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ABSTRACT

It is generally anticipated that well managed coaching would lead to high productivity. The uptake of coaching in most organizations is however below the expectation. The study sought to establish the influence of coaching on employee productivity. The study was based on Talent Based Theory, Resource Based Theory and Human Capital theory. The research was conducted in the five selected Public Universities in Western Kenya which had a population of 8114 permanent and pensionable staff. A sample size of 381 respondents was sampled. The researcher used ANOVA and regression coefficients to analyze the data. The findings showed that a one-unit improvement in coaching would eventually improve employee productivity by 0.699 units in public universities in Western Kenya. Coaching was established to have a significant effect on employee productivity in Public Universities in Western Kenya ($\beta=0.699$; $p=0.000\leq 0.05$). These findings would be used by employers to manage the available talents in public universities. It would also guide government on formulating policies on coaching and employee productivity.

Keywords: Coaching, Employee Productivity, Public Universities, Western Kenya

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INTRODUCTION

It is generally anticipated that well managed coaching activities would lead to high employee productivity, and so both public and private institutions need to embrace coaching for their employees in order to achieve expected productivity (Kerubo, 2014). However, there has been a mass turnover due to search for greener pastures amongst staff leading to fluctuation of productivity, high costs of recruiting new employees and above all loss of already existing talents, (McCarthy & Worman, 2013). Thus, it has become very important to plan for the talents of present employees through efficient coaching, as a way of motivating them for retention purposes to reduce on employment costs as well as being in a position to handle challenging tasks in institutions. There are also shortage of skills where seven in a group of ten applicants do not qualify for the positions advertised and poor commitment of knowledge of the available employees, (Heidke, 2006).

Kim (2016) described coaching as a method of improvement where a person called a coach assists another person referred to as a learner, client or coachee to achieve certain individual and or specialized goals. That it is a process focused relationship between two people, with the coach having more expertise and experience than the coachee. The relationship is also unconditional and customized for the needs of the coachee and in an bid to find a unique solution to a unique problem. Changes to the environment or relationship can therefore be made consciously by the coachee to achieve their goals. Renton & Jane (2009) explained that coaching is not about giving guidance but it emphasises on certain objectives and tasks.

Organizations are functioning in a world full of uncertainty and change. To survive competition, it is important for organizations to get the right workers placed properly according to their qualifications and proficiency. The achievement and prosperity of the

institution depends upon the skill, knowledge and experience of its workforce. For this reason, teaching is an important as well as effective instrument for the fruitful attainment of organization's ambitions and purposes. Coaching not only improve them efficiently, but in addition, it provides them with the opportunity towards learning their jobs to do them extra knowledgeable. The end result of it is increased productivity. Several studies found coaching being a very key variable that increases productivity. Some of these studies are those of Colombo and Stanca (2008), Konings & Vanormelingen, (2009) and Sepulveda (2005).

Shield (2007) defined employee productivity as the demonstration of a consistent type of work behavior and output which are regarded as essential towards attaining institutions' strategic goals and in line with the desired organizational culture. Mathis & Jackson (2009) described employee productivity in terms of an organization realizing its purpose, meeting its goals and objectives through its workforce, and this must be done in an effective and efficient manner.

Like other organizations seeking to leverage their workforce to increase productivity, universities should ensure the right employees are serving in proper positions and this can be enhanced through coaching. Whether they hired the right staff at the beginning or not, it remains imperative that any workforce needs to be coached continuously. Such coaching will give them a steadfastness and adaptability to the changes and uncertainty in the environment where they operate.

Statement of the Problem

Although coaching activities lead to high employee productivity and many firms have been investing in coaching activities with the hope of building a pool of talents within their workforce, there has been continuous turnover due to search for greener pastures amongst staff leading to fluctuation of productivity. This study sought to evaluate the

adoption of coaching strategies in public universities in Western Kenya and measure their impact on employee productivity.

Objective of the Study

This study sought to investigate the effect of coaching on employee productivity in Public Universities in Western Kenya.

