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ON-THE- JOB TRAINING STRATEGIES AND ORGANIZATIONAL PERFORMANCE OF KENYATTA NATIONAL HOSPITAL

BY

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ST. PAUL'S UNIVERSITY

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OCTOBER, 2024

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DECLARATIONS

Student's Declaration

This dissertation is my own original work and has not been presented to any university for an award of a degree.

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DEDICATION

This dissertation is dedicated to my family, particularly Judy, Aaron, Parmenas, Ivin, Kenyatta National Management, and friends, who provided immense support when I was collecting the materials.

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ACRONYMS AND ABBREVIATIONS

CBD: Central Business District

HRM: Human Resource Management

KMTC: Kenya Medical Training College

KNH: Kenyatta National Hospital

PLS: Partial Least Square

SEM: Structural Equation Modeling

SHRM: Strategic Human Resource Management

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OPERATIONAL DEFINITION OF TERMS

Apprenticeship: An educational programme designed to provide instruction and skill development in a certain sector or organization. Apprenticeship training involves a combination of theoretical instruction and practical on-the-job training at the actual workplace (Ezenwakwelu, Egbosionu & Okwo, 2019).

Coaching: Mentoring is a training approach where a seasoned and proficient professional offers advise and direction to an employee with the aim of enhancing their abilities, performance, and career progression (Zilincikova & Stofkova, 2020).

Job rotation: Internal mobility refers to the deliberate and organized process of transferring individuals from one position to another within the same organization. This practice serves multiple human resources goals, including the orientation of new employees, the training and development of existing employees, the promotion of career growth, and the prevention of job monotony or exhaustion (Al-Romeedy, 2019).

Mentoring: A mentorship programme is a system in which a seasoned or more knowledgeable someone (the mentor) is designated to serve as an advisor, counsellor, or guide to a less experienced or trainee individual (Zilincikova & Stofkova, 2020).

On-the-job Training: On job training is a form of training where employees learn new skills and capacities through a live-work practice, simulated or training environment (Rahaman & Uddin, 2022).

Organizational performance: This refers to the measurable outcomes and results that indicate the effectiveness and efficiency of the hospital in achieving its goals and objectives (Diamantidis & Chatzoglou, 2018).

Training: Refers to systematic development of knowledge, skills and behavior that is required for an employee to adequately perform their jobs as described in their job description. It is a process of learning that is aimed at

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enhancing the performance levels of existing employees in their respective capacities (Karim, Choudhury & Latif, 2019).

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ABSTRACT

Training is considered to be one of the main concepts of human resource management. In government institutions, it is used to enhance the skillsets and capabilities of how to improve service delivery to the public by making it faster, more efficient and more convenient. On the job training enables workplace expectations, equipment operation as well as any other skill needed to perform their jobs. Public hospitals in Kenya have experienced poor outcomes, with healthcare systems unable to function effectively and efficiently unless highly motivated human resources are given a favorable working environment. In order to make healthcare especially in the public sector more efficient and effective, it is important that the staff at heath institutions should function at peak productivity. The purpose of this study was, therefore to establish the effect of on the job training strategies on organizational performance of Kenyatta National Hospital. Specifically, the study examined the effect of coaching, mentorship, job rotation and apprenticeship on organizational performance of the Kenyatta National Hospital. The study was guided by the knowledge based theory, the human capital theory and Social learning theory. The target population was 4955 KNH employees, including nurses, pharmacists, medical officers and lab technicians. Simple and stratified sampling was used to obtain a sample size of 347 respondents. The data was collected using structured questionnaires for the employees. The study performed pilot testing to assess the accuracy and consistency of the research tools. Data analysis process was aided by SPSS software involving descriptive statistics; mean, frequencies, percentages, and standard deviation. Additionally, regression analysis was performed to determine the effect of independent variables on dependent variables. The findings were displayed using visual representations using graphs and tables. The findings revealed that the independent variables, namely coaching, mentorship, job rotation, and apprenticeship, collectively explained 62.7% of the variation in organizational performance at Kenyatta National Hospital (R-squared = 0.627, Adjusted R-squared = 0.612). The ANOVA results confirmed the model's significance ($F = 133.810$, $p = 0.000$). Regression analysis indicated positive and significant relationships between organizational performance and coaching ($\beta = 0.198$, $p = 0.008$), job rotation ($\beta = 0.415$, $p = 0.000$), and apprenticeship ($\beta = 0.172$, $p = 0.046$). Mentorship showed a positive but insignificant effect ($\beta = 0.047$, $p = 0.575$). These findings suggest that enhancing coaching, job rotation, and apprenticeship programs can significantly improve organizational performance at Kenyatta National Hospital. This study concludes that on-the-job training strategies, including coaching, mentorship, job rotation, and apprenticeship, significantly affect the organizational performance of Kenyatta National Hospital. In view of the findings, the study recommends that the management of Kenyatta National Hospital (KNH) should prioritize and invest in enhancing their on-the-job training strategies, specifically focusing on coaching, job rotation and apprenticeship programs.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Organizational performance is a critical factor in the success and sustainability of a company (Lee, Azmi, Hanaysha, Alzoubi & Alshurideh, 2022). It encompasses the overall effectiveness and efficiency with which an organization achieves its goals and objectives. High organizational performance leads to increased productivity, enhanced product quality, or service delivery, ultimately resulting in customer satisfaction and increased profitability (Nyathi & Kekwaletswe, 2023). This performance is not just a reflection of business outcomes; it shapes the organization's reputation and standing in the industry. A company known for its high performance attracts not only potential clients and customers but also top talent, fostering a cycle of excellence and growth (Anwar & Abdullah, 2021; Awaludin, 2020; Alsafadi & Altahat, 2021; Tomizh, Saadon & Nordin, 2022). Organizational performance is intrinsically linked to the collective capabilities and achievements of its employees, and thus understanding and enhancing these factors is vital. High-performing organizations motivate their employees towards continuous improvement, creating a positive and productive work environment that supports strategic growth and success. Performance was measured in terms of patient satisfaction rate, readmission rates, mortality rates, length of stay, medical error rates and turnover rates.

On the job training has been found to play a pivotal role in enhancing organizational performance which then affect organizational performance. On the job training is the systematic development of knowledge, skills, and behavior required for an employee to adequately perform their jobs as described in their job description. It is a process of learning that is aimed at enhancing the performance levels of existing employees in their respective capacities (Karim, Choudhury & Latif, 2019). According the Saks and Gruman (2020), well-designed and effective training programs can lead to improved job-related skills, knowledge, and ultimately, increased organizational performance. On the job training programs serve as platforms to equip employees with the necessary skills, broaden their knowledge base, and foster a greater understanding of their responsibilities.

According to Adejare, Olaore, Udofia, and Emola (2020), on the job training provides employees with new information, opportunities, and professional development skills. On-the-job training strategies play a crucial role in enhancing the performance of employees within an organization.

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In hospitals, coaching entails experienced medical professionals guiding junior staff members, such as nurses or interns, on patient care protocols, medical procedures, and communication skills (Walczak *et al.,* 2014). Effective coaching not only enhances the competencies of individuals but also fosters a culture of continuous learning and development within the hospital, ultimately leading to improved patient outcomes, staff satisfaction, and organizational performance.

Similarly, mentorship involves a more long-term relationship where experienced professionals, often in higher positions, serve as mentors to less experienced individuals (Burgess, van Diggele & Mellis, 2018). According to David and Pitman (2024), Mentorship programs involves pairing senior doctors or administrators with junior staff members, providing them with guidance, advice, and support as they navigate their careers within the hospital. Mentorship not only helps individuals develop specific skills and knowledge but also provides valuable networking opportunities and career guidance, which can positively impact employee retention and organizational performance (Chenane, Juma & Eshiteti, 2024). By borrowing from the expertise and experience of senior staff members through mentorship programs, the hospital is able to create a nurturing environment where staff feel supported and empowered to reach their full potential, ultimately contributing to the hospital's overall success.

Moreover, job rotation in

Hospitals involve periodically shifting employees across various departments, creating a diverse skill set, adaptability, and a comprehensive understanding of hospital operations (Younus, 2024). For instance, rotating medical staff through departments like emergency, surgery, and outpatient clinics enhances clinical proficiency while fostering collaboration and innovation. Furthermore, apprenticeship programs provide structured training where less experienced individuals work under seasoned professionals, tailored to roles spanning medical specialties, nursing, administration, and support services (Tsambou, Diallo, Kamga & Asongu, 2024). Through hands-on learning, these initiatives cultivate practical skills, knowledge transfer, and continuous improvement, ensuring a competent healthcare workforce and maintaining high standards of care, efficiency, and innovation at the hospital.

In particular, the Kenyan sector has faced multiple challenges that affect service delivery to the public including lack of equipment and infrastructure, low productivity levels as well as

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inadequate training. These inadequacies became more apparent in recent times especially in the wake of the Covid-19 pandemic (Ouma, Masai & Nyadera, 2020).

Despite Kenyatta National Hospital's significant investment in on the job training, studies have consistently shown that there exists gaps in relation to organizational performance (Nyawira, 2022). Some studies have shown that there is adisconnect between the skills being taught in these training programs and the practical requirements of the employees' roles (Wangari, Mwangi & Arodi, 2023). In addition, a significant gap lies in the lack of research exploring the specific relationship between on-the-job training and organizational performance. While the hospital sets aside a substantial portion of its budget for staff training, the absence of empirical research examining the direct outcomes of these investments on organizational performance creates a challenge in fully understanding and enhancing the efficacy of such training programs. This study, therefore seeks to establish the effect of training strategies on organizational performance at Kenyatta National Hospital.

In Germany, Lukowski, Baum and Mohr (2021) noted that organizations that used higher digital technology engaged in more training practices and this improved their performance levels significantly. In addition, employees performing more complex tasks were required to do more training independently in order to enhance their skill levels. In India, Arwab, Ansari, Azhar, and Ali (2022) demonstrated a strong relationship between training and the development and organizational performance in the travel industry.

In Egypt, Fahim (2018) showed that the retention of public sector employees at National Bank employees was greatly enhanced through the adoption of strategic human resource management (SHRM) practices including training. Higher retention rates consequently led to the improvement of performance levels. Mutsagondo and Ngulube (2018) observed that in Zimbabwe, despite the presence of many officials responsible for electronic records, the majority of them lacked the necessary qualifications in records administration. Consequently, they were unable to effectively and professionally handle electronic records. The on the job training of government employees in the digital skills led to improved performance and coordination among different departments resulting in better performance.

In Kenya, Arucy and Juma (2018) showed that strategic training among public sector employees positively influences the ability of employees to perform their tasks. In addition, Okoth and

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Oluoch (2019) also noted that motivation and training of employees at Avenue Hospital in Kisumu had a positive and significant effect on the performance of employees. Training enhanced motivation levels, as did salaries and other factors such as job security.

1.1.1 Kenyatta National Hospital

The Kenyatta National Hospital is the oldest public hospital in Kenya and the second largest hospital in Kenya and East Africa and is located 3.5 kilometers from the Nairobi Central Business District (CBD) (Wanjau, Muiruri & Ayodo, 2012). The hospital also serves as the teaching hospital for the University Of Nairobi College Of Health Sciences as well as for the Kenya Medical Training College (KMTC). This is due to the advanced specialization in medical services offered by the Kenyatta National Hospital. It is currently the largest referral and teaching hospital in Kenya with more than 6,000 permanent staff and a bed capacity of almost 2,000 (Mbui, Kaduka, Korir, Kwasa, Wabwire, Kisiang'ani & Remick, 2018).

Kenyatta National Hospital found itself in a modern competitive geographic dynamic that was brought up by competing technologies within the health sector in the Republic of Kenya. The hospital's weaknesses attracted several healthcare institutions to the area, including Nairobi Hospital, Nairobi Women's Hospital, Coptic Hospital, Mbagathi Hospital, Upper Hill Hospital, Savannah Hospital, and Eagle Eye Clinic, among others. Being at the center of all these hospitals, management found it necessary to strategize in the provision of quality healthcare services (Makori, Gichana, Oyugi Nyale & Ransom, 2021). It is through these health competitions that it has clearly shown areas of improvement in professionalism and man power supports. There are various challenges, which include machine user know-how, financial, human capital, equipment, and tools that collectively amounts to inefficiency and poor performances.

The most serious challenge was found to be skill upgrading; with skills upgrading it brings up efficiency and effectiveness of employees, hence boosting the general performance of the organization (Kironji, 2020). This yields another challenge that had to be solved despite the lack of enough financial support. The hospital being a non- charitable organization, its day to day running is majorly from government support in form of grants (Nyawira, 2022). After numerous trials to share the allocated budget, it was found not enough to gather for expensive trainings most of which are done outside the country. At this point, the management strategically and unanimously agreed to use the resources available within their reach, and this was already

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trained professionals to propagate and impact knowledge on the other colleagues through on the job training (KNH, 2023).

For an organization to perform there is need to have in mind the human capital running the engines, and the knowledge they have can be shared through social learning .The hospital has various learning points that have been designated for the purpose of improving knowledge and reducing the gaps identified (KNH, 2023). These areas include Kenyatta National Hospital Nursing School, which deals with training skills for specialized nursing only, Research and Knowledge Center, Theater Lecture Halls among others. This research was done with the reference of various scholars, what they found, the problems that were there and how they were solved (KNH, 2023) .

1.2 Problem Statement

According to Rakodi (2019), in most developing countries including Kenya, government institutions have been found to have been largely inefficient and characterized by poor performance. This has been caused mainly by high bureaucracy, poor structures of governance, and poor training in service delivery (Masuku & Jili, 2019). Kenyatta National Hospital has a training policy and every year it sets aside a bigger percentage of its budget, to train its employees on skills related to their job in fact its approximately 200 million shillings a year. In particular, the Kenyan sector has faced multiple challenges that affect service delivery to the public including lack of equipment and infrastructure, low productivity levels as well as inadequate training. These inadequacies became more apparent in recent times especially in the wake of the Covid-19 pandemic (Ouma, Masai & Nyadera, 2020).

In order to make healthcare, especially in the public sector, more efficient and effective, it is important that the staff at health institutions function at peak productivity (Ngure, 2018). The performance of Kenyatta National Hospital (KNH) has been marked by serious inefficiencies, as evidenced by various reports and studies. Despite KNH allocating close to 1% of its annual budget, approximately 200 million Kenyan shillings for employee training (Rakodi, 2019), the hospital still faces serious challenges in delivering quality healthcare. For instance, KNH currently has a bed capacity of 2,000, yet the demand for healthcare services requires at least 3,000 beds, placing an immense strain on the hospital's resources (Ministry of Health, 2023).

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This has resulted in delays and reduced service delivery, particularly for cancer, heart, and kidney patients (Karisa & Wainaina, 2023).

Further, Mavumba (2021) highlighted that some staff were not fully trained in the use of certain equipment, leading to inefficiencies that reduced productivity. The public has voiced dissatisfaction with the hospital's service delivery, especially during the COVID-19 pandemic, which exposed inadequacies such as a lack of equipment and infrastructure, and low productivity (Ouma, Masai & Nyadera, 2020). Furthermore, the healthcare sector in Kenya, including KNH, has been plagued by strikes, slowdowns, and a shortage of human resources (Nyawira & Wainaina, 2022), contributing to the declining performance at the country's largest referral hospital. These issues point to the need for more effective job training strategies to improve organizational performance at KNH.

Given its standing in the country's healthcare, it is important that KNH sets the standards of health-care highly so that other public hospitals and private hospitals can follow suit. Karisa and Wainaina (2020) revealed that the public was not satisfied the the service delivery at KNH, with cancer, heart and kidney patients facing delays in treatment. In addition, Mavumba (2021) showed that some staff were not well conversant with the use of certain equipment resulting in inefficiencies therefore reducing their productivity. The health sector in Kenya is currently facing various challenges, such as strikes, slowdowns, inadequate equipment and infrastructure, and a shortage of human resources (Nyawira & Wainaina, 2022).

There have been multiple studies conducted on the effect of job training strategies on organizational performance. However, a number of contextual and conceptual gaps exist. Arucy and Juma (2018) sought to establish the effect of training strategies on the organizational performance of the public sector but focused on the Kenya Copyrights Board, unlike the Kenyatta National Hospital, which is the focus of the current study, thereby presenting a contextual gap. Okoth and Oluoch (2019) conducted a study on the Avenue Hospital in Kisumu unlike the proposed study. In addition, it focused on the effect of training on motivation levels as opposed to performance and offers a conceptual gap. It is in light of the identified gaps that this study sought to establish the effect of on the job training strategies on organizational performance at Kenyatta national hospital.

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1.3 Objectives of the Study

The study was guided by both general and specific objectives.

1.3.1 General Objective

To establish the effect of on the job training strategies on organizational performance of Kenyatta National Hospital.

