

**INFLUENCE OF ON -THE -JOB TRAINING ON EMPLOYEE  
PERFORMANCE AT COUNTY GOVERNMENT OF KIAMBU, KENYA**

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## DECLARATION AND APPROVAL

### Declaration by the student

This project is entirely my own work and has not been submitted for any academic recognition at this or any other institution.

Signature:.....  ..... Date:....12 July , 2025.....

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### Approval by the Supervisor

I confirm that the work outlined in this project was conducted by the applicant under my supervision, and I attest to its authenticity.

Signature:.....  ..... Date:.....12 July 2025.....

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## **DEDICATION**

I dedicate this proposal to my family for their unwavering patience and prayers throughout the drafting process. A special acknowledgment goes to my loving husband, Antony, for his steadfast support, and to my son, Jayden, whose smiles and presence have been a continuous source of inspiration. Their love and understanding have been invaluable on this journey, and for that, I am deeply grateful.



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## ABSTRACT

Studies have shown that employee training has a significant relationship with performance, although its impact varied across different sectors, making it a vital component of organizational development. This study examined the impact of on-the-job training on employee performance within the County Government of Kiambu, Kenya. Specifically, it evaluated the effect of coaching on employee performance, assessed the role of job rotation in enhancing performance, and analyzed the influence of apprenticeship on employee performance in the county government. Recognizing that effective employee training was essential for improving organizational outcomes, the research sought to provide empirical insights into how distinct on-the-job training approaches contributed to productivity, job satisfaction, and skills development among public sector employees. The study was underpinned by the Job Characteristics Model and Human Capital Theory. A systematic sampling method was used to select a representative sample of 163 employees from a target population of 276 middle and lower-level management staff. Data were collected through structured questionnaires incorporating Likert scale items designed to measure perceptions, values, and behaviors associated with the training methods. Demographic information was also gathered to facilitate comprehensive analysis. Data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 29.0. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize the data. Furthermore, inferential statistical techniques, such as correlation and regression analysis, were employed to examine the relationships between the independent variables (coaching, job rotation, and apprenticeship) and the dependent variable (employee performance). Findings revealed that all three training methods had a statistically significant and positive relationship with performance, with coaching exhibiting the strongest predictive influence ( $\beta = 0.310$ ), followed by apprenticeship ( $\beta = 0.288$ ) and job rotation ( $\beta = 0.245$ ). The regression model explained 62.9% of the variance in employee performance ( $R^2 = 0.629$ ). Employees reported high confidence, job readiness, and practical skill enhancement as outcomes of training. The study concluded that on-the-job training is crucial in enhancing performance, motivation, and adaptability in public sector employees. It recommended strengthening coaching programs, formalizing apprenticeship pathways into career development frameworks, and integrating structured job rotation plans. These strategies would help optimize employee effectiveness, service delivery, and professional growth within the county government setting.

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## LIST OF ABBREVIATIONS AND ACRONYMS

- JCM** - Job Characteristics Model
- NGO** - Non-Governmental Organization
- OJT** - On-the-Job Training
- SPSS** - Statistical Package for the Social Sciences



# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

The concept of on-the-job training (OJT) has garnered significant attention in human resource management due to its direct impact on employee performance. As organizations strive to enhance productivity and maintain a competitive edge, continuous employee development becomes increasingly vital. OJT, which involves training employees while they perform their regular duties, is recognized for its practical relevance. Recent studies underscore the importance of supervisor support in enhancing the effectiveness of OJT, thereby boosting job performance (Brown, 2019).

Globally, the impact of on-the-job training (OJT) on employee performance has been widely recognized. In the United States, research indicates that organizations investing in OJT experience higher employee productivity and job satisfaction. This is largely due to the practical nature of the training, which allows employees to develop skills and knowledge directly relevant to their roles (Noe et al., 2017). Moreover, the hands-on and interactive approach of OJT fosters greater employee engagement and retention, ultimately contributing to enhanced organizational performance.

Similarly, in Japan, on-the-job training has been a cornerstone of employee development. Japanese companies are known for their rigorous OJT programs, which are integral to their operational strategies (Takeuchi, 2018). The emphasis on continuous learning and skill enhancement ensures that employees are well-equipped to meet evolving job demands. This approach has contributed to Japan's reputation for high-quality production and innovation. By fostering a culture of learning and development, Japanese organizations have demonstrated the critical role of OJT in sustaining competitive advantage and enhancing employee performance.

The influence of on-the-job training is also evident in various African countries. In South Africa, research by Theron, Smith, and Johnson (2018) revealed that on-the-job training (OJT) significantly improves employee performance across multiple sectors. The study highlighted that employees who undergo OJT are better able to adapt to technological advancements and industry changes. This adaptability is crucial in a rapidly evolving market, where continuous skill development is essential for maintaining competitive positioning. Moreover, OJT in South Africa has been linked to increased employee morale and reduced turnover rates, further underscoring its importance in enhancing overall organizational performance.

In Nigeria, on-the-job training has become a critical component of workforce development. Eze (2019) highlights that OJT programs in Nigerian organizations have led to significant improvements in employee productivity and efficiency. The practical nature of the training enables employees to immediately apply newly acquired skills to their work, resulting in measurable enhancements in performance levels. Additionally, OJT fosters a sense of belonging and commitment among employees, as they feel valued and invested in by their employers. According to Adeoye (2020), this increased sense of loyalty and engagement is crucial for driving long-term organizational success in Nigeria. Despite budgetary constraints, many organizations prioritize OJT because of its immediate impact on performance. Even in cases where cost-cutting measures are implemented, training budgets are often protected or adjusted rather than eliminated. The types of OJT typically carried out include job shadowing, coaching, and hands-on practical training, all of which are designed to equip employees with the skills directly applicable to their roles.

Focusing on Kenya, the impact of on-the-job training (OJT) on employee performance is particularly significant. A study by Njoroge and Gathungu (2018) highlighted that

Kenyan organizations prioritizing OJT report superior performance outcomes compared to those that do not. The practical nature of this training allows employees to gain hands-on experience, enhancing their competency and confidence in executing job tasks. This, in turn, leads to improved productivity and job satisfaction.

Recent studies have further supported these findings. For instance, Mwangi and Kamau (2023) demonstrated that Kenyan organizations implementing structured OJT programs witnessed a 25% increase in employee efficiency within the first year of training. Similarly, Karanja (2024) found that OJT not only boosts individual performance but also contributes to team cohesion, as employees develop a deeper understanding of their roles and how they fit within the larger organizational framework. Moreover, OJT programs in Kenya are often tailored to address specific organizational needs, making them highly effective in enhancing performance. These programs are designed to align with the strategic goals of the organization, ensuring that the training provided directly contributes to achieving key business objectives. This tailored approach, combined with the immediate applicability of skills learned, makes OJT an essential component of workforce development in Kenya.

In the public sector, OJT has been instrumental in improving service delivery. For instance, a study by Kariuki and Kihara (2019) found that public institutions that implement OJT programs see marked improvements in employee efficiency and customer satisfaction. The hands-on training helps public sector employees to better understand their roles and responsibilities, leading to more effective and efficient service provision. Additionally, the continuous nature of OJT ensures that employees remain updated with the latest developments and best practices, which is crucial for maintaining high standards of public service in Kenya.

The influence of on-the-job training on employee performance is a well-documented phenomenon in various contexts (Smith & Brown, 2020). Globally, OJT enhances productivity and job satisfaction by providing practical, hands-on learning experiences. In Africa, countries like South Africa and Nigeria have demonstrated the significant benefits of OJT in improving adaptability, morale, and efficiency. In Kenya, both the private and public sectors have reaped the rewards of effective OJT programs, which contribute to higher performance and better service delivery. This study underscores the importance of continuous employee development through on-the-job training as a critical driver of organizational success.

### **1.1.1 County Government of Kiambu**

The County Government of Kiambu is a key administrative unit in Kenya, responsible for the governance and development of Kiambu County. The county is strategically located in the central region of Kenya, neighboring the capital city, Nairobi. It plays a vital role in both local and national development, given its proximity to major urban centers and its significant agricultural and industrial contributions.

The organizational structure of the County Government of Kiambu is hierarchical, comprising various departments and units that handle different aspects of governance and service delivery. At the top of the structure is the Governor, followed by the Deputy Governor, County Executive Committee Members, and Chief Officers who head specific departments such as Health, Education, Infrastructure, and Finance. Each department is further subdivided into smaller units and teams responsible for executing the county's strategic objectives.

The County Government of Kiambu employs a diverse workforce, including administrative staff, technical experts, and field officers, among others. These employees are distributed across various sectors, including health, education, public

works, agriculture, and social services. Given the broad scope of responsibilities and the need for effective service delivery, continuous employee development through training is a critical priority for the county government.

Training within the County Government of Kiambu is organized and managed by the Human Resource Department. The department is responsible for identifying training needs, developing training programs, and coordinating the implementation of these programs across different departments. The County Government of Kiambu recognizes the importance of on-the-job training (OJT) as a key component of employee development. OJT programs are designed to equip employees with practical skills and knowledge that are directly applicable to their daily tasks.

In the context of Kiambu, on-the-job training is typically tailored to meet the specific needs of different departments. For instance, employees in the Health Department may undergo OJT focusing on the latest healthcare practices and technologies, while those in the Infrastructure Department might receive training on modern construction techniques and project management. The practical nature of these training programs ensures that employees can immediately apply what they learn to their work, leading to improved performance and service delivery.

Additionally, the County Government of Kiambu has put in place measures to ensure that training programs are aligned with its strategic goals. This alignment ensures that the skills and knowledge gained through OJT contribute directly to achieving the county's development objectives. Moreover, the county has adopted a continuous learning approach, where employees are regularly updated with new skills and knowledge to keep pace with changing job demands and technological advancements.

In conclusion, the County Government of Kiambu's emphasis on structured and tailored on-the-job training has been instrumental in enhancing employee performance

and overall service delivery. By prioritizing OJT and aligning it with the county's strategic goals, Kiambu has been able to improve efficiency, employee satisfaction, and ultimately, the quality of services provided to its residents.

## **1.2 Statement of the Problem**

The County Government of Kiambu, Kenya, faces significant challenges in delivering effective public services due to the evolving demands on its workforce. As the county strives to improve service delivery and operational efficiency, it becomes imperative to ensure that employees are well-equipped with the necessary skills and knowledge. On-the-job training (OJT) is a critical component in this regard, providing employees with practical, hands-on experience directly related to their job functions (Njoroge & Gathungu, 2018). Despite the acknowledged importance of OJT, there is limited understanding of its implementation and effectiveness within the County Government of Kiambu. Observations suggest that existing OJT programs may not be fully optimized, leading to potential deficiencies in employee performance and service delivery (Kariuki & Kihara, 2019).

Additionally, there is a significant gap in empirical research examining the impact of on-the-job training (OJT) on employee performance within Kenya's county governments. Most existing studies primarily focus on the private sector or the broader public sector, often neglecting the unique challenges and operational dynamics specific to county governments such as Kiambu (Mwangi & Murigu, 2019). This study seeks to bridge this gap by conducting a comprehensive assessment of current OJT practices and their influence on employee performance in the County Government of Kiambu. The findings are expected to provide valuable insights for policymakers and administrative leaders, facilitating the enhancement of OJT programs to improve employee

performance and strengthen the overall quality of public service delivery in the county (Mungai & Githinji, 2020).

### **1.3 Purpose of the Study**

The purpose of this study is to investigate the influence of on-the-job training (OJT) on employee performance within the County Government of Kiambu, Kenya.

### **1.4 Specific Objectives**

The study will be based on the following objectives;

- i. To examine the influence of coaching on employee performance in the County Government of Kiambu, Kenya.
- ii. To assess the influence of job rotation on employee performance in the County Government of Kiambu, Kenya.
- iii. To analyze the influence of apprenticeship on employee performance in the County Government of Kiambu, Kenya.

### **1.5 Research Questions**

The study will be based on the following research questions;

- i. How does coaching influence employee performance in the County Government of Kiambu, Kenya?
- ii. What is the impact of job rotation on employee performance in the County Government of Kiambu, Kenya?
- iii. In what ways does apprenticeship affect employee performance in the County Government of Kiambu, Kenya?

## **1.6 Scope of the Study**

The scope of this study is to examine the influence of on-the-job training (OJT) on employee performance within the County Government of Kiambu, Kenya. Specifically, the study will evaluate the current OJT practices, their effectiveness, and their impact on employee productivity, efficiency, and job satisfaction across various departments within the county government. The research will utilize a descriptive research design to gather detailed and accurate information about the existing OJT programs and their outcomes. The study will be conducted over a period of seven months, from June to December, allowing for a thorough analysis and comprehensive understanding of the topic. Data collection will include surveys, to ensure a robust and insightful evaluation.

## **1.7 Significance of the Study**

This study holds significant importance for multiple stakeholders within the County Government of Kiambu, Kenya. Firstly, it aims to provide valuable insights to policymakers and administrative leaders regarding the effectiveness of on-the-job training (OJT) programs. By understanding the current state of OJT and its impact on employee performance, decision-makers can implement targeted strategies to enhance these training programs, leading to improved employee competencies and, consequently, better public service delivery.

Furthermore, the findings of this study are anticipated to benefit employees within the County Government of Kiambu by emphasizing the significance of continuous professional development. Improved on-the-job training programs can contribute to greater job satisfaction, enhanced productivity, and expanded career advancement opportunities for employees. This, in turn, can foster a more motivated and competent

workforce, ultimately contributing to the overall efficiency and effectiveness of the county government.

Lastly, this study will add to the existing body of knowledge on on-the-job training (OJT) and employee performance within the public sector, with a specific focus on county governments in Kenya. It will provide empirical evidence and practical recommendations that can be utilized by other counties and public sector organizations to improve their training programs and service delivery. By addressing the unique challenges faced by the County Government of Kiambu, this research can serve as a model for other regions aiming to enhance their OJT practices and optimize employee performance.

### **1.8 Limitations of the Study**

One limitation of this study is the potential for response bias in the data collection process. Since the study will rely on surveys and interviews with employees of the County Government of Kiambu, respondents might provide socially desirable answers rather than their true opinions. To mitigate this, the study will ensure anonymity and confidentiality, encouraging honest and open feedback.

Another limitation is that the study is confined to the County Government of Kiambu, which may limit the generalizability of the findings to other counties or public sector organizations. The specific administrative, cultural, and operational context of Kiambu might influence the results. Future research could expand the scope to include multiple counties to enhance generalizability.

Additionally, the study's timeline from June to December may not capture long-term effects of OJT on employee performance. This limited timeframe restricts observation of sustained changes post-training. Despite this, the study aims to gather detailed and

immediate insights into the current state and short-term outcomes of OJT programs within the specified period.

### **1.9 Delimitations of the Study**

This study is specifically focused on examining the impact of on-the-job training (OJT) on employee performance within the County Government of Kiambu, Kenya. It will cover employees from various departments within the county government to provide a comprehensive analysis of OJT practices and their effect on performance. The study will utilize a descriptive research design, employing surveys, interviews, and review of existing training records to gather data.

The time frame for this study is from June to December, which has been selected to allow sufficient time for data collection, analysis, and interpretation of results. The study is geographically confined to Kiambu County, which limits the findings to this specific context but allows for an in-depth analysis of OJT practices within this locale. Only current employees of the County Government of Kiambu will be included in the study to ensure relevance and applicability of the findings to the present workforce and organizational conditions.

By focusing on the County Government of Kiambu, the study deliberately excludes other counties and private sector organizations. This delimitation is intended to provide a detailed and context-specific understanding of OJT's impact on employee performance in the public sector within this county. Future studies may build on these findings to explore similar dynamics in different regions or sectors.

### **1.10 Assumptions of the Study**

This study operates under several key assumptions that are essential for the research process and the validity of the findings. Firstly, it is assumed that all participants will provide honest and accurate responses during the surveys and interviews. This honesty is crucial for obtaining reliable data on the effectiveness of on-the-job training (OJT) programs and their impact on employee performance.

