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MODERATING INFLUENCE OF JOB SATISFACTION ON THE RELATIONSHIP BETWEEN EMPLOYEE RESOURCING PRACTICES AND PERFORMANCE OF ACADEMIC STAFF IN KENYAN PUBLIC UNIVERSITIES

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Abstract: Public universities spur Kenya Vision 2030's pursuit for globally competitive education, training and research. However, higher education stakeholders including World Bank, employers, Kenya's Commission for University Education and scholars fault the quality and relevance of their academic programmes, especially during the massification era. Decline, which has negative effects on university graduates, is allegedly attributed to: excess workload; deficient recruitment, promotion and retention criteria; and academic staff's incompetence – all theoretically related to Employee Resourcing Practices (ERP) and Job Satisfaction (JS). Most studies relating ERP to Employee Performance (EP) demonstrate that they account for <60% variation in EP. <100% variance in EP intimates possible moderation by JS whose interaction has not been previously been investigated using variables in this study. While JS has theoretical relationship with ERP and EP, its moderating influence on relationship between ERP and Academic Staff Performance (AcSP) in Kenyan public universities (KPUs) has not been empirically demonstrated. Consequently, this study was aimed at establishing the moderating influence of JS on the relationship between ERP and AcSP in KPUs. With the variables, three models were nested in hierarchical regression analysis and used to test the null hypothesis. Anchored on Decision Making Theory and supported by Resource Based View; Human Capital Theory; and Two-Factor Theory, the study adopted cross-sectional correlational study design. JS moderated ERP/ AcSP relationship. This implies that KPUs can enhance (AcSP) by effectively acquiring and putting in place effective JS measures since ERP and JS work complementarily. Findings will benefit HRM practitioners and management of public universities in policy formulation and practice. Scholars will gain knowledge and premise future research on these findings. Performance of Academic Staff will be enhanced with the implementation of the study's recommendations.

Keywords: Job Satisfaction, Employee Resourcing Practices, Performance of Academic Staff

1. Introduction

Global Higher education is characterized by myriad challenges that impact performance and application of education globally (Lemoine, Jenkins and Richardson, 2017). Some of these challenges are manifested in stakeholders' misgivings about the standards and relevance, economic value and resource allocation in the sector (World Bank, 2017). Higher education is a function of all the higher learning institutions including the university (Alemu (2018). Adeyemi (2017) faults the academic quality of the output from the university system which he observes to have consistently taken a downward trajectory in a majority of African countries. Many other scholars have decried the declining standards in their states (Agaruwhe and Ugborugbo, 2009; Alderman, 2010; Bisht, 2015; Ishaya, 2016) as cited in Adeyemi (2017).

While one of the objectives of Kenyan university education is to advance knowledge through quality teaching, scholarly research and scientific investigation (Republic of Kenya, 2012; Commission for University Education, 2016), stakeholders express misgivings about the quality and relevance of the programmes offered in Kenyan universities (Yego, 2016; Kaburu and Embeywa, 2014, Martin and Anthony, 2007; and Ajayi, 1996), the increased access to university education notwithstanding. Kenyan university graduates are criticized for lacking the desired skills, knowledge and attitudes (Kala, Tanui and Kalai, 2020; Ponge, 2013; Amimo, 2012; Kamaara, 2011; Riechi, 2010). A World Bank Report on *"Kenya's Education Achievement and Challenges"* actually faults her education system for breeding graduates devoid of the knowledge and skills compatible with Vision 2030 (Wanzala, 2015). Kenyan employers observe only 49% of University graduates are adequately prepared for the job market (Inter-University Council for East Africa, 2014).

Extant literature demonstrates that quality of education, training and learning received by a student is domiciled in the quality of lecturers among other factors (Kala, Tanui and Kalai, 2020) and (UNICEF, 2000) as cited in Wanzala (2013). Ajao (2001) confirms that the students' academic performance has been linked over time with the effectiveness of the teacher in terms of teaching and learning. Ngare and Muindi (2008) in Mukhanji, Ndiku and Obaki (2016) attribute the decline in quality to insufficient resources, inability to attract and retain quality teaching staff due to poor remuneration and working conditions. Availability of resources and remuneration influence job satisfaction.