1.3.2 Specific Objectives

i. To analyze the effect of coaching on the performance of the Kenyatta National Hospital.

ii. To establish the effect of mentorship on the performance of the Kenyatta National Hospital.

iii. To evaluate the effect of job rotation on the performance of the Kenyatta National Hospital.

iv. To investigate the effect of apprenticeship on the performance of the Kenyatta National Hospital.

1.4 Research Questions

i. What is the effect of coaching on the performance of the Kenyatta National Hospital?

ii. How does mentorship affect the performance of the Kenyatta National Hospital?

iii. How does job rotation influence the performance of the Kenyatta National Hospital?

iv. What is the effect of apprenticeship on the performance of the Kenyatta National Hospital?

1.5 Significance of the Study

1.5.1 Management

This study will have substantial implications for the administration of Kenyatta National Hospital, as well as other hospitals and healthcare facilities. The results of the study will be of significant importance to hospitals in Kenya seeking to enhance the performance levels of their employees. Hospital management will use the findings of the study to establish the appropriate

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mix of coaching, apprenticeship, mentorship and job rotation as a strategy of enhancing employee and organizational performance as a result.

1.5.2 Ministry of Health

The results will also be of importance to the Ministry of Health as policymakers. This study will furnish authorities with essential information for regulatory purposes, enabling them to raise performance levels and elevate healthcare standards in the country. Policymakers can also advise County governments on how to conduct on the job training as a way of improving performance levels.

1.5.3 Academicians and Scholars

The results will serve as the foundation for future studies on the effect of on-the-job training on employee performance. The results will serve as a benchmark for future scholars and researchers seeking to explore the issue in greater depth.

1.6 Scope of the Study

The objective scope of the study was to investigate the effect of on the job training strategies on organizational performance at Kenyatta National Hospital. Specifically, the study sought to examine the effect of apprenticeship, coaching, mentorship and job rotation on organizational performance of the Kenyatta National Hospital. Geographically, the study was carried out at KNH in Nairobi. The study was guided by the knowledge-based theory, human capital theory and training needs assessment theory. The study employed a correlation research design, which is a type of research design that aims to explore the relationship between two or more variables, and targeted 4,955 individuals who work at Kenyatta National Hospital, including both non-clinical and clinical staff. The study was conducted over a period of one year (July, 2023-August, 2024).

1.7 Limitation of the Study

The researcher anticipated a number of limitations that would arise during the investigation. One problem was that some respondents would choose not to answer the question due to fear of intimidation from the management. To solve this issue, the researcher guaranteed the respondents that their names would remain confidential and that the information they supplied was solely used for academic purposes. Furthermore, several participants were expected to be

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hesitant to provide honest responses due to the delicate nature of performance and training, as they fear potential repercussions. In order to maintain anonymity, the researcher guaranteed that the respondents' confidentiality would be preserved and that the data collected would be used solely for research reasons.

1.8 Organization of the Study

The study is organized into five chapters. Chapter One introduces the study, providing background information, the problem statement, objectives, research questions, and the significance of the study. Chapter Two presents the literature review, discussing theoretical frameworks such as the knowledge-based theory and human capital theory, and reviews empirical studies relevant to the research topic. Chapter Three details the research methodology, including the research design, target population, sampling techniques, data collection methods, and data analysis procedures. Chapter Four presents the data analysis, including descriptive statistics and inferential analysis, showcasing the relationship between the variables. Finally, Chapter Five provides the discussion of the findings, conclusions, and recommendations based on the study's objectives and analysis.

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CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher discusses the literature review of the study, the summary of research gaps and the conceptual framework of the study.

2.2 Theoretical Framework

The study was supported by two theories: The knowledge-based theory and the human capital theory. These theories were linked with the study variables to bring out their relevance.

2.2.1 Knowledge Based Theory

The proponent of Knowledge-Based Theory is Grant (1996). The theory states that a firm's competitive advantage and success are not solely determined by its tangible assets like physical capital or technology but also by its ability to create, acquire, and apply knowledge effectively. The theory establishes knowledge management is one of the key factors that increase the performance of the organization. Knowledge management includes emphasizing more upon the training of the employees and also retaining the most competent employees in an organization (Malmberg & Maskell, 2002). The theory also states that employees, drawing from their past experiences, can propose optimal strategies to be employed in the event of an emergency. Moreover, the idea posits that knowledge-based resources are difficult to replicate and are socially intricate, relying on diverse knowledge and capacities across different organisations (Nickerson & Zenger, 2004). The knowledge-based concept suggests that companies can distinguish themselves by effectively managing their knowledge strategies. Knowledge assets are intricate and difficult to replicate, hence firms get a competitive edge by implementing knowledge management systems. Knowledge management is the paramount resource that an organization may uphold to enhance performance.

However, critics of the theory contend that it possesses several shortcomings. Fromlet (2001) contended that the theory failed to address the issue of information asymmetry, when certain knowledge is exclusively held within the organization and management is unwilling to share it with other employees due to its sensitive nature. In addition, Pompian and Longo (2004) identified another limitation of the theory, which is its exclusive focus on enhancing knowledge management without providing detailed explanations on how to address the issue of individuals

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leaking confidential information to competitors in the firm. Some of the employees might not be secretive enough and this can lead to the exposure of the most important information of the organization to the competitors.

The theory was considered relevant to the current study because it informs the variable on coaching. The knowledge management of employees through coaching and can lead to efficiency of resources. The knowledge available within the employees can be used to make policies and strategies that can help the staff at the Kenyatta National Hospital to enhance their performance levels. Enhancing the coaching programs and training plans of employees can illuminate them on the most efficient strategy to increase performance. Well coached staff are likely to be more innovative and are easy to introduce new methods of doing things.

2.2.2 Human Capital Theory

The human capital theory was first proposed by Theodore Schultz (1961). The theory was further developed by Gary Becker in 1964. Gary Becker advanced the theory in 1964. According to the theory, enhancing the skills and abilities of employees in an organization is crucial and leads to improved efficiency and reduced costs (Becker, 2009). Retaining skilled people is crucial for the organization as they become more creative, hence promoting a competitive edge (Klein & Cook, 2006). Training, benchmarking, and providing professional growth paths can enhance employee satisfaction (Sweetland, 1996). Training and benchmarking can enhance the worth of personnel and serve as a long-term investment for the organization. This can ultimately make the organization more competitive in the market.

The purpose of employee training is not only to enhance employee satisfaction, but also to serve as a strategic tool for organizations to gain a competitive advantage by cultivating a highly skilled workforce (Nafukho, Hairston & Brooks, 2004). According to the theory, providing employees with training and opportunities for career growth enhances their productivity, resulting in a substantial reduction in production costs. Employee training can be expensive, but it ultimately leads to improved performance, which in turn enhances overall organizational performance. In addition, the idea suggests that individuals who possess a high level of knowledge are more likely to be innovative and capable of implementing new ways that reduce the amount of time spent on operations. Consequently, career growth becomes more crucial for

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these employees (Krasniqi & Topxhiu, 2016). The idea also demonstrates that benchmarking is effective in boosting employee confidence by learning from their colleagues.

According to the theory, it is important to take into account the most efficient programmes while planning the training process in order to ensure the trainees' satisfaction. The training programmes might be derived from the institution's previous experiences or obtained from other sources (Nafukho, Hairston & Brooks, 2004). An optimal strategy can enhance efficacy and minimise expenses for programmes that lack benefits. In order to minimise the likelihood of implementing ineffective programmes, it is essential for the training programmes to take into account market dynamics. According to the theory, it is important to take into account the persons who are expected to gain from the training programmes when developing those programmes.

Nevertheless, the theory has faced numerous critiques. The theory failed to address the solution to the financial burden of employee training, despite acknowledging that training is expensive and might provide a challenge to the organization (Sweet land, 1996). Moreover, the training provided to staff does not guarantee an improvement in their performance, as the talents of individuals inside the organization vary. In addition, the skilled personnel may choose to seek out alternative opportunities that offer more compensation than their current employers, resulting in the need to invest in training new staff once again (Nerd rum & Erikson, 2001).

The theory was considered applicable to the present investigation. Employee training serves not only to enhance their satisfaction but also as a strategic approach to improving performance. The organization's on-the-job training design might be derived from either the organization's past experiences or from external sources. In order to minimize the likelihood of implementing ineffective programmes, it is crucial for the training programmes to take into account market dynamics. Therefore, implementing job training programmes among employees can serve as a strategic approach to enhance their performance. Employee training enhances individual performance and, as a result, boosts the overall performance of the organization.

2.2.3 Social Learning Theory

The proponent of Social Learning Theory was Bandura (1962). The theory states that, learning happens in a social setting and involves thinking. It can happen by seeing others or being directly taught, even without physically copying or being rewarded (Bandura, 1971). The foundation of

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social learning theory rests on the idea of observational learning. According to Bandura, individuals learn by observing the behaviors of others and the outcomes of those behaviors (Bandura, 1977). This implies that individuals do not need to act out behaviors to learn them; instead, they can learn a great deal by merely watching others perform them. Observational learning involves four steps: attention, retention, reproduction, and motivation. Each step is critical to ensure that learning and subsequent behavior modification occur (Bandura, 1977).

Self-efficacy plays a significant role in determining what an individual learns through observation and how they act. Individuals with high self-efficacy are more likely to attempt and persist in behaviors that they've observed, leading to more learning taking place (Bandura, 1997). Another important aspect of social learning theory is the reciprocal determinism, the notion that a person's behavior, environment, and personal factors (like cognitive skills or attitudes) interact and influence each other (Bandura, 1978). For instance, an individual's behavior (like success in a task) can alter the environment (positive responses from peers and teachers) and personal factors (increased self-efficacy).

This theory also observes that, motor reproduction is the learner's ability to replicate the behavior, and motivation involves the willingness and desire to replicate the observed behavior. This interplay of cognitive, behavioral, and environmental influences underscores the intricate process of learning and its inherent complexity. However, despite its strengths and wide applications, Social Learning Theory has been criticized for being too deterministic, assuming that the environment causes behavior, without sufficient attention to personal agency (Ormrod, 2011). It is also argued that the theory may not fully account for individual differences in learning and behavior, as it primarily focuses on social and environmental factors.

According to this theory, employees acquire new skills and knowledge by observing others, particularly when these others are in a role or position that the learner aspires to or respects. Thus, mentorship and modeling can be highly effective training techniques. By observing the tasks and responsibilities of more experienced staff, new employees can learn how to perform their jobs more effectively, understand the hospital's work culture, and adapt to the environment more quickly (Bandura, 1977). Moreover, the motivation to replicate these observed behaviors may be high in a healthcare setting, as the behaviors are directly related to positive patient outcomes.

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This theory was deemed relevant to the current study because it explains learning as a cognitive process that takes place in a social context and can occur purely through observation or direct instruction. In the context of on-the-job training, employees observe experienced colleagues and mentors, imitating their behavior and attitudes to enhance their own performance (Bandura, 1977). The practical modeling of skills, attitudes, and problem-solving techniques can be especially important in a healthcare setting, where precision, professionalism, and swift decision-making are often required. Moreover, witnessing their peers successfully accomplishing tasks can further enhance their confidence in their abilities. As employees' self-efficacy increases, they are more likely to take on more challenging tasks, persist in overcoming obstacles, and thus, perform better. In summary, by integrating Social Learning Theory into on-the-training strategies, institutions like the Kenyatta National Hospital can enhance their employees' learning experience, increase their self-efficacy, and improve overall job performance.

2.3 Empirical Literature Review

This section provides a summary and discusses of previous publications on a specific topic. Empirical review explores past research and their strengths and weaknesses as compared to the current topic of study; it is used to validate the target and methods that has been chosen for the current proposed research. Specifically, the section reviews literature on coaching, mentorship, job rotation and apprenticeship on their effect on the performance of employees.

2.3.1 Coaching and Organizational Performance

A study by Nuryanti et al. (2019) aimed to investigate the effect of coaching on the performance of employees at PT. Sari Ater Hotel and Resort Subang. The study utilized the descriptive analysis technique. A total of 62 respondents were selected using saturation sampling for the purpose of this study, which employed an explanatory research design. The sample consisted of personnel who possess expertise in coaching. The data was gathered via questionnaires and analyzed using simple linear regression analysis. The study findings indicated that coaching accounted for 60.6% of employees' success. The investigation was carried out in Indonesia, which creates a contextual gap.

In a different study, Ali et al. (2020) examined the relationship between managerial coaching, employees' innovative work behaviors, and affective supervisory commitment in the public sector of Pakistan. Using questionnaires to gather data from 183 participants and employing the

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PLS-SEM (Partial Least Squares Structural Equation Modeling) research method, the study demonstrated that coaching had a direct effect on employees' job performance. The survey revealed that coaching has emerged as an indispensable asset for professionals in human resource development, as managerial coaching has gained significant popularity as a method for organizational development in recent years. Furthermore, the study found that managerial coaching indirectly influences job performance through its effect on work engagement, job satisfaction, and turnover intentions. The study aimed to determine the effect of managerial coaching on job performance and evaluate the role of work engagement, leader-member interchange quality, turnover intentions, and job satisfaction as mediators. However, since the study was carried out in Pakistan, there is a contextual gap, suggesting the need for further research in different cultural contexts, and the inclusion of mediating variables such as job satisfaction and work engagement reveals a conceptual gap that could be explored in future studies.

The study by Husein and Hanifah (2019) examined the role of coaching as an intervening variable in the relationship between job satisfaction and organizational performance. The research focused on employees of the Banjarmasin City government, targeting a population of 522 individuals. Using the Slovin formula, a sample of 133 employees was selected. The findings indicated that job satisfaction did not significantly affect organizational performance directly. However, job satisfaction had a significant effect on coaching performance, which in turn significantly impacted employee performance. Additionally, job satisfaction significantly influenced employee performance through coaching. The study concluded that to enhance service delivery, government organizations should adopt coaching for their employees. This study highlights a conceptual gap by investigating the intervening effect of coaching on the relationship between job satisfaction and organizational performance.

In a study conducted by Bibi (2019), the objective was to ascertain the impact of talent management strategies on the performance of healthcare employees in Pakistan. The study employed a cross-sectional design and used a quantitative technique. A convenience sampling method was employed to pick a total of 364 individuals who are currently employed in healthcare organizations. The purpose of this selection was to assess the performance of these employees in relation to the talent management methods implemented within their respective organizations. Data was collected throughout the study through the use of questionnaires. The

study's findings indicated a notable and meaningful impact on employee performance as a result of talent management strategies, including coaching and mentoring. Since the study was carried out in Pakistan, there is a contextual deficiency.

2.3.2 Mentorship and Organizational Performance

The purpose of Yang et al.'s (2019) study was to examine the connection between mentoring function and turnover intention, with a particular focus on the mediating impact of organizational and occupational embeddedness. The research surveyed 354 workers from a chain of four hotels in three different provinces of China. Organizational and occupational embeddedness were tested as mediators in the study using a structural equation model (SEM). Mentoring functions and inclinations to leave were influenced by organizational and occupational embeddedness, according to the study's findings. Specifically, the study showed that employees who have received mentoring successfully can easily embed in their organizations making employees reluctant to leave. Given the study included a mediating variable, it presents a conceptual gap. In addition, the study was conducted on Chinese hotels and therefore constitutes a contextual gap.

A study by Zeng et al. (2020) revealed that mentoring's impact has received scant research compared to that of adaptive performance' antecedents. The goal of the study was to look at how mentoring affected the adaptive performance of mentees, and the theories that led it were regulatory focus theory and conservation of resources theory. Furthermore, the study discovered that mentorship significantly improves protégés' adaptive performance, according to the empirical analysis of 269 samples. Furthermore, the research confirmed that successful job performance fully mediates the relationship between mentorship and the adaptive performance of mentees. Lastly, the study found that a high degree of promotion amplified the indirect association between mentorship and adaptive performance.

Mentoring, according to Uen et al. (2018), is a form of social learning that facilitates smoother organizational adaptation for new hires. Research aimed to determine whether there was a correlation between mentorship responsibilities held by supervisors and the innovative capacity of new hires. The research assessed how task autonomy and supervisor capability mediated the relationship. Managers and staff at Taiwanese four- and five-star hotels participated in the survey. Newcomers' inventiveness is positively and considerably impacted by supervisory mentorship, according to the study. A stronger correlation between supervisory mentoring roles

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and newcomer innovation performance was shown to be associated with task autonomy and supervisor capacity, according to the findings. Mentoring, according to the report, can be a powerful tool for boosting innovation and innovation performance in businesses. There is a lack of background because the study was carried out in Taiwan.

In their study, Carter and Youssef-Morgan (2019) conducted a study to examine the effect of mentoring on protégés' physiological capital and their performance outcomes over a period of four years. Psychological capital involves hope, efficacy, resiliences, and optimism. PsyCap was examined as a mediating variable on the relationship between mentoring and the performance. The results demonstrate that the mentorship programme was successful in developing PsyCap and improving organizational performance. The study targeted 115 mentor-protégé couples. Furthermore, the study confirmed that PsyCap had full mediation support for the mentoring-performance link. Because PsyCap was used as a mediating variable in the study, there is a lack of context.