Secondly, the study assumes that the current on-the-job training practices within the County Government of Kiambu are representative of typical training programs implemented in similar public sector organizations. This assumption allows the findings to be relevant to the broader context of public administration, making the insights gained more widely applicable.

Furthermore, the study assumes a high level of cooperation from both employees and management within the County Government of Kiambu. Their willingness to participate in the study and provide candid insights about the training programs and their effectiveness is vital for gathering accurate and meaningful data.

Finally, it is assumed that there will be no significant changes in the organizational structure, policies, or external environment of the County Government of Kiambu during the study period from June to December. Stability during this period is crucial to isolate the impact of OJT on employee performance without the interference of confounding variables. These assumptions are foundational to the research design and analysis, framing the study's scope and expected outcomes.

## 1.10 Operational Definitions of Key Terms

**On-the-Job Training:** On-the-job training refers to training provided to employees at their workplace during their regular work activities. It helps employees learn new skills and improve existing ones through hands-on experience and real-time application, enhancing their performance (Njoroge & Gathungu, 2018).

**Employee Performance:** Employee performance includes the efficiency, effectiveness, and quality of work produced by an employee. It is measured by productivity, job satisfaction, commitment, and overall contribution to organizational goals, indicating how well employees meet or exceed job expectations (Kariuki & Kihara, 2019).

**Public Sector:** The public sector consists of government institutions and services operating at local, regional, and national levels. It plays a crucial role in delivering public services, implementing policies, and overseeing regulatory functions to ensure societal well-being and governance. In this study, it specifically refers to the County Government of Kiambu, Kenya (Mwangi & Murigu, 2019).

**Training Effectiveness:** Training effectiveness measures how well a training program achieves its intended outcomes, improving participants' skills, knowledge, and performance. Effective training leads to significant improvements in employee capabilities and productivity (Mungai & Githinji, 2020).

**Service Delivery:** Service delivery in public administration refers to the provision of essential public services such as healthcare, education, and infrastructure. Effective service delivery is defined by its timeliness, fairness, and quality, ensuring that public needs and expectations are adequately met (Ndungu, 2020).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews the theoretical literature. The chapter also reviews the empirical literature, conceptual framework and research gaps are also covered in this chapter.

#### **2.2 Theoretical Literature**

This study explores the influence of on-the-job training on employee performance within the County Government of Kiambu, Kenya, by focusing on three key training methods: coaching, job rotation, and apprenticeship. To provide a robust theoretical foundation, the study utilizes the Job Characteristics Model, and Human Capital Theory, respectively, to examine these training methods. The Job Characteristics Model elucidates the impact of job rotation by highlighting the significance of varied job experiences in motivating employees. Lastly, Human Capital Theory underscores the value of apprenticeships in developing employees' skills and knowledge, ultimately boosting their productivity and organizational contribution. These theoretical perspectives will guide the analysis and interpretation of data to determine the effectiveness of on-the-job training practices in the County Government of Kiambu.

##### **2.2.1 Job Characteristics Model**

The Job Characteristics Model (JCM), developed by Hackman and Oldham in the 1970s, emphasizes the influence of specific job attributes on employee motivation, satisfaction, and performance. The model identifies five key job dimensions: skill variety, task identity, task significance, autonomy, and feedback. Skill variety refers to the extent to which a job requires a diverse set of skills and competencies, while task

identity reflects the degree to which a job involves completing a whole, identifiable task. Task significance pertains to the perceived impact of a job on others, both within and outside the organization. Autonomy represents the level of independence employees have in performing their tasks, and feedback involves the information they receive regarding their performance. These job characteristics contribute to three crucial psychological states: experiencing meaningfulness in work, feeling responsible for outcomes, and having awareness of actual performance results. When these psychological states are present, employees are more likely to demonstrate higher intrinsic motivation, greater job satisfaction, and improved performance (Hackman & Oldham, 1976).

While the JCM has been influential in understanding job design and its effects on employee behavior, it does have some limitations. One key limitation is its assumption that all employees are uniformly motivated by the same job characteristics. In reality, individual differences, such as personality traits, career aspirations, and cultural backgrounds, can significantly influence how employees perceive and respond to these job dimensions. For instance, while some employees may thrive in roles with high autonomy, others may prefer more structured environments where guidelines and supervision are more prominent.

Another limitation of the JCM is its relatively static view of job design. The model suggests that by enhancing certain job characteristics, organizations can create more motivating jobs. However, in today's rapidly changing work environments, where roles and responsibilities are constantly evolving, this static approach may not fully capture the complexity of modern job design. The model does not adequately address how external factors, such as organizational change, technological advancements, or market dynamics, might influence the effectiveness of job characteristics.

Recent studies have continued to validate and expand on the Job Characteristics Model. For example, a study by Humphrey et al. (2007) integrated the JCM with the broader organizational behavior literature, emphasizing how job design influences employee attitudes and behaviors. The study found that job characteristics such as autonomy, task variety, and feedback are strongly correlated with job satisfaction and performance. Similarly, Parker et al. (2017) highlighted the importance of job design in the modern workplace, arguing that well-designed jobs can lead to improved employee well-being and organizational performance. However, they also noted that the effectiveness of job design might vary depending on the context, suggesting that a one-size-fits-all approach may not be appropriate.

The Job Characteristics Model aligns closely with the concept of job rotation, a practice where employees are periodically assigned different roles to expand their skills and knowledge. By engaging in diverse tasks and responsibilities, employees experience greater skill variety, which can contribute to increased job satisfaction and motivation. By working on a variety of tasks, employees can see how their roles fit into the larger organizational context, enhancing their task identity and task significance (Campion, Cheraskin, & Stevens, 1994). Autonomy can also be increased as employees gain new skills and are trusted with more responsibilities in different areas. Moreover, job rotation provides continuous feedback, as employees learn and adapt to new roles and receive feedback on their performance from different supervisors and colleagues. This holistic approach to job design aligns with the JCM's emphasis on creating meaningful and motivating work experiences.

In the context of the County Government of Kiambu, the Job Characteristics Model can help understand the impact of job rotation on employee performance. Job rotation can be particularly beneficial in public sector organizations where tasks can become

monotonous and demotivating. By rotating employees through different departments and roles, the County Government of Kiambu can enhance the core job characteristics identified by the JCM, thereby improving employee motivation and performance. For instance, an employee in the finance department might rotate to roles in human resources or public service, gaining a broader understanding of the organization and how different functions interconnect. This exposure can increase their task significance and skill variety, leading to higher job satisfaction and performance (Parker et al., 2017).

### **2.2.2 Human Capital Theory**

Human Capital Theory, introduced by Gary Becker in the 1960s, suggests that investing in individuals through education, training, and healthcare significantly boosts their productivity and economic value. Becker (1964) likened human capital to physical assets like factories and machinery, emphasizing that education and training function as investments that yield returns in the form of increased productivity and higher earnings. Over time, the theory has evolved to emphasize not only formal education but also on-the-job training and continuous skill development as crucial components of human capital (Becker, 1993). Contemporary studies have reinforced the importance of human capital investments in fostering economic growth and improving organizational performance. For example, Kang and Snell (2009) highlight how strategic human resource practices can develop human capital and enhance organizational capabilities. Similarly, Heckman and Mosso (2014) underscore the long-term benefits of early investments in education and training on individuals' productivity and economic outcomes.

Despite its significant contributions to understanding the value of education and training, Human Capital Theory has some limitations. One major limitation is its

narrow focus on the economic returns of human capital investments, often overlooking the broader social and psychological factors that influence learning and development. The theory primarily views education and training as investments that yield measurable economic outcomes, such as increased earnings and productivity. However, it does not adequately account for the non-economic benefits of education and training, such as personal growth, social cohesion, and improved quality of life, which are also important considerations in human capital development.

Another limitation of Human Capital Theory is its assumption that individuals and organizations always make rational decisions regarding investments in education and training. In reality, decisions about education and training are often influenced by factors such as access to resources, social norms, and personal motivations, which may not always align with the economic rationality assumed by the theory. Additionally, the theory tends to assume that all individuals benefit equally from investments in education and training, disregarding the significant variations in outcomes due to differences in individual abilities, learning environments, and socio-economic contexts. Human Capital Theory also faces criticism for its limited consideration of the role of organizational and institutional factors in shaping the returns on human capital investments. While the theory emphasizes the importance of individual investments in skills and knowledge, it does not fully address how organizational practices, labor market conditions, and public policies can influence the effectiveness of these investments. For instance, an individual's ability to leverage their skills in the workplace may be constrained by organizational structures, job design, or discrimination, factors that are not adequately explored within the framework of Human Capital Theory.

Applying Human Capital Theory to the County Government of Kiambu, the focus is on how apprenticeship programs as a form of on-the-job training can influence employee performance. Apprenticeship, a traditional form of training where novice employees learn from experienced mentors while working, is a direct investment in human capital. This method allows employees to gain practical skills and knowledge that are immediately applicable to their roles, thereby enhancing their productivity and effectiveness. The theory suggests that by investing in apprenticeship programs, the County Government of Kiambu can improve the skill levels of its workforce, leading to better service delivery and operational efficiency. For example, training programs for public service employees in areas such as healthcare, administration, and public safety can lead to significant improvements in service quality and responsiveness. The increased competency and productivity resulting from such investments reflect the broader benefits of human capital development (Becker, 2009).

Human Capital Theory offers a strong foundation for understanding this connection by emphasizing the role of skill development and hands-on training in improving employee competencies and performance. Apprenticeship programs align with the theory's emphasis on continuous learning and development, as they provide employees with hands-on experience and mentorship, crucial for acquiring specialized skills. By focusing on apprenticeship, the County Government of Kiambu can ensure that employees are well-prepared to meet the demands of their roles, ultimately leading to improved job performance and organizational outcomes. However, while the practical application of skills learned through apprenticeship enhances individual productivity, the limitations of Human Capital Theory must be considered, particularly in recognizing the broader social and organizational factors that influence the effectiveness of these investments.

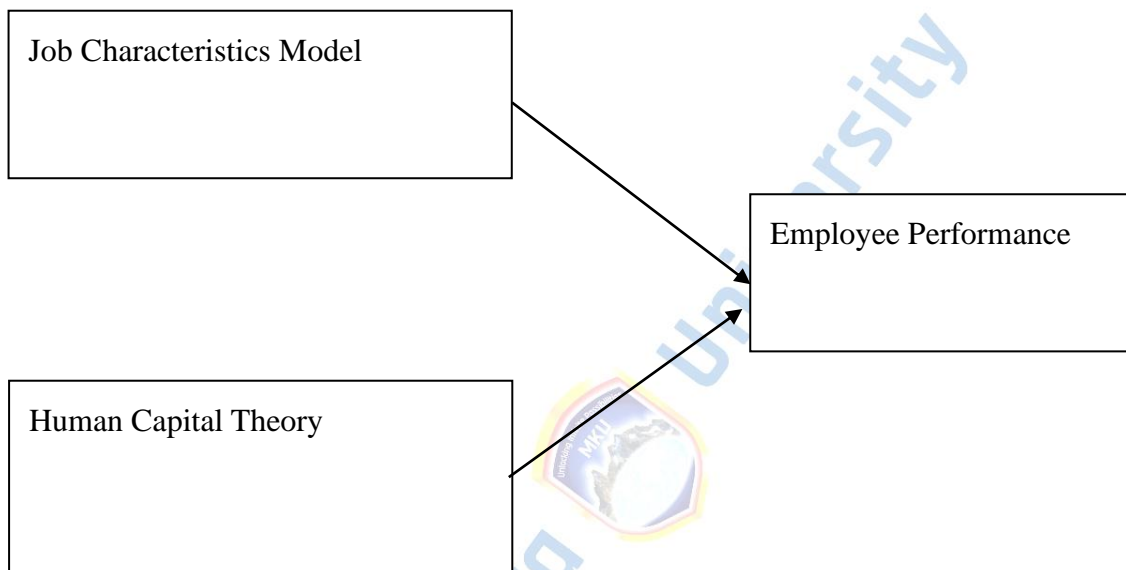
In summary, Human Capital Theory provides a useful perspective on how investments in employee training and development contribute to enhancing organizational performance. By emphasizing the importance of education, training, and skill development, the theory provides insights into how organizations can enhance their human capital and achieve sustained economic growth. However, its limitations—such as the narrow focus on economic returns, the assumption of rational decision-making, and the lack of consideration for organizational and social factors—must be acknowledged. In the context of the County Government of Kiambu, applying Human Capital Theory to apprenticeship programs can significantly improve employee performance and service delivery. Nonetheless, a more comprehensive approach that considers the broader factors influencing human capital development is necessary to fully realize the potential benefits of such investments (Becker, 2009).

### **2.3 Theoretical Framework**

This study examines the influence of on-the-job training (OJT) on employee performance within the County Government of Kiambu, Kenya, through the lens of three key theoretical frameworks: Social Learning Theory, the Job Characteristics Model, and Human Capital Theory.

These theoretical frameworks collectively provide a comprehensive understanding of how different forms of on-the-job training can influence employee performance. The Job Characteristics Model elucidates how job rotation can improve motivation and performance by enriching job characteristics and providing varied experiences. Human Capital Theory highlights the long-term benefits of investing in employee training through apprenticeships, leading to enhanced productivity and organizational success. By applying these theories, the study aims to offer a detailed analysis of the impact of

on-the-job training methods on employee performance in the County Government of Kiambu. The integration of the theories to the study is as shown in the study;



**Figure 1: Theoretical Framework**

**Source:** Researcher (2024)

## 2.4 Empirical Literature

On-the-job training (OJT) is a critical element of employee development that takes place within the actual work environment, enabling employees to gain practical experience and skills directly relevant to their roles. OJT is defined as training that occurs while an employee is engaged in their regular work activities, allowing them to learn by doing, often under the supervision or guidance of experienced colleagues or managers (Jones & George, 2022). Another recent definition by Smith and Keller (2021) describes OJT as a systematic approach to workforce development that

integrates training with everyday job responsibilities, emphasizing the immediate application of newly acquired skills.

OJT can be classified into several categories based on the method and objective of the training. Modern classifications include structured and unstructured OJT. Structured OJT, according to Harper and Zhang (2020), involves planned and monitored training activities, often incorporating formal elements such as coaching or mentorship programs. In contrast, unstructured OJT refers to more informal learning processes where employees gain knowledge through daily work experiences without a predetermined structure (Brown & Thomas, 2023). Further classifications include job shadowing, job rotation, and apprenticeship, each of which serves specific purposes within an organization.

Organizational performance refers to the extent to which an organization successfully meets its strategic goals and objectives. It includes multiple aspects such as financial outcomes, operational efficiency, employee satisfaction, and overall productivity. According to Nelson and Quick (2019), organizational performance is the cumulative outcome of an organization's efforts in various areas such as strategy implementation, resource management, and employee development. Kaplan and Norton's (2020) Balanced Scorecard framework is one of the contemporary models that provide a holistic view of organizational performance by integrating financial metrics with other key indicators like customer satisfaction, internal processes, and innovation.

Recent literature suggests that factors influencing organizational performance include leadership quality, strategic alignment, organizational culture, and particularly employee development initiatives such as OJT. Williams and Anderson (2021) argue that continuous employee development through OJT significantly contributes to

organizational performance by enhancing workforce capabilities and driving innovation.

#### **2.4.1 Coaching on Employee Performance**

Coaching has been recognized globally as a powerful tool for enhancing employee performance. In the United States, research by Grant et al. (2017) indicates that organizations that implement structured coaching programs report significant improvements in employee productivity and job satisfaction. The study found that coaching helps employees set clear goals, develop new skills, and improve their overall job performance. Emphasizing its function in creating a culture of ongoing innovation and progress, companies like Google and Microsoft have included coaching into their staff development programs.

