

**TRAINING AND DEVELOPMENT TECHNIQUES AND EMPLOYEE  
PERFORMANCE IN THE MINISTRY OF LABOUR AND SOCIAL PROTECTION,  
NAIROBI CITY COUNTY, KENYA**

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**D53/CTY/PT/33417/2014**

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE  
DEGREE OF MASTER OF BUSINESS ADMINISTRATION (HUMAN RESOURCE  
MANAGEMENT) OF KENYATTA UNIVERSITY**

**JULY, 2019**

## DECLARATION

To the best of my knowledge this research project is my original work and it has not been submitted for the award of any degree or diploma in any other institution. No part of the project should be reproduced without the authority of the author and/or Kenyatta University.

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This research project is submitted for examination with my approval and duly appointed university supervisor.

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## **DEDICATION**

I dedicate this project to my loving husband Daniel Kirimi who has contributed a lot financially and his time for the completion of the studies. Our loving children Joel, Hermon and Victor for their patience and tolerance throughout my studies.

## **ACKNOWLEDGEMENT**

I thank the almighty God for his sufficient grace, for giving me strength, good healthy and a sound mind throughout my study period despite numerous challenges. I also appreciate the Management of Kenyatta University for allowing me to join this University. I appreciate my supervisor Mr. Chrispen Maende for his tireless efforts of guiding me through every step of this project. I also like to recognize my lecturers for their support and encouragement when I was almost giving up. I also not forget to thank my loving brothers, sisters, in laws and friends for their prayers and encouragement. I also not forget to thank my boss Mr. George Njoroge for granting me permission to attend classes and giving me peace of mind throughout my studies. I also recognize the entire staff of Ministry of Labour and Social Protection especially accounts section for providing me a friendly environment.

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>ACKNOWLEDGEMENT</b> .....	iv
<b>TABLE OF CONTENTS</b> .....	v
<b>LIST OF TABLES</b> .....	viii
<b>LIST OF FIGURES</b> .....	ix
<b>ABBREVIATIONS AND ACRONYMS</b> .....	x
<b>OPERATIONAL DEFINITION OF TERMS</b> .....	xi
<b>ABSTRACT</b> .....	xii
<b>CHAPTER ONE: INTRODUCTION</b> .....	1
1.1 Background to the Study.....	1
1.1.1 Training Techniques.....	3
1.1.2 Employee Performance .....	5
1.2 Statement of the Problem.....	6
1.3 Objectives of the Study .....	7
1.3.1 General Objective.....	7
1.3.2 Specific Objectives.....	7
1.4 Research Questions .....	8
1.5 Significance of the Study .....	8
1.6 Scope of the Study .....	9
1.7 Limitations of the Study.....	9
1.8 Organization of the Study .....	9
<b>CHAPTER TWO: LITERATURE REVIEW</b> .....	11
2.1 Introduction.....	11
2.2 Theoretical Literature Review .....	11
2.2.1 Goal Setting Theory .....	11
2.2.2 Expectancy Theory.....	12
2.2.3 Social Exchange Theory.....	13
2.2.4 Resource Based View Theory .....	14
2.3 Empirical Literature Review.....	15

2.3.1	Coaching and Employee Performance .....	15
2.3.2	Job Rotation and Employee Performance .....	17
2.3.3	Role Playing and Employee Performance.....	19
2.3.4	Apprenticeship and Employee Performance .....	20
2.3.5	Training Techniques and Employee Performance .....	21
2.4	Summary of the Literature Reviewed and Research Gaps .....	23
2.5	Conceptual Framework .....	26
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>		<b>27</b>
3.1	Introduction.....	27
3.2	Research Design.....	27
3.3	Target Population.....	27
3.4	Sampling Design and Sample Size .....	28
3.5	Data Collection Instrument .....	28
3.5.1	Questionnaires .....	28
3.5.2	Interview Schedules .....	29
3.6	Pilot Study.....	29
3.6.1	Validity of the Instruments.....	29
3.6.2	Reliability of the Instruments.....	30
3.7	Data Collection Procedure .....	31
3.8	Data Analysis and Presentation .....	31
3.9	Ethical Consideration.....	32
<b>CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION .....</b>		<b>33</b>
4.1	Introduction.....	33
4.2	Response Rate .....	33
4.3	Demographic Findings.....	33
4.3.1	Respondents' Gender .....	34
4.3.2	Respondents' Age .....	34
4.3.3	Respondents' Level of Education .....	35
4.3.4	Respondents' Work Experience .....	36
4.4	Descriptive Statistics.....	36
4.4.1	Coaching.....	37

4.4.2	Job Rotation.....	38
4.4.3	Role Playing .....	40
4.4.4	Apprenticeship .....	42
4.4.5	Employee Performance .....	44
4.4.6	Qualitative Analysis .....	46
4.5	Regression Analysis.....	47
	<b>CHAPTER FIVE: SUMMARY, RECOMMENDATION AND CONCLUCTIONS .....</b>	<b>50</b>
5.1	Introduction.....	50
5.2	Summary of the Findings.....	51
5.3	Conclusions.....	52
5.4	Recommendations for Policy and Practice .....	53
5.5	Suggestion for Further Studies.....	53
	<b>REFERENCES.....</b>	<b>54</b>
	<b>APPENDICES.....</b>	<b>59</b>
	Appendix I: Letter of Introduction.....	59
	Appendix II: Questionnaire.....	60
	Appendix III: Interview Schedules .....	64

## LIST OF TABLES

Table 2.1: Summary of the Literature Reviewed and Research Gaps .....	23
Table 3.1: Target Population.....	28
Table 4.1: Response Rate.....	33
Table 4.2: Respondents' Age.....	34
Table 4.3: Respondents' Work Experience .....	36
Table 4.4: Coaching.....	37
Table 4.5: Job Rotation.....	39
Table 4.6: Role Playing.....	41
Table 4.7: Apprenticeship.....	43
Table 4.8: Employee Performance.....	45
Table 4.9: Regression Analysis.....	47
Table 4.10: Analysis of Variance ANOVA .....	47
Table 4.11: Coefficients.....	48



## LIST OF FIGURES

Figure 2.1: Conceptual Framework .....	26
Figure 4.1: Respondents' Gender .....	34
Figure 4.2: Respondents Level of Education .....	35

## **ABBREVIATIONS AND ACRONYMS**

<b>ANOVA</b>	Analysis of Variance
<b>HRM</b>	Human Resource Management
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>SC</b>	State Corporation
<b>SPSS</b>	Statistical Package for Social Sciences
<b>WIER</b>	Warwick Institute for Employment Research

## **OPERATIONAL DEFINITION OF TERMS**

<b>Apprenticeship</b>	A structured process by which people become skilled workers through a combination of classroom instruction, hands on experience, job qualification and so on.
<b>Coaching</b>	A form of development in which a supervisor supports the employees in achieving a specific professional goal by providing training guided by individual need, content and engagement level
<b>Employee Performance</b>	The job related activities expected of a worker and how well those activities were executed to attain organizational goals, quality, efficiency and profitability measures
<b>Job Rotation</b>	A job design technique including orientation, career development and job boredom/burnout in which employees are moved between two or more jobs in a planned manner.
<b>Role Playing</b>	The trainees are assigned a role, which they have to play in an artificially created situation involving working condition, skill improvement and job competency
<b>Training and Development Technique</b>	An educational process which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the performance of employees

## ABSTRACT

Employee is a key element of the organization. The success or failure of the organization depends on employee's performance. Therefore, organizations are investing huge amount of money on employees' training. Despite the fact that training and development is well planned and systematic in the ministry of labour and social protection it still have issues of employees still not performing up to standard operating procedure in the work environment and labour turn over. Therefore, this study sought to determine the influence of training and development techniques on the performance of employees in the Ministry of labour and social protection. This study was guided by the following specific research objectives; to examine the influence of coaching, job rotation, role playing and apprenticeship on employee performance in the ministry of labour and social protection. This study was guided by goal setting theory and social exchange theory. The study used a descriptive survey research design. The target population was 60 respondents comprising of 5 HRM managers and 10 supervisors and 45 Support staff. A census of 60 respondents was carried out. The study used questionnaires for the support staff and interviews for the HRM managers and supervisors. The qualitative data collected from the interviews was analysed using content analysis. Quantitative data was analyzed using descriptive statistics such as mean and standard deviation and presented using charts, figures, table and graphs. The study conducted a multiple regression analysis to test the relationship between independent variables and dependent variable. The study examined that coaching, job rotation, role playing and apprenticeship had a positive significant influence on employee performance. The study concludes that coaching positively impacted employees careers as well as their lives by helping them to establish and take action towards achieving goals. Job rotation increased job satisfaction because employees were exposed to various work tasks that reduced constant physical or mental stress, which could create more motivation to continue in the position and reduce turnover. Role playing brought together employees and or created a positive relationship among the employees in the work environment and apprenticeships are structured training programmes offered by the Ministry which gives their trainees a chance to work towards a qualification and offers them a vast experience that enable them to work elsewhere. The study recommends that The Ministry should devise clear goals that include benchmarks and deadlines, be prepared to help with time management, frame feedback in a forthright and positive manner, follow up on feedback, emphasize effort over ability and celebrate accomplishments. The Ministry should determine the critical positions or functions to include in the program, conduct a job analysis to determine the components of the job that are most important to learn during the job rotation, determine the ideal bench strength for each role, create job readiness assessments and an evaluation process, orient the employees, measure and reward success. The Ministry should identify the objective, need, experience of trainee, the issue or task for which role play method is selected. The focus should be on maximum involvement of individuals as participants so that an overall exposure and that The Ministry should have apprenticeship programs in every section which is in line the current needs of the organization and which comply with the ever changing organizational environment.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background to the Study**

Workers are essentially assets to an organisation and the implications of more investment in them would raise expectations from them in terms of performance. Their improved skills and behaviour will give the organisation its competitive edge (Perry, 2015). Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner (2014) observe that effective employee training leads to an increase in quality goods and services as a result of potentially fewer mistakes. The authors further observe that effective development programmes allow management to maintain a workforce that can adequately replace employees who may leave the company or who are moved to other areas. It also allows for employees to cope with newly developed technology, and ensures that adequate human resources are available for expansion into new areas.

Employees are major assets of any organization. The active role they play towards a company's success cannot be underestimated. As a result, equipping these unique assets through effective training becomes imperative in order to maximize the job performance. Also position them to take on the challenges of the today's competitive business climate (Anderson, 2014). McConnell (2014) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the help of the performance appraisal reports and findings, the organization can be able to identify development needs.