2.3.3 Job Rotation and Organizational Performance

Jaworski et al. (2018) contends that training has several positive effects in the hospitality sector, including increased cost savings, happier staff, more satisfied guests, and more consistent job performance. The purpose of the survey in this study was to identify any relationship between training satisfaction and factors such as training duration and manner among part-time hotel employees. Job rotation was found to have a favorable effect on training satisfaction, according to the study, which included mentorship and other training methods. Furthermore, research indicated that work shadowing and on-the-job training influenced trainees' perceptions of their training experience. Because of these advantages, the participants were satisfied with the training and, as a result, were more dedicated to their companies. There is a lack of context because the study was carried out in the hotel industry.

According to Kampkötter et al. (2018), job rotation is a technique for companies to motivate and educate their employees' new skills by transferring them to different positions inside the organization. The purpose of this research was to examine job rotation in Germany's banking and financial services industry, specifically looking at its causes and consequences on performance. Workers who have been cycled between positions have a better chance of succeeding than those who have not, and low performers are more likely to take lateral movements, according to the

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study. While top achievers drove this effect, low performers showed no correlation between job rotation and performance, according to the study. Organizations should implement job rotation for top performers, according to the study's results, but low performers shouldn't anticipate significant improvements in performance as a result.

In their 2018 study, Diamantidis and Chatzoglou assessed how variables like training culture, environmental dynamism, managerial support, and organizational climate connect to one another and to the firm's surroundings. Organizational performance has a function of job-related variables like job autonomy, communication, and job rotation and employee-related characteristics like intrinsic motivation, skill flexibility, and commitment. In order to examine the interrelationships of these components, the research employed structural equation modelling. Job environment and management support were found to have the highest impact on job performance, according to the study. On top of that, intrinsic motivation and the ability to adapt have a direct impact on how well an employee does their work. There is a correlation between job rotation and organizational performance. Due to the inclusion of both occupational and contextual variables, the study introduces a conceptual gap.

The impact of professional development on worker productivity was the subject of a study by Karim et al. (2019). Training and development have a positive effect on employee performance, according to the study. Organizations in the contemporary day need to invest in to remain competitive and meet the challenges of the modern day. Training and development motivates workers, who are knowledgeable about raining, and the study found that this leads to better performance. Training and development should be followed dynamically, according to the report, which also suggested that employers should be required to use training methods, including job rotation, to boost organizational performance. Research shows that to stay ahead of the competition, adapt to changing market conditions, and ensure happy customers, ongoing training and development is essential.

2.3.4 Apprenticeship and Organizational Performance

Vasanthi and Basariya (2019) asserts that employees are the lifeblood of every company. An organization's training programme is an ongoing effort to improve employees' competence. Employee performance is enhanced by training. The success of every business in the long term hinges on how well its personnel do their jobs. Examining how apprenticeship training and

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development affected worker productivity was the primary goal of the research. Workers knew about the training, according to the survey. Staff morale and productivity are both boosted by opportunities for professional growth and development. The research concluded that apprenticeship programmes should be actively pursued and made mandatory in order to encourage firms to provide training with the goal of raising employee performance.

A study by Kirimi and Maende (2019) evaluated the impact of training and development strategies on the performance of employees at the ministry of labour and social protection. The study employed a descriptive research design and was guided by the goal-setting theory and social exchange theory. A sample of 60 participants was selected, including 5 human resource management (HRM) managers, 10 supervisors, and 45 support staff members. The sample size was determined using a census methodology. Data collection involved interviews with HRM managers and supervisors, and surveys completed by support workers. Qualitative data was analyzed using content analysis, while quantitative data was analyzed using descriptive statistics such as mean and standard deviation. The results were presented using tables, charts, figures, and graphs. The study found that training and development strategies like coaching, job rotation, role-playing, and apprenticeship positively impacted organizational performance within the ministry. The conclusion emphasized the importance of these strategies in enhancing employee performance. The study recommended the continuous implementation and improvement of training and development programs to maintain high organizational performance. Since the study was conducted on the Ministry of Labour instead of Kenyatta National Hospital, there is a contextual gap.

Elsewhere, Ezenwakwelu, Egbosionu, and Okwo (2019) conducted a study titled "The Impact of Apprenticeship Training on the Advancement of Entrepreneurship in Developing Economies." The study aimed to determine the methods by which apprentices acquire technical and entrepreneurial skills to become self-employed. A survey design was implemented, and data was gathered through interviews. Chi-square analysis was conducted using the Statistical Package for Social Sciences (SPSS). The authenticity of the instruments was confirmed with the assistance of business and academic specialists. The study found that apprentices gain skills through both formal and informal training systems, and apprenticeship has a favorable and substantial impact on the growth of entrepreneurship. The study concluded that apprenticeship training significantly contributes to entrepreneurship development. It recommended that the government offer

comprehensive support in terms of physical, financial, and moral assistance to foster the growth of apprenticeship training and enhance entrepreneurship advancement. The study's focus on the impact of apprenticeship on entrepreneurship, as opposed to organizational performance, provides a distinct conceptual difference. Additionally, its execution in Nigeria highlights a contextual gap.

A study by Zayum, Aule, and Teslim (2018) conducted a study titled "The Impact of Training on Staff Productivity at the Benue State Ministry of Agriculture." A survey research design was employed, targeting a sample of 58 employees from the organization. The census methodology was used, resulting in a sample size of 58. Data collection was carried out using a questionnaire, which underwent both face and content validity assessments. The instrument's reliability was evaluated using the Cronbach alpha coefficient. The data were analyzed using both descriptive and inferential statistics. Descriptive statistics included the mean and standard deviation, while chi-square statistics were employed to examine the null hypotheses at a significance level of 0.05. The study aimed to assess how training programs affect staff productivity within the ministry. The study found that off-the-job training, which includes apprenticeship, mentoring, and job rotation, has an impact on the productivity of employees in the organization. The study so advised that management should furnish workers with appropriate training to enhance their performance and skills. Furthermore, the study also suggested that the training should align with the specific requirements and goals of the organization. The investigation was conducted in Nigeria, which consequently highlights a contextual gap.

2.4 Organizational Performance

Organizational performance has emerged as a pivotal area of research, especially in the ever-evolving landscape of modern business. This interest is driven by the increasing complexity of global markets, the rapid pace of technological change, and the growing emphasis on sustainability and social responsibility (Anwar & Abdullah, 2021). Studies by Carter (2020); Liu and Wang (2020) highlight the need for organizations to adapt to these dynamic environments to remain competitive. Furthermore, Zhang et al. (2020) emphasize the importance of innovation in driving organizational performance, suggesting that the ability to innovate is crucial for long-term success. The significance of organizational performance also lies in its impact on stakeholder value (Singh & Misra, 2021). Research by Smith (2020) demonstrates that

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companies with higher performance metrics deliver better returns to shareholders. The same sentiments are further echoed by Leggat, Liang & Howard, (2020), who notes that high-performing organizations are better positioned to attract and retain top talent, which in turn contributes to sustained success. In line with this, the work of Brown and Green (2020) reveals that employee satisfaction and engagement are critical factors that influence organizational performance, underscoring the human element in driving business success.

Moreover, the increasing focus on data-driven decision-making has bolstered the relevance of organizational performance research. Thompson et al. (2020) argue that the effective use of data analytics enables organizations to identify areas for improvement and track progress over time. This sentiment is echoed by Patel (2020), who points out that big data and advanced analytics have become essential tools in measuring and enhancing performance. Additionally, Lee & Kim (2020) highlight how data-driven insights can lead to more strategic and informed decision-making processes within organizations. Organizational performance is also closely linked to customer satisfaction and loyalty. Research by Davis (2020) shows that organizations with high performance metrics typically have a stronger customer base, which is critical in today's customer-centric market. Similarly, Evans (2020) discusses how effective performance management can lead to improved customer experiences, thereby enhancing brand reputation and loyalty. In this context, Taylor & Hughes (2020) explore the role of digital transformation in enhancing customer engagement and driving performance outcomes.

Moreover, the importance of organizational performance extends beyond individual contributions. High-performing employees inspire and motivate their colleagues, creating a positive work environment and a culture of excellence (Al-kharabsheh et al., 2023). They serve as role models and mentors, setting high standards of performance and encouraging others to strive for excellence. This collective effort raises the overall performance levels of the organization and creates a positive feedback loop where high performance becomes the norm (Sutaguna et al., 2023). To leverage the importance of organizational performance, organizations need to establish clear performance expectations, provide regular feedback and recognition, offer opportunities for growth and development, and foster a supportive and engaging work environment. By investing in organizational performance management and development, organizations can harness the full potential of their workforce and achieve sustainable success.

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2.5 Summary of Literature Review

Based on the reviewed literature, there exists a number of gaps that the study sought to fill. Nuryanti, Masharyono and Fauziatunisa (2019) sought to determine the effect of coaching on the performance of Employees at PT. Sari Ater Hotel and Resort Subang. It was conducted in Indonesia and, therefore constitutes a contextual gap. Given the study by Ali *et al.* (2018) was conducted in Pakistan, it presents a contextual gap. In addition, the use of mediating variables such as job satisfaction and work engagement presents a conceptual gap. Husein and Hanifah (2019) Present a conceptual gap since it investigated the intervening effect of coaching. Moreover, the study by Bibi (2019) was conducted in Pakistan, therefore it presents a contextual gap. Since Yang, Guo, Wang and Li (2019) included a mediating variable, it presents a conceptual gap. In addition, the study was conducted on Chinese hotels and therefore constitutes a contextual gap.

The study by Carter and Youssef-Morgan (2019) adopted PsyCap as a mediating variable and therefore presents a contextual gap. Jaworski, Ravichandran, Karpinski and Singh (2018) was conducted in the hospitality industry and therefore constitutes a contextual gap. Diamantidis and Chatzoglou (2018) presents a conceptual gap since it involved job related as well as environmental factors. Kirimi and Maende (2019) conducted a study to determine the effect of training and development on the Ministry of Labour as opposed to Kenyatta National Hospital, and as such, it presents a contextual gap. Ezenwakwelu, Egbosionu and Okwo (2019) sought to establish the effect of apprenticeship on entrepreneurship development as opposed to organizational performance and therefore, differ conceptually. In addition, given it was conducted in Nigeria, it presents a contextual gap. Finally, Zayum, Aule and Teslim (2018) was conducted in Nigeria and therefore presents a contextual gap.

2.6 Conceptual Framework of the Study

The independent variables and the dependent variable made up the conceptual framework that was used for this study. In this study, the independent variables consisted of coaching, mentorship, job rotation, and apprenticeship, whereas the dependent variable was the performance of the company. As can be seen in Figure 1, the conceptual framework of the study is presented with its components.

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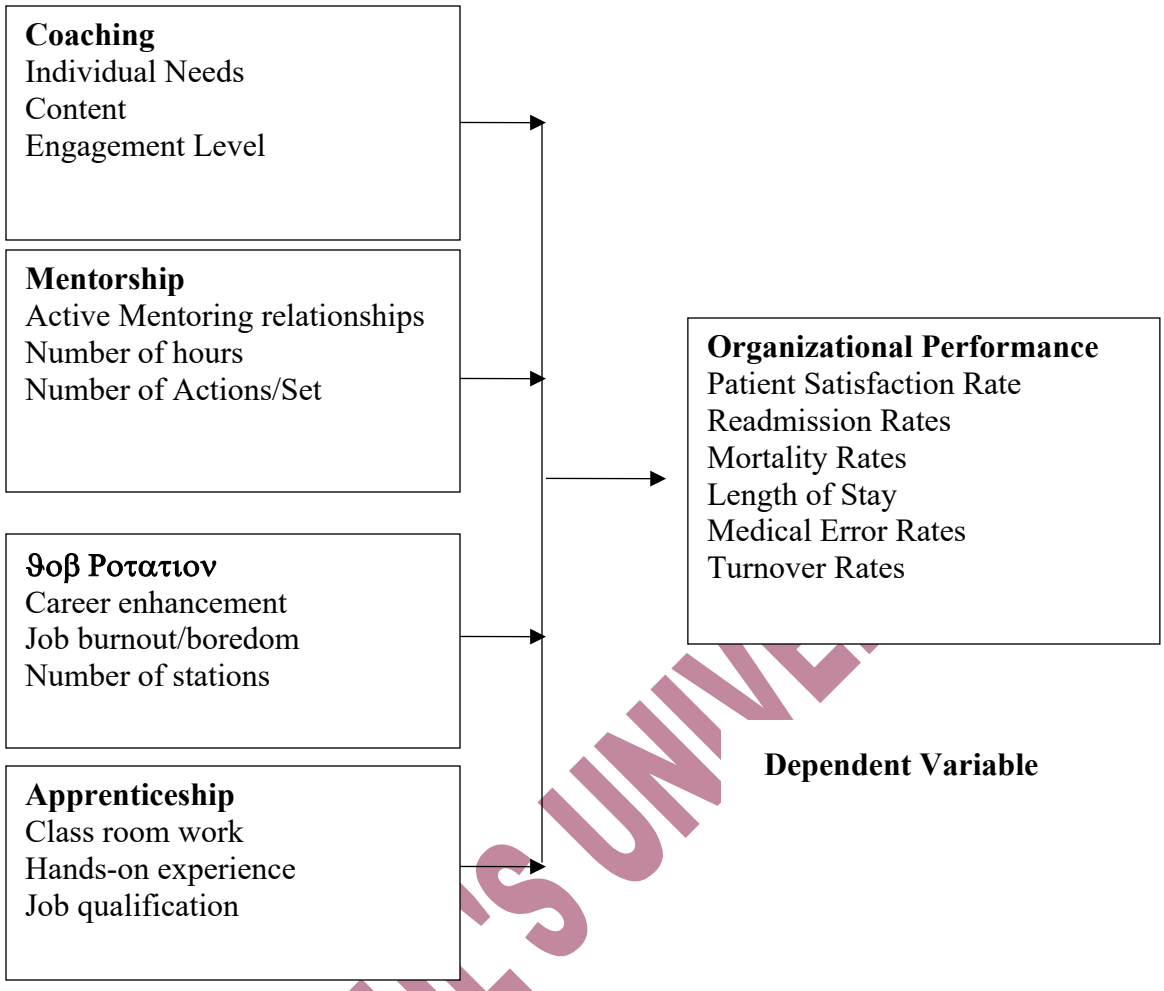


Figure 1: Conceptual Framework

Source: Author (2023)

2.6.1 Coaching

Coaching of employees is a valuable practice that aims to enhance their skills, performance, and overall professional development. It involves a collaborative and personalized approach in which a coach provides guidance, support, and feedback to help employees reach their full potential. Research conducted between 2019 and 2020 supports the effectiveness of coaching in improving organizational performance and job satisfaction. According to Jones and Woods (2019), coaching positively influences employee motivation, self-efficacy, and goal attainment. Another study by Grant et al. (2020) highlighted the positive impact of coaching on employee

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engagement and well-being. These findings emphasize the significance of coaching as a development tool that fosters growth, enhances skills, and boosts organizational performance. As the independent variable, on-the-job training was broken down into coaching, mentorship, job rotation and apprenticeship. Coaching was gauged by the attention paid to the individual needs of the employees in the process, the content of the coaching program as well as the engagement level.

2.6.2 Mentorship

Mentorship is a valuable approach in employee development that involves a supportive and guiding relationship between a more experienced individual (the mentor) and a less experienced individual (the mentee). According to Ragins et al. (2019), mentorship positively impacts employee career satisfaction, organizational commitment, and job performance. Additionally, mentorship significantly influences employee learning, skill development, and goal achievement. These findings underscore the importance of mentorship as a developmental tool that provides guidance, support, and opportunities for learning, which ultimately contribute to improved organizational performance and overall career success. Mentorship was measured through the number of active mentor relationships, the number of hours that each mentorship-protégé relationship lasts and the number of actions taken or objectives fulfilled.

2.6.3 Job Rotation

Job rotation is a practice where employees are systematically moved across different roles or departments within an organization (Sutrisno et al., 2023). It is aimed at broadening their skill sets, knowledge, and perspectives. According to Indaryani (2023), job rotation can positively impact organizational performance in several ways. It exposes employees to diverse tasks and responsibilities, allowing them to develop a more comprehensive understanding of the organization and its operations (Indaryani, 2023). This expanded knowledge base enables employees to contribute effectively to cross-functional collaborations and problem-solving efforts. Secondly, job rotation enhances employees' adaptability and agility, as they gain exposure to various work environments, teams, and challenges. This adaptability contributes to improved performance by enabling employees to handle changes, ambiguity, and new tasks more effectively. In this study, job rotation was measured using the number of job stations or

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experiences the employees are exposed to. In addition, the changes for career enhancements were also used to gauge job rotation.

