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## Influence of Human Capital Empowerment on Organizational Efficiency in Public Universities in Kenya

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### ABSTRACT

Human capital empowerment (HCE) contributes greater value to institutions and is a factor that has not been adequately addressed; therefore, good strategies need to be put in place regarding HCE. It has been realized that this involves optimizing responsibilities through increased efficiency and effectiveness. The researchers emphasized that empowering employees enables them to better position themselves for the future in terms of organizational efficiency. The study highlighted that despite the importance of HCE, its implementation in public universities is often hindered by the high costs involved. As a result, the research aimed to establish the link between HCE and organizational efficiency. To guide the inquiry, the project was structured around three specific objectives. These include examining the influence of access to professional development, access to organizational resources, and the reward system on organizational efficiency in organizations. A correlational research design was adopted, targeting a population of 350 individuals. The census method was used to select all the participants. Tables have been used to represent the analysed data and results. Results indicate average positive correlations between professional development, access to resources, reward systems, and organizational efficiency. Regression analysis confirmed that HCE accounted for over half of the variance observed in institutional efficiency. The study concluded that deliberate investment in employee training, access to adequate organizational resources and fair reward systems significantly enhance institutional performance. It is therefore recommended that there should be improved

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access to resources, and the development of a formal empowerment policy to guide reward systems and professional growth initiatives.

**Keywords:** Professional Development; Organizational Resource; Reward System; Organizational Efficiency; Public University

## 1. Introduction

Empowerment of human capital remains a pivotal role for organizations if they want to realize full potential in terms of performance and, in particular, the required efficiency. The study by Eliseo-Dantés et al.<sup>[1]</sup> attests to the fact that HCE enhances employee commitment, motivation, trustworthiness, risk-taking ability, entrepreneurial behaviour and passionate relationships within and with the organization. The results of Achieng et al.<sup>[2]</sup> affirms that human capital management supports HCE due to the belief that empowered employees can make sound decisions, act responsibly to avert any organizational challenges, so as to deliver organizational goals and improve performance. According to Adoli et al.<sup>[3]</sup>, the elements of HCE include sound management styles, training and development, information sharing, investment in education, capitals provision, efficiency evaluation, rewarding performance, and delegation of authority among numerous others. In this study we will consider professional development, access to institutional resources and reward systems as recommended by Agunda et al.<sup>[4]</sup>.

Organization is a goal-directed and purposely structured social entity<sup>[5]</sup>. This means that organizations are made of many individuals who aim at achieving certain results. The research by Armstrong<sup>[6]</sup> made a generic reference to organizations in general but this study will be specific to public universities, particularly, Jaramogi Oginga Odinga University of Science and Technology (JOOUST). These are organizations which should actually adhere to implementing well-laid-out policies on HCE so as to enhance their employees' level of competence and performance.

Another peculiarity is that these universities offer almost completely similar courses that are taught by nearly the same academic staff, cutting across raising concerns of their competitiveness. In Azulay<sup>[7]</sup>, the authors postulate that public universities, like other organizations, should

empower their employees so as to guarantee their motivation, commitment, job satisfaction and morale to help their organization in achieving its goals and objectives. On the other hand, Babbie<sup>[8]</sup> argues that technological superiority alone cannot provide a competitive advantage and as such organizations need to empower human capital if they are to realize competitive advantage, uniqueness and improved efficiency as supported by Berk and Berk<sup>[9]</sup>. From these studies, it is evident that HCE has not been fully addressed on how it helps to achieve organizational efficiency. This study, therefore, focuses on the influence of HCE on organizational efficiency of public universities in Kenya—A case study of JOOUST.

## 2. Statement of the Problem

Institutions aim at developing effective and skilful managers for development initiatives in Kenya, the Eastern African Region and globally at large. Investing in HCE as a result would help universities to consider the interests and expectations of their employees rather than focusing on their jobs alone<sup>[10]</sup>. Institutions are not only expected to hire creative human capital but should also go extra mile to develop it in ways that will increase their creative output, a factor that would definitely boost their organizational efficiency, but has not been adequately addressed. In spite of the fact that there has been an upsurge in mushrooming of constituents and town campuses of public universities in Kenya in the past years, most workers in these institutions do not appear settled and committed to identify themselves and work for any particular University at ago. A study by Cimpian et al.<sup>[11]</sup> found out that high daily expenditure by employees is one of the reasons that drives the University teaching staff to look for extra sources of income like taking classes in other institutions. This reduces efficiency in their organizations, a gap that needs to be addressed adequately, particularly in public universities.

