flexible work arrangements and workload management explain a considerable proportion of employee performance (Mwaniki, 2022; Bett et al., 2022; Herdiana & Sary, 2023). Wellness programmes enhance productivity (Muriuki, 2018). Technological infrastructure also affects employee performance (Iskamto, 2023; Oluoch & Mengich, 2023).

However, the studies cited in the background overlooked the broader context of QWL approaches and focused instead on the impact of fragmented QWL constructs on employee performance. Past empirical studies have not addressed the effect of the four QWL approaches examined in the current study on employee performance, nor the moderating effect of governance on the relationship between the two sets of variables, creating a conceptual gap. In addition, although studies have examined the link between various QWL approaches and employee performance, they have not focused on Kenyan public universities, creating a contextual gap. This underscored the need to examine the effect of QWL approaches on public universities' employee performance and the moderating effect of governance.

ST. PAUL'S UNIVERSITY

1.3 Objectives of the Study

The general objective of the study was to determine the nexus between the quality of work-life approaches and employee performance in public universities in Kenya. The specific objectives of the study were to:

i. Examine the link between flexible work arrangements and employee performance in Kenyan public universities.
ii. Establish the nexus between health and wellness programmes and employee performance in Kenyan public universities.
iii. Determine the connection between workload management and employee performance in Kenyan public universities.
iv. Examine the relationship between technology adoption and employee performance in Kenyan public universities.
v. Evaluate the moderating effect of governance on the relationship between work-life approaches and employee performance in Kenyan public universities.

1.4 Research Hypotheses

The following null hypotheses were tested.

i. **H_{01}:** There is no significant link between flexible work arrangements and employee performance in Kenyan public universities.
ii. **H_{02}:** There is no significant nexus between health and wellness programmes and employee performance in Kenyan public universities.
iii. **H_{03}:** There is no significant connection between workload management and employee performance in Kenyan public universities.
iv. **H_{04}:** There is no significant relationship between technology adoption and employee performance in Kenyan public universities.
v. **H_{05}:** There is no significant moderating effect of governance on the relationship between work-life approaches and employee performance in Kenyan public universities.

1.5 Significance of the Study

This study was conducted against a backdrop of dwindling performance in Kenya's public universities, which was attributed to various factors. The performance of individual employees was of specific concern to this study, where it was generally

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hypothesized that it was affected by the quality of work-life approaches. Given the foregoing, this study is expected to bring about immense benefits to policymakers, practitioners and scholars.

1.5.1 Benefits to Policymakers

The study findings will offer immense insights to regulatory entities, including the Ministry of Education, CUE, and the National Assembly Committees on governance and education. The findings of this study are anticipated to provide invaluable insights to the senior management of public universities in Kenya. These include university councils and senates, as well as the deputy vice-chancellors of the 35 public universities. These individuals are tasked with formulating and/or approving policies and strategies that affect staff members at their respective universities. Consequently, the study findings, conclusions and recommendations inform policies and strategies that touch on employee performance and the quality of work-life approaches. Equipped with these insights, they will be better placed to determine the approaches that necessitate the most attention and resource allocation.

1.5.2 Benefits to Practitioners

In public universities, practitioners include the VCs and their deputies, deans of schools or faculties, college principals, directors, and heads of departments (HODs) who are tasked with ensuring the implementation of the formulated policies and strategies. The findings of this study will be crucial in determining the effectiveness of each of the examined quality of work-life approaches relative to employee performance. This knowledge will enable them to ensure that they address the specific approaches more effectively and consequently enhance the performance of the faculty members.

1.5.3 Benefits to Scholars

The study will also add to the existing knowledge in the field of Human Resource Management, especially on the quality of work-life and employee performance. Therefore, scholars and other interested persons will benefit from this study when sourcing pertinent reference materials. It also follows that, by linking the quality of work-life approaches to employee performance in Kenyan public universities, as well as determining the moderating effect of corporate governance on the nexus between the aforementioned variables, the study is expected to bridge hitherto conceptual and contextual gaps.

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1.6 Scope of the Study

The scope encompassed 8 of Kenya's 35 chartered public universities (chartered by 2013). The 8 universities have the longest history on matters of employee management and extension work-life approaches and employee performance. The foregoing was informed by the fact that, the selected universities were established as fully-fledged universities before 2013 when the CUE formally issued universities with charters. Therefore, the inclusion criteria required the participating universities to be public, chartered, and established as fully-fledged universities before 2013. Given the foregoing inclusion and exclusion criteria, the selected universities were deemed the most suitable scope of the current study. According to CUE (2022), these institutions are; the University of Nairobi (established in 1970), Moi University (established in 1984), Kenyatta University (established in 1985), Egerton University (established in 1987), Jomo Kenyatta University of Agriculture and Technology (established in 1994), Maseno University (established in 2001), Masinde Muliro University of Science and Technology (established in 2007), and Dedan Kimathi University of Technology (established in 2012).

Specifically, the study targeted academic and non-faculty staff drawn from the aforementioned universities. All schools, faculties and departments were included in the study. Essentially, the public universities constituted the unit of analysis, whereas a sample of the faculty and non-faculty staff encompassed the unit of observation. Given the uneven distribution of the staff in the 8 public universities constituting the unit of analysis, stratified random sampling was employed to determine a representative sample size. The study was delimited to a set of four predictor variables that included flexible work arrangements, health and wellness programmes, workload management, and technology adoption. Governance and employee performance represented the moderating and dependent variables, respectively. The cross-sectional nature of the study implied that the study centred on a limited scope spanning three months (May to July, 2025) when the data were collected from the sampled faculty and non-faculty members.

1.7 Limitations of the Study

The study encountered several challenges. The study was delimited to public universities; hence, the findings could not be aptly generalised to private universities. Some respondents expressed concerns about privacy or fear of judgment and were

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unwilling to reveal the information relevant to this study. This potential lack of full disclosure posed a risk to the validity and reliability of the findings. The study gave assurances of confidentiality and data protection to the participants as an effective way of addressing the stated limitation. There was the risk of the respondents either giving misleading information or having the wrong choice of respondents. This limitation was addressed by emphasising the importance of the study findings to the respondents and their universities, and also ensuring that the participants were exclusively drawn from an appropriate target population.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature on theories and past empirical studies on work-life approaches and employee performance. The reviewed studies are summarised, and the identified research gaps are presented. The last part of the chapter outlines the conceptual framework that guided the study.

2.2 Theoretical Framework

The study was guided by Atkinson's flexible firm model, Roscoe's model, work-life spillover theory, the technology adoption model, stakeholder theory, and Theory X and Theory Y.

2.2.1 Atkinson's Flexible Firm Model

Atkinson's flexible firm model was developed in 1984 by John Atkinson. The model holds that there is a need to have optimal human resource allocation in tandem with both the flexibility of the workforce and market instability (Atkinson, 1984a). This model offers a suitable framework for elaborating flexibility in an organisation. In his theory, Atkinson focused on explaining work organisation through various types of flexibility across workforce groups. Atkinson argued that an organisation can only be termed flexible if it can adjust and redeploy its staff's skills with ease and smoothness. According to the model, the difference between a successful enterprise and a dysfunctional organisation is determined by their proactivity and decisiveness regarding changes in a business environment (Kolawole & Ibironke, 2021).

Atkinson's model focuses on creating a peripheral workforce that comprises highly skilled workers who can comfortably participate in decision-making. According to the model, these employees are given high salaries that reflect their skill level. The model argues that an organisation can drive and design its workforce to meet its business needs within a given market. For this to happen, flexible conditions need to be integrated to meet the goals and objectives of the organisation (Kolawole & Ibironke, 2021).

Other supporters of Atkinson's model have contributed to its advancement. They include Ackroyd and Procter, who argued that flexibility in a firm is not attained

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through having highly trained flexible workers but rather through organising semi-skilled workers into flexible semi-autonomous segments that offer functional flexibility through job training (Wood, 2016). Atkinson focused on loosening the contractual nexus between employer and employee when developing the flexible firm model. This is seen as beneficial since organisations can easily reduce costs by reducing overtime. The model argued that in every labour market, the workforce has a core group of employees who have functional flexibility, which means they can multitask effectively. This is advantageous because the energy and resources used in training can be directed somewhere else, given that one employee can multitask, thus reducing the need to hire other employees. By adopting Atkinson's model, organisations are assured of achieving flexibility and aligning themselves with their objectives (Tan et al., 2013).

Similar to other models, Atkinson's flexible firm model has received considerable criticism. For instance, the model is criticised for being simplistic and dualistic when it comes to peripheral and core workforce groups (Pollert, 1988). It is also argued that there is a need to study the connection between functional and numerical flexibility and ways to combine the two types of flexibility for organisations. Others believe the model conceptualises flexibility from an organisation's perspective and does not offer a holistic explanation of flexibility. It is argued that, contrary to the model's postulation, a double-edged conceptualisation of flexibility that considers both the organisation's and the employee's perspective needs to be considered (Papatheodorou, 2015).

A study by Freches (2017) investigated how SMEs adopt flexible working arrangements and the advantages and disadvantages associated with them. The study found various factors, both external and internal, that facilitated the adoption of flexible working arrangements. According to Atkinson, some of the external factors that induce the adoption of flexible working arrangements include work-life balance, economic recession, and technological advancements, among others. According to Atkinson's model, employees are often recognised for their vast sets of skills and are often compensated through high wages, a good working environment, and high job security.

In line with the present study, Atkinson's flexible firm model was used to anchor the construct of flexible work arrangements. The tenets of the model were used to demonstrate and explain the importance of flexible work arrangements among

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employees working with public universities in Kenya. The model underscores the importance of an organisation embracing various forms of work flexibility (Atkinson, 1984a). It follows that universities adopt various forms of flexible work arrangements, such as flextime, part-time working, and telework, among others. This means that Atkinson's model can inform how universities optimise the quality of work-life approaches by adopting suitable flexible work arrangements.

2.2.2 Roscoe's Model

Roscoe (2009) developed a model that borrowed heavily from the tenets of most existing wellness models. Roscoe's model borrowed critical insights from, among others, Greenberg's (1985) high-level wellness model, Leafgren's (1990) assertions, Adams et al.'s (1997) perceived wellness model, and Myers et al.'s (2000) holistic model for treatment planning. Roscoe's model is based on seven dimensions: emotional, environmental, intellectual, occupational, physical, social, and spiritual. The model is not only multidimensional but also a synergetic construct reflected on a continuum rather than as an end state.

The aspects of multidimensionality and synergy are underscored by the postulation that, though humans are multidimensional beings with five major dimensions encompassing emotions, intellect, and physical, social, and spiritual attributes, none of these dimensions can function independently. Instead, they depend on each other, where a balance among them promotes wellness (Oliver et al., 2018). Roscoe (2009) differentiates wellness from wellbeing, noting that wellness is a subset of wellbeing. According to Roscoe, wellness is the sum of positive steps taken to realise wellbeing.

However, Roscoe's model, akin to other wellness models, is criticised for its inconsistencies regarding the constituent elements that constitute the dimensions of wellness, as well as the number of the aforementioned dimensions. The foregoing alludes to the fact that the stated dimensions are obtained from different backgrounds, ranging from counselling and healthcare to occupational health, among others (Adams et al., 1997; Miller & Foster, 2010a). At times, the model fails to demonstrate clarity regarding the definition of wellness. For instance, psychological wellness and emotional wellness can be viewed (rightfully or misconstrued) as the same dimension (Roscoe, 2009; Hamilton & Redmond, 2010). Moreover, Roscoe's model omits the

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financial dimension of wellness, which is a crucial determinant of well-being as demonstrated by Dunn's wheel of wellness (Albrecht, 2014).

Roscoe's model anchors the construct of health and wellness programmes in the current study. It follows that public universities can draw crucial insights from the model's tenets when developing these programmes. This is supported by the fact that integrating the model's seven dimensions into these programmes would improve work-life quality among university staff. The programmes' consideration of staff emotional wellbeing underscores the importance of employees' emotional needs, arising from the strain of balancing work and family demands. By acknowledging employees' social life, the programmes should recognise the importance of staff's out-of-work life, especially with their families and friends.

The spiritual dimension underlines the importance of appreciating all staff's religious affiliations. By acknowledging this, programmes tend to be flexible enough to accommodate the schedules of all staff, regardless of their religions and beliefs. Borrowing from Lafferty's (1979) perspective on the wellness model, incorporating the intellectual dimension of wellness into programmes indicates that universities acknowledge and value employees' ability to learn (advance their studies). Therefore, work-life quality improves when work schedules allow employees to balance work and study. The environmental wellness dimension concerns employees' lifestyle, while the physical dimension centres on the care employees give to their physical selves, including using their minds constructively.

By balancing their lifestyle and physical (including mental) fitness, public university employees are likely to have a better work-life balance, ultimately being more productive. The occupational dimension derives insights from occupational health. As such, occupational wellness underlines how meaningful and enriching employees' lives are at their workplace or when undertaking the tasks entrusted to them (Oliver et al., 2018). When occupational wellness is ensured, public university employees are able to work almost seamlessly, both physically at their respective institutions and virtually.

2.2.3 Work-life Spillover Theory

Originally proposed by Wilensky in 1960, the spillover theory is based on the assumption that a person's experiences in one domain can easily be transferred to

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another domain (Luan et al., 2022). According to the theory, society is better off releasing some externalities without focusing on internalising them or undertaking activities that bring them about. The theory holds that the staff's family demands are often connected with the work domain through a process of psychological spillover. In this way, family experiences transfer to work, influencing an employee's feelings and productivity (Du et al., 2018).

Spillover often emerges when stressors in one domain generate stress that is later transferred to another, thus affecting an individual's well-being. In 1985, Greenhaus and Beutell argued that spillover arises from inter-role conflict when a person manages multiple social roles, leading to negative outcomes (Yucel & Latshaw, 2020). Theoretically, spillover falls under two categories: positive spillovers (which occur when positive experiences bring about fulfilment in another domain) and negative spillovers (which occur when the relationship between work and non-work becomes inverse and antithetical). Similarly, work-life spillover theory argues that events in one aspect of life can easily spill over and influence others. Spillover effects can be positive or negative.

A positive spillover largely focuses on the association between life and work satisfaction and values. Due to the spillover effect, employees with favourable and satisfying jobs tend to have higher satisfaction (Edwards & Rothbard, 2000). Positive spillover happens when resources available in one domain transfer to another domain, improving skills and activities. This improves work-life balance and job satisfaction, increasing employees' competencies and capabilities to perform well in other domains (Voydanoff, 2004).

Spillover can be both positive and negative, which means an individual can gain or lose resources as they interact within a given environment. When work or personal life is demanding, resources are bound to be depleted, resulting in conflict. According to Hammer et al. (2005), spillover never happens in isolation; rather, it is associated with further spillover. Various economists have critiqued spillover theory, including Anne Barron, who argues that it is not consistent with welfare economics. Others argue that the theory offers no determinate standard and thus cannot be valued and adopted by the economics discipline. The spillover has been argued to rely heavily on externalities, which Frischmann (2009) argues is absurd since

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most externalities are often irrelevant and cannot be easily identified or measured, making them difficult to integrate.

The spillover theory is applied in various studies. Luan et al. (2022) used the theory to analyse the spillover effect of life satisfaction on customer satisfaction. The study showed how service employees' life satisfaction affects customer satisfaction. It noted that employees experience several meaningful life events outside the family realm, linked to matters such as financial security and leisure satisfaction, among others. These can greatly influence an employee's workplace experience in complex, hard-to-measure ways. Thus, to fully understand staff experience in any workplace, we must recognise their general experience outside work, as explained by spillover theory.

The spillover theory is employed in this study to anchor the constructs of flexible work arrangements, health and wellness programmes, and workload management. Public universities have struggled to remain competitive, which has forced them to review work-life balance to promote better performance among their employees. According to Omondi and Obonyo (2018), offering flexible work schedules is one way to reduce work-life conflict among staff members and increase productivity in Kenyan universities. According to Greenhaus and Powell (2006), a satisfied workforce tends to spill over positive outcomes to clients and, consequently, bring about organisational productivity and enhanced performance.

2.2.4 Technology Adoption Model

The Technology Adoption Model (TAM) was developed by Fred Davis in 1989. The model states that the adoption of a new technology is greatly determined by the users' intention to use. The model assumes that a technology perceived as useful and/or easy to use is more likely to be adopted. Therefore, the model is based on two fundamentals: The perceived ease of use and the perceived usefulness of a new technology. The TAM is premised on Fishbein and Ajzen's (1975) principles, which are grounded in the attitude paradigm in psychology. The paradigm seeks to specify the procedure for measuring attitude components relevant to behaviour; distinguish attitudes and beliefs; and outline the causal link between external stimuli and beliefs, attitudes, and behaviour (Fishbein & Ajzen, 1975). The model is based on two

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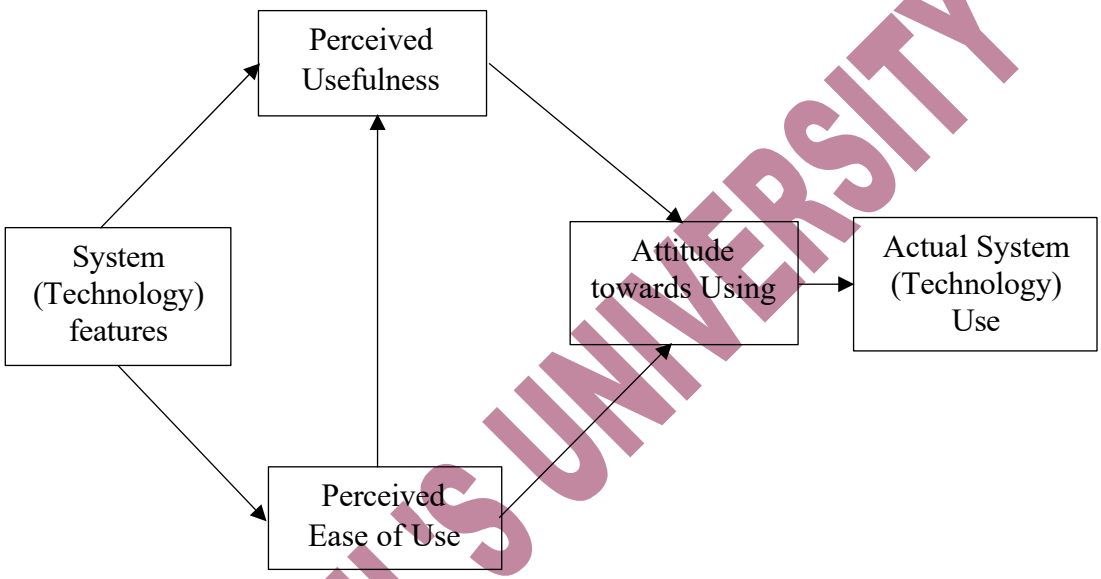
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fundamentals: The perceived ease of use (PEOU) and the perceived usefulness (PU) of a new technology (Davis, 1989).

Notably, the TAM illustrates and explores the acceptance of new technology. The model is arguably the most widely applied in demonstrating the acceptance and usage of innovative technologies by users (Venkatesh & Davis, 1996). The TAM is illustrated in Figure 1.

Figure 1:

Technology Acceptance Model



Source: Davis (1989)

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As shown in Figure 1, the model starts with an external stimulus ignited by the features of a particular system or technology. This is followed by a cognitive response, which stems from either perceived ease of use or perceived usefulness of the technology or both. The prospective user then shows an affective response based on their attitude toward using the technology. Based on this affective response, the prospective user may respond behaviorally by either adopting and using the technology or rejecting it altogether (Davis, 1993).

The Technology Adoption Model has several limitations. Davis (1989) argues that the behavioural intention exemplified by interpersonal influence, though subjective, determines whether or not a technology is adopted. Yet, the influence may come from family members or friends who do not directly influence an employee. This means that their influence may be inconsequential to a staff member adopting a particular

technology or system. Social pressure exerted on the prospective technology user by friends, relatives, and/or colleagues is not reliably quantifiable due to subjective factors such as personal attributes, personality traits, and societal norms and values (Shan & King, 2015). Since the TAM's conceptualisation may be inaccurate in a work environment, Maruping et al. (2006) argue that behavioural expectations should be used to predict or anticipate employees' intentions regarding technology use, as opposed to behavioural intention.

Contextually, the more employees recognise, realise, or perceive that a given system or technology makes executing assigned tasks and duties easier, the greater the probability that they will embrace and use it and ultimately acknowledge the system or technology as useful (Ajibade, 2018). In light of the foregoing, the TAM anchored the construct of technology adoption in the present study. In public universities, many technologies are introduced, and staff are expected to adopt and implement them. The technologies introduced by the universities, which are perceived to be easy to use and are useful in ensuring they can work flexibly, for instance, remotely, chances are those technologies will be embraced.

Similar to the current study, other scholars have applied TAM to anchor their empirical research, particularly in the education sector. A case in point is Ramayani et al. (2023), whose study illustrated the application of TAM in the adoption of an accounting system among Indonesian private universities. The authors showed how the model was implemented in universities by considering various technology-adoption factors, including accounting training, accounting knowledge, budget allocation, social norms, task complexity, and work experience. Contextualising the foregoing postulation to the current study, the management of the respective public universities in Kenya could organise seminars, workshops, and/or other avenues to inculcate in the academic and non-academic staff the importance of available or new technologies. This is an effort to tune the staff's behaviour to positively perceive the technologies. Once they perceive technologies as easy to use and useful in making their work easier, especially in light of hybrid work strategies, staff are bound to adopt and use them.

2.2.5 Stakeholder Theory

Professor Edward Freeman propounded the stakeholder theory in 1984. The theory states that organisations aim to generate an array of benefits for different stakeholders. Stakeholders are defined as entities that can affect or be affected by an organisation. Essentially, stakeholders' interaction with an organisation can either benefit it or benefit from it. According to Schaltegger et al. (2019), these stakeholders include employees,

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shareholders (owners), suppliers, communities, customers, and the government, among other entities.

The stakeholder theory is anchored on four critical aspects. First, the theory persuades organisations to not only acknowledge but also consider the interests of both their internal and external stakeholders. Second, it encourages organisations to understand and manage stakeholders' demands, needs, and wants. Thirdly, the theory outlines a holistic framework that does not merely interrogate stakeholders' involvement in decision-making processes. Lastly, stakeholder theory illustrates how organisations can maximise value creation while safeguarding sustainability and long-term success (Laplume et al., 2008; Mahajan et al., 2023). The theory emphasises the importance of upholding morals, ethics and values in managing an organisation and its stakeholders (Freeman, 1984).

Despite its many strengths, the stakeholder theory faces an array of critics. It is criticised for being too specific, as it overemphasises shareholders as the only beneficiaries of an organisation. This contrasts with other stakeholders who, to some extent, also benefit from an organisation, for instance, employees, communities, suppliers, investors, and customers who consume the organisation's products and/or services. Other critics challenge the empirical application of the stakeholder theory. It is criticised for diverting attention from ensuring organisational success to focusing on the beneficiaries of the organisation (Ambler & Wilson, 2006).

Put into perspective, the theory adopts a judgmental approach. Accordingly, the theory postulates that the management (of an organisation) has an obligation to shareholders, yet the same is not extended to other stakeholders. This creates an imbalance, with particular stakeholders being in favour of the organisation while others are disenfranchised. Given the diverse stakeholders of an organisation, managers are likely to face challenging or conflicting situations in objectively addressing the stakeholders' respective demands.

Various stakeholders have competing interests, which makes it rather difficult for managers to address their needs, particularly against the backdrop of constrained resources. The theory does not clearly illustrate how competing stakeholder interests can be prioritised, hence resulting in conflict when managers attempt to address them. According to Ajani and Olorunfemi (2026), it is not only difficult to identify who

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qualifies as an organisation's stakeholder, but also to determine which stakeholder's interests should be prioritised. Due to diverse competing interests and the risk of stakeholder capture, it becomes quite difficult to effectively operationalize the stakeholder theory's tenets. Critics further argue that probable conflict among stakeholder interests could weaken strategic decision-making (Sundaram & Inkpen, 2004).

The stakeholder theory anchors the construct of governance in the current study. To support the theory's applicability in this study, Stoelhorst and Vishwanathan (2024) conducted research that directly examined stakeholder theory as a theory of corporate governance. The authors employed various facets of the stakeholder theory to inform several aspects of governance. These included transactional problems, efficiency of governance arrangements of different organisations, and stakeholder relationships. Moreover, Reddy and Angadi (2022) demonstrated the integration of stakeholder theory in corporate governance. According to the authors, from a corporate perspective, the theory holds that organisations must always strive to balance the interests of all stakeholders to ensure their satisfaction.

The stakeholder theory has also been used in institutions of higher education, precisely universities, to demonstrate how good and sustainable governance can be achieved. It is argued that good governance in universities is realised when crucial aspects such as employee empowerment, social cohesion, and higher education regulations are considered (Ali & Rathore, 2024). As such, the tenets of the stakeholder theory were applied in the present study to illustrate how public universities in Kenya could realise good corporate governance by considering and addressing the interests of all stakeholders.

ST. PAUL'S UNIVERSITY

2.2.6 Theory X and Theory Y

Theory X and Theory Y were both proposed by Douglas McGregor in 1960 in his book "The Human Side of Enterprise". The theory states that the way an organisation functions is greatly influenced by the managers' basic beliefs. Douglas proposed that a firm's management method is based on the manager's beliefs about the behaviour of people, which fall into two categories; hence the coinage of Theory X and Theory Y. Both focus on explaining how managers' beliefs about employee motivation can influence their management style. Theory Y argues that employees have self-control and do not dislike work (Singh, 2019). Douglas urged employers to assign employees responsibilities and give them the opportunity and freedom to carry out the tasks assigned to them.

Managers who adopt Theory Y tend to produce better performance, allowing employees to grow and develop. The entire theory revolves around creating opportunities and releasing potential (Carson, 2005). Theory X, on the other hand, argues that employees dislike work and will do anything to avoid the tasks assigned to them. Under this theory, employees must be forced to perform tasks under threat of punishment. According to McGregor, employees under this theory prefer to be directed, are unambitious, and avoid responsibility at all costs (Kayode, 2013). Theory X is an autocratic management style whereby leaders and supervisors have the final say and make decisions without considering the opinions of their colleagues. According to McGregor, Theory X can bring about productivity in an organisation only if management forces employees to complete their tasks (Touma, 2021).

Despite the contrasts depicted by the assumptions of theory X and theory Y, the two have respective benefits. For instance, managers adopting theory X can motivate employees using an authoritarian management style because, under this theory, employees work only when forced. Secondly, under theory X, there is no room for ambiguity, which means all employees are well aware of their responsibilities and roles. One benefit of Theory Y is that it promotes teamwork and problem-solving. It is also a participative management style that gives employees responsibility and freedom, enabling them to perform better and become more productive (Ha et al., 2023).

ST. PAUL'S UNIVERSITY

Although McGregor's Theory X and Y of motivation is simple, it has generated wide interest in the field of employee motivation, especially in identifying the relationship between leadership style and motivation. Despite its numerous strengths, McGregor's theory X/Y has received criticisms. It is criticised for being over-simplified and over-generalised, and for putting human beings into two extreme stereotypes. It is argued that McGregor's theory overlooks the nature of people, as it holds that people in an organisation align with the tenets of either Theory X or Theory Y. The theories place philosophies and managerial styles at two extremes, which are arguably impractical in real-life situations (Singh, 2019).

The theory has been applied in many empirical studies. For instance, Keerthana and Babu (2018) examined McGregor's theory X/Y and its implications for teachers in higher education. For quite some time, India has grown to become an educational hub for various countries, but over time, this has changed, since a large part of the country's population is illiterate. The nexus between higher education and its impact on the economy is important. By adopting Theory Y, the study found that an institution will benefit and students will acquire high-quality education. This will be possible because teachers can apply their mental and physical efforts in a way that enables them to do their jobs in a more relaxed manner.

Public universities in Kenya currently face various challenges linked to employee performance. Industrial strikes and go-slows by public university staff are a clear indicator of demotivation resulting from both economic and non-economic factors (Addo et al., 2025). This is aligned with the tenets of Theory X and Theory Y. Therefore, the theory can be used to anchor the construct of employee performance in the aforementioned universities. Organisations that take good care of their employees tend to be stable and develop a competitive edge. Similarly, the changing environment has obliged universities to develop industry-oriented programmes that can attract students. Theory Y is applicable in higher education, such as public universities, as it allows managers (Council Senate, Vice-Chancellors and their deputies, deans, etcetera) to involve employees (faculty and non-faculty members) during the decision-making stage, thus creating a conducive working environment (Keerthana & Babu, 2018).

ST. PAUL'S UNIVERSITY

2.3 Empirical Review

This section reviews past empirical studies on quality-of-life approaches, governance, and employee performance, particularly in public universities.

2.3.1 Flexible Work Arrangements

In India, Mamatha and Lakshmi (2020) analysed the factors influencing employees' perception of the adaptability of flexible work arrangements. The objective was to determine how these factors affected employees in choosing flexible work practices. Questionnaires were used to collect pertinent data from a sample of 239 employees across various sectors. The results of data analysis indicated that FWA perquisites and FWA anxiety were among the factors that significantly influenced employees' perception. Additionally, married couples were found to enjoy numerous benefits associated with flexible work arrangements.

Mamatha and Lakshmi's study further revealed benefits associated with adopting flexibility as a tool to manage work-related stress and other work pressures. The reviewed study examined flexible work arrangements independent of employee performance. Therefore, the study fell short of depicting the link between the two study constructs, hence presenting a conceptual gap. The study also failed to contextualise the study to public universities, thus occasioning a contextual gap. Though the study drew respondents from a sample of employees, they were drawn from different sectors, unlike the current study, which centres on employees from the education sector, particularly, public universities.

