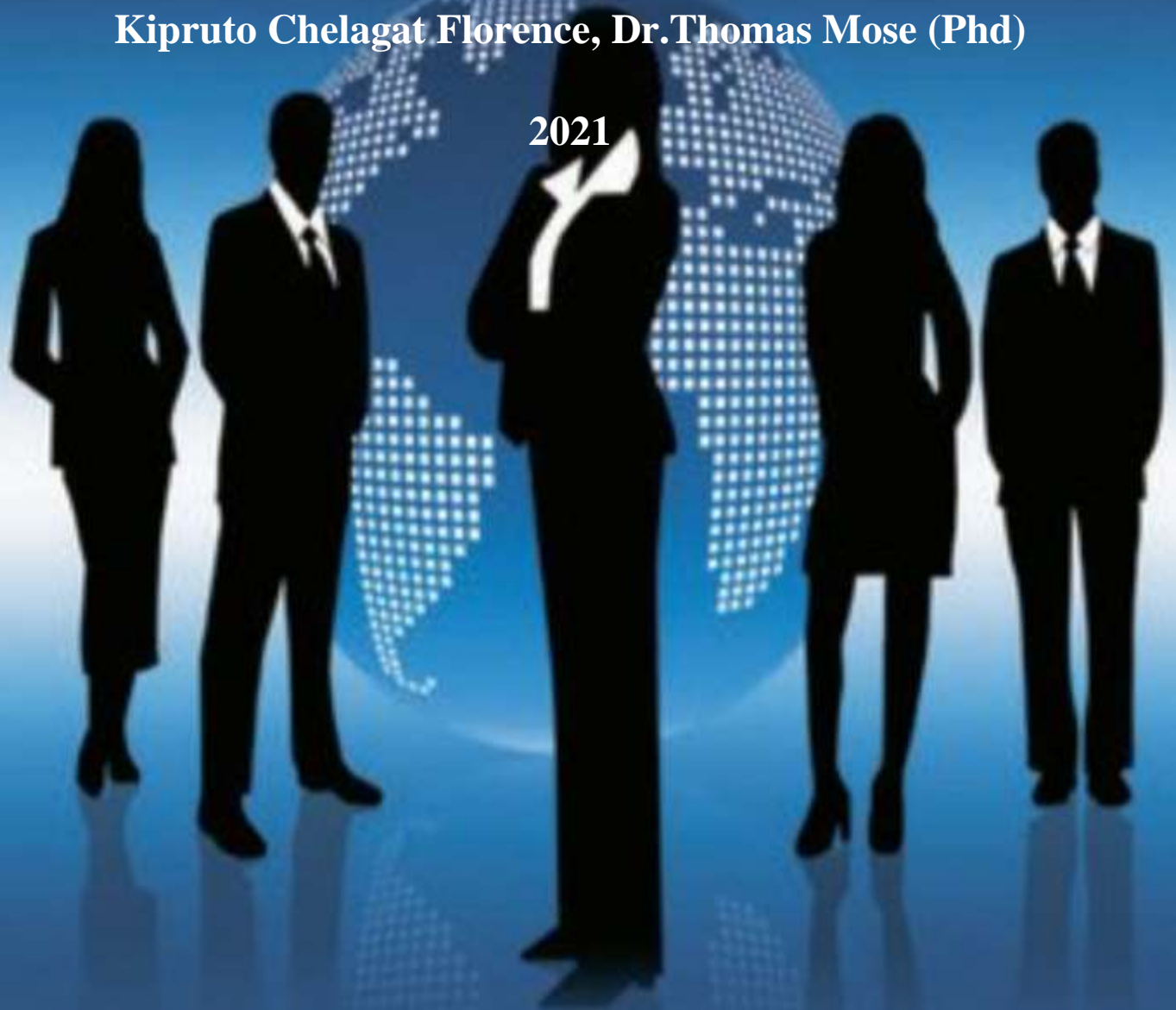


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**EFFECT OF ON-JOB TRAINING METHODS ON EMPLOYEE
PERFORMANCE IN AGRICULTURE FINANCE
CORPORATION IN KENYA**

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EFFECT OF ON-JOB TRAINING METHODS ON EMPLOYEE PERFORMANCE IN AGRICULTURE FINANCE CORPORATION IN KENYA