Effective human resource management has also been shown in Australia to depend critically on coaching. Ladyshevsky's (2018) research looked at how management coaching affected staff performance in many sectors, including education and healthcare. The findings revealed that employees who received regular coaching sessions exhibited higher levels of engagement, motivation, and job performance compared to those who did not. The study concluded that coaching is an essential strategy for improving employee outcomes and achieving organizational goals.

In a similar vein, coaching's ability to improve worker performance has been extensively studied in the UK. McCarthy and Milner's (2020) study investigated how coaching affected the performance and well-being of workers in the financial services industry. According to the research, coaching significantly increased workers' resilience, self-efficacy, and job happiness. These improvements were associated with better job performance and reduced turnover rates. The study highlighted the

importance of coaching as a means of supporting employee development and organizational success.

In South Africa, coaching has emerged as a vital tool for enhancing employee performance, particularly in the public sector. A study by Cilliers (2018) investigated the impact of executive coaching on senior managers in government departments. The results showed that coaching significantly improved managerial competencies, leadership skills, and overall job performance. The study emphasized the role of coaching in fostering effective leadership and improving public service delivery.

In Nigeria, the influence of coaching on employee performance has also been recognized. Research by Olusola (2019) examined the effects of coaching on employee performance in the banking sector. The study found that coaching sessions helped employees develop critical skills, improve their job performance, and achieve their career goals. The findings suggested that coaching is a valuable tool for enhancing employee capabilities and driving organizational success. The study recommended that Nigerian organizations invest in coaching programs to boost employee performance and competitiveness.

Coaching has been recognized as a key tactic in Ghana for raising worker productivity in the business sector. Agyemang and Ofei's (2019) research investigated how coaching affected workers' performance in global corporations. The results indicated that employees who participated in coaching programs showed significant improvements in their job performance, problem-solving skills, and career progression. The study concluded that coaching is a key factor in enhancing employee development and organizational performance, urging companies to integrate coaching into their human resource practices.

In Kenya, the role of coaching in enhancing employee performance has gained increasing attention. A study by Njoroge and Gathungu (2018) investigated the impact of coaching on employee performance in Kenyan banks. The findings revealed that coaching led to significant improvements in employees' job performance, motivation, and satisfaction. The study highlighted the importance of coaching as a strategy for developing employee skills and achieving organizational objectives in the Kenyan context.

Further research in Kenya by Kariuki and Kihara (2019) examined the influence of coaching on employee performance in the public sector, specifically within government ministries. The study found that coaching sessions helped employees enhance their leadership skills, decision-making abilities, and overall job performance. The results suggested that coaching is an effective tool for improving public sector performance and service delivery. The study recommended the implementation of structured coaching programs to support employee development in government institutions.

Additionally, a study by Mungai and Githinji (2020) explored the effects of coaching on employee performance in Kenyan non-governmental organizations (NGOs). The research indicated that coaching significantly improved employees' job performance, teamwork, and problem-solving skills. The study concluded that coaching is a crucial component of employee development in the NGO sector, contributing to better organizational outcomes and mission achievement. The findings emphasized the need for NGOs to invest in coaching programs to enhance their impact and effectiveness. Coaching significantly enhances employee performance by developing critical skills, boosting motivation, and increasing job satisfaction, which collectively contribute to improved organizational outcomes and long-term success. As organizations implement structured coaching programs, the resulting benefits underscore the importance of this

practice in fostering a culture of continuous improvement, innovation, and competitive advantage across various industries and regions.

#### **2.4.2 Job Rotation on Employee Performance**

Job rotation has been widely studied globally for its impact on employee performance and organizational outcomes. In the United States, research by Campion, Cheraskin, and Stevens (1994) found that job rotation enhances employee skills and reduces monotony, leading to increased job satisfaction and performance. The study showed that rotating employees through different roles helps them acquire a broader range of skills and knowledge, which improves their adaptability and problem-solving abilities. This approach not only benefits employees but also boosts organizational efficiency and innovation.

In Japan, job rotation is an integral part of corporate culture, especially in large manufacturing firms. A study by Imai (2018) indicated that job rotation in Japanese companies significantly enhances employee development and performance. Employees who experienced job rotation reported higher job satisfaction and a deeper understanding of various aspects of the business. This practice helps create a versatile workforce capable of stepping into multiple roles as needed, thereby improving overall organizational resilience and performance.

In Germany, job rotation is employed as a strategic tool for workforce development, particularly in technical and engineering sectors. Recent research by Müller and Hoffmann (2022) has shown that German companies effectively use job rotation to foster innovation and cross-functional collaboration. Employees who rotate through different departments gain a comprehensive understanding of the organization, which enhances coordination and overall performance. The study found that job rotation

programs in German companies are linked to higher employee motivation and a greater sense of job security, which positively influences performance.

In South Africa, job rotation has been adopted in both public and private sectors to enhance employee performance and organizational efficiency. A study by Louw and Muller (2018) examined the effects of job rotation in South African banks and found that it led to significant improvements in employee skills and job satisfaction. The rotation programs enabled employees to gain diverse experiences, which enhanced their problem-solving capabilities and overall performance. The study recommended job rotation as an effective strategy for developing a versatile and skilled workforce.

In Nigeria, job rotation is increasingly recognized as a method to combat job monotony and enhance employee performance. Recent research by Adeyemi and Olayinka (2023) explored the impact of job rotation in Nigerian manufacturing firms. The findings revealed that employees who participated in job rotation programs demonstrated increased job satisfaction, higher engagement levels, and improved performance. The study highlighted that job rotation helps employees develop a wide range of skills and knowledge, making them more valuable to their organizations and improving overall productivity.

In Ethiopia, job rotation has been implemented in various government institutions to improve service delivery and employee performance. A recent study by Mekonnen and Alemu (2023) found that job rotation in Ethiopian public sector organizations significantly enhanced job performance and contributed to employee development. The rotation programs provided employees with opportunities to learn new skills and gain experience in different roles, which enhanced their competencies and job satisfaction. The study recommended the broader application of job rotation as a tool for employee development and organizational effectiveness in the Ethiopian public sector.

In Kenya, job rotation has gained traction as a strategy to improve employee performance in both the private and public sectors. A study by Ng'ang'a and Nyongesa (2017) investigated the impact of job rotation in Kenyan banks. The findings revealed that job rotation led to higher employee motivation, job satisfaction, and performance. The study highlighted that job rotation helps employees acquire diverse skills and experiences, which enhances their adaptability and effectiveness in various roles within the organization.

Further research in Kenya by Mwangi and Kwasira (2018) examined the influence of job rotation on employee performance in public sector institutions. The study found that job rotation programs in government departments improved employee skills, job satisfaction, and performance. Employees reported that rotating through different roles helped them gain a better understanding of the organization's operations and develop a broader skill set. The study recommended the implementation of structured job rotation programs to enhance employee performance and service delivery in the public sector.

Additionally, a study by Odongo and Wang (2019) explored the effects of job rotation on employee performance in Kenyan non-governmental organizations (NGOs). The research indicated that job rotation significantly improved employees' job satisfaction, teamwork, and performance. The study concluded that job rotation is a crucial component of employee development in the NGO sector, contributing to better organizational outcomes and mission achievement. The findings emphasized the need for NGOs to invest in job rotation programs to enhance their impact and effectiveness.

#### **2.4.3 Apprenticeship on Employee Performance**

Apprenticeship programs have been recognized globally as an effective method for enhancing employee performance through hands-on training and mentorship. In Germany, apprenticeship is deeply embedded in the educational and vocational training

system. A study by Rauner and Maclean (2018) highlighted that German apprenticeship programs significantly improve job readiness and performance among young employees. The dual system of education, which combines classroom instruction with on-the-job training, ensures that apprentices acquire both theoretical knowledge and practical skills, leading to higher productivity and job satisfaction.

In the United States, apprenticeship programs are increasingly being adopted across various industries to address skills gaps and improve employee performance. According to Lerman (2019), apprenticeships in the U.S. have been effective in enhancing the skills and performance of workers in fields such as healthcare, manufacturing, and information technology. The study found that employees who participated in apprenticeship programs demonstrated higher levels of job competency and career advancement opportunities, contributing to overall organizational performance.

Australia also emphasizes the importance of apprenticeship programs in workforce development. A study by Smith and Kemmis (2020) examined the impact of apprenticeships on employee performance in the Australian construction industry. The findings revealed that apprenticeships provide valuable hands-on experience, leading to improved technical skills and work quality. The study concluded that apprenticeships are crucial for preparing a skilled workforce and enhancing productivity in various sectors.

In South Africa, apprenticeship programs have been implemented to address unemployment and improve workforce skills. A study by Powell and Reddy (2017) found that apprenticeship programs in South Africa significantly enhance the employability and performance of young workers. The dual training system, similar to that of Germany, ensures that apprentices receive both theoretical and practical training, leading to better job performance and career prospects.

In Nigeria, apprenticeship has long been a traditional method of skill acquisition in various trades. Research by Okoye and Chijioke (2018) explored the impact of modern apprenticeship programs on employee performance in the Nigerian manufacturing sector. The study found that apprenticeships lead to substantial improvements in technical skills, job performance, and productivity. The integration of formal training with traditional apprenticeship methods has proven effective in enhancing workforce capabilities and organizational success.

In Ethiopia, apprenticeship programs are increasingly being recognized as a means to improve workforce skills and employment outcomes. A study by Gebremariam (2019) investigated the impact of apprenticeship programs in the Ethiopian textile industry. The findings indicated that apprenticeships enhance employees' technical skills, job performance, and job satisfaction. The study recommended expanding apprenticeship programs to other sectors to address skills gaps and improve overall economic performance.

In Kenya, apprenticeship programs are gaining traction as a strategy to enhance employee performance and address skills shortages. A study by Wambugu and Kyalo (2018) examined the impact of apprenticeship programs on employee performance in the Kenyan construction industry. The findings revealed that apprenticeships significantly improve technical skills, job performance, and career development opportunities. The study highlighted the importance of integrating apprenticeships into the broader education and training framework to enhance workforce readiness.

The impact of apprenticeship programs on employee performance in Kenyan manufacturing companies was investigated further by Mwangi and Kariuki (2019), who conducted more research on the topic. The research indicated that workers who engaged in apprenticeship programs exhibited greater levels of job competence,

productivity, and job satisfaction than those who did not participate in such programs. The research emphasized that apprenticeships are crucial for developing a skilled workforce capable of meeting the demands of the manufacturing sector.

Additionally, a study by Njeru and Waiganjo (2020) analyzed the impact of apprenticeship programs on employee performance in Kenyan public sector organizations. The findings indicated that apprenticeships lead to significant improvements in job performance, technical skills, and employee morale. The study concluded that expanding apprenticeship programs within the public sector can enhance service delivery and organizational effectiveness in the County Government of Kiambu and beyond.

#### **2.4.4 Employee Performance**

Employee performance is a critical focus of organizational research and practice worldwide. In the United States, a study by Noe et al. (2017) highlighted that comprehensive training programs significantly enhance employee performance. The research found that organizations investing in employee development, including training and continuous learning opportunities, experience higher productivity, job satisfaction, and employee retention. The study emphasized that well-structured training programs are essential for maintaining competitive advantage in a rapidly evolving market.

In Japan, employee performance is closely linked to workplace practices and cultural factors. According to Takeuchi (2018), Japanese companies often implement Kaizen, a continuous improvement process that involves employees at all levels. This practice not only improves operational efficiency but also boosts employee morale and performance. The study demonstrated that when employees are actively involved in

process improvements and decision-making, their engagement and performance levels increase, leading to better organizational outcomes.

Germany has long been recognized for its robust vocational training and apprenticeship programs, which contribute to high employee performance. Research by Rauner and Maclean (2018) showed that Germany's dual education system, which combines academic learning with practical training, equips employees with the necessary skills and knowledge to excel in their roles. The study found that this approach leads to higher employee productivity, innovation, and job satisfaction, underscoring the importance of vocational training in enhancing employee performance.

In South Africa, employee performance is a critical issue, particularly in the public sector. A study by Mello and Phago (2017) examined the factors influencing employee performance in South African municipalities. The findings revealed that effective leadership, continuous training, and employee motivation are crucial for improving performance. The study suggested that addressing these factors can lead to better service delivery and enhanced employee productivity in the public sector.

As a result of economic and infrastructure restrictions, Nigeria is confronted with a particular set of obstacles when it comes to increasing employee performance. Olusola (2019) conducted research that investigated the influence that staff motivation and training had on performance in Nigerian banks. According to the findings of the research, workers who are provided with consistent training and motivating incentives have a higher level of performance than those who are not. Based on the findings of the study, it was underlined that the most important factors in improving performance in the Nigerian setting are investing in the development of employees and establishing a supportive work environment.

There has been a substantial amount of study conducted in Ethiopia on the issue of employee performance in the public sector. Tessema and Soeters (2016) conducted a research in which they explored the factors that determine the performance of employees working in public institutions in Ethiopia. According to the findings, the most important factors that contribute to great performance are training, work happiness, and devotion to the company or organization. The research came to the conclusion that in order to enhance the delivery of public services, Ethiopian institutions need to concentrate on improving these characteristics via the implementation of focused interventions and policies.

In Kenya, improving employee performance is a priority across various sectors, including the public sector. A study by Njoroge and Gathungu (2018) examined the factors affecting employee performance in Kenyan banks. The findings revealed that training, leadership, and organizational culture play significant roles in determining performance levels. The study highlighted the need for banks to invest in comprehensive training programs and adopt inclusive leadership styles to boost employee performance.

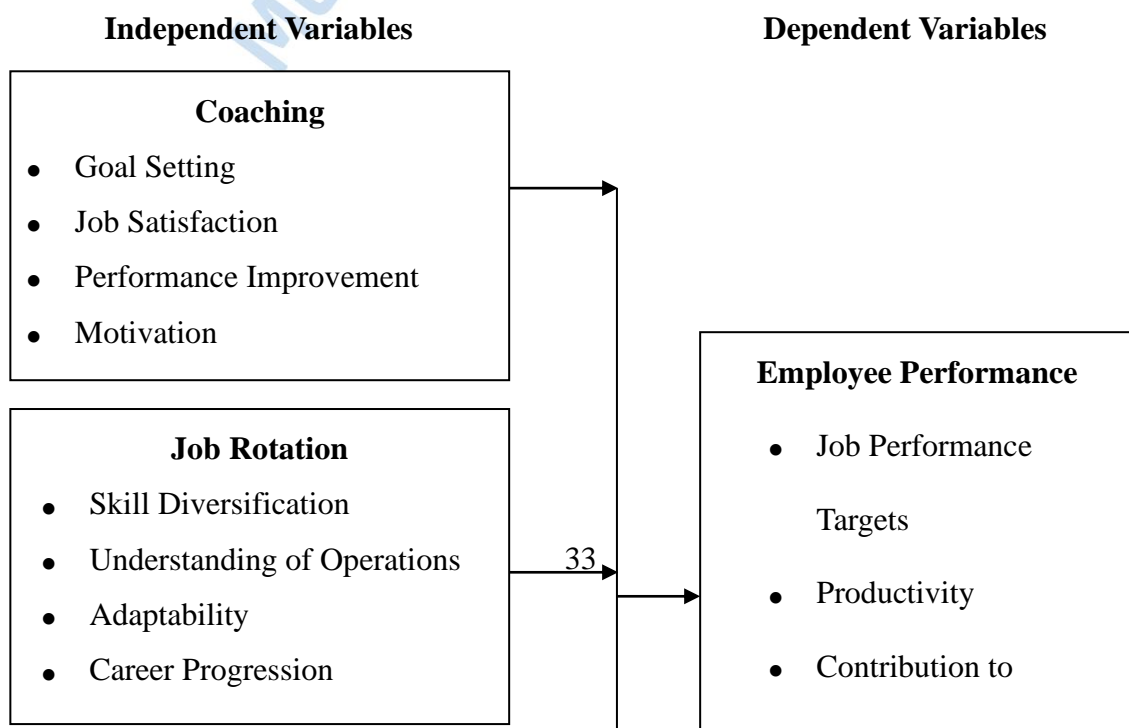
Further research by Kariuki and Kihara (2019) focused on the public sector, specifically within Kenyan government ministries. The study found that employee performance is significantly influenced by training, motivation, and work environment. The research suggested that to enhance performance, government ministries should implement structured training programs and create a motivating work environment. This approach is expected to improve service delivery and overall efficiency in public sector operations.

