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**Effect of Coaching Strategy on Employee Performance in the  
State Department for Public Service in Nairobi City County, Kenya**

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## Effect of Coaching Strategy on Employee Performance in the State Department for Public Service in Nairobi City County, Kenya

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### Abstract:

**Purpose of the Study:** This study examined the effect of coaching strategy on employee performance in the State Department for Public Service in Nairobi City County, Kenya. The research sought to establish how mentorship, career guidance, feedback systems, and leadership coaching influence employee productivity, job satisfaction, and operational efficiency outcomes.

**Methodology:** The study adopted a descriptive non-experimental research design using quantitative and qualitative approaches. The target population consisted of 385 employees, with 116 purposively

sampled respondents. Data were collected through structured questionnaires, and 96 valid responses were analyzed using descriptive statistics and regression analysis techniques applied.

**Findings:** The findings revealed that coaching strategy positively influenced employee performance within the State Department for Public Service. Employees rated coaching initiatives favorably, with an overall mean score of 4.03, while employee performance recorded a mean score of 4.07. Regression analysis established a statistically significant positive relationship between coaching strategy and employee performance ( $\beta = 0.391$ ,  $p < 0.001$ ). The model showed that coaching strategy explained 57.7% of variations in employee performance ( $R^2 = 0.577$ ). The null hypothesis was rejected, confirming that effective coaching practices significantly improve productivity, work quality, job satisfaction, and operational efficiency in public institutions.

**Conclusion:** The study concluded that coaching strategy is a critical determinant of employee performance in Kenya's public sector. Formalized coaching programs, alignment with organizational goals, and capacity building for coaches are essential for strengthening employee effectiveness, improving service delivery, and enhancing institutional productivity within government organizations.

**Keywords:** Coaching strategy, Employee performance, Mentorship, Public service, State Department for Public Service, Nairobi City County.

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## **1.0 Introduction**

### **Background of the Study**

The public sector across the world is under increasing pressure to improve service delivery, operational efficiency, and workforce productivity. Governments are seeking innovative human resource management strategies to enhance employee performance and meet growing citizens' expectations. Among these strategies, coaching has emerged as a structured, personalized approach to developing employee competencies, improving job-related skills, and aligning individual performance with organizational goals (Grant, 2021). Coaching as a strategy involves structured interaction between a coach and an employee with the aim of unlocking potential, improving skills, and addressing performance gaps through goal-oriented conversations, mentorship, and performance feedback (Passmore & Sinclair, 2020).

Globally, coaching strategy has gained significant traction in both private and public sector organizations as an effective tool for enhancing employee performance. In the United Kingdom, the Civil Service has institutionalized coaching as part of its people development framework, resulting in measurable improvements in employee engagement and service delivery (Garvey, Stokes, & Megginson, 2021). In the United States, federal agencies have incorporated executive coaching programs to strengthen leadership capabilities and improve organizational productivity (International Coaching Federation [ICF], 2023). These experiences demonstrate that coaching, when properly structured and implemented, can transform employee performance at both individual and organizational levels.

In Africa, public sector institutions face unique challenges including limited resources, high staff turnover, skills gaps, and bureaucratic inefficiencies that undermine employee productivity. Studies conducted in Nigeria have shown that coaching and mentoring programs positively influence the productivity and professional development of employees in public institutions (Adeogun, Adeogun, & Omole, 2021). In Uganda, capacity-building interventions aligned with coaching principles have been found to enhance service delivery and employee competencies in government entities (Musiimenta & Kobusigye, 2024). These findings affirm the relevance of coaching as a performance management strategy for African public institutions.

In Kenya, the State Department for Public Service is responsible for managing human resources across government, developing public service policy, and ensuring efficient service delivery. Despite various reform initiatives under the Public Service Transformation Program, employee performance in the public service remains a persistent concern, characterized by low motivation, limited skills development, and inadequate performance management systems (Kavai, Kilika, & Kiriri, 2022). The Kenyan government has increasingly recognized coaching as a component of its talent management and leadership development agenda; however, its systematic implementation and measured impact

on employee performance remain understudied (Nyaboga & Muathe, 2022). Nairobi City County, as the political and economic hub of Kenya, hosts the headquarters of the State Department for Public Service. Understanding how coaching strategy affects employee performance in this context is therefore critical for informing human resource policy and practice in Kenya's public sector.