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ABSTRACT

The purpose of this study was to explore the effect of on-the-job training on employee performance in government lending institutions in Agriculture Finance Corporation in Kenya. The following specific objectives guided this study; how coaching methods affect employee performance, the influence of understudy method on employee performance, the effect of special assignment on employee performance, and the effects of job rotation on employee performance. The study was anchored on Human Capital Theory; Institutional Theory and Super's Career Development Theory. The study used descriptive research. The target population was Agriculture Finance Corporation and its senior management staff. The population is small hence census was adopted. The primary data was collected using questionnaires consisting of a series of questions both close-ended and open-ended. A pilot test was done to ensure validity and reliability of the research instrument. All the items on each of the variables of the study had Cronbach Alpha coefficients above 0.7 hence they were deemed to be reliable. The qualitative data was analysed using narrative while quantitative data was presented using statistical graphs, tables and charts. Correlations between associated variables were also done in order to determine the relationship between different variables. The findings were presented in tables, graphs and discussions. The study established that job rotation, special assignments, under study and coaching methods all have a positive and significant effect and relationship with employee performance. The study concludes that on-job training methods have significant effect on employee performance. The study recommends that the management of lending institutions in the agriculture sector in Kenya should invest more in coaching and understudy as the on-job training methods since they contribute a significant percentage of employee performance in an organization. In choosing the viable on-job training methods to invest resources in, special assignments should receive the first priority before on-job rotation in an organization.

INTRODUCTION

Equipping employees with the skills required in their different positions is important in promoting the overall growth of an economy. Training is important to all persons engaged as employees regardless of the industry in which they are employed because it helps them sharpen the skills and deliver on their job in a more accurate manner. Competent employees have the capability to deliver quality results in terms of accurate outcome results and timely delivery of timelines (Hafeez, & Akbar, 2015). They also help improve the competitiveness of an organization by improving the overall satisfaction among customers because of reduced complaints. Hanaysha (2016) emphasize that every competitive advantage enjoyed by companies come through people. The key difference between good and poor performance in a firm is the

quality of staff hired and developed. There are many factors that influence on-the-job training and employee performance in every organization; these factors could either be internal or external factors. Different organizations adopt different training methods as dependent on their needs, their structure and available resources like trainers and funds. The training can be done internally within the organization or by externally, as such there are two options, on-job-training methods and off-the-job training method (Tukunimulongo, 2016). The methods used while off-the-training include seminars, workshops, simulation, lecturers, case study, role play, in-basket method, and conferences (Ndunguru, 2015). On-the-job training covers job rotation, committee assignments, internship trainings, job assignment and coaching. This study will explore job rotation, coaching, understudy methods and special assignment so as to understand its impact on performance of the employees.

Based on current trends, 59% of 20-24-year-olds in sub-Saharan Africa will complete secondary education in 2030, compared to 42% in 2012. This translates into 137 million young people with secondary education and 12 million with tertiary education by 2030. Ironically, the most educated confront a mismatch between their training and available employment opportunities (Mango, Nyikahadzoi, Makate, Dunjana & Siziba, 2018). While 26% of students enrolled in Universities in Africa study humanities, only 2% of students are enrolled in agricultural programs, and government and donor investments in agricultural education and training have become negligible since the early 1990s (Mungai, Ambula, Ombati, Opiyo, Bebe, Ayuya & Wambua, 2016).

Ejakait (2016) investigation on training needs assessment and employee performance in Kenya while our study on the job training method is on which is a different concept. The Government will ensure affordable and equitable access to education by developing and operationalizing an education policy that addresses basic and functional literacy. A knowledge economy creates, adopts, and adapts to information on production and distribution of goods and services, making it the focal point and engine for rapid agricultural growth (Mwangi & Kihara, 2017). Four elements allow effective exploitation of knowledge is an economic and institutional regime that provides incentives for the efficient use of existing knowledge, creates new knowledge and encourages flourishing of entrepreneurship educated and skilled population that can create, share and use knowledge well in dynamic information and communications infrastructure that can facilitate processing, communication, dissemination and storage for later use for effective innovation system comprising a network of research centers, universities, think tanks, private enterprises and community groups that can tap into the growing stock of global knowledge, assimilate and adapt it to local needs and contexts while creating new knowledge and technologies as appropriate (Samuel, *et al.*, 2019).

The Agricultural Finance Corporation (AFC), a wholly owned Government Development Finance Institution (DFI), was established in 1963 initially as a subsidiary of the Land and Agricultural Bank. In 1969, it was incorporated as a full-fledged financial institution under the Agricultural Finance Corporation Act, Cap 323 of the laws of Kenya (Government of Kenya, 2008). It was then tasked in assisting in the effective and peaceful transfer of land to indigenous

farmers, as well as injecting new capital to farm owners to spur development. After successful implementation of this task, AFC was further reconstituted in 1969 to assume a wider mandate by taking over the functions of the Land and Agricultural Bank of Kenya (Government of Kenya, 2013).