LITERATURE REVIEW

Talent Based Theory

According to Roberts, (2008) and Rabbi, (2015), talent based theory stated that talent was the only resource which helped in gaining and maintaining the competitive advantage, and, therefore organizations must put a focus on attracting and maintaining the talented work force. They added that in-house possessions had an important part for the organization's functioning. Hence talent based view of the firm gave meaning to improve and develop the ability of their workers using an organized talent management procedure. According to this theory, employees enter the organization with specific skills, desires and goals and expect to find an environment where they can use their skills, satisfy their desires and achieve their goals. Firms must focus on organizational processes, structural arrangements for the purpose of talent creation, storage, and deployment (Roberts, 2008). If public universities recognized the interrelatedness kind for talent management, they would improve in developing, promoting and retaining their ability to achieve present and upcoming organizational requirements. They would take steps to manage talent most effectively and also to develop their own employer brand. Talent-based view in an organization stresses on the need for organizations to attain competitive edge through developing as well as abilities and knowledge competencies for their workers. In this study coaching was taken as one of the methods used by organizations to buildup aptitude and studying of their workers.

Resource Based View Theory

Rabbi, (2015), explained the theory of resource based view as where an organization offers significance to have exceptional, unhittable and treasured possessions in an active approach to incorporate available resources for the success of the organization. The theory emphasizes that competitive edge solely depends on the valued, uncommon and the not easy to copy resources that are found in an organization and employees are found to among the rare resources. Buttiens, (2012) added that in ability administration, the considered worth of workers should be of the essential expectations. He emphasized on inner resources of the organization to produce a continuous competitive edge as compared to outward resources like industry's positioning. In this study RBV in HR gave an explanation for adding value to talent management so as to enhance the importance of the HR involvement to promote productivity. Mulului (2017) stated that this theory focuses on the quality and capacity of the workforce to the organization for learning and adapting above their competitors, thereby producing more than them.

Human Capital Theory

This theory refers to the accumulation of information, habits and qualities contained in a person's aptitude to carry out tasks for value production. Any organization needs human capital to achieve goals, remain innovative and develop. If they seek improved levels of quality and production, they must empower their human capital via teaching as well as training. The theory was applied in the practice of business administration concept can be applied to coaching as a talent management initiative because human capital development involves direct and indirect costs (Fitzsimons, 2017). Learning, and in this case, through coaching is a method of strengthening the position and capacity of an organization's workforce, thereby equipping them with skills, character and experience to produce more than before.

Empirical Review

Utrilla, Grande, & Lorenzo, (2014) from the University of Jaen, Spain looked at the effects of coaching in workers and performance of organizations. They purposed to know the extension of coaching in organizations that showed the possible usage as a way to increase the progress of employees and that of the organization. Though the study showed that the outcomes of coaching were still behind schedule, a requirement for coming up with a theoretic background on the coaching process' benefits and its outcomes was necessary. They extended Joo's (2005) theoretical ideal with social exchange theory and the resource-based view to come up with a model that permitted them examine coaching. Their findings confirmed coaching had an effect on an employee and organization's performances. They concluded that coaching helped organizations for competitive advantage maximize benefits and minimize costs.

Soha & Sleilati (2016) did a study on the effect of coaching on employee performance in the human resource management field: the case of the Lebanese banking sector. They found out that due to the hostile international competition, companies were very keen on the importance of human resources. Effective HR was seen as the main foundation for being competitive and productive. To improve productivity, the organizations invested in their workers by advancing their skills. To do this, they applied modern techniques one of which was coaching.

RESULTS

Table 1: Coaching levels in the universities

Statement	Sample Size (N)	1	2	3	4	5	Mean	Std. Dev
		F	F	F	F	F		
The university's top management supports coaching	305	25 (8.2%)	200 (65.6%)	40 (13.1%)	20 (6.6%)	20 (6.6%)	3.93	1.255
The university has both formal and informal coaching activities	305	25 (8.2%)	145 (47.5%)	70 (23%)	40 (13.1%)	25 (8.2%)	3.84	1.246

Taruru, I., Keriko, J. M., Ombui, K., Karanja, K & Tirimba, I. O., (2015) studied the effects of coaching programmes on employee performance in business process outsourcing subsector of Nairobi city county, Kenya. The research showed a number of aspects that affected productivity in organizations, which included coaching. They therefore recommended that coaching must be applied to all employees in the organizations to improve their productivity.

METHODOLOGY

A descriptive survey design was used in this study which targeted five universities in Western Kenya namely: Masinde Muliro University of Science and Technology, Maseno University, Moi University, Jaramogi Oginga Odinga University of Science and Technology and Kibabii University. A total population of the staff in these universities was 8114 and each university formed a stratum. Yamane's formula was used to determine the total sample after which the population after which a randomized probabilistic sample is selected within each stratum. This gave a total sample of 381 respondents. Collection of data was done using questionnaires and analyzed by regression. The hypothesis was tested using multiple linear regression coefficients and their respective significance level, at a confidence level of 95%, ($\alpha=0.05$).