### 3. Objectives of the Study

The main objective of this work has been to examine the influence of HCE on organizational efficiency of the public universities in Kenya—A case of JOOUST. The specific objectives are to: Establish the influence of access to professional development; determine the influence of access to organizational resources; and establish the influence of the reward system. The aim is to assess the influence of these factors on organizational efficiency.

## 4. Literature Review

### 4.1. Theoretical Framework

The theoretical framework has been guided by structural empowerment theory which lays emphasis on the structures within the organization as the main source of empowerment rather than individual qualities is considered in this work. It is also believed that a leader's power and a leader role help to achieve a strategic and well-developed organizational efficiency<sup>[12]</sup>. Structural theory of empowerment further states that employees are motivated when they are provided assignments that are challenging, they are confident to accomplish, they value the compensation being offered and when they trust the organization to compensate them as promised<sup>[13]</sup>. The ability of management to effectively determine what its employees value as outcomes can pave the way for the management to motivate its employees with the benefit of achieving efficiency in the organization<sup>[14]</sup>. However, in the adoption of structural empowerment theory, it has some weaknesses. It is maintained in Demirci and Erbaş<sup>[15]</sup> that it is specifically not easy to prescribe a specific work environment in which HCE should be practiced. Furthermore, principles of HCE are similar for almost all work places but the work environments might be distinct. There are therefore concerns that the provision or lack of provision of elements of HCE do not guarantee the behaviour or attitudes of employees, which immensely contributed to specific managerial practices which improve organizational efficiency. It is therefore inadequate in that it only stresses the role of organizational structures in employee empowerment but ignores the perceptions or cognitive aspects of employees with regards to empowerment<sup>[16]</sup>.

### 4.2. Influence of Processes and Procedures of Human Capital Empowerment on Organizational Efficiency

#### 4.2.1. Influence of Access to Organizational Resources on Organizational Efficiency

According to Dewettinck and Ameijde<sup>[17]</sup>, there is an agreement that access to resources in the organization is one of the greatest factors that contribute to efficiency in the organization. Making resources available helps in the smooth operations of activities within organizations hence impacting the efficiency positively<sup>[18]</sup>. The results of Erasmus et al.<sup>[19]</sup> indicate that organizations that allow access to resources like funds perform better than their counterparts that makes resources inaccessible<sup>[20]</sup>. Fisher<sup>[21]</sup> suggested that making resources accessible is one of the strategies that should be used by organizations if they are to achieve their goals, both long term and short term. This is also supported by Al-Taweel and Al-Hawary<sup>[22]</sup> whereby the authors recommend that proper access to resources should be made possible for optimal output in terms of efficiency.

#### 4.2.2. Influence of Rewarding System on Organizational Efficiency

Giving employees rewards or incentives is necessary since the rewards benefit employees, management and the organization<sup>[23]</sup>. A study by Huq<sup>[24]</sup> defined incentive as a reward, award or recognition payment, whether monetary or non-monetary, tied to or given in exchange for employee work performance. Organizations can only offer incentives, to their employees at their own discretion and whenever they deem it fit that their predetermined goals have been achieved. He further stated that non-monetary forms of welfare programs can take many forms, such as well-ventilated offices and working spaces. A study by Ibua<sup>[25]</sup> found that high daily expenditure, the need to upgrade life values, are some of the reasons that drive the University teaching staff in engaging in other activities like taking classes in other institutions and this may interfere with class schedules and negatively impact on universities' efficiency. It was as a result recommended that organizations should consider offering award packages to employees, for instance, promoting employees who meet desired qualifications to higher positions, as this comes with increased remuneration hence a motivation. Giving employees incentives can