Employee performance is the outcome, accomplishment of work as well as the results achieved, which is linked to the strategic goals of the organization, customer satisfaction and economic contributions (Armstrong, 2010). Armstrong (2010) continues to indicate that performance has to be managed by taking systematic action to improve organizational, team and individual

performance; where individual performance management process is associated with both financial and non- financial incentives. Organizations are obliged to meet the needs of their stakeholders, in this case employees, by rewarding their employee equitably according to their contribution (Serena, Muhammad & Emran, 2012).

Employee performance is measured using several methods based on the organizational preferences and the performance management system in practice over there. The performance management system defines the performance measures for employees, that is, the criteria to quantify and calculate the level of performance (Glaveli & Karassavidou, 2011). Glaveli and Karassavidou (2011) also show that providing training and learning opportunities, innovation, and cost reductions stimulate performance. Together with these the competencies gained during training and development has a dramatic impact on job performance if transferred properly.

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Venkatraman & Ramanujam, 2012). Frederick and Stephen (2010) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures. As noted by Draft (2015), it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question.

Employee performance is the set of employee behavior, results, and outcomes that come after completing the job tasks using certain competencies and that are measured through different metrics (Hameed & Waheed, 2011). The most value adding possession available to any firm,

business, or organization are its workforce. The performance on part of the workforce is the driving force behind the survival of any business firm. Further, Hameed and Waheed (2011) are of the view that well performing employees contribute to the efficiency and success of the organization. So, performance is crucial for the organizations and making strategies to improve performance and measuring it from time to time are a basic step that is to be taken. Without desired performance results, it is of no use continuing to invest in processes and projects.

### **1.1.1 Training Techniques**

Asad and Mahfod (2015) consider training as a planned process to modify attitude, knowledge or skill behavior through learning experiences to achieve effective performance in an activity or range of activities. Tannenbaum and Yukl (2012) argue that training and development improves the workforce competence in order to create a competitive advantage and contribute to organizational success. Corporations are offering a variety of training programs to meet their organizational needs.

Coaching is a form of development in which a supervisor supports the employees in achieving a specific professional goal by providing training and guidance (Whitworth, Sandhal, Kimsey-House & Kimsey-House, 2014). Newly skilled individuals want more responsibilities and performance and coaching can hence support these individuals in achieving these changes. It is also a focus on lifelong learning and learning throughout one's life time is becoming increasingly vital in today's society (Jowett, 2012). Coaching supports many learning steps which lead to more employees to learn compared to traditional learning methods

Jorgensen, Davis, Kotowski, Aedla, and Dunning (2015) observe that one of the most effective methods for developing the horizon of employees is job rotation, especially human resource

empowerment. Job rotation is considered as a method of job design by which employees learn job skills from different parts and relieve exhaustion due to repeated tasks by changing those. Gomez, Lorent and Cabrera (2014) define job rotation as working in different positions or in different situations at time periods which are classified based on a range of individual knowledge, skill and capability of employees. The main objective of job rotation is regularly shifting employees from a job to another in order to increase their motivation and enthusiasm.

A promising application of learning-by-doing is the usage of role plays. Role plays can be defined as an interactive process that involves participants assuming specified responsibilities that is, a role and performing specific tasks (Mercado, 2010). Because of the interactive and reflective process, role plays have the potential to promote sustainable changes in behaviour (Chen & Martin, 2015). Thus, the identification of a successful training method is promising in saving company resources, increasing the chance of sustainability on their path towards process orientation and outbalancing associated costs.

Apprenticeship training is a process by which people become skilled workers, through a combination of formal learning and long-term on-the-job training (Fox, 2012). Through apprenticeship, it is possible to learn a great deal about an industry in a rather short amount of time. Furthermore, all of the learning is hands-on rather than theoretical. According to Ball and John (2015) apprenticeship training helps employees to improve their skills, which will benefit the company in the long term. An apprenticeship encourages employees to think of their job as a career and to stay with the company for longer, which reduces recruitment costs. Offering an apprenticeship to an existing member of staff shows that organization sees their employee as an integral part of the workforce and are happy to invest in their future.



### **1.1.2 Employee Performance**

Employee performance is the set of employee behavior, results, and outcomes that come after completing the job tasks using certain competencies and that are measured through different metrics (Hameed & Waheed, 2011). The most value adding possession available to any firm, business, or organization are its workforce. The performance on part of the workforce is the driving force behind the survival of any business firm. Further, these authors are of the view that well performing employees contribute to the efficiency and success of the organization. Therefore, employee performance is crucial for the organizations and making strategies to improve organizational performance.

Frederick and Stephen (2010) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures. As noted by Draft (2015), it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question.

Armstrong (2010) indicates that performance has to be managed by taking systematic action to improve organizational, team and individual performance; where individual performance management process is associated with financial and non- financial incentives. The performance management system defines the performance measures for employees, that is, the criteria to quantify and calculate the level of performance. Serena, Muhammad and Emran (2012) observe that organizations are obliged to meet the needs of their stakeholders, in this case employees, by rewarding their employee equitably according to their contribution.

## **1.2 Statement of the Problem**

Organizations hire employees from diverse countries, cultures, values and styles. This makes the organizations face diverse challenges in multiple forms such as demographic changes in manpower integrated with global markets and worldwide rivals that should be managed strategically (Kreitz, 2015). Jackson (2016) observe that to manage diversity strategically and successfully organizations needs human resources managers with essential skills in developing organizations, enhancing leadership skills, developing positive communication and correspondence tools, besides implementing effective training techniques to improve the performance of their employees.

The need for staff training in the Ministry of Labour and social protection is accelerated by the gap that develops as a result of global technological changes that take place worldwide which affect day to day ministry's operations. MSSL has been practicing training since its beginning and particularly for the past five years. Several of its employee's staff including accounts clerks, secretaries, drivers, support staff for example have not qualified for any form of training nor is there any systematic process of staff development in place. However, despite the efforts done by Human Resource Management (HRM) department, the ministry has continuously encountered employees' performance challenges such as failure to meet targets and high labour turnover which is being informed by the fact that it has not been able to achieve its desired results.

Mohamed (2013) did a study on factors affecting implementation of training Programs to the public institutions but focused on public service management. However, the study was qualitative in nature which does not guarantee conclusive findings due to a small sample involved. Githinji (2014) study looked at the effects of training on employee performance but focused on United Nations Support office for the African Union Mission in Somalia. However,

the study used a cross-sectional research design in which the results are static and time bound. Kosgei (2015) examined challenges facing staff development and training. The study context was secondary schools in Kericho County. Elnaga and Imran (2017) study investigated the effect of training on employee performance and established a positive significant relationship. However, the study used cross-sectional research design.

The aforementioned studies have shown a number of gaps in different areas but failed to address the research problem in the Ministry of Labour and Social Protection. Therefore, this study sought to investigate the influence of training and development techniques on employee performance in the Ministry of Labour and Social Protection in Nairobi City County, Kenya.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The general objective of this study was to determine the influence of training and development techniques and employee performance in the Ministry of Labour and Social Protection in Nairobi City County, Kenya.

#### **1.3.2 Specific Objectives**

This study was guided by the following specific research objectives:

- (i) To examine influence of coaching on employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya.
- (ii) To find out how job rotation influences the employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya.
- (iii) To establish extent to which role playing influences employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya.

- (iv) To identify relationship between apprenticeship and employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya.

#### **1.4 Research Questions**

This study sought answers to the following research questions objectives:

- (i) What is the influence of coaching on employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya?
- (ii) How does job rotation influence the employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya?
- (iii) To what extent does role playing influence employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya?
- (iv) What is the relationship between apprenticeship and employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya?

#### **1.5 Significance of the Study**

The study would be of use to the management of the Ministry of Labour and Social Protection by encouraging them to embrace training and development to increase competitiveness, it would also help to establish how training has an impact on performance of their employees and what improvements can be done to help equip the employees further as well motivate them to improve their performance. The study would help the government, policy makers and other parastatals in Kenya to come up with suggestion of what would like to be incorporated in the training and development programs so as to improve their employee performance. The study would also open a gap that other researcher can do related study to address them.

## **1.6 Scope of the Study**

Training and development technique was operationalized using coaching, role playing, job rotation and apprenticeship whereas employee performance was measured using non-financial indicators. The unit of analysis was the Ministry of Labour and Social Protection in Nairobi City County, Kenya and the units of observation was HRM managers, supervisors and support staff in the Ministry of Labour and Social Protection. Descriptive survey research design and stratified sampling method was used in the methodology of the study. Data was collected using questionnaires and interview schedules which was analysed using descriptive statistics and regression analysis. The study focused on performance of employees in the Ministry for the past 5 years (2014 – 2018).

## **1.7 Limitations of the Study**

The respondents were hesitant to respond as some of them may fear victimized by disclosing relevant information for the study. To overcome these, the researcher assured the respondents any information disclosed by them would not be shared to any other party. The study was conducted using predetermined questionnaires which limited the respondents from expressing their views freely and widely. To overcome this, the researcher designed questionnaire with both open and closed ended questions. In addition, some of the respondents were not willing to provide objective and honest information. This challenge was catered for through the use of the relevant letters from relevant authorities to confirm to the respondents that information being sought is purely for academic purpose and it was treated with high confidentiality.

## **1.8 Organization of the Study**

This study was organized in five chapters. Chapter one constitutes the background of the study, statement of the problem, objectives, significance, scope, limitations and organization of the

study. Chapter two comprises of the theoretical literature review, empirical literature review, summary of literature review and research gaps and conceptual framework. Chapter three encompasses the methodology which presents the research design, target population, sampling design, research instrument, data collection procedure, data analysis and ethical considerations. Chapter four constitutes the research findings and discussion which presents the response rate, background information, descriptive statistics, inferential statistics and analysis of qualitative data. Chapter five presents the summary, conclusion, recommendations for policy and practice, and recommendations for further study.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter deals with the review of literature on how training and development techniques influences employee performance. The chapter will focus on theoretical literature review, empirical literature review, summary of the literature reviewed and research gaps and conceptual framework.

### **2.2 Theoretical Literature Review**

#### **2.2.1 Goal Setting Theory**

The goal-setting theory is strongly affected by Ryan's (1970) assumption that human behavior is driven by objectives, so-called goals. Every relationship between a principle and an agent is characterized by information asymmetry (Jensen & Meckling, 2006; Feess, 2004). Since the employer is not able to monitor the effort of the employees permanently, certain measures to motivate the staff have to be offered to the workforce. One suitable way to motivate is to set goals. The findings of numerous experimental studies show that goal-setting strongly influences human behavior and thus leads to changes in performance (Bandura & Cervone, 2009); LaPorte & Nath, 2010)]. This holds true for varying tasks, different groups of participants and diverse experimental settings.