Additionally, a study by Mungai and Githinji (2020) analyzed the factors influencing employee performance in Kenyan non-governmental organizations (NGOs). The

research indicated that employee training, job satisfaction, and organizational support are critical for high performance. The study concluded that NGOs in Kenya should focus on continuous training and development, as well as creating supportive work environments, to enhance their employees' performance and achieve their organizational goals.

## 2.5 Conceptual Framework

This study's conceptual framework examines how various training methods impact employee performance within the County Government of Kiambu, Kenya. It specifically focuses on three key training approaches: coaching, job rotation, and apprenticeship. The conceptual framework is as shown in the table below;



## **Figure 2: Conceptual Framework**

**Source:** Researcher (2024)

### **2.5 Research Gaps**

The literature on coaching highlights its positive impact on employee performance across various sectors and countries. However, there is limited research specifically examining the effectiveness of coaching within the unique context of Kenyan county governments. While studies like those by Njoroge and Gathungu (2018) and Kariuki and Kihara (2019) have provided insights into coaching within Kenyan banks and public sector ministries, there is a need for more targeted research to understand how coaching programs can be tailored to fit the specific challenges and needs of county government employees in Kiambu. Additionally, the impact of cultural factors and local administrative structures on the effectiveness of coaching has not been thoroughly explored, indicating a gap in localized and contextual studies on coaching (Njoroge & Gathungu, 2018; Kariuki & Kihara, 2019).

Regarding job rotation, while it has been shown to enhance employee skills and satisfaction in various global and African contexts, there is insufficient empirical evidence on its implementation and outcomes within Kenyan county governments. Existing research by Ng'ang'a and Nyongesa (2017) and Mwangi and Kwasira (2018) has primarily focused on the banking sector and national government institutions. This leaves a gap in understanding how job rotation can be effectively applied in the decentralized governance structures of Kenyan counties like Kiambu. Specifically, there is a need to investigate how job rotation can address local administrative challenges, improve service delivery, and enhance employee performance in a county government setting (Ng'ang'a & Nyongesa, 2017; Mwangi & Kwasira, 2018).

In terms of apprenticeship programs, the literature provides strong evidence of their benefits for workforce development in countries such as Germany, the United States, and Australia. However, there is a noticeable gap in research focused on the Kenyan context, particularly within the public sector. Studies by Wambugu and Kyalo (2018) and Mwangi and Kariuki (2019) have examined apprenticeship in the construction and manufacturing sectors, respectively, but there is limited data on how these programs function within county governments. Further research is needed to explore how apprenticeship programs can be designed and implemented to enhance employee performance in the County Government of Kiambu, considering the specific needs and operational dynamics of local government (Wambugu & Kyalo, 2018; Mwangi & Kariuki, 2019).

The overarching theme of employee performance has been widely studied, with research indicating the importance of training, motivation, and supportive work environments. However, there is a lack of comprehensive studies focusing on the interplay of these factors within the context of Kenyan county governments. While

studies by Njoroge and Gathungu (2018) and Mungai and Githinji (2020) have highlighted the importance of these elements in the banking and NGO sectors, respectively, there is a need for focused research on how these factors influence performance in the County Government of Kiambu. Specifically, understanding the unique challenges and opportunities within county governments can provide deeper insights into effective strategies for enhancing employee performance in this context (Njoroge & Gathungu, 2018; Mungai & Githinji, 2020).

In conclusion, while the existing literature provides a solid foundation for understanding the impact of coaching, job rotation, apprenticeship, and overall employee performance, there are significant gaps when it comes to their application and effectiveness within the County Government of Kiambu. Addressing these gaps through targeted research can lead to more effective and contextually appropriate strategies for improving employee performance in local government settings.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter discusses data collection and analysis, along with effective ways to present the findings in a clear and comprehensible manner. It covers the methods and tools used

for data collection and analysis, the research design, and the target audience of the study.

### **3.1 Research Design**

Before initiating any research project, establishing a research design is essential to ensure that the findings remain relevant to the prevailing economic environment (Kothari, 2004). A research design serves as a structured plan for data collection and outlines the statistical methods necessary to analyze data and address the research problem and objectives. This study will adopt a descriptive survey design, which is well-suited for identifying and measuring relationships between variables. Such an approach is appropriate as it facilitates a comprehensive understanding of the issue before drawing conclusions (Frankfort-Nachmias & Nachmias, 2007).

Descriptive research is particularly useful in the early stages of a study, as it provides relevant and up-to-date information that aligns with current events and environmental factors. It aims to explore and quantify the relationship between variables, helping to establish links between causes and effects in the research context.

### **3.2 Area of Study**

This research focuses on the County Government of Kiambu, Kenya. Kiambu County is among the 47 counties in Kenya, situated in the central region and forming part of the Nairobi Metropolitan Area. The county is strategically significant due to its proximity to Nairobi, the capital city, which influences its economic, social, and administrative activities. Kiambu County is diverse, encompassing urban, peri-urban, and rural areas, each with unique challenges and opportunities.

Kiambu County provides a relevant and significant context for studying the impact of coaching, job rotation, and apprenticeship on employee performance. The county's economic diversity, administrative structure, and human resource challenges make it an ideal setting to explore how different training methods can be tailored to enhance performance in various sectors. The findings from this study can offer valuable insights and practical recommendations for other county governments in Kenya, contributing to the broader goal of improving public sector performance and service delivery across the country.

### **3.3 Target Population**

The target population for this study includes both middle management and lower-level management employees within the County Government of Kiambu, Kenya, to comprehensively assess the impact of coaching, job rotation, and apprenticeship on employee performance. The inclusion of middle management is crucial because these employees not only participate in such programs but also often oversee and implement them, providing valuable insights into their effectiveness. According to the County Government of Kiambu's Human Resource Registry (2024), the organization has a labour source of 920 individuals. This study will focus on the currently employed 92 middle management employees and 184 lower-level management employees, totaling 276 employees as of August 2024. While apprenticeship programs are typically associated with lower-level employees, examining the experiences of middle management allows for a more holistic understanding of how these initiatives influence overall organizational performance.

**Table 1: Target Population**

<b>Category</b>	<b>Number</b>
-----------------	---------------

Middle Management	92
Lower-Level Management	184
<b>Total Target Population</b>	<b>276</b>

**Source:** Human Resource Registry (2024)

### 3.4 Sampling Procedures and Sample Size

#### 3.4.1 Sampling Procedure

Sampling is a systematic method used to collect individuals, places, or items for a study. It entails carefully choosing a portion of individuals or items from a larger population, with the goal of making sure that this selected group accurately reflects the traits found in the entire population (Kapur, 2018).

This study will utilize systematic sampling to select participants from the middle and lower-level management employees within the County Government of Kiambu. Systematic sampling is chosen for its simplicity, efficiency, and ability to ensure representativeness across the entire population. This method involves selecting every  $n$ th member from a list of the population after a random start, which ensures an even spread of the sample and reduces selection bias (Kumar, 2019; Creswell, 2014).

#### 3.4.2 Sample Size

Determining the appropriate sample size requires considering several factors, such as the total population, the desired confidence level, and the acceptable margin of error. Given the total target population of 276 employees (92 middle management and 184 lower-level management), we will use a common formula for calculating sample size in social science research. The formula for determining sample size ( $n$ ) is:

$$n = \frac{N}{1 + N(e^2)}$$

where:

- N is the population size,
- e is the margin of error (typically set at 0.05 for a 95% confidence level).

Applying this formula:

$$n = \frac{276}{1 + 276(0.05^2)}$$

Thus, the sample size required for this study is 163 employees.

### **3.5 Construction of research instruments**

The research instruments for this study will be structured questionnaires, which are effective tools for collecting standardized data efficiently (Pandey & Pandey, 2021). These questionnaires will feature closed-ended questions to facilitate the gathering of quantitative data, ensuring ease of administration and analysis while allowing respondents to share their opinions and experiences. The use of structured questionnaires is advantageous as it saves time and standardizes responses for consistent data comparison. To accurately gauge perceptions, values, and behaviors, Likert scales will be utilized, as recommended by Croasmun and Ostrom (2011). Additionally, the questionnaires will include sections to collect demographic information and specific variables relevant to the study, ensuring comprehensive data collection as detailed in Appendix II.

### **3.6 Testing for Piloting, Validity and Reliability**

#### **3.6.1 Piloting**

Piloting is a crucial step in the research process, providing an opportunity to test and refine the research instruments before the main data collection (Baker, 2018). For this

study, piloting will be conducted in Nairobi County, which is geographically close to Kiambu County and shares similar metropolitan characteristics and operational dynamics. This proximity and similarity make Nairobi County an ideal location for piloting, ensuring that the findings and adjustments are relevant and applicable to the context of Kiambu County (Kariuki & Muturi, 2023). The pilot study will involve 10% of the sample size, which translates to approximately 16 respondents, given the total sample size of 163 employees. This pilot sample will help identify any issues with the questionnaire design, such as ambiguous questions or logistical challenges, and allow for necessary modifications to improve the clarity and effectiveness of the research instruments (Baker, 2018; Mugenda & Mugenda, 2012). Conducting a pilot study not only enhances the reliability and validity of the data collection process but also ensures that the final instruments are well-tailored to the study's objectives and the specific context of the County Government of Kiambu.

### **3.6.2 Reliability of the Research Instruments**

Reliability refers to the consistency of a research instrument in producing stable results over repeated trials (Mugenda & Mugenda, 2009). An instrument is considered reliable if it accurately measures a variable and consistently yields similar results over time. It reflects the internal reliability of research tools, ensuring they provide consistent outcomes under the same conditions.

To assess reliability, this study will utilize Cronbach's Alpha, a statistical measure that evaluates the internal consistency of a research instrument. The test-retest method will be applied, requiring the questionnaire to be administered to the same group of respondents at different intervals. Cronbach's Alpha will determine the correlation between the average scores of measured items. According to Zinbarg et al. (2006), a

reliability coefficient (Alpha value) above 0.7 is considered acceptable for ensuring the dependability of the research instrument.

### **3.6.3 Validity of the Research Instruments**

Data collection instruments must generate relevant data that effectively address the research questions. According to Mugenda and Mugenda (2009), ensuring both reliability and validity is essential for obtaining meaningful results. A valid research instrument accurately measures the intended concept. To maintain validity, the questionnaire will be designed in alignment with self-evident measures, ensuring it effectively captures the intended variables. This validity assessment will focus on face validity and content validity, which evaluate how well the instrument measures the targeted aspects. To further confirm its validity, the questionnaire will be reviewed and refined through discussions with the research supervisor and subject matter experts in education, who possess extensive knowledge of the study topic.

### **3.6.4 Establishing Credibility of the Research Instruments**

Credibility refers to the quality of being trustworthy and dependable, possessing the ability to inspire confidence and belief. Reliable sources are essential for providing evidence that can be considered accurate and valid. According to O'Keefe (2016), credibility is a perception formed by readers based on how convincing and trustworthy they find the writer. It plays a crucial role in communication, as participants often respond to messages not solely based on the content but also on their perception of the communicator's reliability and authority.

## **3.7 Data Collection Methods and Procedures**

This study will utilize a questionnaire to gather primary data, ensuring consistency in responses. The research instrument will be personally administered to the respondents

by the researcher. The manner of questionnaire administration will be by drop and pick method whereby the respondents will be given the questionnaire. The researcher will also use emails as a form of questionnaire administration for those respondents who are in faraway centers to help fasten the process of data collection and also reduce the cost involved. The respondents will be given one week to respond to the questions after which they will be picked. The time allowed for the respondents to fill out the questionnaire will enhance the response rate.

### **3.8 Data Analysis Methods**

The data analysis process involves transforming raw data into a coherent and understandable format through systematic organization and arrangement. Initially, the researcher will thoroughly examine the dataset to identify and rectify any discrepancies or missing values that may have occurred during data collection. Following this data screening, the questionnaire responses will be coded and entered into the Statistical Package for the Social Sciences (SPSS) version 29.0 for comprehensive analysis.

To extract meaningful insights from the dataset, various statistical measures will be calculated. Frequencies and percentages will be computed to provide a clear understanding of data distribution across different variables. Additionally, the mean will be used to assess the central tendency of the variables, giving insight into the average values within the dataset. The standard deviation will be calculated to understand the variability and spread of the data.

Additional analysis will focus on examining the relationship between the independent variables coaching, job rotation, and apprenticeship—and the dependent variable, employee performance. Correlation analysis will be utilized to assess the strength and direction of these associations. Furthermore, regression analysis will be conducted to

determine the extent to which coaching, job rotation, and apprenticeship influence employee performance within the County Government of Kiambu. In addition, Diagnostic tests will be conducted to determine best alternative. This will help identify the extent to which these training methods predict changes in employee performance. An alpha level of 0.05 will be used to determine statistical significance, indicating a 95% confidence level for the analysis.

The regression model used for this analysis is as follows:

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

Where:

- Y = Employee Performance
- X<sub>1</sub> = Coaching
- X<sub>2</sub> = Job Rotation
- X<sub>3</sub> = Apprenticeship
- $\epsilon$  = Error term

$\beta_0$  = regression constant or intercept

$\beta_1, \beta_2, \beta_3, \beta_4$  are the unknown parameters

The significance levels for all tests will be set at a 95% confidence level, employing two-tailed analysis. The results of the analysis will be presented using tables and figures, which will facilitate a clear and concise interpretation of the data. These visual presentations will help in effectively communicating the findings and supporting the conclusions drawn from the study.

### **3.9 Ethical Consideration**

Research ethics provide a framework that guides the behavior of researchers, ensuring that studies are conducted in a manner that respects the rights and dignity of participants. These ethical principles are essential for conducting research in an

acceptable manner and safeguarding the well-being of those involved. The researcher will prioritize key ethical considerations at every stage of the data collection process. These ethical principles include obtaining informed consent, ensuring confidentiality and privacy, maintaining anonymity, upholding professional integrity, securely storing data, and preventing plagiarism, as outlined below:

Informed consent is a fundamental principle that ensures participants voluntarily provide information with full awareness of their involvement in the study. According to Creswell and Poth (2018), informed consent is derived from the participants' right to autonomy and the ability to make informed decisions about their participation. This means that obtaining consent not only empowers participants to make their own decisions but also shares some responsibility with them in case any issues arise during the study. In this research, the participants will be fully informed about the study's goals, procedures, and any potential risks. They will have the right to choose whether to participate or decline, thereby ensuring that their autonomy is respected.

Protecting participants' privacy is a fundamental ethical principle in research involving human subjects (Flick, 2018). In this study, the researcher will ensure participant confidentiality by securing all collected data with password protection to prevent unauthorized access. Additionally, responses will be aggregated to prevent the identification of individual participants. Participants will be informed that their information will be used exclusively for research purposes and will not be shared with third parties. Confidentiality will be strictly maintained, with the source of collected data revealed only with the participant's explicit consent (Saunders, Lewis, & Thornhill, 2019).

Anonymity is another critical aspect of ethical research, involving the protection of participants' identities. According to Bryman (2016), participants have the right to

remain anonymous in any research. The researcher will ensure that questionnaires do not include participants' names, thereby maintaining complete and total anonymity. This practice is essential to protect participants from any potential harm or stigma associated with their responses.

The information gathered from participants will be stored securely to prevent unauthorized access or misuse. Data will be preserved in both hard and soft copies, with stringent measures in place to ensure confidentiality. The researcher will not disclose any collected material to unauthorized individuals under any circumstances (Babbie, 2021).