A similar study conducted in the same country (India) examined how flexible working arrangements (FWAs) influenced employee job performance (Sekhar & Patwardhan, 2021). One of the objectives was to assess the mediating role of the supervisor's support on the nexus between FWAs and job performance. According to the results emanating from structural equation modelling (SEM), supervisor support shapes the collective social exchange between organisations and employees. Additionally, supervisors' support makes employees feel more valued, a factor that impacts overall job performance. It was concluded that through FWAs, an organisation improves work-life balance, makes employees feel appreciated, and enhances overall performance. However, the nexus between flexible work arrangements and employee performance was not examined in the context of public universities. Conceptually, the reviewed

ST. PAUL'S UNIVERSITY

study linked flexible work arrangements to job performance, rather than employee performance. Methodologically, the study employed SEM, while the current study used linear regression models to analyse the collected data.

Alsulami et al.'s (2023) study investigated women's preferences for flexible working arrangements in the Saudi Arabian academic sector. It assessed the impact of the COVID-19 pandemic on female faculty members' job preferences. The collected and analysed data revealed that flexible work arrangements improved the overall well-being of women employees, thereby contributing to sustainable social development. When making their job preferences, women found location flexibility to be a crucial factor in their overall decision. However, it was unclear whether flexible working arrangements affected employee performance. This presented a conceptual research gap. Though the study focused on the academic sector, it was not specific to public universities. Therefore, a contextual gap existed. Moreover, there was a methodological gap since the reviewed study collected data from only female faculty members, which is contrary to the present study, where pertinent data were obtained from faculty and non-faculty staff regardless of their gender.

A study by Weideman and Hofmeyr (2020) analysed how FWAs influenced employee engagement in South Africa. The study was conducted with cognisance that FWAs are becoming increasingly popular as a management tool. The study adopted a qualitative mono research method. Data were collected through semi-structured face-to-face interviews. The study found a positive nexus between employee engagement and FWAs. Feedback from the interviewed experts revealed that technology helped the organisation shift from traditional communication to a modern form, positively affecting productivity.

Contextually, the study did not address flexible work arrangements in public universities. Conceptually, the reviewed study determined the effect of the aforementioned arrangements on employee engagement, which departs from the present study, whose objective was to examine the stated arrangements' influence on employee performance. Weideman and Hofmeyr's study adopted qualitative research methods, contrary to the current study, which employed quantitative methods. This indicated a methodological gap.

ST. PAUL'S UNIVERSITY

Atiku and Ganiyu (2021) conducted a study examining how employees in higher education institutions in Namibia perceived flexible work options during a crisis. A cross-sectional survey design was adopted. The study used primary data. It revealed that academic staff positions were positively correlated with employees' perceptions of specific flexible work options. The precise flexible work options that were preferred mostly during times of crisis were remote working and flextime options, with administrative staff portraying a positive attitude towards them. The reviewed study depicted a conceptual gap relative to the present study since it did not link the examined perceived flexible work options to employee performance. Contextually, the study generalised across higher education institutions, unlike the current study, which is more specific because it centres on public universities.

In Zimbabwe, Muchowe et al. (2021) determined the nexus between performance and flexible work arrangements in higher and tertiary education institutions during the COVID-19 pandemic. A quantitative model was adopted. The study collected data from a sample of 277 employees. Data was obtained using questionnaires. The findings of the study indicated that flexible work arrangements had a positive effect on organisational performance. Some of these arrangements included teleworking and remote working, among others.

The findings suggested that higher and tertiary education institutions should continue embracing flexible work arrangements to improve overall performance. A partial contextual gap emerged because the reviewed study focused on a broader scope encompassing higher and tertiary education institutions, unlike the current study, which focuses on public universities. The reviewed study also had a conceptual gap, as it linked flexible work arrangements to organisational performance rather than employee performance, which the current study addresses.

A local study by Dikirr and Omuya (2023) examined how flexible work practices influenced employee performance in higher learning institutions, specifically in Nyeri County. The entire study was anchored by self-determination theory and spillover theory. Using a descriptive research design, the study attained a sample size of 260 staff through stratified random sampling. Dedan Kimathi University and Karatina University were the study's target populations. While using questionnaires to collect

ST. PAUL'S UNIVERSITY

data, it was revealed that flexible time strongly and significantly affected employee performance.

It was further established that work flexibility offers employees a balance between personal lives and professional life, resulting in job satisfaction and positive performance. Although the study's objective aligned conceptually with that of the current study, it exhibited a contextual gap. Whereas the reviewed study's scope was on two public universities located in one county (Nyeri County), the current study centres on a wider cross-county scope encompassing an array of public universities. Methodologically, the reviewed study adopted a descriptive research design, which is similar to the current study, which adopted a blend of cross-sectional survey and ex post facto research designs (part of a descriptive design).

In Kenya, Gacheri (2022) conducted an empirical study that evaluated how employee performance in the State Department for Vocational and Technical Training is influenced by flexible work arrangements. Specifically, the study investigated how flexi-time and telecommuting impacted overall employee performance in institutions under the purview of the aforementioned state department. Work/family border theory and signalling theory anchored the study. Through random sampling, questionnaires were used to collect data. The data analysis showed that flexi-time and telecommuting positively influenced employee performance. It was inferred that by telecommuting, employees became productive and less stressed, thus resulting in low absenteeism and increased output. It is evident that, conceptually, the reviewed study matched the present study since both linked flexible work arrangements to employee performance. However, there existed a contextual gap because Gacheri's study centered on a state department, contrary to the present study, whose focus was on public universities in Kenya.

Another local study assessed how flexible working arrangements influenced employee performance at Kericho County Referral Hospital (Kiprono, 2018). The study aimed to determine how work shifts and flexi time affected employee performance. A descriptive research design was adopted. Data was collected from a sample of 104 staff using questionnaires. Flexi working strategies were found to explain a variation in employee performance by 22.9%. Work shifts had a positive impact on employee performance. Although flexi-time had a positive effect on

ST. PAUL'S UNIVERSITY

employee performance, the effect was not significant. Relative to the current study, Kiprono's study demonstrated a contextual gap since its scope was the health sector, contrary to the current study's focus on public universities.

While focusing on Kenyan public universities, Barongo (2025) assessed the extent to which flexible work schedules influenced employee performance. The research adopted a descriptive design and quantitative methods for both data collection and analysis. According to the study findings, the university employees highly valued flexible working hours. The study also found that flexible work schedules enhanced employee performance. Flexible work schedules reduced stress, employee turnover, and work-family conflict.

Barongo's (2025) study further established that flexible work schedules not only bolstered the employees' morale but also led to overall job satisfaction. Based on these findings, the study inferred that flexible work schedules were crucial to enhancing the performance of public university employees. Though the study established the influence of flexible work schedules on employee performance in public universities, it was restricted to the Kenyan coastal region. Therefore, it presented a contextual gap relative to the present study, whose scope was wider since it centered on public universities drawn from different regions of Kenya.

Similarly, Lusambili et al. (2025) conducted a study to establish the nexus between flexible work arrangements and the performance of employees drawn from public universities in Kenya. The study used primary data collected from a stratified sample of employees from chartered public universities and public constituent colleges across the country. The analysed data indicated that flexible work arrangements positively and statistically affected employee performance. The findings led to the conclusion that, when these arrangements were enhanced, university employees' performance was bound to improve substantively.

Methodologically, Lusambili et al.'s study adopted a cross-sectional survey design, which partly mirrored the design adopted by the current study. The latter was also guided by an ex post facto research design. The reviewed study focused on a wider scope that encompassed both public universities and their constituent colleges, whereas

ST. PAUL'S UNIVERSITY

the current study was limited to only the former institutions of higher learning. Conceptually, both studies were similar in that they sought to link flexible work schedules or arrangements to employee performance.

2.3.2 Health and Wellness Programmes

An empirical study carried out by Richemond and Needham (2020) assessed the effect of wellness programmes on employee job satisfaction in colleges and universities in the United States. The study adopted a correlational research design. Data was collected through a quantitative online survey. After analysing the collected data, it was found that employees who never participated in wellness programmes were more satisfied with their jobs. Therefore, the importance of wellness programmes relative to the job satisfaction of the employees was unclear. A contextual gap emerged because the reviewed study focused on both universities and colleges, unlike the current study, which focused on public universities. Methodologically, a gap emerged because the reviewed study used a correlational research design, whereas the present study used both cross-sectional survey and ex post facto research designs. Conceptually, Richemond and Needham's study linked wellness programmes to employee job satisfaction instead of employee performance.

Martin (2022) investigated the adoption of workplace wellness programmes (WWPs) in the United States and how they impacted employer healthcare costs. The study was conducted against a backdrop of contestation regarding the effectiveness of WWPs in offering cost savings to employers in the country. The objective of the study was to analyse whether WWPs reduced the employers' expenditure, and if they offered what they promised. Desk analysis was used in the collection of primary data. It was revealed that despite WWPs offering healthcare improvements, it was not correlated with the reduction of healthcare costs. Martin's study depicted contextual, conceptual and methodological research gaps. Contextually, it simply focused on the workplace without necessarily specifying public universities. Conceptually, the study examined the impact of workplace wellness programmes on employer healthcare costs rather than establishing the effect of the stated programmes on employee performance. Methodologically, the study collected data through desk analysis, which involves secondary data, while the current study was limited to collecting and analysing primary data.

ST. PAUL'S UNIVERSITY

While focusing on various companies in the Nagpur region, Dongre (2023) conducted an empirical study examining the importance of employee wellness and the factors that affect it. The study relied on secondary data that was obtained from various pertinent websites, published research papers, and written publications. The study found that employee wellness positively influenced overall organisational performance. Employee wellness was found to reduce absenteeism, improve productivity, and enhance employee morale and work-life balance. The study also noted that factors influencing employee wellness included financial security, working environment, overtime, and health insurance. Dongre's study identified a conceptual gap because it treated employee wellness as an outcome variable, whereas the current study treats it as a predictor. It also presented a methodological gap, given that it collected and analysed secondary data, unlike the primary data, which is the cornerstone of the present study. Furthermore, it demonstrated a contextual gap since it focused on companies instead of public universities.

A cross-sectional study by Rahman et al. (2024) examined staff health and well-being at institutions of higher education globally post-COVID-19. The study was a cross-sectional survey that involved a total of 16 countries. The findings indicated that slightly more than a quarter of staff suffered from burnout; 58% of staff had either medium or high coping resilience. It was also revealed that perceived job insecurity and perceived burnout were closely linked to either moderate, high or very high degrees of psychological distress. The study also noted that mental health played an important role in resilient coping. However, compared with the current study, it had methodological shortcomings because it used a cross-sectional survey, whereas the current study uses this research design, as well as an ex post facto design. Though the reviewed study addressed employees' health and well-being, it did not link the aforementioned predictor to employee performance.

While focusing on the KwaZulu-Natal municipality, Makhanya (2021) carried out a study on employee wellness programmes (EWP) and how staff wellness relates to performance. Specifically, the study sought to evaluate line managers' perceptions and experiences and how they affected employee wellness and performance. A sample of 10-line managers was judgmentally identified to participate in the study. Pertinent data were obtained using semi-structured interviews. The study revealed that line managers knew about the existence of EWP through inductions and marketing campaigns.

ST. PAUL'S UNIVERSITY

According to them, the core objective of EWP is to offer support to employees in attaining a work-life balance.

Makhanya's study contextually failed to focus on public universities, and instead, centred on a municipality. Methodologically, the study adopted qualitative methods in collecting data, whereas the present study was limited to quantitative data. In the reviewed study, data were collected through semi-structured interviews, which are associated with qualitative data. This departs from the current study, where data were collected using structured questionnaires, which are associated with quantitative data. Conceptually, the study examined employee wellness and performance as outcome variables. This contrasts with the current study, where the two variables are distinguished as independent and dependent variables, respectively.

In South Africa, Harry and Gallie (2019) investigated employee wellness among middle managers in the public sector while focusing on the sense of coherence, work engagement, and burnout. A quantitative research design was adopted. Data was collected from a sample of 172 staff using questionnaires. Correlational and inferential statistics were used to analyse the collected data. The results revealed a positive and significant association between staff who experienced a sense of coherence and work engagement and the burnout sub-dimension of professional efficacy. Additionally, the study found that employees who experienced positive well-being traits tended to experience emotional and social well-being.

Harry and Gallie's study identified a contextual gap by focusing on the public sector in general rather than limiting it to public universities, as in the current study. Though both studies adopted quantitative methods, the reviewed study was somewhat vague in terms of the adopted research design. This contrasts with the current study, which adopted both cross-sectional survey and ex post facto research designs. The foregoing is illustrative of a methodological gap. The reviewed study also presented a conceptual gap, as it linked employee wellness to various workplace aspects, including burnout, work engagement, and a sense of coherence. This departs from the current study, which conceptually relates health and wellness programmes to employee performance.

A study conducted by Ledikwe et al. (2017) in Botswana examined the implementation of the workplace wellness programme. A sequential, explanatory mixed-methods

ST. PAUL'S UNIVERSITY

research design was adopted. Data from 27 health districts were collected through in-depth interviews. The study found that implementation levels varied across districts. It was also established that therapeutic recreation, health screening, and health promotion were adopted more than occupational health activities. According to the study findings, some of the barriers that hindered the implementation of WWP were limited technical ability, limited appreciation for personal wellness, and competing priorities, among others.

Though the above-mentioned study addressed wellness programmes, it was conceptually narrow since it omitted health programmes. Compared with the present study, it also presented another conceptual gap because it examined the implementation of the aforementioned programmes rather than their effect on employee performance. The study's lack of focus on public universities clearly indicated an existing contextual gap. The reviewed study's adoption of mixed methods (quantitative and qualitative) also revealed a methodological gap, as the current study employed quantitative methods. Methodologically, the reviewed study adopted an explanatory research design, which differs from the current study's blend of cross-sectional survey and ex post facto research designs.

A local study by Ganu et al. (2017) analysed the adoption of workplace wellness programmes by Safaricom Company Limited. A cross-sectional research design was adopted. The study conducted interviews with 150 company employees on issues pertinent to wellness programmes. It was found that fitness programmes positively impacted work performance and work productivity. It was also revealed that 90% of the physically active employees never took sick leave for one year. Moreover, 80% of the sampled employees enrolled in wellness programmes reported fewer medical and mental issues than their counterparts.

The above study identified a contextual gap by focusing on a listed telecommunication firm, rather than public universities, which are within the scope of the current study. Although it was methodologically similar to the current study by adopting a cross-sectional research design, it showed a gap in its methodology by not using qualitative methods and procedures (interviews) to collect data. This deviates from the current study, which adopted quantitative methods (structured questionnaires) in data

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

collection. The reviewed study examined wellness programmes without linking them to employee performance, creating a conceptual gap that the present study sought to bridge.

Muthoki and Were (2017) examined factors that affected the sustainability of wellness programmes at the Nairobi Serena Hotel. The study adopted a descriptive research design. Relevant data were collected using questionnaires and interviews from a sample of 135 employees. From the analysis of the collected data, a positive and significant correlation was found to exist between management support and the sustainability of wellness programmes. Most respondents agreed that rewards and recognition increased the uptake of wellness programmes.

Muthoki and Were's study depicted contextual, methodological, and conceptual gaps relative to the current study. The contextual gap was evident in the reviewed study's focus on the hotel industry rather than the public universities involved in the current study. Unlike the present study, which examined wellness programmes as a predictor of employee performance, the reviewed study examined how various factors affected the stated programmes (outcome variable). The foregoing mirrors a conceptual gap. The methodological gap alluded to the reviewed study's adoption of a descriptive research design and collection of mixed data. This differs from the current study, which adopted a cross-sectional survey design and an ex post facto design, and was limited to quantitative data.

Munyiri (2023) conducted a study that determined the factors that affected the uptake of employee wellness activities at AMREF Health Africa in Kenya. One specific objective was to assess staff knowledge and attitudes towards wellness programmes. The study adopted a mixed-methods approach. A stratified random sampling technique was employed to draw a sample of 145 employees. Data was collected using key informant guides and questionnaires. The study findings revealed that the uptake of employee wellness programme initiatives was low at 35%. Staff knowledge was found to have a positive and significant influence on the uptake of wellness programmes, whereas staff attitude hindered the said programmes.

Compared with the current study, Munyiri's study presented a contextual gap by focusing on the health sector rather than the educational sector, under which public universities fall. Methodologically, the reviewed study adopted mixed methods, which

ST. PAUL'S UNIVERSITY

deviated from the quantitative methods employed by the current study. Whereas the reviewed study examined the various factors which affected the uptake of employee wellness activities, the current study determined how the latter influenced employee performance. The foregoing illustrates a conceptual gap.

2.3.3 Workload Management

A Malaysian study by Janib et al. (2021) on university employees used a sample of 191 respondents, drawn using a stratified random sampling technique. Data were collected using questionnaires and were later analysed using partial least squares structural equation modelling. According to the study findings, a negative relationship existed between academic employee performance and workload. Though the study focused on university employees, it lacked clarity on the sector (public or private) from which these institutions were drawn. Therefore, a partial contextual research gap existed. Unlike the current study, which employed linear regression models to analyse the collected data, the reviewed study depicted a methodological gap by adopting structural equation modelling. Conceptually, the reviewed study centred on the nexus between workload (but not workload management) and employee performance.

In Pakistan, Gul et al. (2021) conducted a study to investigate how teachers' workload influenced time management skills at the university level. The objective was to determine university lecturers' perceptions of how workload affected time management skills. The study drew 100 respondents from the University of Malakand and Swat University using simple random sampling. Self-structured questionnaires were used to collect primary data that was later analysed using descriptive statistics and correlation analysis. It was revealed that university lecturers had a positive attitude towards workload. Additionally, they were found to easily manage their working hours and workload within the stipulated time.

The reviewed study depicted a conceptual gap because it examined the effect of workload on time management skills, which contrasts with the current study, which determined the effect of workload management on employee performance. Although the reviewed study focused on two Pakistani universities, it did not clarify whether they were public institutions of higher learning. Hence, a contextual gap existed. Methodologically, the reviewed study, as part of inferential statistics, employed only

ST. PAUL'S UNIVERSITY

correlation analysis, hence presenting a gap. However, the current study not only correlated workload management with employee performance, but it also regressed the two variables.

A study conducted by Siswanto et al. (2019) investigated how workload influenced the performance of employees working with banks in Blitar City, Indonesia. The study adopted a positivist paradigm and a quantitative approach. Pertinent data were collected from a sample of 74 respondents. The construct of workload was operationalised by physical load, mental load, and working time. Workload positively and significantly affected employee performance as it guaranteed comfort and did not offer excessive tasks. By increasing workload, employees were offered an opportunity to comfortably improve their performance**.** The reviewed study centred on the banking sector, rather than public universities. Therefore, there existed a contextual gap. Whereas it determined the influence of workload on employee performance, the current study examined how workload management affected the performance of public university employees. Therefore, the reviewed study depicted a conceptual gap.

A study was conducted by Nwinyokpugi (2018) examining how the Nigerian banking sector adopted workload management strategies and how they impact employees' efficiency. From a study population of 200 managers from six banks, a sample size of 133 respondents was obtained using the Yaro Yamane formula. This research considered only supervisors and managers, as workload management is a crucial function of supervisors. Data was collected using questionnaires. The results indicated that workload management strategies were positively and significantly related to employee efficiency. Workload management strategies were seen to improve the firm's service delivery and task execution.

The banking sector constituted the scope of Nwinyokpugi's study. This contradicts the present study's scope, which encompassed public universities, hence depicting a contextual gap. Conceptually, unlike the reviewed study, which examined the impact of workload management on employee efficiency, the current study determined the effect of the stated management on employee performance. Efficiency is only one dimension of employee performance.

Another regional study conducted by Inegbedion et al. (2020) examined how organisations in Nigeria perceived workload balance and how the latter influenced

ST. PAUL'S UNIVERSITY

employee job satisfaction. The study population consisted of 764 randomly chosen employees from eight varying multinational organisations and two private universities. The study collected pertinent data using questionnaires and later analysed them using structural equation modelling. Structural equation modelling was adopted for data analysis. Employees' perception of workload was found to greatly influence their satisfaction. Contextually, the study focused comparatively on multinationals and private universities, instead of public universities. Conceptually, it examined the link between workload balance and employee job satisfaction, as opposed to workload management and employee performance. Moreover, the reviewed study adopted structural equation modelling rather than linear regression models. The foregoing depicts contextual, conceptual and methodological gaps, respectively, relative to the present study.

A study conducted in Nigeria by Ukwadinamor and Oduguwa (2020) analysed how work overload and work hours influenced the performance of various manufacturing industries in Ogun State. A descriptive survey design was adopted, and a sample of 400 respondents was drawn from a study population of 26754 employees. Data was collected using structured questionnaires. Work overload and work hours were found to play a significant role in the quality of employees' family life. When employees were overloaded with work, their productivity decreased, which in turn affected organisational performance. The study recommended that organisations ensure employees' social and psychological well-being is supported.

Mbinya and Mose (2022) conducted a study examining how occupational stress influences the performance of Judicial Service Commission employees in Kenya. One of the study's specific objectives was to assess how workload stress influences employee performance. The study used both primary and secondary data, with primary data obtained through questionnaires and interviews. Descriptive statistics were used to analyse the collected data. Workload stress was found to influence employee performance to a great extent. The number of tasks and the time taken to finish the underlying tasks considerably impacted employee performance.

Mbinya and Mose's study centred on the Judicial Service Commission, which was a departure from the scope of the present study, public universities. This demonstrated a contextual gap. The study examined workload stress and how it impacted employee

ST. PAUL'S UNIVERSITY

performance. This was contrary to the current study, which, instead of workload stress, determined how workload management influenced employee performance. This reflected a conceptual gap. Moreover, the study collected and analysed both primary and secondary data. This contrasted with the present study, which was limited to primary data. Hence, a methodological gap existed.

A study conducted by Muchiri (2022) explored how employee performance in Kenya's disciplined services was influenced by time and cost-effective stress monitoring and management programmes. The study aimed to determine employees' perceived job stressors and how job-related stress affected their performance. Structured questionnaires were administered to help in data collection. It was established that time and cost-effective monitoring and management programmes significantly affected employee performance. It was also observed that an unsafe working environment reduced employees' commitment, hence occasioning poor performance. Employees exposed to a high qualitative workload tended to be more stressed. This negatively impacted the organisation's corporate image.

Muchiri's study depicted a contextual gap because it was conducted among the disciplined services rather than public universities, which constituted the scope of the current study. It also demonstrated a conceptual gap because it examined the effect of stress monitoring and management programmes on employee performance, whereas the current study determined the effect of workload management on employee performance. It follows that stress monitoring and management programmes are subsets of workload management. Hence, Muchiri's study did not address other important aspects of workload management, such as task estimates, task deadlines and task splitting, which were studied by the current research.

Kendagor et al. (2023) conducted a study that evaluated how employee performance in the Kenya Electricity Generating Company (KenGen) was affected by stress management. An explanatory research design was adopted. Stress management was found to directly and positively influence employee performance. This means that when stress management initiatives are effective, employee performance is bound to significantly improve. The reviewed study presented a contextual gap by focusing on KenGen instead of public universities in Kenya. Though effective workload management results in a reduction of stress, it is conceptually broader than stress

ST. PAUL'S UNIVERSITY

management. Therefore, the reviewed study depicted a conceptual gap. The reviewed study further illustrated a methodological gap by adopting an explanatory research design, contrary to a mix of cross-sectional survey and ex post facto designs adopted by the current study.

2.3.4 Technology Adoption

Ansari et al. (2022) conducted a study in Pakistan using a quantitative research design and survey questionnaires. The study noted that learners' experience would be greatly enriched when infrastructural facilities were interconnected with a conducive environment. The findings led to the recommendation that university management focus on providing adequate facilities across institutions, with the primary objective of empowering learners. The study demonstrated a contextual gap because it did not focus specifically on public universities; rather, it centred on all universities regardless of their categorisation. Though both studies were methodologically similar, a comparison of the reviewed and current study depicted a conceptual gap reflected in the former study's failure to clearly illustrate how technology adoption influenced employee performance.

A study by Widajanti and Ratnawati (2020) analysed how optimising IT infrastructure helped companies achieve innovation-based performance. Information technology infrastructure is known to assist organisations in attaining their objectives that are linked to their performance. The study, which was conducted in Indonesia, employed a qualitative research method. The study relied on data obtained from published annual report statements for the period from 2014 to 2018. The study findings revealed that the adoption of IT infrastructure had great potential in producing innovations in various forms, such as E-Dapem, E-SPTB, and Web-based SIM salary applications.

The Widajanti and Ratnawati's study presented contextual, conceptual and methodological gaps. Contextually, it focused on companies instead of public universities in Indonesia. Conceptually, it addressed aspects of technology without linking them to employee performance. Methodologically, it employed qualitative methods and secondary data, which contradicts the quantitative methods and primary data adopted and collected by the present study, respectively.

Karpenko et al. (2019) conducted a study that assessed how the quality of higher education could be improved by developing a knowledge transfer strategy that focused

ST. PAUL'S UNIVERSITY

on infrastructure and technology. The study focused on Ukrainian universities, which were viewed as imperfect in offering knowledge that met the expectations of the labour market and the industrial sector. The study developed a knowledge transfer strategy that encompassed the interaction of education and innovation in science. According to the study's findings, IT adoption would improve the quality of educational services, maximise productivity, and help universities gain a competitive advantage.

The above study centred on Ukrainian universities (both public and private), unlike the present study, which focuses only on public universities. The foregoing is illustrative of a contextual gap. The reviewed study demonstrated the effect of IT adoption on education services quality, productivity, and competitiveness, but did not show how it affected or would affect employee performance. This depicts a conceptual gap.

A study was conducted in Tanzania to evaluate ICT infrastructure and services at the Muhimbili University of Health and Applied Sciences (MUHAS) using the Information Technology Infrastructure Library (ITIL) framework (Sukums et al., 2023). The study adopted a qualitative research method. The results of data analysis indicated that higher learning institutions utilised ICTs for various operations such as learning, research, administration, and teaching. Various educational technologies were also being adopted, such as eLearning platforms, student management systems and video conferencing systems.

The study above focused on a single university, whereas the scope of the current study constituted an array of public universities. In contrast, Sukums et al.'s study employed qualitative methods. Though the latter study addressed the adoption of various technologies, it did not illustrate how their adoption influenced employee performance. Therefore, it follows that there existed contextual, methodological and conceptual gaps, respectively.

A study conducted by Mbowa et al. (2020) assessed some of the technology-integration challenges and imbalances faced by private and public universities in the East African region. The study was conducted against a backdrop of challenges encountered in technology integration in higher learning institutions across the region. Data was obtained from 20 universities that had online publications on technology integration. All the collected data were analysed using content analysis and inferential statistics. Some of the challenges that were found to hinder technology integration included

ST. PAUL'S UNIVERSITY

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inadequate professional development, resistance from lecturers, incompetence, and inadequate technological infrastructure. The study recommended that universities invest in infrastructure and training to support technology integration.

The scope of the study reviewed above encapsulated both private and public universities, contrary to the current study, whose scope was public universities only. This depicted a contextual gap. The reviewed study collected and analysed both qualitative and quantitative data, while the current study was limited to the latter, thus occasioning a methodological gap. Moreover, the study presented a conceptual gap since it addressed technology challenges without linking them to the performance of the employees.

Mathende and Beach (2022) conducted a study that sought to determine how Angola, Zimbabwe, and South Africa have integrated information and communication technology into their education system. Pertinent secondary data was collected using desk analysis. The results of the study found that many countries across Africa implement ICT in their education to prepare learners to assimilate with the global market and be technologically prepared. Angola, South Africa and Zimbabwe are among the African countries that have been at the forefront of integrating ICT into their education system. However, this has not been swift due to policy deployment, lack of funding, limited resources, and lack of trained teachers.

The study by Mathende and Beach examined the education system, without specifically focusing on public universities. This suggests a contextual gap. Methodologically, the reviewed study used secondary data obtained through desk analysis. This differs from the current study, which used primary data collected through structured questionnaires, highlighting a methodological gap. It also depicted a conceptual gap, given that it examined the integration of ICT into the education system without demonstrating the link between technology adoption and employee performance.

A local study conducted by Gakenga (2021) analysed the technological factors that influenced the adoption of ICT in teaching and learning in secondary schools in Kenya. The study aimed to determine how well the innovation diffusion theory could be adopted to facilitate ICT adoption. The study, which centred on Githunguri Sub-

ST. PAUL'S UNIVERSITY

St. Paul's University Repository

County, adopted an exploratory research design. Data was collected from a sample of 637 respondents using questionnaires, interviews, and observation procedures. Additionally, a wide range of materials was reviewed that discussed ICT adoption in developed and developing countries. ICT adoption was influenced by perceived compatibility, relative advantage, software portability, and technological infrastructure, among others.

Gakenga's study showed a contextual gap because it focused on secondary schools in the country rather than public universities, which were the focus of the current study. The reviewed study was also narrow in its geographic scope since it centred on a single sub-county (Githunguri), while the present study was cross-county. The study also depicted a methodological gap because it adopted an exploratory research design, contrary to the mixed research design employed by the present study. The reviewed study employed different data collection instruments and methods to collect pertinent data, whereas the present study used a single instrument (structured questionnaire). Contrary to Gakenga's study, which examined ICT adoption as a dependent variable, the present study analysed the aforesaid construct as a predictor of employee performance. Consequently, the former study presented a conceptual gap relative to the present study.