2.6.4 Apprenticeship

Apprenticeship refers to a structured training program that combines on-the-job learning with formal education or training (Fendt et al., 2023). It involves a mentor or experienced professional guiding and instructing an apprentice in a specific trade or profession. Apprenticeship programs have a significant impact on organizational performance. They provide practical, hands-on experience that allows apprentices to acquire and develop job-specific skills and competencies (Portelli et al., 2020). This experiential learning enhances their ability to perform tasks effectively and efficiently. In addition, apprenticeships foster a deeper understanding of the industry or trade, as apprentices gain exposure to real-world scenarios and challenges. This comprehensive knowledge equips them with the necessary expertise to contribute to the organization's goals and objectives (Fendt et al., 2023). Apprenticeship was measured by the amount of class-room work, hands-on experience gained as well as the qualifications and skills obtained in the process.

2.6.5 Organizational Performance

Organizational performance is a multifaceted concept centered on how well an organization achieves its vision, mission, and goals (Leitão, Pereira & Gonçalves, 2019). It's crucial in strategic management, requiring executives to understand their organization's performance to make strategic decisions. Performance measurement involves both performance measures, which are metrics gauging the performance of an organization and performance referents, benchmarks used to interpret these metrics. For instance, a company's profit margin can be compared to previous years or industry averages to assess performance (Singh, Gupta, Busso & Kamboj. 2021).

The complexity of assessing organizational performance lies in the multidimensionality of performance metrics. Different measures and referents can present varying perspectives of an organization's performance (Singh *et al.,* 2021). For example, companies on the Fortune 500 list, while large in sales, may not show strong performance in stock price growth. This highlights the importance of considering multiple dimensions when assessing performance. However, the abundance of potential measures and referents can be overwhelming. To effectively manage this

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complexity, the balanced scorecard, developed by Kaplan and Norton (2019), provides a framework for tracking key performance measures across four dimensions: financial, customer, internal business process, and learning and growth. This approach helps managers balance financial metrics with other important measures to gain a comprehensive view of organizational performance and guides future improvements. Organizational performance was measured in this study using patient satisfaction rates, readmission rates, mortality rates, length of stay, medical error rates, and turnover rates.

2.7 Knowledge Gaps

Table 1: Summary of Knowledge Gaps

Author	Title	Main Findings	Gaps	Solve the gaps
Nuryanti, Masharyono and Fauziatunisa (2019)	The effect of coaching on employee performnce at PT. Sari Ater Hotel and Resort Subang	Coaching was responsible for 60.6% of the performance of employees	The study was conducted in Indonesia and, therefore constitutes a contextual gap.	The current study was conducted in Kenya
Ali, Lodhi, Raza and Ali (2018)	Influence of managerial coaching on job performance.	The study showed that coaching has a direct effect on the job performance of employees	The use of mediating variables such as job satisfaction and work engagement presents a conceptual gap.	The current study did not have any mediating variables.
Husein and Hanifah (2019)	Role of coaching as an intervening variable on the relationship between job satisfaction and organizational performance	The study also established that coaching performance significantly affects the performance of employees.	The study presents a conceptual gap since it investigated the intervening effect of coaching.	Coaching was used as an independe nt variable in the study.
Yang, Guo, Wang and Li (2019)	The mediating role of organizational and occupational embeddedness in the relationship between mentoring function and turnover intention.	The study showed that employees who have received mentoring successfully can easily embed in their organizations making employees reluctant to leave.	Given the study included a mediating variable, it presents a conceptual gap. In addition, the study was conducted on Chinese hotels and therefore constitutes a contextual gap.	The study was conducted in the health sector, at Kenyatta National Hospital
Uen, Chang, McConville and Tsai	The relationship between mentoring functions by	The study found that supervisory mentoring functions positively	The study was conducted in Taiwan and therefore constitutes	The current study was

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(2018)	supervisors and the innovation performance of newcomers.	and significantly affect the innovation of newcomers.	a contextual gap	conducted in Kenya.
Kirimi and Maende (2019)	Training methods and duration had any effect on training satisfaction.	The job rotation had a positive effect on training satisfaction.	The study was conducted in the hospitality industry and therefore, constitutes a contextual gap.	The study was conducted in the health sector, at Kenyatta National Hospital.
Kampkötter, Harbring and Sliwka (2018)	The determinants and performance effects of job rotation in the German banking and financial services sector.	The study found that lateral moves tend to be more frequent among low performers and that those who have been rotated between jobs tended to achieve higher performance in comparison to non-rotating employees	The study was conducted in the German financial industry and as such it presents a contextual gap.	The current was conducted in Kenya.
	The effect of training and development techniques on the performance of employees at the Ministry of labour and social protection.	The study established that coaching, job rotation, role-playing and apprenticeship positively and significantly affected the performance of employees.	Given the study was conducted on the Ministry of Labour as opposed to Kenyatta National Hospital, it presents a contextual gap.	The current study was conducted at the Kenyatta National Hospital.
Zayum, Aule and Teslim (2018)	The effect of training on the productivity of employees at the Benue State Ministry of Agriculture.	The study revealed that off-the-job training involving apprenticeship, mentoring, and job rotation affected the productivity of the employees within the organization	The study was conducted in Nigeria and, therefore presents a contextual gap.	The current study was conducted in Kenya.

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CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a detailed discussion of the research approach that was employed in the study. The chapter introduces the research design. Chapter 3 elaborates on the research approach that was employed to examine the connections between the variables examined, building upon the model and variables introduced in Chapter two. The chapter specifically addresses the concerns pertaining to the research design, target population, data collection procedures, sampling frame, and sampling strategies to be used. Furthermore, this part also covers the tools used for gathering data, the methodologies employed for data collecting, and the techniques employed for data analysis. Furthermore, the study addressed the ethical issues it employed.

3.2 Research Design

A research design is the plan or framework that is utilized to provide answers to research questions and provides guidance on how to collect, analyse and interpret the data and observations (Poth & Searle, 2021). The study adopted a cross-sectional research design. This research design is a type of research design that aims to explore the relationship between two or more variables. It focuses on determining the degree and direction of association or correlation between variables without establishing a cause-and-effect relationship (Seeram, 2019). Bloomfield and Fisher (2019) finds that the correlational research design is utilized when gathering data on the causal effects of training on organizational performance, and as such the correlational research design is suitable for the study.

3.3 Target Population

In the field of statistics, the term "target population" refers to the specific group of persons that a study intends to collect information from (Polit & Beck, 2010). In their work, Mugenda & Mugenda (2003) offer a succinct definition of the population as a well -defined group of humans, services, objects, or events that are the focus of study. The study included a total of 4,955 individuals who work at Kenyatta National Hospital, including both non-clinical and clinical staff. This included individuals who were working under contract as well as those who had

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permanent and pensionable employment conditions. The individuals employed in non-permanent and temporary roles were anticipated to leave the organization and were therefore excluded from the study. The entirety of objects being examined in any area of study is referred to as a universe or population. (Kothari, 2004). The target population is shown in the table below.

Table 2: Target Population

Top and Middle Level Management	Target population
Medical officers and specialists	231
Dentists	30
Pharmacists	10
Nurses	1725
Clinical Officers	63
Lab techs	144
Pharm. Technologists	42
Radiographers	28
Nutrition officers	57
Physiotherapists	67
Occupational therapists	41
Medical record officers	81
Public Health Officers	23
Total	**2,542**

Source: KNH (2023)

3.4 Sampling Technique and Sample Size

3.4.1 Sampling Technique

Sampling is the method of choosing units or objects from a population that is available in order to accurately generalise the findings to the target population (Orodho, 2009). The sampling technique in research entails the systematic selection of a subset of individuals from a larger population to partake in a study, with the objective of making inferences about the entire group. The process of selecting a sample, referred to as the sampling procedure, is crucial for achieving accurate and representative outcomes. There are two main categories of sampling methods: probability sampling, which involves random selection and allows for reliable statistical inferences about the entire population, and non-probability sampling, which is based on non-random selection factors such as convenience, making data collecting more convenient. This study adopted simple random sampling technique.

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This study used this technique because it is an effective technique for sampling the number of employees at Kenyatta Hospital due to its ability to provide a representative sample of the entire population. This technique ensures each employee has an equal chance of being selected, which helps in eliminating selection bias. Such a representative sample is crucial for obtaining accurate and generalizable insights about the hospital's workforce, such as demographic distributions, job satisfaction levels, or departmental staffing needs. Random sampling also enhances the validity and reliability of any research findings, as it reflects the true characteristics of the hospital's employee population, thus providing a solid basis for decision-making and policy formulation within the hospital.

3.4.2 Sample Size

A sample refers to a smaller group selected from a larger population (Kothari, 2004). The study computed a sample of personnel from KNH using the formula. The study used both simple random and stratified random sampling techniques to acquire the desired sample size. A sample size was determined using simple random sampling, which is dependent on the target population. Stratified random sampling is a method that divides the sample based on the target population in order to ensure that all the different subgroups are sufficiently represented in the sample size. The study adopted Yamane (1967) formula to estimate the sample size as follows (Israel, 1992).

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

Where:

n = sample size

N = population size

e = the level of precision

1 = Constant

n =2542/ 1+ 2542(0.05)^2

= 347 Respondents

The sample size was therefore as shown in Table 3 as follows.

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Table 3: Sample Size

Type of staff	Sample Size
Medical officers and specialists	17
Dentists	2
Pharmacists	1
Nurses	129
Clinical Officers	5
Lab techs	11
Pharm. Technologists	3
Radiographers	2
Nutrition officers	4
Physiotherapists	5
Occupational therapists	3
Medical record officers	6
Public Health Officers	2
Total	**347**

Source: KNH (2023)

3.5 Data Collection Instruments

In this study, the researcher adopted a structured questionnaire in order to collect quantitative information from the staff at the Kenyatta National Hospital who were involved in the study. A drop-and-pick method was adopted to issue the questionnaires and the researcher was assisted by two research assistants. A structured questionnaire was used in this study because they ensure that all participants receive the same questions in the same order, which helps to ensure consistency and standardization of the data collected. (Cheung, 2021). This helps reduce any bias. In addition, structured questionnaires are an efficient way to collect data from a large number of participants since they can be administered quickly and to a large group of people. Moreover, issuing questionnaires is often less expensive than other data collection methods, such as conducting interviews or focus groups (Phellas, Bloch & Seale, 2011). The study created structured questionnaires based on the study's objectives. The surveys were disseminated to KNH personnel. Questionnaires are suitable and efficient for expansive geographical areas (Sekaran & Bougie, 2016). According to Boynton and Greenhalgh (2004), questionnaires are appropriate for research purposes as they collect data that is not easily apparent, such as individuals' emotions, intentions, attitudes, achievements, and experiences.

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3.6 Data Collection Procedure

Before beginning data collection, the researcher got a research authorization letter from the University Graduate School and a permit from the National Research Authorization Agency (NACOSTI). The researcher then sought permission from the management of KNH to allow for data collection. Data was then collected with the help of two researchassistants.

3.7 Pilot Testing

Prior to the actual data collection exercise, the study conducted pilot testing on the research tool. The pilot test involved both validity testing and reliability testing, as discussed below. The piloting was conducted at Mama Lucy Kibaki hospital.

3.7.1 Validity of the Instrument

Both content validity testing and construct validity testing techniques were used to assess the questionnaire's validity. By making the questionnaire available for review to supervisors and other experts, content validity was achieved. Before launching it for real data collecting, the questionnaire would be modified in light of their feedback. Furthermore, the construct validity was assessed by doing Exploratory Factor Analysis (EFA) to verify Bartlett's Sphericity and Kaiser-Meyer-Olkin (KMO) values. Decision Rule: The construct is considered suitable if the Kaiser-Meyer-Olkin (KMO) value exceeds 0.5 and the Bartley significance is below 0.05. Williams, Osnman, and Brown (2010).

3.7.2 Reliability of the Instrument

Using Cronbach's alpha, the questionnaire's reliability was evaluated. Reliability, according to Creswell and Creswell (2017), is the possibility that, when a questionnaire is given to a responder twice as a data collecting tool, the results of the second interview was comparable to those of the first. In order to do this, the study took into account a Cronbach alpha coefficient of 0.7 or higher as the decision rule. According to Kothari and Gaurav (2014), items in the questionnaire with a Cronbach alpha (α) value of 0.7 or higher are considered reliable because of their relatively high internal consistency.

3.8 Data Analysis

Primary data gathered from the questionnaire was included in the quantitative data. SPSS was used for the analysis of quantitative data. Both descriptive and inferential statistics are used in

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quantitative data studies. The coefficient of variations, means, and standard deviation are all included in the descriptive statistics. The multiple regression model, Pearson correlation, and paired t-test are examples of inferential statistics. The degree and kind of the relationship between the training tactics and the work output of KNH personnel was ascertained through the use of Pearson correlation. The job rotation, coaching, mentorship, and apprenticeship are examples of on-the-job training practices.

To ascertain the relationship between coaching, mentoring, job rotation, and apprenticeship and organizational success, a multiple regression model was used. To evaluate how well the model fits the data, analysis of variance was employed. The multiple regression model's goodness of fit was assessed at a significant level of 0.05 using the F-ratios that F-calculated and F-critical that was produced in the ANOVA. The estimation model was in the form of;

$$\mathbf{Y= \beta_0+ \beta_1X_1 + \beta_2X_2+ \beta_3X_3+ \beta_4X_4 + \varepsilon}$$

Where;

Y= Organizational Performance

X_1 = Coaching

X_2 = Mentoring

X_3 = Job Rotation

X_4 = Apprenticeship

β_0 is a constant, which is the value of the dependent variable when all the independent variables are zero. β_1; i= 1,2,3,4, is the regression coefficients which measures the change induced by X_i; i=1, 2, 3, 4 on Y.

ε is the error term.

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3.9 Ethical Considerations

According to Arifin (2018), ethical concerns are the moral guidelines that the researcher must follow at every stage of the research design. All the books that the study was guided by were cited. The researcher sought a consent letter and an Ethical Review Board (ERB) form from the university. Before the study was carried out, a research permit from NACOSTI was applied for. Before being included in the study, each participant was asked to provide their informed consent and advised that they could withdraw from the study at any time. Every response was anonymous and handled with the utmost confidentiality. The data will only be accessible to the researcher and study participants.

In this study, the inclusion criteria involved all full-time employees of Kenyatta National Hospital, encompassing both clinical and non-clinical staff on permanent, pensionable, or long-term contract terms. This criterion was selected to ensure that the study reflects the perspectives of those with a stable and ongoing relationship with the hospital, who are more likely to be affected by training strategies. On the other hand, employees on casual or temporary terms were excluded as their transient nature in the organization might not adequately capture the long-term effects of training strategies on organizational performance. Regarding data handling, it involved a stringent process adhering to the Data Protection Act. This includes ensuring confidentiality during data collection by anonymizing participant details, securely storing data using encrypted digital formats during analysis, and disposing of data post-analysis through secure deletion methods. Data was analyzed using appropriate statistical methods to ensure the accuracy and reliability of results. After the conclusion of the study, all data will be permanently erased or destroyed to prevent any unauthorized access or use, maintaining the privacy and protection of the participants' information.

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CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis results, organized according to the study objectives. The outcomes are discussed in relation to the empirical literature reviewed in Chapter Two, and interpreted within the context of the conceptual framework. The chapter begins with an overview of the response rate and data reliability. Following this, results on the background information of the respondents are provided. Subsequently, the chapter details the descriptive, correlation, and regression analysis results.

4.2 Response Rate

The response rate for the study was established in order to ascertain the representation and the quality of responses for the conclusion of the study. The study administered a total of three hundred and forty seven (347) to the sampled 347 respondents. Table 4 shows a summary of the response rate and frequency of responses.

Table 4: Response Rate

Response	Frequency	Percentage
Returned	318	91.6
Unreturned	29	8.4
Total	**347**	**100**

Source: Field Data, 2021

The response rate results in Table 4 depicts that out of the 347 administered questionnaires, 318 were dully filled and returned, representing a response rate of 91.6%. The remaining 29 questionnaires, constituting 8.4%, were unreturned. This high response rate of 91.6% suggests that the study garnered a good representation of responses from the sampled respondents, providing a strong foundation for drawing conclusions from the collected data. Such a high response rate exceeds the conventionally accepted threshold for surveys, typically considered to be around 50% or higher, as stated by Orodho (2009). Furthermore, the observed response rate is consistent with the findings of Baruch (1999), who reported an average response rate of 65%. Consequently, the results obtained from this study are regarded as representative of the target population, enabling the generalization of findings and inferences drawn from the collected data.

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4.3 Pilot Test Results

4.3.1 Reliability Test Results

To assess the reliability of the data collection instrument employed in this study, a pilot study was conducted on 35 respondents, representing 10% of the main sample size. These respondents were subsequently excluded from the primary study to ensure the integrity of the main data collection process. The reliability results are presented in Table 5.

