EFFECT OF KNOWLEDGE TRANSFER PROCESSES ON EMPLOYEE PERFORMANCE IN STATE CORPORATIONS IN KENYA

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Effect of Knowledge Transfer Processes on Employee Performance in State Corporations in Kenya

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

To my late mother Nancy Wambui Mwangi

(May her soul rest in peace).

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS AND ACRONYMS

CCGA :   Centre for Corporate Governance in Africa

CIPD :   Chartered Institute of Personnel Development

GCMA: Global Coaching Mentoring Alliance

GOEs :   Governemnet Owned Entities

GoK :   Government of Kenya

HCT :   Human Capital Theory

HR   :   Human Resource

HRM :   Human Resource Management

ICF   :   International Coaching Federation

ICT   :   Information Communication Technology

IDSA :   Institute of Directors in Southern Africa

IT   :   Information Technology

KM   :   Knowledge Management

KT   :   Knowledge Transfer

KTP   :   Knowledge Transfer Processes

OECD :   Organization for Economic Co-operation and Developement

PPMC :   Pearson Product Moment Coefficient

RoK   :   Republic of Kenya

RSA   :   Republic of South Africa

SCs   :   State Corporations

SPSS   :   Statistical Package for Social Sciences

USA   :   United States of America

WABC: Worldwide Association of Business Coaches

OPERATIONAL DEFINITION OF TERMS

Employee Performance: Employees' performance is the ability of the employee to achieve both their own goals and that of the organization to achieve a competitive advantage over others (Blume, 2010).

Firms: Firms include organizations, companies, businesses, State Corporations, partnerships and multinationals (Seedee ,2012).

Information Communication Technology: ICT include computer assisted technologies such as emails, video conferencing, electronic bulletin board, intranet, internet among others and computer assisted decision aiding technologies such as decision support sytems, expert systems among others (Tsui, 2005; Alavi & Leidner, 2007). ICT accelerates the speed of knowledge transfer within firms.

Knowledge: Fluid mix of framed experience, values, contextual information, and expert insight that provides a frame work for evaluating and incorporating new experiences and information (Prusak, 2001). It is validated and authenticated information that is ready to apply to decisions and actions (Alavi & Leidener, 2001). Knowledge involves the processing, creation or use of information in the mind of the individual. Knowledge is information combined with experience,context, interpretation, reflection and perspective that adds a new level of insight (Pham, 2008).

Knowledge Transfer: An event through which one entity learns from the experience of another, suggesting thereby that the effect one unit has on another is in terms of learning that the second unit experiences. Organizational learning can thus be seen as an intended outcome of KT (Darr & Kurtzberg, 2000).

Knowledge Transfer Process: A technique, method or approach through which knowledge is successfully exchanged in order to improve performance. Employee knowledge transfer enable firms to capitalize on the best practices and create advantages such as strengthening of the organizational knowledge base and better flexibility in responding to firm's environment (Argote & Ingram, 2000; Pham, 2008).

Knowledge Management Strategy: A plan that describes how an organization will manage its knowledge better for the benefit of that organization and its stakeholders. A good knowledge management strategy is closely aligned with the organization's overall strategy and objectives (Ogendo, 2014).

Knowledge Management: A tool for organizational effectiveness and competitiveness where knowledge or information, experience and expertise are the focal points. KM is conceptualized as a means of creating, transferring and integrating individual knowledge within the organization to drive for organizational knowledge that is source of competitive advantage (Anitha, 2014).

Organizational Performance: The organization's ability to attain it goals and objectives by using resources at its disposal in an efficient and effective manner (Abdulla, Rashid & Umair, 2013).

Performance: A set of financial and non-financial indicators which offer information on the degree of achievement of objectives and results (Lebans & Euske, 2006; Kaplan & Norton, 2009). Performance is multidimensional and encompasses objective evaluation of the firm, customers' evaluation of the organizations products and services and overall financial and market performance (Seedee, 2012). Performance is the accomplishment, execution, carrying out, working out of anything ordered or undertaken (Armstrong, 2006).

State Corporations: Government Owned Entities (GOEs), Parastatals and semi-autonomous Government Agencies (RoK, 2013).

ABSTRACT

The study sought to examine the effect of knowledge transfer processes on employee performance in State Corporations in Kenya. Despite the importance of employee performance to organizations, little systematic studies exist on how knowledge is enabled and transferred in firms to improve employee performance. Knowledge transfer processes specifically mentoring, coaching, peer to peer training and talent development are critical in addressing the problem of employee performance in. Locally, regionally and globally, cases of decline in employee performance in firms have been reported creating an urgent need to address this problem. In particular, State Corporations in Kenya employ about 119,689 workers with an annual wage bill of over 131.2 billion and only 51% are self-sustaining. This is of great concern to the Government, people of Kenya and International Community as State Corporations are important in economic transformation and national development. The general objective of the study was to examine the effect of knowledge transfer processes on employee performance in State Corporations in Kenya. A sample of 126 State Corporations was randomly selected from a population of 187. The unit of observation was 126 human resource managers or their equivalents drawn from the sampled State Corporations. From 126 questionnaires distributed, 92 were filled and returned. The study applied mixed methods research with cross-sectional survey design. Multiple regression analysis and inferential analysis was carried out. This was useful in the interpretation of the study results. The data was analysed using SPSS (version 23) and presented by way of means, percentages, standard deviation, tables and figures. The study found positive significant relationship between knowledge transfer processes and employee performance. Iformation communication technology was found to be an enabler of knowledge transfer processes though it did not significantly moderate the relationship between peer to peer training and employee performance. Coaching was the strongest predictor of the variance in employee performance in State Corporations in Kenya. The study recommends that State Corporations allocate more resources in coaching activities in comparison to the other processes. The study further recommends the use of Information Communication Technology to support knowledge transfer processes. The study concludes that knowledge transfer processes significantly improve employee performance in State Corporations in Kenya and therefore necessary resources to be avialed to support the processes.