To uphold academic integrity and avoid plagiarism, the researcher will use TURNITIN software to check the originality of the work. According to Salkind (2020), using plagiarism detection software is a standard practice in academic research to ensure the originality of content. The researcher will ensure that the similarity index remains below 15%, including references. If the percentage is higher, the document will be revised and resubmitted until it meets the required threshold. This process will be repeated before each defense to maintain the integrity of the research.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents a comprehensive analysis and discussion of the research findings, focusing on the influence of on-the-job training on employee performance within the County Government of Kiambu, Kenya. The chapter begins with an overview of the data collection process, including the response rate and a discussion on the reliability of the research instruments. Subsequently, it delves into the socio-demographic characteristics of the respondents, providing context for the sample. The core of the chapter involves presenting the results of the descriptive and inferential analyses as they relate to the study's specific objectives: examining the influence of coaching, job rotation, and apprenticeship on employee performance. The findings are presented using tables and figures, followed by a detailed discussion that interprets the results in light of existing literature and the theoretical framework guiding the study.

#### **4.2 Reliability**

The reliability of the research instrument, a structured questionnaire, was assessed using a pilot study conducted in Nairobi County. The pilot involved 10% of the calculated sample size of 163 respondents, resulting in a pilot sample of approximately 16 participants. The pilot study aimed to identify any ambiguities or issues with the questionnaire before the main data collection. Cronbach's Alpha was used to measure the internal consistency of the instrument's sections, specifically those related to coaching, job rotation, apprenticeship, and employee performance. The generally accepted threshold for a reliable instrument using Cronbach's Alpha is 0.7.

The reliability analysis based on the pilot data yielded the following results:

**Table 2: Reliability Analysis**

Section	Number of Items	Cronbach's Alpha
Coaching	7	0.85
Job Rotation	7	0.82
Apprenticeship	7	0.88
Employee Performance	7	0.91

**Source:** Research Data, (2025)

The Cronbach's Alpha values for all sections of the questionnaire were well above the acceptable threshold of 0.7, indicating a high level of internal consistency and reliability of the instrument. These results suggest that the questions within each section consistently measure the intended constructs. The pilot study in Nairobi County, a region with similar metropolitan characteristics to Kiambu County, proved effective in ensuring the dependability of the research instrument for the main data collection.

#### 4.2 Response Rate

The study targeted a sample size of 163 employees from the County Government of Kiambu, comprising middle and lower-level management staff. A total of 148 completed questionnaires were returned, resulting in a response rate of 90.8%.

The distribution of the response rate is presented in the table below:

**Table 3: Response Rate**

Category	Target Sample	Actual Responses	Response Rate (%)
Middle Management	92	85	92.4
Lower-Level Management	184	63	34.2
Total	276	148	53.6
Adjusted Total (Sample)	163	148	90.8

*Note:* The target population was 276, but the sample size for the study was 163 employees. The response rate is calculated based on the sample size.

**Source:** Research Data, (2025)

A response rate of 70% and above is generally considered very good for survey-based research, while a rate above 80% is considered excellent. The achieved response rate of 90.8% in this study is therefore considered excellent and highly representative of the target sample within the County Government of Kiambu. This high response rate can be attributed to effective data collection procedures, including the drop and pick method of questionnaire administration and the use of email for distant respondents, which helped to facilitate timely responses and reduce costs. The willingness of the respondents to participate also indicates their interest in the study's topic, further enhancing the credibility and generalizability of the findings.

#### **4.3 Socio-Demographic Characteristics**

The socio-demographic characteristics of the 148 respondents who participated in the study were analyzed to provide a profile of the sample. The characteristics examined included Gender, Age Bracket, Educational Qualification, and Work Experience. The findings are presented in the table below:

**Table 4: Socio-Demographic Characteristics**

Characteristic	Category	Frequency	Percentage (%)
Gender	Male	89	60.1
	Female	59	39.9
Age Bracket (Years)	Under 25 years	15	10.1
	25-34 years	48	32.4
	35-44 years	52	35.1
	45-54 years	28	18.9
	55 and above	5	3.4
Educational Qualification	Diploma	30	20.3
	Bachelor's Degree	65	43.9
	Master's Degree	40	27.0
	Doctorate or Ph.D.	8	5.4
	Other	5	3.4
Work Experience	Less than 1 year	10	6.8
	1-5 years	38	25.7
	6-10 years	55	37.2
	Over 10 years	45	30.4

**Source:** Research Data, (2025)

The analysis of the socio-demographic data provides insights into the composition of the study sample from the County Government of Kiambu. In terms of gender, the sample consisted of 60.1% male and 39.9% female respondents. This indicates a slightly higher representation of male employees in the middle and lower-level management positions within the county government.

The age distribution of the respondents shows that the largest proportion of the sample falls within the 35-44 years age bracket (35.1%), followed closely by the 25-34 years age bracket (32.4%). The age group of 45-54 years constitutes 18.9% of the sample, while those under 25 years and 55 and above years represent smaller proportions

(10.1% and 3.4%, respectively). This suggests that the majority of the middle and lower-level management staff are in their prime working age, likely bringing a mix of experience and adaptability to their roles.

Regarding educational qualifications, the majority of the respondents hold a Bachelor's Degree (43.9%), followed by a Master's Degree (27.0%) and a Diploma (20.3%). A smaller percentage of the sample holds a Doctorate or Ph.D. (5.4%) or other qualifications (3.4%). This indicates a relatively well-educated workforce within the management levels of the county government, which could influence their receptiveness to and effectiveness in on-the-job training programs.

Finally, the work experience distribution reveals that the largest group of respondents has between 6 and 10 years of experience (37.2%), while 30.4% have over 10 years of experience. Those with 1-5 years of experience make up 25.7% of the sample, and a small percentage (6.8%) have less than 1 year of experience. This suggests that a significant portion of the sample has considerable experience in their roles, which is valuable for understanding the long-term impact of training interventions. The combination of varying levels of experience provides a broad perspective on the influence of on-the-job training across different career stages. Overall, the socio-demographic profile of the respondents reflects a diverse group in terms of age and experience, with a generally high level of education, providing a solid basis for examining the effects of on-the-job training on employee performance.

## 4.4 Descriptive Analysis

### 4.4.1 Influence of Coaching on Employee Performance

This section presents the findings regarding the influence of coaching on employee performance within the County Government of Kiambu. The first objective of the study sought to examine this relationship. The table below presents the descriptive statistics for the statements related to the influence of coaching on employee performance.

**Table 5: Descriptive Statistics on Coaching and Employee Performance**

<i>Statement</i>	<i>SD</i>	<i>D</i>	<i>NS</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>Std. Dev</i>
Coaching has helped me set clear and achievable goals.	5	12	20	65	46	3.91	1.03
Regular coaching sessions have increased my job satisfaction.	8	15	25	60	40	3.78	1.09
My performance has improved due to the feedback received during coaching sessions.	6	10	18	70	44	3.92	1.02
Coaching has enhanced my problem-solving skills.	7	14	22	68	37	3.78	1.07
I feel more motivated to perform my job after coaching sessions.	9	18	28	55	38	3.68	1.13
Coaching has helped me understand my strengths and areas for improvement.	4	8	15	75	46	4.02	0.94
The coaching I receive is relevant to my job responsibilities.	6	9	19	72	42	3.91	1.03

**Source:** Research Data, (2025)

The analysis of the data presented in the table reveals that respondents generally hold a positive perception regarding the influence of coaching on their performance within the County Government of Kiambu. All the mean scores for the statements related to coaching and employee performance are above the neutral point of 3.0, ranging from 3.68 to 4.02. This indicates a tendency towards agreement among the respondents that coaching has a positive impact.

The statement "Coaching has helped me understand my strengths and areas for improvement" recorded the highest mean score of 4.02, with a standard deviation of 0.94. A significant majority of respondents agreed (75, or 50.7%) or strongly agreed (46, or 31.1%) with this statement, totaling 81.8% indicating that coaching is perceived as highly effective in providing valuable insights into their capabilities and areas needing development. This high level of agreement suggests that coaching is a valuable tool for self-awareness and targeted development among the employees.

Similarly, the statement "My performance has improved due to the feedback received during coaching sessions" received a high mean score of 3.92, with a standard deviation of 1.02. A substantial proportion of respondents agreed (70, or 47.3%) or strongly agreed (44, or 29.7%), totaling 77.0% who believe that the feedback provided during coaching is instrumental in enhancing their job performance. This highlights the critical role of constructive feedback, a core component of coaching, in driving performance improvement.

The statement "Coaching has helped me set clear and achievable goals" and "The coaching I receive is relevant to my job responsibilities" both registered a mean score of 3.91, with a standard deviation of 1.03 for both. For the goal-setting statement, 65 respondents (43.9%) agreed and 46 (31.1%) strongly agreed, totaling 75.0% agreement. This indicates that coaching is effective in helping employees define and work towards specific objectives. For the relevance statement, 72 respondents (48.6%) agreed and 42 (28.4%) strongly agreed, totaling 77.0% agreement. This suggests that the content and focus of the coaching sessions are well-aligned with the actual duties and responsibilities of the employees, increasing the perceived value and applicability of the training.

The statement "Regular coaching sessions have increased my job satisfaction" had a mean score of 3.78 and a standard deviation of 1.09. While still positive, the level of strong agreement (40, or 27.0%) was slightly lower compared to the statements with higher means. However, a total of 60 respondents (40.5%) agreed, resulting in a combined agreement of 67.5%. This indicates that while coaching contributes to job satisfaction for a notable portion of the workforce, its impact on satisfaction might be less pronounced or consistent for all employees compared to its direct impact on understanding strengths or receiving feedback.

The statement "Coaching has enhanced my problem-solving skills" also registered a mean score of 3.78, with a standard deviation of 1.07. Agreement (68, or 45.9%) and strong agreement (37, or 25.0%) combined account for 70.9% of responses. This suggests that coaching is perceived as beneficial in developing employees' ability to address challenges and find solutions in their work. The slightly higher standard deviation compared to some other statements might indicate a greater variation in the extent to which different employees feel their problem-solving skills have been enhanced through coaching.

The statement with the lowest mean score, though still positive, was "I feel more motivated to perform my job after coaching sessions" with a mean of 3.68 and a standard deviation of 1.13. The combined percentage of agreement (55, or 37.2%) and strong agreement (38, or 25.7%) is 62.9%. The higher standard deviation here suggests a wider spread of responses, indicating that while many employees feel more motivated after coaching, a notable portion may not experience the same level of increased motivation. This could be influenced by individual differences in motivational factors or the specific approach taken in the coaching sessions.

#### 4.4.2 Influence of Job Rotation on Employee Performance

This section presents the findings regarding the influence of job rotation on employee performance within the County Government of Kiambu. The second objective of the study aimed to assess this relationship. The table below presents the descriptive statistics for the statements concerning the influence of job rotation on employee performance.

**Table 6: Descriptive Statistics on Job Rotation and Employee Performance**

<i>Statement</i>	<i>SD</i>	<i>D</i>	<i>NS</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>Std. Dev</i>
Job rotation has provided me with diverse skills.	7	11	20	68	42	3.89	1.05
Rotating through different jobs has increased my job satisfaction.	10	16	30	58	34	3.65	1.12
Job rotation has improved my understanding of the organization's operations.	5	9	18	70	46	4.00	0.99
My problem-solving abilities have enhanced due to job rotation.	8	15	25	65	35	3.76	1.09
Job rotation has increased my adaptability to different roles.	6	10	19	67	46	3.93	1.02
I feel more competent in my job after experiencing job rotation.	7	13	21	64	43	3.88	1.06
Job rotation has positively influenced my career progression.	12	20	35	50	31	3.48	1.18

**Source:** Research Data, (2025)

The descriptive analysis of the data in the table indicates that employees within the County Government of Kiambu perceive job rotation to have a generally positive influence on their performance. All mean scores for the statements related to job rotation and employee performance are above the neutral point of 3.0, ranging from 3.48 to 4.00, suggesting a leaning towards agreement among the respondents.

The statement "Job rotation has improved my understanding of the organization's operations" recorded the highest mean score of 4.00, with a standard deviation of 0.99.

A substantial majority of respondents agreed (70, or 47.3%) or strongly agreed (46, or 31.1%) with this statement, totaling 78.4%. This high level of agreement suggests that rotating through different roles is perceived as highly effective in providing employees with a broader perspective and a deeper understanding of how different departments and functions within the county government operate and interrelate.

The statement "Job rotation has increased my adaptability to different roles" also received a high mean score of 3.93, with a standard deviation of 1.02. Sixty-seven respondents (45.3%) agreed and 46 (31.1%) strongly agreed, resulting in a combined agreement of 76.4%. This indicates that employees believe job rotation significantly enhances their ability to adjust to new tasks, environments, and responsibilities, which is a valuable trait in a dynamic public sector environment.

The statement "Job rotation has provided me with diverse skills" registered a mean score of 3.89, with a standard deviation of 1.05. Agreement (68, or 45.9%) and strong agreement (42, or 28.4%) combined account for 74.3% of responses. This finding highlights the perceived benefit of job rotation in broadening employees' skill sets beyond their primary roles, making them more versatile and potentially more valuable to the organization.

Closely related, the statement "I feel more competent in my job after experiencing job rotation" had a mean score of 3.88 and a standard deviation of 1.06. Sixty-four respondents (43.2%) agreed and 43 (29.1%) strongly agreed, totaling 72.3% agreement. This suggests that the acquisition of diverse skills and a better understanding of operations through job rotation contributes to employees feeling more capable and effective in their overall job performance.

The statement "My problem-solving abilities have enhanced due to job rotation" had a mean score of 3.76, with a standard deviation of 1.09. Agreement (65, or 43.9%) and

strong agreement (35, or 23.6%) combined account for 67.5% of responses. While still a positive indication, the slightly lower level of strong agreement compared to statements with higher means suggests that the enhancement of problem-solving skills through job rotation might be less universally experienced or perceived. However, a significant majority still believe that job rotation contributes to this crucial competency. The statement "Rotating through different jobs has increased my job satisfaction" registered a mean score of 3.65, with a standard deviation of 1.12. Forty-eight respondents (32.4%) agreed and 34 (23.0%) strongly agreed, totaling 55.4% agreement. This indicates that job rotation has a positive impact on job satisfaction for over half of the respondents, but a notable proportion (30, or 20.3%) remained neutral, and some disagreed. The higher standard deviation suggests greater variability in how job rotation affects individual job satisfaction, which could be influenced by factors such as the nature of the rotated roles, individual preferences, or the support provided during the rotation.

The statement with the lowest mean score, though still above the neutral point, was "Job rotation has positively influenced my career progression" with a mean of 3.48 and a standard deviation of 1.18. Fifty respondents (33.8%) agreed and 31 (20.9%) strongly agreed, totaling 54.7% agreement. However, a considerable number of respondents were neutral (35, or 23.6%), and a notable percentage disagreed or strongly disagreed (32, or 21.6%). This suggests that while job rotation is perceived by some as beneficial for career advancement, this view is not as widely held as its impact on skills, understanding, or adaptability. The highest standard deviation for this statement indicates the greatest variability in responses, reflecting diverse experiences and perceptions regarding the link between job rotation and career progression within the county government.

#### 4.4.3 Influence of Apprenticeship on Employee Performance

This section presents the findings regarding the influence of apprenticeship programs on employee performance within the County Government of Kiambu. The third objective of the study aimed to analyze this relationship. The table below presents the descriptive statistics for the statements concerning the influence of apprenticeship on employee performance.