Table 5: Reliability Analysis

Variable	Number of items	α>0.7	Comments
Coaching	6	.879	Reliable
Mentorship	5	.729	Reliable
Job Rotation	5	.759	Reliable
Apprenticeship	6	.803	Reliable
Performance	6	.743	Reliable

The results in Table 5 show that the variables coaching, mentorship, job rotation, apprenticeship, and the dependent variable performance all exhibited Cronbach's alpha values above the acceptable range of 0.7, indicating high internal consistency and reliability among the items measuring each variable. Specifically, the coaching variable, with 6 items, had a Cronbach's alpha of 0.879, suggesting that the items measuring coaching are highly reliable. The mentorship variable, consisting of 5 items, had a Cronbach's alpha of 0.729, which falls within the acceptable range for reliability. Furthermore, the job rotation variable, comprising 5 items, had a Cronbach's alpha of 0.759, indicating high consistency and reliability among the items assessing this variable. Furthermore, the apprenticeship variable, with 6 items, exhibited a Cronbach's alpha of 0.803, demonstrating the reliability of the items measuring this construct. Finally, the dependent variable, performance, consisting of 6 items, had a Cronbach's alpha of 0.743, which exceeds the recommended threshold for reliability. With all variables having Cronbach's alpha values above the acceptable range (0.7), the items measuring the study variables were considered reliable, allowing for meaningful conclusions to be drawn from the collected data.

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4.3.2 Validity Test Results

Validity in relation to questionnaires refers to the ability of the research instruments to measure what it purports to measure (Graue, 2015). The research assessed the tool's material validity. Using a specialist in a specific field is the standard practice for determining the validity of the material of an instrument. The researcher requested opinions from the supervisor of the research project to assess the validity of the questionnaire's content. Prior to undertaking the real data collection, the supervisor's recommendations were implemented.

In Addition, the study used construct and content validity to ascertain the validity of the questionnaire that was administered to the respondents. This was because it ensured that the information being assessed closely ties to the conceptual framework for this study. Kaiser-Meyer-Olkin (KMO) was used to determine whether the responses generated were valid based on their values. For a data set to be regarded as valid and appropriate for statistical analysis, the value of KMO should be greater than .5 (Field, 2013). The results of the KMO and Bartlett's Test of Sphericity (significance) are summarized in Table 6.

Table 6: Validity Test

Variable	KMO	Significance
Coaching	.663	.000
Mentorship	.728	.000
Job Rotation	.746	.000
Apprenticeship	.558	.000
Performance	.737	.000

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The results presented in Table 6 demonstrate that the KMO values for all the variables; coaching, mentorship, job rotation, apprenticeship, and performance, were greater than 0.5, indicating a significantly high level of validity. Specifically, the coaching variable had a KMO value of 0.663, mentorship had a KMO value of 0.728, job rotation had a KMO value of 0.746, apprenticeship had a KMO value of 0.558, and performance had a KMO value of 0.737. Additionally, the Bartlett's Test of Sphericity showed a significance level of 0.000 ($p < 0.05$) for all the study variables. Consequently, these findings confirm the appropriateness and validity of

the collected data, enabling the researcher to proceed with further statistical analyses and draw meaningful conclusions.

4.4 Demographic Analysis

The respondents' demographic information was captured in the first section of the data collection instrument. The main aspects of the background information were analyzed. These included the gender of the respondent, age, length of service, and the highest level of education attained, and position held. These characteristics of the respondents were determined and had an effect on the findings. The demographics were essential for the discussion regarding the sample size composition.

4.4.1 Gender of the Respondent

The researcher sought to establish the gender of each respondent. The gender was necessary to establish the general gender composition of the respondents. The gender distribution results are presented in Figure 2.

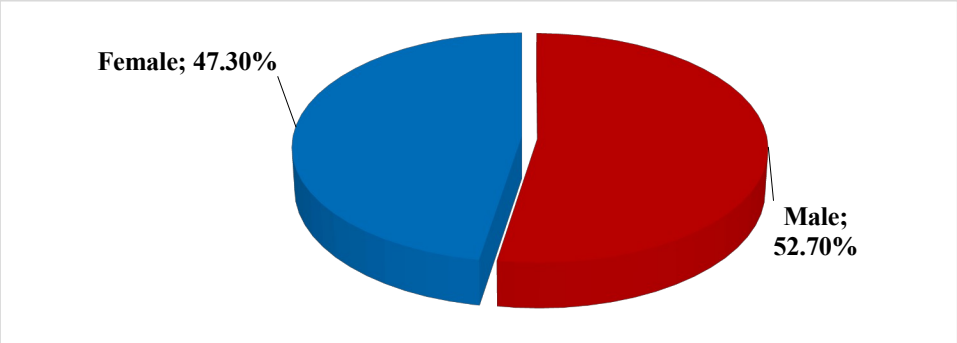


Figure 2: Gender of Respondent

The demographic results of the respondents indicate that the majority (52.70%) were male, while the remaining 47.30% were female. This gender distribution suggests a reasonably balanced representation of both genders in the sample, which is crucial for ensuring the validity and generalizability of the study's findings. Consequently, the study's outcomes have the potential to address the unique needs and preferences of both male and female employees, creating a more inclusive and effective approach to on-the-job training strategies and organizational performance improvement. This indicates that both males and females are well-represented within the workforce, implying that KNH has a diverse and inclusive workforce that encompasses employees of different genders. This diversity in the employee demographics at KNH is likely a

reflection of the hospital's commitment to equal opportunities and fair employment practices, ensuring that individuals are not discriminated against based on their gender during the recruitment and employment processes.

4.4.2 Age of the Respondent

The respondents were asked to indicate the age groups within which they fall and their responses were as presented in Figure 3.

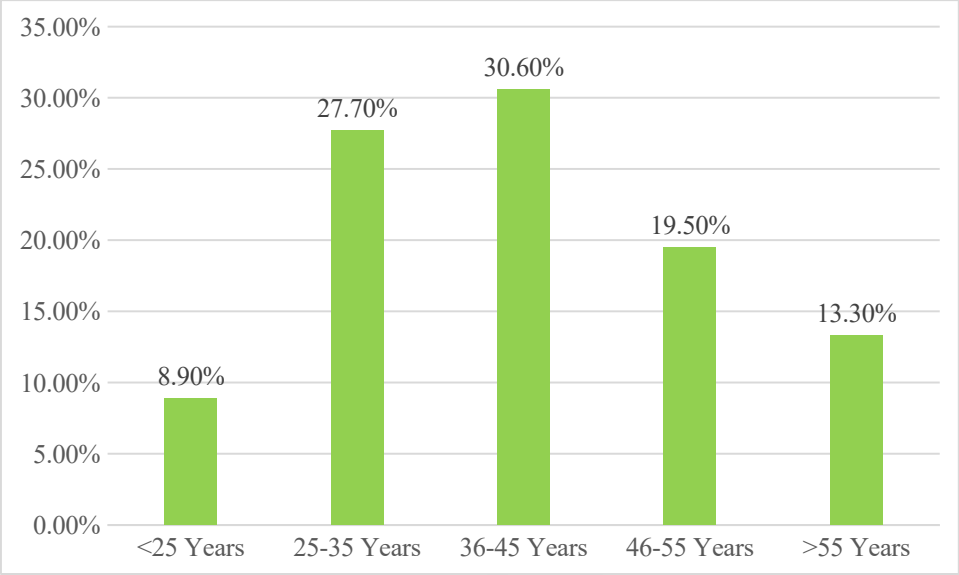


Figure 3: Age Distribution of Respondent

The results show that the largest age group among the respondents was 36-45 years old, representing 30.6% of the sample. This is closely followed by the 25-35 age group, accounting for 27.7% of the respondents. Together, these two age groups constitute nearly 60% of the sample, indicating a workforce skewed towards mid-career professionals. This age distribution suggests that most of the employees at KNH possess substantial experience and expertise in their respective fields, which is likely to influence their perspectives on the effectiveness of various on-the-job training strategies. Moreover, the presence of younger employees, with 8.9% of respondents aged below 25 years and an additional 19.5% aged between 46-55 years, points to the diversity of the workforce in terms of experience levels and career stages. This age diversity provides a comprehensive understanding of the training needs and preferences across different

age groups, enabling the development of tailored and effective on-the-job training strategies that cater to the varying requirements of employees at different stages of their careers.

4.4.3 Length of Service

The respondents were also asked to indicate how long they had worked at Kenyatta National Hospital. Their responses are presented in Figure 4.

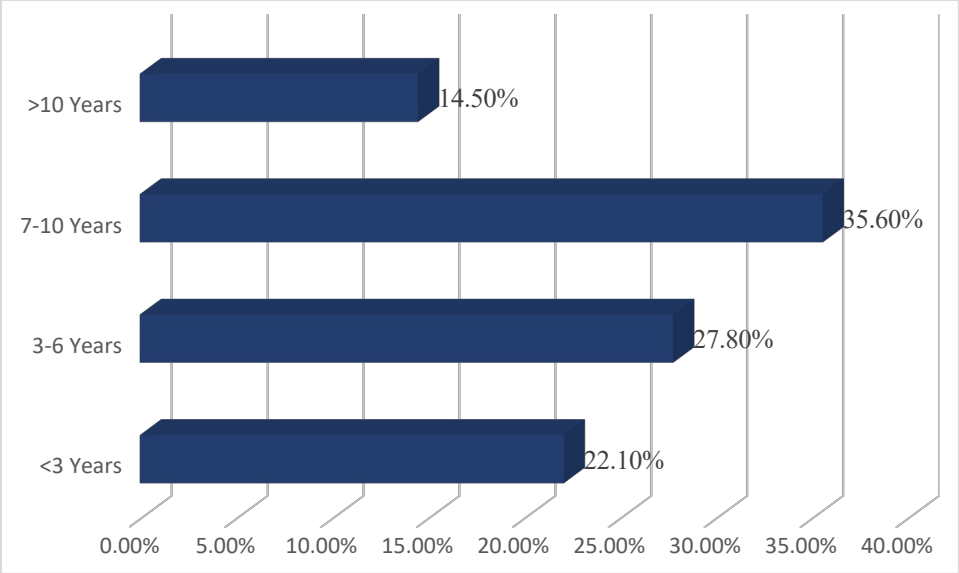


Figure 4: Length of Service

The results revealed that most of the respondents, constituting 35.6%, had worked at Kenyatta National Hospital for a period ranging from 7 to 10 years. This group is closely followed by those who had worked for 3 to 6 years, accounting for 27.8% of the respondents. The presence of a significant number of employees with several years of experience at Kenyatta National Hospital suggests that they have developed a deep understanding of the organization's operations, processes, and culture. This experience can potentially inform their perceptions and perspectives on the effectiveness of various on-the-job training strategies the hospital employs. Additionally, their tenure may have exposed them to different training programs and initiatives, allowing them to provide valuable insights based on their first-hand experiences. On the other hand, 22.1% of the respondents had worked at Kenyatta National Hospital for less than 3 years,

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representing a relatively newer segment of the workforce. This group may offer fresh perspectives and unique viewpoints on the on-the-job training strategies, as their experiences and expectations may differ from those of more tenured employees.

4.4.4 Highest Level of Education

The study aimed to understand the perceptions and comprehension levels of the respondents regarding the effect of on-the-job training strategies on organizational performance at Kenyatta National Hospital. To achieve this, the highest level of education attained by the respondents was considered a crucial factor. The respondents' highest level of education was included in the study as an indicator of their ability to comprehend and provide informed responses to the questions posed. It was presumed that individuals with higher educational qualifications would have a better understanding of the concepts and terminologies related to on-the-job training strategies and organizational performance. The respondents were asked to indicate their highest level of education, with the results presented in Figure 5.

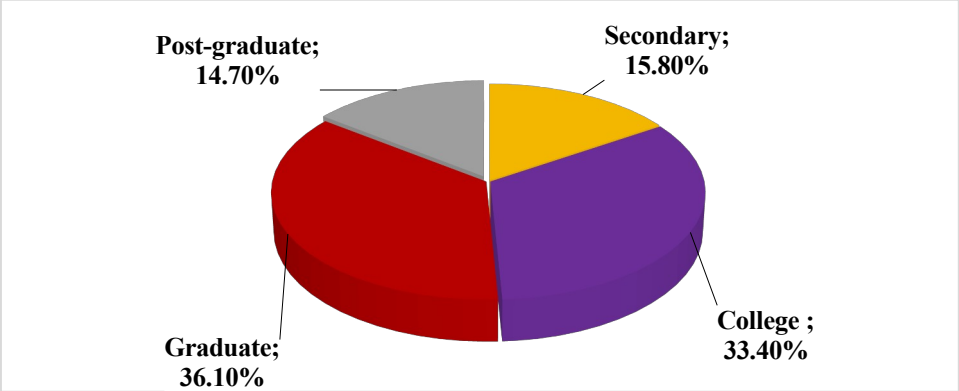


Figure 5: Highest Level of Education

The results showed that 15.80% of the respondents had attained a secondary level of education, 33.40% had completed college, 36.10% were graduates, and 14.70% held post-graduate qualifications. These findings indicated a diverse range of educational backgrounds among the respondents, which was expected to influence their understanding and responses to the survey questions. The implications of these results for the study on the effect of on-the-job training strategies on organizational performance at Kenyatta National Hospital are significant. With a substantial proportion of respondents having college and graduate-level education, it is presumed

that they had a better understanding of the concepts and terminologies related to on-the-job training strategies and organizational performance. This higher level of education among the majority of respondents likely contributed to more informed and accurate responses, enhancing the reliability of the study's findings. Additionally, the presence of respondents with secondary education, although smaller in percentage, provided a broader perspective, ensuring that the study captured a wide range of experiences related to the effectiveness of on-the-job training strategies within the hospital.

4.5 Descriptive Statistics Analysis

This section presents descriptive analysis results for each study variable, including coaching, mentorship, job rotation, apprenticeship and performance. The scale used was as follows: ***(5-Strongly Agree, 4-Agree, 3-Undecided, 2-Disagree, and 1-Strongly Disagree).***

4.5.1 Coaching

The first objective of the study was to examine the effect of coaching on performance of the Kenyatta National Hospital. The respondents were requested to indicate their levels of agreement or otherwise on statements relating to coaching as an aspect of on-the-job training strategies. The descriptive results are shown in Table 7.

Table 7: Descriptive Statistics on Coaching

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Dev.
The management promotes the benchmarking of employees to sharpen their skills.	6.40%	10.90%	0.00%	41.80%	40.90%	4.000	1.196
The training process is focused on the individual needs of every employee.	10.00%	9.10%	13.60%	35.50%	31.80%	3.700	1.282
Coaching process focuses on the daily job demands and is therefore helpful to employees.	8.20%	7.30%	12.70%	39.10%	32.70%	3.809	1.208
The coaching process is highly engaging and provides in-depth	6.40%	9.10%	20.90%	30.90%	32.70%	3.745	1.192

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hands-on training.							
The training method supported by the management at KNH influences the employees' morale and therefore improves their performance .	2.70%	7.30%	24.50%	40.90%	24.50%	3.773	0.992
Coaching programs provided by the hospital have made job of employees better.	7.30%	9.10%	30.00%	25.50%	28.20%	3.582	1.199
Overall Mean						**3.768**	

Based on the results in Table 7, the majority of the respondents (82.7%) agreed that the management promotes the benchmarking of employees to sharpen their skills. The responses had a mean of 4.000 and standard deviation of 1.196 further confirming that most of the respondents were in agreement with the statement and their responses were moderately spread about the mean response. The results also show that most of the respondents (67.3%) were in agreement with the statement that the training process was focused on the individual needs of every employee. The statement also had a mean and standard deviation of 3.700 and 1.282, respectively. This implies that most of the respondents were in agreement and their responses were relatively more spread about the mean response.

Further, based on the results most of the respondents (71.8%) agreed that the coaching process focuses on the daily job demands and is therefore helpful to employees. The responses yielded a mean of 3.809 and a standard deviation of 1.208. This suggests a moderate level of agreement among respondents, and their responses were moderately spread around the mean. The results also show that most of the respondents (63.6%) were convinced that the coaching process is highly engaging and provides in-depth, hands-on training, as was also depicted by a mean and standard deviation of 3.745 and 1.192 respectively. Additionally, the study found that most of the respondents (65.4%) were of the opinion that the training method supported by the management at Kenyatta National Hospital influences the morale of the employees and, therefore, improves their performance (Mean=3.773; Standard deviation=0.992).

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Finally, the study found that most of the respondents (53.7%) agreed with the statement that coaching programs provided by the hospital have made the job of employees better (Mean=3.582; Standard deviation=1.199). The responses on coaching yielded an average mean and standard deviation of 3.768 and 1.178 respectively. This implies that the respondents were generally in agreement with the statements under coaching as an aspect of on-the-job training strategies and their responses were spread uniformly about the mean response. This is consistent with the assertions of Nuryanti et al. (2019) that coaching accounted for 60.6% of employees' success.