be very beneficial to an organization in many ways, thus improving organizational performance as stressed by Jahanian<sup>[26]</sup>. Jiang<sup>[27]</sup> suggested that financial incentives can be given to reduce absenteeism and turnover. A study by Imran et al.<sup>[28]</sup> stated that promotion opportunity is one-way organizations can use to motivate human capital. Also, a study by Kinyanjui<sup>[29]</sup> recommended that employers should exercise innovative and proactive approach to employee welfare issue. Even though employee welfare issues are well articulated in the law, employers should, at times, go out of their way, even if they exceed the requirements of the law, to ensure employees are well motivated to discharge their duties adequately. Provision of welfare packages and other incentives may lead to workers' motivation, hence it greatly affects their efficiency, whereas a lack of the same can negatively impact general organizational performance. One danger of an incentive plan is that it may set off perceptions of inequity<sup>[30]</sup>. Equal distribution of incentives amongst employees may arouse feelings of unfairness when a section of employees feel they are equally rewarded as their counterparts who contributed in less measure. Workers experiencing such a form of inequity are likely to retaliate by reducing their effort and input in the organization<sup>[31]</sup>. Again, Lashley<sup>[31]</sup> asserts that focus on non-monetary incentives and recognition though being an area of employee motivation that has often been overlooked, when focused on can yield significant returns on investment in terms of employee commitment and performance.

### 4.3. Conceptual Framework

Elements of human capitals empowerment hypothesized to influence organizational efficiency of public universities in Kenya are conceptualized herein. So many considerations feature when it comes to efficiency in the place of work. This is influenced by many other factors involving human capital. These factors are so many, including rewards, motivation, training, and access to resources in the organization among others. Professional development will be measured through scholarships and fellowship awards, in-house training and technical training. Access to organizational resources is intended to find out if work is done in comfortable conditions. Access to resources can be measured by the timely provision of the right materials and equipment for work, adequacy of resources and up-to-date technologies for delivery of services according to Lebars and Euske<sup>[32]</sup>. Rewarding system is also an Independent variable that will be measured by the strategies of the awarding system; thus, if they are based on: academic abilities, professional competence and work capacity and whether rewards are based on performance. From **Figure 1**, organizational efficiency as the dependent variable has elements like employee retention rates and motivation. These two elements were selected since they contribute immensely to organizational efficiency as per the recommendation of Leedy and Ormrod<sup>[33]</sup>. This depends on the HCE factors by Lucas<sup>[34]</sup>, which are moderated by government policy as the moderating variable.

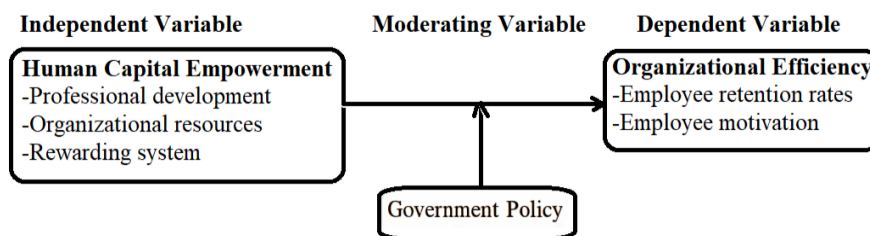


Figure 1. Conceptual Framework.

## 5. Methods

Tools, methods, research design and techniques which were used to obtain and analyse data and present results are presented here. The researchers used correlational research design as it provided the relationships between the variables as suggested by Mansour<sup>[35]</sup>. Since this was a case study,

research was conducted in JOOUST, a public University located in Siaya County, Kenya. The study targeted 350 employees (lower, middle and senior level staff) of JOOUST as the population. The census method was used to consider all 350 staff in the target population to form the sample size. They included registrars, deputy registrars, the finance officer, deans, departmental chairpersons, librarian, assistant

deans, lecturers, accountants, technologists, assistant librarian, transport manager, procurement officer and HR officer.

In this particular study, the researchers obtained primary data by directly issuing questionnaires to the respondents who were academic and non-academic staff of JOOUST. Both physical and virtual interviews were conducted to collect data to obtain qualitative data<sup>[36]</sup>. Validity of instruments for the study was ascertained by making clear statements on the influence of HCE on organizational efficiency in universities in Kenya by experts in the area of study. To ascertain the reliability of the instruments, the test-retest method was used, and a reliability coefficient of 7.9 was obtained, indicating that the instruments were reliable.

Improvements were made based on their recommendations before taking them to the field. The researchers collected data using a developed questionnaire and interview schedule. They conducted interviews with the respondents and administered questionnaires for them to complete. Quantitative data were formatted and entered into SPSS for analysis. All data were thoroughly screened to identify and eliminate omitted questions before analysis. Data analysis was done by use of SPSS to generate quantitative reports. The multiple regression Model was adopted in the following form:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where:

Y—Organizational Efficiency.

