

FLEXIBLE WORK ARRANGEMENTS AND EMPLOYEE PERFORMANCE IN SELECTED CHARTERED PUBLIC UNIVERSITIES IN KENYA

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Publication Date: September 2026

ABSTRACT

Statement of the Problem: Employee performance in Kenyan public universities has remained a concern amid increasing workloads, unfavourable staff to student ratios, and declining institutional performance indicators. Although flexible work arrangements have been adopted as part of quality of work life practices, limited empirical evidence exists on their relationship with employee performance in chartered public universities in Kenya.

Purpose of the Study: This study examined the relationship between flexible work arrangements and employee performance in selected chartered public universities in Kenya. The study was anchored on Atkinson's Flexible Firm Model.

Research Methodology: The study adopted a positivist philosophy, a deductive research approach, quantitative methods, and a cross sectional survey research design. The accessible population comprised 16,933 faculty and non-faculty employees drawn from eight chartered public universities. Using stratified random sampling, a sample of 385 respondents was selected, comprising 135 faculty and 250 non faculty staff. Data were collected using a semi structured questionnaire and analysed using the Statistical Package for Social Sciences. Descriptive and inferential statistics were used in the analysis.

Findings: The findings indicated that flexible work arrangements had a positive and statistically significant relationship with employee performance. The regression results showed that flexible work arrangements significantly predicted employee performance ($B = 0.465$, $t = 22.793$, $p < .001$), demonstrating that greater flexibility in work arrangements was associated with improved employee performance in the selected public universities.

Conclusion: The study concludes that flexible work arrangements are significantly associated with employee performance in Kenya's chartered public universities. Flexible arrangements such as part time work, flextime, teleworking, and compressed work schedules can support employees in managing their work responsibilities while contributing to improved performance.

Recommendation: The study recommends that public universities develop clear institutional policies to guide flexible work arrangements, including the use of online and blended teaching, teleworking, and flexible scheduling.

Keywords: *Flexible Work, Arrangements, Employee Performance, Selected, Chartered Public Universities*

INTRODUCTION

The importance of employee performance is underscored 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. It follows that employee performance is equally important to the performance of universities, irrespective of their scope. By adhering to the specifications outlined in the job description, the performance of employees in universities is enhanced (Daribi, 2024). By adopting human resources practices, organisations can more effectively structure employees' behaviour and skills to undertake tasks that focus on achieving set goals. The support provided by organisations to their employees, exemplified by childcare facilities and flexible working hours, positively impacts the quality of work-life of the employees (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 encompass both dependent care benefits and support, and flexible work arrangements. The former is characterised by the support given to employees to take better care of their children and aged or invalid relatives, to ensure the employees focus their energies on their jobs. Flexible work schedules are demonstrated by job sharing, working part-time, flextime, reduced work, compressed workweek, and telework. Informal support can take the form of job autonomy, job opportunities, and a supportive work-life culture.

From the 1960s, the concept of quality work-life approaches advanced in the U.S., France, Germany and Japan till the mid-70s, when the working conditions of employees 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 easily manoeuvre between their family and work affairs and 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. 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 (Ochieng & Kamau, 2021).

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 several challenges. For instance, the unprecedented student enrolment, particularly in public universities, against a shortfall of faculty and non-faculty staff, has occasioned herculean challenges to employee performance (Kiboii & Wosyanju, 2022). The foregoing is in spite of various work-life approaches adopted by these universities. The current article focuses on flexible work arrangements – one of the aforementioned approaches – and how it influences employee performance in Kenyan public universities.

STATEMENT OF THE PROBLEM

Employee performance at Kenya's public universities has declined over time, as evidenced by the institutions' drop in global rankings. In 2023, for example, the University of Nairobi will fall 20 places in global rankings. This situation is exacerbated by increased workload and an unfavourable staff-to-student ratio, emphasising the urgent need to investigate quality work-life approaches to improve performance, with governance playing an important moderating role.