Goal setting involves the conscious process of establishing levels of performance in order to obtain desirable outcomes. This goal setting theory simply states that the source of motivation is the desire and intention to reach a goal (Locke & Latham, 2006). If individuals or teams find that their current performance is not achieving desired goals, they typically become motivated to increase effort or change their strategy.

This theory was relevant to the study as it focuses on the assumption that learning is influenced by an individual's life goals. Goal-setting theory predicts that people will channel effort toward accomplishing their goals, which will in turn affect performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. This theory explained coaching variable.

### **2.2.2 Expectancy Theory**

This study will be guided by Expectancy theory proposed by Vroom (1964). Expectancy theory is a cognitive process theory of motivation that relies on the principle of belief that individuals the amount of effort put towards a certain task, the end results attained from it and the benefit acquired has a mutual relationship. Vroom (1964) observes that people's performance rely on person's characteristics such as personality, skills, knowledge, experience and abilities. It was also found that effort, performance and motivation are linked in a person's motivation. According to Greenberg (2011) expectancy theory provides guidelines for enhancing employee motivation by altering the individual's effort-to-performance expectancy, performance-to-reward expectancy, and reward valences. However, Hellriegel and Slocum (2011) indicate that leaders must make an effort to find out what their employees value as rewards (valence). They must also accurately assess employees' capabilities (expectancy) and make available all of the right resources to help employees be successful in their jobs.

According to Vroom (1964) a person will conduct himself/herself or behave in a particular way because of the motivational factors vested on that particular behavior due to expected results out of the behavior. In other words, the person selected behavior is based on the motivation and is characterized by the appeal of the end results. This motivation can be categorized into three factors namely; Valence, expectancy and instrumentality. First, Valence is the person's strength



for his/her favorite such as reward. For example employees will strive to have a positive outcome in their place of work. Second, expectancy is the likelihood that a specific act or attempt would result to a specific performance. These particular outcome achieved by an individual relies not just the options he/she makes rather on activities further than his/her control. This therefore, means that employee performance will rely on various factors and a chance in performance. Third, instrumentality is the likelihood that performance will result to the expected outcome. In other words a person will receive a reward the moment he/she fulfils his/her task.

This theory was relevant to the study as it proposes that an individual will behave or act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the result of that selected behavior will be. This means that a better employee performance will motivate them and hence lay loyalty towards the attainment of organization goals. This theory was associated with role playing variable.

### **2.2.3 Social Exchange Theory**

According to Emerson (1976) the dominant emphasis was the individual behavior of actors in interaction with one another. His primary aim was to explain fundamental processes of social behavior (power, conformity, status, leadership, and justice) from the ground up. Emerson (1976) believed that there was nothing that emerges in social groups that cannot be explained by propositions about individuals as individuals, together with the given condition that they happen to be interacting. Emerson (1976) defined social exchange as the exchange of activity, tangible or intangible, and more or less rewarding or costly, between at least two persons. Cost was viewed primarily in terms of alternative activities or opportunities foregone by the actors involved. Behavior is a function of payoffs, whether the payoffs are provided by the nonhuman environment or by other humans.

Social exchange theory proposes that people might go beyond the simple economic transactional exchange and engage in a process of social exchange; through this process, people obtain the benefits of, and contribute to, social interaction, seeking to increase the outcomes that they positively value and decrease those that they negatively value (Molm, 2006). Coaching has been largely associated with a one-to-one process of helping others to improve, to grow and to get to a higher level of performance, by providing focused feedback, encouragement and raising awareness.

This theory is relevant to the study as is used as a framework for predicting employee commitment, employee motivation and desire to remain with the organization. Coaching enables and empowers people, and it opens new opportunities for learning through which improved performance is attained. This theory explained job rotation variable.

#### **2.2.4 Resource Based View Theory**

This study was guided by Resource Based View theory as proposed by Barney (1991). Barney (1991) state that a firm is a collection of physical capital resources, human capital resources and organizational resources. The core premise of the resource-based view is that organizational resources and capabilities can vary significantly across firms, and that these differences can be stable. The theory focuses on the idea of costly-to-copy attributes of the firm as sources of business returns and the means to achieve superior performance and competitive advantage.

Chandler (1990) indicates that organizational capabilities emanate from lower management, middle and top management and that a firm can gain competitive advantage when its resources and capabilities are used properly. The author further states that if these organization capabilities were carefully synchronized and assimilated it could achieve the economies of scale and scope needed to compete in national and international markets. Barney (1991) states that, “sustainable

competitive advantage is derived from resources that are valuable, rare, imperfectly imitable (due to path-dependence, causal ambiguity, and social complexity), and no substitutable". A resource-based view of the firm accepts that attributes related to past experiences, organizational culture and competences are critical for the success of the firm.

This theory is relevant to the study because it shows that Ministry of Labour and Social Protection manage employee training and development on the basis of their resources and capabilities. A firm resource must, in addition, be valuable, rare, and imperfectly imitable and substitutable in order to be source of effective management of training and development programs. Resources may increase the company's capacity for efficient and effective management of employee training and development techniques and, thus, better employee performance. This theory was linked to apprenticeship variable.

## **2.3 Empirical Literature Review**

### **2.3.1 Coaching and Employee Performance**

A study done by Mwangi (2018) examined the effect of coaching on employee performance in State Corporations in Kenya. A sample of 126 State Corporations (SCs) were randomly picked from the target population of 187. The 126 SCs formed the unit of analysis. The unit of observation was 126 Human Resource experts or their equivalents drawn from the 126 SCs. The study applied mixed methods research with cross-sectional survey design. Multiple regression analysis was adopted being a technique of multivariate analysis. Coaching was found to be a major predictor of the variance in employee performance. However, the study was qualitative and guided by exploratory research design.

In a study carried out by Muriithi (2016), examined on how coaching affects employee performance in commercial banks. The study employed a descriptive survey design, systematic random sampling was used to obtain a sample of 140 respondents from a population of 200 frontline sales staff. Questionnaires were used in data collection. A coaching environment was found to influence employee performance to a great extent. The study concluded that when coaching is used in an organization, it is important for the participants to learn that feedback is a powerful tool that can be used to increase customer satisfaction, cultivate high trust working relationships, improve employee performance and to cultivate both personal and professional relationships. However, the study focused on commercial institutions.

Achi and Sleilati (2016) study looked at the effect of coaching on employee performance in the human resource management field focusing on Lebanese banking sector.. This study reveals a consistent and well-structured assessment of coaching effects on employee performance in the Lebanese banking sector. The results obtained from the analysis reveal a positive impact of coaching on employee performance in the Lebanese banking sector, yet many factors have been perceived as essential for the successful implementation of coaching thus leading to the expected positive outcomes. However, the study used a qualitative case study methodology within an exploratory framework.

Taruru, Keriko, Ombui, Karanja and Tirimba (2015) study focused on how coaching programmes affects employee performance in business process outsourcing subsector of Nairobi city county, Kenya. Both Primary and Secondary data sources were adopted. Stratified sampling method was used to select respondents while qualitative methodology was used to facilitate an in-depth description of the experiences and perceptions of the participants of the four coaching programs. The samples were drawn from the staff population of Direct Channel Simbatech

Kenya Limited and Kencall Kenya Limited employees. The study found out that executive coaching and business coaching reduces on average employee performance. Team and self-personal development coaching increases average employee performance. However, the study focused on business outsourcing.

### **2.3.2 Job Rotation and Employee Performance**

Adjei (2012) did a study on how job rotation affects employees' performance in Utrak Financial Services Limited. Questionnaires were administered to head office staff from the operations, Customer Service and Accounting departments. Structured interview was also employed to collect data. The study revealed that job rotation is an important programme for allowing employees to acquire new skills, enhance staff productivity, develop new relationships across the company and gain skills needed for future career advancement. However, the study used exploratory designs which aimed at assessing the impact of job rotation on employees' performance.

Kampkotter, Harbring and Sliwka (2016) study looked at the influence of job rotation and employee performance. Using data on 15,000 employees, representing over 40 financial service companies in Germany between the years 2004 and 2007, researchers found that job rotation programs (lateral, within company job transfers) were common across companies. The researchers also found that overall, future employee performance was higher for those that participated in such job rotation programs. However, these performance increases were isolated to those who were high performers prior to the job rotation, whereas poor performers prior to the job rotation did not seem to benefit from the job rotation. However, the study context was evidence from a longitudinal study in the financial services industry

Salih and Al (2017) did an empirical study on the impact of job Rotation on employees' Performance in Red Sea University, Sudan. The results of study showed there is no statistically significant relationship between Job Rotation and Employees performance At Red Sea University. Because there are no relations between Job rotation variables (Benefits, Barriers &Disadvantages) &Employees performance (significant>0.05), But The statistical results of Chi-Square showed that there is statistically relation between Years of experience & Job Rotation (significant <0.05).So the management at university is recommended to Train employees about new jobs & put clear work criteria to measure employees' performance. However, the study context was higher educational institutions in Sudan.

Tarus (2014) study examined how job rotation strategy affect high performance workplace. Structural equation model was used for model specification and hypotheses testing. The results of the SEM indicated that job rotation significantly predicted high performance workplace ( $\beta=0.38$ ,  $CR=5.938$ ,  $p<0.001$ ) thereby supporting prior research. The findings further indicate that organizations can improve performance by enhancing job rotation strategy. However, the study utilized explanatory survey design, stratified sampling and simple random sampling in obtaining the respondents in Lake Victoria North Water Services Board, Kenya.

Kaymaz (2010) studied on the effects of job rotation practices on employee motivation. The study data was collected by means of questionnaire and face-to-face interviews. Multiple linear regression analysis has been used to determine the effects of job rotation practices on motivation. A total of 206 managers from 6 large-scale companies were included in the research. The research results support the theory that job rotation practices have a positive effect on motivation. The study also concluded that job rotation applications decrease boredom and

moving from one department to another increase morale and cause motivation. However, the study based in automotive organizations.