Bariu (2020) conducted a study that focused on secondary schools in Meru County to examine how they adopted ICT infrastructure in teaching and learning. The objective was to identify the status of ICT adoption. The study adopted a descriptive survey research design. A sample of 276 respondents, consisting of principals, teachers, and students, participated in the study. Data were collected from the respondents using questionnaires, interviews, and observation schedules. The collected data were analysed using descriptive statistics.

Bariu's study revealed that many secondary schools in the county had low investment in ICT infrastructure. This was attributed to the high cost of computer hardware, software, and related accessories. The study recommended that stakeholders address the challenges hindering ICT adoption, since using ICT infrastructure would help develop new skills and proficiency among teachers and learners. The reviewed study presented a contextual gap since it centred on secondary schools drawn from a single county. This is a departure from the present study, which

ST. PAUL'S UNIVERSITY

focused on public universities drawn from different counties. Methodologically, the reviewed study adopted a descriptive research design, whereas the present study was guided by a mix of cross-sectional survey and ex post facto designs, creating a methodological gap. Conceptually, the reviewed study examined ICT adoption without linking it to employee performance. Therefore, it presented a conceptual gap.

Another local study investigated the level of competency of ICT teachers, the availability of ICT infrastructure, and the technical support provided to the ICT infrastructure (Nyongesa & Otieno, 2020). A descriptive research design was adopted. The participants of the study included 185 teachers drawn from 37 public primary schools. The data for the study were collected using questionnaires. According to the study findings, various ICT factors had a positive nexus with effective teaching and learning. The study recommended that the government should ensure that public primary schools have the necessary ICT infrastructure and that teachers are well-trained on matters of technology.

The study by Nyongesa and Otieno depicted a contextual gap because it focused on public primary schools as opposed to public universities. Furthermore, the study adopted a descriptive design contrary to a blend of cross-sectional survey and ex post facto designs, which were adopted by the present study. Moreover, there was a conceptual gap since the reviewed study determined the link between ICT factors and effective teaching and learning, which departed from the current study's objective of establishing the nexus between technology adoption and employee performance.

2.3.5 Governance

A study by Alshaer et al. (2017) assessed how governance is adopted in public universities and how these institutions promote partnerships with non-government organisations in Palestine. One of the specific objectives was to identify principles of governance that were adopted by the Palestinian universities. It also determined how these principles strengthened partnerships with non-government organisations. Through simple random sampling, 228 respondents were obtained from the study population. Questionnaires were used to collect data from the sampled respondents.

The results of the study revealed the existence of a significant relationship between university governance and non-government organisations-university partnerships. Some of the principles of governance that the universities adopted included accounting,

ST. PAUL'S UNIVERSITY

transparency and disclosures, laws and regulations, and rights of all stakeholders. Whereas the current study focused exclusively on public universities, Alshaer et al.'s study also included non-governmental organisations. Though the reviewed study examined the adoption of governance, it did not determine how it moderates the link between quality of work-life approaches and employee performance. This depicts contextual and conceptual gaps, respectively.

Sabandar et al.'s (2018) study examined how private universities in Makassar, Indonesia, implemented good governance. While primary data was collected using questionnaires, interviews, and observations from 200 respondents across 5 universities, secondary data was sourced from documented literature. The study found that good governance helped to improve the quality of university education. However, it was recommended that transparency ought to be enhanced in these universities.

Contrary to the present study, which focused on public universities, the reviewed study centred on private universities, hence illustrating a contextual gap. Methodologically, the reviewed study was based on both primary and secondary data, which was a departure from the current study, which was limited to primary data. Conceptually, there was a research gap emanating from the fact that the reviewed study examined good governance implementation. This deviated from the current study, which analysed the moderating role of governance in the relationship between the quality of work-life approaches and the performance of public university employees.

A study was carried out by Truong et al. (2021) in Vietnam to analyse governance factors that impacted the scientific research output of lecturers. The study adopted a Partial Least Squares Structural Equation Modelling (PLS-SEM) method. Participants were drawn from 12 higher education institutions in North Vietnam. Data was collected using questionnaires and interviews. The study found that governance factors influencing lecturers' scientific research output included the availability of resources for such research, leadership, support, and decentralisation. The availability of resources had the greatest effect on the research output of lecturers.

Contextually, the study by Truong et al (Year) involved only lecturers while excluding other university staff. It also did not clarify whether participants were drawn from private universities, public universities, or both. The foregoing depicted contextual gaps. Methodologically, the study employed the PLS-SEM method in analysing the collected

ST. PAUL'S UNIVERSITY

data. However, the current study used descriptive statistical methods as well as correlation and linear regression methods to analyse the collected primary data. Conceptually, the reviewed study examined governance as a predictor variable, whereas the same is analysed as a moderating variable in the current study. Therefore, the study presented contextual, methodological and conceptual research gaps, respectively.

A study conducted by Anyanwu and Ewhe (2020) investigated governance issues present in Nigeria's higher education system. The research examined how the Federal Republic of Nigeria provided an equal, high-quality higher education system in tandem with the country's 1979 constitution. The study focused on institutional freedom, university management, and access to higher education. The research findings revealed that there was an acute shortage of access to higher education, dilapidated infrastructure, and poor funding, which subsequently led to unsatisfactory achievements. The study recommended that the management of higher education ought to focus on eliminating the examined governance issues for the universities in Nigeria to attract scholars from across the globe.

Anyanwu and Ewhe's (2020) study focused on the higher education system, which was a departure from the public universities which constituted the scope of the current study. Therefore, a contextual gap existed. The reviewed study also depicted a conceptual gap since it examined governance issues in Nigeria's higher education system, but failed to establish its influence on the nexus between the quality of work-life and employee performance.

Assan (2021) conducted a study that put into perspective the factors that influence the adoption of corporate governance systems in higher learning institutions (HEIs) in South Africa. The objective of the study was to examine the challenges and opportunities associated with the management of the merged HEIs in the country. A mixed-methods approach was adopted, and data were collected from a sample of 120 randomly selected staff and learners through questionnaires and interviews. The study identified effective communication and stakeholder involvement as some of the factors that impacted effective corporate governance. This led to the recommendation that university management should focus on improving corporate governance issues.

ST. PAUL'S UNIVERSITY

Asan's study examined South African HEIs without specifically focusing on the public universities in the country. Accordingly, a contextual gap is apparent. Whereas the reviewed study adopted a mixed-methods approach, the current study was guided by a deductive approach, which aligned with quantitative methods. Hence, there existed a methodological gap. Asan's study examined corporate governance as an outcome variable. This depicted a conceptual gap relative to the current study, which examined governance as a moderating variable.

Research in Morocco analysed the state of governance in universities (Bennani et al., 2021). The objective was to investigate the degree of application of university governance through various principles, such as equal opportunity, fighting corruption, regulations, and student participation. The study was carried out at Sidi Mohamed Ben Abdellah University. The study adopted a descriptive research design. A sample of 947 respondents was obtained randomly. Relevant data was collected using questionnaires. The study identified corruption as the main problem undermining university governance. Other identified problems included limited resources, representativeness, and lack of accountability. The study concluded that introducing the principles of university governance would improve the quality of education.

Although the above-reviewed study focused on Moroccan universities, it was not specific to those operating in the public sector. The study also focused on a single university, contrary to the many universities which constitute the organisational scope of the current study. Partly, the reviewed study departed methodologically from the current study since, unlike the latter, which adopted a mix of cross-sectional survey and ex post facto designs, the former followed a descriptive research design. The reviewed study examined governance in universities independent of other variables. This conceptually departed from the current study, which examined it relative to both the quality of work-life and employee performance in public universities.

Godana et al. (2019) studied governance practices and how they influenced performance in secondary schools in the Buuri Sub-County of Meru County. The specific objective was to determine how stakeholder support and effective communication influenced secondary school performance. The study adopted a descriptive research design. Data were collected using questionnaires from a purposively selected sample of 60 respondents from the study population. The collected data were analysed using

ST. PAUL'S UNIVERSITY

descriptive and inferential statistics. The study found governance practices to significantly and positively influence school performance.

The above study presented a contextual gap since, contrary to the current study, whose scope was public universities, it focused on secondary schools. Its geographical scope was considerably smaller than the current study since it focused on a single sub-county. In terms of research design and sampling technique, clear research gaps existed. While the current study was anchored on a blend of cross-sectional and ex post facto designs, the reviewed study was informed by a descriptive research design. The reviewed study employed purposive sampling techniques, which was a departure from the current study, which obtained respondents through a stratified random sampling technique. The foregoing depicts methodological gaps. The reviewed study determined the effect of governance on school performance. Contrary to treating governance as a predictor, the current study examines it as a moderator variable. This illustrates a conceptual gap.

Another study conducted by Agili et al. (2020) assessed how corporate governance influenced the performance of universities in Kenya. An explanatory research design was adopted. Data was collected from 248 respondents, consisting of the university's management board members and senior management academic employees, using structured questionnaires. All collected data were analysed using descriptive and inferential statistics. According to the study findings, corporate governance significantly and positively influenced university performance. The universities were also found to have in place various accountability and ethics mechanisms intended to institutionalise corporate governance, thus bringing about effective performance.

Agili et al.'s study depicted a conceptual gap by examining corporate governance as an independent variable, a departure from its moderating role as presented in the current study. There was a methodological gap informed by the reviewed study's adoption of an explanatory research design as opposed to the cross-sectional survey and ex post facto designs adopted by the present study. Though the reviewed study centred on Kenyan universities, it fell short of specifying whether they were drawn from the private or public sectors or both. This deviated from the current study, whose scope was clear (public universities in Kenya), thus presenting a contextual gap.

ST. PAUL'S UNIVERSITY

Kariuki et al. (2021) conducted a study that sought to determine the link between corporate governance and the performance of public universities in Kenya. The research was anchored in social network theory. A mixed research design and pragmatic philosophy were adopted. Data was collected using structured questionnaires and an interview guide from a sample of 234 respondents consisting of top managers working in the aforementioned universities. Descriptive as well as inferential statistics were used to analyse the collected data. It was revealed that there existed a statistically significant relationship between corporate governance and universities' performance.

The study inferred that adherence to good corporate governance practices ensured improved university performance. Therefore, it was advisable to ensure the upholding of good corporate governance practices in the institutions of higher learning. The reviewed study showed a methodological gap because it used both quantitative and qualitative data, unlike the current study, which centred exclusively on quantitative data. The study also identified a conceptual gap because it examined corporate governance as an independent variable, which differed from the current study, where governance was the moderating variable.

In Embu County, Mbui and Minja (2023) conducted an empirical study to determine the influence of governance practices on the performance of devolved governments. The examined practices included strategic planning, public participation, and leadership styles. The study was anchored in upper-echelons theory and agency theory. A descriptive survey research design was adopted. A stratified random sample was obtained. Both structured questionnaires and unstructured interviews were employed in data collection. According to the study findings, it was established that governance practices significantly influenced performance.

However, when critiqued against the present study, it was established that Mbui and Minja's study presented a clear contextual gap. This was informed by the fact that it focused on devolved governments instead of public universities. Whereas the study was based on upper-echelons and agency theories, the current study's governance construct was anchored on stakeholder theory. The study also depicted several methodological gaps. Whereas the reviewed study adopted a descriptive research design, the present study was guided by a mix of cross-sectional survey and ex post facto designs. Although both studies employed stratified random sampling to draw respondents from the study

ST. PAUL'S UNIVERSITY

population, the reviewed study collected mixed data, a departure from the quantitative data the present study collected and analysed. A conceptual gap exists because the reviewed study examined governance as a predictor, while the current study treats it as a moderating variable.

2.3.6 Employee Performance

A study investigated motivational factors that impacted employee performance in Malaysian public universities (Mahmood et al., 2023). The study found that all motivational factors, except recognition, positively influenced employee performance. Recognition had the least effect, while monetary compensation had the greatest impact on employee performance. Although the reviewed study mirrored the current study contextually, it failed to illustrate conceptually how employee performance was affected by work-life quality. Therefore, although there were no contextual or methodological gaps, a clear conceptual gap remained.

In Pakistan, a study conducted by Jafri et al. (2023) examined how administrative practices impacted employee performance in public universities. The study adopted a quantitative research design. Compensation, career planning, recruitment and selection were some of the administrative practices. Through random sampling techniques, a sample of 180 respondents was obtained from 6 public universities. The study findings indicated that there was a solid and positive impact of administrative practices on employee performance. This study, however, did not illustrate how employee performance was impacted by the quality of work-life approaches. Therefore, there existed a conceptual research gap. The study mentions only a single research design (quantitative). In contrast, the current study adopts a mix of cross-sectional survey and ex post facto designs. Indeed, it regards 'quantitative' as a research method rather than a research design. This illustrates a methodological gap.

In Sri Lanka, an empirical study was conducted to investigate the impact of motivational factors on the effectiveness of employee performance in tea factories located in the Ratnapura District in Sri Lanka (Upathissa, 2022). The study used robust

ST. PAUL'S UNIVERSITY

data collection methods, including focus group discussions, observations, questionnaires, interviews, company reports, and reliable books. The foregoing were the sources of both qualitative and quantitative data. The study's findings revealed that employee motivation had a significant effect on their performance. Therefore, the study recommends that organisations provide their employees with challenging and exciting work to keep them engaged and prevent idleness, which could otherwise lead to decreased productivity. Based on these findings, it is clear that organisations must prioritise employee motivation to enhance their performance and, ultimately, their success.

Evidently, relative to the current study, Upathissa's study presented a contextual gap by focusing on tea factories as opposed to public universities. Methodologically, the reviewed study employed various data collection methods, which was a departure from the single instrument (structured questionnaires) used to collect data in the current study. The reviewed study was also based on mixed data, while the current study centred exclusively on quantitative data. More so, there existed a conceptual gap emanating from the reviewed study's examination of how employee performance was influenced by motivational factors instead of the quality of work-life approaches.

A study conducted by Nwamadi and Ogbonna (2021) analysed the academic staff performance of selected universities in Southwest Nigeria. It identified the different methods of performance appraisal being adopted by South-West universities. A descriptive research design was adopted, and primary data were collected using structured questionnaires. From a study population of 5352 academic staff, a sample size of 1011 was obtained using stratified and purposive sampling techniques. The relative importance index (RII) approach and correlation analysis were used to analyse the collected data. A high level of academic staff performance was found concerning community services, employee self-assessment, new curricula designs, teaching, and published paper assessment. Thus, the study concluded that a positive relationship existed between parameters of performance and academic staff productivity in Nigerian universities.

Albeit the fact that Nwamadi and Ognbonna's study centred on selected universities, it did not clarify the sector from which they were drawn. The lack of specificity presented a

ST. PAUL'S UNIVERSITY

contextual gap relative to the current study, whose scope was very specific (chartered public universities). The selected universities were localised to a particular region, whereas the current study's scope was countrywide. The study adopted a descriptive research design, which was a departure from the blend of cross-sectional survey and ex post facto designs adopted by the current study. Consequently, a methodological gap existed. The reviewed study further depicted a conceptual gap since it never attempted to establish the link between employee performance and the quality work-life approaches.

Binta et al. (2019) examined performance appraisal and employee performance in the Federal Ministry of Education Headquarters based in Abuja, Nigeria. The specific objective was to assess the extent to which employee training affected the productivity of the employees. A survey research design was adopted. The study collected data from a sample of 400 employees that was determined using Yamane's formula. Research questionnaires were used in data collection. A positive relationship was found to exist between performance appraisal and employee productivity.

Contextually, the reviewed study presented a research gap by focusing on the education ministry's headquarters, instead of public universities. Methodologically, a survey research design guided Binta et al.'s study. This was a departure from the current study, which adopted both cross-sectional survey and ex post facto research designs. The reviewed study linked employee performance to performance appraisal. This was contrary to the current study, which determined the extent to which employee performance was influenced by the quality of work-life approaches. Therefore, there existed contextual, methodological and conceptual gaps, respectively.

In Uganda, Rwothumio et al. (2021) studied the relationship between performance appraisal and staff performance in selected universities based in the country. The objective was to determine how the teaching and research outputs of academic staff were affected by performance appraisal. The study used a mixed-methods research design where a convergent parallel approach was adopted. Semi-structured questionnaires were used to collect data, which was analysed through content analysis and linear regression. The study revealed that there was a positive nexus between performance appraisal and the research output of academic taff. The study recommended that Ugandan public universities should revise the

ST. PAUL'S UNIVERSITY

current performance appraisal system to make it more efficient.

The above-mentioned study presented a methodological gap since it adopted a semi-structured questionnaire, which is employed to collect both quantitative and qualitative data. This was in contrast to the current study, which used a structured questionnaire to collect quantitative data. Conceptually, there was a research gap since the reviewed study determined how employee performance was related to performance appraisal, in contrast with the current study, which linked employee performance to the quality of work-life approaches.

A study conducted by Kyondo et al. (2023) examined the link between staff performance and employee relations practices in public universities in Nairobi County. The study investigated how communication, employee welfare, and participation affected staff performance. The study was guided by the human theory and scientific management theory. A descriptive research design was adopted. It was revealed that a positive and significant correlation existed between employee performance and employee welfare, communication, and participation. The study findings led to the recommendation that universities should continue improving employee relations practices to enhance employee performance. There was a conceptual gap depicted by the reviewed study since it linked employee performance to employee relations. This was contrary to the current study, which determined the connection between the quality of work-life and employee performance in Kenyan public universities. Whereas the reviewed study adopted a descriptive research design, the present study adopted a mixed design (encompassing a cross-sectional design and an ex post facto design). Hence, there was a methodological gap.

In Nakuru County, Ongwae et al. (2018) conducted an empirical study that sought to evaluate how organisational factors affected employee performance in universities. The study adopted a survey research design. Using stratified sampling, a sample of 138 respondents was obtained. Questionnaires were used to collect data from the sampled respondents. After analysing the collected data, it was established that leadership and work environment had a controlling impact on employee performance. It was recommended that the management encourage openness and adherence to bureaucratic procedures with a view to improve overall performance.

ST. PAUL'S UNIVERSITY

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The above-reviewed study depicted contextual, methodological and conceptual gaps. Contextually, it was limited to universities in Nakuru County, which contrasts with the wider scope covering the entire country on which the current study was based. Though both studies employed stratified sampling, the reviewed study adopted a survey research design in contrast to the cross-sectional survey and ex post facto designs adopted by the present study. This is a methodological gap. There was also a conceptual gap emanating from the reviewed study's linking of employee performance to organisational factors, contrary to the current study linking the aforementioned performance to the quality of work-life approaches.

Another local study assessed how work-life balance influenced the performance of academic staff at the University of Nairobi (Ouma, 2021). Spillover theory and social exchange theory guided the study. According to the study, employee performance was positively linked to leave programmes, employee assistance programmes and wellness programmes. The study established a positive nexus between employee performance and leave programmes, employee assistance programmes, and wellness programmes. The study concluded that employee performance could be greatly influenced by the aforementioned programmes.

Ouma's study recommended that the university's management continue adopting a work-life balance to improve employee performance. The study presented contextual gaps, specifically organisational and target population. Organisationally, it centred on a single public university (the University of Nairobi) rather than all chartered public universities in Kenya. On the target population, the reviewed study involved only academic staff, while the current study also included non-academic staff.

ST. PAUL'S UNIVERSITY

2.4 Summary of Reviewed Literature and Research Gaps

This section places much emphasis on the reviewed local studies. It focuses on the authors, the year the study was conducted, the key findings, research gaps, and what the present study sought to do to bridge or fill the identified gaps. Table 1 presents these issues.

Table 1 ***Summary and Research Gaps***

Authors & Year	Topic	Findings	Research Gaps	How the Research Gaps Will Be Addressed
Dikirr and Omuya (2023)	Influence of flexible work practices on employee performance in institutions of higher learning in Kenya: A case of selected universities in Nyeri county	There exists a strong and significant nexus between flexible time and employee performance.	Although the study addressed flexible time, it was not candid on the construct of flexible work arrangements. The study also focused on county governments as opposed to public universities	The current study established the link between flexible work arrangements and employee performance in public universities.
Gacheri (2022)	Flexible work arrangements and performance of employees in the State Department for Vocational and Technical Training in Nairobi City County, Kenya	Flexi-time and telecommuting positively influenced the performance of employees.	The focus of the study was not on public universities	The present study was concerned with public universities, where the focus will be on flexible work arrangements and employee performance.
Kiprono (2018)	Flexible working arrangements on employee performance in Kericho County Referral Hospital, Kenya	Flexi working strategies were found to explain variation in employee performance.	The study examined flexible working arrangements and how they affect employee performance in a hospital setup, instead of focusing on public universities	The flexible working arrangements were examined alongside how they affect the performance of employees in public universities.
Barongo (2025)	Flexible work schedules and	University employees highly valued flexible working	The study presented a	The current study targeted

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	employee performance among public universities in Kenya	hours; flexible working schedules enhanced the performance of the employees	contextual gap since it was restricted to the coastal region, instead of the entire country.	all chartered public universities in Kenya.
Lusambili et al. (2025)	Flexible work arrangements and employee performance in public universities, Kenya	Flexible work arrangements positively and statistically affected employee performance	There was a methodological gap since, unlike the present study, which adopted a blend of cross-sectional survey and ex post facto designs, the reviewed study was guided by a cross-sectional survey design.	To obtain comprehensive findings, a mixed-design (cross-sectional survey and ex post facto designs) was adopted.
Ganu et al., (2017)	The implementation of workplace wellness programmes and their impact on employee work productivity: The case of Safaricom Company Ltd	Fitness programmes positively impacted work performance and work productivity.	The study addressed only fitness programmes and did not mention other aspects of health and wellness programmes.	The present study incisively addressed the wellness and health programmes and how they affected employee performance.
Muthoki and Were (2017)	Factors affecting the sustainability of wellness programmes in the hospitality industry: A case study of Nairobi Serena Hotel	A positive and significant correlation existed between management support and the sustainability of wellness programmes.	The study addressed wellness programmes' sustainability and management support; however, the former was not linked to employee performance.	The nexus between health and wellness programmes and employee performance was determined by the current study.
Munyiri	Factors	Staff knowledge had a	The study was	This study was

ST. PAUL'S UNIVERSITY

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(2023)	influencing uptake of wellness programmes at AMREF Health Africa, Kenya	positive and significant influence on the uptake of wellness programmes	concerned with factors affecting the uptake of the wellness programmes, instead of the effect of the aforementioned programmes on employee performance.	interested in determining the effect of health and wellness programmes on employee performance.
Mbinya and Mose (2022	Effect of occupational stress on employee performance of the Judicial Service Commission employees in Kenya	Workload stress was found to influence employee performance to a great extent.	Although the study addressed workload stress, it did not examine how such stress is avoided or managed, and the implication of the said management on employee performance.	The current study was concerned with workload management and how it affected employee performance.
Muchiri (2022)	Effects of time and cost effective stress monitoring, management, prevention and reduction programs on staff performance in the Kenya disciplined services	Employees exposed to a high qualitative workload tended to be stressed more.	The study linked workload to stress, instead of determining how the management of workload affects employee performance.	The present study shed more light on aspects of workload management and how they related to employee performance.
Kendago et al. (2023)	The effect of stress management on employee performance in Kenya Electricity Generating Company in Kenya	Stress management directly and positively influences employee performance.	Though the study focused on stress management, it did not explicitly examine it as part of workload management.	This study looked at various elements of workload management. It also determined the effect of the stated management on

ST. PAUL'S UNIVERSITY

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				employee performance.
Gakenga (2021)	Analysis of technological factors influencing adoption of ICT in teaching and learning: A case of Githunguri Sub-County, Kenya	Factors that influenced ICT adoption included perceived compatibility, relative advantage, software portability, and technological infrastructure.	The study focused on ICT adoption instead of how it affects employee performance	This study examined technology adoption and how it related to employee performance.
Bariu (2020)	Status of ICT infrastructure used in teaching and learning in secondary schools in Meru County, Kenya	The high cost of ICT infrastructure hindered schools from investing in it.	The study fell short of linking ICT infrastructure to employee performance.	Focusing on public universities, the present study examined ICT infrastructure and support and their link to employee performance.
Nyonges a and Otieno (2020)	Effect of integration of ICT infrastructure on effective teaching and learning in public primary schools in Trans Nzoia County, Kenya	The availability of ICT infrastructure, ICT competence and technical support had a positive nexus with effective teaching and learning.	The ICT infrastructure and support were related to learning and teaching, instead of employee performance.	The current study determined the effect of ICT infrastructure and support on employee performance.
Godana et al. (2019)	Effects of governance practices on performance among secondary schools in Buuri Sub-County, Meru County	Governance practices significantly and positively influenced school performance.	Governance practices were linked to school performance, but not to the performance of employees.	The current study sought to establish the moderating effect of governance on the nexus between quality of work life and employee performance.
Agili et al. (2020)	Corporate governance and	Universities had put in place various accountability and ethics mechanisms intended	Corporate governance was not	Governance was examined relative to its

ST. PAUL'S UNIVERSITY

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	performance of universities in Kenya	to institutionalise corporate governance, thus bringing about effective performance.	addressed as a moderating variable of the quality of work life and employee performance.	moderating effect on the relationship between work-life quality and employee performance.
Kariuki et al. (2021)	Influence of corporate governance on the performance of public universities in Kenya	There existed a statistically significant relationship between corporate governance and the performance of public universities.	Corporate governance was linked to the performance of public universities instead of establishing how it moderated the nexus between the quality of life and the performance of employees working in these institutions.	The current study examined the moderating effect of governance on the relationship between work-life quality and employee performance in public universities.
Mbui and Minja (2023)	Influence of governance practices on the performance of county governments in Kenya: A case of Embu County	Governance practices significantly influenced performance.	There was a conceptual gap occasioned by the study's addressing governance practices as a predictor variable as opposed to examining the construct as a moderating variable.	The study examined governance as a moderator of the nexus between the quality of work-life and employee performance.
Ongwae et al. (2018)	Effect of organisational factors on employee performance in Kenyan university campuses: A case of Nakuru	Leadership and work environment had a controlling impact on employee performance.	The study linked employee performance to organisational factors, rather than linking it to the quality of work-life	The current study addressed the link between the quality of work life and employee performance.

ST. PAUL'S UNIVERSITY

	County		approaches.	
Kyondo et al. (2023)	Employee relations and staff performance in public universities within Nairobi County, Kenya	There was a positive relationship between employee performance and employee relations practices.	The construct of employee performance was not examined relative to the quality of work life.	The present study sought to establish the nexus between the quality of work life and employee performance.
Ouma (2021)	Work-life balance and employee performance among academic staff at the University of Nairobi, Kenya	There existed a positive nexus between employee performance and leave programmes, employee assistance programmes, and wellness programmes.	Employee performance was linked to only one approach (wellness programmes) of the quality of work-life.	The present study addressed as comprehensively as possible the various approaches to the quality of work life and how they affected employee performance.

2.1 Conceptual Framework

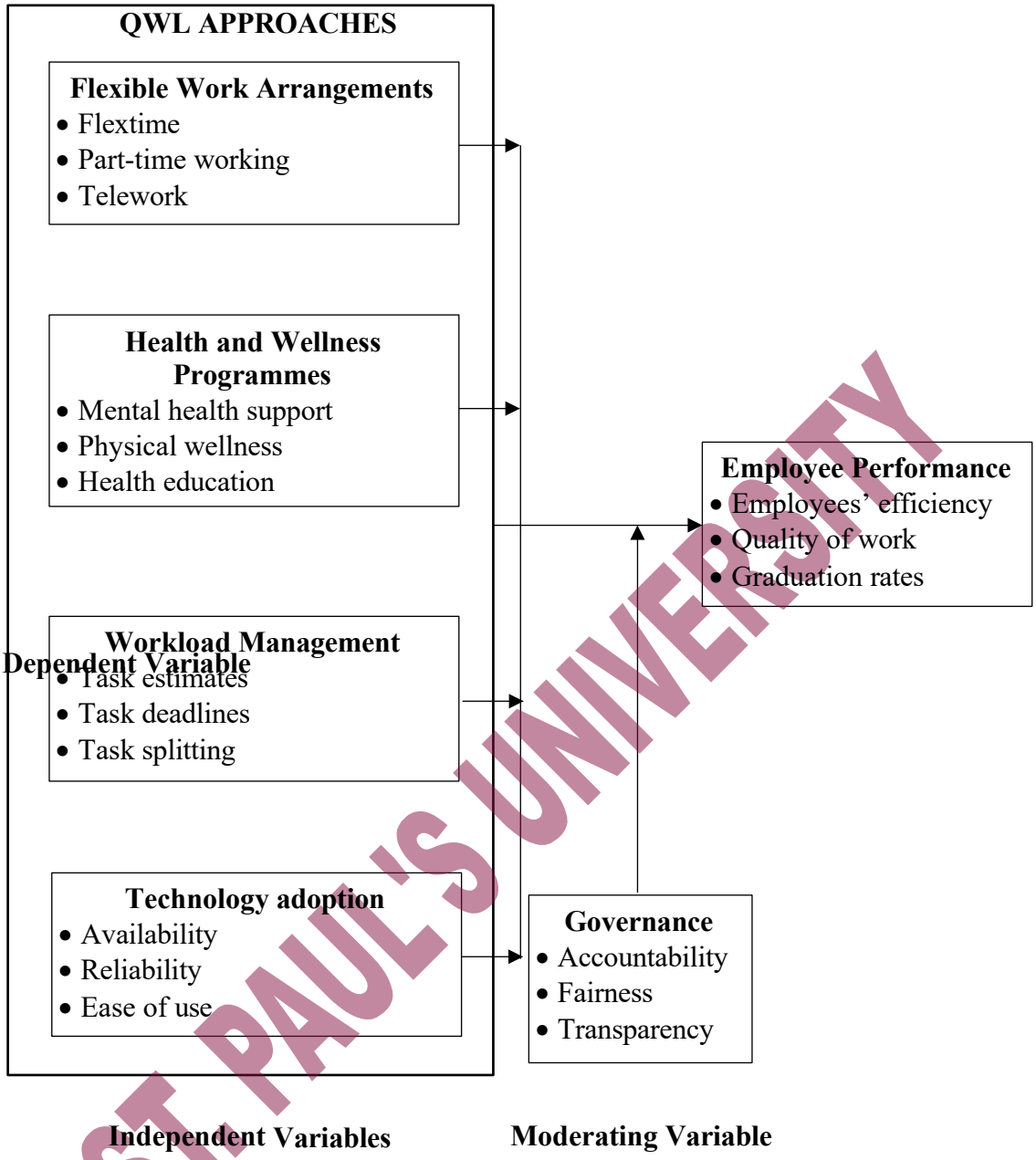
A conceptual framework is a crucial tool that enables researchers to see how the elements or constructs of a given study align (Leedy & Ormrod, 2016). It can be described simply as the variables that are addressed in a study (Maxwell, 2017). However, a more comprehensive, yet candid, description is fronted by Miles, Huberman and Saldana (2014) who define it as a graphical or narrative form of the variables or constructs of a particular study and how they are presumed to relate to each other. Figure 2 presents the conceptual framework that guided the present study.