This is reflected in dwindling teaching resources and infrastructure, ineffective governance, and out-of-date approaches to teaching, curricula, and assessment. As a result, universities are unable to sustain high-quality teaching and learning. This leads to brain drain from Kenya's public higher education institutions, making academic staff turnover in critical disciplines a persistent issue. Employee performance is primarily influenced by their work environment. This emphasises the importance of considering work-life approaches and their impact on employee performance. Previous empirical studies have shown that flexible work

arrangements, one of the quality-of-work-life approaches, have an impact on employee performance. For example, according to previous empirical research, flexible work arrangements and workload management accounted for a significant portion of employee performance (Mwaniki, 2022; Bett et al., 2022; Herdiana & Sary, 2023). However, these studies failed to contextualise the situation in public universities, leaving significant research gaps. There was a need to empirically examine the link between flexible work arrangements and employee performance in Kenyan chartered public universities.

RESEARCH OBJECTIVE

To examine the link between flexible work arrangements and employee performance in Kenyan public universities.

RESEARCH HYPOTHESES

H₀: There is no significant link between flexible work arrangements and employee performance in Kenyan public universities.

THEORETICAL FRAMEWORK

Atkinson's flexible firm model anchored the study. The 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).

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 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 could inform how universities optimise the quality of work-life approaches by adopting suitable flexible work arrangements.

EMPIRICAL LITERATURE REVIEW

This article documents a review of past empirical studies on both flexible work arrangements and employee performance. The reviewed studies follow a funnel approach where global, regional and Kenyan studies have been reviewed consecutively. The studies were not only reviewed to acknowledge what past scholars have done, but also to establish contextual, methodological and conceptual research gaps, which were then addressed by the study that the current article documents.

Alsulami et al. (2023) investigated women's preferences for flexible working arrangements in Saudi Arabia's academic sector. It examined the effects 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 female employees, contributing to long-term social development. When it came to job preferences, women found that location flexibility was an important factor in their decision. However, it was unclear whether flexible working arrangements influenced employee performance. This demonstrated a conceptual research gap. Although the study focused on the academic sector, it was not limited to public universities. Thus, there was a contextual gap. Furthermore, there was a methodological gap because the reviewed study only collected data from female faculty members, as opposed to the current study, which obtained relevant data from both faculty and non-faculty staff regardless of gender.

A study was conducted to investigate motivational factors influencing employee performance in Malaysian public universities (Mahmood et al., 2023). Except for recognition, the study found that all motivational factors had a positive impact on employee performance. While recognition had the least effect, monetary compensation had the greatest impact on employee performance. Although the reviewed study was contextually similar to the current study, it did

not demonstrate how work-life quality affected employee performance. Thus, while there were no contextual or methodological gaps, there was a clear conceptual gap.

Atiku and Ganiyu (2021) investigated how employees in Namibia's higher education institutions perceived flexible work options during a crisis. A cross-sectional survey design was used. The study relied on primary data. It found that academic staff positions were positively related to employees' perceptions of specific flexible work options. Remote working and flextime were the most popular flexible work options during times of crisis, with administrative staff showing a positive attitude toward them. The reviewed study had a conceptual gap compared to the current study because it did not link the examined perceived flexible work options to employee performance. Contextually, the study generalised higher education institutions, whereas the current study is very specific because it focuses on public universities.

Dikirr and Omuya (2023) conducted a local study to determine how flexible work practices influenced employee performance in higher education institutions, specifically in Nyeri County. The entire study was founded on self-determination theory and spillover theory. Using a descriptive research design, a sample size of 260 staff members was obtained through stratified random sampling. The study's target populations included Dedan Kimathi University and Karatina University. Flexible time had a strong and significant impact on employee performance, according to data collected through questionnaires. It was also established that work flexibility allows employees to balance their personal and professional lives, resulting in job satisfaction and improved performance. The study's objective was conceptually similar to the current study's, but there was a contextual gap. Whereas the reviewed study focused on two public universities located in the same county (Nyeri County), the current study has a broader cross-county scope that includes a variety of public universities. Methodologically, the reviewed study used a descriptive research design, similar to the current study, which used a combination of cross-sectional survey and ex post facto research designs.