Dhanraj and Parumasur (2014) study looked at the perceptions of the impact of job rotation on employees, productivity, the organization and On Job Security. The target population was 77 full time shift employees in the organization obtained through a census method. Data was collected using a self-developed, pre-coded, self-administered questionnaire. Data was analyzed using descriptive and inferential statistics. The findings reflect that employees perceive that job rotation has a high degree of positive impact on employees, productivity, job security and on the organization respectively. Recommendations have been presented that have the potential to enhance and sustain the positive impact of job rotation in the workplace. However, the study context was Textile Company in KwaZulu-Natal, South Africa with

### **2.3.3 Role Playing and Employee Performance**

Leyer, Hirzel and Moormann (2015) study looked at the effectiveness of Role Plays on Process-oriented Behaviour. The target population was 153 respondents. The study revealed that the role play used has a statistically significant impact on employees' process-oriented behaviour in terms of their cross-functional coordination, their process knowledge and their continuous process reflection, but not on employees' process awareness and that despite the application costs, role plays are beneficial for companies to train their employees in process orientation. However, the study context was in Daily Work Practices in Financial Services Sector.

Munyai (2011) did a study on the effects of role-play as a formative assessment technique on job performance. A sample of 40 novice sales agents (learners) were selected and randomly divided into the control and experimental groups. The research was conducted by means of a competence

assessment used at different stages (Quality Assurance Performance Management Questionnaire). The research findings indicated that if planned well, role-play can be an effective training and assessment tool. However, the study used cross-sectional research design and qualitative data.

Joma, Al-Abed and Nafi (2010) did a study on the Effect of “Role-playing” on Students’ Achievement and Motivation in the Governmental Schools of Bethlehem District in Palestine. The sample consisted of 125 8th grade students in the governmental schools in Bethlehem District in the academic year 2015/16. The findings of the study showed that there were statistically significant differences in students’ speaking skills achievement due to the interaction between teaching method and gender. Moreover, there were statistically significant differences in students’ speaking skills achievement due to the teaching method in favor of the experimental group. However, the study focused on educational schools in Palestine.

#### **2.3.4 Apprenticeship and Employee Performance**

Owusu-Acheampong (2015) study examined the relationship between employees/apprentices human capital on their performance. The study used descriptive survey involving one hundred and fifty-three (153) employees. Interview schedule and interview guide were the main instruments used for data collection. Results were analysed using descriptive statistics. Chi-square test was used to find out the associations between variables. The findings revealed that education and training are significantly associated with increased productivity and enhanced the effectiveness and efficiencies of employees. In addition the study showed that employees’ knowledge and skills were significantly associated with the entire performance dimension. However, the study context was in small scale businesses in the Sekondi-Takoradi Metropolis.



Setiawati and Riyanto (2011) study focused on the importance of Apprenticeship Training Program as the backbone of High Value Leather Products Industries at Tanggulangin Sidoarjo Indonesia. The industries of high value leather products were selected because some of the products have been exported and leather products have become an important export's product for Indonesia. The study used descriptive statistics methods. The result shows that 45 percent of the respondents said that employees have no involvement on making of the design, 58 percent of the respondents said that the government doesn't actively take part in the training program for the employees in the industries. The study suggests the government to have more programs for the apprenticeship to support the growth of the leather industries. However, the study context was leather industry in Indonesia.

Hasluck, Hogarth, Baldauf and Briscoe (2013) study looked that net benefit to employer investment in apprenticeship training. The study was undertaken by the Warwick Institute for Employment Research (WIER) and updated earlier WIER studies of Apprenticeship in the context of the targets established for Apprenticeship training following the Leitch Review and the introduction of Leitch Implementation Plan. The results indicated that employers engage in Apprenticeship training because they perceive long-term benefits from doing so, especially where the net costs of training to the end of the Apprenticeship are relatively high. However, the study used case studies conducted in six industrial sectors providing Apprenticeships.

### **2.3.5 Training Techniques and Employee Performance**

Degraft-Otoo (2012) study examined the effect of training and development on employee performance at Accra polytechnic. The methodology that was used for the study was survey. Primary data was collected from a sample of fifty (50) senior staff. Self – administered questionnaire was used in the collection of data for analysis. The study revealed that there were

organizational issues such as lack of management support for training and development programmes, which constrained training and development. It was also found that training and development had positive impact on employees of the Polytechnic.

Al-Mzary, I-rifai and Al-Momany (2015) study investigated training and its impact on the performance of employees at Jordanian universities from the perspective of employees: The Case of Yarmouk University. The study is carried at a Malaysian small and medium enterprise (SME). Findings indicated that training courses are related to the training needs of the employees to a medium degree, and that there are several conditions which determine selecting eligible employees for training. Results indicated also that there is relationship between effective training and employees' job performance.

Githinji (2014) carried out a study on effects of training on employee performance: a case study of United Nations Support Office for the African Union Mission in Somalia. A sample of 45 was drawn using random stratified sampling approach from a list of sample frame provided by the employee register at UNSOA. The data was collected by use of a questionnaire. On the role of training on employee engagement the study showed that in general training enhances employee engagement in change processes. On the role of training on employee motivation the study showed that training enhances employee motivation as it allows for employee recognition within the organization.

## 2.4 Summary of the Literature Reviewed and Research Gaps

**Table 2.1: Summary of the Literature Reviewed and Research Gaps**

<b>Author</b>	<b>Focus of the Study</b>	<b>Findings</b>	<b>Knowledge gap</b>	<b>Focus of the current study</b>
Muriithi (2016)	How coaching affects employee performance in commercial banks.	A coaching environment was found to influence employee performance to a great extent	The study was carried out in commercial banks	Coaching and employee performance
Salih and Al (2017)	Impact of job Rotation on employees' Performance in Red Sea University, Sudan	There is no statistically significant relationship between Job Rotation and Employees performance At Red Sea University	The study focused on higher educational institutions	Job rotation and employee performance
Joma, Al-Abed and Nafi (2010)	Effect of "Role-playing" on Students' Achievement and Motivation in the Governmental Schools of Bethlehem District in Palestine	There were statistically significant differences in students' speaking skills achievement due to the interaction between teaching method and gender.	The study focused on educational institutions	Role playing and employee performance
Owusu-Acheampong (2015)	Relationship between employees/apprentices human capital on their performance	Education and training are significantly associated with increased	The study focused on business sector	Apprenticeship and employee performance

	in small scale businesses in the Sekondi-Takoradi Metropolis.	productivity and enhanced the effectiveness and efficiencies of employees		
Mwangi (2018)	Effect of coaching on employee performance in State Corporations in Kenya.	Coaching was found to be a major predictor of the variance in employee performance	The study was qualitative and guided by exploratory research design.	The study was quantitative and guided by descriptive survey research design
Achi and Sleilati (2016)	Coaching on employee performance	Positive impact of coaching on employee performance	The study context was Lebanese banking sector	The study context was Kenyan public sector
Taruru <i>et al.</i> (2015)	Coaching programmes affects employee performance	Executive coaching and business coaching reduces on average employee performance	Qualitative study	Quantitative study
Adjei (2012)	Job rotation affects employees' performance in Utrak Financial Services Limited	Job rotation is an important programme for allowing employees to acquire new skills, enhance staff productivity	The study used exploratory designs	The study used descriptive survey research designs
Kampkotter <i>et al.</i> (2016)	Job rotation and employee performance.	Future employee performance was higher	The study context was evidence from a longitudinal	The study context was Ministry of Labour and

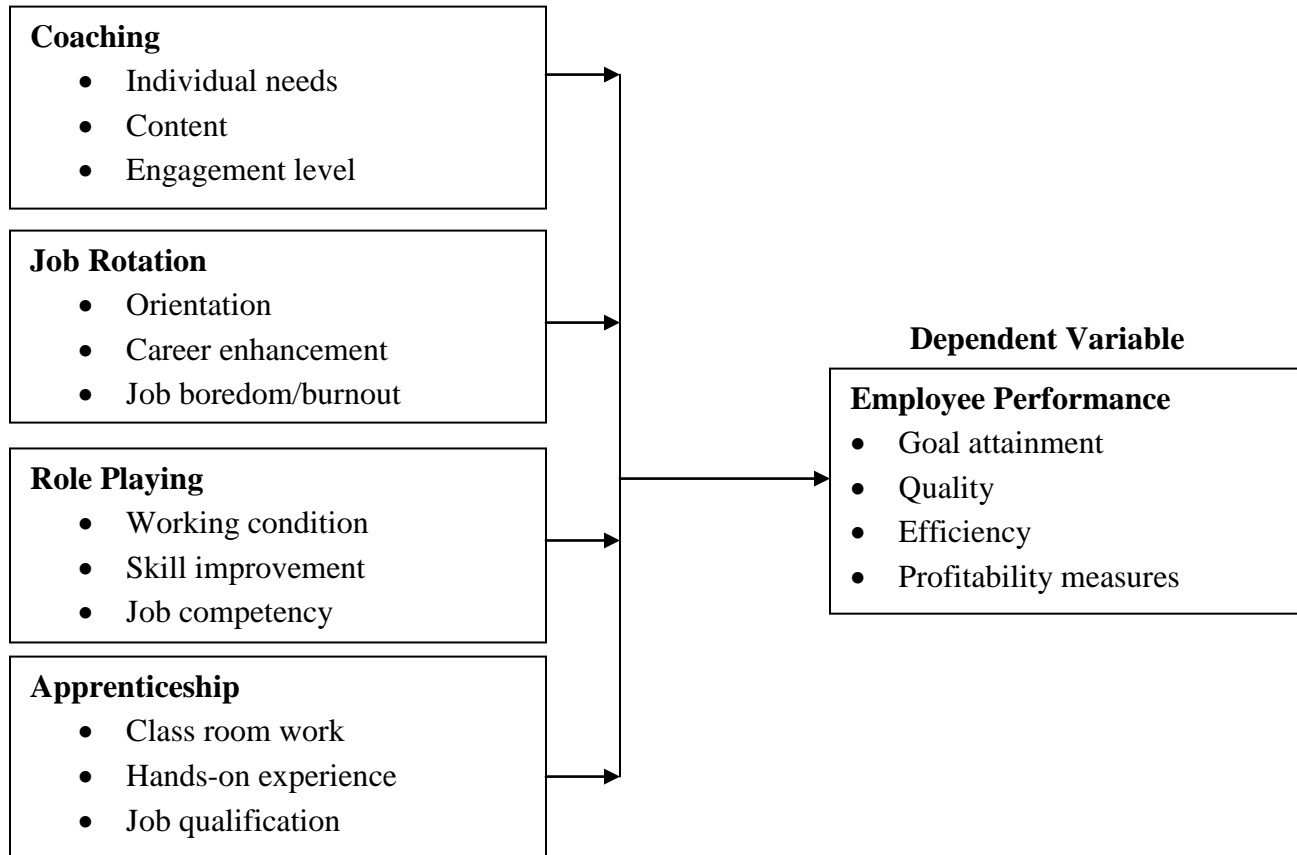
		for those that participated in such job rotation programs	study in the financial services industry	Social Protection, Nairobi City County, Kenya
Tarus (2014)	Job rotation strategy and performance workplace		The study utilized simple random sampling in obtaining the respondents	The study utilized stratified sampling in obtaining the respondents
Kaymaz (2010)	Effects of job rotation practices on employee motivation	Job rotation applications decrease boredom and moving from one department to another increase morale and cause motivation	The study based in automotive organizations	The study context was Ministry of Labour and Social Protection, Nairobi City County, Kenya
Leyer <i>et al.</i> (2015)	Effectiveness of Role Plays on Process-oriented Behaviour	Role play used has a statistically significant impact on employees' process-oriented behaviour in terms of their cross-functional coordination	The study context was in Daily Work Practices in Financial Services Sector.	The study context was Ministry of Labour and Social Protection, Nairobi City County, Kenya
Hasluck <i>et al.</i> (2013)	Net benefit to employer investment in apprenticeship training	employers engage in Apprenticeship training because they perceive long-term	The study used case studies	The study used descriptive survey research design

		benefits from doing so		
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Source: Researcher (2018) and Literature Reviewed