The Agriculture Finance Corporation extension service plays a key role in disseminating knowledge, technologies and agricultural information, and in linking farmers with other actors in the economy. The extension service is one of the critical change agents required in transforming subsistence farming to modern and commercial agriculture to promote household food security, improve income, and reduce poverty. The extension system is a product of gradual evolution in extension management practices, and the entry of the private sector, non-governmental organizations (NGOs) and civil society players in response to changes in economic policies (Ogbuanya, Njoku, Kemi & Ogunkelu, 2018).

The Agricultural Information Resource Centre and other resource centers, agricultural shows, field days, and open forums have been important sources of agricultural knowledge, information, and technology. Institutional constraints in human resources development include inadequate levels of funding for public training institutions leading to deterioration of infrastructure and facilities for training and technology demonstration; limited capacity to train in emerging areas such as indigenous animals and plants husbandry and organic farming; advanced biotechnology; the slow pace of commercializing services offered by training institutions and failure to respond to market demands for specialized courses

Statement of the Problem

The records from the agricultural finance corporation (AFC) shows that there is poor utilization of fund and inadequate capabilities by its employees making them performance poorly; the customers complaints during loan appraisals for financial disbursement organizations, perfection of collateral, and reconciliation of loan status has not been accomplished on a timely basis. Follow up of loan repayment in the recent years has also suffered resulting in poor collection. Therefore, there is a gap in staff training that is demand-driven, cost-effective, gender-sensitive and pro-active. This situation has contributed to low staff morale, absenteeism, tardiness, cluttered workspace due to pressure from supervisors to meet their targets. The general rate of there have been complains regarding poor utilization of resources including monies. (Omogi, 2018)

The AFC projected to disburse Ksh.700 million and recover Ksh 350 million; but they only disbursed Ksh 540 million and recovered only Ksh 50 million, showing a big variance between the projected figures and the actual ones. Creating a need to train its credit offices and other staff, but training exercise is viewed as an expense instead of an investment. Previous research is based on assessing the effectiveness of training programs, training policies, training methods and other factors that affects employee training in an organization (Hanaysha & Tahir, 2016).

Training is a very important tool for an organization to compete in a changing and challenging world and for promoting high performance. Competent employees have the capability to deliver quality results in terms of accurate outcome results and timely delivery of timelines (Hafeez & Akbar, 2015). The review of literature on empirical research established that studies that have focused on the relationship between on-the-job training and performance remain fragmented and inconclusive. The study, therefore, sought to address this knowledge gap using specific, measurable variables highlighted in the specific objectives. The study sought to assess the effects of on-job training on employee performance in the Agriculture Finance Corporation in Kenya.

Objectives of the Study

- i. To establish the effect of coaching methods on employees performance in the Agriculture Finance Corporation.
- ii. To establish the influence of understudy method on employee's performance in the Agriculture Finance Corporation.

LITERATURE REVIEW

Theoretical Review

Human Capital Theory

The theory postulates that education and training are a form of investment in human beings. According to Flamholtz and Lacey (1981) the human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the employer or employee to develop these attributes. The Human Capital Theory holds that employers should invest in specific training and further initiation of more promotion opportunities to enhance employees' career path prospects. The concept of human capital is associated with the concept of intellectual, social capital and organizational capital. Intellectual capital is defined as stocks and flow of knowledge available to an organization and are regarded as the intangible resources associated with people (Armstrong, 2012).