Kyondo et al. (2023) investigated the relationship between staff performance and employee relations practices at public universities in Nairobi County. The study looked at how communication, employee welfare, and participation influenced staff performance. The study was guided by both human and scientific management theories. A descriptive research design was used. Employee performance was found to be positively and significantly correlated with employee welfare, communication, and participation. The study's findings suggested that

universities should continue to improve employee relations practices in order to improve employee performance. The reviewed study demonstrated a conceptual gap by linking employee performance and employee relations. This contradicted the findings of the current study, which examined the relationship between work-life quality and employee performance in Kenyan public universities. The reviewed study used a descriptive research design, which differed from the mixed design used in the current study (which included a cross-sectional and an ex post facto design). Thus, there was a methodological gap.

Nwamadi and Ogonbna (2021) conducted an analysis of the academic staff performance at selected universities in southwest Nigeria. It identified the various methods of performance appraisal used by Southwest universities. Structured questionnaires were used to collect primary data as part of a descriptive study. Stratified and purposive sampling techniques were used to select 1011 academic staff from a study population of 5352. The collected data was analysed using the relative importance index (RII) and correlation analysis. Academic staff performed admirably in terms of community service, employee self-assessment, new curriculum design, teaching, and published paper assessment. The study concluded that there is a positive relationship between performance parameters and academic staff productivity in Nigerian universities.

Although Nwamadi and Ogonbna's study focused on specific universities, it did not specify which sector they were drawn from. The lack of specificity created a contextual gap in comparison to the current study, which had a very specific focus (chartered public universities). The selected universities were limited to a specific region, whereas the current study's scope was national. The study used a descriptive research design, which differed from the current study's combination of cross-sectional surveys and ex post facto designs. Consequently, there was a methodological gap. The reviewed study also demonstrated a conceptual gap because it never attempted to establish a link between employee performance and quality work-life approaches.

CONCEPTUAL FRAMEWORK

The conceptual framework illustrated in Figure 1 shows two categories of variables pertinent to the present study. These are independent (predictor) and dependent (outcome) variables. Flexible work arrangements and employee performance are independent and dependent variables, respectively.

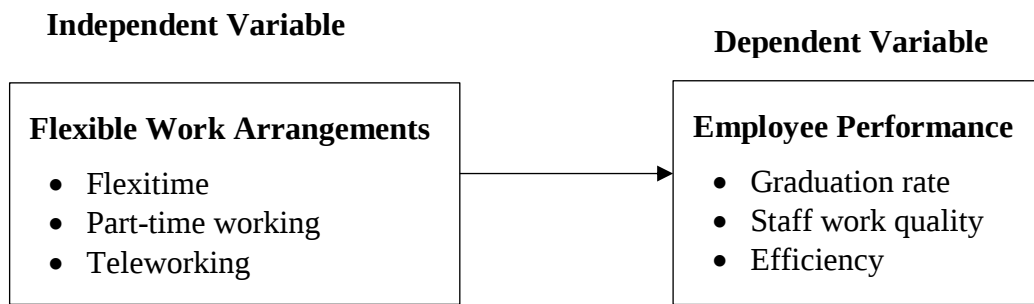


Figure 1: Conceptual Framework

METHODOLOGY

The study adopted a positivist paradigm, a deductive research approach, quantitative methods, and a cross sectional survey research design. The target population comprised staff from 35 chartered public universities in Kenya, while the accessible population consisted of 16,933 employees drawn from eight selected chartered public universities, comprising 5,960 faculty and 11,003 non faculty staff. A sample of 385 respondents was determined, consisting of 135 faculty and 250 non faculty staff. Stratified random sampling was used to select respondents proportionately across the participating universities and staff categories. Data were collected using a semi structured questionnaire that was pilot tested to establish its validity and reliability before the main study. Data analysis was conducted using the Statistical Package for Social Sciences. Descriptive statistics comprising frequencies, percentages, means and standard deviations were used to summarise the data, while Spearman's rank correlation and simple linear regression analysis were used to examine the relationship between flexible work arrangements and employee performance.