## 2.5 Conceptual Framework

### Independent Variables



Source: Researcher (2018)

**Figure 2.1: Conceptual Framework**

Figure 2.1 shows the relationship between independent variables and dependent variable. The independent variables are coaching, job rotation, role playing and apprenticeship and the dependent variable is employee performance.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter comprises of the research design, target population, sampling design and sample size, data collection instruments, pilot study, data collection procedures, data analysis and presentation and ethical considerations.

### **3.2 Research Design**

The study used a descriptive survey research design. Descriptive designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2005). Borg and Gall (1989) note that descriptive survey research is intended to produce statistical information about aspects of the population that interest policy makers without manipulating any variables. The research design adopted was suitable for the current research due to its quantitative nature and focus of determining the effect of the dimensions of training and development techniques on employee performance. In addition, the research data for this study was collected at only one point in time in order to enhance uniformity of the environmental context. Therefore, the design helped in establishing the effect of training and development techniques on employee performance.

### **3.3 Target Population**

Mugenda and Mugenda (2003) define population as all members of some defined group. The target population for this study was ministry of labour and social protection in Kenya. The respondents were 50 respondents comprising of 5 HRM managers and 45 support staff as shown by table 3.1 below.

**Table 3.1: Target Population**

<b>Category</b>	<b>Population</b>
HRM Managers	5
Support Staff	45
<b>Total</b>	<b>50</b>

**Source: MSSSL, HRM Department report of (2017).**

### **3.4 Sampling Design and Sample Size**

According to Kombo and Tromp (2006), sampling procedures refers to how cases are to be selected for observation. It provides a detailed explanation of the subjects to be involved in investigation and how these are to be selected from the target group. On the other hand, Mugenda and Mugenda (2003) observe that in a situation where the study population there is no need to sample otherwise the total population should be studied. Therefore, census of 50 respondents was carried out.

### **3.5 Data Collection Instrument**

#### **3.5.1 Questionnaires**

Questionnaires were a useful instrument of collecting the primary data since the respondents can read and then give responses to each item and they can reach a large number of subjects as observed by Orodho (2005). This study used a questionnaire containing both open and close-ended questions so as to be able to capture more information from the respondents. This was possible because the sampled respondents are considered to understand that study questions which minimized interpretations of the questions thus making it cheaper and faster to collect data. The close-ended question was on 5-point likert scale. Likert scale is the most widely used approach to scaling responses in survey research.



### **3.5.2 Interview Schedules**

An interview is one way of investigating a group's attitudes and opinions. Bell (2007) claim that interviews provide reliable, valid and theoretically satisfactory results than a questionnaire especially in societies where interaction is highly personalized. The interview guides contained items covering all the objectives of the study. The author further indicates that through an interview, one gets better cooperation and more informative answers than a questionnaire. The interview schedules consisted of both closed and open-ended questions to allow for probing of the respondents to elicit insightful information.

### **3.6 Pilot Study**

Pilot study is a distinct preliminary investigation conducted before embarking on the main study (Mugenda & Mugenda, 2003). Before the actual data is collected; the researcher conducted a pilot study to 10 respondents who did not participate in the research data collection thereafter. The reason behind pilot study was to assess the clarity of the questionnaire items so that those items found to be vague or inadequate were discarded or modified to improve the quality of the research instruments.

#### **3.6.1 Validity of the Instruments**

According to Kombo and Tromp (2006), validity of a test is a measure of how well a test measures what it is supposed to measure. In order to ensure the validity of the instruments, content validity was used where the items in the questionnaire were checked against the research objectives. An expert judgment was also sought from the supervisor who assisted in the validation of the instruments. The validity helped in identifying items in the questionnaires that needed restating and removing those that were not important in the study.

### 3.6.2 Reliability of the Instruments

Reliability is the ability of a research instrument to consistently measure characteristics of interest over time. It is the degree to which a research instrument yields consistent results or data after repeated trials. If a researcher administers a test to a subject twice and gets the same score on the second administration as the first test, then there is reliability of the instrument (Mugenda & Mugenda, 2003). The researcher measured the reliability of the questionnaire to determine its consistency in testing what they are intended to measure. The test re-test technique was used to estimate the reliability of the instruments. This involved administering the same test twice to the same group of respondents who have been identified for this purpose. The results of reliability test are shown in Table 3.2.

**Table 3.2: Results of Reliability Test**

<b>Research Variable</b>	<b>Cronbach's Alpha Index (<math>\alpha</math>)</b>	<b>Number of Items</b>	<b>Comment</b>
Coaching	0.712	5	Reliable
Job Rotation	0.803	5	Reliable
Role Playing	0.799	5	Reliable
Apprenticeship	0.746	5	Reliable
Employee Performance	0.812	4	Reliable
<b>Aggregate</b>	<b>0.774</b>	<b>24</b>	Reliable

**Source: Pilot Study (2018)**

The results in Table 3.2 showed that the indicators of employee performance had the highest reliability ( $\alpha= 0.812$ ), followed by job rotation ( $\alpha=0.802$ ), role playing ( $\alpha=0.799$ ), apprenticeship ( $\alpha=0.746$ ) and coaching ( $\alpha=0.712$ ). The aggregate alpha score was 0.774 which

showed that the instrument was reliable as recommended by Reid (2006) that a correlation of 0.7 indicates a higher reliability.

### **3.7 Data Collection Procedure**

The researcher met the top level management to affirm her intention on carrying out the study on the organization and to clarify the significance of the study and the commitment required from the management. A self-administered questionnaire was dropped to each respondent and picked later after two weeks. The respondents were informed of the date the questionnaires be collected and also the researcher made a visit after one week to remind the respondents.

### **3.8 Data Analysis and Presentation**

The data obtained from the field was first edited and coded to present a meaning finding. The qualitative data collected from the interview guides were analysed using content analysis. Quantitative data was analyzed using descriptive statistics such as mean and standard deviation and presented using charts, figures, table and graphs with the use of Statistical Package for Social Sciences (SPSS) version 17.0. The study used Analysis of Variance (ANOVA) to test the level of significant of the variables on the dependent variable at 95% level of significance. In addition, the study conducted a multiple regression analysis to test the relationship between independent variables and dependent variable.

The regression equation was:  $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$

Whereby  $Y$  = Employee Performance

$X_1$  = Coaching

$X_2$  = Job Rotation

$X_3$  = Role Playing

$X_4$  = Apprenticeship

$\beta_1, \beta_2, \beta_3, \beta_4$  are coefficients of determination

$\varepsilon$  is the error term

### **3.9 Ethical Consideration**

Prior to the commencement of data collection, the researcher obtained all the necessary documents, including an introduction letter from University. A research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). The respondents were requested to participate in the study by first explaining to them the intended purpose of the study and assuring them that none of the third party would access the information they disclose to the study.

## CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

### 4.1 Introduction

This chapter presents the results of analysis of descriptive and regression analysis deriving from the research data collected from HRM Managers and Support Staff. The chapter also provides a discussion of the research findings with the support of the empirical literature review.

### 4.2 Response Rate

The response rate was analyzed on the basis of the proportion of the questionnaires that were duly filled in and returned to the researcher as presented in Table 4.1.

**Table 4.1: Response Rate**

Category	Frequency	Percentage
Respondent	48	96.0
Not Respondent	2	4.0
<b>Total</b>	<b>50</b>	<b>100</b>

**Source: Research Data (2018)**

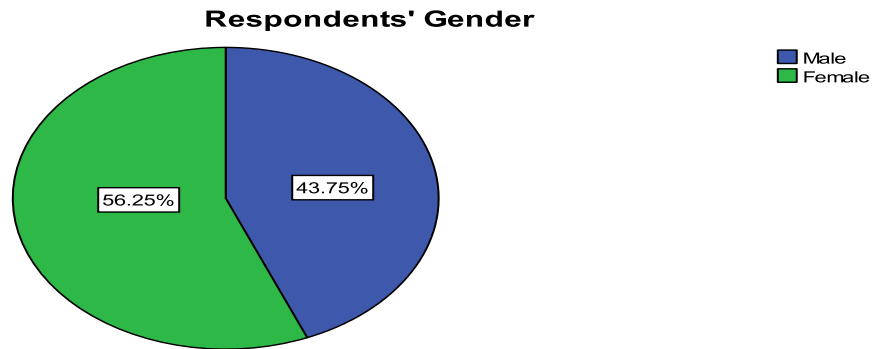
The results in Table 4.1 shows that out of 50 target respondents that were served with the questionnaires 48 filled in and returned forming a response rate of 96.0% and those respondents who did not respond accounted for 4.0%. Mugenda and Mugenda (2003) contend that a response rate of 50% and above is adequate for analysis and reporting of statistical inferences. Therefore, the response rate 96.0% was sufficient for making conclusions and generalization from the sample measures.

### 4.3 Demographic Findings

The study sought to establish the background information of the respondents based on gender, age, level of education and work experience. The findings are presented as follows:

### 4.3.1 Respondents' Gender

Figure 4.1: Respondents' Gender



Source: Research Data (2018)

According to the findings in Figure 4.2, majority of the respondents were female as demonstrated by a proportion of 56.25%. However, it was noted female respondents constituted 43.75% of the questionnaires that were analyzed. These results indicate that there was a fair representation of both genders in this research.