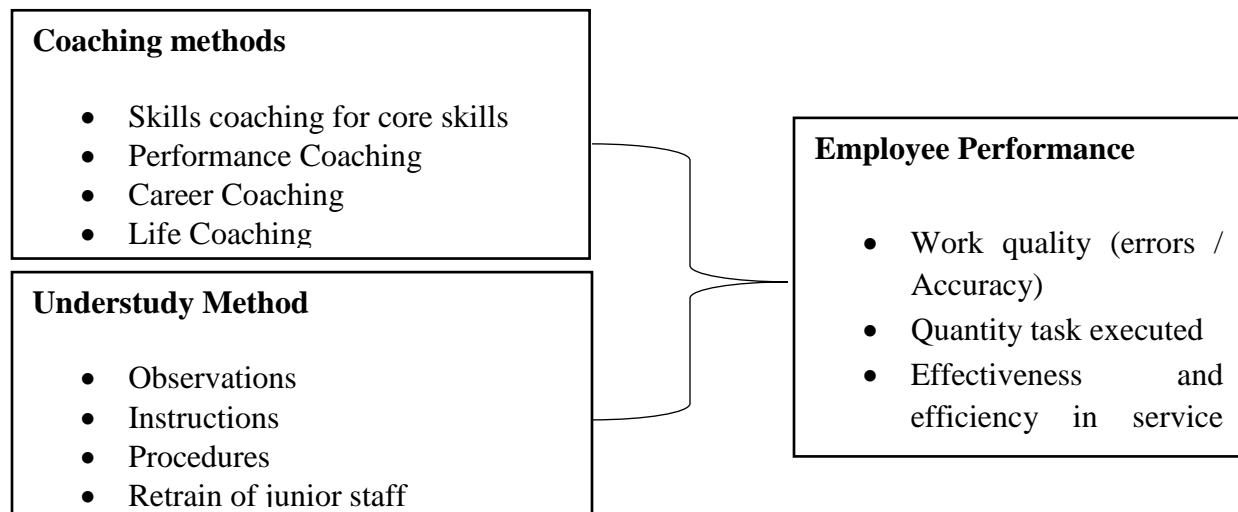
In view of Human Capital Theory employers are required to invest in training and developing of its employees as a means of attracting and retaining human capital for better returns (Ogendo, 2014). The returns expected is employee individual improvement, which translates to improvement in organizational performance in terms of productivity, flexibility to innovate, improved service delivery and enhanced organizational reputation. Special assignment, coaching and understudy method of training are all grounded on human capital theory as they are themselves processes which enhance transfer of knowledge within organizations

Institutional Theory

This theory focuses on understanding the context in which employee performance is embedded on the role of social, economic and political systems in which employees operate and their choices and behavior are embedded (Baughn, Chua & Neupert, 2006). It departs from the position that these systems are deeply rooted and embedded within the social fabric of societies which produce normative expectations that are gendered (Scott, 1995). They prescribe appropriate attitudes and try to explain how men and women behave. When such normative expectations and attitudes are wide spread, broadly diffused, and deeply rooted, they take on a rule-like status in social thought and action (Baughn, *et al.*, 2006).

The normative system, which refers to societal, views of male and female roles, family responsibility systems and gendered expectations, religion and belief systems, ethnicity, and cultural factors (Amine & Staub, 2009). On all levels, institutions can be formal or informal or explicit or hidden and shape not only individual choices and orientation but also the nature and actions of organizations and decision-making structures by assigning roles and norms that determine what acceptable behavior is or not for entrepreneurs in a given society (Scott, 2005)..About this study, an employee can improve the appearance of things just because it can, may be improving the wrong things for the business, they should focus on the leadership of the organization, the economic conditions and the training and education of the employees (Amine & Staub, 2009). This theory supports job rotation variable in the conceptual framework.

Conceptual Framework



Coaching Methods

The main reasons organizations use coaching is to improve individual performance, deal with under-performance, and improve work quality. The key features of coaching as highlighted by Grover and Furnham (2016) are; coaching is a relatively short-term activity, it is time bound, it focuses on improving performance and developing individual skills. Coaching works on the premise that employees are self-aware and do not need clinical intervention among others (Jones, *et al.*, 2016). Once coached, employees get more skills, sharpen their existing skills and thus produce more quality work. An employee's behavioral traits form part of the main factors affecting their performance. Hence, coaches have to understand their coaches well before and during the training exercise (Fletcher, 2017). Although coaching is a comprehensive tool, there is a lack of established standards, professional bodies, and qualification frameworks. Nonetheless, organizations have to target individual employee's career maturity, which is the third concept addressed by the Super's career development theory alongside their behavioral traits. According to Bafaneli and Setibi (2015) a coach always has to try as much as possible to avoid taking on the coach's issue in attempting to solve the employee's problem. The employees have always to make the final decision based on their self-concept, values, life roles, and culture.