FINDINGS AND DISCUSSION

This section presents and discusses the empirical findings on flexible work arrangements and employee performance in the selected chartered public universities in Kenya. The analysis is organised into descriptive and inferential statistics. Descriptive statistics summarise respondents' perceptions of flexible work arrangements and employee performance, while inferential analysis examines the relationship between the two constructs using Spearman's rank correlation and simple linear regression. The discussion integrates the empirical results with relevant previous studies and Atkinson's Flexible Firm Model.

DESCRIPTIVE STATISTICS

Descriptive statistics were used to summarise the respondents' perceptions of the study variables. Responses were measured on a five point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. The analysis focused on the mean and standard deviation, where higher mean scores indicated stronger agreement with the respective statements, while the standard deviation showed the extent to which respondents' views varied around the mean.

Descriptive Statistics for Flexible Work Arrangements

Flexible work arrangements were assessed using items relating to part time work, flextime, compressed work schedules, telework, job sharing, workload distribution and their perceived contribution to work life balance. Table 1 presents the mean scores and standard deviations for the individual items and the overall flexible work arrangements construct.

Table 1: Descriptive Statistics for Flexible Work Arrangements

Statement	Mean	Standard Deviation
Part time work for staff is allowed at the university.	4.75	0.450
Staff members rarely have their work reduced due to high student enrolment.	4.57	0.518
Increased workload decreases the quality of work life balance among staff members.	4.53	0.753
Practising flextime has improved work life balance among staff.	4.22	0.682
The university allows staff to exercise flextime.	4.18	0.499
Some staff have compressed work schedules.	4.07	1.554
Telework is common at the university.	3.95	0.858
P&P and other staff can effectively work on a part time basis.	3.85	0.812
Part time work has greatly enhanced work life balance for staff.	3.06	0.952
There is sharing of some work among staff members.	3.05	0.980
Work is shared depending on the workload associated with respective positions.	2.94	0.815
Compressed work schedules enable staff to complete their workload early and attend to other assigned tasks.	2.88	0.758
Job sharing has greatly improved the quality of work life balance.	2.07	0.969
Composite score	3.70	0.595

The findings indicate an overall favourable perception of flexible work arrangements, as reflected by the composite mean of 3.70 and standard deviation of 0.595. The strongest agreement concerned the availability of part time work ($M = 4.75$, $SD = 0.450$), followed by the observation that high student enrolment rarely resulted in reduced workloads ($M = 4.57$, $SD = 0.518$). Respondents also strongly agreed that increased workload adversely affected work life balance ($M = 4.53$, $SD = 0.753$). Flextime was another prominent arrangement, with

respondents agreeing that it improved work life balance ($M = 4.22$, $SD = 0.682$) and that universities permitted staff to practise it ($M = 4.18$, $SD = 0.499$). Telework was also relatively common ($M = 3.95$, $SD = 0.858$). These results suggest that flexibility in when and where employees undertake their work is evident within the participating universities.

However, flexible arrangements were not equally established across all dimensions. Respondents were comparatively less positive regarding workload based job sharing ($M = 2.94$, $SD = 0.815$), the contribution of compressed schedules to completing work earlier ($M = 2.88$, $SD = 0.758$), and the contribution of job sharing to work life balance ($M = 2.07$, $SD = 0.969$). The relatively large variation concerning compressed schedules ($SD = 1.554$) further indicates substantial differences in staff experiences across the participating institutions. The findings therefore suggest that flextime, telework and part time arrangements are more visible than structured job sharing and workload redistribution. This pattern is consistent with Dikirr and Omuya (2023), who established that flexible working practices supported employees in balancing personal and professional responsibilities, and with Atiku and Ganiyu (2021), who identified flextime and remote working as important flexible work options within higher education institutions.

Descriptive Statistics for Employee Performance

Employee performance was assessed using indicators relating to timely student completion, student pass rates, quality of work, graduate absorption into the labour market and employees' perceived efficiency in performing their duties. The descriptive results are presented in Table 2.