### 4.3.2 Respondents' Age

Table 4.2: Respondents' Age

		Frequency	Percentage	Cumulative Percentage
Valid	Less than 25 years	10	20.8	20.8
	25 - 34 years	8	16.7	37.5
	35 - 44 years	19	39.6	77.1
	45 years and above	11	22.9	100.0
<b>Total</b>		<b>48</b>	<b>100.0</b>	

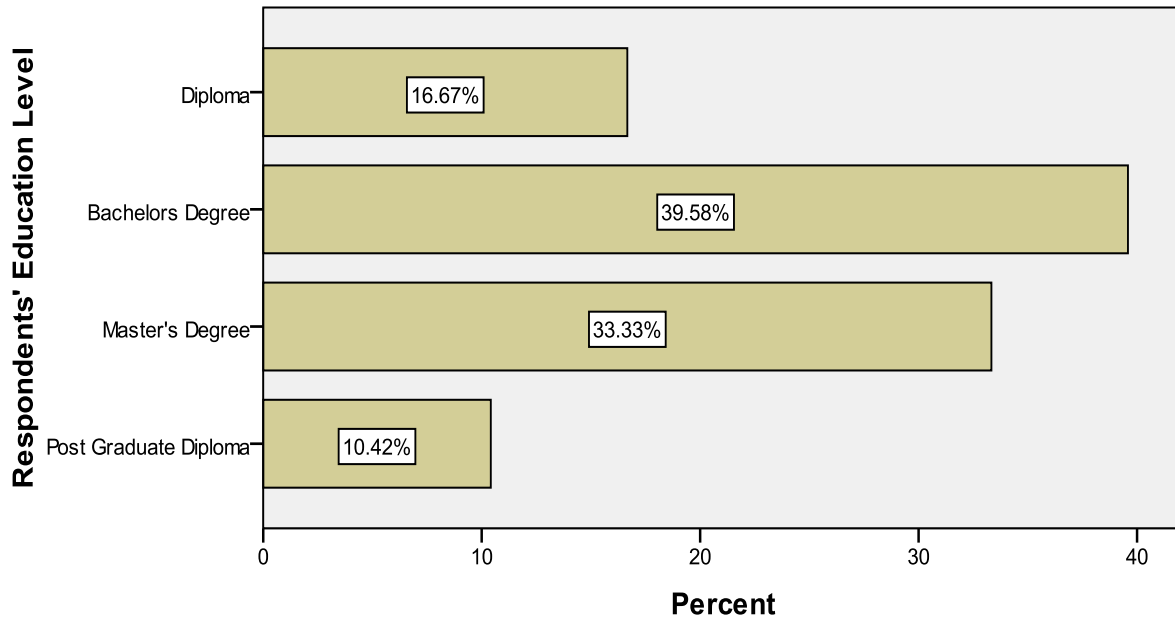
Source: Research Data (2018)

According to the findings in Table 4.2, majority of the respondents were between the ages of 35 and 44 years as demonstrated by 39.6%. On the other extreme, only 20.8% of the respondents were aged less than 25 years. Majority of the respondents were aged 35 years and as shown by

cumulative percentage of 77.1%. These results illustrate that the various age brackets of employees working in Ministry of Labour and Social Protection, Nairobi City County, Kenya participated in the research.

### 4.3.3 Respondents' Level of Education

Figure 4.2: Respondents Level of Education



Source: Research Data (2018)

The results displayed in Figure 4.2 show that majority of the respondents had attained the first degree as their highest level of education at 39.58% whereas the respondents with Master's Degree as the highest level of education comprised the smallest proportion at 33.33%. The rest of the respondents had attained either a diploma at 16.67% or at least Post graduate Diploma at 10.42%. In this case, the respondent had the requisite level of literacy to participate in the study and provide the information of interest to the researcher.

#### 4.3.4 Respondents' Work Experience

**Table 4.3: Respondents' Work Experience**

		<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
Valid	Less than 5 years	4	8.3	8.3
	5 - 9 years	11	22.9	31.3
	10 - 15 years	16	33.3	64.6
	Above 15 years	17	35.4	100.0
	<b>Total</b>	<b>48</b>	<b>100.0</b>	

**Source: Research Data (2018)**

Table 4.3 shows that a majority of respondents comprising 35.4% had worked with Kenya government for a period of above 15 years, 33.3% of the respondents had a work experience of between 10 to 15 years, 22.9% between 5 and 9 years whereas the rest at 8.3% had a work experience of less than 5 years. Majority of the respondents had worked for 10 years and above as shown by cumulative frequency of 64.6%. These results confirm that the employees involved in this study had necessary experience to provide the information that was of interest to the researcher.

#### 4.4 Descriptive Statistics

Descriptive statistics such as means and standard deviations were used to present that quantitative data with the use of Statistical Package for Social Sciences (SPSS) version 17.0. It was based on study variables which were coaching, job rotation, role playing, apprenticeship and employee performance. Responses were rated as Strongly Agree (SA) = 5, Agree (A) =4, Neutral (N) = 3, Disagree (D) =2, and strongly Disagree (SD) = 1 while M= Mean and std.Dev = Standard Deviation



#### 4.4.1 Coaching

The first research objective sought to examine the influence of coaching on employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya. The findings are shown in Table 4.4.

**Table 4.4: Coaching**

Statement	SA	A	N	D	SD	M	Std.Dev
	%	%	%	%	%		
Coaching helps employees to understand my roles and helps them know what his/her priorities are	43.5	47.1	8.2	1.2	0.0	4.33	0.679
The organization helps employees continuously improve on their performance	50.6	42.4	5.9	1.2	0.0	4.42	0.661
Coaching challenges employees' thinking and offers new options	36.5	34.1	11.8	4.7	12.9	3.76	1.342
During the coaching session, employee feels they are given support in the areas they need to focus on	30.6	31.8	15.3	7.1	15.3	3.55	1.393
The coaching session make employees more accountable for their everyday actions	68.2	12.9	0.0	18.8	0.0	4.31	1.165
<b>Aggregate Score</b>	<b>45.9</b>	<b>33.7</b>	<b>8.2</b>	<b>6.6</b>	<b>5.6</b>	<b>4.07</b>	<b>1.048</b>

**Source: Research Data (2018)**

The findings in Table 4.4 indicates that the respondents agreed that coaching influences employee performance to a great extent in the Ministry of Labour and Social Protection, Nairobi City County, Kenya as a shown by aggregate mean of 4.07 and a standard deviation of 1.048. This was strongly agreed by 45.9% of the respondents, 33.7% agreed, 8.2% neutral, 6.6% disagreed and 5.6% strongly disagreed. A study done by Mwangi (2018) on the effect of coaching on employee performance in State Corporations in Kenya found that coaching was a major predictor of the variance in employee performance.

The mean of 4.42 indicates that the respondents strongly agreed that the organization helps employees continuously improve on their performance with a significance variance of 0.661. This was strongly agreed by 50.6% of the respondents, 42.4% agreed, 5.9% were neutral and 1.2% disagreed. In a study carried out by Muriithi (2016) on how coaching affects employee performance in commercial banks established that coaching environment influenced employee performance to a great extent.

The mean of 3.55 indicates that the respondents were neutral on the statement that during the coaching session, employee feels they are given support in the areas they need to focus on which varied significantly as shown by standard deviation of 1.393. This was agreed by 31.8% of the respondents, 30.6% strongly agreed, 15.3% neutral and strongly disagreed respectively and 7.1% disagreed. This is in contrary to the findings of Achi and Sleilati (2016) which study looked at the effect of coaching on employee performance in the human resource management field focusing on Lebanese banking sector which revealed a positive impact of coaching on employee performance in the Lebanese banking sector.

#### **4.4.2 Job Rotation**

The second research objective sought to find out how job rotation influences the employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya. The findings are shown in Table 4.5.

**Table 4.5: Job Rotation**

Statement	SA	A	N	D	SD	M	Std.Dev
	%	%	%	%	%		
Job rotation increases employee interest level and motivation	34.1	61.2	0.0	0.0	4.7	4.20	0.856
Job Rotation is designed to expose employees to a wider range of operations in order to assist managers in exploring their hidden talent	45.9	35.3	2.4	2.4	14.1	3.96	1.367
Job Rotation helps managers as well as individuals identify their knowledge, skills and attitudes	38.8	28.2	1.2	9.4	22.4	3.52	1.608
Motivates employees to deal with new challenges	55.3	29.4	0.0	4.7	10.6	4.14	1.302
Helps align competencies with requirements	30.6	55.3	3.5	2.4	8.2	3.98	1.091
<b>Aggregate Score</b>	<b>38.8</b>	<b>43.5</b>	<b>1.4</b>	<b>4.5</b>	<b>11.8</b>	<b>3.93</b>	<b>1.245</b>

**Source: Research Data (2018)**

The results in Table 4.5 indicate that the respondents agreed that job rotation influences employee performance to a great extent in the Ministry of Labour and Social Protection, Nairobi City County, Kenya as shown by aggregate mean score with a variance of 1.245. This was agreed by 43.5%, 38.8% strongly agreed, 11.8% strongly disagreed, 4.5% disagreed and 1.4% neutral. This is in agreement with Adjei (2012) who revealed that job rotation is an important programme for allowing employees to acquire new skills, enhance staff productivity, develop new relationships across the company and gain skills needed for future career advancement.

The mean of 4.20 indicate that the respondents strongly agreed on the statement that Job rotation increases employee interest level and motivation with a variance of 0.856. This was agreed by 61.2% of the respondents, 34.1% strongly agreed and 4.7% strongly disagreed. This concur with the findings of Kampkotter, Harbring and Sliwka (2016) who found that job rotation programs (lateral, within company job transfers) were common across companies. The researchers also

found that overall, future employee performance was higher for those that participated in such job rotation programs.

The respondents strongly agreed that motivates employees to deal with new challenges as shown by mean of 4.14 and a significance variance of 1.302. This was strongly agreed by 55.3% of the respondents, 29.4% agreed, 10.6% strongly disagreed and 4.7% disagreed. Salih and Al (2017) did an empirical study on the impact of job Rotation on employees' Performance in Red Sea University, Sudan. The results of study showed there is no statistically significant relationship between Job Rotation and Employees performance At Red Sea University.

The respondents were neutral on the statement that Job Rotation helps managers as well as individuals identify their knowledge, skills and attitudes as shown by mean of 3.52 and a variance of 1.608. This contradicts with the findings of Dhanraj and Parumasur (2014) which reflected that employees perceive that job rotation has a high degree of positive impact on employees, productivity, job security and on the organization respectively. Recommendations have been presented that have the potential to enhance and sustain the positive impact of job rotation in the workplace.