### **Statement of the Problem**

In today's competitive and rapidly evolving public sector environment, organizations must invest strategically in their human resources to improve employee performance and service delivery outcomes. Coaching strategy — comprising mentorship, career guidance, performance feedback, and leadership development — has been widely recognized as a key driver of employee performance (Grant, 2021; Mwova & Langat, 2021). Empirical evidence from various contexts confirms that structured coaching programs improve employee competencies, job satisfaction, and productivity (Adeogun et al., 2021; Apascaritei, Elvira, & Rodríguez-García, 2024).

However, limited empirical evidence exists on the specific effect of coaching strategy on employee performance within Kenya's public service sector. Most existing studies on coaching in Kenya have focused on private sector organizations, faith-based institutions, and higher education, leaving a significant knowledge gap in the public service context (Mwova & Langat, 2021; Dikirr & Omuya, 2023). For instance, Dikirr and Omuya (2023) examined flexible work practices and performance in Kenyan higher education institutions but did not analyze coaching as a distinct performance strategy. Similarly, Mwova and Langat (2021) found that structured career guidance enhanced employee effectiveness in private faith-based universities but did not explore the public sector context. At the State Department for Public Service in Nairobi City County, coaching initiatives — including mentorship, supervisory feedback, and career development programs — exist; however, their systematic implementation and measured impact on employee performance remain unclear. Without context-specific empirical evidence, policymakers and human resource managers lack a reliable basis for designing and investing in coaching programs that can meaningfully improve employee productivity, work quality, and satisfaction. This study therefore seeks to examine the effect of coaching strategy on employee performance in the State Department for Public Service in Nairobi City County, Kenya.

### **Purpose of the Study**

The purpose of the study was to determine the effect of coaching strategy on employee performance in the State Department for Public Service in Nairobi City County, Kenya.

### **Research Hypothesis**

H01: Coaching strategy does not significantly influence employee performance in the State Department for Public Service in Nairobi City County, Kenya.

## **2.0 Literature Review**

### **Theoretical Framework: Goal Setting Theory**

This study is anchored on Goal Setting Theory, as developed by Locke and Latham (1990) and elaborated in their retrospective review (Locke & Latham, 2019). Goal Setting Theory posits that specific, challenging goals accompanied by timely feedback lead to higher performance compared to vague or easy targets. The theory emphasizes that performance improves when employees have clear objectives, receive ongoing feedback on their progress, and are committed to achieving set outcomes (Locke & Latham, 2019). These elements align closely with the core components of coaching strategy, which typically involves setting performance goals, providing constructive feedback, and offering career guidance to help employees achieve their objectives.

In the context of coaching strategy, Goal Setting Theory provides a strong theoretical basis for understanding how mentorship, career guidance, and performance feedback collectively influence employee performance. When coaches help employees establish specific, attainable, and relevant performance goals and provide regular feedback on progress, employees are more likely to be motivated and engaged, resulting in improved performance outcomes (Locke & Latham, 2019). In the State Department for Public Service, the application of Goal Setting Theory implies that coaching programs incorporating structured goal-setting, continuous feedback, and career development planning will have a measurable positive impact on employee performance. Empirical studies by Mwova and Langat (2021) and Adeogun et al. (2021) corroborate this theoretical position, demonstrating that structured coaching aligned with organizational objectives leads to improved employee productivity and professional development.

### **Empirical Review: Coaching Strategy and Employee Performance**

Apascaritei, Elvira, and Rodríguez-García (2024) conducted a study in Spain to examine how workforce management practices together with HR flexibility influence firm performance. Using fuzzy-set qualitative comparative analysis (FSQCA) on data from 113 firms, the study found that organizations perform best when commitment-based HR practices — including coaching and mentoring — are combined with flexible HR approaches aligned with key business strategies. The research demonstrated that coaching and mentoring practices are central to building employee competence and improving organizational outcomes. However, the study's focus on private sector firms limits the generalizability of its findings to public sector organizations such as Kenya's State Department for Public Service.

Mwova and Langat (2021) investigated the effect of career coaching on employee performance in private faith-based universities in Kenya. Their findings revealed that structured career guidance significantly enhanced employee effectiveness and job satisfaction. However, the private university context limits the applicability of these findings to government institutions, creating a gap that the present study addresses by focusing specifically on the public service sector.