Table 2: Descriptive Statistics for Employee Performance

Statement	Mean	Standard Deviation
Most students graduate within the expected period.	4.43	0.624
High quality of work is reflected in the high student pass rate.	3.94	0.460
Staff members demonstrate a high quality of work.	3.85	0.354
There is a high number of graduates absorbed by the labour market.	3.73	0.495
Staff are highly efficient in performing their duties.	3.70	0.741
Composite score	3.93	0.535

The composite mean of 3.93 and standard deviation of 0.535 indicate that respondents generally evaluated employee performance positively. The highest rated indicator was the timely completion of programmes by students ($M = 4.43$, $SD = 0.624$), suggesting a strong perception that employees effectively supported students in progressing through their programmes within the expected period. Respondents also agreed that student pass rates reflected the quality of work undertaken within their institutions ($M = 3.94$, $SD = 0.460$) and that staff demonstrated a high quality of work in performing their responsibilities ($M = 3.85$, $SD = 0.354$).

Graduate absorption into the labour market recorded a mean of 3.73 ($SD = 0.495$), while employees' efficiency in performing their duties recorded a mean of 3.70 ($SD = 0.741$). Although both scores indicate general agreement, the comparatively larger variation in perceptions of employee efficiency suggests that experiences may differ across employees, departments or institutions. Overall, the descriptive results show favourable perceptions of employee performance across the selected universities. Nevertheless, these indicators should be interpreted as respondent perceptions of performance and associated institutional outcomes rather than as direct objective measures of individual employee productivity.

INFERENCE STATISTICS

Inferential analysis was conducted to establish the statistical relationship between flexible work arrangements and employee performance. Spearman's rank correlation was first used to determine the direction and strength of the association between the two constructs. Simple linear regression was subsequently used to assess the extent to which flexible work arrangements statistically predicted variation in employee performance.

Correlation Analysis

Spearman's rank correlation was used because the study variables were derived from responses measured using an ordinal Likert scale. The analysis examined whether higher levels of flexible work arrangements were associated with higher levels of employee performance. The results are presented in Table 3.

Table 3: Spearman's Correlation

Variable	Flexible Work Arrangements	Employee Performance
Flexible Work Arrangements	1.000	.349**
Employee Performance	.349**	1.000
p value		< .001
N	266	266

The results show a positive and statistically significant association between flexible work arrangements and employee performance ($r_s = .349$, $p < .001$, $N = 266$). The positive coefficient indicates that employees reporting greater availability or utilisation of flexible work arrangements also tended to report higher levels of employee performance. The magnitude of the coefficient indicates a modest positive association, suggesting that flexible work arrangements are related to employee performance but do not, by themselves, account for all variations in performance.

The result is consistent with Gacheri (2022), who established a positive relationship between flexible working arrangements and employee performance, and with Dikirr and Omuya (2023), who reported that flexible working practices were significantly associated with employee performance in institutions of higher learning. Conceptually, the finding is also consistent with Atkinson's Flexible Firm Model because it suggests that allowing greater flexibility in the organisation of work may enable employees and institutions to respond more effectively to changing work demands. The correlation, however, indicates association and should not on its own be interpreted as evidence that flexible work arrangements cause improvements in employee performance.

Regression Analysis

Simple linear regression analysis was conducted to determine the extent to which flexible work arrangements statistically predicted employee performance. The regression analysis is presented through the model summary, analysis of variance and regression coefficient results. The model summary establishes the overall strength of the relationship between the predictor and outcome variables and indicates the proportion of variance in employee performance accounted for by flexible work arrangements.

Table 4: Model Summary

Model	R	R ²	Adjusted R ²	Standard Error of the Estimate
1	.814	.663	.662	.19749

The regression model reports a strong positive relationship between flexible work arrangements and employee performance ($R = .814$). The coefficient of determination ($R^2 = .663$) indicates that flexible work arrangements accounted for 66.3% of the variance in employee performance within the fitted model, while the adjusted R^2 of .662 shows only a minimal adjustment after accounting for model complexity. The remaining 33.7% of the

variation in employee performance was associated with factors not included in the model. The reported explanatory power indicates that flexible work arrangements constitute an important statistical predictor of employee performance among the surveyed university employees. This finding is broadly consistent with previous evidence showing that flexible working practices can support employee performance by enabling employees to manage work demands with greater autonomy and flexibility. However, because the study employed a cross sectional design, the model should be interpreted in terms of statistical prediction and association rather than proof of a causal effect.