X<sub>1</sub>—Professional Development.

X<sub>2</sub>—Access to organizational resources.

X<sub>3</sub>—Rewarding system.

β<sub>0</sub>, β<sub>1</sub>, β<sub>2</sub>, and β<sub>3</sub>—Constants.

ε—Error term.

Data obtained qualitatively were summarized by con-

tent analysis and classified into themes, categories and patterns. Biases were also identified and the results obtained were presented in prose form according to themes.

## 6. Results and Discussion

The descriptive statistics results on the relationship between the dependent variable and the independent variables are given in this section.

It is evident from **Table 1** that only 20.3% indicated that the institution provided study leaves for employees, 3.4% were undecided, while 76% disagreed. 26% agreed that the institution offered scholarships for employees, 2.6% were undecided on this, while 71.4% disagreed. 24% agreed that the institution availed technical training on new skills to employees, 3.7% were undecided, while 72.2% disagreed on the same. 25.7% agreed that the institution invested in in-house training of employees, 4% were undecided, whereas 70.3% disagreed. 26.3% agreed that the institution exercised equity in provision of opportunities for career progression to all staff, 2.9% were undecided, while 70.9% disagreed. 26% were in agreement that the professional development program in their institutions was simultaneously benefiting the staff and institution, 5.1% were undecided, while 68.8% disagreed. It was as a result interpreted that most employees did not appreciate the efforts of the institution in strengthening employee professional development. It was therefore concluded that employee professional development activities such as provision of study leaves, scholarships, proper investment in training, equity in career progression and adoption of employee development strategies which are beneficial to both organization and staff were not well entrenched in the institution, as opined by Mugenda and Mugenda<sup>[37]</sup>.

**Table 1.** Professional development.

Factors	1	2	3	4	5
Provision of study leaves for Employees	28(8.0%)	43(12.3%)	12(3.4%)	108(30.8%)	159(45.2%)
Offer of scholarship for employees	35(10.0%)	56(16.0%)	9(2.6%)	99(28.3%)	151(43.1%)
Technical training on new skills	25(7.1%)	59(16.9%)	13(3.7%)	95(27.1%)	158(45.1%)
Investment in in-house training of Employees.	30(8.6%)	60(17.1%)	14(4.0%)	115(32.9%)	131(37.4%)
Equity in opportunities for career progression to all staff.	36(10.3%)	56(16.0%)	10(2.9%)	98(28.0%)	150(42.9%)
Professional development program benefiting both staff and institution.	41(11.7%)	50(14.3%)	18(5.1%)	90(25.7%)	151(43.1%)

Note: Five-point key response scale: 1. Strongly agree; 2. Agree; 3. Undecided; 4. Disagree; 5. Strongly disagree.  
Source: Research data, 2026.

The results in the above **Table 2** show that 18.5% agreed that the rewarding system in the institution was based on academic abilities of employees, 4.9% were neutral, while 76.6% disagreed. 29.7% agreed that the rewarding system was based on professional competence of employees, 8.3% were neutral, whereas 62% disagreed. 28.6% agreed that rewarding system was informed by the work capacities of employees, 6.3% were neutral, while 65.1% disagreed. 28% viewed organizational rewards as forms of motivation and recognition by the institution, 2% were neutral, while 70% were of the contrary opinion. 26.8% agreed that the institution based rewarding system was based on work performance, 6.3% remained neutral, while 66.8% disagreed. 26.3% agreed that equity is enhanced during the rewarding of employees, 5.7% were neutral, while 68% disagreed. It was interpreted that several staff members in JOOUST were not satisfied with the rewarding system in the institution. It was, therefore, concluded that the reward system in the institution did not meet employee expectations and was not

motivating to them. It was assumed that despite the rewarding system not being equitable enough, it was barely based on the academic ability, professional competence, efficiency level and work capacity of employees. Studies by Mutahi and Busienei, Mustapha and Zakaria, and Mwaura<sup>[38-40]</sup> recommended that even though employee welfare issues are well articulated in the law, employers should, at times, go out of their way, even if they exceed the requirements of the law to ensure employees are well motivated to discharge their duties adequately. Sometimes, equal distribution of rewards amongst employees may arouse feelings of unfairness when a section of employees feel they are equally rewarded as their counterparts who contributed in less measure. According to Ngela and Kamaara<sup>[41]</sup>, workers experiencing such a form of inequity are likely to retaliate by reducing their effort and input in the organization. It is in this regard that the researchers resolve that, as much as rewarding employees is empowering to them, organizations may find rewarding employees a dilemma in waiting.