Understudy Methods

Understudy positively impacts on the employees' work quality since they acquire skills that are similar or almost similar to their superiors. Understudy is basically the person who replaces any staff in their absence; understudy training is the process in which superior instructs the team by considering them as an understudy (Vasanthi & Basariya, 2019). The staff then learns from the senior by observing and experiencing to handle day to day tasks. Such training finally makes the staff ready to handle full responsibility on their own more expertly (Cui, 2017). According to the Human Capital Theory, understudy serves as a form of investment in the employees aimed at making them better assets for an organization who can produce quality work. The skills, knowledge, and experience junior employees learn under their seniors are a form of capital to the organization from which the company benefits from in the absence of their superiors. According to Al-Nabae and Sammani (2019), experienced or skilled employees are faster in completing tasks than the inexperienced ones. Since understudy aims at providing additional skills and experience (usually attributed to senior workers) to junior employees, they become faster when they handle their normal duties (Koneru, 2018). In most of the cases, when given the role of a junior employee, a senior employee completes it optimally. Therefore, junior employees who study under such superiors tend to acquire a working speed that is almost the level of their superiors.

Empirical Review

Coaching methods and firms Performance

Studies have revealed that coaching and mentoring has significant effect toward better performance of employees. A study by Utrilla, Grande and Lorenzo (2015) on effect of coaching on employees and organizational performance in Spain confirmed that coaching has a positive influence on both individual performance and organizational performance, primarily in improving the quality and the amount of work executed. The coaching methods included skills coaching, performance coaching, career coaching, executive coaching, team facilitation, life coaching which is sometimes called personal coaching. Performance coaching involved activities that aimed at enhancing an employee's performance in his or her current role at work and increase the general level of effectiveness and productivity of that employee. Skills coaching paid key attention to core skills that employees needed to accomplish their duties. Skills coaching sought to provide a flexible, adaptive, 'just-in-time' approach to skills development. Coaching programmes are tailored specifically to the individual and are generally focused on achieving a number of skill development objectives that are linked to the needs of the organization. There was also some form of career coaching that focused on the individual employee's career concerns. Here, the coaches concentrated on eliciting and using feedback related to an employee's capabilities in planning their career options. Results indicate that career coaching resulted in increased clarity on employee roles, personal change and way forward in improving personal performance. Coaching helped firms to improve their competitive position, maximize benefits and minimize costs. Findings in this study further revealed that a firm's growth is determined by coaching practices used and that coaching is cost effective since it reduces costs involved in other types of formal training.

Furthermore, Taruru, Keriko, Ombui, Karanja and Tirimba (2015) investigated the effects of coaching programs on employee performance and the reduction of staff attrition in the BPO industry in Nairobi, Kenya. The study findings indicated that coaching increases average employee speed and number of tasks they execute over a given period. The results further revealed that coaching helps team members identify the strengths and weaknesses of each other and therefore team work is enhanced. According to Taruru, *et al.* (2015), such team work also helps improve the quality of work since the team members combine ideas.

Understudy methods and firm Performance

This method involves superiors and subordinates with the subordinates learning under their superiors as their assistants. Junior employees usually learn under their seniors through observation and experience by taking part in handling organizational duties of their superiors. This form of training prepares the subordinates to handle the responsibilities of their superiors whenever need arises. A study carried out on private tertiary institution in Ghana, revealed that the majority of employees who received understudy training improved their performance significantly. Ampomah (2016) argues that the employees who benefited from the program were

faster and handled the tasks more precisely than the rest. The researcher attributed the improved performance to increased availability and quality of staff to handle roles of their superiors.

Another study by Odhiambo (2018) on the Safaricom Company found out that the largest percentage of the company's employees manifest excellent service delivery attributed to proper training program that includes understudy as one of the key training methods. The corporation trains its employees on the main operational objectives aimed at developing their job know-how, skills and competency. Although they do not have a staffing problem, each most employees have huge workloads that they complete with ease due to their training background. Odhiambo (2018) observes that employee training, including understudy method, makes employees operate at their optimum capacity that translates into their being efficient in handling various roles.

RESEARCH METHODOLOGY

The study used descriptive research design. Ridder (2017) mentions that descriptive research design determines and reports the way things are, it observes, describes and documents aspects of a situation or event as it naturally occurs and it sought to establish factors associated with certain occurrences, outcomes, conditions or types of behavior. The unit of analysis was two departments in Agricultural Finance Corporation. While the unit of observation was credit officers who were 234 and 61 human resource officers at the time of the study. The units of observation were considered to be well placed to give information on the effect of on-job training methods on employee performance in the Agriculture Finance Corporation

The study used primary data that was gathered by use of questionnaires. The questionnaire was structured and semi structured questions. The purpose of the study was explained and consent to participate in the study was sought through a letter from Jomo Kenyatta University of Agriculture and Technology so as to be allowed to carry on with the research in Agricultural finance institution both at the head office and its branches. In this study, data was collected through a survey using self-administered questionnaires that involved face to face meeting between the researcher and the respondents. Data processing began with editing, coding and finally tabulated. Descriptive statistics such as percentages, means and standard deviations were used to analyze quantitative data. SPSS version 26 program was also used to analyze quantitative data and results presented in form of charts, graphs and frequency tables for easier interpretation.