4.5.2 Mentorship

The second objective of the study was to determine the effect of mentorship on the performance of the Kenyatta National Hospital. The respondents were requested to indicate their levels of agreement or otherwise on statements relating to mentorship as an aspect of on-the-job training strategies. The descriptive results are shown in Table 8.

Table 8: Descriptive Statistics on Mentorship

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Dev.
Management has a precise training timeline for the employees.	4.50%	10.90%	5.50%	43.60%	35.50%	3.945	1.124
New employees are assigned mentors to guide them at work.	7.30%	22.70%	8.20%	44.50%	17.30%	3.418	1.222
Each relationship lasts until the employee being mentored has learned	10.90%	28.20%	5.50%	41.80%	13.60%	3.191	1.289
The mentors are happy to give the employees training and guidance.	7.30%	13.60%	25.50%	39.10%	14.50%	3.400	1.119
The development of the training plan is a consultative initiative inclusive of both employees and the mentors.	12.70%	11.80%	19.10%	31.80%	24.50%	3.436	1.324
Overall Mean						**3.668**	

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Descriptive results in Table 8 depicts that majority of the respondents (79.1%) agreed that management had a precise training timeline for the employees. The responses had a mean of 3.945 and a standard deviation of 1.124, further confirming that most of the respondents were in agreement with the statement, and their responses were moderately spread about the mean response. This implies that the management at Kenyatta National Hospital has structured mentorship programs with defined timelines, which is essential for the effective training and development of employees. The results also show that most of the respondents (61.8%) were in agreement with the statement that new employees are assigned mentors to guide them at work. The statement had a mean of 3.418 and a standard deviation of 1.222. This suggests that while a majority agreed with the statement, there was a significant proportion who disagreed or were undecided. The implication is that the hospital may need to strengthen its mentorship program, particularly for new employees, to ensure they receive adequate guidance and support.

Further, based on the results, a moderate proportion of respondents (55.4%) agreed that each mentorship relationship lasts until the employee being mentored has learned. The responses yielded a mean of 3.191 and a standard deviation of 1.289. The relatively lower mean and higher standard deviation imply that there may be inconsistencies in the duration of mentorship relationships, and some employees may not receive mentorship until they are fully trained. The results also show that a moderate number of respondents (53.6%) were convinced that the mentors are happy to give the employees training and guidance, as depicted by a mean of 3.400 and a standard deviation of 1.119. The implication is that while some mentors are willing to provide guidance, there may be others who are less enthusiastic or motivated to mentor employees effectively.

Additionally, the study found that most of the respondents (56.3%) were of the opinion that the development of the training plan was a consultative initiative inclusive of both employees and the mentors (Mean=3.436; Standard deviation=1.324). The relatively high standard deviation suggests that there may be variations in the extent to which employees and mentors are involved in developing training plans. The responses on mentorship yielded an average mean and standard deviation of 3.668 and 1.218, respectively. This implies that the respondents were generally in agreement with the statements under mentorship as an aspect of on-the-job training strategies, but their responses were somewhat spread about the mean response. Based on these results, the hospital may need to review and strengthen its mentorship programs to ensure consistency and

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effectiveness in training and developing employees. These results agrees with the observations made by Yang et al. (2019) that employees who have received mentoring successfully can easily embed in their organizations, making employees reluctant to leave.

4.5.3 Job Rotation

The third objective of the study was to examine the effect of job rotation on the performance of the Kenyatta National Hospital. The respondents were requested to indicate their levels of agreement or otherwise on statements relating to job rotation as an aspect of on-the-job training strategies. The descriptive results are shown in Table 9.

Table 9: Descriptive Statistics on Job Rotation

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Dev.
New employees are taken around to learn different work.	32.70%	17.30%	25.50%	14.50%	10.00%	2.518	1.346
Job rotation helps to make employees more competitive and wholistic in their approach to healthcare at KNH.	8.20%	17.30%	10.90%	49.10%	14.50%	3.445	1.178
Rotation helps to prevent burnout or boredom from being at one station for an extended period.	19.10%	20.00%	24.50%	27.30%	9.10%	2.873	1.264
Employees are required to work in a number of departments periodically.	10.00%	17.30%	20.00%	42.70%	10.00%	3.255	1.161
The management encourages employees to learn form each other.	20.90%	28.20%	22.70%	19.10%	9.10%	2.673	1.257
Overall Mean						**2.953**	

These results show that half of the respondents (50%) disagreed or strongly disagreed that new employees are taken from one department to the other in order to learn different work. The responses had a mean of 2.518 and a standard deviation of 1.346, indicating that most

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respondents did not agree with the statement, and their responses were moderately spread about the mean. This implies that job rotation for new employees may not be a common practice at Kenyatta National Hospital, which is likely to limit their exposure and learning opportunities. In addition, the results show that most of the respondents (63.6%) agreed that job rotation helps to make employees more competitive and holistic in their approach to healthcare at KNH. The statement had a mean of 3.445 and a standard deviation of 1.178, suggesting a moderate level of agreement and a moderate spread of responses. The implication of this is that job rotation is perceived as beneficial for enhancing employees' competitiveness and holistic understanding of healthcare operations at KNH.

However, 39.1% disagreed that rotation helps to prevent burnout or boredom from being at one station for an extended period. The responses yielded a mean of 2.873 and a standard deviation of 1.264, indicating a relatively lower level of agreement and a moderate spread of responses. This implies that job rotation may not be perceived as an effective strategy for mitigating burnout or boredom among employees at KNH. The results also show that approximately half of the respondents (52.7%) agreed that employees are required to work in several departments periodically, as depicted by a mean of 3.255 and a standard deviation of 1.161. The implication of this is that while job rotation is practiced to some extent, it may not be a consistent or widespread practice across all departments or for all employees.

Additionally, the study found that a significant proportion of respondents (48.2%) disagreed or strongly disagreed that the management encourages group discussion of employees in their day-to-day operations to share experiences and learn from each other (Mean=2.673; Standard deviation=1.257). This implies that there may be limited opportunities for employees to engage in knowledge-sharing and learning from one another, which could hinder the effectiveness of job rotation as a training strategy. The responses on job rotation generally yielded an average mean and standard deviation of 2.953 and 1.241, respectively. This implies that the respondents were generally neutral or slightly disagreed with the statements under job rotation as an aspect of on-the-job training strategies, and their responses were moderately spread about the mean response. This calls for a review and strengthening of job rotation practices to enhance employee learning, development, and engagement at the hospital. According to Kampkötter et al. (2018), job rotation is a technique for companies to motivate and educate their employees' new skills by transferring them to different positions inside the organization. Kampkötter et al. (2018) added

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that organisations should implement job rotation for top performers, according to the study's results, but low performers shouldn't anticipate significant improvements in performance as a result.

4.5.4 Apprenticeship

The fourth objective of the study was to assess the effect of apprenticeship on the performance of the Kenyatta National Hospital. The respondents were requested to indicate their levels of agreement or otherwise on statements relating to apprenticeship as an aspect of on the-job training strategies. The descriptive results are shown in Table 10.

Table 10: Descriptive Statistics on Apprenticeship

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Dev.
The apprenticeship training involves a classroom-like instruction setting	20.00%	20.90%	20.00%	33.60%	5.50%	2.836	1.245
Apprenticeship enables employees to learn by doing and offers hands-on experience	25.50%	30.00%	20.90%	15.50%	8.20%	2.509	1.254
Apprenticeship improves one's job qualification and enhances their performance levels.	3.60%	26.40%	20.90%	40.90%	8.20%	3.236	1.049
The training plan describes the approach and activities required after the apprenticeship and involves some form of evaluation	11.80%	26.40%	18.20%	30.90%	12.70%	3.064	1.251
There is a career progression path that enables employees to strengthen their capabilities.	13.60%	22.70%	10.90%	39.10%	13.60%	3.164	1.303
There are well-established induction programmes for the new employees to acquire instructional	0.00%	7.70%	7.70%	46.20%	38.50%	4.154	0.872

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skills.	
Overall Mean	**2.962**

It is evident from the results in Table 10 that a moderate proportion of respondents (39.1%) agreed that the apprenticeship training involves a classroom-like instruction setting. However, a significant proportion (40.9%) disagreed with the statement. The responses had a mean of 2.836 and a standard deviation of 1.245, indicating a relatively lower level of agreement and a moderate spread of responses. This implies that while some apprenticeship programs may involve classroom instruction, there may be variations in the training approaches used.

The results also show that most respondents (55.5%) disagreed that apprenticeship enables employees to learn by doing and offers hands-on experience. The statement had a mean of 2.509 and a standard deviation of 1.254, suggesting a low level of agreement and a moderate spread of responses. The implication is that the apprenticeship programs at Kenyatta National Hospital may not provide sufficient practical, hands-on learning opportunities for employees.

On the other hand, a moderate proportion of respondents (49.1%) agreed that apprenticeship improves one's job qualifications and enhances their performance levels. The responses yielded a mean of 3.236 and a standard deviation of 1.049, indicating a moderate level of agreement and a relatively lower spread of responses. This implies that while apprenticeship programs may not be effectively implemented, they are perceived as beneficial for improving job qualifications and performance. The results also show that a moderate number of respondents (43.6%) agreed that the training plan describes the approach and activities required after the apprenticeship and involves some form of evaluation, as depicted by a mean of 3.064 and a standard deviation of 1.251. The implication is that while some apprenticeship programs may have structured training plans and evaluation processes, there may be inconsistencies or variations in the implementation.

Additionally, the study found that a moderate proportion of respondents (52.7%) agreed that there is a career progression path that enables employees to strengthen their capabilities (Mean=3.164; Standard deviation=1.303). However, the relatively high standard deviation suggests that there may be variations in the perceived availability or effectiveness of career progression paths for employees after completing apprenticeship programs. The results also show that a majority of respondents (84.7%) agreed that there are well-established induction

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programs for new employees to acquire instructional skills, as indicated by a mean of 4.154 and a relatively lower standard deviation of 0.872. This implies that the hospital has structured induction programs for new employees, which may support the apprenticeship training process.

These results on apprenticeship yielded an average mean and standard deviation of 2.962 and 1.220, respectively. This implies that the respondents were generally neutral or slightly disagreed with the statements under apprenticeship as an aspect of on-the-job training strategies, and their responses were moderately spread about the mean response. The hospital may need to review and strengthen its apprenticeship programs to ensure they provide practical, hands-on learning experiences and are effectively integrated with structured training plans, evaluation processes, and career progression paths for employees. These descriptive analysis results are in agreement with Vasanthi and Basariya (2019), who asserted that employees are the lifeblood of every company. An organization's training programme is an ongoing effort to improve employees' competence. Employee performance is enhanced by training. The success of every business in the long term hinges on how well its personnel do their jobs. Vasanthi and Basariya (2019) concluded that apprenticeship programmes should be actively pursued and made mandatory in order to encourage firms to provide training with the goal of raising employee performance.

4.5.5 Performance

The dependent variable of the study was the performance of the Kenyatta National Hospital. The respondents were requested to indicate their levels of agreement or otherwise on statements relating to performance and the descriptive results are shown in Table 11.

Table 11: Descriptive Statistics on Performance

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Dev.
The training methods adopted enable employees to progress in their careers.	3.60%	9.10%	12.70%	50.00%	24.50%	3.827	1.021
There is consistency in the levels of performance provided by the employees at KNH.	1.80%	8.20%	11.80%	42.70%	35.50%	4.018	0.986
Public confidence in KNH has been increasing in recent times.	3.60%	11.80%	20.00%	36.40%	28.20%	3.736	1.106
Employees are becoming	1.80%	14.50%	22.70%	30.00%	30.90%	3.736	1.106

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creative and innovative in the dispensation of their job descriptions.							
There is a career progression path that enables employees to strengthen their capabilities.	7.30%	24.50%	9.10%	43.60%	15.50%	3.355	1.216
Most employees in the organization achieves their operational targets	3.60%	13.60%	13.60%	40.90%	28.20%	3.764	1.116
Overall Mean						**3.739**	

Based on the results in Table 11, the majority of respondents (74.5%) agreed that the training methods adopted enable employees to progress in their careers. The responses had a mean of 3.827 and a standard deviation of 1.021, indicating a high level of agreement and a moderate spread of responses. This implies that the training strategies implemented at the hospital are perceived as effective in supporting employees' career growth and advancement. The results also show that most respondents (78.2%) agreed that there is consistency in the levels of performance provided by employees at KNH. The statement had a mean of 4.018 and a standard deviation of 0.986, suggesting a high level of agreement and a relatively lower spread of responses. The implication is that the hospital has achieved a consistent level of employee performance, which is crucial for maintaining high-quality healthcare services.

Furthermore, a significant proportion of respondents (64.6%) agreed that public confidence in KNH has been increasing in recent times. The responses yielded a mean of 3.736 and a standard deviation of 1.106, indicating a moderate to high level of agreement and a moderate spread of responses. This implies that the hospital's performance and service delivery have improved, leading to enhanced public trust and confidence. The results also show that most respondents (60.9%) agreed that employees are becoming creative and innovative in the dispensation of their job descriptions, as depicted by a mean of 3.736 and a standard deviation of 1.106. This suggests that the training strategies and work environment at the hospital are fostering employee creativity and innovation, which can contribute to improved performance and service delivery.

However, a moderate proportion of respondents (59.1%) agreed that there is a career progression path that enables employees to strengthen their capabilities (Mean=3.355; Standard

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deviation=1.216). The relatively lower mean and higher standard deviation imply that while some employees perceive opportunities for career progression, others may not have a clear or well-defined career path, which could affect their motivation and performance. Additionally, the study found that most respondents (69.1%) agreed that most employees in the organization achieve their operational targets (Mean=3.764; Standard deviation=1.116). This implies that the training strategies and performance management systems in place are effective in enabling employees to meet their targets and contribute to the hospital's overall performance.

In general, the responses on performance yielded an average mean and standard deviation of 3.739 and 1.092, respectively. This implies that the respondents generally agreed that the training strategies implemented at Kenyatta National Hospital have positively impacted employee performance, career progression, and public confidence in the institution. However, there may be areas for improvement, particularly in providing clear career progression paths and fostering consistent innovation and creativity across all employees. Zhang et al. (2020) emphasize the importance of innovation in driving organizational performance, suggesting that the ability to innovate is crucial for long-term success. The significance of organizational performance also lies in its impact on stakeholder value (Singh & Misra, 2021). Research by Smith (2020) demonstrates that companies with higher performance metrics tend to deliver better returns to shareholders. The same sentiments are further echoed by Leggat, Liang & Howard, 2020), who note that high-performing organizations are better positioned to attract and retain top talent, which in turn contributes to sustained success. In line with this, the work of Brown and Green (2020) reveals that employee satisfaction and engagement are critical factors that influence organizational performance, underscoring the human element in driving business success.

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4.6 Inferential Analysis Results

This section presents both correlation and regression results on the relationship between onthe-job training strategies on the organizational performance of Kenyatta National Hospital. The correlation analysis helps determine the strength and direction of the association between each training strategy and performance, allowing the hospital to identify the most influential strategies. Building upon this, the regression analysis quantifies the effect of each strategy on performance while controlling for other variables, enabling the identification of their relative importance and contribution in predicting organizational performance variations.

4.6.1 Correlation Analysis Results

The study conducted correlation analysis to ascertain the association between the independent variables (coaching, mentorship, job rotation and apprenticeship) on the performance of KNH. The correlation coefficient was computed and used to test whether there existed interdependency between independent variables and also whether the independent variables were associated to the dependent variable. The results of the correlation in the study are as presented in Table 12.

Table 12: Correlation Matrix

		Performance	Coaching	Mentorship	Job Rotation	Apprenticeship
Performance	Pearson Correlation	1.000				
	Sig. (2-tailed)					
Coaching	Pearson Correlation	.631**	1.000			
	Sig. (2-tailed)	0.000				
Mentorship	Pearson Correlation	.597**	.591**	1.000		
	Sig. (2-tailed)	0.000	0.000			
Job Rotation	Pearson Correlation	.702**	.682**	.673**	1.000	
	Sig. (2-tailed)	0.000	0.000	0.000		
Apprenticeship	Pearson Correlation	.546**	.459**	.558**	.655**	1.000
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	

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

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The correlations results, as presented in Table 12 depicts that there was a strong positive and significant correlation between coaching and performance at Kenyatta National Hospital ($r=0.631$, $p<0.01$). This implies that an improvement in coaching strategies is associated with better organizational performance. These findings are corroborated by a study by Kim, Egan, and Tolson (2015), which found that effective coaching programs can significantly enhance employee performance, job satisfaction, and organizational commitment in healthcare settings. Additionally, the results show a moderate positive and significant correlation between mentorship and performance ($r=0.597$, $p<0.01$). This suggests that mentorship programs are

associated with improved organizational performance at KNH. These findings are consistent with a study by Zerzan, Hess, Schur, Phillips, and Rigotti (2019), which concluded that formal mentorship programs can positively affect employee productivity, job satisfaction, and organizational commitment in healthcare organizations.