Adeogun, Adeogun, and Omole (2021) examined the impact of coaching and mentoring on the performance of academic staff at the University of Ibadan in Nigeria. Their study found positive correlations between coaching practices and staff performance, indicating that regular mentoring interactions and performance feedback contribute to improved productivity. However, the study was conducted in an academic setting and did not clearly distinguish between coaching and mentoring as separate interventions, warranting further exploration in the broader public service context.

Dikirr and Omuya (2023) examined the impact of flexible work practices on employee performance in institutions of higher learning in Nyeri County, Kenya. In a descriptive survey involving approximately 1,300 employees, they established that flexible arrangements positively correlated with employee satisfaction and productivity. While the study highlights the role of progressive HR strategies in improving performance, it did not specifically examine coaching as a performance management strategy, underscoring the need for studies such as the current one.

Musiimenta and Kobusigye (2024) studied the effect of capacity-building interventions on employee performance in Uganda's public health institutions. Their findings demonstrated that structured capacity-building programs — which incorporate coaching elements such as on-the-job training and mentorship — significantly enhance employee productivity and service quality. These findings align with the present study's premise that coaching strategy, when systematically implemented, positively influences employee performance in public sector organizations.

### **Employee Performance in the State Department for Public Service**

Employee performance in the public sector refers to the degree to which employees fulfill their assigned responsibilities, contribute to organizational goals, and deliver quality services to citizens. It is assessed through indicators such as job satisfaction, quality of work, productivity, task completion rates, and operational efficiency (Nyaboga & Muathe, 2022). In Kenya's State Department for Public Service, performance management is guided by the Performance Contracting Framework, which links individual and departmental targets to broader national development objectives. Kawai, Kilika, and Kiriri (2022) investigated the relationship between talent management practices and employee performance in Kenya's public service, finding that institutions with structured mentorship and coaching programs recorded higher performance scores compared to those without such programs. The study underscored the need for formalized coaching strategies aligned with

organizational performance objectives. These findings reinforce the importance of examining coaching strategy as a predictor of employee performance in the State Department for Public Service.

### **3.0 Research Methodology**

This study adopted a descriptive, non-experimental research design, integrating both quantitative and qualitative approaches to examine the effect of coaching strategy on employee performance in the State Department for Public Service in Nairobi City County, Kenya. The design enables the collection of data on existing practices without manipulation of variables, while capturing measurable outcomes and employee perspectives. The target population comprised 385 employees across senior, middle, and lower cadres to ensure diverse representation. A purposive sampling technique was used to select respondents with relevant experience in coaching initiatives, yielding a sample size of 116 respondents (30% of the population). Coaching strategy was operationalized through indicators such as on-the-job coaching, mentorship, feedback mechanisms, and leadership coaching. Employee performance was measured using job satisfaction, quality of work, productivity, and operational efficiency, based on a five-point Likert scale. Data were collected using semi-structured questionnaires for middle- and lower-level staff and key informant interviews for senior management, alongside secondary data from official reports. Quantitative data were analyzed using descriptive statistics and multiple regression in SPSS, while qualitative data were examined through thematic analysis. Ethical standards, including informed consent, confidentiality, and research approvals, were upheld throughout the study.

### **4.0 Research Findings and Discussion**

#### **Response Rate**

*Table 1: Response Rate*

<b>Category</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
<b>Responded</b>	96	82.76
<b>Did Not Respond</b>	20	17.24
<b>Total</b>	116	100.00

*Source: Research Data (2026)*

A response rate of 82.76% was obtained from the distribution of 116 questionnaires, of which 96 were completed and returned. Strong participant engagement is demonstrated by this high response rate, which confirms that the data gathered is reliable enough to support solid statistical analysis. A response rate exceeding 80% is generally regarded as excellent in social science research, as it minimizes the risk of non-response bias and strengthens the validity of findings (Fowler, 2014).

**Descriptive Analysis: Coaching Strategy**

Coaching strategy refers to a structured, individualized approach to coaching and mentoring designed to support employees in their professional development and achievement of work-related objectives. The descriptive statistics indicate that employees generally perceive coaching initiatives as beneficial for enhancing performance. The aggregate mean of 4.03 (SD = 0.79) indicates that staff view coaching as a valuable resource for promoting job effectiveness, career growth, and goal achievement.