RESEARCH FINDINGS AND DISCUSSIONS

Response rate

A total of 88 questionnaires were issued to respondents and 69 of them returned giving a 78.4 per cent response rate.

Descriptive Analysis of the Variables of the Study

Coaching Methods

Coaching method was the first on-job training method that the study considered .In this regard, a number of statements were established measuring coaching methods that were rated on a five point Likert scale where 1=no extent and 5=very great extent. The results are summarized and presented in Table 1.

Table 1: Coaching Methods

| | Mean | Std. Dev |
|----------------------------------------------------------------------------------------------------------|-------------|-----------------|
| Coaching highlights ways of how trainees can achieve their aspirations in life | 4.15 | .867 |
| Coaching programs aim at enhancing the skills required by trainees in executing their duties | 4.14 | .911 |
| Coaching is organized in small groups among mentors and mentees in our organization | 4.07 | .775 |
| Coaching programs pay attention to individual career needs of trainee | 4.05 | .937 |
| Coaching programs emphasize on improving the of trainee in their current roles | 4.03 | .804 |
| Coaching programs aim at enhancing the effectiveness of trainees in their current roles | 4.00 | .907 |
| Coaching normally takes an individual trainees perspectives of life | 3.98 | .962 |
| Coaching helps trainees discover what they desire to achieve in life | 3.97 | .787 |
| Coaching normally leads to clarity in roles of trainee | 3.94 | .905 |
| Coaching programs aim at enhancing overall productivity of trainees in their current roles | 3.92 | .974 |
| There is a face to face coaching between coaches and trainee in our organization | 3.91 | 1.134 |
| Coaches normally apply feedback to improve the trainee’s capabilities | 3.78 | .855 |
| Coaching programs aim at enhancing the adaptability of an trainees in developing their skills competency | 3.76 | 1.238 |
| Coaching touches on how individual trainees can improve their personal lives | 3.73 | 1.246 |
| Coaching programs are tailored to the individual skills need of each trainee | 3.64 | 1.166 |

From the findings in Table 4.8, coaching highlighted ways of how trainees could achieve their aspirations in life with a mean of 4.15, coaching programs aimed at enhancing the skills required by trainees in executing their duties with a mean of 4.14, coaching was organized in small groups among mentors and mentees in the organization with a mean of 4.07, coaching programs paid attention to individual career needs of trainee with a mean of 4.05, coaching programs

emphasized on improving the of trainee in their current roles with a mean of 4.03 and coaching programs aimed at enhancing the effectiveness of trainees in their current roles with a mean of 4.00. These results imply that coaching enhances the skills of employees and effectiveness of the trainees while focusing on their career needs. These views are consistent with Utrilla *et al.* (2015) who noted that coaching methods included skills coaching, performance coaching, career coaching, executive coaching, team facilitation, life coaching which is sometimes called personal coaching. Utrilla *et al.* further noted that skills coaching pay key attention to core skills that employees needed to accomplish their duties and it seeks to provide a flexible, adaptive; 'just-in-time' approach to skills development.

The study further established that coaching normally took individual trainees perspectives of life with a mean of 3.98, it helped trainees discover what they desired to achieve in life with a mean of 3.97, it normally led to clarity in roles of trainees with a mean of 3.94, the coaching programs aimed at enhancing overall productivity of trainees in their current roles with a mean of 3.92 and that there was a face to face coaching between coaches and trainee in the organization with a mean of 3.91. Thus, it can be deduced that coaching mainly focuses on the perspective of life of the trainees, makes the roles to be clear and enhances productivity of trainees. Consistent with these results, Utrilla *et al.* (2015) noted that coaching methods included life coaching which is sometimes called personal coaching. The fact that coaching enhances productivity of the trainees is supported by Taruru *et al.* (2015) who investigated the effects of coaching programs on employee performance and the reduction of staff attrition in the BPO industry in Nairobi, Kenya and indicated that coaching increases average employee speed and number of tasks they execute over a given period.

The findings of the study indicated that coaches normally applied feedback to improve the trainee's capabilities with a mean of 3.78, coaching programs aimed at enhancing the adaptability of trainees in developing their skills competency with a mean of 3.76, coaching touched on how individual trainees could improve their personal lives with mean of 3.73 and that coaching programs were tailored to the individual skills need of each trainee with mean of 3.64. Thus, it can be deduced that coaching plays a role in enhancing the capabilities of the trainees which is consistent with Utrilla *et al.* (2015) who noted that there are some form of career coaching that focused on the individual employee's career concerns where the coaches concentrate on eliciting and using feedback related to an employee's capabilities in planning their career options.