Figure 2

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Conceptual Framework



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The conceptual framework illustrated in Figure 2 shows three categories of variables pertinent to the present study. These are independent (predictor), moderating, and dependent (outcome) variables. According to Okoye and Hosseini (2024), an independent variable is a variable which can be changed or manipulated, either on its own or by a researcher. It is also known as a predictor or predictor variable because it predicts the outcome of another variable (dependent variable). In a cause-and-effect relationship, which is synonymous with ex post facto research, the independent variable is the cause. Giri (2024) describes an independent variable as a manipulable and measurable element, component, characteristic or condition, whose manipulation affects

another observed phenomenon or variable. In research, the independent variable is hypothesised to occasion a change (effect) on another variable (mostly the outcome variable) (Johnson & Christensen, 2008).

A moderating (or moderator) variable refers to a construct that confounds the relationship between an independent variable and a dependent variable. It acts as a secondary or special predictor whose sole purpose, from a research perspective, is to moderate the strength of the relationship between the primary predictor variable and the dependent variable. King (2013) asserted that a moderator is a qualitative or quantitative variable that impacts, affects or influences the direction or strength (or both) of the nexus between a predictor and criterion variable. Similarly, Cheung and Aguiar (2025) postulate that moderation takes place when a third variable affects the relationship between two variables (independent and dependent variables). Moderation is often present in regression models where the effect of predictors on the outcome is contingent on the level of a third variable (Hollocks, et al., 2023).

The dependent variable, otherwise referred to as the outcome or response variable, is described as an observable and quantifiable condition, factor or trait which depicts the effect of an independent variable (Giri, 2024). Whereas the researcher cannot manipulate it, it changes when the independent variable is altered or manipulated. In a cause-and-effect relationship, the dependent variable is the effect (caused by the independent variable). According to Andrade (2021), a dependent variable is influenced (in value) by other variables (mostly independent or moderating variables).

Contextually, as shown in Figure 2, independent variables represent the various quality-of-work-life approaches adopted by public universities in Kenya. These are flexible work arrangements, health and wellness programmes, workload management and technology adoption. Governance is the moderating variable. Employee performance constitutes the dependent variable. The framework presumes a relationship between the aforementioned quality-of-work-life approaches and employees' performance, and that this relationship is influenced (moderated) by the governance of public universities in Kenya.

The stated constructs are operationalised using measurable sub-constructs. The sub-constructs of flexible work arrangements will include flextime, part-time working,

ST. PAUL'S UNIVERSITY

telework, job sharing, compressed schedules, and reduced work. According to Raghuram (2014), flexible work schedules are characterised by job sharing, part-time work, compressed workweeks, reduced work, flextime, and telework. However, working part-time in public universities is a common phenomenon that is occasioned by a huge shortage of permanent lecturers (Bett et al., 2018). Some lecturers also resolve to teach their respective units over an extended yet compressed period as opposed to having many short lessons. Teleworking is nowadays common, with many lectures being offered online, mainly from the comfort of their offices or abodes. Teleworking was popularised during the Coronavirus Disease–2019 (COVID-19) lockdown in 2020/2021 and has remained crucial in teaching and learning in universities. It has provided flexibility and cost-effectiveness despite intermittent internet interruptions (Anyonje et al., 2022).

The fact that employees spend most of their time either at work or working underscores the importance of programmes aimed at ensuring their health and wellbeing are supported (Peña et al., 2024). Many organisations (employers) are conscious of this fact and have already put in place policies and mechanisms to ensure the effective implementation of these programmes (Maryam et al., 2016). It follows that employers, including public universities, have implemented health and wellness programmes in the form of mental health support, physical wellness, and health education, among other initiatives.

Employee assistance programmes (EAPs) such as counselling and mentorship are part of health and wellness programmes in public universities. Others focus on physical wellness, health education, financial wellness, health screenings, and team-building activities. It is acknowledged that there are universities which have mentorship programmes for inexperienced lecturers (Banja et al., 2018). Screening as part of health and wellness programmes is emphasised. Screening activities are known to improve the well-being of faculty and other people working in academia (Aimo et al., 2024). Employers develop and implement health education programmes to enlighten their staff on health-related matters. According to de Vries et al. (2018), health education entails enlightening people (including employees) about health issues and how such issues influence their health and general well-being.

Workload is variously defined. However, it commonly refers to the relationship between quantifiable levels of mental processing capability or resources and task demands

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(Jacobs et al., 2020). Workload can be measured or assessed in the form of the amount of work done or accomplished within a specified period or production level. Workload management constitutes several metrics that include task estimates, task deadlines, task splitting, resource allocation to perform tasks, task allocation frequency, and workload distribution timeliness. Others include resource mapping, resource allocation measurement, and task reviews. According to Twin et al. (2018), resource allocation and limiting workload are crucial in workload management. The authors further underscore the importance of evidence-based workload measurement that encompasses workload allocation models or job analysis assessments.

According to Straub (2017), technology adoption is successful when various cognitive, contextual and emotional concerns are effectively addressed. In the view of this assertion, the sub-constructs of technology adoption are availability, reliability and ease of use (for instance, the staff portal). Other metrics include the number of equipped infrastructure (say, laboratories, libraries, and theatres), the use of technology in research and digital learning/teaching platforms, all of which revolutionise how universities operate, fostering greater efficiency, accessibility and engagement. In public universities, lecturers underline the importance of digital technologies in effectively accomplishing research tasks.

Technology is also effective in minimising errors. Key aspects of technology in universities include ease of use, usefulness, and the availability of required digital technologies (Samuel et al., 2021). Infrastructural facilities in universities enhance job performance since employees (lecturers and other staff) are enabled to perform their designated job tasks (Krishnaiah et al., 2023).

Governance, particularly corporate governance, refers to accountability and control of an organisation, regardless of size, industry, or sector (Sheehy & Diaz-Granados, 2023). Corporate governance is crucial to employee performance. This means that accountability, integrity and objectivity are fundamental aspects of governance in an organisation (Kibuthu, 2022). This is important since, in the context of the current study, it serves as the moderating variable, with employee performance constituting the dependent variable. As a moderator, it is often regarded as a secondary predictor, especially in the absence of the main independent variables.

Governance in universities can be measured in terms of the extent of accountability,

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fairness, transparency, equity, and responsibility. An accountability metric is a crucial component of governance, despite the difficulties faced in measuring it (Emerson & Nabatchi, 2015). Key Performance Indicators (KPIs), existing pertinent statistics, rankings and rating systems, user satisfaction surveys, and programme evaluations are some of the modes of measuring governance (Triantafillou & Lewis, 2024). The aforementioned can be used to measure accountability, equity, fairness, responsibility and transparency.

Employee performance describes the output of workers in terms of various aspects, including effectiveness, independence, quantity, timeliness, as well as work commitment and quality (Szabó et al., 2017). Molefe (2010) highlighted seven performance measurement constructs or dimensions for academic staff in universities. In no particular order, they include assessment or testing procedures, communication skills, knowledge of a particular subject, organisational skills, relations between students and lecturers, subject relevance, and utility of assignments. These metrics of employee performance are bound to enhance efficiency, quality of work, graduation rates, and graduates' employability (their absorption in the labour market).

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodology summarises the research design and approaches adopted for data collection and analysis. The chapter details the target population, the sampling procedure and the data collection instrument and procedure. It also covers the pilot study, validity and reliability tests, data analysis and presentation, and the ethical issues considered.

3.2 Research Philosophy

A research philosophy is a set of presumptions or convictions that enable a better understanding of a research study (Saunders et al., 2019). It comprises the beliefs that guide how a research study is conducted. It is the paradigm that encompasses a set of assumptions, beliefs, practices, and values that serve as a roadmap informing how research is carried out. The study was guided by a positivist paradigm. This philosophy aligns with the hypothetical-deductive model, which is premised on assessing a priori hypotheses through the operationalisation of constructs.

The model follows a systematic procedure that involves observation of existing literature, hypothesis formulation, prediction (design), data collection and analysis, and hypothesis testing (Wicherts, 2017). This aligns with the present study's aim to draw inferences by testing the stated null hypotheses. Studies that adopt positivism focus on establishing explanatory (or causal) relationships through quantitative approaches, and they preferentially draw empirical findings from large sample sizes (Park et al., 2020). The study sought to establish the causal relationship between quality of work-life approaches and employee performance. performance.

3.3 Research Design

The roadmap or blueprint for conducting a study describes a research design. The choice of an apt research design is based on several factors. A suitable research design should guide a study or survey that can effectively address research questions and objectives (Ansari et al., 2022). Accordingly, a descriptive research design incorporating both cross-sectional survey and ex post facto designs was adopted.

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Adopting a mix of both research designs was informed by the fact that it enriched the overall research by ensuring both temporal and cause-and-effect aspects were effectively addressed. This corroborates the importance placed on the use of a survey and ex post facto design in research (López-Aymes et al., 2021). The study was a survey conducted over a limited period, which sought to establish the link between the quality of work-life approaches and employee performance. The study was cross-sectional, as it involved collecting quantitative data at a particular time. Therefore, the study was based on data collected over a period of four months (May to July, 2025).

The ex post facto design was adopted because it enables the prediction of actions that have already occurred (quality of work-life approaches) and can predict certain situations, contextually, the performance of university employees. According to Sharma (2019, this design is used by studies which seek to determine the impact of an independent variable (or variables) on a dependent variable. It is also adopted by studies which explore relationships between variables. The foregoing features suffice in the current study. The present study adopted the aspects of cause-and-effect depicted by the ex post facto design. It also examined the relationship between the various quality of work-life approaches (independent variables) and employee performance (dependent variable). Contextually and in tandem with the aforementioned design, it sought to determine the effect of QWL approaches on employee performance in public universities in Kenya. The advantage of a descriptive research design incorporating ex post facto is that such studies are devoid of the researcher's interference (Condron, 2024).

3.4 Research Approach and Methods

The study embraced a deductive approach and quantitative methods. Studies that align with the deductive research approach focus on making inferences regarding given phenomena. They involve deducing and stating hypotheses, suggesting relationships between two constructs, and testing the hypotheses to reject or fail to reject them (Wilson, 2010). The current study followed this procedure before drawing conclusions pertinent to the quality of work-life approaches and employee performance in public universities.

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Quantitative methods were employed because the study was concerned with numerical (ordinal) data. Quantitative methods focus on the process of collecting, analysing, interpreting, and reporting results (Carrie, 2007). The present study adopted these aspects; hence, quantitative methods were used.

3.5 Target Population

Target population is a broad term used by Peil (2013) to describe people, objects, or specimens with similar characteristics that can be grouped to be analysed based on their traits. According to Mncedisi (2022), the target population is the entire population, or group, that a researcher is interested in researching and analysing. Kenya has 35 chartered public universities (CUE, 2022), which can be divided into two groups: 8 universities established and chartered by the government, and 27 that emerged as constituent colleges of the 8 after the 2013 university reforms. The 35 universities form the study population, and the 8 public universities established before the CUE issued the charter in 2013 constitute the target population. These 8 institutions have the longest history in employee management and, by extension, work-life approaches and employee performance; hence, they were considered the most suitable scope for the current study.

According to CUE (2022), these institutions are; the University of Nairobi (established in 1970), Moi University (established in 1984), Kenyatta University (established in 1985), Egerton University (established in 1987), Jomo Kenyatta University of Agriculture and Technology (established in 1994), Maseno University (established in 2001), Masinde Muliro University of Science and Technology (established in 2007), and Dedan Kimathi University of Technology (established in 2012).

The target population is described as an aggregate of all members of the general population that share common or similar characteristics regarding a particular phenomenon. In this study, the target population were the employees of the 8 institutions. Table 2 shows the distribution of the employees of these 8 universities, which constituted the unit of analysis. The unit of analysis refers to the population from which a study's conclusions are drawn (Sedgwick, 2014). Contextually, the conclusions of the present study were relevant to the 8 chartered public universities established before 2013, when the CUE first issued charters to fully-fledged universities.

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Table 2:

Sampling Frame

Name of University	Faculty Staff	Non-faculty Staff	Total
University of Nairobi	1292	2800	4092
Egerton University	589	1352	1941
Kenyatta University	1100	1601	2701
Moi University	1000	2000	3000
Jomo Kenyatta University of Agriculture & Technology	711	1889	2600
Maseno University	532	599	1131
Masinde Muliro University of Science and Technology	500	451	951
Dedan Kimathi University of Technology	206	311	517
Total	**5930**	**11003**	**16933**

Source: Respective Universities' HR Departments (2024)

3.6 Sample Size and Sampling Technique

The study population comprises all individuals who meet the sampling criteria (Fetzer, 2020), and the study narrowed the target population to a smaller, accessible subset. According to Hu (2014), the accessible population is the part of the target population that a researcher can access against a backdrop of prevailing logistical, budgetary, and time constraints. It is the study population that constitutes the operational population, that is, a subset of the target population from which a sample is drawn.

Sampling involves the selection of a smaller group of participants that reflects the characteristics of the target population (Glicken, 2003). A researcher must ascertain that the sample truly represents the study population through the use of apt strategies that address possible bias as well as data distortion (Leedy & Ormrod, 2005). Relative to the current research, the large study population necessitated sampling. A sample was calculated from 16,933 employees, and the sample distribution was determined by the number of staff by cadre and number across the 8 public universities.

ST. PAUL'S UNIVERSITY

3.6.1 Sample Size

The sample size refers to the number of participants or observations included in a study (Peil, 2013). The sample population also constitutes the unit of observation. According to Sedgwick (2014), the unit of observation is also known as the unit of measurement and comprises the individuals or entities from whom or which the data are collected and/or measured. Given that pertinent data were collected from the sampled respondents drawn from both faculty and non-faculty staff, the stated staff constituted the unit of observation.

A two-step Cochran's formula was used to calculate a suitable sample size from the finite population of 16,933. This was informed by the fact that the study population was large (>10,000), and the acceptable margin of error was known (Cochran, 1977). The calculation of the sample size using Cochran's formula was as follows, given that the collected data were categorical.

Step 1:

$$no = \frac{(t)^2 \times (p)(q)}{(d)^2}$$

Where 'no', 't', '(p)(q)' and 'd' represent sample size, the value for selected alpha value (1.96), the estimate of variance (0.25), and the acceptable margin of error for the estimated proportion (0.5).

Using the above formula, the sample size was calculated as follows:

$$no = \frac{(1.96)^2 \times (0.5)\ (0.5)}{(0.05)^2}$$

$$no = 384.16$$

$$no = 385$$

3.6.2 Sampling Technique

The probability sampling technique was used to select the respondents. Probability involves a rigorous analysis aimed at assessing the possibility of bias and error in obtaining the respondents (Mertens, 2000). Probability sampling ensured that each member of the population (staff) had an equal opportunity to be selected. Under probability sampling, a stratified random technique was adopted (Fowler, 2009). The

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This design was chosen because public universities had varying (heterogeneous) numbers of staff. Therefore, to ensure fair and equitable representation, the stratified sampling technique was adopted. First, each university was stratified by proportion, with the sample size at each institution determined by a proportion of the total population. The proportion also factored in faculty and non-faculty staff.

From each proportion allocated to a university, respondents were selected using simple random sampling. Similar to the case of the current study, simple random sampling is widely recommended in quantitative studies that use survey instruments in data collection (Noor et al., 2022). Stratified random sampling was used to draw participants from each of the 8 universities, as shown in Table 3.

Table 3

Stratified Sample Distribution

Name of University	**N**	**N/∑N**	**n**
UoN	4092	0.242	93
Egerton University	1941	0.115	44
Kenyatta University	2701	0.160	62
Moi University	3000	0.177	68
JKUAT	2600	0.154	59
Maseno University	1131	0.067	26
MMUST	951	0.056	21
DEKUT	517	0.031	12
Total	**16933**	**1.000**	**385**

ST. PAUL'S UNIVERSITY

To further obtain the actual number of faculty and non-faculty members, the respective ratios were multiplied by the total sample for each university (n = faculty + non-faculty). Thus:

Final sample for faculty members (n_f) = n_f / (N_f+N_{nf})n

Final sample for non-faculty members (n_{nf}) = N_{nf} / (N_f+N_{nf})n

Where 'N_f', 'N_{nf}', 'n_f', 'n_{nf}', and 'n' represent the number of faculty members, the number of non-faculty members, the faculty members sample, the non-faculty members

sample, and the total (original) sample, respectively. The relevant results are shown in Table 4.

Table 4

Faculty and Non-Faculty Staff Sample Distribution

Name of University	n	N_f	N_{nf}	n_f	n_{nf}
UoN	93	1292	2800	29	64
Egerton University	44	589	1352	13	31
Kenyatta University	62	1100	1601	25	37
Moi University	68	1000	2000	23	45
JKUAT	59	711	1889	16	43
Maseno University	26	532	599	12	14
MMUST	21	500	451	11	10
DEKUT	12	206	311	5	7
Total	**385**	**5930**	**11003**	**135**	**250**

3.7 Data Collection Instruments

The study used a survey questionnaire to collect data. The questionnaire was semi-structured, self-designed and self-administered. A semi-structured questionnaire has closed-ended questions or data items with a few open-ended questions for respondents to provide individual opinions and views. Closed-ended questions in a questionnaire consist of a set of standardised data items or questions that follow a fixed scheme (Cheung, 2014). The use of the stated research instrument was in line with quantitative research methods, where the objective was to collect numerical data. In the case of the present study, the questionnaire was used to collect categorical (precisely ordinal) data on the study constructs. These encompassed flexible work arrangements, health and wellness programmes, workload management, technology adoption, governance, and employee performance.

The sub-constructs were developed using a Likert scale for each stated variable. The scale ranged from strongly disagree to strongly agree. The Likert scale is a frequently used psychometric tool in social sciences research (Joshi et al., 2015). The questionnaire was self-designed, meaning the researcher modelled it in its entirety in conformity with the constructs and sub-constructs outlined in the conceptual framework. It was self-administered in that addressing the issues

ST. PAUL'S UNIVERSITY

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raised in the questionnaire and choosing the desired choice did not require the guidance of the researcher or a research assistant. This means the data items were self-explanatory. The foregoing was ensured by modelling questions/data items using simple and explicit language (Bodine, 2022).

3.8 Data Collection Procedure

An introductory letter was sought from St Paul's University to facilitate the application for a research permit from NACOSTI. The pertinent data were collected using electronic forms (Google Forms). Therefore, the data were collected through an electronic survey that involved emailing the Google Forms to the sampled respondents. The staff email addresses were obtained from the senior management of the respective universities. Follow-up phone calls and emails were also made to ensure that the data was collected over a period not exceeding one month.

3.9 Pilot Study

A pilot study was conducted to test the feasibility of the research questionnaire. It was carried out on a relatively smaller scale and before the main study (Dźwigoł, 2020). It is stated that a pilot study is conducted to mitigate errors in modelled data collection instruments (Thomas, 2017). The pilot study was conducted at Laikipia University (established in 2013). The study involved 39 randomly selected staff. This number was approximately 10% of the unit of observation in the main study.

According to Ullah et al. (2023), a pilot study examines the viability of the data collection instrument and any improvements that should be made to it. It is also conducted to determine the instrument's accuracy. Therefore, contextually, the pilot study was conducted to assess the reliability and validity of the research questionnaire, which was intended to be applied in collecting data for the main study.

3.9.1 Validity Tests

Validity tests are important because they determine the extent to which a data collection tool can facilitate the collection of the intended data. According to Ghauri and Gronhaug (2005), validity explains a tool's effectiveness in collecting data pertinent to research objectives. There are four types of validity, including face, criterion, content, and construct. However, criterion validity was not assessed in the context of the present study since the questionnaire was not compared to any previously validated (criterion) measure or instrument (Bellamy, 2015).

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Face validity is the simplest form of validity. It does not require experts to assess face validity (Ranganathan et al., 2024). Consequently, the researcher determined that the questionnaire adhered to face validity by ensuring that the study variables and sub-variables were relevant, well-formatted, clear, and appropriate for the intended audience (academic and non-academic staff at Laikipia University).

Content validity is concerned with the completeness of a research instrument in facilitating the collection of data that sufficiently addresses the study objectives and/or variables. According to Roebianto et al. (2023), content validation involves determining whether the items of questions or sub-constructs effectively represent the constructs or variables being measured. Therefore, in determining the content validity, the expert opinion (judgment) of the supervisors assigned by the university was sought. This was in tandem with the postulation that content validity is determined using the judgmental approach, where experts on a particular subject or topic are required to facilitate validation (Straub et al., 2004; Taherdoost, 2016). The lecturers assigned to supervise this research were consulted for their expert advice on the content of the questionnaire. The supervisors were satisfied with the framing, clarity and appropriateness of the data items in explaining or operationalising each of the six study constructs.

Construct validity is described as the rational-empirical process that is followed to identify the psychological attributes of a particular scale or measure (Cohen & Swerdlik, 2005). This validity was determined using factor analysis, precisely Principal Component Analysis (PCA). This analysis was conducted on each of the six study constructs: Flexible work arrangements, health and wellness programmes, workload management, technology adoption, governance, and employee performance. The Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity (used to test sampling adequacy and correlation between factors, respectively), along with communalities, were used to assess construct validity through PCA of each of the aforementioned study constructs.

ST. PAUL'S UNIVERSITY

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When the value of KMO is at least 0.6, and Bartlett's test is statistically significant (p-value < 0.05), it implies that the sample used is adequate for factor analysis, and there are significant relationships between variables/sub-variables, respectively. Contrary results imply that the sample is inadequate and that the constructs are not sufficiently correlated, hence making factor analysis unsuitable for the collected data. Essentially, KMO values equal to or above 0.6, and Bartlett's test ($p < 0.05$) indicate that the data are suitable for factor analysis in the Statistical Package for Social Sciences (SPSS).

Communalities above 0.6 are considered ideal by some scholars, while others suggest values of at least 0.7 are ideal in exploratory factor analysis (EFA) (Beavers, et al., 2013). Therefore, the pilot test analysis strived to meet KMO values ≥ 0.6; Bartlett's test, $p < 0.05$; and communalities ≥ 0.7. The results of EFA conducted on the pilot study data are presented in Tables 5 to 15. Each pair of tables illustrates the construct validity test results for each of the five study variables (flexible work arrangements, health and wellness programmes, workload management, technology adoption, and employee performance). However, since governance had only five sub-variables, the results for KMO and Bartlett's test could not suffice. Consequently, the results for governance were presented in a single table for communalities.

Table 5

KMO and Bartlett's Test for Flexible Work Arrangements

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.734
Bartlett's Test of Sphericity	Approx. Chi-Square	690.218
	Df	105
	Sig.	.000

As shown in Table 5, KMO = 0.734 and Bartlett's test, $p = 0.000 < 0.05$. The results indicated that the sample data were adequate for EFA since it was above the minimum recommended threshold of KMO = 0.6 and Bartlett's test < 0.05.

ST. PAUL'S UNIVERSITY

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Table 6

Communalities for Flexible Work Arrangements

	Initial	Extraction
The university allows the staff to exercise flextime.	1.000	.925
Practicing flextime has improved work-life balance amongst the staff	1.000	.931
Part-time work for staff is allowed at the university.	1.000	.887
Both P&P and other staff can effectively work on a time basis.	1.000	.830
Part-time work has greatly enhanced work-life balance for the staff.	1.000	.872
Telework is quite common at the university.	1.000	.949
Staff can work from the comfort of their homes; hence, they can balance their work and life.	1.000	.589
Teleworking significantly reduces the logistical (commuting) expenses incurred by staff members.	1.000	.666
There is sharing of some of the work among staff members.	1.000	.875
Work is shared depending on the workload for respective positions.	1.000	.942
Job sharing has greatly improved the quality of work-life balance.	1.000	.913
Some staff have compressed work schedules.	1.000	.856
The compressed work schedules enable the staff members to complete their workload early and attend to other tasks assigned by the university.	1.000	.743
The staff members rarely have their work reduced due to the high student enrolment.	1.000	.761
Increased workload decreases the quality of the work-life balance among the staff members.	1.000	.796

Extraction Method: Principal Component Analysis

Out of the 15 factors (data items) shown in Table 6, two factors returned communality values of less than 0.7. Therefore, 'Staff can work from the comfort of their homes; hence, they can balance their work and life', and 'Teleworking significantly reduces

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the logistical (commuting) expenses incurred by staff members were omitted from the research questionnaire used to collect data for the final study.

Table 7

KMO and Bartlett's Test for Health and Wellness Programmes

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.493
Bartlett's Test of Sphericity	Approx. Chi-Square	305.342
	Df	36
	Sig.	.000

According to the results shown in Table 7, KMO = 0.493; Bartlett's test, $p = 0.000 < 0.05$. Whereas the KMO was below the ideal value of 0.6, Bartlett's test returned a statistically significant value. Given that the sampling adequacy threshold was not met, it means that the sample was not large enough and suitable for factor analysis. Based on these results, the analysis relied on the results depicted by communalities as shown in Table 8. To address the low KMO results, adjustments were made to the final study's questionnaire, particularly on health and wellness programmes.

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Table 8

Communalities for Health and Wellness Programmes

	Initial	Extraction
The university has in place employee assistance programmes.	1.000	.640
There is a counselling department that offers counselling services to the staff.	1.000	.953
The staff members regularly attend mentorship programmes organized by the university.	1.000	.863
The physical wellness of the staff is prioritized by the university.	1.000	.907
The university provides health insurance cover to all the staff members regardless of their terms of engagement.	1.000	.601
The university hardly offers health education targeting the staff.	1.000	.936
The university offers financial wellness programmes to the staff members regularly.	1.000	.966
The university partners with other bodies to provide health screenings to the staff.	1.000	.569
The staff are sometimes engaged in team-building activities.	1.000	.916

Extraction Method: Principal Component Analysis.

ST. PAUL'S UNIVERSITY

In tandem with the results shown in Table 8, it is apparent that all factors, except three, had their communalities returning values above the minimum ideal value of 0.7. Therefore, all sub-constructs were included in the final questionnaire. However, three sub-variables: 'The university has in place employee assistance programmes', 'The university provides health insurance cover to all the staff members regardless of their terms of engagement', and 'The university partners with other bodies to provide health screenings to the staff' were omitted since they returned communalities (0.640, 0.601, and 0.569 respectively) lower than the minimum recommended threshold of 0.7.

Table 9

KMO and Bartlett's Test for Workload Management

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.403
Bartlett's Test of Sphericity	Approx. Chi-Square	323.399
	Df	66
	Sig.	.000

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The KMO results in Table 9 (KMO = 0.403) indicate that the pilot study sample was not adequate for factor analysis (PCA). However, Bartlett's test of sphericity returned statistically significant results ($p = 0.000 < 0.05$), which indicated that the sub-variables under workload management were correlated. These results necessitate adjustments to the data items, in respect of workload management, that constituted the research questionnaire that was used to collect data for the final study.

Table 10

Communalities for Workload Management

	Initial	Extraction
The university reliably provides the resources required to perform tasks.	1.000	.909
The staff always estimates the quantity and demand of each task they are assigned.	1.000	.846
Task estimation enables the staff to better plan for their tasks.	1.000	.842
There is a specific deadline for each task being undertaken by the staff members.	1.000	.942
Deadlines ensure that all tasks are completed on time.	1.000	.931
Huge tasks are often split into sub-tasks (for instance, some units are delivered in the form of lectures, assignments, presentations and projects).	1.000	.578
The frequency of task allocation to the staff greatly determines the successful completion.	1.000	.929
The university always ensures that the workload is managed on time for the staff.	1.000	.918
The university always conducts proper resource mapping before it determines who will undertake specific tasks.	1.000	.868
Resource mapping enables the university to assess the available resources.	1.000	.874
The university always measures how the resources are allocated.	1.000	.848
The tasks assigned to each staff member are reviewed regularly.	1.000	.963

Extraction Method: Principal Component Analysis.

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It is evident from the results shown in Table 10 that, except for one factor, 'Huge tasks are often split into sub-tasks (for instance, some units are delivered in the form of lectures, assignments, presentations and projects)', the rest returned values higher than 0.7 (minimum ideal value). All the sub-constructs (factors) that met the minimum threshold were included in the questionnaire for the final study, while the lone sub-construct that failed the test was omitted.