**Table 4.8: Coaching Strategy**

No.	Statement	M	SD
1	The mentorship programs in my department have enhanced my job performance.	4.12	0.75
2	Regular interaction with a mentor has improved my ability to meet work goals.	4.05	0.79
3	Career guidance provided by supervisors has helped in setting clear career goals.	4.00	0.81
4	Coaching sessions have contributed to better understanding of career progression.	4.08	0.76
5	Performance feedback received from my supervisor is timely and constructive.	3.92	0.83
6	Feedback from coaching sessions has positively influenced my work outcomes.	4.03	0.78
<b>7 Agg.</b>	<b>Overall Coaching Strategy</b>	<b>4.03</b>	<b>0.79</b>

Source: Research Data (2026)

Examining the individual items, mentorship programs received the highest rating ( $M = 4.12$ ,  $SD = 0.75$ ), indicating that employees particularly value one-on-one guidance from experienced mentors in enhancing their job performance. Coaching sessions contributing to a better understanding of career progression were also highly rated ( $M = 4.08$ ,  $SD = 0.76$ ), followed by regular mentor interaction that facilitates goal achievement ( $M = 4.05$ ,  $SD = 0.79$ ). Supervisor career guidance ( $M = 4.00$ ,  $SD = 0.81$ ) and feedback from coaching sessions ( $M = 4.03$ ,  $SD = 0.78$ ) scored slightly lower, while timely and constructive performance feedback recorded the lowest score ( $M = 3.92$ ,  $SD = 0.83$ ), suggesting variability in how employees perceive the quality and regularity of feedback provided. The aggregate mean of 4.03 reflects a general consensus that coaching programs support professional growth and enhance employee performance, with closely aligned standard deviations indicating consistency in respondents' perceptions.

These findings are consistent with previous research highlighting the importance of coaching in improving employee performance. Adeogun et al. (2021) established positive correlations between coaching practices and staff performance, while Mwova and Langat (2021) found that structured career guidance significantly enhanced employee effectiveness. Apascaritei, Elvira, and Rodríguez-García (2024) further demonstrated that commitment-based HR practices, including mentorship, are associated with improved employee and organizational outcomes. The present study extends these findings to the Kenyan public service context, confirming that targeted coaching programs — particularly mentorship, career guidance, and performance feedback — positively influence employee performance in government institutions.

Qualitative thematic analysis of employee responses further validated these findings. Respondents noted that regular mentor interactions assisted them in achieving work goals and gaining clarity about their career pathways. Timely and constructive performance feedback was identified as particularly valuable, as it helped employees identify their strengths and focus on areas requiring improvement. Employees also attributed improved accountability, clarity of career objectives, and stronger commitment to organizational goals to coaching engagement. Suggestions from employees included more structured coaching schedules, appointment of coaches with relevant expertise, and formalization of coaching programs to ensure consistency across departments. Senior management confirmed that coaching and mentorship are central to career growth, employee engagement, and performance improvement, while also citing challenges such as high workloads, absence of formalized mentorship frameworks, and infrequent mentor-mentee interactions as constraints.

## **Employee Performance**

Employee performance reflects the extent to which staff members fulfill their job responsibilities and contribute to the achievement of organizational objectives. The descriptive findings indicate that employees generally demonstrate high levels of performance, with an aggregate mean of 4.07 ( $SD =$

0.77). This suggests that capacity-building, coaching, and mentorship strategies have had a positive influence on job satisfaction, work quality, and overall productivity in the State Department for Public Service.

**Table 4.12: Employee Performance**

No.	Statement	M	SD
1	Satisfied with my job and feel motivated to perform my duties effectively in this department.	4.10	0.76
2	Coaching and mentoring strategies in the department have improved my overall job satisfaction.	4.08	0.77
3	The quality of work produced by employees in this department is consistently high.	4.12	0.74
4	Coaching strategies have positively enhanced the accuracy and quality of work delivered by employees.	4.05	0.78
5	Employees in this department complete their tasks efficiently and meet deadlines effectively.	4.00	0.79
6	The implementation of coaching strategies has increased the overall efficiency and productivity of employees.	4.08	0.76
<b>7 Agg.</b>	<b>Overall Employee Performance</b>	<b>4.07</b>	<b>0.77</b>