In terms of standard deviations, most of the statements had these values less than 1; which infer that respondents did not highly react on the statements under coaching as an on-job training technique. However, some of the statements had values of standard deviation above 1; showing that respondents highly reacted on these statements. In general, the study noted that coaching as an on-job training method was practiced to a great extent in the studied organization as supported by values of standard deviation above 3.5.

Understudy Methods

The second on-job training method that the study covered was understudy method. The findings of analysis using means and standard deviation as descriptive statistics on understudy training method are indicated in Table 2.

Table 2: Understudy Methods

| | Mean | Std. Dev |
|------------------------------------------------------------------------------------------|-------------|-----------------|
| Trainees get to understand better the current state of the company | 4.15 | 1.267 |
| Trainees get to understand better the future state of the company | 4.08 | .870 |
| Junior staff are placed to work directly under senior staff that they report to | 4.07 | .896 |
| Trainees learn by doing duties to the satisfaction of their seniors | 3.95 | .864 |
| Understudy method provides excellent employees for greater productivity | 3.94 | .905 |
| Trainees also train those employees below them to take up their responsibility in future | 3.92 | 1.217 |
| Trainees become more confident in handling duties handled by their seniors | 3.91 | 1.217 |
| Trainees get to understand better the historical state of the company | 3.79 | .814 |
| Senior managers take interest in those studying under them | 3.78 | 1.246 |
| Trainees normally learn by observing the manner in which their trainers execute duties | 3.75 | .855 |
| Trainees learn key highlights in each assignment handled by their seniors | 3.73 | 1.246 |

From Table 2, the study noted that trainees got to understand better the current state of the company with a mean of 4.15, trainees got to understand better the future state of the company with a mean of 4.08 and that junior staff were placed to work directly under senior staff that they reported to with a mean of 4.07. This means that understudy methods helps the trainees to be well versed with the company including its future status which is consistent with Odhiambo (2018) who on the Safaricom Company found out that the largest percentage of the company's employees manifest excellent service delivery attributed to proper training program that includes understudy as one of the key training methods and that the corporation trains its employees on the main operational objectives aimed at developing their job know-how, skills and competency. It can also be deduced that understudy method helps the trainee to work under an experienced employee who the trainee reports to. This is supported by Vasanthi and Basariya (2019) who noted that in this understudy method, a superior gives training to a subordinate as his understudy as an assistant to a manager or director (in a firm).

The study established that trainees learnt by doing duties to the satisfaction of their seniors with a mean of 3.95, understudy method provided excellent employees for greater productivity with a mean of 3.94, trainees also trained those employees below them to take up their responsibility in

future with a mean of 3.92 and that trainees became more confident in handling duties handled by their seniors with a mean of 3.1. This shows that understudy method of training enhances productivity of staff as they work under their supervisor which is in line with Al-Nabae and Sammani (2019) who noted that with understudy method, the subordinate learns from observations and experience, and this prepares the subordinates to assume the responsibility of superiors' job in case the need arises. Similarly, Ampomah (2016) argues that the employees who benefited from understudy program were faster and handled the tasks more precisely than the rest. The researcher attributed the improved performance to increased availability and quality of staff to handle roles of their superiors.

The study revealed that trainees got to understand better the historical state of the company with a mean of 3.79; senior managers took interest in those studying under them with a mean of 3.78, trainees normally learnt by observing the manner in which their trainers execute duties with mean of 3.75 and that trainees learnt key highlights in each assignment handled by their seniors with mean of 3.73. This shows that the interaction between the trainee and the senior staff is one of the outstanding features of understudy method. In line with this assertion, Ampomah (2016) argues that with understudy method of training, junior employees usually learn under their seniors through observation and experience by taking part in handling organizational duties of their superiors and this prepares the subordinates to handle the responsibilities of their superiors whenever need arises.

There were no significant variations in the views expressed by the respondents on understudy as an on-job training method in their organization as supported by low values of standard deviations. The values of means were above 3.5, implying that most of the studied organization practiced understudy as an on-job training method to a great extent.