Job Satisfaction refers to the attitudes and feelings that people have about their work (Armstrong, 2009). The attitudes and feelings impact on employee performance according (Indermun and Bayat, 2013). It is embedded on the Two-Factor Theory that divides the factors of the work environment into motivators or satisfiers and hygiene or maintenance factors (Graham and Bennett, 1998). Employee Resourcing is concerned with ensuring that an organization obtains and retains the people it needs and employs them productively (Armstrong, 2012). This study limited itself to Human Resource Planning Practice, Recruitment Practice and Selection Practice as the facets of Employee Resourcing Practices by virtue of their precedence and importance in the employee acquisition process.

Performance is a multi-dimensional construct Dugguh and Ayaga (2014) that incorporates both behaviour and results (Brumbach, 1998; Snell, 2006). Employee performance refers to the job-related activities expected of employees and how well they execute them (Dugguh and Ayaga, 2014). Performance of Academic Staff was, therefore, conceptualized as the job related behaviours and results expected of academic staff. It was measured by: Quality of Teaching and Learning; Research and Publication; Administration and Responsibilities; and Community Engagement and Other Contributions (Commission for University Education, 2014a and 2014b).

The findings of the study will benefit HRM practitioners and management of public universities in the formulation of and/or strengthening of effective Employee Resourcing Practices and Job Satisfaction strategies, and in practice. Scholars will gain knowledge and premise future research on these findings. The performance and value of Academic Staff will be enhanced with the implementation of the study's recommendations.

2. Statement of the Problem

Public universities are charged with provision of globally competitive quality education, training and research to the citizenry in accordance with Kenya Vision 2030. However, Higher Education (HE) stakeholders, particularly the World Bank, employers and HE scholars have faulted the quality and relevance of programmes they offer. They relate the decline in quality to graduates that are ill-prepared for the labour market and largely

attribute it to increased workload, reduced rigour on recruitment and promotion criteria, alleged lecturers' incompetence and inability to attract and retain quality staff - all theoretically related to Employee Resourcing Practices and Job Satisfaction. None of the previous studies investigated the moderating influence of Job Satisfaction in the relationship between Employee Resourcing Practices and Performance of Academic Staff in Kenyan public universities, especially, using the same constructs of Employee Resourcing Practices (HRP, recruitment and Selection) as in the current study. Furthermore all the studies ignored the descriptors of Performance of Academic Staff such as: Quality of Teaching and Learning; Research and Publication; Community Engagement and Other Contributions; and Administration and Responsibilities. This study, therefore, seeks to establish the moderating influence of Job Satisfaction on the relationship between Employee Resourcing Practices and Performance of Academic Staff in Kenyan public universities as it has not been empirically demonstrated.

3. Research Methodology

The study focused on fourteen (14) chartered public universities that were established between 2009 and 2019, but spread across the Republic of Kenya. The target population comprised 1,653 lecturers. Since the study could not access all in the target population, it adopted a census of 178 AHoDs/ Deans/Directors of schools or faculties who were accessible. The study adopted multistage sampling technique which yielded 158 respondents having used 20 in piloting. It was considered appropriate given that the study was scheduled to cover a large geographical area, which was the entire Republic of Kenya (Kothari and Garg, 2014).

4. Data Collection, Reliability and Validity

Semi-structured questionnaire was used to collect data. Kothari and Garg (2014) describe the questionnaire as the heart of a survey operation. The study employed Cronbach's alpha coefficient analysis (with the aid of Statistical Package for Social Sciences (SPSS) software) to examine the internal consistency of the measures since it is the most reliable test of inter-item consistency reliability for Likert scaled or rating scaled measures (Whitley, 2002; Robinson, 2009). All the sub-scales attained the recommended level of internal consistency given that they were within the acceptable range of 0.70 to 0.9 as recommended by Tavakol and Dennick (2011) and George and Mallery (2003). In addition, with an overall scale reliability of 0.796 and a standard deviation of 0.067, the instrument was of an acceptable reliability standard. To ascertain content validity, literature search was conducted to ensure that the items in the questionnaire were within the domain of the study concepts as defined by the researcher (Kimberlin & Winterstein, 2008; Drost, 2011). This was further corroborated by a panel of experts (Cooper and Schindler, 2008; Drost, 2011; Aila & Ombok, 2015). Dev Von, Block, Moyle-Wright, Ernst Hayden and Lazzara (2007), as cited by Abong'o (2015), suggest that content validity may be undertaken by seven or more experts. Construct validity, on the other hand, was ascertained using Pearson's r with the aid of SPSS version 21.0. Based on the significant values obtained by the Sig. (2-tailed) < .05, it is evident that all items in each sub-scale significantly correlated with their sub-scale totals, except for item 4 in the Forecasting Future Requirements and Action Planning subscale. The item was excluded from the final analysis of the data given that it had failed the validity test. Generally, the questionnaire items were of adequate validity since they significantly correlated with their total sub-scales.