**Table 2.** Rewarding system.

Factors	1	2	3	4	5
Based on academic ability	40(11.4%)	25(7.1%)	17(4.9%)	125(35.7%)	143(40.9%)
Professional competence	50(14.3%)	54(15.4%)	29(8.3%)	89(25.5%)	128(36.5%)
Work capacity	45(12.9%)	55(15.7%)	22(6.3%)	98(28.0%)	130(37.1%)
View of reward as motivation and recognition	40(11.4%)	58(16.6%)	7(2.0%)	110(31.4%)	135(38.6%)
Based on performance	40(11.4%)	54(15.4%)	22(6.3%)	104(29.7%)	130(37.1%)
Equity is enhanced during rewarding	41(11.7%)	51(14.6%)	20(5.7%)	98(28.0%)	140(40.0%)

Note: Five-point key response scale: 1. Strongly agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly disagree.  
Source: Research data, 2026.

**Table 3** shows that 17.7% agreed that there is a low rate of employee outflow from the institution, 10.9% remained neutral, while 71.4% disagreed. 18.9% agreed that the institution was capable of retaining employees over a period of time, 5.7% remained neutral, but 75.4% disagreed. 18.5% agreed that employees were highly motivated, 4.9% remained neutral, while 76.6% disagreed. 26% agreed that the institution registered fewer complaints from employees,

2.6% were neutral, while 71.4% disagreed. 28% agreed that they are motivated by organizational policies, 2% were neutral, while 70% disagreed. Based on the tested indicators, it was interpreted that overall organizational efficiency in the JOOUST was compromised, for instance, by a high rate of employee outflow, low rates of employee retention, low employee motivation and more employee complaints were also registered.

**Table 3.** Overall organizational efficiency.

Factors	1	2	3	4	5
Low rate of employee outflow	34(9.7%)	28(8.0%)	38(10.9%)	120(34.3%)	130(37.1%)
Retention of employee over a period of time	36(10.3%)	30(8.6%)	20(5.7%)	122(34.8%)	142(40.6%)
High employee motivation	40(11.4%)	25(7.1%)	17(4.9%)	125(35.7%)	143(40.9%)
Employees complain less about the university	35(10.0%)	56(16.0%)	9(2.6%)	99(28.3%)	151(43.1%)
Employee,s feel motivated by organization policies.	40(11.4%)	58(16.6%)	7(2.0%)	110(31.4%)	135(38.6%)

Note: Five-point key response scale: 1. Strongly agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly disagree.  
Source: Research data, 2026.

In Ngigi and Muathe<sup>[42]</sup>, the authors presented the idea that efficiency may be interpreted differently depending on the individual involved and the context of the evaluation or whether the person is or is not part of the organization as seen in **Table 3**. Finally, in reporting the organization's efficiency level, results should be quantified just as is the case with this study. On the other hand, Odeku and Odeku, Okereke and Daniel, and Örtenblad and Löfström,<sup>[43-45]</sup> they separately argued that technological superiority alone cannot guarantee competitive advantage and, as such, organizations need to empower human capital if they are to realize competitive advantage, uniqueness and improved efficiency<sup>[46]</sup>.

### 6.1. Correlation Analysis

The relationships between the variables are discussed in this section.

The relationships between various factors were as follows in **Table 4**. There were positive relationships between professional development, access to organizational resources and reward system and organizational efficiency as  $r = 0.507$ ,  $r = 0.572$  and  $r = 0.439$ , respectively. These positive relationships indicate that if these three factors are enhanced, then

there will be improved organizational efficiency.

**Table 5** shows that, in general, HCE influences organizational efficiency positively at  $r = 0.596$ . The result is in agreement with Sifuna, Whitney and Ochsman, and Yang and Choi<sup>[47-49]</sup> findings that human capital empowerment has a positive influence on organizational efficiency.

From **Table 6**, generally, if human capital empowerment is enhanced, organizational efficiency also improves. Many authors are in agreement that these results show acceptable levels of significance within groups and between groups variability in empowerment.