Inferential Analysis

Correlation Analysis

The study conducted correlation analysis to determine relationship between on-job training and employee performance as summarized in Table 3. The study noted that coaching method ($r=0.657$) and understudy method ($r=0.579$) all have strong and positive relationship with employee performance. The result is consistent with Ofobruku and Nwakoby (2015) who noted that mentoring has positive impact on psychological status of employees because what employees learned by observing effective mentors dictates proper behavior and action. On the other hand, special assignment ($r=0.233$) and job rotation ($r=0.290$) all have a weak and positive relationship with employee performance.

Table 3: Summary of Pearson's Correlations

| | | Employee performance | Coaching method | Understudy method |
|-----------------------------|---------------------|----------------------|-----------------|-------------------|
| Employee performance | Pearson Correlation | 1 | | |
| | Sig. (2-tailed) | | | |
| Coaching Methods | Pearson Correlation | .657** | 1 | |
| | Sig. (2-tailed) | .000 | | |
| Understudy Methods | Pearson Correlation | .579** | .996** | 1 |
| | Sig. (2-tailed) | 0,000 | 0.001 | |

Regression Analysis

Table 4 Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .724 ^a | .524 | .494 | 5.17476 |

Table 5 Analysis of Variance

| | Sum of Squares | d.f | Mean Square | F | Sig. |
|--------------|-----------------|-----------|-------------|--------|-------------------|
| Regression | 1883.677 | 4 | 470.919 | 17.586 | .000 ^b |
| Residual | 1713.801 | 64 | 26.778 | | |
| Total | 3597.478 | 68 | | | |

Table 6 Regression of Beta Coefficient and Significance

| | Unstandardized Coefficients | | Standardized Coefficients | | t | Sig. |
|-------------|-----------------------------|------------|---------------------------|--|-------|------|
| | β | Std. Error | Beta | | | |
| (Constant) | 7.112 | 5.533 | | | 1.285 | .203 |
| Coaching | .865 | .25 | 1.201 | | 3.460 | .001 |
| Under Study | .535 | .207 | .601 | | 2.585 | .012 |

Therefore, when all the variables of the study are held constant, employee performance in the agriculture sector in Kenya would be at 7.112. A unit change in coaching method holding other variables constant would lead to 86.5 per cent change in employee performance. A unit changes

in understudy method other factors kept constant would result into 53.5 per cent change in employee performance. A unit change in special assignment when all other factors are kept constant would lead to 36.4 per cent change in employee performance. A unit change in job rotation holding other factors constant would lead to 40.6 per cent change in employee performance.

Considering the level of significance as 5 per cent, the study noted that coaching method ($p < 0.05$) has significant effect on employee performance. The result is consistent with a study by Utrilla et al. (2015) on effect of coaching on employees and organizational performance in Spain confirmed that coaching has a positive influence on both individual performance and organizational performance, primarily in improving the quality and the amount of work executed. The study noted that career coaching resulted in increased clarity on employee roles, personal change and way forward in improving personal performance. Similarly, Taruru et al. (2015) investigated the effects of coaching programs on employee performance and the reduction of staff attrition in the BPO industry in Nairobi, Kenya and indicated that coaching increases average employee speed and number of tasks they execute over a given period.

Understudy method ($p < 0.05$) was found to have a significant effect on employee performance. The result concur with a study carried out on private tertiary institution in Ghana by Ampomah (2016) revealed that the majority of employees who received understudy training improved their performance significantly. Special assignment ($p < 0.05$) has significant effect on employee performance. The result is in line with a study carried out by Maina (2017) on the National Irrigation Board-Mwea in Kenya particularly on an employee training methods that focused on special assignment, most employees revealed improved overall work performance at an individual level. Job rotation ($p < 0.05$) was found to have significant effect on employee performance. According to Dinis and Fronteira (2015), employees who undergo job rotation learn from the new roles something that improves their effectiveness and efficiency.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Conclusion

Coaching methods had positive beta and coefficient of correlation (r) with p -value less than 0.05. Based on this finding, the study concludes that coaching as an on-job training method significantly predicts employee performance. Coaching methods are positively correlated with employee performance in an organization. On the other hand, the beta and correlation coefficient of understudy method were all positive with p -values lower than 0.05. Based on this result, the study concludes that understudy method has significant effect on employee performance. Furthermore, understudy method has positive relationship with employee performance in an organization.

Recommendations of the Study

Based on the regression beta coefficients, the study recommends that the management of lending institutions in the agriculture sector in Kenya should invest more in coaching and understudy as the on-job training methods since they contribute a significant percentage of employee performance in an organization. More efforts should be directed towards improving and strengthening the coaching and understudy training methods among these firms in the agriculture sector in Kenya.

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