#### **4.4.3 Role Playing**

The third research objective sought to establish the extent to which role playing influences employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya. The findings are shown in Table 4.6.

**Table 4.6: Role Playing**

Statement	SA	A	N	D	SD	M	Std.Dev
	%	%	%	%	%		
Employees interact within the scenarios they are given, which encourages them to come together to find solutions	41.2	34.1	12.9	8.2	3.5	4.01	1.096
Trainers can work with individuals on their particular weaknesses	35.3	49.4	4.7	4.7	5.9	4.04	1.063
Role-playing provides a safe environment which builds confidence in team members that can help them in their day-to-day roles	38.8	55.3	3.5	2.4	0.0	4.31	0.655
Role-playing enables employees to develop listening skills	36.5	49.4	11.8	2.4	0.0	4.20	0.737
Role-playing gives employees the chance to get some experience in handling difficult situations and in developing creative problem-solving skills.	45.9	44.7	0.0	5.9	3.5	4.24	0.984
<b>Aggregate Score</b>	<b>39.5</b>	<b>46.6</b>	<b>6.8</b>	<b>4.7</b>	<b>2.6</b>	<b>4.16</b>	<b>0.907</b>

**Source: Research Data (2018)**

The findings in Table 4.6 indicates that the respondents agreed that role playing influences employee performance to a great extent in the Ministry of Labour and Social Protection, Nairobi City County, as a shown by aggregate mean of 4.16 and a standard deviation of 0.907. Majority (46.6%) of the respondents agreed, 39.5% strongly agreed, 6.8% neutral, 4.7% disagreed and 2.6% strongly disagreed. Leyer, Hirzel and Moormann (2015) study revealed that the role play used has a statistically significant impact on employees' process-oriented behaviour in terms of their cross-functional coordination, their process knowledge and their continuous process reflection, but not on employees' process awareness and that despite the application costs, role plays are beneficial for companies to train their employees in process orientation.

The mean of 4.31 indicates that Role-playing provides a safe environment which builds confidence in team members that can help them in their day-to-day roles which vary significantly

as indicated by standard deviation of 0.655. This was agreed by 55.3% of the respondents, 38.8% strongly agreed, 3.5% neutral and 2.4% disagreed. Munyai (2011) did a study on the effects of role-play as a formative assessment technique on job performance and found that if planned well, role-play can be an effective training and assessment tool. However, the study used cross-sectional research design and qualitative data.

The mean of 4.24 indicates that Role-playing gives employees the chance to get some experience in handling difficult situations and in developing creative problem-solving skills with a significance variance of 0.984. This was strongly agreed by 45.9% of the respondents, 44.7% agreed, 5.9% disagreed and 3.5% strongly disagreed. Joma, Al-Abed and Nafi (2010) did a study on the Effect of “Role-playing” on Students’ Achievement and Motivation in the Governmental Schools of Bethlehem District in Palestine and observed that there were statistically significant differences in students’ speaking skills achievement due to the interaction between teaching method and gender.

#### **4.4.4 Apprenticeship**

The fourth research objective sought to identify the relationship between apprenticeship and employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya. The findings are shown in Table 4.7.

**Table 4.7: Apprenticeship**

Statement	SA	A	N	D	SD	M	Std.Dev
	%	%	%	%	%		
By retaining most apprentices, firms benefit substantially from low recruitment and training costs	56.5	18.8	0.0	18.8	5.9	4.01	1.367
Apprenticeship training enhances subsequent innovation within the training firm	29.4	49.4	1.2	20.0	0.0	3.88	1.051
Treating apprenticeship expenses as capital investments would improve measured gains	60.0	18.8	0.0	8.2	12.9	4.05	1.455
The apprentice's contribution to production is large enough to offset most costs to firms	55.3	42.4	0.0	2.4	0.0	4.51	0.629
Knowing that all trained apprentices have mastered a common set of skills is valuable to firms	63.5	27.1	0.0	4.7	4.7	4.45	0.958
<b>Aggregate Score</b>	<b>52.9</b>	<b>31.3</b>	<b>0.2</b>	<b>10.8</b>	<b>4.7</b>	<b>4.18</b>	<b>1.092</b>

**Source: Research Data (2018)**

The results in Table 4.7 indicate that the respondents agreed that apprenticeship influences employee performance to a great extent in the Ministry of Labour and Social Protection, Nairobi City County. This was strongly agreed by 52.9%, 31.3% agreed, 10.8% disagreed, 4.7% strongly disagreed and 0.2% neutral. Owusu-Acheampong (2015) study examined the relationship between employees/apprentices human capital on their performance and revealed that education and training are significantly associated with increased productivity and enhanced the effectiveness and efficiencies of employees.

The mean of 4.51 indicates that the respondents strongly agreed that the apprentice's contribution to production is large enough to offset most costs to firms with a significance variance of 0.629. This was strongly agreed by 55.3%, 42.4% agreed and 2.4% disagreed. Setiawati and Riyanto (2011) study focused on the importance of Apprenticeship Training Program as the backbone of High Value Leather Products Industries at Tanggulangin Sidoarjo

Indonesia and showed that 45 percent of the respondents said that employees have no involvement on making of the design, 58 percent of the respondents said that the government doesn't actively take part in the training program for the employees in the industries.

The respondents strongly agreed that knowing that all trained apprentices have mastered a common set of skills is valuable to firms as shown by mean of 4.45 and a standard deviation of 0.958. This was strongly agreed by 63.5%, 27.1% agreed, 4.7% disagreed and strongly disagreed respectively. Hasluck, Hogarth, Baldauf and Briscoe (2013) study looked that net benefit to employer investment in apprenticeship training. The results of the study indicated that employers engage in Apprenticeship training because they perceive long-term benefits from doing so, especially where the net costs of training to the end of the apprenticeship are relatively high.

The mean of 3.88 indicates that the respondents agreed that Apprenticeship training enhances subsequent innovation within the training firm with a significance variance of 1.051. This was agreed by 49.4%, 29.4% strongly agreed, 20.0% disagreed and 1.2% neutral. Owusu-Acheampong (2015) study examined the relationship between employees/apprentices human capital on their performance and revealed that education and training are significantly associated with increased productivity and enhanced the effectiveness and efficiencies of employees.

#### **4.4.5 Employee Performance**

The study sought to examine the extent of employee performance in the Ministry of Labour and Social Protection, Nairobi City County due to training and development programs. The findings are shown in Table 4.8.



**Table 4.8: Employee Performance**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>M</b>	<b>Std.Dev</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>		
Training and development techniques enables employees attain their goals	51.8	42.4	0.0	3.5	2.4	4.38	0.859
Training and development techniques improves employee efficiency	58.8	17.6	2.4	17.6	3.6	4.11	1.282
Training and development techniques improves employee quality of service	57.6	24.7	9.4	0.0	8.2	4.32	0.954
Training and development techniques improves employee profitability measures	45.9	37.6	5.9	9.4	1.2	4.18	0.990
<b>Aggregate Score</b>	<b>53.5</b>	<b>30.6</b>	<b>4.4</b>	<b>7.6</b>	<b>3.9</b>	<b>4.25</b>	<b>1.021</b>

**Source: Research Data (2018)**

Table 4.8 indicates that majority of the respondents strongly agreed that training and development influences employee performance in the Ministry of Labour and Social Protection, Nairobi City County to a great extent as indicated by mean score of 4.25 and a standard deviation of 1.021. This was strongly agreed by 53.5% of the respondents, 30.6% agreed, 7.6% disagreed, 4.4% neutral and 3.9% strongly disagreed. Armstrong (2010) indicate that performance has to be managed by taking systematic action to improve organizational, team and individual performance; where individual performance management process is associated with both financial and non- financial incentives.

The mean of 4.38 indicate that majority of the respondents strongly agreed training and development techniques enables employees attain their goals with a significance variance of 0.859. This was strongly agreed by 51.8%, 42.4% agreed, 3.5% disagreed and 2.4% strongly agreed. Glaveli and Karassavidou (2011) show that providing training and learning opportunities, innovation, and cost reductions stimulate performance.

The mean of 4.32 indicates that the respondents agreed that training and development techniques improve employee quality of service which varied significantly as indicated by standard deviation of 0.954. This was strongly agreed by 57.6% of the respondents, 24.7% agreed, 9.4% neutral and 8.2% strongly disagreed. Frederick and Stephen (2010) stated that employee's performance is measured against the performance standards set by the organization.

#### **4.4.6 Qualitative Analysis**

The researcher interviewed HRM managers and the findings are presented as follows:

The respondents indicated that coaching gives the organization ability to establish and act towards achieving goals, increase engagement, gain a deeper learning, safe place to gain perspective, build personal awareness and support for improving specific skills.

The respondents indicated that job rotation enables the employees to gain a wider skills, employees develop more skills in a wider array of positions. This provides job stability and equips them for better opportunities to earn promotions.

The respondents indicated that role playing enables the employee build confidence, develop listening skills, be creative in solving problems, employees immediately apply content in a relevant, real world context, employees see the relevance of the content for handling real world situations and employees engage in higher order thinking and learn content in a deeper way.

The respondents indicated that apprenticeships give young professionals the opportunity to showcase and develop their skills in a more challenging environment than experienced by most. Young professionals who participate in apprentice programs their confidence levels rise due to feeling like they are more a part of the profession and by giving the young professional an opportunity to use his or her applied skills, reveals strengths and weaknesses.

#### 4.5 Regression Analysis

Regression analysis was carried out to show which among the independent variables were related to dependent variable. The findings are presented in Table 4.9.

**Table 4.9: Regression Analysis**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.678 <sup>a</sup>	.803	.800	1.184	.139	3.221	4	48	.001

a. Predictors: (Constant), coaching, job rotation, role playing, apprenticeship

**Source: Research Data (2018)**

Table 4.9 shows a model summary that provides information about the regression line's ability to account for the total variation in the dependent variable.  $R^2$  which is the coefficient of determination, is the statistical measure of how close the data are to the fitted regression line which is 0.803(80.3%). The adjusted  $R^2$  which is the coefficient of multiple determinations, is the percent of the variance in the dependent explained uniquely or jointly by the independent variables 0.800(80.0%) of the changes in the employee performance variables could be attributed to the training and development. This means that other variables not studied contribute 20.0% of the employee performance.