5. Data Analysis

The collected data were processed and organized for statistical analysis in the order in which the objectives were stated. Both descriptive and inferential statistics were used. Pearson's r was used to determine the

magnitude and direction of relationship between variables (Cooper and Schindler, 2008) while multiple regression used to predict the influence of the individual Selection Practices on Lecturers' performance. All tests of significance were computed at $\alpha=0.05$. The Statistical Package for Social Sciences (SPSS) version 21.0 aided data analysis.

6. Model Specification

The study sought to establish the moderating influence of Job Satisfaction on the relationship between Employee Resourcing Practices and Performance of Academic Staff in Kenyan Public Universities. Employee Resourcing Practices was used as the independent variable, Job Satisfaction was the moderator variable while the dependant variable was Performance of Academic Staff. Employee Resourcing Practices was computed as composite value of overall means from its three latent variables (Human Resource Planning Practice, Recruitment Practice and Selection Practice). With the variables, three models were nested in hierarchical regression analysis and used to test the null hypothesis that: *Job Satisfaction has no moderating influence in the relationship between Employee Resourcing Practices and Performance of Academic Staff in Kenyan Public Universities*. The three models represented by Equations 1, 2 and 3 were adapted from Helm and Mark (2012).

Model 1: $LP_i = a_0 + \beta_1 X_i + \varepsilon_i$ …………......………......………………….……...……...Equation 1

This is a simple linear regression model where only Employee Resourcing Practices was regressed on Performance of Academic Staff in order to estimate the level of their relationship.

Model 2 (Additive Model): $LP_i = a_0 + \beta_1 X_i + \beta_2 M_{2i} + \varepsilon_i$ …………...............……......…Equation 2

The simple linear regression in Model 1 was expanded to a multiple linear regression model as shown in Equation 2. The model involved addition of moderator variable, Job Satisfaction ($\beta_2 M_{2i}$), to the equation.

Where:

LP_i = Performance of Academic Staff which is the dependent variable. It had its data measured using a 5-point Likert scaled items which were converted into continuous scale data by computing the mean response in each item. The measures of the Performance of Academic Staff were: Quality of Teaching and Learning, Research and Publication, Administration and Responsibilities, and Community Engagement and Other Contributions.

a_0 = Constant

β_1 = Represents regression co-efficient which is a vector of parameters to be estimated.

X_i = is a continuous predictor variable extracted from mean response in each item representing perceived Employee Resourcing Practices.

M = is the moderator variable, that is, Job Satisfaction (JS)

i = represents the variables

ε_i = This represents the error term. The error term is an assumed random variable (real number) with a normal distribution i.e. $\varepsilon \sim N(0, \sigma^2)$.

The additive model investigated the relationship between the independent variable (Employee Resourcing Practices), the moderating variable (Job Satisfaction) and dependent variable (Performance of Academic Staff).

Model 3 (Multiplicative Model): $LP_i = a_0 + \beta_1 X_i + \beta_2 M_{2i} + \beta_3 X_i M_{2i} + \varepsilon_i$...................Equation 3

This model combined independent variable (Employee Resourcing Practices), the potential moderating variable (Job Satisfaction) and the cross product interaction term of the independent and the potential moderating variable. Where:

$X_i M_{2i}$ = is the interaction term between Employees Resourcing Practices and Job Satisfaction β_1, β_2 **and** β_3 = are the regression coefficients.

In order to confirm that Job Satisfaction had a moderating influence on the relationship between Employee Resourcing Practices and Performance of Academic Staff, the study needed to demonstrate that the nature of this relationship changes as the value of the moderating variable (Job Satisfaction) changes. This was done by including an interaction effect in the model and establishing if indeed such an interaction was significant and helped explain the variation in the Performance of Academic Staff better than before. The regression model (block 2, Equation 3.6) predicting Performance of Academic Staff from both the predictor variable *X* (Employee Resourcing Practices) and the moderator variable *M* (Job Satisfaction) had to be significant. In addition, the interaction influence added to the subsequent model (block 3) had to have a significant R^2 change. When the interaction term has a p-value less than .05, it is considered that the moderator variable Job Satisfaction has an influence on the relationship between independent variable (Employee Resourcing Practices) and dependent variable (Performance of Academic Staff).