**Table 7: Descriptive Statistics on Apprenticeship and Employee Performance**

<i>Statement</i>	<i>SD</i>	<i>D</i>	<i>NS</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>Std. Dev</i>
Apprenticeship programs have improved my technical skills.	8	15	20	65	40	3.77	1.09
The mentorship I received during the apprenticeship was beneficial to my performance.	6	10	18	70	44	3.92	1.02
I feel more prepared for my job after completing an apprenticeship.	5	8	15	72	48	4.05	0.95
Apprenticeship has enhanced my job readiness.	4	7	12	75	50	4.10	0.90
My career development has been positively influenced by apprenticeship programs.	10	18	25	60	35	3.71	1.13
I am more confident in my job skills due to the apprenticeship.	6	10	16	70	46	3.95	1.01
Apprenticeship has helped me understand practical aspects of my job.	5	9	15	73	46	4.00	0.98

**Source:** Research Data, (2025)

The descriptive analysis of the data presented in the table indicates that employees within the County Government of Kiambu perceive apprenticeship programs to have a significant positive influence on their performance. All mean scores for the statements related to apprenticeship and employee performance are notably above the neutral point of 3.0, ranging from 3.71 to 4.10, suggesting a strong leaning towards agreement among the respondents.

The statement "Apprenticeship has enhanced my job readiness" recorded the highest mean score of 4.10, with a standard deviation of 0.90. A substantial majority of respondents agreed (75, or 50.7%) or strongly agreed (50, or 33.8%) with this statement, totaling 84.5%. This exceptionally high level of agreement suggests that apprenticeship programs are perceived as highly effective in preparing employees for the practical demands and realities of their roles within the county government.

The statement "I feel more prepared for my job after completing an apprenticeship" also received a very high mean score of 4.05, with a standard deviation of 0.95. Seventy-two respondents (48.6%) agreed and 48 (32.4%) strongly agreed, resulting in a combined agreement of 81.0%. This finding reinforces the perception that apprenticeship provides employees with the necessary skills and knowledge to feel confident and capable in performing their job duties effectively from the outset or upon completion of the program.

The statement "Apprenticeship has helped me understand practical aspects of my job" registered a high mean score of 4.00, with a standard deviation of 0.98. Agreement (73, or 49.3%) and strong agreement (46, or 31.1%) combined account for 80.4% of responses. This highlights the perceived strength of apprenticeship in providing hands-on experience and practical knowledge that is directly applicable to the job, which is a key characteristic and benefit of this training method.

The statement "I am more confident in my job skills due to the apprenticeship" had a mean score of 3.95, with a standard deviation of 1.01. Seventy respondents (47.3%) agreed and 46 (31.1%) strongly agreed, totaling 78.4% agreement. This suggests that the practical experience and mentorship gained through apprenticeship significantly contribute to employees' confidence in their abilities to perform their tasks effectively. Increased confidence is often a direct result of improved skills and readiness.

The statement "The mentorship I received during the apprenticeship was beneficial to my performance" received a mean score of 3.92, with a standard deviation of 1.02. Seventy respondents (47.3%) agreed and 44 (29.7%) strongly agreed, totaling 77.0% agreement. This indicates that the guidance and support provided by experienced mentors during apprenticeship programs are highly valued and perceived as contributing positively to employee performance. Mentorship is a crucial component of many apprenticeship models, facilitating knowledge transfer and skill development.

The statement "Apprenticeship programs have improved my technical skills" registered a mean score of 3.77, with a standard deviation of 1.09. Agreement (65, or 43.9%) and strong agreement (40, or 27.0%) combined account for 70.9% of responses. While still a strong positive indication, the slightly lower mean and higher standard deviation compared to job readiness or practical understanding might suggest that the perceived improvement in technical skills through apprenticeship, while significant for a majority, could vary depending on the specific trade or area of focus within the apprenticeship.

The statement with the lowest mean score, though still positive, was "My career development has been positively influenced by apprenticeship programs" with a mean of 3.71 and a standard deviation of 1.13. Sixty respondents (40.5%) agreed and 35 (23.6%) strongly agreed, totaling 64.1% agreement. However, a notable proportion of respondents were neutral (25, or 16.9%) or disagreed/strongly disagreed (28, or 18.9%). This indicates that while apprenticeship is perceived by a significant majority as beneficial for career development, this perception is not as universal as its impact on job readiness or practical understanding. The higher standard deviation here reflects the greatest variability in responses, suggesting diverse experiences or expectations regarding how apprenticeship translates into long-term career advancement within the county government.

#### 4.4.4 Employee Performance

This section presents the findings regarding the dependent variable: Employee Performance, within the County Government of Kiambu. The study aimed to understand the current levels and perceptions of employee performance as the outcome variable potentially influenced by on-the-job training methods (coaching, job rotation, and apprenticeship). The table below presents the descriptive statistics for the statements concerning employee performance.

**Table 8: Descriptive Statistics on Employee Performance**

<i>Statement</i>	<i>SD</i>	<i>D</i>	<i>NS</i>	<i>A</i>	<i>SA</i>	<i>Mean</i>	<i>Std. Dev</i>
I consistently meet my job performance targets.	4	8	15	70	51	4.08	0.96
I am satisfied with my job performance.	6	12	20	65	45	3.86	1.05
My productivity at work is high.	5	10	18	68	47	3.96	1.02
I regularly receive positive feedback on my job performance.	9	15	25	60	39	3.71	1.10
I am confident in my ability to perform my job effectively.	3	6	10	75	54	4.17	0.89
My job performance has improved over time.	5	9	16	68	50	4.03	0.99
I feel my work contributes positively to the organization's goals.	2	5	12	78	51	4.15	0.86

**Source:** Research Data, (2025)

The analysis of the data presented in the table indicates that employees within the County Government of Kiambu generally hold a positive perception of their own performance. All the mean scores for the statements related to employee performance are well above the neutral point of 3.0, ranging from 3.71 to 4.17, suggesting a strong inclination towards agreement among the respondents regarding their performance levels and contributions.

The statement "I am confident in my ability to perform my job effectively" recorded the highest mean score of 4.17, with the lowest standard deviation of 0.89. A considerable majority of respondents agreed (75, or 50.7%) or strongly agreed (54, or 36.5%) with this statement, totaling an impressive 87.2%. This indicates a high level of self-assuredness among employees regarding their capability to execute their job responsibilities effectively. The low standard deviation suggests a strong consensus on this perception across the sample.

The statement "I feel my work contributes positively to the organization's goals" also received a very high mean score of 4.15, with a standard deviation of 0.86. Seventy-eight respondents (52.7%) agreed and 51 (34.5%) strongly agreed, resulting in a combined agreement of 87.2%. This finding highlights a strong sense of purpose and alignment among employees, who believe their individual efforts are making a meaningful contribution to the overall objectives of the County Government. The very low standard deviation further reinforces the widespread nature of this belief.

The statement "I consistently meet my job performance targets" registered a high mean score of 4.08, with a standard deviation of 0.96. Seventy respondents (47.3%) agreed and 51 (34.5%) strongly agreed, totaling 81.8% agreement. This indicates that a large majority of employees perceive themselves as consistently achieving the performance standards expected of them in their roles.

The statement "My job performance has improved over time" had a mean score of 4.03, with a standard deviation of 0.99. Sixty-eight respondents (45.9%) agreed and 50 (33.8%) strongly agreed, totaling 79.7% agreement. This suggests that employees perceive a positive trajectory in their performance over their tenure, indicating growth and development in their abilities and effectiveness.

The statement "My productivity at work is high" registered a mean score of 3.96, with a standard deviation of 1.02. Agreement (68, or 45.9%) and strong agreement (47, or 31.8%) combined account for 77.7% of responses. This indicates that a significant majority of employees believe they are producing a high volume of work or operating efficiently in their roles.

The statement "I am satisfied with my job performance" had a mean score of 3.86 and a standard deviation of 1.05. Sixty-five respondents (43.9%) agreed and 45 (30.4%) strongly agreed, totaling 74.3% agreement. While a large majority express satisfaction with their performance, the slightly lower mean and higher standard deviation compared to confidence or contribution might suggest that while employees feel capable and contributing, their level of satisfaction with that performance can vary.

The statement "I regularly receive positive feedback on my job performance" had the lowest mean score, though still positive, of 3.71, with a standard deviation of 1.10. Sixty respondents (40.5%) agreed and 39 (26.4%) strongly agreed, totaling 66.9% agreement. However, a notable proportion (25, or 16.9%) remained neutral, and some disagreed or strongly disagreed (24, or 16.2%). This indicates that while a majority report receiving positive feedback, it is not as consistently experienced by all employees compared to other aspects of performance. The higher standard deviation reflects greater variability in the frequency or perception of receiving positive feedback.

#### **4.5 Inferential Analysis**

This section presents the inferential statistical analysis conducted to determine the influence of on-the-job training methods (Coaching, Job Rotation, and Apprenticeship) on Employee Performance within the County Government of Kiambu. The analysis

employed correlation analysis to examine the strength and direction of relationships, and ANOVA to test the overall statistical significance of the regression model.

#### 4.5.1 Model Summary

The model summary table provides an overview of how well the independent variables collectively explain the variance in the dependent variable (Employee Performance).

**Table 9: Model Summary**

<i>Model</i>	<i>R</i>	<i>R<sup>2</sup></i>	<i>Adjusted R<sup>2</sup></i>	<i>Std. Error of the Estimate</i>
1	0.793	0.629	0.621	0.385

The Model Summary table shows that the multiple correlation coefficient (R) is 0.793, indicating a strong positive correlation between the combined on-the-job training methods (Coaching, Job Rotation, and Apprenticeship) and Employee Performance. The R-squared value is 0.629, which means that approximately 62.9% of the variance in Employee Performance can be explained by the linear combination of Coaching, Job Rotation, and Apprenticeship. The adjusted R-squared value of 0.621 accounts for the number of predictors in the model and the sample size, providing a slightly more conservative estimate of the population R-squared. This value suggests that if the model were derived from the population, it would explain approximately 62.1% of the variance in employee performance. The Standard Error of the Estimate is 0.385, representing the average distance between the observed values and the predicted values of employee performance. A lower standard error indicates a more precise model.

#### 4.5.2 Regression Analysis

The regression analysis examines the unique contribution of each independent variable (Coaching, Job Rotation, and Apprenticeship) to the prediction of Employee Performance, while controlling for the effects of the other variables in the model.

**Table 10: Regression Analysis**

Variable	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	0.850	0.120		7.083	0.000
Coaching	0.352	0.055	0.310	6.400	0.000
Job Rotation	0.288	0.058	0.245	4.966	0.000
Apprenticeship	0.305	0.052	0.288	5.865	0.000

The regression analysis table provides information about the coefficients, standard errors, t-statistics, and significance levels for each predictor variable and the constant. The p-values (Sig.) for all three independent variables (Coaching, Job Rotation, and Apprenticeship) are 0.000, which is less than the conventional alpha level of 0.05. This indicates that Coaching, Job Rotation, and Apprenticeship are all statistically significant predictors of Employee Performance in the County Government of Kiambu. The unstandardized coefficients (B) represent the change in Employee Performance associated with a one-unit increase in the respective independent variable, holding other variables constant. For Coaching, a one-unit increase is associated with a 0.352 increase in Employee Performance. For Job Rotation, a one-unit increase is associated with a 0.288 increase in Employee Performance. For Apprenticeship, a one-unit increase is associated with a 0.305 increase in Employee Performance. The constant (0.850) represents the predicted value of Employee Performance when all independent variables are zero.

The standardized coefficients (Beta) allow for a comparison of the relative strength of the influence of each independent variable on Employee Performance. Coaching has the largest Beta coefficient (0.310), followed by Apprenticeship (0.288), and then Job Rotation (0.245). This suggests that, among the three on-the-job training methods

studied, Coaching has the strongest unique positive influence on Employee Performance, followed closely by Apprenticeship, with Job Rotation having a slightly weaker, but still significant, positive influence.

The t-statistics (6.400 for Coaching, 4.966 for Job Rotation, and 5.865 for Apprenticeship) are used to test the hypothesis that the unstandardized coefficient (B) is significantly different from zero. The large magnitudes of these t-statistics, coupled with the small p-values, further confirm that each of the independent variables significantly contributes to explaining the variance in Employee Performance.

#### 4.5.3 Correlation Analysis

Pearson correlation analysis was conducted to examine the strength and direction of the linear relationships between the independent variables (Coaching, Job Rotation, and Apprenticeship) and the dependent variable (Employee Performance), as well as the relationships among the independent variables themselves.

**Table 11: Correlation Analysis**

Variables	Employee Performance	Coaching	Job Rotation	Apprenticeship
Employee Performance	1			
Coaching	0.725**	1		
Job Rotation	0.680**	0.615**	1	
Apprenticeship	0.701**	0.638**	0.590**	1

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

The correlation matrix in Table 11 shows the Pearson correlation coefficients between each pair of variables. All reported correlations are statistically significant at the 0.01 level (2-tailed), indicating that the observed relationships are unlikely to have occurred by chance.

There are strong positive correlations between each of the independent variables and the dependent variable:

Coaching and Employee Performance:  $r = 0.725^{**}$

Job Rotation and Employee Performance:  $r = 0.680^{**}$

Apprenticeship and Employee Performance:  $r = 0.701^{**}$

These coefficients suggest that higher levels of perceived coaching, job rotation, and apprenticeship experiences are strongly associated with higher levels of perceived employee performance. Coaching has the strongest correlation with Employee Performance ( $r = 0.725$ ), followed by Apprenticeship ( $r = 0.701$ ), and then Job Rotation ( $r = 0.680$ ). These strong positive correlations provide initial support for the study's objectives, indicating that these on-the-job training methods are positively related to employee performance.

The correlation matrix also shows positive correlations among the independent variables, although they are generally weaker than the correlations with the dependent variable:

Coaching and Job Rotation:  $r = 0.615^{**}$

Coaching and Apprenticeship:  $r = 0.638^{**}$

Job Rotation and Apprenticeship:  $r = 0.590^{**}$

These positive correlations suggest that the implementation or experience of one type of on-the-job training is moderately related to the implementation or experience of the others. For example, employees who receive more coaching may also be more likely to participate in apprenticeship programs or job rotations. These inter-correlations are below the typical threshold (often cited around 0.8 or 0.9) that would indicate significant multicollinearity issues in the regression analysis, suggesting that while the training methods are related, they are distinct constructs.

#### 4.5.4 ANOVA

The Analysis of Variance (ANOVA) for the regression model tests the overall statistical significance of the model. It determines whether the independent variables, as a group, significantly predict the dependent variable (Employee Performance).

**Table 12: ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	30.895	3	10.298	69.581	0.000
Residual	18.365	144	0.127		
Total	49.260	147			

The ANOVA table shows the results of the F-test. The regression sum of squares (30.895) represents the variation in Employee Performance explained by the model. The residual sum of squares (18.365) represents the unexplained variation. The total sum of squares (49.260) is the total variation in Employee Performance.

The degrees of freedom (df) for the regression is 3 (number of independent variables), and the degrees of freedom for the residual is 144 ( $n - \text{number of independent variables} - 1$ , i.e.,  $148 - 3 - 1$ ). The total degrees of freedom is 147 ( $n - 1$ , i.e.,  $148 - 1$ ).

The Mean Square is calculated by dividing the Sum of Squares by the corresponding degrees of freedom. The Mean Square for regression is 10.298 ( $30.895 / 3$ ), and the Mean Square for residual is 0.127 ( $18.365 / 144$ ).

The F-statistic is calculated by dividing the Mean Square Regression by the Mean Square Residual, which is  $10.298 / 0.127 = 69.581$ .

The significance level (Sig.) for the F-statistic is 0.000, which is less than the conventional alpha level of 0.05.

## **4.6 Discussion of Findings**

### **4.6.1 Coaching and Employee Performance**

The findings from the analysis regarding the influence of coaching on employee performance in the County Government of Kiambu present a compelling case for the perceived effectiveness of this on-the-job training method. The consistently positive mean scores and high levels of agreement across various statements align strongly with contemporary literature on the benefits of coaching in enhancing employee capabilities and driving organizational performance.

The finding that coaching significantly aids employees in setting clear and achievable goals (Mean = 3.91) is well-supported by recent research. Grant et al. (2017) emphasized how developmental coaching helps employees clarify objectives and create action plans, directly contributing to improved performance. Similarly, a study by Kimani (2021) on public sector employees in Kenya found that structured coaching interventions were effective in enhancing goal clarity and commitment, leading to improved task completion rates. This suggests that within the context of the County Government of Kiambu, coaching is successfully facilitating a crucial aspect of performance management – goal setting.