The results in **Table 7** are in agreement with the correlation coefficients indicating positive relationships. The  $t$ -values show that all the independent variables were established to significantly influence organizational efficiency. This is in tandem with the assertion of Tsai et al.<sup>[12]</sup>.

### 6.2. Stepwise Organizational Efficiency Regression Model

**Table 8** illustrates that  $R^2 = 0.744$ . This means that the error term has 25.6% explanatory power of the efficiency of the organization as supported by Azulay<sup>[7]</sup>.

**Table 4.** Relationships between human capital empowerment factors and organizational efficiency.

Human Capital Empowerment Factors	Organizational Efficiency	
Professional development	Correlation Coefficient	0.507
	Sig. (2-tailed)	0.088
	N	350
Access to organizational resources	Correlation Coefficient	0.572
	Sig. (2-tailed)	0.076
	N	350
Rewarding system	Correlation Coefficient	0.439
	Sig. (2-tailed)	0.083
	N	350

Source: Research data (2026).

**Table 5.** Correlation between human capital empowerment and organizational efficiency.

Correlations			
		Human Capital Empowerment	Organizational Efficiency
Human capital empowerment	Pearson Correlation	1	0.596**
	Sig. (2-tailed)		0.000
	N	350	350
Organizational efficiency	Pearson Correlation	0.596**	1
	Sig. (2-tailed)	0.000	
	N	350	350

Note: \*\*: Correlation is significant at the 0.01 level (2-tailed).

Source: Research data (2026).

**Table 6.** Analysis of the Variance (ANOVA).

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.501	5	5.904	9.565	0.000 <sup>b</sup>
	Residual	22.190	40	0.773		
	Total	37.691	45			

Note:

a: Dependent Variable: Organizational Efficiency.

b: Predictors: (Constant)-Intervening variables.

Source: Research data (2026).

**Table 7.** Individual regression model parameters.

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.471	0.374	0.355	2.276	0.028
Professional development	0.590	0.134	0.166	1.788	0.387
Access to organizational capitals	0.277	0.089	0.189	1.122	0.178
Rewarding system	0.330	0.619	0.172	1.383	0.170

Note: a: Dependent Variable: Organizational Efficiency.

Source: Research data (2026).

**Table 8.** Stepwise regression model summary.

Model Summary				
Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate
1	0.712 <sup>a</sup>	0.744	0.473	0.816

Note: a: Predictors: (Constant).

Source: Research data (2026).

### 6.3. Regression Model

A regression equation based on all the HCE factors is given as shown.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where:

Y—Organizational Efficiency.

X<sub>1</sub>—Professional Development.

X<sub>2</sub>—Access to organizational resources.

X<sub>3</sub>—Rewarding system.

β<sub>0</sub>, β<sub>1</sub>, β<sub>2</sub>, and β<sub>3</sub>—Constants.

ε—Error term.

All the HCE factors contributed positively and from the calculated coefficient values. So, the final model is:

$$Y = 0.471 + 0.590X_1 + 0.277X_2 + 0.330X_3.$$

The analysis on the moderating variable will be published in the forthcoming paper.

### 6.4. Qualitative Data Analysis Results

This was done as per themes and sub-themes.

#### 6.4.1. Professional Development

Professional development is one aspect which enhances organizational efficiency. The University had professional development of employees given a priority, as indicated in the excerpts below, starting with HUNIV 1:

*“The University gives employees the opportunity to further their education here or in any other learning institution of their choice.”*

The results, therefore, indicate that the university provided opportunities for further studies for the employees. Another excerpt from HUNIV 6 goes as follows:

*“The University gives employees study leaves to go and further their studies.”*

It is thus understood that the study results also point

out to the existence of study leaves for employees in the University. Another head of department yet confided that his institution guaranteed its staff fee waivers if they studied within the university, as indicated in the excerpt below from HUNIV 3:

*“Workers in our University are given fee waivers if they study in our University.”*

In the excerpt below, a head of department, HUNIV 8, hinted that the University plays a role in organizing seminars, workshops and conferences.

*“Employees are allowed to go to seminars, workshops and conferences, while some are also sponsored by the University.”*

From the above excerpts, it can be deduced that the university had recognized the importance of giving employees opportunities for further studies, however, it should be noted that it is how well such policies are entrenched that can leave an impact on organizational efficiency in these institutions of learning. This is in line with the findings of Achieng et al. [2]. It is in seminars, workshops and conferences that employees get in touch with the current but dynamic work environment tips to polish their work performances. This is why Agunda et al. [4] concluded that innovative companies not only focus on hiring creative people but also strive to develop them so as to maximize their creative output for their organizations.