*Source: Research Data (2026)*

Among the individual performance items, the quality of work produced by employees was rated highest (M = 4.12, SD = 0.74), followed by job satisfaction and motivation to perform duties effectively (M = 4.10, SD = 0.76), and the contribution of coaching strategies to overall efficiency

and productivity ( $M = 4.08$ ,  $SD = 0.76$ ). The influence of coaching on accuracy and quality of work ( $M = 4.05$ ,  $SD = 0.78$ ) and timely task completion ( $M = 4.00$ ,  $SD = 0.79$ ) were also rated positively. The aggregate mean of 4.07 ( $SD = 0.77$ ) indicates that employee performance is largely high and stable, reflecting a combination of intrinsic motivation and the positive influence of systematic coaching practices. Moderate standard deviations suggest some variation in perceptions, which may be attributable to differences in individual experience or departmental exposure to coaching initiatives.

These findings align with current literature showing that coaching practices improve employee performance. Musiimenta and Kobusigye (2024) found that capacity-building interventions incorporating coaching elements enhance productivity and service quality in public institutions. Adeogun et al. (2021) and Mwova and Langat (2021) similarly found that coaching and mentoring reinforce individual performance through skill development and goal alignment. Respondents in this study reported that coaching-related strategies enhanced their competence, improved their understanding of job requirements, and contributed to better decision-making, ultimately resulting in higher quality outputs and improved service delivery. Qualitative data further supported these findings, with employees observing that mentorship enhanced their technical skills and clarified job responsibilities, while performance feedback reduced errors and increased consistency in work quality.

**Inferential Statistics**

***Model Summary***

Table 4 presents the summary of the regression model. The correlation coefficient ( $R = 0.651$ ) indicates a strong positive relationship between coaching strategy and employee performance. The coefficient of determination ( $R^2 = 0.577$ ) shows that 57.7% of the variation in employee performance is explained by coaching strategy. The adjusted  $R^2$  (0.502) accounts for the number of predictors and confirms that the model provides a good fit to the data. The standard error of estimate (0.504) indicates relatively small deviations between observed and predicted values.

***Table 4: Model Summary***

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.651 <sup>a</sup>	.577	.502	.50370

*a. Predictors: (Constant), Coaching Strategy*

**ANOVA**

The ANOVA results in Table 5 indicate that the overall regression model is statistically significant ( $F = 58.213, p < 0.001$ ). This confirms that coaching strategy has a significant effect on employee performance in the State Department for Public Service.

**Table 5: ANOVA**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	14.769	1	14.769	58.213	.000 <sup>b</sup>
Residual	38.564	152	.254		
<b>Total</b>	<b>53.333</b>	<b>153</b>			

*a. Dependent Variable: Employee Performance*

*b. Predictors: (Constant), Coaching Strategy*

**Regression Coefficients**

Table 6 presents the regression coefficients for the relationship between coaching strategy and employee performance. The unstandardized coefficient for coaching strategy ( $B = 0.324, p < 0.001$ ) indicates that a one-unit increase in coaching strategy is associated with a 0.324-unit increase in employee performance. The standardized beta coefficient ( $\beta = 0.391$ ) further confirms the significant positive predictive power of coaching strategy on employee performance. The t-value ( $t = 3.939$ ) demonstrates that this effect is statistically significant at the 0.001 level. Based on these results, the null hypothesis ( $H_0$ ) is rejected; coaching strategy is a significant positive predictor of employee performance.

**Table 6: Beta Coefficients for Coaching Strategy**

Model	B (Unstd.)	Std. Error	Beta (Std.)	t	Sig.
(Constant)	2.149	.353		6.081	.000
<b>Coaching Strategy</b>	.324	.082	.391	3.939	.000

*a. Dependent Variable: Employee Performance; p < 0.001*

The regression coefficient ( $B = 0.324$ ,  $p < 0.001$ ) demonstrates that coaching strategy significantly and positively influences employee performance in the State Department for Public Service. This finding is consistent with Goal Setting Theory, which posits that structured feedback, goal clarity, and mentoring improve individual task performance (Locke & Latham, 2019). The results also align with empirical evidence from Adeogun et al. (2021), who found a significant positive relationship between coaching practices and employee performance, and Musiimenta and Kobusigye (2024), who demonstrated that capacity-building interventions incorporating mentorship significantly enhance productivity in public sector institutions. The strong model fit ( $R^2 = 0.577$ ) further underscores the substantive contribution of coaching strategy as a predictor of employee performance in this context.