7. Data Presentation

Data was presented using text, figures and tables. Text was used to explain the results and trends, and provide contextual information. Tables were used to present both quantitative and qualitative information. Tables helped summarize and compare quantitative information on different variables.

8. Assumptions Of Regression Analysis

Diagnostic tests were done to ascertain the suitability of the collected data for multiple regression analysis (Field, 2013). Test for normality employed Shapiro-Wilk's test (S-W), in line with the recommendation of Thode (2002); Gravetter & Wallnau (2000); Oso and Onen (2013) and Zar (1999). Tolerance and Variance Inflationary Factor (VIF) were used to investigate the assumption of multicollinearity (O'Brien, 2007). Homoscedasticity was checked by visual examination of a plot of the standardized residuals (the errors) by the regression standardized predicted value (Osborne and Waters, 2002). Durbin Watson was used to examine independence of errors at a range of 1.50 - 2.50 as proposed by Tabachnick and Fidell (2001) and Keppel & Zedeck (1989). Corrective action was taken in respect of any violations.

9. Regression Analysis Model Summary: Moderating Influence of Job Satisfaction on the Relationship between Employee Resourcing Practices and Performance of Academic Staff

Table 1

| | | | | | 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	.749[a]	.561	.558	.29848	.561	171.295	1	134	.000
2	.907[b]	.822	.819	.19089	.261	194.640	1	133	.000
3	.914[c]	.836	.832	.18399	.014	11.158	1	132	.001

a. Predictors: (Constant), Employee Resourcing Practices
b. Predictors: (Constant), Employee Resourcing Practices, Job Satisfaction
c. Predictors: (Constant), Employee Resourcing Practices, Job Satisfaction , Interaction

Source: Survey Data (2020).

Table 1 shows that model 1 is significant (R^2=.561, p=.000) implying that Employee Resourcing Practices (ERP) alone explains 56.1% of the variation in the Performance of Academic Staff in Kenyan public universities. The additive model (Model 2) which comprised ERP(Independent Variable) and Job Satisfaction (Moderating Variable) accounted for 82.2%, as indicated by coefficient of R^2=.822, of the variation in the Performance of Academic Staff in Kenyan public universities. This suggests that when Job Satisfaction is added in the model, the predictors additionally accounted for 26.1% of the variation in Performance of Academic Staff.

Further, upon introduction of the interaction term, the coefficient of determination (R^2) changed from .822 in Model 2 to .836 in Model 3, therefore, giving a variation change of .014, which is significant at 95% confidence level (p=0.001). That is, with the inclusion of Job Satisfaction (Moderator Variable) as an interaction term, Model 3 now explained a total of 83.6% (R^2=.836) of variation in the Performance of Academic Staff in Kenyan public universities. R-Square change (ΔR^2=.014) in Model 3 reflects a positive variation that is explained by the addition of the interaction term. This means that when the interaction term between Employee Resourcing Practices and Job Satisfaction was added to the regression model, it accounted for a significant proportion (1.4%) of the variance in the the Performance of Academic Staff in public universities, ΔR^2=.014, p=.001. The increase in R^2 depicts how much variance in the dependent variable is attributable to the product term and, thus the moderator effect (Aguinis 2004). Falk and Miller (1992) recommend $R^2 \geq 0.01$ in order to consider any variance adequate. Consequently, ΔR^2=.014, p=.001 is considered adequate.

Given the statistical significance (p=0.000), the null hypothesis that *"Job Satisfaction has no moderating influence on the relationship between Employee Resourcing Practices and Performance of Academic Staff in Kenyan public universities"* was rejected. It was, consequently, concluded that there is a statistically significant moderating influence of Job Satisfaction on the relationship between Employee Resourcing Practices and Performance of Academic Staff in Kenyan public universities.

The findings suggest that infusion of Job Satisfaction with Employee Resourcing Practices enhances Performance of Academic Staff. Baron and Kenny (1986) view a moderator as a variable that affects the direction and/or strength of the relation between an independent or predictor variable and a criterion variable. Accordingly, Job Satisfaction emerges as a moderator variable by accounting for a statistically significant proportion (1.4%) of the variance in Performance of Academic Staff in Kenyan public universities when added to the equation. Public universities are, therefore, advised to leverage Job Satisfaction alongside Employee Resourcing Practices in order to enhance the Performance of their Academic Staff.