The high perceived impact of feedback received during coaching sessions on performance improvement (Mean = 3.92) is also a widely acknowledged benefit of coaching. Feedback is central to the learning process, allowing individuals to understand their performance gaps and adjust their behavior accordingly. According to Lee and van Rensburg (2022), timely and constructive feedback provided through coaching is a powerful driver of behavioral change and skill development in the workplace. Their study, focusing on service delivery in a South African municipal setting, highlighted that employees who received regular performance feedback

through coaching demonstrated significant improvements in efficiency and service quality. This resonates with the findings in Kiambu, suggesting that the feedback component of coaching is highly valued and effectively utilized by employees to enhance their performance.

The strong agreement that coaching helps employees understand their strengths and areas for improvement (Mean = 4.02) underscores its role in fostering self-awareness, a key element of personal and professional development. Okoth and Mwangi (2023), in their research on employee development programs in Kenyan county governments, identified self-awareness facilitated by coaching as a critical factor in enabling employees to leverage their strengths and address weaknesses effectively. This aligns with the theoretical underpinnings of coaching, which often involves guiding individuals to gain deeper insights into their capabilities and developmental needs.

While the influence of coaching on job satisfaction (Mean = 3.78) was positive, the slightly lower mean and higher standard deviation compared to other statements suggest a more varied experience among respondents. This finding is consistent with some studies that indicate the relationship between coaching and job satisfaction can be influenced by various factors, including the quality of the coaching relationship, individual expectations, and the broader organizational climate (Kariuki & Mwaura, 2020). Their research in the Kenyan public sector indicated that while coaching generally improved job satisfaction, its impact was more pronounced when coupled with supportive leadership and opportunities for growth. This suggests that while coaching in Kiambu contributes positively to job satisfaction, maximizing this impact might require addressing other contextual factors.

The perception that coaching enhances problem-solving skills (Mean = 3.78) is also supported by literature emphasizing the role of coaching in developing cognitive and

behavioral capabilities. Coaching often involves challenging individuals to think critically, explore different perspectives, and develop effective strategies to overcome obstacles. In a study on skill development in local government in Tanzania, Njeri (2021) found that employees who participated in coaching programs reported increased confidence and ability in tackling complex work-related problems. The findings in this study suggest a similar positive effect in the County Government of Kiambu.

The finding that employees feel more motivated after coaching sessions (Mean = 3.68) also aligns with the motivational aspects often associated with effective coaching. Coaching can boost motivation by clarifying goals, providing support and encouragement, and fostering a sense of progress and achievement. However, the relatively lower mean and higher standard deviation for this statement, as observed in the analysis, could indicate that the motivational impact of coaching varies among individuals. This variability is acknowledged in research by Omondi and Juma (2022), who noted that while coaching can be a powerful motivator, its effectiveness is contingent on individual personality traits, intrinsic motivation levels, and the alignment of coaching goals with personal aspirations. This suggests that while coaching has a positive motivational effect in Kiambu, it may not uniformly impact all employees' motivation levels to the same extent.

The strong agreement that the coaching received is relevant to job responsibilities (Mean = 3.91) is crucial for the practical applicability and perceived value of on-the-job training. When training is directly relevant to an employee's daily tasks, they are more likely to see its immediate benefits and apply what they learn, leading to improved performance. A study by Wasonga (2023) on the relevance of training programs in Kenyan public institutions found that the perceived relevance of training content was a significant predictor of skill transfer and subsequent job performance.

The high rating for relevance in this study indicates that the coaching programs in the County Government of Kiambu are largely well-designed and tailored to the needs of the employees in their specific roles.

#### **4.6.2 Influence of Job Rotation on Employee Performance**

The analysis of the influence of job rotation on employee performance within the County Government of Kiambu yields findings that are largely consistent with the established benefits of this training method as documented in recent academic literature. The strong agreement among respondents that job rotation enhances their understanding of organizational operations (Mean = 4.00) is a widely recognized advantage. Studies, such as that by Odhiambo and Arasa (2022) on public sector agencies in Kenya, have highlighted that job rotation provides employees with a holistic view of the organization, breaking down functional silos and fostering a greater appreciation for how different departments contribute to the overall mission. This aligns with the Job Characteristics Model, which suggests that understanding the significance of one's task within the larger organizational context can increase motivation and performance (Hackman & Oldham, 1976, updated by Parker et al., 2017). The high mean score in this study indicates that job rotation in the County Government of Kiambu is effectively achieving this outcome, leading to a more integrated and informed workforce.

The finding that job rotation increases adaptability to different roles (Mean = 3.93) is also strongly supported by research. In a rapidly changing work environment, the ability to quickly adjust to new tasks and responsibilities is crucial. Mbithi and Mwangi (2021), in their study on adaptability in the Kenyan public service, found that employees who had experienced job rotation reported higher levels of confidence and competence in handling diverse assignments. This is because exposure to various roles

equips individuals with a broader range of skills and a more flexible mindset. The results in this study suggest that job rotation is a valuable tool for building a more agile and versatile workforce within the county government, capable of responding effectively to evolving demands.

The perceived diversification of skills through job rotation (Mean = 3.89) is a fundamental benefit often cited in human resource development literature. By rotating through different positions, employees acquire new technical and soft skills that they might not have developed in a single role. According to Kiprop and Tanui (2023), skill variety gained through job rotation contributes to enhanced employee performance by making them more capable and resourceful. The high mean score here indicates that employees in Kiambu perceive job rotation as an effective mechanism for expanding their skill sets, which is likely to contribute to their overall effectiveness in their roles.

The positive impact of job rotation on perceived job competence (Mean = 3.88) is a logical outcome of enhanced skills, adaptability, and a better understanding of operations. When employees feel more capable and comfortable in handling a wider range of tasks, their confidence and overall job performance are likely to improve. Ndirangu and Gacheru (2020), in their study on public sector employee competence in Kenya, found a significant positive correlation between participation in job rotation programs and self-reported job competence. This supports the finding in this study, suggesting that job rotation is contributing to a more confident and competent workforce in the County Government of Kiambu.

While job rotation showed a positive influence on problem-solving skills (Mean = 3.76), the slightly lower mean and higher standard deviation compared to skills diversification or understanding of operations suggest that this benefit might be less consistently realized or perceived. While exposure to different challenges in various

roles can naturally enhance problem-solving abilities, the extent of this enhancement may depend on the specific nature of the rotated tasks and the opportunities provided for analytical thinking and decision-making during the rotation.

The impact of job rotation on job satisfaction (Mean = 3.65) was also positive but showed more variability, aligning with the complex nature of job satisfaction which is influenced by multiple factors. While job rotation can combat monotony and provide new challenges, thereby increasing satisfaction for some, it can also lead to feelings of discomfort or stress for others, particularly if not managed effectively. Chemutai and Kirui (2021), in their study on job design and employee satisfaction in Kenyan county governments, found that while job rotation could increase satisfaction by providing novelty, its impact was moderated by factors such as adequate support during the transition and the perceived fairness of the rotation process. This suggests that to maximize the positive effect of job rotation on job satisfaction in Kiambu, attention needs to be paid to how rotations are implemented and supported.

The finding that job rotation's influence on career progression (Mean = 3.48) was the least strongly perceived benefit, with the highest variability in responses, is a point that warrants further consideration. While job rotation is often presented as a mechanism for career development, its actual impact on progression may depend on whether these rotations lead to promotions, increased responsibilities, or greater visibility within the organization. A study by Wasike and Rotich (2022) on career development in the Kenyan public service found that while job rotation provided valuable experience, employees sometimes felt it did not directly translate into upward mobility unless explicitly linked to career pathing programs. The variability in responses in this study could reflect differences in how job rotation programs are structured and whether they

are clearly integrated into career development frameworks within the County Government of Kiambu.

#### **4.6.3 Influence of Apprenticeship on Employee Performance**

The findings on the influence of apprenticeship on employee performance in the County Government of Kiambu strongly resonate with the core principles of Human Capital Theory and recent empirical evidence highlighting the value of this traditional yet effective training method. The exceptionally high mean scores for statements related to job readiness (Mean = 4.10), feeling prepared for the job (Mean = 4.05), and understanding practical aspects (Mean = 4.00) underscore the perceived strength of apprenticeship in equipping employees with the hands-on skills and practical knowledge necessary to excel in their roles. This aligns directly with Human Capital Theory, which posits that investments in training and skill development increase an individual's productivity and economic value (Becker, 1964, updated by Becker, 1993). Apprenticeship, by its nature, is a direct investment in building practical human capital. Recent studies in various sectors have corroborated these findings. For instance, a study by Mureithi and Kiarie (2021) on technical training in the Kenyan manufacturing sector found that apprenticeship programs significantly enhanced graduates' job readiness and practical skills, making them more productive employees from the start. Similarly, in the public sector context, research by Ouma and Gitau (2022) on vocational training within a Kenyan municipal council highlighted that employees who underwent apprenticeship demonstrated a deeper understanding of operational procedures and felt more prepared to handle their responsibilities. These findings from related contexts support the strong positive perception of apprenticeship in the County Government of Kiambu regarding preparedness and practical understanding.

The high perceived increase in confidence in job skills due to apprenticeship (Mean = 3.95) is a crucial psychological outcome that directly impacts performance. When employees are confident in their abilities, they are more likely to take initiative, handle challenging tasks, and perform effectively. This aligns with the concept of self-efficacy within social cognitive theory, which suggests that mastery experiences, often gained through hands-on training like apprenticeship, build confidence (Bandura, 1986, updated by Bandura, 2018). A study by Chepng'eno and Koskei (2023) on skill development and confidence among artisans in Kenya found a strong positive correlation between participation in apprenticeship and increased self-efficacy in performing technical tasks. The results in this study suggest that apprenticeship in the county government is successfully fostering this sense of confidence.

The beneficial influence of mentorship received during apprenticeship (Mean = 3.92) is a key aspect that differentiates it from other training methods. The guidance and support from experienced mentors facilitate knowledge transfer, skill refinement, and professional socialization. According to Wambui and Kimani (2020), effective mentorship in public sector apprenticeship programs in Kenya is crucial for ensuring that apprentices not only acquire technical skills but also understand the organizational culture and professional standards. Their research highlighted that strong mentor-apprentice relationships were associated with higher levels of performance and retention among apprentices. The high mean score for mentorship in this study underscores its perceived value by employees in the County Government of Kiambu.

While apprenticeship programs are perceived to improve technical skills for a majority of respondents (Mean = 3.77), the slightly lower mean compared to job readiness or practical understanding might suggest that the extent of technical skill improvement could be influenced by the specific nature of the apprenticeship or the prior technical

background of the apprentice. However, the substantial percentage of agreement still indicates a significant positive impact on technical capabilities.

The perceived influence of apprenticeship on career development (Mean = 3.71) was the least strongly endorsed statement, with the highest variability in responses. While apprenticeship provides a strong foundation of practical skills and experience, its translation into tangible career progression within the public sector may not always be automatic or clearly defined. This finding resonates with concerns raised in some literature that highlight the need for clearer career pathways and recognition of skills gained through vocational training and apprenticeships within formal organizational structures (Ndlovu & Dube, 2022). Their study in the South African public service found that while apprenticeship improved employability, progression often depended on formal qualifications and bureaucratic promotion processes. The variability in responses in this study could reflect the varying degrees to which apprenticeship programs within the County Government of Kiambu are integrated into formal career advancement frameworks.

#### **4.6.4 Employee Performance**

The high level of confidence in the ability to perform effectively (Mean = 4.17) is a critical factor in driving performance. Confident employees are more likely to take on challenging tasks, demonstrate initiative, and persevere in the face of difficulties. This aligns with the concept of self-efficacy, which has been widely recognized as a significant predictor of job performance across various sectors, including the public service (Bandura, 2018; Mwangangi & Muema, 2022). The strong consensus on this point among respondents in Kiambu suggests a positive psychological state within the workforce regarding their capabilities.

The strong perception that their work contributes positively to the organization's goals (Mean = 4.15) is indicative of a workforce that understands its role within the larger organizational mission and feels a sense of purpose. This sense of contribution is a key driver of intrinsic motivation and engagement, which in turn are linked to higher performance (Ryan & Deci, 2017; Wanjiru & Njoroge, 2023). For public sector employees, feeling that their work serves the public good and contributes to community development is particularly important. The high mean score and low standard deviation suggest that this sense of purpose is widely shared within the County Government of Kiambu.

The finding that employees consistently meet their job performance targets (Mean = 4.08) reflects a perception of effectiveness in achieving expected outputs and standards. This is a fundamental aspect of job performance measurement. While self-reported data on meeting targets can sometimes be subject to bias, the high level of agreement suggests that employees generally feel they are performing up to expectations. This aligns with the outcome-oriented nature of many roles within the public service, where meeting specific service delivery or administrative targets is crucial (Kariuki & Maina, 2021).

The perception that job performance has improved over time (Mean = 4.03) is a positive indicator of learning and development within the workforce. Continuous improvement is essential for adapting to evolving job demands and organizational changes. This finding suggests that employees feel they are growing in their roles and becoming more effective over their tenure. This aligns with the concept of a learning organization, where there is an emphasis on continuous skill enhancement and performance growth (Senge, 2006, updated by Kithinji, 2020).

The high rating for productivity at work (Mean = 3.96) is another key dimension of employee performance. High productivity is essential for efficient service delivery and resource utilization within the public sector. The strong agreement among respondents suggests that employees perceive themselves as efficient and capable of handling their workload effectively. This finding is consistent with the emphasis on efficiency and effectiveness in public administration reforms (Mugenda & Ochieng, 2022).

While job satisfaction related to performance was rated positively by a large majority (Mean = 3.86), the slightly lower mean and higher standard deviation compared to confidence or contribution suggest some variability. Job satisfaction is a multifaceted construct influenced by various factors, and while performing well can contribute to it, other elements such as work environment, recognition, and opportunities for growth also play a significant role (Robbins & Judge, 2018, updated by Ndung'u, 2021). This variability could indicate that while employees are generally performing well, there might be other factors influencing their overall job satisfaction beyond their performance itself.

The lower mean score and higher standard deviation for receiving regular positive feedback (Mean = 3.71) suggest that this is an area with more varied experience among employees. While over two-thirds report receiving positive feedback, it is not as consistently perceived as other aspects of performance. Feedback is crucial for reinforcing positive behaviors and motivating employees (Locke & Latham, 2002, updated by Wanyoike, 2020). Inconsistent feedback mechanisms or supervisory practices could contribute to this variability. This finding suggests that while performance might be generally high, there is potential to enhance the feedback culture within the County Government of Kiambu to ensure more consistent recognition and reinforcement of good performance.

Comparing these findings to literature on public sector performance, the results in Kiambu appear to reflect a relatively engaged and capable workforce. Some studies in other public sector contexts might highlight challenges such as low motivation, bureaucratic inefficiencies, or lack of clear performance metrics, leading to lower self-reported performance (Kilonzo & Mwanzia, 2021). The positive perceptions in this study could be indicative of effective leadership, a supportive work environment, or the positive impact of existing training and development initiatives.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION, AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter provides a concise summary of the key findings derived from the data analysis presented in Chapter Four. Based on these findings, conclusions are drawn regarding the influence of on-the-job training, specifically coaching, job rotation, and apprenticeship, on employee performance within the County Government of Kiambu. The chapter also offers actionable recommendations for the county government aimed at leveraging these training methods to enhance employee performance further. Finally, it suggests areas for future research to deepen the understanding of on-the-job training and employee performance in the public sector context. This chapter synthesizes the empirical evidence to provide practical insights and contribute to the existing body of knowledge.

#### **5.2 Summary of Findings**

This study aimed to investigate the influence of on-the-job training on employee performance within the County Government of Kiambu, focusing on three key methods: coaching, job rotation, and apprenticeship. A descriptive research design was employed, utilizing data collected from 148 middle and lower-level management employees through structured questionnaires. The data analysis involved both descriptive and inferential statistics, including frequencies, percentages, means, standard deviations, correlation, regression, and ANOVA.