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Table 11

KMO and Bartlett's Test for Technology Adoption

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.569
Bartlett's Test of Sphericity	Approx. Chi-Square	136.318
	Df	10
	Sig.	.000

According to the results of KMO shown in Table 11 (0.569), the sample data did not pass the adequacy test. The ideal value should be KMO ≥ 0.6. Interpretively, the data were likely to be unsuitable for factor analysis. These results notwithstanding, Bartlett's test of sphericity returned results that were statistically significant ($p = 0.000 < 0.05$). The Bartlett's test results indicated that the sub-variables for technology adoption were significantly correlated. To address the deviation of the negative deviation of the KMO results from the ideal value, appropriate amendments were made to the subconstructs for technology adoption that featured in the questionnaire for the final study.

Table 12

Communalities for Technology Adoption

	Initial	**Extraction**
The university has sufficient infrastructure to support the staff in performing their duties and responsibilities.	1.000	.890
The university has adequate technology that supports the members in their work.	1.000	.826
The available technology is reliable, given that it is available throughout and has high quality.	1.000	.735
The university hardly experiences internet interruptions or outages.	1.000	.769
The university has a user-friendly staff portal.	1.000	.913
The strong internet connectivity and reliable staff portal enable smooth teleworking through online classes.	1.000	.871
The university has greatly embraced technology in teaching.	1.000	.913
A majority of classes are offered online or are blended.	1.000	.849
The university has a high number of infrastructure (lecture halls, libraries, labs, theatres, etc.) that match the work requirements.	1.000	.344

Extraction Method: Principal Component Analysis.

As shown in Table 12, the last subconstruct under technology adoption, 'The university has a high number of infrastructures that match the work requirements', returned an

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extraction value = 0.344, which was lower than the ideal value ≥ 0.7. The remaining sub-constructs (factors) exceeded the minimum ideal value. This implies, except for the aforementioned sub-construct, that the rest were retained in the questionnaire that was used to collect data for the main study.

The PCA was further involved in assessing the sub-constructs that adequately and correctly explained or described 'Governance'. The pertinent results are illustrated in Table 13. However, concerning KMO and Bartlett's test, the results were a 'non-positive definite correlation matrix'. This implied that the correlations between the sub-variables were not suitable for factor analysis. This was occasioned by the sample size being too small relative to the number of sub-variables. It is important to note that, unlike the other five variables, 'governance' had only five sub-constructs; hence the failure to have a definite output for KMO and Bartlett's test. According to Tabachnick and Fidell (2013), for factor analysis to be applicable, it is recommended for each item (say, governance) to have at least 10 cases (sub-variables). Consequently, the results depicted by communalities (Table 13) sufficed in determining the inclusivity/exclusivity of sub-variables for governance in the final study's questionnaire.

Table 13

Communalities for Governance

	Initial	**Extraction**
The university and the staff are highly accountable in the dispensation of the services that they offer.	1.000	.917
The university is very transparent in its relationship with the staff.	1.000	.857
The staff members often feel that the university treats them fairly as it engages them.	1.000	.920
Equity is upheld in the allocation of tasks and duties to the staff.	1.000	.984
The university, as well as the staff, express a high degree of responsibility in the dispensation of its mandates.	1.000	.579

Extraction Method: Principal Component Analysis.

As shown in Table 13, it is evident that four out of the five sub-constructs that described 'governance' returned extraction values above the minimum recommended value of

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0.7. According to these results, the four sub-constructs were included in the final study's questionnaire while the fifth was adjusted through paraphrasing.

The study further examined the adequacy and suitability of the factors that explain the 'employee performance' construct. The relevant results are as shown in Tables 14 and 15.

Table 14

KMO and Bartlett's Test for Employee Performance

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.615
Bartlett's Test of Sphericity	Approx. Chi-Square	260.025
	Df	36
	Sig.	.000

As demonstrated in Table 14, the sample data were established to be adequate (KMO = 0.615) since the results were higher than the minimum ideal value of KMO = 0.6. These results meant that the sample data were suitable for factor analysis. The results of Bartlett's test of sphericity were statistically significant ($p = 0.000 < 0.05$), thus depicting the significant correlation between the sub-constructs that explained 'employee performance'.

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Table 15

Communalities for Employee Performance

	Initial	Extraction
The staff are highly efficient in dispensing their duties.	1.000	.721
All tasks are completed on time.	1.000	.963
There is high-quality work demonstrated by the staff members.	1.000	.696
The high quality of work is reflected in the high pass rate of the students.	1.000	.926
The university has high graduation rates every year (more than 75%) in all disciplines.	1.000	.552
The workload taken by each staff member is highly manageable.	1.000	.850
The staff hardly complain regarding the allocated workload.	1.000	.846
The university keeps track of the absorption of its graduates.	1.000	.856
There is a high number of graduates absorbed by the labour market (both public and private sectors).	1.000	.970

Extraction Method: Principal Component Analysis.

As shown in Table 15, the third and fifth sub-constructs: 'There is high quality of work demonstrated by the staff members', and 'The university has high graduation rates every year in all disciplines' returned values (0.696 and 0.552 respectively) that were lower than the minimum recommended threshold of 0.7. The remaining seven sub-constructs, however, returned extraction values higher than the minimum ideal value of 0.7. Consequently, whereas the third and fifth sub-variables were paraphrased, the others were retained as they originally were.

3.9.2 Reliability Test

A reliability test is concerned with how consistently a tool can facilitate data collection when subjected to similar study populations (Shodiya & Adekunle, 2022). Given that the data collection tool was structured using a Likert scale, reliability was tested using Cronbach's alpha coefficient. According to Lam et al. (2010), Cronbach's alpha is commonly used to test the reliability of an instrument that is used to collect numerical responses or data. It is described as the average intercorrelations of data items as well as

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the number of items in the scale (Ahmed et al., 2022). As recommended in previous research, the current study accepted Cronbach's alpha values of at least 0.7 (Heale & Twycross, 2015). The results of the reliability test are shown in Table 16.

Table 16

Reliability Test Results

Study Constructs	Number of Test Items	Cronbach's Alpha Coefficient
Flexible work arrangements	15	.765
Health and wellness programmes	9	.827
Workload management	12	.795
Technology adoption	9	.816
Governance	5	.857
Employee performance	9	.763

According to the results illustrated in Table 16, all six study variables returned Cronbach's alpha coefficients above 0.7. The results implied that flexible work arrangements (α = 0.765), health and wellness programmes (α = 0.827), workload management (α = 0.795), technology adoption (α = 0.816), governance (α = 0.857), and employee performance (α = 0.763) constituted sub-constructs (data items) that had a high internal consistency, if and when the questionnaire would be administered on similar respondents. These results were in concurrence with Taber's (2018) assertion that Cronbach's alpha coefficients of at least 0.7 indicate acceptable internal consistency. These results indicate that the research instrument did not require any adjustments to be used to collect consistent data similar to that of the final study.

3.10 Data Analysis and Presentation

The collected data were cleaned and screened before their consideration for analysis. Data cleaning was done to identify any data errors (non-responses, inappropriate responses, and incomplete questionnaires with a view to correcting them where possible (Huebner et al, 2020). Screening data is important since it determines the quality as well as the output of quantitative research (Abdulwahab et al., 2011). Statistical screening methods were used to detect any aberrant response patterns. After data cleaning and screening, SPSS aided in data analysis. Descriptive and inferential

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statistics were used to analyse the collected data. It is important to note that pertinent diagnostic tests were conducted before inferential statistical analysis. Each statistical test is described below.

3.10.1 Descriptive Statistical Analysis

The descriptive statistics that were used in data analysis included measures of distribution, measures of central tendency, and measures of dispersion. Measures of distribution encompassed frequencies and percentages. The mean was the measure of central tendency that was used in the analysis, while the standard deviation was the measure of dispersion. These descriptive statistics are commonly used in analyses involving ordinal data (Kaur et al., 2018).

3.10.2 Diagnostic Tests

The collected data were ordinal, which is a type of categorical data. Therefore, only the tests of linearity and multicollinearity were viable. The linearity test involves determining the existence (or lack thereof) of a linear relationship between a predictor variable and a dependent variable. The standard F-test is applicable in testing the linearity of categorical variables (Gertheiss & Oehrlein, 2011). Therefore, this statistic was used to conduct linearity tests in the current study.

Multicollinearity occurs when there is a correlation between two or more independent variables in a multiple regression model. The presence of multicollinearity increases the standard error of the (regression) coefficients. Consequently, the effect of some predictors on the dependent variable may appear statistically insignificant, even when it is not (Daoud, 2017). Multicollinearity is tested or measured using the variance inflation factor (VIF), which is the reciprocal of 'Tolerance'. When VIF is greater than 10, it is said there is a multicollinearity problem, which results in the regression coefficients being poorly estimated (Shrestha, 2020). Therefore, the study strived to ensure all the predictor constructs returned a VIF less than 10.

3.10.3 Inferential Statistical Analysis

Inferential statistics are very crucial in research because they enable the drawing of inferences regarding the phenomena being studied. These statistics are statistical computations aimed at generalising sample findings to a larger population, enabling the drawing of conclusions (Jose & Szabó, 2017). In this study, inferential statistics involved Spearman's rank correlation and regression analysis.

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Spearman's rank correlation coefficient (denoted by ρ or r_s) is used to measure the direction and strength (or magnitude) of the association (or relationship) between two ranked variables. It is a nonparametric correlation measure that is recommended for ordinal data (similar to the one featured in this study) (Zar, 2005). In addition to the correlation analysis, various regression analyses were conducted. These include simple linear regression, multiple regression and moderated multiple regression analyses. The use of the foregoing regression analyses was grounded in the viability of linear regression analysis when handling categorical data or variables (Venkataramana et al., 2016).

Simple linear regression analysis was conducted to determine the effect of each predictor (flexible work arrangements, health and wellness programmes, workload management, and technology adoption) on the dependent variable (employee performance). The following simple linear regression models guided the analysis for each objective.

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon \quad \text{.....i}$$

$$Y = \beta_0 + \beta_2 X_2 + \varepsilon \quad \text{.....ii}$$

$$Y = \beta_0 + \beta_3 X_3 + \varepsilon \quad \text{.....iii}$$

$$Y = \beta_0 + \beta_4 X_4 + \varepsilon \quad \text{.....iv}$$

Multiple regression analysis was carried out to determine the combined effect of the quality of work-life approaches on employee performance in public universities. This analysis was guided by the following model.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \quad \text{.....v}$$

Moderated regression analyses were conducted to assess the moderating effect of governance on the nexus between each of the quality of work-life approaches (flexible work arrangements, health and wellness programmes, workload management and technology adoption) and employee performance, as well as the moderating effect of governance on the relationship between the aforementioned approaches (combined) and employee performance. The following models guided the moderated regression analyses.

ST. PAUL'S UNIVERSITY

$Y = \beta_0 + \beta_1 X_1 + \beta_2 (M)(X_1) + \varepsilon$ vi

$Y = \beta_0 + \beta_2 X_2 + \beta_3 (M)(X_2) + \varepsilon$ vii

$Y = \beta_0 + \beta_3 X_3 + \beta_4 (M)(X_3) + \varepsilon$ viii

$Y = \beta_0 + \beta_4 X_4 + \beta_5 (M)(X_4) + \varepsilon$ ix

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 (M)(X_1)(X_2)(X_3)(X_4) + \varepsilon$ x

Where:

Y = Dependent variable (employee performance)

β_0 = Constant

$\beta_1 - \beta_5$ = Coefficients of predictor variables and interaction term

X_1 - X_4 = Predictor variables (flexible work arrangements, health and wellness programmes, workload management and technology adoption)

M = Moderating variable 'Governance' ε = Error term

3.11 Ethical Considerations

The study considered several ethical issues, particularly since it involved human subjects. The data for this study were collected only after obtaining a research permit and a letter from NACOSTI and the Ethics Committee, respectively. The two clearly indicated that the researcher intended to collect data exclusively about the present study. The researcher sought respondents' consent before collecting data. A consent letter was attached to the Google Forms link that was sent to the sampled respondents. The consent form clearly indicated the title, scope, purpose and objectives of the research study. Participation in the study was voluntary. The participants were assured that they could withdraw from the study unconditionally. The research instrument did not have data items that sought to collect data that were perceived to be intrusive to the respondents. The respondents were reassured that the data collected from them would be handled confidentially, and this was communicated to them through the consent form.

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CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results derived from data collected from the sampled university staff. Specifically, it covers the response rate, demographic findings, and both descriptive and inferential statistical findings. The study results are discussed relative to the findings of the reviewed empirical studies.

4.2 Response Rate

The total number of questionnaires issued to respondents matched the 385 sampled employees. The questionnaires were administered via Google Forms and shared with respondents via their institutional emails, obtained from the senior management of the respective universities. Of the 385 questionnaires issued, 119 were either not completed or not submitted for analysis. Consequently, 266 questionnaires were completed and submitted for analysis. After screening, it was established that all submitted questionnaires had been appropriately and completely completed. This represents a response rate of 69.09%. Mugenda and Mugenda (2003) stated that a response rate of 60% is good, and above 70% is considered very good. Therefore, the response rate for the current study's online survey was sufficient.

4.3 Demographic Findings

The study presents the demographics of the participating employees. These include job classification, terms of engagement, and working experience. The relevant results are illustrated in Table 17.

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Table 17

Demographic Information

Demographics	Dimension	Frequency	Percentage
Job classification	Academic	171	64.3
	Non-academic	95	35.7
Terms of engagement	P&P	248	93.2
	Contract	18	6.8
Contract duration	Less than 10 years	2	11.1
	10 to 14 years	11	61.1
	15 to 20 years	5	27.8
Working experience	Less than 10	4	1.5
	10 to 14 years	123	46.2
	15 to 19 years	123	46.2
	20 years and above	16	6.0

The results shown in Table 17 indicate that most participants (64.3%) were academic staff from 8 public universities in Kenya established before 2013. Only 35.7% constituted non-academic staff. The findings underlined the greater ease of access for faculty members compared to non-teaching staff. Unlike the latter, who ordinarily work from 8.00 am to 5.00 pm, the teaching staff have a more flexible schedule. Therefore, teaching staff had a greater opportunity to complete the questionnaires. It was observed that a majority (93.2%) of the participants were employees on a permanent and pensionable basis, with only 6.8% working on contract. These results allude to the greater accessibility of P&P employees compared to those on contracts. In interpretation, most of the lecturers (academic staff) on P&P were also working part-time in other universities. This tallies with reference to Kenya's faculty as 'shuttling lecturers', where most of them teach at more than one university (Wesangula, 2015).

Almost all the sampled respondents, at 93.2%, were on a permanent and pensionable basis. Most (61.1%) of employees on contract terms had worked on those terms at their respective universities for 10 to 14 years. Notably, 92.4% of the sampled employees had worked at their current universities for 10 to 19 years. P&P, constituting the majority of respondents and having worked in their respective universities for a considerably lengthy period,

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enhanced the credibility of the collected data. The current study is unlike previous studies, which indicated that public university employees have been leaving their institutions for better-paying institutions (Mugo & Siagi, 2024). The current study reflects a different scenario, since most employees have worked in these universities for lengthy periods. The fact that most of the participating employees had long working experience in their respective universities underscored the credibility of the collected data. This stems from the fact that they were largely conversant with various aspects of work-life quality and employee performance.

4.4 Descriptive Statistical Findings

The collected data were on a 5-point Likert scale ranging from 'Strongly Disagree' to 'Strongly Agree' for each sub-construct under the variables: Flexible work arrangements, health and wellness programmes, workload management, technology adoption, governance, and employee performance. The Likert scale consists of 5 points, which include 'Strongly Disagree (SD = 1)', 'Disagree (D = 2)', 'Neither Agree nor Disagree (NAND = 3)', 'Agree (A = 4)', and 'Strongly Agree (SA = 5)'. The findings are presented in Tables 18, 19, 20, 21, 22, and 23. The findings are presented as descriptive statistics, including measures of distribution (frequencies and percentages), measures of central tendency (mean), and measures of dispersion (standard deviation [S.D.]).

4.4.1 Descriptive Statistics for Flexible Work Arrangements

The study contextualises the views of both academic and non-academic staff at the eight participating universities regarding flexible work arrangements at their respective institutions. The pertinent results are presented in Table 18.

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Table 18

Descriptive Statistics for Flexible Work Arrangements

	SD (%)	D (%)	NAND (%)	A (%)	SA (%)	Mean	S.D.
Part-time work for staff is allowed at the university.	0	0	2 (8)	62 (23.3)	202 (75.9)	4.75	0.450
The staff members rarely have their work reduced due to the high student enrolment.	1(4)	1(4)	0	109 (41.0)	155 (58.3)	4.57	0.518
Increased workload decreases the quality of the work-life balance among the staff members.	0	1(4)	41(15.4)	42 (15.8)	182 (68.4)	4.53	0.753
Practising flextime has improved work-life balance amongst the staff.	0	13(4.9)	3 (1.1)	165 (62.0)	85 (32.0)	4.22	0.682
The university allows the staff to exercise flextime.	0	0	13 (4.9)	191 (71.8)	62 (23.3)	4.18	0.499
Some staff have compressed work schedules.	46 (17.3)	4(1.5)	23 (8.6)	5 (1.9)	188 (70.7)	4.07	1.554
Telework is quite common at the university.	0	31(11.7)	12 (4.5)	158 (59.4)	65 (24.4)	3.95	0.858
Both P&P and other staff can effectively work on a part-time basis.	12 (4.5)	10(3.8)	9(3.4)	211 (79.3)	24 (4.5)	3.85	0.812
Part-time work has greatly enhanced the work-life balance for the staff.	23 (8.6)	11(4.1)	193 (72.6)	11 (4.1)	6 (2.3)	3.06	0.952
There is a sharing of some of the work among staff members.	24 (9.0)	22(8.3)	177 (66.5)	7 (2.6)	36 (13.5)	3.05	0.980

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Work is shared depending on the workload for respective positions.	19 (7.1)	22 (8.3)	197 (74.1)	11 (4.1)	17 (6.4)	2.94	0.815
The compressed work schedules enable the staff members to complete their workload early and attend to other tasks assigned by the university.	24 (9.0)	17 (6.4)	199 (74.8)	0	6 (2.3)	2.88	0.758
Job sharing has greatly improved the quality of work-life balance.	58 (21.8)	171 (64.3)	17 (6.4)	1 (4)	19 (7.1)	2.07	0.969
Composite score						**3.70**	**0.595**

Expectedly, as shown in Table 18, the respondents strongly concurred that part-time work was allowed in Kenya's public universities (mean = 4.75; S.D. = 0.450). The surveyed staff strongly admitted that the high student enrolment in public universities seldom led to a reduction in their workload (mean = 4.57; S.D. = 0.518). They also held a strong opinion that the increased workload compromised the quality of their work-life balance (mean = 4.53; S.D. = 0.753). As shown in Table 18, it is clear that the sampled staff had largely similar views in agreeing with the foregoing assertions (S.D. < 1.000).

A majority of staff concurred that flextime had improved their work-life balance (A/SA = 94.0%). These results supported earlier findings indicating that FWAs improved work-life balance (Sekhar & Patwardhan, 2021). The findings also supported earlier observations that work flexibility in Kenya's institutions of higher education enabled employees to balance their personal and professional lives, thereby increasing job satisfaction and performance (Dikirr & Omuya, 2023). Flextime worked in the staff's favour, as corroborated by most (95.1%) of the participating academic and non-academic staff who admitted that public universities in Kenya allowed them to practice flextime. The foregoing concurred with the findings of Atiku and Ganiyu's (2021) study, which indicated that remote working and flexible work options were most preferred, albeit mostly during crisis periods.

Despite holding conspicuously divergent views (S.D. = 1.554), it was generally agreed

ST. PAUL'S UNIVERSITY

that some university staff had compressed work schedules (mean = 4.07; S.D. = 1.554). It was also concurred by a majority of the respondents that telework was quite common at public universities (A/SA = 83.8%; mean = 3.95; S.D. = 0.812), and that all employees (particularly faculty staff) could effectively work on a part-time basis (A/SA = 83.8%; mean = 3.85; S.D. = 0.812). These results aligned with findings from a previous Zimbabwean study, which established that teleworking constituted part of flexible work arrangements in tertiary education institutions (Muchowe et al., 2021).

Notably, participants were generally indecisive about the claim that part-time work had greatly enhanced their work-life balance (mean = 3.06; S.D. = 0.952). These results contradicted Dikirr and Omuya's (2023) findings, which were more definitive in asserting that work flexibility offered Dedan Kimathi University of Technology and Karatina University employees a balance between their personal and professional lives. According to the composite score (mean = 3.70; S.D. = 0.595), respondents generally agreed with the aspects of flexible work arrangements in Kenya's public universities.

4.4.2 Descriptive Statistics for Health and Wellness Programmes

The study further examined the views of academic and non-academic staff of Kenya's public universities regarding health and wellness programmes at their respective institutions. The relevant results are outlined in Table 19.

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Table 19

Descriptive Statistics for Health and Wellness Programmes

	SD (%)	D (%)	NAND (%)	A (%)	SA (%)	Mean	S.D.
The terms of engagement (P&P, contractual) determine the specifics of the health insurance cover provided by the university.	20 (7.5)	0	0	56 (21.)	190 (71.4)	4.48	1.086
The staff are sometimes engaged in team-building activities	0	1 (4)	33 (12.4)	89 (33.5)	143 (53.8)	4.38	0.802
There is a counselling department that offers counselling services to the staff.	32 (12.0)	22 (8.3)	3 (1.1)	28 (10.5)	181 (68.0)	4.14	1.447
The university hardly offers health education targeting the staff.	2 (8)	2 (8)	0	237 (89.1)	25 (9.4)	4.07	0.420
The staff members regularly attend mentorship programmes organised by the university.	14 (5.3)	25 (9.4)	5 (1.9)	190 (71.4)	32 (12.0)	3.76	0.966
The programs put in place sufficiently address the health and wellness of the university staff.	30 (11.3)	16 (6.0)	9 (3.4)	183 (68.8)	28 (10.5)	3.61	1.118
The university's employees undergo voluntary health screening frequently (at least once every semester).	64 (24.1)	158 (59.4)	25 (9.4)	19 (7.1)	0	2.00	0.784

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The physical wellness of the staff is prioritised by the university.	51 (19.2)	203 (76.3)	12 (4.5)	0	0	1.86	0.483
The university offers financial wellness programmes to the staff members regularly.	77 (28.9)	186 (69.9)	2 (0.8)	1 (0.4)	0	1.74	0.505
Composite Score						**3.34**	**0.568**

As shown in Table 19, the study participants generally agreed that the specifics of the health insurance provided by the universities were contingent on employees' terms of engagement (mean = 4.48). However, a sizeable number of respondents held divergent views (S.D. = 1.086). While holding largely similar views (S.D. < 1.000), the sampled staff generally admitted that they were sometimes engaged in team-building activities (mean = 4.38; S.D. = 0.802), and that public universities hardly offered health education that targeted them (mean = 4.07; S.D. = 0.420).

Although respondents, on average, concurred that a counselling department offered counselling services targeting staff, a considerable number disputed the assertion (mean = 4.14; S.D. = 1.447). While most (83.4%) of the participants either agreed or strongly agreed that university staff members regularly attended mentorship programmes organised by their institutions, 14.7% either disputed or strongly disputed the assertion. Despite a majority of respondents agreeing that the available programmes sufficiently addressed the health and wellness of university staff (agree/strongly agree = 79.3%), a sizeable number held a contrary opinion (disagree/strongly disagree = 17.3%).

Generally, the sampled employees disputed that they underwent voluntary health screening frequently (mean = 2.00; S.D. = 0.784) and that their universities prioritised their physical wellness (mean = 1.86; S.D. = 0.483). This contradicted the results of a study conducted in Botswana, which indicated that health screening was implemented at the workplace as part of a wellness programme (Ledikwe et al., 2017). The lack of prioritising the physical wellbeing of the staff departed from the findings of a previous study, which indicated that the physical wellness of Safaricom staff was emphasised by the company (Ganu et al., 2017). The findings also contradicted observations from Muthoki and Were's (2017) study, which revealed that employees were rewarded and

ST. PAUL'S UNIVERSITY

recognised to encourage them to take up wellness programmes.

On the same breadth, the respondents, on average, refuted that public universities offered them regular financial wellness programmes (mean = 1.74; S.D. = 0.505). The participants' views regarding the foregoing assertions had only minimal variation (S.D. < 1.000). As illustrated by the composite score (mean = 3.34; S.D. = 0.568), it is evident that the participants almost equally concurred with and disputed the aspects of health and wellness programmes at Kenya's public universities.

4.4.3 Descriptive Statistics for Workload Management

The study further examined the views of the participants regarding workload management at Kenya's public universities. Table 20 presents the relevant descriptive statistics.

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Table 20

Descriptive Statistics for Workload Management

	SD (%)	D (%)	NAND (%)	A (%)	SA (%)	Mean	S.D.
Task estimation enables the staff to better plan their tasks.	0	1(4)	0	75 (28.2)	190 (71.4)	4.71	0.480
Deadlines ensure that all tasks are completed on time.	0	0	0	91 (34.2)	175 (65.8)	4.66	0.475
There is a specific deadline for each task being undertaken by the staff members.	0	0	0	162 (60.9)	104 (39.1)	4.39	0.489
The frequency of task allocation to the staff greatly determines successful completion.	1 (4)	31 (11.7)	2 (8)	66 (24.8)	166 (62.4)	4.36	1.009
Tasks are often delivered in the form of lectures, assignments, presentations, term papers, and projects.	0	0	0	246 (92.5)	20 (7.5)	4.08	0.264
The university reliably provides the resources required to perform tasks.	29 (10.9)	26 (9.8)	209 (78.6)	1(4)	1 (4)	2.70	0.679
Resource mapping enables the university to assess the available resources.	0	210 (78.9)	0	43 (16.2)	13 (4.9)	2.47	0.932
The staff always estimates the quantity and demand of each task they are assigned.	32 (12.0)	183 (68.8)	19 (7.1)	32 (12.0)	0	2.19	0.799
The university always conducts proper resource mapping before it determines who will undertake specific tasks.	44 (16.5)	182 (68.4)	9 (3.4)	30 (11.3)	1 (0.4)	2.11	0.822
The tasks assigned to each staff member are reviewed regularly.	59 (22.2)	174 (65.4)	1 (4)	13 (4.9)	19 (7.1)	2.09	1.029
The university always ensures that the workload is managed on time for the staff.	58 (21.8)	187 (70.3)	2 (8)	13 (4.9)	6 (2.3)	1.95	0.790
The university always measures how the resources are allocated.	81 (30.5)	164 (61.7)	1 (4)	1(4)	19 (7.1)	1.92	0.982
Composite score						**3.14**	**0.457**

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According to the results shown in Table 20, while holding mostly similar views, the sampled staff generally strongly agreed that task estimation helped them plan their work more effectively (mean = 4.71; S.D. = 0.480) and that deadlines ensured all tasks were completed on time (mean = 4.66; S.D. = 0.475). All respondents either agreed (A = 60.9%) or strongly agreed (SA = 39.1%) that each task had a specific deadline. Thus, these findings corroborate Mbinya and Mose's (2022) study findings, which underlined the importance of the number of tasks and the task execution time to the performance of employees.

Moreover, all staff agreed or strongly agreed that tasks often took the form of lectures, assignments, presentations, term papers, and projects (agree/strongly agree = 100.0%). Although some respondents held differing opinions (S.D. = 1.009), it was generally accepted that the frequency of task allocation significantly influenced successful task completion (mean = 4.36). A majority of respondents (NAND = 78.6%) were indifferent regarding the claim that the university reliably provided the necessary resources. While opinions were largely similar, it was notably disputed that resource mapping enabled the universities to evaluate available resources (mean = 2.47; S.D. = 0.932) and that staff consistently estimated the quantity and demand of each task (mean = 2.19; S.D. = 0.799).

The surveyed staff largely dismissed the idea that public universities always conducted proper resource mapping before assigning tasks (mean = 2.11; S.D. = 0.822), and that tasks assigned to staff were regularly reviewed (mean = 2.09; S.D. = 1.029). Furthermore, it was generally rejected that public universities always ensured staff managed their workload on time (mean = 1.95; S.D. = 0.790), and that they routinely measured how resources were allocated (mean = 1.92; S.D. = 0.982). This is despite the university lecturers' ability to easily manage their workload within the stipulated time, as a past Pakistani study established (Gul et al., 2021). Generally, the staff were mostly undecided on issues related to workload management in public universities (average = 3.14; S.D. = 0.457).

4.4.4 Descriptive Statistics for Technology Adoption

The study examined the extent to which academic and non-academic staff agreed or disagreed with issues touching on technology adoption in Kenya's public universities.

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The results presented in the form of relevant descriptive statistics are illustrated in Table 21.

Table 21

Descriptive Statistics for Technology Adoption

	SD (%)	D (%)	NAND (%)	A (%)	SA (%)	Mean	S.D.
The strong internet connectivity and reliable staff portal enable smooth teleworking through online classes.	12 (4.5)	34 (12.8)	5 (1.9)	37 (13.9)	178 (66.9)	4.26	1.242
The university has a user-friendly staff portal.	0	21 (7.9)	27 (10.2)	177 (66.5)	41 (15.4)	3.89	0.750
The university has adequate technology that supports the members in their work.	20 (7.5)	10 (3.8)	0	217 (81.6)	19 (7.1)	3.77	0.921
The university has sufficient infrastructure to support the staff in performing their duties and responsibilities	31 (11.7)	11 (4.1)	1 (4)	222 (83.5)	1 (4)	3.57	1.019
The university has greatly embraced technology in teaching.	35 (13.2)	10 (3.8)	17 (6.4)	198 (74.4)	6 (2.3)	3.49	1.079
The available technology is reliable, given that it is available throughout and has high quality.	37 (13.9)	27 (10.2)	5 (1.9)	197 (74.1)	0	3.26	1.157
The university hardly experiences internet interruptions or outages.	12 (4.5)	9 (3.4)	204 (76.7)	21 (7.9)	20 (7.5)	3.11	0.765
A majority of classes are offered online or are blended.	93 (35.0)	173 (65.0)	0	0	0	1.67	0.471
Composite score						**3.38**	**0.782**

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According to the results shown in Table 21, despite the findings demonstrating considerable variance (S.D. = 1.242), the participating staff generally admitted that strong internet connectivity and a reliable staff portal enabled smooth teleworking, as reflected in online lectures (mean = 4.26). The aforementioned portal was generally admitted to be user-friendly (mean = 3.89; S.D. = 0.750). These findings underscore the importance attached to technology adoption by Kenya's public universities. This tallies with the findings of a past Ukrainian empirical study, which revealed that IT adoption enhanced the quality of educational services in the country's universities, thus granting them a competitive edge (Karpenko et al., 2019).