**Table 4.10: Analysis of Variance ANOVA**

**ANOVA<sup>b</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
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1	Regression	18.059	4	2.004	<b>6.074</b>	.001 <sup>a</sup>
	Residual	112.130	44	2.347		
	Total	130.188	48	<b>4.351</b>		

a. Predictors: (Constant), coaching, job rotation, role playing, apprenticeship

b. Dependent Variable: Employee Performance

**Source: Research Data (2018)**

The probability value of 0.001<sup>a</sup> indicates that the regression model was highly significant in predicting how coaching, job rotation, role playing, apprenticeship influenced implementation of employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya. The F calculated at 5% level of significance was 6.074 since F calculated is greater than the F critical (value = 4.351), this shows that the overall model was significant.

**Table 4.11: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.492	1.172		2.560	.002

Coaching	0.724	.157	3.155	1.433	.001
Job Rotation	0.507	.104	1.213	1.997	.000
Role Playing	0.674	.147	5.057	4.504	.001
Apprenticeship	0.898	.139	4.237	2.134	.002

**Source: Research Data (2018)**

As per the SPSS generated table above, the equation ( $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$ )

becomes:  $Y = 0.492 + 0.724 X_1 + 0.507X_2 + 0.674 X_3 + 0.898X_4$

Where Y= Employee Performance

X<sub>1</sub>= Coaching

X<sub>2</sub>= Job Rotation

X<sub>3</sub>= Role Playing

X<sub>4</sub>= Apprenticeship

The findings revealed that holding independent variables constant (coaching, job rotation, role playing, apprenticeship) to a constant zero, employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya would be at 49.2, a unit increase in coaching would lead to increase in employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya by a factor of 0.724, a unit increase in job rotation would lead to increase employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya by factor of 0.507, a unit increase in role playing would lead to increase in employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya by a factor of 0.674 and a unit increase in apprenticeship would lead to increase in

employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya by a factor of 0.898.

The study revealed that coaching had a positive and significant effect on employee performance as indicated by t-values ( $t= 1.433, p < 0.05$ ). Coaching is a form of development in which a supervisor supports the employees in achieving a specific professional goal by providing training and guidance (Whitworth, Sandhal, Kimsey-House & Kimsey-House, 2014). The study found that job rotation had a positive and significant effect on employee performance as indicated by t-values ( $t= 1.997, p < 0.05$ ). Jorgensen, Davis, Kotowski, Aedla, and Dunning (2015) observe that one of the most effective methods for developing the horizon of employees is job rotation, especially human resource empowerment.

The study observed that role playing had a positive and significant effect on employee performance as indicated by t-values ( $t= 4.504, p < 0.05$ ). Because of the interactive and reflective process, role plays have the potential to promote sustainable changes in behaviour (Chen & Martin, 2015). The study examined that role playing had a positive and significant effect on employee performance as indicated by t-values ( $t= 2.134, p < 0.05$ ). According to Ball and John (2015) apprenticeship training helps employees to improve their skills, which will benefit the company in the long term.

## **CHAPTER FIVE: SUMMARY, RECOMMENDATION AND CONCLUCTIONS**

### **5.1 Introduction**

This chapter covers that summary of the findings, recommendations for policy and practice, conclusions and recommendations for further studies.

## **5.2 Summary of the Findings**

The general objective of this study was to determine the influence of training and development techniques on the performance of employees in the Ministry of Labour and Social Protection in Nairobi City County, Kenya. The specific objectives of the study were to establish how coaching, job rotation, role playing and apprenticeship influences employee performance. The study used a descriptive design and the target population comprised of HRM managers and support staff. Data was collected using questionnaires which was analysed using both descriptive statistics and regression analysis. The summary of the findings are presented as follows;

The first research objective sought to examine the influence of coaching on employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya and examined that coaching had a positive significant influence on employee performance. The ministry helps employees continuously improve on their performance and coaching helps employees to understand my roles and helps them know what his/her priorities are.

The second research objective sought to find out how job rotation influences the employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya and found out that coaching had a positive significant influence on employee performance. Job rotation increases employee interest level and motivation and the Ministry motivates employees to deal with new challenges.

The third research objective sought to establish the extent to which role playing influences employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya and established that role playing had a positive significant influence on employee performance. Role-playing provides a safe environment which builds confidence in team

members that can help them in their day-to-day roles and gives employees the chance to get some experience in handling difficult situations and in developing creative problem-solving skills.

The fourth research objective sought to identify the relationship between apprenticeship and employee performance in the Ministry of Labour and Social Protection, Nairobi City County, Kenya and established that role playing had a positive significant influence on employee performance. Apprentice's contribution to production is large enough to offset most costs to firms and that knowing that all trained apprentices have mastered a common set of skills is valuable to firms.

### **5.3 Conclusions**

The study concludes that;

- Coaching positively impacted employees careers as well as their lives by helping them to establish and take action towards achieving goals. Coaching boosts confidence, improves work performance, and builds effective communication skills.
- Job rotation increased job satisfaction because employees were exposed to various work tasks that reduced constant physical or mental stress, which could create more motivation to continue in the position and reduce turnover.
- Role playing brought together employees and or created a positive relationship among the employees in the work environment. Allowed for assessment of how well employee understands and can apply what is learned, as indicated in their behavior.
- Apprenticeships are structured training programmes offered by the Ministry which gives their trainees a chance to work towards a qualification and offers them a vast experience that enable them to work else.



## **5.4 Recommendations for Policy and Practice**

The study recommends that:

- The Ministry should devise clear goals that include benchmarks and deadlines, be prepared to help with time management, frame feedback in a forthright and positive manner, follow up on feedback, emphasize effort over ability and celebrate accomplishments.
- The Ministry should determine the critical positions or functions to include in the program, conduct a job analysis to determine the components of the job that are most important to learn during the job rotation, determine the ideal bench strength for each role, create job readiness assessments and an evaluation process, orient the employees, measure and reward success.
- The Ministry should identify the objective, need, experience of trainee, the issue or task for which role play method is selected. The focus should be on maximum involvement of individuals as participants so that an overall exposure and understanding of attitude, skills, knowledge, behavior, expectation, need for improvement, emotional stability and required competencies can be identified.
- The Ministry should have apprenticeship programs in every section which is in line the current needs of the organization and which comply with the ever changing organizational environment.

## **5.5 Suggestion for Further Studies**

The study focused on how coaching, job rotation, role playing and apprenticeship influences the employees performance in the Ministry of Labour and Social Protection in Nairobi City County, Kenya Therefore, the study recommends that further studies should be carried out focusing on other variables not studied that influence the employee performance within the Ministry

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## APPENDICES

### Appendix I: Letter of Introduction

Rhoda Nguta Kirimi

D53/CTY/PT/33417/2014

Kenyatta University, Nairobi

Dear Sir /Madam

#### **Re: Request for Participation in Research Study**

I am a postgraduate student at Kenyatta University undertaking a study on '*Training and Development Techniques and Employee Performance in the Ministry of Labour and Social protection, Kenya*' as a requirement for the Degree of Master's in Business Administration in Project Management.

Since you are better placed to provide information required for this study, I have selected you as my study respondent. You are kindly supposed to rate yourself as per the question items given. Please take a few minutes to respond to the questionnaire items. I assure you that your answers will be kept completely confidential and will be used for academic purposes only. Your participation in facilitating this study will be highly appreciated.

Any assistance will be highly appreciated. Thank you.

Yours faithfully

Sign.....Date.....

Rhoda Nguta Kirimi

MBA, Student, Kenyatta University

## **Appendix II: Questionnaire**

This research is meant for academic purpose. Kindly you are requested to provide answers to the questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Do not write your name or that of your department anywhere on this questionnaire but tick [√] where appropriate or fill in the required information on the spaces provided.

### **Section A: Background Information**

1. Indicate your Gender:  Male  Female
  
2. Age:  
Less than 25 years       25 – 34 Years   
35 – 44 Years       45 years and above
  
3. Indicate your highest level of education  
 Diploma  Post Graduate Diploma  
 Bachelors Degree  Master's Degree
  
4. Indicate your work experience:  
 Less than 5 years  5-9 years  
 10- 15 years  Above 15 Years

### **Section B: Coaching and Employee Performance**

The statements below relate to the influence of coaching on employee performance in the ministry of labour and social protection. Supplied also are five options corresponding to these statements:

**Key:** Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.



<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Coaching helps employees to understand my roles and helps them know what his/her priorities are					
The organization helps employees continuously improve on their performance					
Coaching challenges employees' thinking and offers new options.					
During the coaching session, employee feels they are given support in the areas they need to focus on					
The coaching session make employees more accountable for their everyday actions					

### **Section C: Job Rotation and Employee Performance**

The statements below relate to the influence of job rotation on employee performance in the ministry of labour and social protection.

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Job rotation increases employee interest level and motivation					
Job Rotation is designed to expose employees to a wider range of operations in order to assist managers in exploring their hidden talent.					
Job Rotation helps managers as well as individuals identify their knowledge, skills and attitudes					
Motivates employees to deal with new challenges					
Helps align competencies with requirements					

### **Section D: Role Playing and Employee Performance**

The statements below relate to the influence of role playing on employee performance in the ministry of labour and social protection.

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Employees interact within the scenarios they are given, which encourages them to come together to find solutions					
Trainers can work with individuals on their particular weaknesses					
Role-playing provides a safe environment which builds confidence in team members that can help them in their day-to-day roles.					
Role-playing enables employees to develop listening skills					
Role-playing gives employees the chance to get some experience in handling difficult situations and in developing creative problem-solving skills.					

### **Section E: Apprenticeship and Employee Performance**

The statements below relate to the influence of apprenticeship on employee performance in the ministry of labour and social protection.

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
By retaining most apprentices, firms benefit substantially from low recruitment and training costs					
Apprenticeship training enhances subsequent innovation within the training firm					
Treating apprenticeship expenses as capital investments would improve measured gains					
The apprentice's contribution to production is large enough to offset most costs to firms					
Knowing that all trained apprentices have mastered a common set of skills is valuable to firms					

**Section F: Employee Performance**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Training and development techniques enables employees attain their goals					
Training and development techniques improves employee efficiency					
Training and development techniques improves employee quality of service					
Training and development techniques improves employee profitability measures					

### **Appendix III: Interview Schedules**

- i. What is the influence of coaching on employee performance in the Ministry of Labour Social Security and Services?
- ii. What is the influence of job rotation on employee performance in the Ministry of Labour Social Security and Services?
- iii. What is the influence of role playing on employee performance in the Ministry of Labour Social Security and Services?
- iv. What is the influence of apprenticeship on employee performance in the Ministry of Labour Social Security and Services?