Similarly, job rotation exhibited a strong positive and significant correlation with performance ($r=0.702$, $p<0.01$). This indicates that job rotation strategies are strongly associated with better organizational performance at KNH. These results are consistent with a study by Campion, Cheraskin, and Stevens (2024), which found that job rotation can enhance employee skill development, job satisfaction, and organizational commitment, ultimately leading to improved performance.

Moreover, apprenticeship showed a moderate positive and significant correlation with performance ($r=0.546$, $p<0.01$), implying that effective apprenticeship programs are associated with better organizational performance at KNH. These findings are supported by a study by Mukhalalati and Taylor (2019), which highlighted the positive effect of well-structured apprenticeship programs on employee skill development, knowledge transfer, and overall organizational performance in the healthcare sector. These correlation results suggests that all four aspects of on-the-job training strategies (coaching, mentorship, job rotation, and apprenticeship) are positively and significantly associated with organizational performance at Kenyatta National Hospital. These findings points to the importance of implementing comprehensive and effective on-the-job training programs to enhance employee development and ultimately improve organizational performance in healthcare settings.

4.6.2 Regression Analysis Results

Regression analysis is a set of statistical methods used for the estimation of relationships between a dependent variable and one or more independent variables. For this study regression analysis was conducted to establish the statistical significance and relationship between the independent variables (coaching, mentorship, job rotation, and apprenticeship) and performance at Kenyatta National Hospital. This sub-section provides multiple regression results on the effect of on-the-job training strategies on organizational performance of Kenyatta National Hospital. Tables 13, 14 and 15 present the model summary, ANOVA, and regression of coefficient results, respectively.

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Table 13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.792a	0.627	0.612	0.48674

a Predictors: (Constant), Apprenticeship, Job Rotation, Coaching, Mentorship

The model summary in Table 13 presents the overall strength of the regression model. The coefficient of determination (R-squared) value of 0.627 indicates that the independent variables (coaching, mentorship, job rotation, and apprenticeship) collectively explains 62.7% of the variation in organizational performance at Kenyatta National Hospital. The results revealed R-value of 0.792, showing that there was positive association between the independent variables and the dependent variable. The adjusted R-squared value of 0.612 further indicates that these independent variables account for 61.2% of the variation in performance when adjusted for the number of predictors in the model. This implies that the on-the-job training strategies used in this study have a significant effect on the hospital's performance, explaining a significant portion of its variability. However, the remaining 38.8% of the variation in performance can be attributed to other factors not included in the current model. The standard error of the estimate, as shown in the model summary, is 0.48674. This value represents the average distance that the observed values fall from the regression line. It indicates the typical error in predicting the dependent variable (organizational performance at Kenyatta National Hospital) based on the independent variables (coaching, mentorship, job rotation, and apprenticeship). A lower standard error suggests that the model's predictions are more accurate, while a higher value indicates that the predictions deviate more from the actual data points. In this case, the standard error of 0.48674 suggests moderate prediction accuracy.

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Table 14: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	42.286	4	10.571	133.810	.000[b]
	Residual	24.876	313	0.079		
	Total	67.162	317			

a. Dependent Variable: Performance
b. Predictors: (Constant), Apprenticeship, Job Rotation, Coaching, Mentorship

The ANOVA results presented in Table 14 indicates the overall significance of the regression model. The F-statistic value of 133.810 with a corresponding p-value of 0.000 (less than 0.05) indicates that the regression model was statistically significant in explaining the relationship between the independent variables and performance. This means that the independent variables (coaching, mentorship, job rotation, and apprenticeship) collectively have a significant effect on the dependent variable (organizational performance) at Kenyatta National Hospital. The significant ANOVA results justify the use of the regression model and provide evidence that at least one of the independent variables is a significant predictor of organizational performance.

Table 15: Multiple Regression of Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.679	0.251		2.672	0.007
	Coaching	0.198	0.075	0.223	2.647	0.008
	Mentorship	0.047	0.084	0.053	0.568	0.575
	Job Rotation	0.415	0.100	0.437	4.149	0.000
	Apprenticeship	0.172	0.086	0.179	2.017	0.046

a. Dependent Variable: Performance

The regression model, therefore became;

$$\mathbf{Y = 0.679 + 0.198X_1 + 0.047X_2 + 0.415X_3 + 0.172X_4}$$

Where:

Y = Performance

X_1= Coaching

X_2 = Mentorship

X_3 = Job Rotation

X_4= Apprenticeship

Regression coefficients in Table 15 show that coaching had a positive and significant effect on performance ($\beta = 0.198$, $p = 0.008 < 0.05$). This was supported by a calculated t-statistic of 2.647, which was greater than the critical t-statistic of 1.96, further confirming the significance.

The result implies that a unit improvement in coaching is expected to result in an improvement in performance by 0.198 units. This suggests that coaching is an effective strategy for enhancing performance. The results are consistent with findings by Grant and Cavanagh (2017), who indicated that coaching leads to better individual performance, which, in turn, improves overall organizational outcomes. The implication is that organizations should invest in coaching programs to boost employee performance.

Additionally, the results show that mentorship had a positive but insignificant effect on performance ($\beta = 0.047$, $p = 0.575 > 0.05$). This was supported by a calculated t-statistic of 0.568, which was less than the critical t-statistic of 1.96, further confirming the insignificance. The result implies that a unit improvement in mentorship results in an improvement in performance by 0.047 units insignificantly. This suggests that mentorship, in this context, does not significantly affect performance. These results are consistent with the conclusion by Allen and Eby (2019) that while mentorship provides support and guidance, its direct effect on performance may vary based on other factors, such as organizational culture and the quality of the mentor-mentee relationship. The implication is that mentorship programs should be carefully designed to ensure they effectively contribute to performance.

Further, the results indicate that job rotation had a positive and significant effect on performance ($\beta = 0.415$, $p = 0.000 < 0.05$). This was supported by a calculated t-statistic of 4.149, which was greater than the critical t-statistic of 1.96, further confirming the significance. The result implies that a unit improvement in job rotation results in an improvement in performance by 0.415 units. This suggests that job rotation is a highly effective strategy for improving performance. The results align with the assertions by Campion, Cheraskin, and Stevens (2014) that job rotation increases employee skills and knowledge, leading to better performance. The implication is that organizations should consider implementing job rotation programs to enhance employee skills and overall performance.

Finally, the results show that apprenticeship had a positive and significant effect on performance ($\beta = 0.172$, $p = 0.046 < 0.05$). This was supported by a calculated t-statistic of 2.017, which was greater than the critical t-statistic of 1.96, further confirming the significance. The result implies that a unit improvement in apprenticeship results in an improvement in performance by 0.172 units. This suggests that apprenticeship is an effective method for enhancing performance. The

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results concur with the findings of Fuller and Unwin (2019), who found that apprenticeships provide practical experience and skills that significantly contribute to performance improvement. The implication is that organizations should invest in apprenticeship programs to build a skilled workforce and improve performance.

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CHAPTER FIVE: DISCUSSION OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a discussion of the findings, conclusions, and recommendations of the study. Firstly, the summary of the entire study is presented. The conclusion and recommendations are presented as per the study objectives.

5.2 Discussion of the Findings of the Research Study

The purpose of this study was to determine the effect of on-the-job training strategies on organizational performance at Kenyatta National Hospital. The study was guided by four specific objectives: to examine the effect of coaching on performance, to determine the effect of mentorship on performance, to assess the effect of job rotation on performance, and to examine the effect of apprenticeship on performance. The empirical review aimed to identify research gaps and was anchored on Knowledge-Based Theory, Human Capital Theory, and Social Learning Theory. A descriptive research design was employed, targeting a population of 4,955 employees at Kenyatta National Hospital. The summary of key findings is presented according to the objectives. The findings revealed coefficient of determination (R-squared) value of 0.627 indicates that the independent variables (coaching, mentorship, job rotation, and apprenticeship) collectively explains 62.7% of the variation in organizational performance at Kenyatta National Hospital. The adjusted R-squared value of 0.612 further indicates that these independent variables account for 61.2% of the variation in performance when adjusted for the number of predictors in the model. This implies that the on-the-job training strategies used in this study have a significant effect on the hospital's performance, explaining a significant portion of its variability. However, the remaining 38.8% of the variation in performance can be attributed to other factors not included in the current model.

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5.2.1 Coaching

The first objective of the study was to examine the effect of coaching on the performance of the Kenyatta National Hospital. Based on the descriptive statistics results, most respondents considered coaching as a crucial aspect of enhancing performance at Kenyatta National Hospital. The study revealed that a significant proportion of respondents acknowledged the importance of

coaching in improving their job-related skills and competencies. Specifically, majority of the respondents indicated that regular coaching sessions helped them understand their roles better and perform their tasks more efficiently. Furthermore, most of the respondents agreed that coaching contributed to their professional growth and career development, which in turn enhanced their performance at the hospital.

Correlation analysis results revealed a strong positive and significant association between coaching and performance at Kenyatta National Hospital at the five percent level of significance. This indicates that improvements in coaching practices are associated with enhanced performance among hospital employees. The regression analysis results further confirmed that coaching had a positive and significant effect on the performance of Kenyatta National Hospital. This implies that a unit improvement in coaching is expected to result in an improvement in performance.

5.2.2 Mentorship

The second objective of the study was to examine the effect of mentorship on the performance of Kenyatta National Hospital. The descriptive statistics results revealed that most of the respondents considered mentorship as an essential component in enhancing performance at the hospital. The study revealed that a substantial proportion of respondents recognized the significance of mentorship in their professional development. Majority of the respondents indicated that mentorship programs provided them with valuable guidance and support, helping them to navigate their roles more effectively. Additionally, most of the respondents agreed that having a mentor improved their job satisfaction and motivation, which positively influenced their performance at the hospital.

Correlation analysis results demonstrated a positive but not statistically significant association between mentorship and performance at Kenyatta National Hospital. This suggests that while mentorship is perceived positively and is associated with enhanced performance, other factors might also play significant roles in determining performance. The regression analysis results further showed that mentorship had a positive but not statistically significant effect on the performance of Kenyatta National Hospital. This implies that although mentorship contributes to performance improvements, its impact was not strong enough to be statistically significant in this study. These findings indicate that mentorship is viewed positively by employees at Kenyatta

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National Hospital and contributes to their professional development and job satisfaction. However, its direct effect on performance was not statistically significant, suggesting the need for optimizing mentorship programs to better align with performance metrics.

5.2.3 Job Rotation

The third objective of the study was to examine the effect of job rotation on the performance of Kenyatta National Hospital. Based on the descriptive statistics results, the study revealed that most respondents acknowledged the importance of job rotation in enhancing performance. The study found that most of the respondents agreed that job rotation helps to make employees more competitive and holistic in their approach to healthcare. This indicates a moderate level of agreement among respondents, suggesting that job rotation is perceived as beneficial for improving employees' skills and understanding of different hospital functions.

Correlation analysis results demonstrated a strong positive and significant association between job rotation and performance at Kenyatta National Hospital. This suggests that improvements in job rotation practices are strongly associated with enhanced organizational performance. Job rotation can significantly improve employee skills, job satisfaction, and overall performance in the financial services industry. The strong correlation found in this study underscores the importance of implementing effective job rotation strategies to boost employee performance and organizational outcomes. The regression analysis results further confirmed that job rotation had a positive and significant effect on the performance of Kenyatta National Hospital. This implies that a unit improvement in job rotation results in an improvement in performance by 0.415 units. The significant effect of job rotation on performance in this study highlights the critical role that job rotation plays in developing employee capabilities and enhancing overall organizational efficiency. The results indicate that job rotation is a vital component of on-the-job training strategies that significantly affect the performance of employees at Kenyatta National Hospital. The positive association and significant effect of job rotation on performance suggest that regular and structured job rotation programs can lead to substantial improvements in employee skills, job satisfaction, and organizational outcomes.

5.2.4 Apprenticeship

The fourth objective of the study was to assess the effect of apprenticeship on the performance of Kenyatta National Hospital. Based on the descriptive statistics results, the study revealed that a

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moderate proportion of respondents acknowledged the role of apprenticeship in enhancing performance. Specifically, a good number of respondents agreed that apprenticeship training involves a classroom-like instruction setting, while some of them disagreed, indicating mixed perceptions about the structure of apprenticeship programs. This implies that while some apprenticeship programs may involve classroom instruction, there may be variations in the training approaches used.

Correlation analysis results showed a moderate positive and significant association between apprenticeship and performance at Kenyatta National Hospital. This indicates that improvements in apprenticeship programs are associated with enhanced organizational performance. These findings indicate the positive effect of well-structured apprenticeship programs on employee skill development, knowledge transfer, and overall organizational performance in the healthcare sector. The moderate correlation found in this study underscores the importance of implementing effective apprenticeship strategies to boost employee performance and organizational outcomes. The regression analysis results further confirmed that apprenticeship had a positive and significant effect on the performance of Kenyatta National Hospital. This implies that a unit improvement in apprenticeship results in an improvement in performance. The significant effect of apprenticeship on performance in this study highlights the critical role that apprenticeships play in developing employee capabilities and enhancing overall organizational efficiency. This indicates that indicate that apprenticeship is a vital component of on-the-job training strategies that significantly affects the performance of employees at Kenyatta National Hospital. The positive association and significant effect of apprenticeship on performance suggest that structured and practical apprenticeship programs leads to improvements in employee skills, job satisfaction, and organizational outcomes.

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5.3 Conclusion of the Study

5.3.1 Coaching

Based on the findings, this study concludes that on-the-job training strategies, including coaching, mentorship, job rotation, and apprenticeship, significantly affect the organizational performance of Kenyatta National Hospital. The findings shows the importance of these training strategies in enhancing employee skills, job satisfaction, and overall hospital efficiency, thereby contributing to better healthcare delivery and organizational outcomes. Coaching is a highly

effective strategy for improving employee performance at Kenyatta National Hospital. Coaching provides employees with the necessary guidance, support, and feedback to enhance their skills and competencies. The significant positive effect of coaching on performance suggests that regular and structured coaching programs should be an integral part of the hospital's training and development initiatives. Investing in coaching can lead to substantial improvements in employee performance and, consequently, the overall efficiency and effectiveness of the hospital.

5.3.2 Mentorship

Additionally, while mentorship is recognized as beneficial for professional development and job satisfaction, its direct effect on performance was not statistically significant in this study. This suggests that mentorship programs at Kenyatta National Hospital may need to be optimized to better align with performance metrics. Enhancing the quality of mentor-mentee relationships and ensuring that mentorship programs are closely integrated with performance improvement strategies can help maximize their effect. Effective mentorship can provide valuable career guidance and support, leading to improved job satisfaction and retention.

5.3.3 Job Rotation

Furthermore, job rotation is a critical component of on-the-job training that significantly enhances employee performance. The practice of rotating employees through different departments helps them develop a diverse skill set and a comprehensive understanding of hospital operations. This not only improves individual performance but also fosters collaboration and innovation within the hospital. Therefore, Kenyatta National Hospital should continue to invest in and expand its job rotation programs to maintain high levels of employee adaptability and organizational efficiency.

5.3.4 Apprenticeship

Furthermore, the study concludes that apprenticeship programs are essential for providing practical skills and hands-on experience that directly contribute to employee performance. The positive effect of apprenticeship on performance highlights the importance of structured and practical training programs that equip employees with the necessary competencies to perform their roles effectively. Expanding apprenticeship programs to cover more roles within the hospital can help build a more skilled and competent workforce, leading to better healthcare

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outcomes and organizational performance. Investing in effective coaching, mentorship, job rotation, and apprenticeship programs, the hospital can enhance employee performance, job satisfaction, and organizational efficiency. These training strategies are crucial for developing a skilled and adaptable workforce capable of meeting the dynamic demands of healthcare delivery.

5.4 Recommendations of the Study

In view of the findings and the conclusions, this study makes the following recommendations:

5.4.1 Coaching

The Human Resources (HR) management at Kenyatta National Hospital should prioritize the enhancement of coaching programs. Given the significant positive effect of coaching on performance, HR should ensure regular, structured coaching sessions that focus on skill development, performance feedback, and career guidance. Coaches should be well-trained and equipped with the necessary tools to effectively mentor employees, ensuring that coaching is aligned with organizational goals and individual development plans.

5.4.2 Mentorship

Additionally, the HR department at KNH should optimize mentorship programs by selecting qualified mentors, clearly defining mentorship goals, and integrating mentorship with performance metrics. This should involve regular mentor-mentee evaluations and feedback sessions to ensure that the mentorship process effectively contributes to performance improvements. The HR team should also provide resources and support to mentors to enhance their mentoring capabilities. Additionally, management of KNH should consider expanding job rotation programs to include more departments and roles, ensuring a diverse and comprehensive exposure for employees. This will improve individual competencies and foster a more collaborative and innovative organizational culture. HR should develop a structured job rotation plan that identifies key roles for rotation, sets clear objectives, and monitors the progress and outcomes of the rotations.