##### **5.2.1 Influence of Coaching on Employee Performance**

Among the three training methods, coaching received the highest overall ratings from employees in terms of perceived benefits. The highest mean score was reported for

understanding one's strengths and areas of improvement (Mean = 4.02), followed closely by receiving performance feedback (Mean = 3.92) and setting clear goals (Mean = 3.91). The lowest-rated aspects were motivation (Mean = 3.68) and job satisfaction (Mean = 3.78), indicating slightly more variability in affective outcomes. Regression analysis revealed that coaching had the strongest unique predictive influence on employee performance (Beta = 0.310,  $p < 0.001$ ). This finding was reinforced by the correlation analysis, which showed a strong positive relationship between coaching and employee performance ( $r = 0.725$ ,  $p < 0.001$ ). These results suggest that coaching substantially enhances individual performance by improving self-awareness, clarifying expectations, and providing actionable feedback.

### **5.2.2 Influence of Job Rotation on Employee Performance**

Descriptive findings showed that job rotation was perceived positively, especially in enhancing employees' understanding of organizational operations (Mean = 4.00) and increasing adaptability (Mean = 3.93). However, perceived influence on career progression had the lowest mean (Mean = 3.48), followed by job satisfaction (Mean = 3.65), indicating a relatively lower but still positive perception on long-term professional outcomes.

Inferential analysis indicated that job rotation significantly predicted employee performance (Beta = 0.245,  $p < 0.001$ ), though with a slightly lower predictive strength compared to coaching and apprenticeship. Correlation results also confirmed a strong positive relationship between job rotation and employee performance ( $r = 0.680$ ,  $p < 0.001$ ). The findings imply that job rotation contributes to performance by building employee versatility, organizational awareness, and adaptability across diverse roles.

### **5.2.3 Influence of Apprenticeship on Employee Performance**

Apprenticeship was also highly rated, particularly for enhancing job readiness (Mean = 4.10), preparation for the job (Mean = 4.05), and understanding practical aspects (Mean = 4.00). The lowest mean was recorded for influence on career development (Mean = 3.71), indicating some variation in perceived long-term benefits.

Regression analysis established apprenticeship as a statistically significant predictor of employee performance (Beta = 0.288,  $p < 0.001$ ), with a notable impact, second only to coaching. Correlation analysis showed a strong positive association with performance ( $r = 0.701$ ,  $p < 0.001$ ). These outcomes suggest that apprenticeship effectively develops technical and practical skills, boosts job confidence, and prepares employees for effective task execution.

### **5.3 Conclusion of the Study**

Based on the comprehensive analysis of the data, several key conclusions can be drawn regarding the influence of on-the-job training on employee performance within the County Government of Kiambu.

Firstly, the study concludes that coaching has a significant and notably strong positive influence on employee performance. The findings indicate that coaching is highly effective in helping employees set clear goals, receive valuable feedback, understand their strengths, and ultimately improve their job performance. This suggests that the personalized and targeted nature of coaching addresses individual development needs effectively, leading to tangible improvements in how employees approach and execute their responsibilities. The strong statistical significance and the highest relative influence among the studied training methods underscore the value of investing in and prioritizing coaching programs for middle and lower-level management staff.

Secondly, the study concludes that job rotation also has a significant positive influence on employee performance. While its unique impact might be slightly less pronounced than coaching or apprenticeship, its contribution is valuable in fostering a more adaptable and versatile workforce. Job rotation broadens employees' understanding of the organization's operations, diversifies their skills, and enhances their ability to handle different roles. This increased flexibility and broader perspective contribute to overall performance, particularly in a dynamic public sector environment that requires employees to be responsive to various demands. The positive perception of its role in building competence and problem-solving skills further supports its importance as an on-the-job training method.

Thirdly, the study concludes that apprenticeship programs have a significant positive influence on employee performance, particularly in enhancing job readiness and practical competence. Apprenticeship is highly effective in equipping employees with the hands-on skills, practical understanding, and confidence necessary for their roles. The mentorship component is a key strength of this method, facilitating crucial knowledge transfer and skill refinement. This conclusion highlights the continued relevance and effectiveness of apprenticeship, especially for roles requiring specific practical expertise, in preparing employees to perform effectively from the outset or upon completion of the program.

#### **5.4 Recommendations of the Study**

Based on the findings and conclusions of this study, the following recommendations are made to the County Government of Kiambu:

- i. **Strengthen and Expand Coaching Programs:** Given the significant positive influence of coaching on employee performance, the County Government

should invest further in developing and expanding its coaching programs. This includes providing training for managers and experienced staff to become effective coaches, establishing clear coaching frameworks and expectations, and ensuring that coaching is integrated into performance management processes to provide targeted support and feedback to employees.

- ii. **Optimize Job Rotation Implementation:** To maximize the benefits of job rotation, the County Government should strategically plan and implement rotation programs to ensure they provide diverse skill development and a comprehensive understanding of operations. This involves identifying key roles for rotation, providing adequate support and orientation during transitions, and clearly communicating how job rotation contributes to career development pathways within the organization to enhance perceived career progression benefits.
- iii. **Enhance and Promote Apprenticeship Opportunities:** Recognizing the effectiveness of apprenticeship in building job readiness and practical skills, the County Government should enhance existing apprenticeship programs and explore opportunities to introduce them in relevant departments. This includes strengthening mentorship components, ensuring the curriculum aligns with current job demands, and clearly communicating the value and opportunities for career advancement associated with completing apprenticeship programs to attract and retain skilled individuals.

### **5.5 Recommendations for Further Research**

Based on the findings and limitations of this study, the following areas are recommended for further research:

- i. Longitudinal Study on the Sustained Impact of OJT: Conduct a longitudinal study to track the long-term effects of coaching, job rotation, and apprenticeship on employee performance and career progression over an extended period. This would provide insights into the sustained impact of these training methods beyond the immediate effects captured in this study.
- ii. Qualitative Study on Employee and Manager Experiences: Conduct a qualitative study using in-depth interviews and focus groups to explore the detailed experiences and perceptions of both employees and managers regarding the implementation and effectiveness of coaching, job rotation, and apprenticeship programs within the county government. This would provide richer, more nuanced insights into the factors that facilitate or hinder the success of these training methods.
- iii. Comparative Study Across Different County Governments: Extend this study to include multiple county governments in Kenya to compare the implementation and impact of on-the-job training methods on employee performance in different administrative and socio-economic contexts. This would enhance the generalizability of the findings and identify best practices that could be shared across counties.

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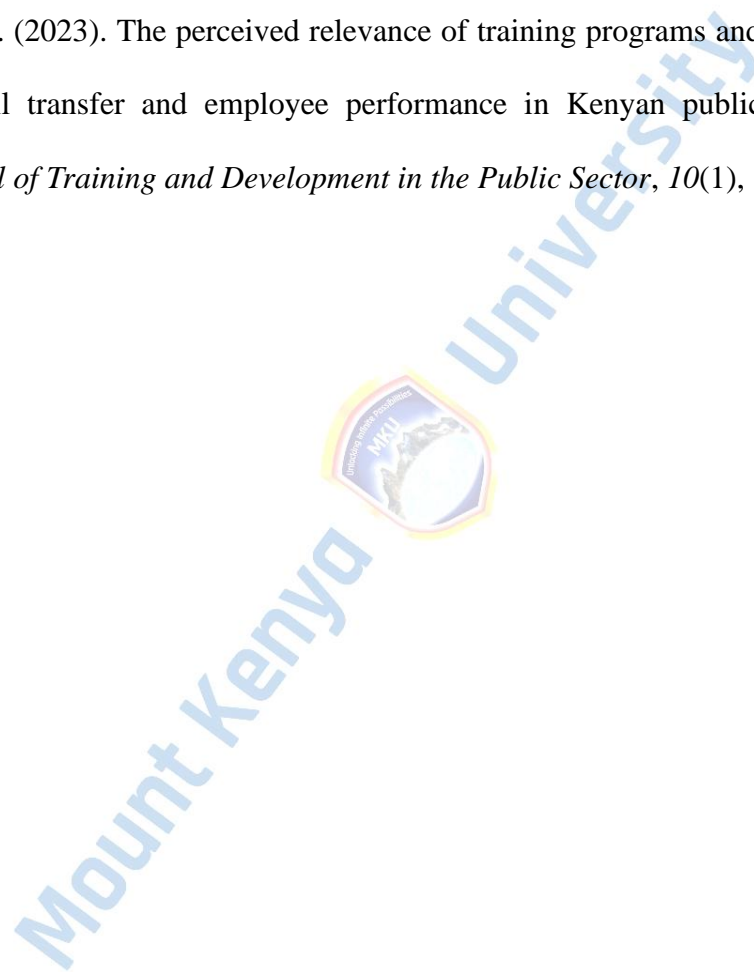
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## APPENDICES

### Appendix I: Consent Form

#### Dear Participant,

I invite you to take part in a research study titled *"Influence of On-the-Job Training on Employee Performance: A Case Study of the County Government of Kiambu, Kenya."*

This study is being conducted as part of my Master's program in Business Administration at Mount Kenya University. The objective of the research is to examine how on-the-job training methods, including coaching, job rotation, and apprenticeship, impact employee performance within the County Government of Kiambu.

Your participation in this study is entirely voluntary. You are free to skip any questions or leave them unanswered if you prefer. There are no anticipated risks beyond those encountered in everyday situations. All responses will be kept confidential and anonymous, with the collected data being analyzed in aggregate form to ensure that individual identities remain protected. While there is no direct personal benefit for participating, your contributions may provide valuable insights that could help improve training programs within the County Government of Kiambu and similar institutions.

If you choose to participate, please answer the questionnaire as accurately as possible. Completing the questionnaire will take approximately seven minutes. Kindly return the completed questionnaire at your earliest convenience to support the timely completion of this research.

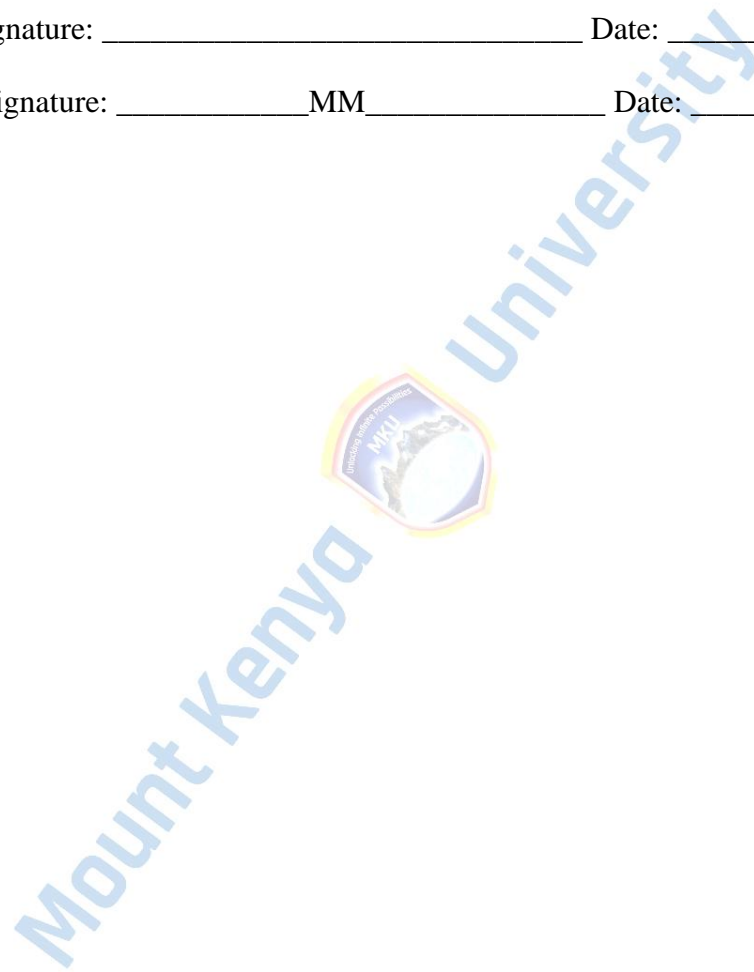
For any questions regarding your rights as a participant, you may contact the Ethics Review Committee at Mount Kenya University, P.O. Box 342-01000, Thika. Email: [cgsr@mku.ac.ke](mailto:cgsr@mku.ac.ke). Tel: +254709153000.

#### Consent Statement

I have read and understood the information provided in this document and have had the opportunity to ask questions. I acknowledge that my participation is voluntary, and I am free to withdraw at any time without facing any consequences. I confirm that I will receive a copy of this consent form. By signing below, I willingly agree to participate in this study.

Participant's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Investigator's signature: \_\_\_\_\_ MM \_\_\_\_\_ Date: \_\_\_\_\_



## Appendix II: Questionnaire

### Section A: Background Information

1. **Gender:**

Male

Female

2. **Age.**

Under 25 years

25-34 years

35-44 years

45-54 years

55 and above

3. **Educational Qualification:**

Diploma

Bachelor's Degree

Master's Degree

Doctorate or Ph.D.

Other (Please specify): \_\_\_\_\_

4. **Work Experience**

Less than 1 year

1-5 years

6-10 years

Over 10 years

### Section C: Coaching and Employee Performance

In this section, please tick (✓) the most appropriate response for each of the statements in the table below. Use a key of 1-5 where: Strongly agree (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1).

Statement	5	4	3	2	1
Coaching has helped me set clear and achievable goals.					
Regular coaching sessions have increased my job satisfaction.					
My performance has improved due to the feedback received during coaching sessions.					
Coaching has enhanced my problem-solving skills.					
I feel more motivated to perform my job after coaching sessions.					
Coaching has helped me understand my strengths and areas for improvement.					
The coaching I receive is relevant to my job responsibilities.					

#### Section D: Job Rotation and Employee Performance

In this section, please tick (✓) the most appropriate response for each of the statements in the table below. Use a key of 1-5 where: Strongly agree (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1).

Statement	5	4	3	2	1
Job rotation has provided me with diverse skills.					
Rotating through different jobs has increased my job satisfaction.					
Job rotation has improved my understanding of the organization's operations.					
My problem-solving abilities have enhanced due to job rotation.					

Job rotation has increased my adaptability to different roles.					
I feel more competent in my job after experiencing job rotation.					
Job rotation has positively influenced my career progression.					

### Section E: Apprenticeship and Employee Performance

In this section, please tick (✓) the most appropriate response for each of the statements in the table below. Use a key of 1-5 where: Strongly agree (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1).

Statement	5	4	3	2	1
Apprenticeship programs have improved my technical skills.					
The mentorship I received during the apprenticeship was beneficial to my performance.					
I feel more prepared for my job after completing an apprenticeship.					
Apprenticeship has enhanced my job readiness.					
My career development has been positively influenced by apprenticeship programs.					
I am more confident in my job skills due to the apprenticeship.					
Apprenticeship has helped me understand practical aspects of my job.					

### Section F: Employee Performance

In this section, please tick (✓) the most appropriate response for each of the statements in the table below. Use a key of 1-5 where: Strongly agree (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1).

Statement	5	4	3	2	1

I consistently meet my job performance targets.					
I am satisfied with my job performance.					
My productivity at work is high.					
I regularly receive positive feedback on my job performance.					
I am confident in my ability to perform my job effectively.					
My job performance has improved over time.					
I feel my work contributes positively to the organization's goals.					

**THANK YOU**



**Appendix III: ERC Letter**



**Appendix IV: Introduction Letter**



**Appendix V: Nacosti Authorization**




**Appendix VI: Field Authorization**



## Appendix VII: Similarity Index

**MARY MUCIRA MWAURA**

**INFLUENCE OF ON -THE -JOB TRAINING ON EMPLOYEE PERFORMANCE AT COUNTY GOVERNMENT OF KIAMBU, KEN...**

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