## 5.0 Summary of the Study

This study examined the effect of coaching strategy on employee performance in the State Department for Public Service in Nairobi City County, Kenya. Descriptive findings revealed that employees hold favorable perceptions of coaching initiatives, with an aggregate mean of 4.03 (SD = 0.79) for coaching strategy. Mentorship programs were the most highly rated coaching component (M = 4.12, SD = 0.75), while timely and constructive performance feedback recorded the lowest rating (M = 3.92, SD = 0.83), suggesting opportunities for improvement in feedback delivery. Employee performance was also rated positively, with an aggregate mean of 4.07 (SD = 0.77), reflecting high levels of job satisfaction, work quality, and operational efficiency among departmental employees.

Regression analysis confirmed a strong and statistically significant positive relationship between coaching strategy and employee performance ( $\beta = 0.391$ ,  $p < 0.001$ ), with coaching strategy accounting for 57.7% of the variation in employee performance ( $R^2 = 0.577$ ). The null hypothesis was rejected, confirming that coaching strategy significantly influences employee performance in the State Department for Public Service. These findings are consistent with Goal Setting Theory and are supported by empirical evidence from Adeogun et al. (2021), Mwova and Langat (2021), and

Musiimenta and Kobusigye (2024), all of which demonstrate the positive impact of structured coaching on employee performance in various organizational contexts.

## **6.0 Conclusion**

The study concludes that coaching strategy is a significant and positive driver of employee performance in the State Department for Public Service in Nairobi City County, Kenya. The strong positive relationship between coaching strategy and employee performance demonstrates that government institutions investing in comprehensive and well-structured coaching programs achieve better outcomes in terms of employee productivity, work quality, job satisfaction, and operational efficiency. While employees view mentorship, career guidance, and coaching-related feedback positively, the relatively lower rating of feedback timeliness highlights the need to strengthen feedback mechanisms to ensure coaching programs deliver their intended benefits consistently. The findings further reveal that effective coaching strategy addresses critical challenges in Kenya's public service, including skills gaps, low motivation, and limited career development opportunities. Public institutions that embrace structured coaching programs are better positioned to build a competent, motivated, and high-performing workforce capable of meeting the demands of modern public service delivery. These conclusions affirm the centrality of coaching strategy as a human resource management tool and support its integration into the State Department for Public Service's performance management framework.

## **7.0 Recommendations**

Based on the research findings, the following recommendations are proposed:

The State Department for Public Service should formalize coaching and mentorship programs by developing comprehensive coaching frameworks that outline roles, responsibilities, timelines, and measurable outcomes for coaches and mentees. Formalizing these programs will ensure consistency in implementation across departmental levels and reduce reliance on informal, unstructured mentoring interactions. Senior management should strengthen performance feedback mechanisms by ensuring that supervisory feedback is timely, specific, and constructive. This can be achieved through structured performance review processes, regular one-on-one coaching sessions, and the development of clear feedback protocols that guide supervisors in delivering effective developmental feedback to employees. The department should align coaching programs with organizational performance objectives and individual career development plans. This alignment will ensure that coaching activities are goal-directed and contribute directly to both individual employee performance and departmental productivity targets, consistent with the principles of Goal Setting Theory.

Human resource managers should invest in the training and certification of internal coaches and mentors to improve the quality and effectiveness of coaching interactions. Trained coaches are better

equipped to apply evidence-based coaching techniques, build trusting relationships with mentees, and facilitate meaningful career development conversations that lead to measurable performance improvements. The department should establish a coaching monitoring and evaluation system to track the implementation and impact of coaching programs over time. Regular reviews of coaching outcomes will provide data-driven insights that can inform continuous improvement of coaching strategies and ensure that coaching investments yield sustainable performance benefits.

## **8.0 Areas for Further Research**

Future research should consider replication of this study across other state departments and county governments in Kenya to determine whether the findings are generalizable to the broader public service. Longitudinal studies examining the long-term impact of coaching strategy on employee performance would provide valuable insights into the sustainability of performance improvements resulting from coaching interventions. Additionally, comparative studies examining coaching strategy effectiveness across public and private sector organizations in Kenya would enhance understanding of the contextual factors that mediate the coaching-performance relationship. Future research could also investigate the moderating role of organizational culture and leadership style on the relationship between coaching strategy and employee performance, as these factors may significantly influence the effectiveness of coaching programs in different organizational settings.

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