10. Analysis of Variance on Moderating Influence of Job Satisfaction on the Relationship between Employee Resourcing Practices and Performance of Academic Staff in Kenyan public universities.

The significance of the model was tested using the Analysis of Variance (ANOVA) and the results presented in Table 2.

Table 2

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.261	1	15.261	171.295	.000[b]
	Residual	11.938	134	.089		
	Total	27.199	135			
2	Regression	22.353	2	11.177	306.734	.000[c]
	Residual	4.846	133	.036		
	Total	27.199	135			
3	Regression	22.731	3	7.577	223.827	.000[d]
	Residual	4.468	132	.034		
	Total	27.199	135			

a. Dependent Variable: Performance of Academic Staff
b. Predictors: (Constant), Employee Resourcing Practices
c. Predictors: (Constant), Employee Resourcing Practices, Job Satisfaction
d. Predictors: (Constant), Employee Resourcing Practices, Job Satisfaction, Interaction

Source: Survey Data (2020).

The ANOVA results (Table 2) indicate that all the three models are significant. Model 1, which comprised Employee Resourcing Practices without both the additive and interaction term, was significant, $F (1, 134) = 171.295$, $p=.000$. Similarly, Model 2 (the Additive Model) which comprised ERP and Job Satisfaction

(Moderating Variable) was also significant, $F(2, 133) = 306.734$, $p=.000$. This confirms that the addition of Job Satisfaction as a predictor alongside Employee Resourcing Practices elicits a statistically significant rise on the influence that Employee Resourcing Practices on Performance of Academic Staff in Kenyan public universities. Finally, Model 3 intimates that the interaction term is also statistically significant, $F(3, 132) = 223.827$, $p=.000$. This indicates that there is a statistically significant moderating influence of Job Satisfaction on the relationship between Employee Resourcing Practices and Performance of Academic Staff in Kenyan public universities.

11. Coefficient Output of the Moderating Influence of Job Satisfaction on the Relationship between Employee Resourcing Practices and Performance of Academic Staff in Kenyan Public Universities

The study used regression analysis to establish a linear model that could be used to describe the optimal level of the Performance of Academic Staff in Kenyan public universities given Employee Resourcing Practices as the independent variable and Job Satisfaction as a moderator. The multiple-regression did not only help to investigate how well variables were able to predict the level of Performance of Academic Staff, but also provided information about the relative contribution of Employee Resourcing Practices, Job Satisfaction and their interactions. Each variable was evaluated in terms of its predictive power, over and above that offered by all the other independent variables. It provided the understanding on how much unique variance in the Performance of Academic Staff is accounted for by Employee Resourcing Practices, Job Satisfaction and their interactions. This was shown by coefficient values in Table 3.

Table 3

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	VIF
1	(Constant)	.293	.026		11.456	.000		
	Employee Resourcing Practices	1.176	.090	.749	13.088	.000	.662	1.511
2	(Constant)	.293	.016		17.915	.000		
	Employee Resourcing Practices	.496	.075	.316	6.583	.000	.582	1.719
	Job Satisfaction	.420	.030	.670	13.951	.000	.582	1.719
3	(Constant)	.269	.017		15.488	.000		
	Employee Resourcing Practices	.628	.083	.400	7.596	.000	.449	2.227
	Job Satisfaction	.434	.029	.692	14.807	.000	.569	1.757
	Interraction	.185	.055	.155	3.340	.001	.580	1.723

a. Dependent Variable: Performance of Academic Staff

Source: Survey Data (2020).

An examination of the coefficient values in model 3 discloses that Employee Resourcing Practices and Job Satisfaction contributed uniquely in influencing the Performance of Academic Staff in Kenyan public universities. Job Satisfaction, on its own had a statistically significant influence ($B=.434$, $Beta=.692$) on the Performance of Academic Staff. This implies that improving Academic Staffs' level of Job Satisfaction by one

standard deviation would result in an improvement in their performance by .692 standard deviations. Similarly, an improvement of the same by one unit would elicit a corresponding improvement in the performance of Academic Staff by .434 units. In the same vein, Employee Resourcing Practices had a statistically significant influence (*B*=.628, *Beta*=.400) on the Performance of Academic Staff. This suggests that improving the level of Employee Resourcing Practices by one unit improves the Performance of Academic Staff by .682. Similarly, improving the same by one standard deviation improves the Performance of Academic Staff by .400 standard deviations. The interaction effect between Job Satisfaction and Employee Resourcing Practices also recorded significant influence on the level of Academic Staffs' Performance (*B*=.185, *Beta*=.155, *p*=.001). Duncan (1975) argues for the use unstandardized (not betas) regression coefficients to measure the effect of the independent variable on the dependent variable.