Despite a majority of the participants concurring that public universities had adequate technology that supported them in their work (A/SA = 88.7%), several others contradicted this view (D/SD = 11.3%). Whereas 83.9% of the sampled staff either admitted or strongly admitted that the universities had sufficient infrastructure to support them in performing their duties and responsibilities, 15.8% held a different opinion. The availability of requisite infrastructure in Kenya's public universities concurs with findings from an earlier study conducted in Tanzania, which indicated that various educational technologies were used for learning, teaching, and research (Sukuma et al., 2023).

The sampled staff generally neither agreed nor disagreed that public universities had significantly embraced technology in teaching (mean = 3.49; S.D. = 1.079), that the available technology was reliable (mean = 3.26), and that universities rarely experienced internet interruptions or outages (mean = 3.11). However, all the surveyed staff disputed that most classes were conducted as online or blended lectures (D/SD = 100.0%; mean = 1.67; S.D. = 0.471). Overall, the respondents held varied opinions regarding technology adoption by public universities in Kenya (composite mean = 3.38; composite S.D. = 0.782). These findings partly align with Mbowa et al.'s (2020) study, whose results indicated that technology integration in East African universities was hindered by several challenges, including inadequate technology infrastructure, lack of competence, and resistance from some lecturers.

4.4.5 Descriptive Statistics for Governance

The study further assessed the views of academic and non-academic staff sampled from public universities in Kenya regarding various aspects of governance in their respective

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institutions. These views are presented in Table 22.

Table 22

Descriptive Statistics for Governance

	SD (%)	D (%)	NAND (%)	A (%)	SA (%)	Mean	S.D.
The university and the staff are highly accountable for the dispensation of the services that they offer.	0	13 (4.9)	19 (7.1)	194 (72.9)	40 (15.0)	3.98	0.644
The staff are very responsible when executing tasks, duties and responsibilities as per their job descriptions.	0	0	22 (8.3)	237 (89.1)	7 (2.6)	3.94	0.326
Equity is upheld in the allocation of tasks and duties to the staff.	68 (25.6)	3 (1.1)	4 (1.5)	188 (70.7)	3 (1.1)	3.36	1.225
The university is very transparent in its relationship with the staff.	108 (40.6)	158 (59.4)	0	0	0	1.59	0.492
The staff members often feel that the university treats them fairly as it engages them.	235 (88.3)	30 (11.3)	1 (4)	0	0	1.13	0.381
Composite score						**2.80**	**0.417**

As shown in Table 22, the composite score (mean = 2.80; S.D. = 0.417) indicates that staff held considerably divergent views on governance in local public universities. The results meant that, according to the sampled faculty and non-faculty staff, the number of public universities with strong governance structures almost equalled the number of similar institutions with weak governance structures. Put into perspective, they generally agreed that public universities, as well as their staff, were highly accountable in dispensing their services (mean = 3.98; S.D. = 0.644). These findings align with an earlier study conducted in Palestine, which found that public universities in the country adopted governance principles exemplified by transparency, accountability, and disclosure (Alshaer et al., 2017). However, a Moroccan study found the opposite: unlike

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the current study, the former research found that the country's universities lacked accountability (Bennani et al., 2021).

Except for 22 indifferent employees, the rest (91.7%) either agreed or strongly agreed that they were very responsible when performing their tasks, duties and responsibilities in line with their job descriptions. On average, the sampled staff were indecisive regarding the assertion that equity was upheld in task and duty allocation (mean = 3.36; S.D. = 1.225). All the sampled staff either disputed (D = 59.4%) or strongly disputed (SD = 40.6%) that the participating public universities had a very transparent relationship with their staff. On average, the staff who participated in the study held largely similar opinions, strongly disagreeing that they often felt that the universities treated them fairly when engaging them (mean = 1.13; S.D. = 0.381).

4.4.6 Descriptive Statistics for Employee Performance

The study further examined the views of the academic and non-academic staff on their performance (employee performance). The pertinent results are shown in Table 23. It is important to note that the employee performance was measured using various metrics, including graduation timeliness, students' pass rate, quality of work, graduates' absorption into the labour market, staff efficiency, and task completion timeliness.

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Table 23

Descriptive Statistics for Employee Performance

	SD (%)	D (%)	NAND (%)	A (%)	SA (%)	Mean	S.D.
Most students graduate within the expected period.	3 (1.1)	0	1 (4)	138 (51.9)	124 (46.6)	4.43	0.624
The high quality of work is reflected in the high pass rate of the students.	0	12 (4.5)	0	245 (92.1)	9 (3.4)	3.94	0.460
There is a high quality of work demonstrated by the staff members.	0	0	39 (14.7)	227 (85.3)	0	3.85	0.354
There is a high number of graduates absorbed by the labour market (both public and private sectors).	0	1 (4)	79 (29.7)	180 (67.7)	6 (2.3)	3.73	0.495
The staff are highly efficient in performing their duties.	12 (4.5)	8 (3.)	28 (10.5)	217 (81.6)	1 (0.4)	3.70	0.741
The university keeps track of the absorption of its graduates.	83 (31.2)	158 (59.4)	25 (9.4)	0	0	1.78	0.600
The workload taken by each staff member is highly manageable.	205 (77.1)	9 (3.4)	33 (12.4)	9 (3.4)	10 (3.8)	1.53	1.075
All tasks are completed on time.	256 (96.2)	7 (2.6)	0	3 (1.1)	0	1.06	0.348
The staff hardly complain about the allocated workload.	258 (97.0)	6 (2.3)	2 (8)	0	0	1.04	0.227
Composite score						**2.78**	**0.291**

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According to the descriptive findings presented in Table 23, it was revealed that the staff were largely unanimous in admitting that most students graduated within the expected period (mean = 4.43; S.D. = 0.624). Most of the respondents opined that a high student pass rate reflected high work quality (A/SA = 95.5%). While a majority (85.3%) of the

sampled staff concurred that they demonstrated high quality of work, 14.7% others were indifferent. The study findings also indicated that most of the students graduating from Kenya's public universities were absorbed by the labour market in both public and private sectors (A/SA = 70.0%).

It was also observed that 81.6% of the participating academic and non-academic staff admitted to being highly efficient in performing their duties. According to the study findings, it was largely disputed that Kenya's public universities kept track of how their graduates were absorbed in the job market (mean = 1.78; S.D = 0.600). At least 77.1% of the surveyed staff refuted that the workload assigned to each of them was highly manageable. Similarly, respondents generally and unanimously strongly disagreed that all tasks assigned to staff were completed on time (mean = 1.06; S.D. = 0.348).

4.5 Inferential Statistical Findings

Inferential analysis is crucial because it enables the drawing of conclusions (inferences) about a particular study. According to Guetterman (2019), inferential statistics enable researchers to deduce conclusions from a sample to a (target) population. Contextually, correlation and regression analyses were conducted. However, the foregoing was preceded by conducting viable diagnostic tests.

4.5.1 Diagnostic Tests

Given that the collected data were ordinal, thus categorical, the viable diagnostic tests were in response to the assumptions of the existence of linear relationships between each of the independent variables and the dependent variable, and minimal multicollinearity exhibited by the predictors in multiple regression analysis. Although normality, homoscedasticity, and serial correlation assumptions are not typically associated with categorical data, the first two tests were conducted. According to Habibzadeh (2024), the normal distribution is restricted to parametric data. Homoscedasticity applies to normally distributed data, and serial correlation applies only to continuous data.

4.5.1.1 Linearity Tests

The linearity tests were conducted to establish whether or not each of the independent variables (flexible work arrangements, health and wellness programmes, workload management, and technology adoption) had a linear relationship with the dependent variable (employee performance). This concurs with the postulation that the F-test can be applied to the linearity of a regression function with ordinal predictors (Gertheiss & Oehrlein, 2011). A summary of the pertinent F-test results is illustrated in Table 24.

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These results are drawn from the comprehensive findings depicted in the analysis of variance (ANOVA) in Tables 28, 31, 34, and 37.

Table 24

Linearity Test Results

Independent Variables	Dependent Variable	F-test Results	Interpretation	Inferences
Flexible work arrangements	Employee performance	F (1,264) = 807.301; p = 0.00 < 0.05	The relationship between flexible work arrangements and employee performance was linear.	Linear regression analysis was viable
Health and wellness programmes	Employee performance	F (1,264) = 428.556; p = 0.00 < 0.05	The relationship between health and wellness programmes and employee performance was linear.	Linear regression analysis was viable
Workload management	Employee performance	F (1,264) = 574.986; p = 0.00 < 0.05	The relationship between workload management and employee performance was linear.	Linear regression was viable
Technology adoption	Employee performance	F (1,264) = 562.835; p = 0.00 < 0.05	The relationship between technology adoption and employee performance was linear	Linear regression analysis was viable

According to the linearity test results shown in Table 24, each of the independent variables had a linear relationship with the dependent variable.

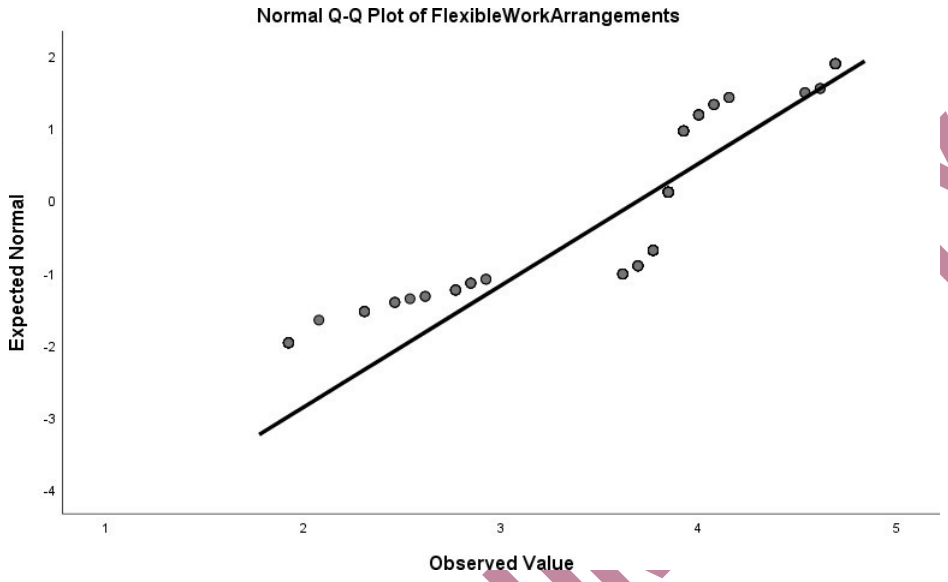
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4.5.1.2 Normality Tests

Normality tests were conducted to determine whether the collected data followed a normal distribution. The pertinent results are presented in Figures 3 to 8.

Figure 3

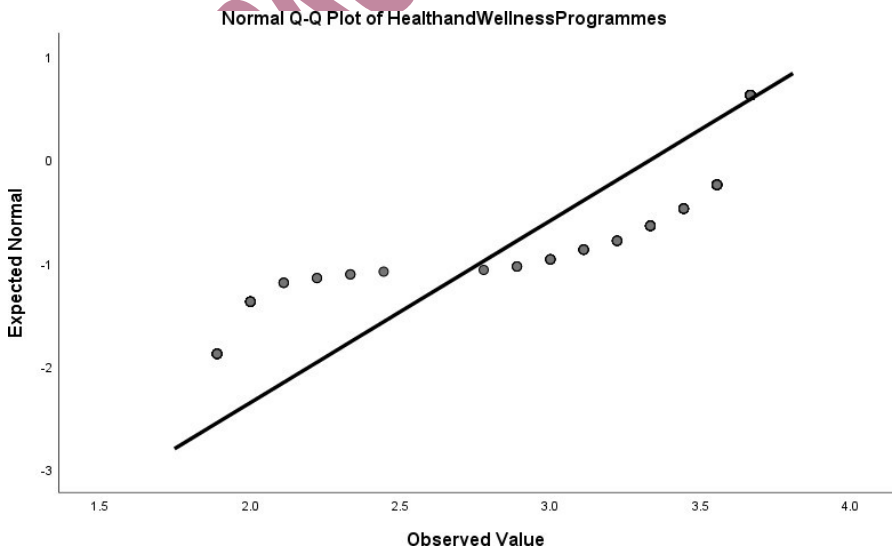
Normality Test Results for Flexible Work Arrangements



As shown in Figure 3, the data points considerably deviate from the diagonal line. This is indicative of the data distribution being non-normal.

Figure 4

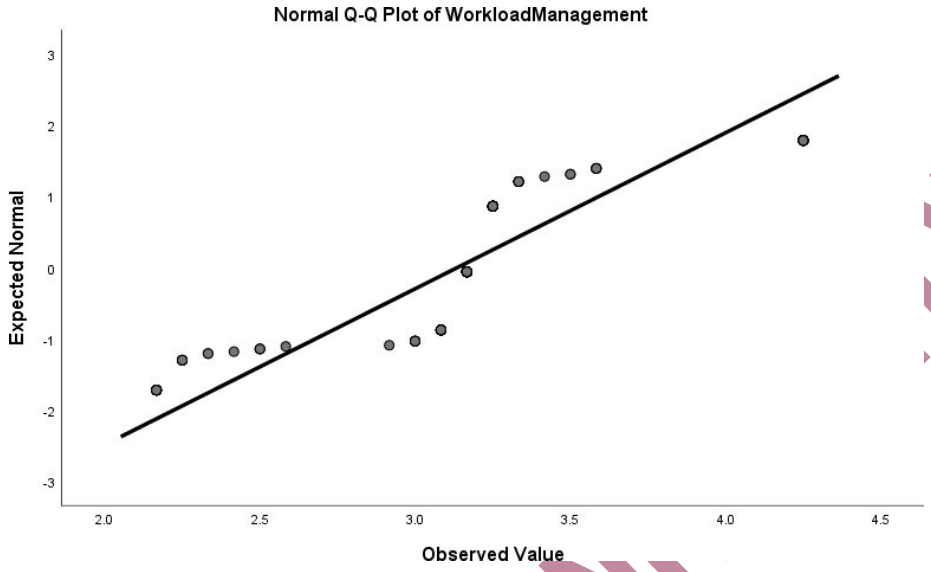
Normality Test Results for Health and Wellness Programmes



The Q-Q plot in Figure 4 shows that the data collected on health and wellness programmes are not normally distributed.

Figure 5

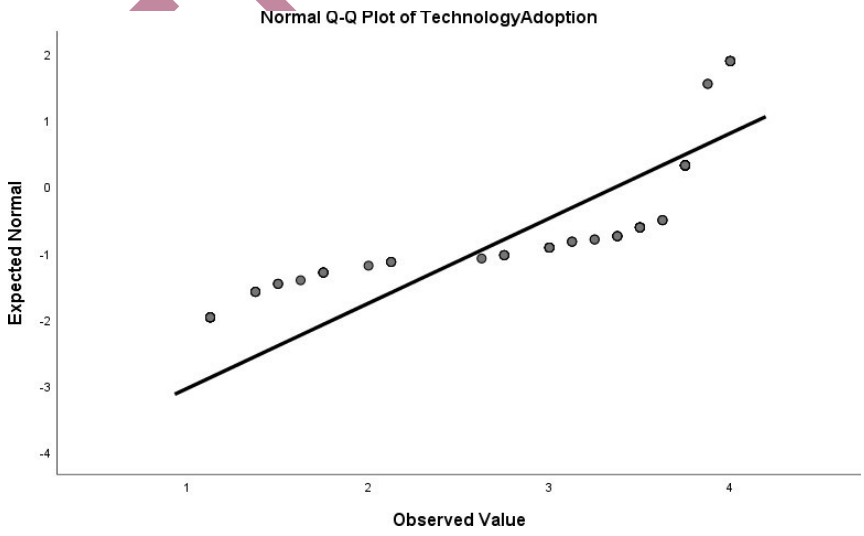
Normality Test Results for Workload Management



According to the findings in Figure 5, most data points deviated from the diagonal line. Therefore, the data distribution for workload management did not follow a normal distribution curve.

Figure 6

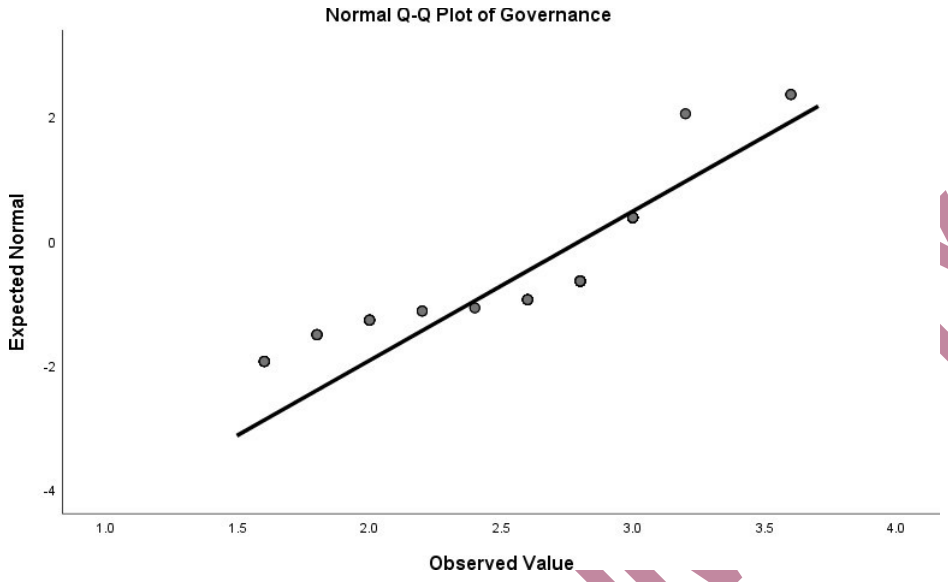
Normality Test Results for Technology Adoption



The results in Figure 6 show a non-linear distribution for technology adoption. This is informed by the considerable deviation of the data points from the diagonal line.

Figure 7

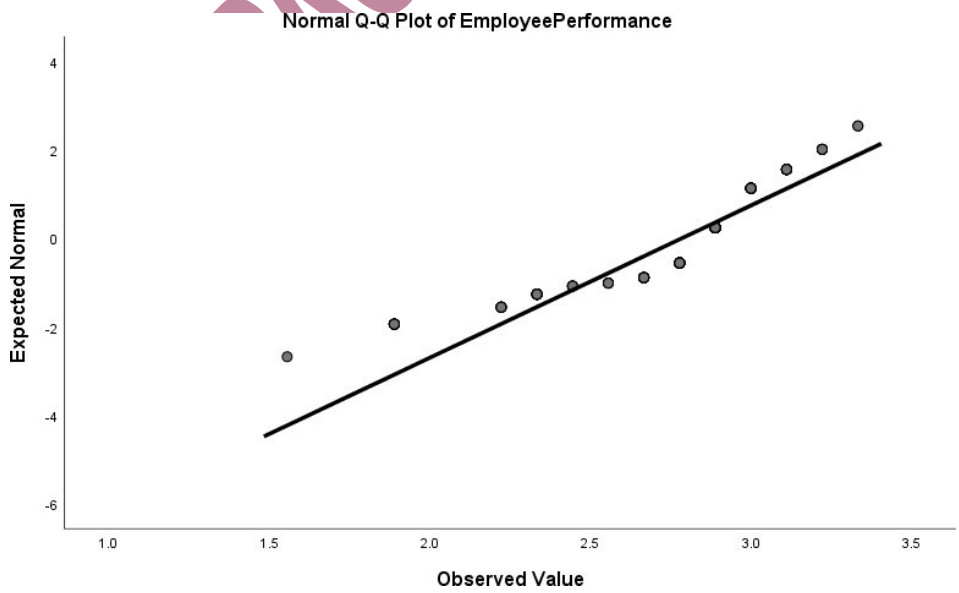
Normality Test Results for Governance



Only two data points lay along the diagonal line, as shown in Figure 7. Other data points deviate, to some extent, from the diagonal line. These results implied that the data for governance were not normally distributed.

Figure 8

Normality Test Results for Employee Performance



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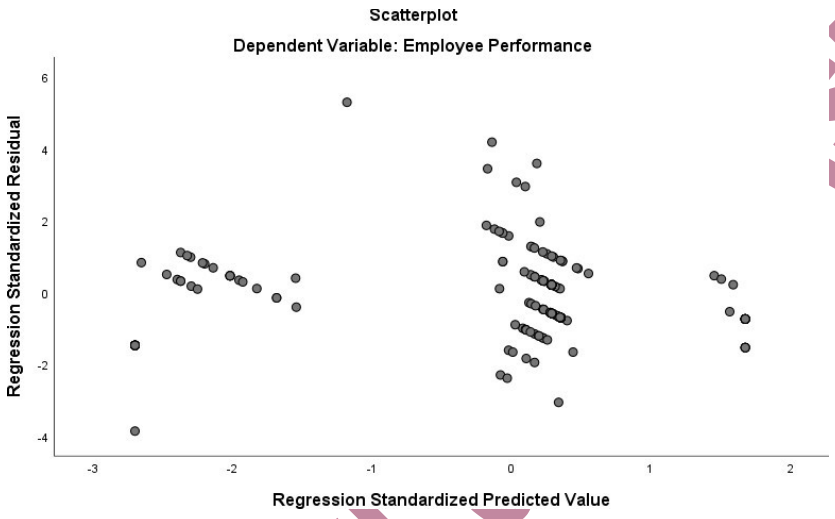
The results shown in Figure 8 indicate that, although only two data points lie along the diagonal line, most of the remaining data points are close to the line. The findings reflect a considerable normal distribution of the employee performance data.

4.5.1.3 Homoscedasticity Test

The study also examined whether the data distribution when conducting multiple linear regression analysis was homoscedastic or heteroscedastic. Figure 9 illustrates the results of the pertinent tests.

Figure 9

Homoscedasticity Test Results



The P-P plot shown in Figure 9 depicts the results of the homoscedasticity test when the quality of work-life approaches was regressed against employee performance in Kenyan public universities. It is evident from these results that the data point scatter is wider to the right of the X-axis, depicting a cone shape. These results illustrating an equal distribution of data points reflect the presence of heteroscedasticity, hence the violation of homoscedasticity assumption.

4.5.1.4 Multicollinearity Tests

The VIF was employed to test the extent of multicollinearity in the adopted multiple regression model. The relevant results are presented in Table 25.

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Table 25

Multicollinearity Test Results

Predictor Variables	VIFs	T	Inferences
Flexible work arrangements	6.993	0.143	Acceptable multicollinearity
Health and wellness programmes	3.717	0.269	Acceptable multicollinearity
Workload management	8.547	0.117	Acceptable multicollinearity
Technology adoption	7.463	0.134	Acceptable multicollinearity

All four predictors returned VIF values less than 10 (VIF < 10) and tolerance levels (T) higher than 0.1 (Tolerance > 0.1). As such, all predictors returned minimal multicollinearity, which was within the acceptable threshold. Therefore, it was inferred that all the independent variables were appropriately included in the multiple regression model.

4.5.2 Correlation Analysis

The study employed Spearman's rank correlation to determine the relationship between each predictor (quality of work-life approaches) and the dependent variable (employee performance). According to Bewick (2003) and Wisniewski and Brannan (2024), Spearman's rank correlation is highly recommended for determining the association between variables that involve ordinal, ranked, or ordered data, such as a 5-point scale ranging from 1 to 5. The results of Spearman's rank correlation coefficient are illustrated in Table 26.

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Table 26:

Spearman's Rank Correlation Matrix

Spearman's rho	Flexible Work Arrangements	Correlation Coefficient	1.000			
		Sig. (2-tailed)	.			
		n	266			
	Health and Wellness Programmes	Correlation Coefficient	.303**	1.000		
		Sig. (2-tailed)	.000	.		
		n	266	266		
	Workload Management	Correlation Coefficient	.514**	.287**	1.000	
		Sig. (2-tailed)	.000	.000	.	
		n	266	266	266	
	Technology Adoption	Correlation Coefficient	.684**	.707**	.612**	1.000
		Sig. (2-tailed)	.000	.000	.000	.
		n	266	266	266	266
	Employee Performance	Correlation Coefficient	.383**	.321**	.596**	.511** 1.000
		Sig. (2-tailed)	.000	.000	.000	.000 .
		n	266	266	266	266 266

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According to the study findings shown in Table 26, the relationship between flexible work arrangements and employee performance (r_s = 0.383; p = 0.000 < 0.05), and between health and wellness programmes and employee performance (r_s = 0.321; p = 0.000 < 0.05) was established to be positive, weak and statistically significant at p-value = 0.05. Interpretively, improving arrangements for ensuring university staff worked flexibly was likely to enhance their performance considerably. Similarly, improving health and wellness programmes was expected to minimally, albeit substantially, enhance the performance of both academic and non-academic staff.

These results concurred with Muchowe et al.'s (2021) study findings, which indicated

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that flexible work arrangements positively affected organisational performance. The results were also in agreement with the outcomes of a past local study, which depicted a positive nexus between flextime and telecommuting – aspects of flexible work arrangements – and employee performance (Gacheri, 2022).

Moreover, both workload management ($rs = 0.596$; $p = 0.000 < 0.05$) and technology adoption ($rs = 0.511$; $p = 0.000 < 0.05$) showed a positive, moderately strong, and statistically significant relationship with employee performance. The findings implied that the performance of the surveyed university staff was likely to improve moderately and substantially when public universities enhanced the adoption of pertinent technologies, as well as when staff better managed assigned tasks, duties, and responsibilities. These results corroborated Siswanto et al.'s (2019) findings, which indicated a positive and significant relationship between workload and employee performance. The findings further supported Nwinyokpugi's (2018) empirical outcomes, which depicted a positive and statistically significant relationship between workload management strategies and employee efficiency (an employee's performance components). Allusively, the correlation analysis results underscored the importance of all quality of work-life approaches to the performance of academic and non-academic staff working at public universities in Kenya.

4.5.3 Simple Linear Regression Analysis

This regression analysis was used to determine the influence of each quality-of-work-life approach on employee performance. The approaches included flexible work arrangements, health and wellness programmes, workload management, and technology adoption.

4.5.3.1 Influence of Flexible Work Arrangements on Employee Performance

The results depicting the influence of flexible work arrangements on employee performance are outlined in Tables 27, 28, and 29.

Table 27

Model Summary of Flexible Work Arrangements against Employee Performance

Model	r	r Square	Adjusted r Square	Std. Error of the Estimate
1	.868[a]	.754	.753	.14474

a. Predictors: (Constant), Flexible Work Arrangements

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According to the results shown in Table 27, flexible work arrangements explain 75.4% of the variation in employee performance ($r^2 = 0.754$). Whereas this study's findings indicated that flexible work arrangements explained slightly more than three-quarters of the variation in employee performance, an earlier empirical study by Kiprono (2018) noted that flexi-working strategies explained less than a quarter (22.9%) of changes in employee performance. The disparity in the results of the two studies could be attributed to the fact that the current study focused on public universities, while the reviewed study was on the public health sector. Consequently, unlike in the case of the public health sector, flexible work arrangements played a crucial and substantial role in the performance of employees.

Table 28

ANOVA of Flexible Work Arrangements against Employee Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
1Regression	16.913	1	16.913	807.301	.000[b]
Residual	5.531	264	.021		
Total	**22.443**	**265**			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Flexible Work Arrangements

The F-statistic results illustrated in Table 28 ($F_{1,264} = 807.301$; $p = 0.000 < 0.05$) were established to be statistically significant. Interpretively, the relationship between flexible work arrangements and employee performance was statistically significant at p-value = 0.05. Therefore, the adopted model ($Y = \beta_0 + \beta_1 X_1 + \varepsilon$) was successfully applied to determine the influence of flexible work arrangements on the performance of public universities' staff, as shown in Table 29.

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Table 29

Regression Coefficients of Flexible Work Arrangements against Employee Performance

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.213	.056		21.639	.000
	Flexible Work Arrangements	.425	.015	.868	28.413	.000

a. Dependent Variable: Employee Performance

The results shown in Table 29 depict the influence of flexible work arrangements on employee performance. The results ($Y = 1.213 + 0.425X_1$) showed that a unit increase in flexible work arrangements led to a 0.425-unit increase in employee performance, while other factors were held constant. The results of the t-statistic ($t = 28.413$; $p = 0.000 < 0.05$) indicated that the influence of flexible work arrangements on employee performance was statistically significant. Following these results, the null hypothesis 'There is no significant link between flexible work arrangements and employee performance' was rejected, and the alternative hypothesis was taken to be true.