The coaching activities are both internal and external based	305	50 (16.4%)	115 (37.7%)	60 (19.7%)	45 (14.8%)	35 (11.5%)	3.39	1.260
The coaching activities cut across all levels of management	305	55 (18%)	110 (36.1%)	75 (24.6%)	30 (9.8%)	35 (11.5%)	4.25	.694
The coaching activities are both task specific and general	305	35 (11.5%)	140 (45.9%)	45 (14.8%)	50 (16.4%)	35 (11.5%)	4.05	.878
TOTAL	305	38	142	58	37	30		

Source: Field data (2019)

Concerning the respondents' perception on whether their top management supported coaching, 70.5% agreed while 16.4% disagreed. The remaining 13.1% were not decided. On the question whether they had both formal and informal coaching activities, 65.6% of the respondents agreed, 16.4% disagreed while the remaining 18% were undecided. To the question whether coaching was both internal and external, 60.7% agreed, 24.6% disagreed and the remaining 14.8% were not decided. Concerning the question

whether coaching cut across all levels of management, 88.5% agreed, 1.6% disagreed and the remaining 9.8% were undecided. Lastly, on the question whether the coaching activities were both task specific and general, 83.6% agreed, 9.8% disagreed and the remaining 6.6% were undecided. On average, 73.8% of the respondents agreed on the parameters of coaching, 13.8% disagreed while 12.5% were undecided. These findings showed a fairly good adoption of coaching initiatives.

Table 2: Model Summary (coaching and productivity)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.699 ^a	.488	.486	.52651

a. Predictors: (Constant), coaching

Source: Field data (2019)

Table 2 above provided the R, R², adjusted R² and its standard error of estimate. These showed how a regression model can fit into the data. The value of

R² was 0.488; that is the on its own, coaching can explain 48.8% of changes in employee productivity.

Table 3: ANOVA (coaching and productivity)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	80.053	1	80.053	288.780	.000 ^b
	Residual	83.994	303	.277		
	Total	164.047	304			

a. Dependent Variable: employee productivity
b. Predictors: (Constant), coaching

Source: Field data (2019)

From ANOVA table 3 above the value of F is 288.78 and the *p* value is .000 which is <.05 meaning that on

its own coaching has a statistically significant effect on employee productivity.

Table 4: Coefficients (Coaching and Productivity)

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	1.752	.138		12.733	.000
	Coaching	.586	.034	.699	16.994	.000

a. Dependent Variable: employee productivity

Source: Field Data (2019)

From table 4 above, the value of β , was 0.699 meaning, a unit change in coaching will increase employee productivity in Public Universities in Western Kenya by 0.699. The value of *t* was 16.994 confirming that at 95% confidence level, coaching had significant effect on employee productivity since the *t* value was greater than the critical value of +2. The findings of this study supported those of Utrilla,

Grande & Lorenzo (2014), Soha & Sleilati (2016) and Taruru, *et. al.*, (2016) all who found coaching to have a significant effect on employee productivity.

Hypotheses Testing

Hypothesis test criterion was that the null hypothesis should be rejected if *p*-value < 0.05 otherwise accepted if the *p*-value > 0.05.

Table 5: Testing the Hypotheses

Hypothesis	Actual position	Decision
H ₀ 1: Coaching has no significant effect on employee productivity in universities in Western Kenya	at 5% significance level, the significance value for coaching, <i>p</i> =.000	Reject the hypothesis

Source: Field Data (2019)

The researcher found coaching to have a significant effect on employee productivity in Public Universities in Western Kenya *p*=.000.

CONCLUSIONS AND RECOMMENDATIONS

The study sought to investigate the effect of coaching on employee productivity in Public Universities in Western Kenya. The findings above concluded that the effect of coaching had a significant effect on employee productivity in Public Universities in Western Kenya.

The researcher recommended that human resource practitioners should capitalize on coaching initiatives that enhance job and life satisfaction as well as employee participation/engagement since they improve employee productivity. These include Job and life satisfaction and Participation/ engagement.

Suggestions for Further Research

This study suggested that future researchers can study on coaching employee satisfaction.

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