5.4.3 Job Rotation

The Kenyatta National Hospital should implement regular and structured job rotation programs as a strategic component of their employee development initiatives. These programs should be designed to enhance employees' skills and understanding of various hospital functions, thereby

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making them more competitive and holistic in their approach to healthcare. To maximize the benefits of job rotation, the hospital should ensure that rotations are well-planned and aligned with individual career development plans, providing opportunities for employees to gain diverse experiences and competencies. Additionally, regular feedback and support should be provided to employees undergoing job rotation to maintain high levels of job satisfaction and performance. By prioritizing job rotation, Kenyatta National Hospital can foster a more versatile and skilled workforce, ultimately leading to improved organizational efficiency and patient care outcomes.

5.4.4 Apprenticeship

The study further recommends that policymakers in the Ministry of Health should advocate for and support the development of structured apprenticeship programs. These programs provide essential hands-on experience and practical skills that are crucial for effective performance. Policies should be put in place to ensure that apprenticeships are well-funded, standardized, and accessible to a broad range of roles within healthcare institutions. This should include financial incentives for hospitals that implement comprehensive apprenticeship programs. Similarly, policymakers should develop comprehensive training policies that mandate regular coaching, mentorship, job rotation, and apprenticeship programs in public healthcare institutions. These policies should include guidelines for implementation, monitoring, and evaluation to ensure consistency and effectiveness across different hospitals and regions. The Ministry of Health should work with healthcare institutions to establish best practices and benchmarks for training programs.

Furthermore, the findings of this study contributes to Human Capital Theory and Social Learning Theory. The positive effect of coaching, job rotation, and apprenticeship on performance supports the idea that investment in employee development is crucial for organizational success. Theories should incorporate these empirical findings to emphasize the practical applications of training strategies in enhancing performance. Furthermore, the mixed results on mentorship suggest a need for further theoretical exploration into the conditions under which mentorship is most effective, potentially refining existing models to better capture these dynamics.

5.5 Recommendation for Further Research

This study focused on determining the effect of on-the-job training strategies on organizational performance at Kenyatta National Hospital. The findings indicated that the independent variables

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in the study, which included coaching, mentorship, job rotation, and apprenticeship, jointly explained 62.7 percent of the variation in the performance of Kenyatta National Hospital. It is thus important that further research is conducted to identify other variables related to on-the-job training that are responsible for the remaining 37.3% unexplained variation in performance. In addition, it is suggested that a similar study be conducted in other organizations, especially in the private healthcare sector, and the findings compared with those of the current study. This comparative approach will provide additional understanding on whether the effect of on-the-job training strategies differs between public and private healthcare institutions, and help in identifying best practices that are universally applicable or context-specific.

This study did not use either moderating or mediation variables. Therefore, future studies should consider including an intervening variable, such as organizational culture or employee engagement, or a moderating variable, such as the size of the hospital or the level of technological advancement. Including these variables can provide a deeper understanding of how on-the-job training strategies influence organizational performance and identify additional factors that enhance or hinder their effectiveness. Finally, the current study focused on Kenyatta National Hospital in Nairobi, Kenya. Future research could expand the scope to include multiple hospitals across different regions of Kenya or other countries to assess whether regional or cultural differences influence the effectiveness of on-the-job training strategies.

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APPENDICES

Appendix I: Letter of Introduction

St Paul's University.

March, 2024.

Dear participant,

I will be carrying out a study to assess "**On the Job Training Strategies and Organizational Performance of Kenyatta National Hospital".** The completion of this research will be in partial fulfillment of the Award of The Degree of Masters of Business Administration at St Paul University. To guarantee the success of this study, your information is highly valued, used and kept confidential. I therefore request you to spend part of your time to answer the questions in this questionnaire attached.

Thank you in advance for your help and co-operation.

Paul Kerich Langat.

0722973717

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Appendix II: Consent Form for Respondent

You are kindly requested to participate in a study titled: **On the Job Training Strategies and Organizational Performance of Kenyatta National Hospital**. You have been selected as arespondent and your consent to this is key to the success of this study. Please read the statements below If you agree, acknowledge, and willing to participate, please sign at the end of the form.

1. Participation to this study is on a voluntary basis; you have the right to participate or decline.
2. Even after you agree to participate, you can withdraw at any stage or decide not to answer some or all questions and there will be no consequence whatsoever.
3. The purpose for this data collection has been clarified to be exclusively for academic purposes on the subject matter: **On the Job Training Strategies and Organizational Performance of Kenyatta National Hospital**, and you had the opportunity to get more details for further understanding.
4. Any use of the collected data for other purpose other than the one stated, a consent has to be sorted from you and you have the right to grant or reject.
5. There are no benefits pledged or attached to this data collection that influenced your acceptance to participate in this study.
6. The collected data will be treated with utmost confidentiality, data protection and will protect your rights as a participant.
7. Personal details and identity will be anonymously used in the research report by applying codes that will not reveal any personal details or opinions that can personally identify you.
8. Any potential risks affecting you or any other respondent shared with the researcher can be reported to the relevant authorities.
9. When duly filled and signed, this consent form will be the sole property of St. Pauls University and you have the right to access it by request to the Directorate of Graduate studies.
10. Once the findings are published, you have the right to access like any other persons as part of knowledge dissemination through the right to information.
11. You are provided with contact details of the researcher to seek any further clarifications needed: **Paul Kerich Langat +254722973717; Email: mbadist261920@spu.ac.ke**
12. For any complaints or wish to share information, you can reach the university: **Ethics Review Committee (SPUISERC), St. Pauls University, info@spu.ac.ke.**

I, _____, declare to have read the points above, understood, and accept to voluntarily, without any persuasion, participate to provide answers to the questionnaire for this study and hereby grant an informed consent.

Signature (participant): _____ Date: _____

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Acknowledged/witnessed the informed consent by the researcher:

Signature: _____ Date: _____

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Appendix III: Questionnaire

This questionnaire seeks to gather information on the Job Training Strategies and Organizational Performance of Kenyatta National Hospital. The data will be used for academic purposes only, and will be treated with strict confidence. You are requested to participate in the study by providing answers to the items in the sections as indicated. Kindly fill in your response in the space provided or tick (√) as appropriate. All the information provided here will be considered private and confidential for the purpose of this research ONLY.

SECTION A: DEMOGRAPHIC DATA

1. Gender
   a) Male ( )
   b) Female ( )
2. What is your age bracket?

   a) Below 25 years ( )

   b) 26-35 years ( )

   c) 36-45 years ( )

   d) 46-55 years ( )

   e) Above 55 years ( )
3. What is your highest academic qualification?

   a) Secondary ( )

   b) College ( )

   c) Graduate ( )

   d) Post Graduate ( )
4. How many years have you worked at KNH?

   a) Below 3 years ( )

   b) 3-6 years ( )

   c) 7- 10 years ( )

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d) over 10 years ( )

SECTION B: COACHING AND ORGANIZATIONAL PERFORMANCE

By use of a tick indicate your extent of agreement and/or disagreement on the following statements regarding coaching as an on the training strategies at KNH.

Statement	SD	D	N	A	SA
1. The management promotes the benchmarking of employees to sharpen their skills.					
2. The training process is focused on the individual needs of every employee.					
3. The coaching process focuses on the daily job demands and is therefore helpful to employees.					
4. The coaching process is highly engaging and provides in-depth hands-on training.					
5. The training method supported by the management at KNH influences the morale of the employees and, therefore, improves their performance.					
6. Coaching programs provided by the hospital have made job of					

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employees better.					

SECTION C: MENTORING AND ORGANIZATIONAL PERFORMANCE

By use of a tick indicate your extent of agreement and/or disagreement on the following statements regarding mentoring at KNH.

Statement	**SD**	**D**	**N**	**A**	**SA**
1. Management has a precise training timeline for the employees.					
2. New employees are assigned mentors to guide them at work.					
3. Each relationship lasts until the employee being mentored has leanrt					
4. The mentors are happy to give the employees training and guidance.					
5. The development of the training plan is a consultative initiative inclusive of both employees and the mentors.					

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SECTION D: JOB ROTATION AND ORGANIZATIONAL PERFORMANCE

By use of a tick indicate your extent of agreement and/or disagreement on the following statements regarding job rotation at KNH.

Statement	SD	D	N	A	SA
1. New employees are taken from one departments to the other in order to learn different work.					
2. Job rotation helps to make employees more competitive and wholistic in their approach to healthcare at KNH.					
3. Rotation helps to prevent burnout or boredom from being at one station for an extended period.					
4. Employees are required to work in a number of departments periodically.					
5. The management encourages the group discussion of employees in their day to-day operations to share experiences and learn from					

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each other					

SECTION E: APPRENTICESHIP AND ORGANIZATIONAL PERFORMANCE

By use of a tick indicate your extent of agreement and/or disagreement on the following statements regarding apprenticeship at KNH.

Statement	**SD**	**D**	**N**	**A**	**SA**
1. The apprenticeship training involves a classroom-like instruction setting.					
2. Apprenticeship enables employees to learn by doing and offers hands- on experience.					
3. Apprenticeship improves one's job qualification and enhances their perfprmance levels.					
4. The training plan describes the approach and activities required after the apprenticeship and involves some form of evaluation.					
5. There is a career progression path that enables employees to strengthen their capabilities.					

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6. There are well-established induction programmes for the new employees to acquire instructional skills.					

SECTION F: ORGANIZATIONAL PERFORMANCE

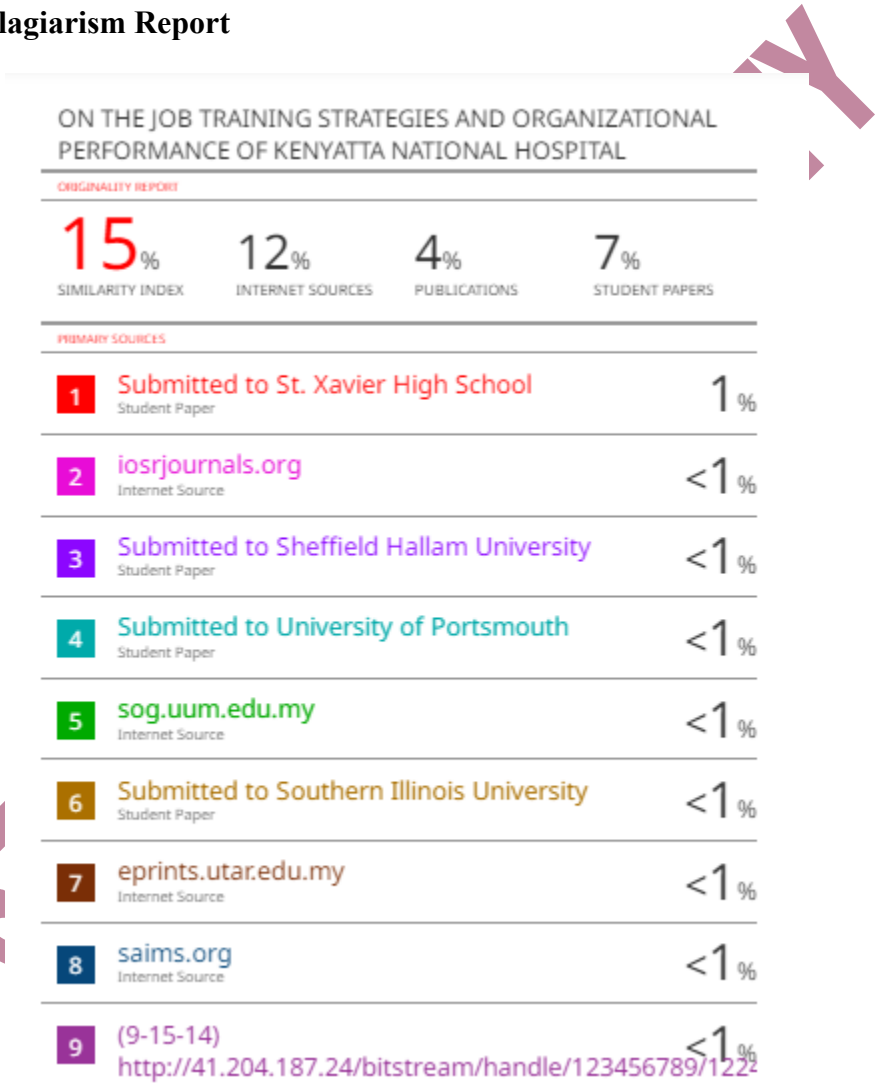
By use of a tick indicate your extent of agreement and/or disagreement on the following statements regarding organizational performance at KNH.

Statement	**SD**	**D**	**N**	**A**	**SA**
1. The training methods adopted enable employees to progress in their career.					
2. There is a consistency in the levels of performance provided by the employees at KNH.					
3. Public confidence in KNH has been increasing in recent times.					
4. Employees are becoming creative and innovative in the dispensation of their job descriptions.					
5. There is a career progression path that enables employees to					

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strengthen their capabilities.					
6. Most employees in the organization achieves their operational targets.					

Appendix IV: Plagiarism Report



ON THE JOB TRAINING STRATEGIES AND ORGANIZATIONAL PERFORMANCE OF KENYATTA NATIONAL HOSPITAL

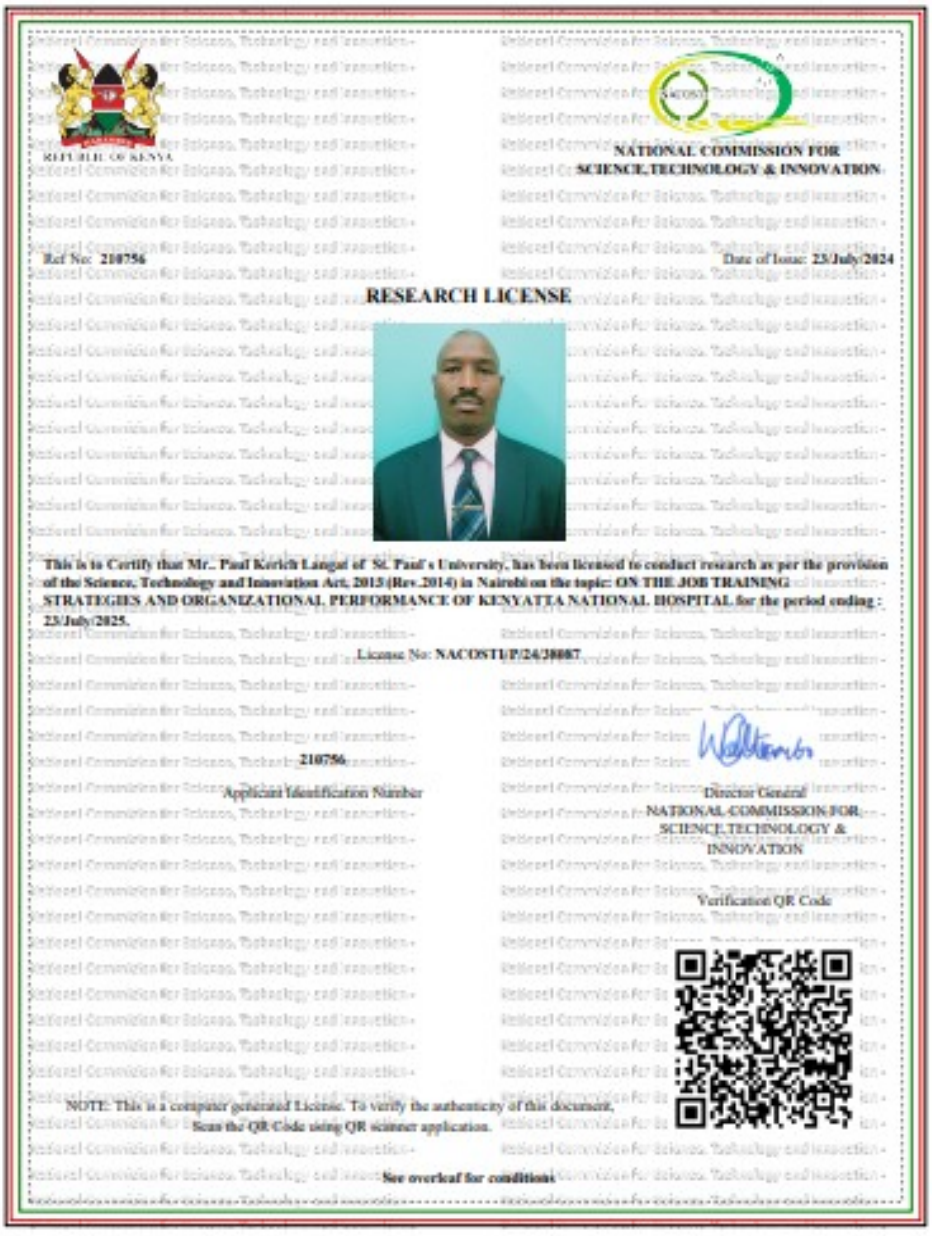
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