Table 3 reflects the general regression model as:

Performance of Academic Staff = $a_0 + \beta_1 X_i + \beta_2 M_{2i} + \beta_3 X_i M_{2i} + \varepsilon_i$

$$\hat{Y}_i = \underset{(.000)}{.269} + \underset{(.000)}{.628 X_1} + \underset{(.000)}{.434 X_2} + \underset{(.001)}{.185 X_3}$$ ....Equation 4

From the model, the coefficients indicate how much Academic Staffs' Performance improves with a change in an independent variable when all other variables are held constant. For example, for each one unit rise in the level of Employee Resourcing Practices, there is a subsequent rise in the level of Performance of Academic Staff by .628 units. Likewise, for each one unit improvement in Job Satisfaction there is a corresponding improvement in Academic Staffs' Performance by .434 units.

Given that that the interaction term has a p-value of 0.001 which is lower than 0.05, it was concluded that the moderator variable, Job Satisfaction, has a significant influence on the relationship between, Employee Resourcing Practices (independent variable) and the Performance of Academic Staff (dependent variable).

Generally, the model was adequate to predict the level of Performance of Academic Staff in Kenyan public universities. It was statistically significant $F (3, 132) =223.827$, $p=.000$, Adjusted $R^2=.832$. This confirms that Employee Resourcing Practices jointly with Job Satisfaction is a significant predictor of Performance of Academic Staff in Kenyan public universities. The Employee Resourcing Practices accounted for about 83.2% of variability in Performance of Academic Staff in Kenyan public universities with the inclusion of the moderator (Job Satisfaction, was included).

Kim, Cable, Kim and Wang (2009) advise that moderating variables be considered on the strength of theoretical support and that the choice of a moderator be guided by logical reasoning as well as prior theoretical support that justifies why the identified variable would affect the hypothesized relationships between a set of variables. The findings, which are in conformity with various theoretical arguments and empirical studies, suggest that applying Job Satisfaction with Employee resourcing practices will enhance Performance of Academic Staff in Kenyan public universities.

Previous studies that have investigated the moderating influence of Job Satisfaction on the relationship between Employee Resourcing Practices and employee performance are scanty. For example, Jain, Chawla, Agarawal and Agrawal (2019) investigated the impact of Job Satisfaction on the relationship between human resource management practices and employee performance in the telecommunication industry. They established that Job Satisfaction did not significantly moderate the relationship between reward and employee performance although it positively and significantly moderated the relationship between fairness and employee

performance. Interestingly, it negatively and significantly moderated the relationship between work environment and employee performance contrary to ordinary expectations. Worth noting is that the human resource practices investigated are different from the Employee Resourcing Practices that the current study considered, namely: Human Resource Planning practices, Recruitment Practices and Selection Practices. Nonetheless, they support the Two-Factor Theory since they recognize that individuals vary in the relative importance they attach to motivators or hygiene factors.

Al-dubai, Gopalan, Alaghbari and Hamood (2019) who appeared to have replicated the study by Jain *et al.* (2019), established that Job Satisfaction positively and significantly moderated the relationship between work environment and employee performance as well as the relationship between fairness and employee performance. It, however, did not moderate the relationship between reward and employee performance. Similarly, the human resource practices investigated are different from the Employee Resourcing Practices that the current study considered, namely: Human Resource Planning practices, Recruitment Practices and Selection Practices. Nevertheless, they support the Two-Factor Theory since they recognize that individuals vary in the relative importance they attach to motivators or hygiene factors.

The present study has made a major contribution by establishing the moderating influence of Job Satisfaction on the relationship between Employee Resourcing Practices and employee performance in Kenyan public universities. Unlike the previous studies that focused on other facets of Job Satisfaction, the current study focused on: Achievement; Recognition; Responsibility; Advancement Opportunity; Work Itself and Working Conditions; Comfort with pay and Benefits; and Company Policy and Administration.

12. Conclusion and Recommendation

The study has established a moderating influence on the relationship between Employee Resourcing Practices and Performance of Academic Staff in Kenyan public universities. It is recommended that public universities put in place effective job satisfaction interventions to complement their employee resourcing practices in order to enhance the performance of academic staff therein.

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