The results underscored the importance of the stated approach relative to the performance of public universities' staff. These findings were partly in agreement with a previous empirical study whose results indicated that flexible work arrangements affected organisational performance (encompassing employee performance) (Muchowe et al., 2021). The results also tallied with Dikirr and Omuya's (2023) study findings, which revealed that there was a significant influence of flexible time on employee performance. Whereas the current study was candid in demonstrating the influence of flexible work arrangements on employee performance, Alsulami et al.'s (2023) study focused only on the preferences of women on the aforementioned arrangements.

It is important to note that the findings depicted in Table 29 advance the tenets of Atkinson's flexible firm model. This alludes to the model's postulation that by ensuring flexibility (including flexible work arrangements), organisations are able to achieve their objectives (partly through enhanced employee performance) (Tan et al., 2013).

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The foregoing model's allusion aligns with the findings depicted in Table 29, which indicated that enhancing flexible work arrangements resulted in improved performance among public university faculty and non-faculty staff. The findings further supported the emphasis of Atkinson's model for organisations to embrace different forms of work flexibility (Atkinson, 1984a).

4.5.3.2 Influence of Health and Wellness Programmes on Employee Performance.

The study employed simple regression analysis to assess the influence of health and wellness programmes on employee performance. The pertinent results are presented in Tables 30, 31, and 32.

Table 30

Model Summary of Health and Wellness Programmes against Employee Performance

Model	r	r Square	Adjusted r Square	Std. Error of the Estimate
1	.787[a]	.619	.617	.18002

a. Predictors: (Constant), Health and Wellness Programmes

The results, as indicated by the coefficient of determination ($r^2 = 0.619$) shown in Table 30, suggest that health and wellness programmes in public universities can explain 61.9% of the variation in the performance of university employees.

Table 31

ANOVA of Health and Wellness Programmes against Employee Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.888	1	13.888	428.556	.000[b]
	Residual	8.555	264	.032		
	Total	**22.443**	**265**			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Health and Wellness Programmes

The results shown in Table 31 ($F_{1,264} = 428.556$; $p = 0.000 < 0.05$) were found to be statistically significant at p-value = 0.05. As such, the relationship between health and wellness programmes and employee performance was linear. It follows that the simple

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linear model linking the two variables ($Y = \beta_0 + \beta_2 X_2 + \varepsilon$) was successfully applied in determining the influence of health and wellness programmes on the performance of public universities' staff, as shown in Table 32.

Table 32

Regression Coefficients of Health and Wellness Programmes against Employee Performance

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	1.440	.066		21.854	.000
	Health and Wellness Programmes	.403	.019	.787	20.702	.000

a. Dependent Variable: Employee Performance

As shown by the findings in Table 32 ($Y = 1.44 + 0.403X_2$), while holding other factors constant, a unit increase (enhancement) in health and wellness programmes resulted in a 0.403-unit rise (improvement) in employee performance. It was further noted that the influence of health and wellness programmes on employee performance was statistically significant ($t = 21.854$; $p = 0.000 < 0.05$). The results led to the rejection of the null hypothesis, which stated that 'There was no significant nexus between health and wellness programmes and employee performance'. Therefore, the alternative hypothesis was considered to be true. These results disconfirmed the findings of a previous study, which noted that there was greater job satisfaction (hence, enhanced employee performance) exhibited by employees who never participated in wellness programmes (Richemond & Needham, 2020). Contrary to the current study's observations, the reviewed study indicated that wellness programmes were negatively related to employee performance. Therefore, improving or increasing the adoption and implementation of these programmes was bound to result in a drop in employee performance.

The findings of the present study advanced the tenets of work-life spillover theory. The theory indicates that both positive and negative spillovers can result in positive and negative consequences for employees, respectively. According to Edwards and Rothbard (2000), for instance, the spillover effect can make employees working in favourable

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conditions satisfied, thereby enhancing their performance. Health and wellness programmes are geared towards improving working conditions, consequently raising satisfaction levels and ultimately enhancing employee performance. Therefore, the findings of the current study aligned with the characterisation of positive spillovers, which motivate employees and lead to improved performance. The results were also aligned with the stipulations of Roscoe's model. According to the model's 7 dimensions, the health and wellness programmes are bound to improve the quality of work-life balance among university staff, subsequently enhancing their performance (Roscoe, 2009). The reverse of the aforementioned assertion is also true.

4.5.3.3 Influence of Workload Management on Employee Performance

The study further examined the extent to which workload management affected the performance of employees of Kenya's public universities. The pertinent results are presented in Tables 33 to 35.

Table 33

Model Summary of Workload Management against Employee Performance

Model	r	r Square	Adjusted r Square	Std. Error of the Estimate
1	.828[a]	.685	.684	.16356

a. Predictors: (Constant), Workload Management

As shown in Table 33 ($r^2 = 0.685$), 68.5% of the variation in the aforesaid performance could be attributed to how the staff's workload was managed. These results underline the considerable role played by workload management in the performance of the university employees.

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Table 34

ANOVA of Workload Management against Employee Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.381	1	15.381	574.986	.000[b]
	Residual	7.062	264	.027		
	Total	**22.443**	**265**			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Workload Management

The results of the F-statistic shown in Table 34 ($F_{1,264} = 574.986$; $p = 0.000 < 0.05$) were found to be statistically significant at p-value = 0.05. This implied that there was a linear relationship between workload management and employee performance. Therefore, the adopted simple linear model ($Y = \beta_0 + \beta_3 X_3 + \varepsilon$) was effectively employed to determine the influence of workload management on employee performance

Table 35

Regression Coefficients of Workload Management against Employee Performance

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.134	.070		16.288	.000
	Workload Management	.527	.022	.828	23.979	.000

a. Dependent Variable: Employee Performance

According to the results shown in Table 35 ($Y = 1.134 + 0.527X_3$), a 0.527-unit change in employee performance was associated with a one-unit change in workload management while other factors were held constant. The results of the t-statistic ($t = 23.979$; $p = 0.000 < 0.05$) indicated that the influence of workload management on employee performance was statistically significant. Following these findings, the null hypothesis, 'There is no significant connection between workload management and employee performance,' was rejected. The alternative hypothesis was inferred to be true. In light of these findings, effective management of the work (tasks, duties, and responsibilities) assigned to university staff was concluded to be very crucial to enhancing the performance of employees. These results were in agreement with

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Siswanto et al.'s (2019) empirical findings, which indicated that workload significantly affected employee performance. The results also concurred with Nwinyokpugi's (2019) study outcomes, which show a significant influence of workload management strategies on employee efficiency, a metric of employee performance.

In line with work-life spillover theory, the amount of workload an employee handles is bound to affect their performance both directly and indirectly. In the event of a heavy workload, employees may suffer from burnout and/or fatigue, which can spill over into how they perform the tasks, duties and responsibilities assigned to them. Accordingly, to mitigate this, universities can reduce the amount of work allotted to employees so they can perform the reduced workload more effectively and efficiently. They can also ensure that each staff member's workload is responsive to employees' lives outside the workplace. This work-life balance aligns with the findings shown in Table 35, which reveal a statistically significant influence of workload management on employee performance. With a manageable workload, employees report greater satisfaction, and these positive effects spill over into enhanced performance (Greenhaus & Powell, 2006).

4.5.3.4 Influence of Technology Adoption on Employee Performance

Moreover, the study examined how technology adoption in Kenya's public universities affected the performance of university employees. The results of the pertinent simple linear regression analysis are depicted in Tables 36, 37, and 38.

Table 36

Model Summary of Technology Adoption against Employee Performance

Model	r	r Square	Adjusted r Square	Std. Error of the Estimate
1	.825[a]	.681	.680	.16475

a. Predictors: (Constant), Technology Adoption

As shown in Table 36 ($r^2 = 0.681$), technology adoption could explain a considerable (68.1%) variation in employee performance.

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Table 37

ANOVA of Technology Adoption against Employee Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.277	1	15.277	562.835	.000[b]
	Residual	7.166	264	.027		
	Total	**22.443**	**265**			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Technology Adoption

The results of the F-statistic shown in Table 37 were statistically significant ($F_{1,264} = 562.835$; $p = 0.000 < 0.05$). Interpretively, technology adoption was linearly related to employee performance. Consequently, it was feasible to determine the influence of technology adoption on employee performance using the adopted simple linear regression model ($Y = \beta_0 + \beta_4 X_4 + \varepsilon$) as shown in Table 38.

Table 38

Regression Coefficients of Technology Adoption against Employee Performance

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.749	.045		39.000	.000
	Technology Adoption	.307	.013	.825	23.724	.000

a. Dependent Variable: Employee Performance

The results shown in Table 38 ($Y = 1.749 + 0.307X_4$) indicated that for employee performance to increase by 0.307 units, technology adoption had to be enhanced by a single unit while other factors were held constant. It was also revealed that the influence of technology adoption on employee performance was statistically significant ($t = 23.724$; $p = 0.000 < 0.05$). These results led to the rejection of the null hypothesis, which stated that 'There was no significant relationship between technology adoption and employee performance'. Instead, the alternative hypothesis was held to be true.

These results emphasised the importance of public universities and their staff adopting technology to enhance the staff output.

The findings further concurred with the tenets of the technology adoption model by Davis (1989), that the usefulness and ease of use of technology result in effective and

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efficient dispensation of tasks, hence enhanced employee performance. These findings are in tandem with the observations made in a study conducted by Nyongesa and Otieno (2020), which established that information and communication technologies were consequential to effective teaching (a component of university employee performance).

4.5.4 Multiple Regression Analysis

This analysis was employed to determine the combined influence of the quality of work-life approaches (flexible work arrangements, health and wellness programmes, workload management, and technology adoption) on employee performance. The relevant results are presented in Tables 39, 40, and 41.

Table 39

Regression Weights for Overall Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.880[a]	.774	.770	.13953

a. Predictors: (Constant), Flexible Work Arrangements, Health and Wellness Programmes, Workload Management, Technology Adoption

According to the results shown in Table 39, the general correlation between the stated approaches and employee performance was positive and strong (R = 0.880). The coefficient of determination (R^2 = 0.774) indicated that the four quality of work-life approaches could explain 77.4% of the variance in the performance of the surveyed public universities' employees. This was interpreted to mean the rest (22.6%) could be explained by other factors (variables) not covered by this study. The adjusted R2 = 0.770 shows that the adopted multiple regression model was a good predictor of how the quality of work-life approaches affected employee performance in Kenya's public universities.

Table 40

Significance Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.362	4	4.340	222.938	.000[b]
	Residual	5.082	261	.019		
	Total	**22.443**	**265**			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Flexible Work Arrangements, Health and Wellness Programmes, Workload Management, Technology Adoption

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The results of the F-statistic shown in Table 40 ($F_{4, 261} = 222.938$; $p = 0.000 < 0.05$) were statistically significant. The results depicted a general linear relationship between quality of work-life approaches (flexible work arrangements, health and wellness programmes, workload management, and technology adoption) and employee performance. Consequently, the adopted multiple regression model ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$) was successfully applied in determining the combined influence of the quality of work-life approaches on the performance of the university employees, as demonstrated in Table 41. Since the quality of work-life approaches is closely linked to employee welfare, the findings of the present study partly supported the results of Kyondo et al.'s (2023) study, which indicated that there was a significant nexus between employee welfare and employee performance in Kenya's public universities.

Table 41

Results for Overall Model

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.000	.100		9.960	.000
	Flexible Work Arrangements	.201	.070	.411	2.882	.004
	Health and Wellness Programmes	.175	.058	.341	3.039	.003
	Workload Management	.201	.055	.315	3.662	.000
	Technology Adoption	-.051	.059	-.136	-.858	.392

a. Dependent Variable: Employee Performance

The findings shown in Table 41 ($Y = 1.000 + 0.201X_1 + 0.175X_2 + 0.201X_3 – 0.051X_4$) indicated that a single unit change (positive deviation) in flexible work arrangements, health and wellness programmes, workload management, and technology adoption resulted in a 0.201-unit, 0.175-unit, 0.201-unit, and -0.051-unit changes in employee performance, respectively, while holding other factors constant ($\beta_0 = 1.000$). Moreover, it was established that flexible work arrangements ($t = 2.882$; $p = 0.004$), health and wellness programmes ($t = 3.039$; $p = 0.003$), and workload management ($t = 3.662$; $p =$

ST. PAUL'S UNIVERSITY

0.000) had statistically significant effects on employee performance at p-value = 0.05.

These findings tally with the tenets of McGregor's theory X and theory Y. Theory Y adopts a participative management style where employees are granted the freedom to make decisions pertaining to their work. This may encompass flexible work arrangements where employees schedule their work in terms of when, where and how to perform it. They also have the responsibility and freedom to manage their work (tasks, duties, and responsibilities). According to Ha et al. (2023), these aspects of Theory Y enable employees to be more productive, thus enhancing their performance.

However, the influence of technology adoption on employee performance was found not to be statistically significant ($t = 0.858$; $p = 0.392 > 0.05$). The paradoxical results depicted by multiple regression analysis (relative to simple linear regression which returned statistically significant results) alluded to the suppressor multicollinearity effect. Impliedly, the presence of other quality of work-life approaches reduced the significance of technology adoption on the performance of public universities' employees. According to the study findings, it is evident that workload management was the most crucial quality of work-life approach, while technology adoption was the least important. Apparently, the present study's findings alluded to Ouma's (2021) study results, which depicted the significant influence of wellness programmes, leave programmes, and employee assistance programmes on employee performance.

4.5.5 Moderated Regression Analysis

The study determined the extent to which governance moderated the influence of the quality of work-life approaches on the performance of public university employees. The moderation was done using the simple linear regression model, as well as the multiple regression model.

4.5.5.1 Moderated Effect of Governance on the Relationship between FWA and Employee Performance

The study examined the extent to which governance influenced the link between flexible work arrangements (FWA) and the performance of public university employees in Kenya. The pertinent results are presented in Tables 42 to 44.

Table 42

Model Summary of FWA against Employee Performance (Moderated)

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Model	r	rSquare	r Adjusted r Square	Std. Error of the Estimate	Change Statistics r Square Change	F Change	df1	df2	Sig. F Change
1	.868[a]	.754	.753	.14474	.754	807.301	1	264	.000
2	.893[b]	.797	.796	.13159	.044	56.402	1	263	.000

a. Predictors: (Constant), Flexible Work Arrangements

b. Predictors: (Constant), Flexible Work Arrangements, Interaction Term

It is evident from the results shown in Table 42 (r^2 change = 0.044) that the inclusion of governance in the model increased by 4.4% the proportion of variation in the employee performance attributed to flexible work arrangements. The results were further established to be statistically significant at p-value = 0.05 (Sig. F Change = 0.000). Hence, there was significant moderation of the nexus between flexible work arrangements and employee performance occasioned by the introduction of governance to the model. Contextually, governance was an 'enhancer' moderator since it increased the explanatory power of the flexible work arrangements on employee performance.

Table 43

ANOVA of FWA against Employee Performance (Moderated)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.913	1	16.913	807.301	.000[b]
	Residual	5.531	264	.021		
	Total	**22.443**	**265**			
2	Regression	17.889	2	8.945	516.561	.000[c]
	Residual	4.554	263	.017		
	Total	**22.443**	**265**			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Flexible Work Arrangements

c. Predictors: (Constant), Flexible Work Arrangements, Interaction Term

According to the results of the second model illustrated in Table 43 ($F_{2, 263} = 516.561$; $p = 0.000 < 0.05$), including the moderator (governance) did not change the significance of the original simple linear regression model. As such, with the inclusion of governance,

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the relationship between flexible work arrangements and employee performance remained linear.

Table 44

Regression Coefficients of FWA against Employee Performance (Moderated)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.213	.056		21.639	.000
	Flexible Work Arrangements	.425	.015	.868	28.413	.000
2	(Constant)	1.048	.055		18.891	.000
	Flexible Work Arrangements	-.020	.061	-.040	-.321	.748
	Interaction Term	.556	.074	.932	7.510	.000

a. Dependent Variable: Employee Performance

Whereas, as shown in Table 42, governance increased the explanatory power of FWA for the variance in employee performance, paradoxically, its inclusion as a moderator variable, as shown in Table 44, reduced the effect and significance of flexible working arrangements relative to employee performance. Whereas, without moderation, a unit increase in flexible work arrangements resulted in a 0.425 unit increase in employee performance when other factors were held constant; with moderation, the same unit led to a 0.020 decrease in employee performance. Similarly, with no moderation, the influence of flexible work arrangements on employee performance was statistically significant ($t = 28.413$; $p = 0.000 < 0.05$); with moderation, the aforementioned effect was not statistically significant ($t = -0.321$; $p = 0.748 > 0.05$). These results suggest that governance functions more as a suppressor variable than as a moderator.

4.5.5.2 Moderated Effect of Governance on the Relationship between HWP and Employee Performance

The study also examined the extent to which, and the significance of governance on the link between health and wellness programmes and employee performance in Kenyan public universities. The relevant results are presented in Tables 45 to 47.

Table 45

Model Summary of HWP against Employee Performance (Moderated)

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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	.787[a]	.619	.617	.18002	.619	428.556	1	264	.000
2	.849[b]	.721	.719	.15429	.102	96.402	1	263	.000

a. Predictors: (Constant), Health and Wellness Programmes

b. Predictors: (Constant), Health and Wellness Programmes, Interaction Term

The inclusion of governance in the simple linear regression model, as shown in Table 45, considerably increased the explanatory power of health and wellness programmes in the variation in employee performance from 61.7% to 71.9%. The 10.2% increment underscored the importance of governance in ensuring the effectiveness of health and wellness programmes in public universities, particularly in bolstering the performance of both faculty and non-faculty members. It was further established that governance significantly moderated the relationship between HWP and employee performance (Sig. F Change = 0.000 < 0.05).

Table 46

ANOVA of HWP against Employee Performance (Moderated)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.888	1	13.888	428.556	.000[b]
	Residual	8.555	264	.032		
	Total	**22.443**	**265**			
2	Regression	16.183	2	8.091	339.912	.000[c]
	Residual	6.261	263	.024		
	Total	**22.443**	**265**			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Health and Wellness Programmes

c. Predictors: (Constant), Health and Wellness Programmes, Interaction Term

The results indicated in Table 35 remained statistically significant even after the introduction of the moderating variable (governance). The F-statistic without moderation ($F_{1,264} = 428.556$; $p = 0.000 < 0.05$), and with moderation ($F_{2,263} = 339.912$;

ST. PAUL'S UNIVERSITY

p = 0.000 < 0.05) were statistically significant. Hence, in both cases, the relationship between HWP and employee performance was linear.

Table 47

Regression Coefficients of HWP against Employee Performance (Moderated)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.440	.066		21.854	.000
	Health and Wellness Programmes	.403	.019	.787	20.702	.000
2	(Constant)	1.129	.065		17.434	.000
	Health and Wellness Programmes	-.525	.096	-1.024	-5.468	.000
	Interaction Term	1.110	.113	1.839	9.818	.000

a. Dependent Variable: Employee Performance

According to the results shown in Table 47, the influence of HWP on employee performance was found to be statistically significant both without moderation (t = 20.702; p = 0.000 < 0.05) and with moderation (t = -5.468; p = 0.000 < 0.05). However, the introduction of governance, as the moderating variable, changed the direction of the aforementioned effect from positive (β = 0.403) to negative (β = -0.525) when other factors were held constant. The change in directional effect from positive to negative upon the inclusion of governance as a moderator variable could have alluded to poor governance compromising health and wellness programmes, hence negating their effect on employee performance. In support of this argument, Masefield et al. (2020) hold that poor governance in government entities results in the unavailability of requisite services and resources, which, in turn, compromises health programmes.

4.5.5.3 Moderated Effect of Governance on the Relationship between Workload Management and Employee Performance

Moreover, the moderating effect of governance on the relationship between workload management and employee performance was examined. The pertinent results are depicted in Tables 48, 49, and 50.

Table 48

Model Summary of Workload Management against Employee Performance

ST. PAUL'S UNIVERSITY

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(Moderated)

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	.828[a]	.685	.684	.16356	.685	574.986	1	264	.000
2	.900[b]	.811	.809	.12715	.125	173.837	1	263	.000

a. Predictors: (Constant), Workload Management

b. Predictors: (Constant), Workload Management, Interaction Term

According to the results shown in Table 48 (r^2 Change = 0.125), the inclusion of governance in the simple linear regression model linking workload management to employee performance increased the extent to which the stated predictor explained changes in the outcome variable (workload management) by 12.5%. It was also established that the introduction of governance significantly moderated the relationship between workload management and employee performance (Sig F Change = 0.000 < 0.05).

Table 49

ANOVA of Workload Management against Employee Performance (Moderated)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.381	1	15.381	574.986	.000[b]
	Residual	7.062	264	.027		
	Total	**22.443**	**265**			
2	Regression	18.192	2	9.096	562.628	.000[c]
	Residual	4.252	263	.016		
	Total	**22.443**	**265**			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Workload Management

c. Predictors: (Constant), Workload Management, Interaction Term

The results shown in Table 49 indicated that the relationship between workload management and employee performance was linear without governance as a moderating variable ($F_{1,264}$ = 574.986; p = 0.000 < 0.05), and with it as a moderator ($F_{2,263}$ = 562.628; p = 0.000 < 0.05). Hence, in both cases, the simple linear regression model, with and without moderation, could be applied to determine the influence of

ST. PAUL'S UNIVERSITY

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workload management on employee performance, as shown in Table 50.

Table 50

Regression Coefficients of Workload Management against Employee Performance (Moderated)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.134	.070		16.288	.000
	Workload Management	.527	.022	.828	23.979	.000
2	(Constant)	.878	.057		15.282	.000
	Workload Management	-.083	.049	-.130	-1.683	.094
	Interaction Term	.730	.055	1.021	13.185	.000

a. Dependent Variable: Employee Performance

According to the results illustrated in Table 50, the inclusion of governance as the moderating variable altered the direction (from $\beta = 0.527$ to $\beta = -0.083$), reduced the magnitude (by 0.444 irrespective of direction), and weakened the statistical significance (from $t = 23.979$; $p = 0.000 < 0.05$ to $t = -1.683$; $p = 0.094 > 0.05$) of workload management on employee performance. These results underscore the significant implications of governance in addressing workload management in public universities, with the objective of enhancing faculty and non-faculty employee performance. These results underline inadequate governance support in terms of the resource provision necessary to enable faculty and non-faculty staff in Kenyan public universities to manage their work more effectively.

For instance, despite the rapid and unprecedented student enrolment in public universities, the staff members are not commensurately supported to undertake their work (Kutto & Muchimuti, 2025). Omuria and Oluoch (2025) postulated that public universities in Kenya face teaching, research and institutional challenges (cornerstones of universities' employees' work) ranging from inadequate human capital development, staff training, funding gaps, infrastructure deficits to integrity issues. Therefore, in light

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of the acknowledged governance challenges, governance was bound to compromise the effectiveness of workload management on the performance of public universities' employees.

4.5.5.4 Moderated Effect of Governance on the Relationship between Technology Adoption and Employee Performance

The study further examined how governance moderated the relationship between technology adoption and employee performance in Kenyan public universities. The relevant results are presented in Tables 51 to 53.

Table 51

Model Summary of Technology Adoption against Employee Performance (Moderated)

					Change Statistics				
Model	**r**	**r Square**	**Adjusted r Square**	**Std. Error of the Estimate**	**r Square Change**	**F Change**	**df1**	**df2**	**Sig. F Change**
1	.825[a]	.681	.680	.16475	.681	562.835	1	264	.000
2	.858[b]	.736	.734	.15006	.055	55.225	1	263	.000

a. Predictors: (Constant), Technology Adoption

b. Predictors: (Constant), Technology Adoption, Interaction Term

According to the findings shown in Table 51 (r^2 Change = 0.055), introducing governance into the simple linear regression model linking technology adoption to employee performance increased the predictor's explanatory power for the dependent variable by only 5.5%. However, the moderating effect of governance on the aforementioned relationship was established to be statistically significant (Sig. F Change = 0.000 < 0.05). This suggests that, although governance has minimal explanatory power for the variation in employee performance, its moderating effect plays a substantive role in the nexus between the two main variables.

Table 52

ANOVA of Technology Adoption against Employee Performance (Moderated)

ST. PAUL'S UNIVERSITY

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Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.277	1	15.277	562.835	.000[b]
	Residual	7.166	264	.027		
	Total	**22.443**	**265**			
2	Regression	16.521	2	8.261	366.833	.000[c]
	Residual	5.922	263	.023		
	Total	**22.443**	**265**			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Technology Adoption

c. Predictors: (Constant), Technology Adoption, Interaction Term

The results demonstrated in Table 52 indicated that the linear relationship between technology adoption and employee performance was statistically significant before the inclusion of governance as the moderating variable ($F_{1,264} = 562.835$; $p = 0.000 < 0.05$), and after the inclusion of the aforementioned moderator ($F_{2,263} = 366.833$; $p = 0.000 < 0.05$). Therefore, the simple linear regression model was applicable in determining the influence of technology adoption on the performance of public university employees, with and without moderating the two variables by introducing governance.

Table 53

Regression Coefficients of Technology Adoption against Employee Performance (Moderated)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.749	.045		39.000	.000
	Technology Adoption	.307	.013	.825	23.724	.000
2	(Constant)	1.284	.075		17.206	.000
	Technology Adoption	-.286	.081	-.770	-3.548	.000
	Interaction Term	.799	.107	1.612	7.431	.000

a. Dependent Variable: Employee Performance

According to the results shown in Table 53, the introduction of governance did not alter

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the significance of the influence of technology adoption on employee performance. Before moderation, the results were statistically significant (t = 23.724; p = 0.000 < 0.05), and after moderation, the results remained statistically significant (t = -3.548; p = 0.000 < 0.05). Though the effect magnitude changed only marginally, its direction changed from positive before moderation (β = 0.307) to negative after moderation (β = -0.286). The foregoing alludes to the acknowledgement of outdated technologies in Kenyan public universities coupled with funding gaps, and governance challenges reflected in lack of transparency and accountability, as well as integrity issues (Omuria & Oluoch, 2025). Therefore, in light of the governance challenges facing the aforementioned universities, the effect of technology adoption on employee performance was thus bound to be negative, contrary to when governance was not factored in.

4.5.5.5 Moderated Effect of Governance on the Relationship between QWL Approaches and Employee Performance

The results of the moderated regression analysis are presented in Tables 54 to 56.

Table 54

Regression Weights for Overall Model (Moderated Regression)

					Change Statistics			
Model	RSquare	R Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.880[a]	.774	.770	.13953	.774	222.938	4	261	.000
2	.908[b]	.824	.821	.12313	.050	75.195	1	260	.000

a. Predictors: (Constant), Flexible Work Arrangements, Health and Wellness Programmes, Workload Management, Technology Adoption

b. Predictors: (Constant), Flexible Work Arrangements, Health and Wellness Programmes, Workload Management, Technology Adoption, Interaction term

Including the moderating variable (governance) increased the explanatory power of the quality of work-life approaches by 0.05, as shown in Table 54. Without moderation, the quality of work-life approaches explained 77.4% of the variance in employee performance ($R^2 = 0.774$). The inclusion of the interaction term encompassing the stated approaches and governance increased the explained variance to 82.4% ($R^2 = 0.824$). It was further established that the increase in the explained variance was statistically significant (Sig. F Change = 0.000 < 0.05).

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The results underscore the substantial role played by governance in ensuring that the quality of work-life approaches effectively impacts the performance of public universities' employees. The fact that governance plays a significant role in the link between quality of work-life and employee performance supports stakeholder theory. According to the theory, when the interests of stakeholders are addressed or met, they are bound to be more satisfied, and their productivity or performance would subsequently improve (Reddy & Angadi, 2022).

Table 55

Significance Test Results (Moderated Regression)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.362	4	4.340	222.938	.000[b]
	Residual	5.082	261	.019		
	Total	**22.443**	**265**			
2	Regression	18.502	5	3.700	244.089	.000[c]
	Residual	3.942	260	.015		
	Total	**22.443**	**265**			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Flexible Work Arrangements, Health and Wellness Programmes, Workload Management, Technology Adoption

c. Predictors: (Constant), Flexible Work Arrangements, Health and Wellness Programmes, Workload Management, Technology Adoption, Interaction term

As shown in Table 55, the inclusion of the interaction term (which includes the moderating variable – governance) did not alter the significance of the multiple regression model. The results, $F(5, 260) = 244.089$; $p = 0.000 < 0.05$, were found to be statistically significant. Therefore, the adopted model ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5(M)\ (X_1)\ (X_2)\ (X_3)\ (X_4) + \varepsilon$) was successfully applied in determining the moderating effect of governance on the relationship between the quality of the work-life approaches and employee performance. The results further led to the rejection of the null hypothesis: There is no significant moderating effect of governance on the relationship between work-life approaches and employee performance.

Table 56

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Results for Overall Model (Moderated Regression)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.000	.100		9.960	.000
	Flexible Work Arrangements	.201	.070	.411	2.882	.004
	Health and Wellness Programmes	.175	.058	.341	3.039	.003
	Workload Management	.201	.055	.315	3.662	.000
	Technology Adoption	-.051	.059	-.136	-.858	.392
2	(Constant)	-.069	.152		-.456	.649
	Flexible Work Arrangements	.097	.063	.199	1.551	.122
	Health and Wellness Programmes	.308	.053	.600	5.801	.000
	Workload Management	.612	.068	.962	9.037	.000
	Technology Adoption	.040	.053	.108	.757	.450
	Interaction term	-.001	.000	-.899	-8.671	.000

According to the results shown in Table 56 ($Y = -0.069\beta_0 + 0.097X_1 + 0.308X_2 + 0.612X_3 + 0.040X_4 - 0.001(M)\ (X_1)\ (X_2)\ (X_3)\ (X_4)$), the introduction of the moderating variable (governance) to the model reduced the significance of flexible work arrangements and technology adoption from $t = 2.882$; $p = 0.004 < 0.05$ and $t = -0.858$; $p = 0.392 > 0.05$ to $t = 1.551$; $p = 0.122 > 0.05$ and $t = 0.757$; $p = 0.450 > 0.05$ respectively. These results emphasise the importance of governance in public universities in Kenya, particularly relative to the quality of work-life approaches and how they affect the performance of both academic and non-academic staff.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter outlines the summarised key findings, the conclusions drawn from the major findings, and the suggested recommendations for policy, practice, and theory. The summary centres primarily on inferential statistical findings linking the respective QWL approaches to employee performance in Kenyan public universities. It then presents conclusions aligned with the study objectives. Lastly, the chapter makes recommendations for policy, practice and theory.