#### 6.4.2. Access to Organizational Resources

Two heads of sections agreed that the University had resources that were made available to employees, for instance, an excerpt from HUNIV 5 reads:

*“In our University, resources like the internet, library and other facilities are made available to employees.”*

Another head of department, HUNIV 4, gave a similar illusion as excerpted below:

*“Resources are allocated as per departments and employees can access them through the heads of departments.”*

One particular head of section, HUNIV 2, on the other hand was of the contrary say with regards to the statements of the former two heads of sections on access to organizational resources.

This finding revealed that resources were available in the institution but workers did not have free access to them. It therefore follows that employees were not fully empowered with organizational resources to maximize their work performances and their organizational efficiency in general. All said and done, the researchers maintain that only the timely provision of adequate and modern capitals would guarantee actual free accessibility of organizational capitals by employees as supported by AlTaweel and Al-Hawary<sup>[22]</sup>.

#### 6.4.3. Rewarding System

Rewarding system is another aspect which influences organizational efficiency. According to the findings of this study, the University had put in place a rewarding system for employees. In support of this is an excerpt below from HUNIV 8:

*“The university has put in place a rewarding system, for instance, we have the best employee of the year recognition.”*

This finding indicates that the University indeed has put in place structures for rewarding employee performance. Another head of department from HUNIV 1 gave a similar opinion as in the excerpt below:

*“There is a reward system in our University because there is a policy on that.”*

One particular head of department cited the application of employee promotion as one form of motivating employees while rewarding their efficiency, as indicated in the excerpt that follows from HUNIV 3:

*“The employees are rewarded very well and motivated through promotions.”*

Aside from promotion opportunities it was also evident that the University recognized their employees' academic abilities and work capacities right from employment and rewarded them based on the same. This is pointed out in the excerpt below from HUNIV 5:

*“Best performing students (first class) are picked and employed as graduate assistants or administrative assistants and are allowed to further their studies in the University.”*

It can be concluded from the results that the University had prioritized the recognition and rewarding of employee

work performances, for instance, by instituting a policy on a reward system, offering best employee of the year recognition, educational sponsorships and promotions. A study by Berk and Berk<sup>[9]</sup> informs that employees should be rewarded by offering them awards or recognition payment, whether monetary or non-monetary, which are tied to or given in exchange of their work performances. In conclusion therefore, rewarding system is a form of HCE that, when strengthened, has the capacity to positively influence organizational efficiency as per<sup>[33]</sup>.

## 7. Conclusions

It was found out that the University indeed had recognized that access to professional development of employees is its responsibility and had gone ahead to provide such opportunities. In spite of this, it is believed that the University had not adequately embedded employee professional development into its institutional structures in such a manner that it could be appreciated and its impact felt by all employees. It has been established that among the factors believed to hamper the implementation of HCE is its costly nature. Public universities are mainly funded and run by the government, hence, the assumption that they may be characterized by weak capital outlays and insufficient funding, like other higher learning institutions. The study recommends that governments should refrain from wide-based economic assumptions that could derail focus on employee professional development programmes, especially in public institutions. Public institutions should also strive to cement employee professional development programmes in their organizational systems. There have been reports that the government has emphasized cutting support staff in public institutions. This approach could undermine organizational efficiency. Finally, organizations ought to recognize that human capital empowerment plans, including rewarding system, should be utmost desirable to the employees in order to motivate them. This could be achieved, for instance, by drawing employee opinions and involving them in the process so as to ensure equity and timely implementation. In that case, the establishment of rewarding systems should take into account employee participation and be based on employee interests and the diverse composition of the workforce if organizational efficiency is to be achieved. Additionally, public universities need to fully

implement policies around the reward system.

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## Institutional Review Board Statement

Not applicable for this study as it did not involve humans or animals.

## Informed Consent Statement

Not applicable.

## Data Availability Statement

The complete dataset supporting this research is available at JOOUST.

## Conflicts of Interest

The author declares no conflict of interest.

## AI Use Statement

The authors declare that no artificial intelligence (AI) tools were used in the preparation of this manuscript.

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