Analysis of Variance

Analysis of variance was used to determine whether the regression model as a whole provided a statistically significant prediction of employee performance. The findings are presented in Table 5.

Table 5: ANOVA

Source	Sum of Squares	df	Mean Square	F	p value
Regression	20.261	1	20.261	519.507	< .001
Residual	10.296	264	.039		
Total	30.558	265			

The ANOVA results indicate that the regression model was statistically significant, $F(1, 264) = 519.507$, $p < .001$. This means that the model containing flexible work arrangements provided a significantly better prediction of employee performance than a model containing only the intercept. The finding therefore provides statistical support for the relevance of flexible work arrangements in explaining differences in employee performance within the sample. The significant model is consistent with the broader empirical literature demonstrating that flexible working practices are associated with employee and organisational performance. Muchowe et al. (2021), for example, reported a positive relationship between flexible work arrangements and organisational performance in higher and tertiary education institutions, while Dikirr and Omuya (2023) established a significant relationship between flexible working practices and employee performance in Kenyan institutions of higher learning. The present findings extend this evidence to employees drawn from multiple chartered public universities.

Regression Coefficients and Hypothesis Testing

The regression coefficients were examined to establish the direction and magnitude of the statistical relationship between flexible work arrangements and employee performance. The results also provided the basis for testing the study hypothesis.

Table 6: Regression Coefficients

Predictor	B	Standard Error	Standardized β	t	p value
Constant	1.676	.076		21.921	< .001
Flexible Work Arrangements	.465	.020	.814	22.793	< .001

The results show that flexible work arrangements were a positive and statistically significant predictor of employee performance ($B = .465$, $SE = .020$, $\beta = .814$, $t = 22.793$, $p < .001$). The fitted regression equation was therefore expressed as ($Y = 1.676 + 0.465X_1$), where (Y) represents employee performance and (X_1) represents flexible work arrangements. The unstandardized coefficient indicates that a one unit increase in the flexible work arrangements score was associated with an estimated .465 unit increase in the predicted employee performance score. Since the coefficient was statistically significant, the null hypothesis stating that there is no significant relationship between flexible work arrangements and employee performance was rejected.

The finding supports the central proposition of Atkinson's Flexible Firm Model that organisational flexibility can enable institutions to respond more effectively to changing workforce and operational demands. In the context of public universities, flexible working options may allow employees greater discretion over the timing and organisation of their work, thereby supporting the execution of assigned responsibilities. The result also corresponds with Dikirr and Omuya (2023) and Muchowe et al. (2021), who reported favourable relationships between flexible work practices and performance outcomes. The evidence therefore suggests that well-structured flexible work arrangements can form an important component of human resource practices aimed at supporting employee performance in public universities.

CONCLUSIONS

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, which was not

matched with additional staff, compromised the quality of work-life balance since the available staff had reduced time to concentrate on their personal lives. Additionally, the study inferred that the staff had the option of teleworking through, for instance, online classes and also compressing their work schedules. These options were deduced to be crucial in improving the staff's work-life balance. Moreover, it was concluded that flexible work arrangements were predicted to improve employee performance in Kenya's public universities. By ensuring the 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.

RECOMMENDATIONS

There should be a policy guiding which classes, lectures, and disciplines should be handled online or through blended arrangements. The heads of departments and the 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 keep track of the successes and challenges associated with offering online classes and blending the latter with conventional delivery models. This would ensure that the students get the best out of each course, and the staff can strike a balance between work and their other personal or family engagements. In compressing their work schedules, the staff, particularly the lecturers, should liaise with the students to ensure the schedules do not disadvantage them.

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