5.2 Summary of the Key Findings

The summarised findings align with the specific objectives and null hypotheses, which link QWL approaches to employee performance.

5.2.1 Link between Flexible Work Arrangements and Employee Performance.

The first specific objective stated that 'To examine the link between flexible work arrangements and employee performance in Kenyan public universities.' Public universities in Kenya allowed staff, particularly lecturers, to work part-time. Similarly, all employees, especially faculty members, could work effectively on a part-time basis. The increased workload caused by rising student enrolment and the lack of commensurate staff recruitment compromised work-life balance.

However, flextime improved work-life balance among university staff. Some employees were able to compress their work schedules, with many having the option to telework, for instance, by holding online classes. Whereas some staff admitted that working part-time had enhanced their work-life balance, others held a contrary opinion. The influence of flexible work arrangements on employee performance was statistically significant. The conceptual framework (Figure 2) hypothesised the existence of a relationship between flexible work arrangements and employee performance. The results not only confirmed the existence of this relationship but also indicated that it was statistically significant. In tandem with the study findings, the respective null hypothesis linking flexible work arrangements to employee performance was rejected. Hence, flexible work arrangements were crucial to the performance of public university employees in Kenya.

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5.2.2 Nexus Between Health and Wellness Programmes and Employee Performance

The second specific objective stated that 'To establish the nexus between health and wellness programmes and employee performance in Kenyan public universities.' Contrary to this hypothesis, public universities offered insurance coverage to staff under their terms of engagement. Although these universities rarely offered health education targeting staff, they were sometimes involved in team-building activities. However, it was unclear whether these activities were organised exclusively for staff or whether staff engaged in them alongside students. The universities had a counselling department targeting the staff.

Nonetheless, it was not clarified whether the department was the same one that offers counselling services to university students. The university staff regularly attended mentorship programmes organised by their respective institutions. Most public universities in Kenya have programmes which, to a large extent, sufficiently address the employees' health and wellness. Notwithstanding the foregoing, the universities did not prioritise staff physical well-being. Similarly, the universities rarely offered their staff financial wellness programmes. Health and wellness programmes had a statistically significant effect on employee performance, hence resulting in the rejection of the second null hypothesis. The results supported the presumption made, as shown in the conceptual framework (Figure 2), that there was a relationship between health and wellness programmes, and employee performance in Kenya's public universities.

5.2.3 Connection Between Workload Management and Employee Performance

The third specific objective stated that 'To determine the connection between workload management and employee performance in Kenyan public universities.' In line with this hypothesis, task estimation allowed university staff to plan their work more efficiently. Notably, each task assigned to staff had a specific deadline. These deadlines helped ensure timely completion. As part of workload management, tasks given to lecturers mainly included assignments, lectures, presentations, projects, and term papers. The frequency of task allocation was crucial for successful completion.

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It was observed that public universities rarely carried out proper resource mapping before assigning tasks to staff. Consequently, this mapping seldom helped universities assess available resources. Similarly, staff did not consistently estimate the demand and scope of each task. Universities played a limited role in workload management, leaving the timeliness of task execution primarily to staff. This was despite universities requiring tasks and duties to be completed within the set deadlines.

Additionally, they rarely measured how resources were allocated. It was also observed that workload management significantly affected employee performance. Therefore, the null hypothesis linking the two variables was rejected. The results confirmed the hypothesised relationship between workload management and employee performance as depicted by the conceptual framework in Figure 2. The findings underlined the important role of workload management in the performance of employees working with public universities in Kenya.

5.2.4 Relationship between Technology Adoption and Employee Performance.

The fourth specific objective stated that 'To examine the relationship between technology adoption and employee performance in Kenyan public universities.' In line with this hypothesis, it was noted that strong internet connectivity and a reliable staff portal enabled online lectures, which embody teleworking. Most public universities in Kenya had adequate technology and infrastructure to support staff in conducting their work. Reliable internet connectivity meant there were hardly any outages or interruptions (downtime).

Whereas many faculty members had embraced technology in conducting their lectures, many others still preferred the conventional delivery modes. The foregoing was supported by the staff, who opined that only a few classes were blended or conducted online. The influence of technology adoption on employee performance was statistically significant. Hence, the null hypothesis, 'There is no significant influence of technology adoption on employee performance,' was rejected. In rejecting the null hypothesis and confirming the alternative hypothesis, the results tallied with the existence of a relationship between technology adoption and employee performance, as shown in the conceptual framework (Figure 2). These results emphasised the importance of public universities and their staff adopting technology to enhance staff output.

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5.2.5 Moderating Effect of Governance on the Relationship between QWL Approaches and Employee Performance

The fifth specific objective stated that 'To evaluate the moderating effect of governance on the relationship between work-life approaches and employee performance in Kenyan public universities.' Views on governance in Kenya's public universities were divergent. However, it was noted that the universities and their staff were highly accountable when dispensing their services. Yet the relationship between the two was not transparent enough. It was also indicated that university staff were very responsible in performing their duties, tasks, and responsibilities as outlined in their respective job descriptions.

When jointly regressed, the quality of work-life approaches significantly affected the performance of public university employees in Kenya. Workload management was the most important approach, while technology adoption was the least crucial approach that affected employee performance when all approaches were examined together. The effect of technology adoption on employee performance was not statistically significant when the stated predictor was regressed jointly with the other three QWL approaches. Hence, the importance of technology adoption diminished with the consideration of the other quality of work life approaches.

Additionally, the study revealed that governance significantly moderated the relationship between the quality of work-life approaches. Therefore, the respective null hypothesis was rejected. Therefore, the presumption made, as reflected in the conceptual framework shown in Figure 2, that governance moderated the relationship between quality of work life approaches and employee performance was true. Essentially, governance was established to enhance the relationship between the QWL approaches and employee performance in Kenya's public universities.

5.3 Conclusions

Pertinent conclusions were drawn from the major study findings. The conclusions tallied with the study objectives.

5.3.1 Conclusions on Flexible Work Arrangements and Employee Performance

Part-time work could be either in the universities where they are hired on P&P or contract terms, or in other universities. It was also concluded that increased workload,

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which was not matched with additional staff, compromised work-life balance because available staff had less time to focus on their personal lives. Additionally, the study inferred that the staff had the option of teleworking through, for instance, online classes and also to compress their work schedules. These options were found to be crucial in improving staff work-life balance. Moreover, it was concluded that flexible work arrangements were predicted to improve employee performance in Kenya's public universities.

By ensuring that faculty and non-faculty staff could work flexibly in terms of when and how, the universities were assured of better output by these employees. Though not candidly demonstrated. The flexible work schedules exemplified by remote working, teleworking, online lectures, and open distance learning, among others, substantively enhanced the performance of both the faculty and non-faculty staff, especially the former employees. It was also concluded that the study findings corroborated the tenets of Atkinson's flexible firm model. In tandem with the model's postulation, ensuring flexibility, exemplified by flexible work arrangements, leads to enhanced employee performance.

5.3.2 Conclusions on Health and Wellness Programmes, and Employee Performance

In line with the second specific objective, which sought to link health and wellness programmes to employee performance, the study found that insurance cover for public university employees varied based on the terms of engagement. The study deduced that staff were sometimes engaged in team-building activities, though it was not explicit whether the activities involved staff alone or included students as well. It was also inferred that public universities had a counselling department with services accessible to staff. However, it was unclear whether the department served staff alone or also served students.

The study also concluded that public universities organised regular mentorship programmes targeting the staff. However, the content of the mentorship programmes was unclear. This was corroborated by the conclusion that, although the available programmes sufficiently addressed staff health and wellness, physical well-being was not prioritised. On the same breadth, it was concluded that

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most universities did not offer financial wellness programmes targeting their staff. Moreover, the study concluded that health and wellness programmes were substantially associated with the performance of the local public universities' employees.

In accordance with the study findings, it was inferred that the aforementioned programmes could not be ignored or assumed due to their monumental implications for the performance of all employees working with Kenyan public universities. It was further concluded that the study findings tallied with the tenets of the work-life spillover theory, where improved working conditions (enabled by health and wellness programmes) lead to higher employee satisfaction levels and, consequently, enhanced employee performance. The conclusions drawn also advanced the dimensions of Roscoe's model, particularly on health and wellness, where such programmes arguably improve the quality of work-life balance and, ultimately, employee performance.

5.3.3 Conclusions on Workload Management and Employee Performance

Relative to the objective that linked workload management to employee performance, it was concluded that deadlines were very crucial to ensuring the work assigned to the university staff was managed effectively. In perspective, it was inferred that each task had a specific deadline and that deadlines ensured timely completion of assigned tasks. However, many tasks did not meet the set deadlines. This could largely be attributed to the heavy workload university staff had to undertake.

Despite the foregoing, it was concluded that frequent task allocation was instrumental to successful completion. Though resource mapping is an important facet in workload management, it was inferred that local public universities hardly conduct proper resource mapping prior to task assignment. Unsurprisingly, resource mapping rarely enabled universities to assess the available resources. Inferentially, the staff failed to consistently estimate both the demand and the scope of the assigned tasks.

It was also concluded that the universities rarely cared how the staff undertook the assigned tasks, despite setting deadlines within which the tasks had to be completed successfully. It is intriguing how the universities played a marginal role in workload management despite being aware of the huge workload assigned to the staff against the backdrop of an incommensurate number of employees. The universities also failed to

ST. PAUL'S UNIVERSITY

adequately avail the requisite resources and services for better management of the tasks assigned to the university employees, hence compromising their performance. This notwithstanding, effective management of the work (tasks, duties, and responsibilities) assigned to university staff was concluded to be very crucial to predicting the performance of employees. In light of the spillover effects depicted by the work-life spillover theory, the study concluded that the amount of work handled by an individual employee, and how such work is managed, directly and/or indirectly affects employee performance.

5.3.4 Conclusions on Technology Adoption and Employee Performance

The fourth specific objective was to determine the relationship between technology adoption and employee performance in Kenyan public universities. In line with this objective, the study concluded that public universities in Kenya generally had strong internet connectivity and a reliable staff portal. This facilitated effective online lectures, which are a key feature of teleworking in the context of universities. It was also concluded that there was adequate technology and pertinent infrastructure, hence the negligible internet downtime and outages.

Despite the availability of the supporting infrastructure and technology, and the staff embracing technology, the employees largely worked physically at the universities. Moreover, conventional classes continued to be the hallmark of these institutions. Therefore, only a few classes were conducted online and in very few instances, employees worked remotely. It was further concluded that technology adoption was very influential to employee performance in Kenya's public universities, particularly when examined as an individual QWL approach.

However, its influence is diminished when addressed (regressed) jointly with other QWL approaches against the performance of employees. This was informed by its effect on employee performance failing to be statistically significant when regressed alongside other QWL approaches ($p = 0.392 > 0.05$). This meant that technology adoption could be more impactful on the performance of public university employees when these universities directed more resources and effort to acquiring new technologies and developing existing ones, with reduced or no attention paid to other quality-of-work-life approaches. It follows that, in line with Davis's Technology Acceptance Model, which is anchored on the perceived ease of

ST. PAUL'S UNIVERSITY

use and the perceived usefulness of a given technology, the effect of technology adoption on the performance of public universities' employees could also allude to how they perceived the usefulness and ease of use of various technologies existing in these universities or the ones newly introduced.

5.3.5 Conclusions on the Moderating Effect of Governance on the Relationship between QWL Approaches and Employee Performance

The fifth objective sought to evaluate the moderating effect of governance on the relationship between the combined QWL approaches and employee performance in Kenyan public universities. The study further examined the moderating effect of governance on the link between each of the four aforementioned approaches (flexible work arrangements, health and wellness programmes, workload management, and technology adoption) and employee performance. In light of this objective, it was concluded that, despite the universities and the staff being highly accountable, the two parties were related in a manner that lacked sufficient transparency. This raised governance queries in that accountability and transparency are the hallmarks of good governance.

It was concluded that the failure to adhere to the tenets of good governance partly contributed to the compromised performance of both faculty and non-faculty members. Governance significantly moderated the nexus between flexible work arrangements and employee performance. However, it was inferred to be a suppressor since it reversed the positive effect of the FWA on employee performance, rendering the effect negative. Governance was found to have similar effects on health and wellness programmes, workload management, and technology adoption.

The foregoing led to the conclusion that governance challenges facing Kenyan public universities compromised the effectiveness of the quality of work life approaches on the performance of both faculty and non-faculty staff. Whereas the moderating effect of governance on the nexus between individual work-life approaches and employee performance was suppressing, it was inferred that the aforesaid effect, when all approaches were combined, was enhanced by governance. Therefore, governance in public universities had greater importance on the combined effect of work-life approaches on employee performance than the effect of the individual approaches. Given that governance is partly attributed to the management style, the study inferred that the stipulations of McGregor's theory X and theory Y could be crucial in illustrating

ST. PAUL'S UNIVERSITY

the importance of the inclusion of staff (both faculty and non-faculty members) in decision-making, especially regarding their work. This reflects transparency, which is a key element of governance, which could, in turn, result in enhanced employee performance.

5.4 Recommendations

Recommendations are made to policymakers, practitioners, and scholars, in tandem with the study objectives. There should be a policy guiding which classes, lectures, and disciplines should be handled online or through blended arrangements. Heads of departments and staff should organise how the latter can work flexibly. This can be through effective, efficient, and reliable part-time work and teleworking. Both parties should track the successes and challenges of offering online classes and blending them with conventional delivery models. This would ensure that students get the most out of each course, and staff can balance work with their personal or family commitments. In compressing their work schedules, the staff, particularly the lecturers, should liaise with the students to ensure the schedules do not disadvantage them.

Given the varying needs of university staff compared to students, and the rising cases of mental health issues, universities should consider recruiting additional professional counsellors, including separate counsellors for staff and students. The counsellors should have sufficient training that aligns with work-life balance aspects. All universities should have a policy that requires them to have holistic mentorship programmes addressing different dimensions, such as finance, career, mental health, and physical fitness.

It is recommended that all staff strive to participate in team-building activities to bond with one another and improve their mental and physical fitness. The staff should not shy away from seeking counselling services from the university counsellors, especially since those services are offered at no cost. Not only should the staff mentor the students, but they are also advised to attend mentorship forums organised by the universities.

The study recommends that universities, through the Council, should recruit additional staff (both faculty and non-faculty members) in response to the increased student

ST. PAUL'S UNIVERSITY

enrollment. This would reduce the huge workload that the university staff are obliged to contend with. Universities should not only increase staff numbers, but also ensure remuneration is commensurate with prevailing labour market rates.

The heads of departments are recommended to assist the staff in managing their workload, given that tasks are often allocated or assigned at the departmental level. The departmental heads are also advised to map out the available and required resources in a manner that will ensure effective resource allocation in line with the assigned tasks, duties and responsibilities. Since deadlines should not conflict with the academic calendar, heads of departments are advised to ensure those deadlines are realistic and consistent with available human and other resources.

Akin to other sectors, universities should consider purchasing laptops for all faculty members as one way of encouraging them to conduct online classes. The management of respective public universities ought to strive to inculcate in all staff a positive attitude toward using available technologies. This would eventually make their work easier and more manageable. Oblivious of the fact that not all lecturers are digitally savvy, public universities should consider digital-training workshops for all faculty members. Though most public universities have adequate infrastructure and technology, policymakers should ensure that equipment is adequate and relevant, and that the technology is up to date and responsive to prevailing dynamics, such as artificial intelligence.

The academic and non-academic staff are advised to take advantage of the available and accessible infrastructure and technology in their respective universities to enhance their performance. All staff ought to take a step to ensure they are digitally savvy by either undertaking pertinent training or advancing the knowledge they already have on digital matters. The staff should consider conducting their classes online only when they have the necessary expertise, the required technology is available, and the students agree with this mode.

There ought to be a policy that guides how the universities' senior management engages the staff. The policy should ensure that there is transparent engagement between the two parties to mitigate potential strife between them. Given that governance was

ST. PAUL'S UNIVERSITY

established to have a statistically significant effect on how the quality of work-life approaches and employee performance are related, it is recommended that public universities should uphold the highest level of governance possible. Pertinently, it is upon universities at all levels and departments to ensure there is transparency, accountability, and fairness in the dispensation of all aspects of Human Resource, encompassing recruitment, promotion, task allocation, technology provision, and support programmes, among others.

5.5 Areas for Further Research

Although the study adds to the body of knowledge, particularly in Human Resource Management, scholars are encouraged to conduct similar empirical studies. A similar study linking the quality of work-life approaches to employee performance can be conducted among private universities in Kenya. It is also recommended for scholars to conduct a comparative empirical study focusing on faculty and non-faculty staff separately. Optionally, a comparative study can be conducted on the two main constructs above, with the scope covering both private and public universities in Kenya, given that governance and related aspects differ markedly between the private and public sectors.

It would also be important for researchers to empirically examine other human resource factors that are hypothesised to affect employee performance in Kenya's public universities. Such factors may include organisational culture, performance appraisal, training and development, and compensation and rewards. Similar studies can also be conducted in other sectors, industries or organisations such as state corporations, commercial banks, and county governments. Given the contradictory results of the moderating effect of governance on the nexus between the quality of work-life approaches and employee performance, it would be advisable to conduct a study that examines the effect of governance on employee performance in public universities.

5.6 Limitations of the Study

The study encountered several challenges. Data collection was carried out electronically using Google Forms. Consequently, it was quite difficult to closely follow how the questionnaires were filled out online. In light of this challenge, after emailing the questionnaires, the projected respondents were contacted by phone and through follow-up emails. It was explained to them the rationale for participating in

ST. PAUL'S UNIVERSITY

the study and the concomitant benefits. Another challenge was that some of the sampled respondents were understandably hesitant to take part in the study for fear of possible reprisal from their superiors. In light of this limitation, the researcher reassured all participants that the collected data were to be treated with utmost confidentiality. They were also required to refrain from disclosing their identity and that of their university when filling the Google Forms.

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APPENDICES

APPENDIX I

INTRODUCTORY LETTER TO THE RESPONDENTS

From: Lucy Gikeri
P.O Box 5144-00506 NAIROBI.
Phone: 0723718075
Admission no. pbamlmr376122

Dear Sir/Madam,

Subject: Doctoral Thesis Research Questionnaire, Data Collection

My name is Lucy Gikeri. I am a PhD student at St Paul University and wish to carry out research for my thesis on ***Quality of work life approaches and employee performance in public universities in Kenya*** to fulfil the requirements for the award of the degree of Doctor of Philosophy in Business Administration (Human Resource Management option).

The results of this study will be helpful to Kenyan universities when formulating quality of work life policies to improve employee performance. Therefore, I request you to provide honest and accurate information to the questions asked in the questionnaire. Data collection of my research requires your collaboration in filling out this questionnaire. It will take an average of 10-15 minutes which will go a long way to building the body of knowledge in this area. Your response will be treated with utmost confidentiality and will only be used the purpose of this research. In the event you wish to discontinue filling in the attached questionnaire, you will not be asked to give any explanation. For any clarification, please contact me through the contact and addresses provided above.

Yours Faithfully,

_____

Lucy Gikeri

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APPENDIX II

RESEARCH QUESTIONNAIRE

Kindly put a tick or any other mark on your selected choice from the ones provided in the blank spaces. Put a mark on only one choice.

Section A: Demographic Information

Kindly indicate:

1. What is your job classification? Academic [ ] non-academic [ ]
2. Kindly indicate your terms of engagement at the university
   Permanent and pensionable (P&P) [ ] Contract [ ]
3. If on contract terms, how long have you been on those terms? _____years
4. How long have you worked at the current university? _____years

Section B: Flexible Work Arrangements

Using a 5-point Likert scale, you are required to truthfully indicate the extent of your agreement or disagreement with the propositions on ***flexible work arrangements***.

SD: Strongly Disagree, D: Disagree, NAND: Neither Agree nor Disagree, A: Agree, SA: Strongly Agree

	Statements	**SD**	**D**	**NAND**	**A**	**SA**
1.	The university allows the staff to exercise flextime.					
2.	Practising flextime has improved work-life balance amongst the staff.					
3.	Part-time work for staff is allowed at the university.					
4.	Both P&P and other staff can effectively work on a time basis.					
5.	Part-time work has greatly enhanced the work-life balance for the staff.					
6.	Telework is quite common at the university.					
7.	There is a sharing of some of the work among staff members.					
8.	Work is shared depending on the workload for					

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	respective positions.					
9.	Job sharing has greatly improved the quality of work-life balance.					
10.	Some staff have compressed work schedules.					
11.	The compressed work schedules enable the staff members to complete their workload early and attend to other tasks assigned by the university.					
12.	The staff members rarely have their work reduced due to the high student enrolment.					
13.	Increased workload decreases the quality of the work-life balance among the staff members.					

Section C: Health and Wellness Programmes

Using a 5-point Likert scale, you are required to truthfully indicate the extent of your agreement or disagreement with the propositions on ***health and wellness programmes***. SD: Strongly Disagree, D: Disagree, NAND: Neither Agree nor Disagree, A: Agree, SA: Strongly Agree

	Statements	**SD**	**D**	**NAND**	**A**	**SA**
1.	The programs put in place sufficiently address the health and wellness of the university staff.					
2.	There is a counselling department that offers counselling services to the staff.					
3.	The staff members regularly attend mentorship programmes organised by the university.					
4.	The physical wellness of the staff is prioritised by the university.					
5.	The terms of engagement (P&P, contractual/part-time) determine the specifics of the health insurance cover provided by the university.					
6.	The university hardly offers health education					

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	targeting the staff.					
7.	The university offers financial wellness programmes to the staff members regularly.					
8.	The university's employees undergo voluntary health screening frequently (at least once every semester).					
9.	The staff are sometimes engaged in team-building activities.					

Section D: Workload Management

Using a 5-point Likert scale, you are required to truthfully indicate the extent of your agreement or disagreement with the propositions on ***workload management***.

SD: Strongly Disagree, D: Disagree, NAND: Neither Agree nor Disagree, A: Agree, SA: Strongly Agree

	Statements	**SD**	**D**	**NAND**	**A**	**SA**
1.	The university reliably provides the resources required to perform tasks.					
2.	The staff always estimates the quantity and demand of each task they are assigned.					
3.	Task estimation enables the staff to better plan their tasks.					
4.	There is a specific deadline for each task being undertaken by the staff members.					
5.	Deadlines ensure that all tasks are completed on time.					
6.	Tasks are often delivered in the form of lectures, assignments, presentations, term papers, and projects.					
7.	The frequency of task allocation to the staff greatly determines successful completion.					
8.	The university always ensures that the workload is managed on time for the staff.					
9.	The university always conducts proper resource mapping before it determines who					

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	will undertake specific tasks.					
10.	Resource mapping enables the university to assess the available resources.					
11.	The university always measures how the resources are allocated.					
12.	The tasks assigned to each staff member are reviewed regularly.					

Section E: Technology adoption

Using a 5-point Likert scale, you are required to truthfully indicate the extent of your agreement or disagreement with the propositions on ***technology adoption***.

SD: Strongly Disagree, D: Disagree, NAND: Neither Agree nor Disagree, A: Agree, SA: Strongly Agree

	Statements	**SD**	**D**	**NAND**	**A**	**SA**
1.	The university has sufficient infrastructure to support the staff in performing their duties and responsibilities.					
2.	The university has adequate technology that supports the members in their work.					
3.	The available technology is reliable, given that it is available throughout and has high quality.					
4.	The university hardly experiences internet interruptions or outages.					
5.	The university has a user-friendly staff portal.					
6.	The strong internet connectivity and reliable staff portal enable smooth teleworking through online classes.					
7.	The university has greatly embraced technology in teaching.					
8.	A majority of classes are offered online or are blended.					

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Section F: Governance

Using a 5-point Likert scale, you are required to truthfully indicate the extent of your agreement or disagreement with the propositions on ***governance***.

SD: Strongly Disagree, D: Disagree, NAND: Neither Agree nor Disagree, A: Agree, SA: Strongly Agree

	Statements	**SD**	**D**	**NAND**	**A**	**SA**
1.	The university and the staff are highly accountable for the dispensation of the services that they offer.					
2.	The university is very transparent in its relationship with the staff.					
3.	The staff members often feel that the university treats them fairly as it engages them.					
4.	Equity is upheld in the allocation of tasks and duties to the staff.					
5.	The staff are very responsible when executing tasks, duties and responsibilities as per their job descriptions.					

Section G: Employee Performance

Using a 5-point Likert scale, you are required to truthfully indicate the extent of your agreement or disagreement with the propositions on ***employee performance***.

SD: Strongly Disagree, D: Disagree, NAND: Neither Agree nor Disagree, A: Agree, SA: Strongly Agree

	Statements	**SD**	**D**	**NAND**	**A**	**SA**
1.	The staff are highly efficient in performing their duties.					
2.	All tasks are completed on time.					
3.	There is a high quality of work demonstrated by the staff members.					
4.	The high quality of work is reflected in the high pass rate of the students.					

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5.	Most students graduate within the expected period.					
6.	The workload taken by each staff member is highly manageable.					
7.	The staff hardly complain about the allocated workload.					
8.	The university keeps track of the absorption of its graduates.					
9.	There is a high number of graduates absorbed by the labour market (both public and private sectors).					

Thank you for participating in the study.

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APPENDIX III

LIST OF CHARTERED PUBLIC UNIVERSITIES IN KENYA

No.	Name of Chartered University	Year the Charter Was Granted
1.	University of Nairobi	Established - 1970 Chartered - 2013
2.	Moi University	Established – 1984 Chartered - 2013
3.	Kenyatta University	Established - 1985 Chartered - 2013
4.	Egerton University	Established - 1987 Chartered – 2013
5.	Jomo Kenyatta University of Agriculture and Technology	Established - 1994 Chartered - 2013
6.	Maseno University	Established - 2001 Chartered – 2013
7.	Masinde Muliro University of Science and Technology	Established - 2007 Chartered – 2013
8.	Dedan Kimathi University of Technology	2013
9.	Chuka University	2013
10.	Technical University of Kenya	2013
11.	Technical University of Mombasa	2013
12.	Pwani University	2013
13.	Kisii University	2013
14.	University of Eldoret	2013
15.	Masaai Mara University	2013
16.	Jaramogi Oginga Odinga University of Science and Technology	2013
17	Laikipia University	2013
18.	South Eastern Kenya University	2013
19.	Meru University of Science and Technology	2013
20.	Multimedia University of Kenya	2013
21.	University of Kabianga	2013
22.	Karatina University	2013

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23.	Kibabii University	2015
24.	Rongo University	2016
25.	The Co-operative University of Kenya	2016
26.	Taita Taveta University	2016
27.	Murang'a University of Technology	2016
28.	University of Embu	2016
29.	Machakos University	2016
30.	Kirinyaga University	2016
31.	Garissa University	2017
32.	Alupe University	2022
33.	Kaimosi Friends University	2022
34.	Tom Mboya University	2022
35.	Tharaka University	2022

Source: Commission for University Education (2024)

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APPENDIX IV: ADMISSION TO CANDIDACY

ST. PAUL'S UNIVERSITY
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Website: www.spu.ac.ke
Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728 - 669000
(0) 736 - 424440

BOARD OF POSTGRADUATE STUDIES

26th May, 2025

Lucy Wairimu Gikeri
Student number: PBAMLMR376122
St. Paul's University,
Private Bag – 00217 Limuru, Kenya.

Dear Lucy,

RE: ADMISSION TO CANDIDACY FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN BUSINESS ADMINISTRATION AND MANAGEMENT (PBAM) PROGRAM

Your application for admission to candidacy for the doctorate submitted through your School has been received.

We note with joy that you have fulfilled all the requirements for the candidacy. Candidacy is a period that you are deemed ready to undertake independent and original research resulting in a Thesis.

This is an exciting milestone on the journey towards a doctoral degree, and we would like to acknowledge the hard work and dedication that you have already put towards your degree.

Congratulations on your admission to Candidacy for the Degree of Doctor of Philosophy in Business Administration and Management Program!

We wish God's blessing as you work on the completion of your Thesis.

Yours Sincerely,

For

Dr. John Muhoho Kimani
Director, Board of Postgraduate Studies
Copies:

- DVC- Academic Affairs
- School Dean
- HOD

APPENDIX V: RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **424185**

Date of Issue: **10/June/2025**

RESEARCH LICENSE



This is to Certify that Ms.. Lucy Wairimu Gikeri of St. Paul`s University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kiambu, Kirinyaga, Kisumu, Muranga, Nairobi on the topic: Quality of Work Life Approaches and Employee Performance in Kenyan Public Universities for the period ending : 10/June/2026.

License No: **NACOSTI/P/25/4174524**

424185

Applicant Identification Number

Deputy Director
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was the established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to.
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
    i. Endanger national security
    ii. Adversely affect the lives of Kenyans
    iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
    iv. Result in exploitation of intellectual property rights of communities in Kenya
    v. Adversely affect the environment
    vi. Adversely affect the rights of communities
    vii. Endanger public safety and national cohesion
    viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. Neither the license nor any rights thereunder are transferable.
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

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