INTRODUCTION

The chapter outlines the background of the study, statement of the problem, objectives of the study, research hypotheses, justification of the study, the scope of the study and limitations of the study.

1.1 Background of the Study

Employee performance is considered critical in assessing a firm's capacity to confer sustainable competitive advantage globally (Shafloot, 2012). The contribution of employee performance to institutional productivity is recognized as fundamental aspect of growth and sustainability of firms (Armstrong, 2012). The firms which invest in employees performance have a competitive edge over others and individual input in an organization leads to achievement of organizational goals (Najabat, 2015). Performance results from effective use of knowledge, skills and competences (Pham, 2008).

At the global arena, value of employee performance to organizational success is well (Chiabaru, Dam & Hutchins, 2010; Tseng & Lee, 2014; Seedee, 2012; Najabat, 2015, Sie & Yakhlef, 2009). A study carried out in the USA on employee performance in public sector found that firms which transferred knowledge effectively outperformed others by 20% (Martin, 2010). However, regionally and locally little systematic studies exist on how knowledge is transferred and enabled in firm to improve employee performance (Kumar, 2009; RoK, 2013; CCGA, 2013). The processes through which knowledge is transferred and enabled is critical in improving individual employee performance and by large that of the entire organization (Wu, Cheng & Huang, 2010; Thomas & Pretat, 2009; Serrat, 2010; Ogendo, 2014, Guyo, 2012).

Knowledge transfer process is a technique, method or approach through which knowledge is successfully transferred in order to improve performance. Employee knowledge transfer enable firms to capitalize on the best practices and create advantages

such as strengthening of the organizational knowledge base and better flexibility in responding to firm's environment (Pham, 2008; Najabat, 2015). Ogendo (2014) posited that knowledge is a justified personal belief that increases an individual's capacity to take effective action. Knowledge transfer processes take various forms including mentoring, coaching, peer to peer training, talent development and many other learning activities involved in transferring of tacit/implicit and explicit knowledge. Kumar and Ganesh (2009) posited that knowledge transfer is a process of exchange of explicit or tacit knowledge between two agents, during which one agent purposely receives and uses the knowledge provided by another.

Explicit knowledge can be transferred through more technology-driven, structured processes such as information systems. The explicit knowledge can be articulated, codified and stored in a certain media (Pham, 2008). It is readily transmitted to others. The common forms of explicit knowledge are manuals, patents, reports, documents, assessments, and databases. Tacit knowledge is personal, intuitive, insightive, context-sensitive, dynamically created and experience-based, subjective and experiential and resides in the mind of the people (Guyo, 2012). The type of knowledge to be transferred may be a critical factor in deciding on the type of the process needed to facilitate the knowledge management process in general, and the knowledge transfer processes to be applied.

When managing performance, both inputs (behaviour) and outputs (results) need to be considered. Behaviour focuses on what people do to realize core values such as concern for quality, concern for people (customers), concern for equal opportunity and operating ethically. Everything people do at work leads to outcomes that further the achievement of organizational goals (Cai, 2009). Knowledge creation and transfer is a source of firm's sustainable competitive advantage and transnational's principle method of achieving a competitive edge in a competitive environment (Ogendo, 2014; Najabat, 2015).

For effective transfer of knowledge, the knowledge transfer processes are supported by information communication technology (Jones & Mahon, 2012; Rasula, 2012; Pham, 2008). ICT is recognized as an important enabler of knowledge transfer processes (Alavi & Leidner, 2007; Blume, 2010). ICT is an important tool for transferring explicit knowledge between people in the organization as it supports communication and enables collaborative learning (Song, 2010; Pham, 2008). Information communication aiding technologies help to accelerate the speed of knowledge transfer within firms (Kim & Trimmi, 2007).

1.1.1 Knowledge Transfer

Knowledge transfer enable firms to capitalize on the best practices and create advantages such as strengthening of the organizational knowledge base and better flexibility in responding to firm's environment (Lee, 2007). Knowledge flow enables the transmission of unique solutions from one unit to others, the coordination of various connected units, and the collaboration among them. As a result, knowledge flows enable managers to seize a larger scope of opportunities more quickly and more efficiently (Al-Gharibeh, 2011). Ganesh (2009) and Krogh (2007) posited that knowledge creation is akin to exploration, in which individuals and teams generate new ideas and concepts, by combining existing knowledge. Knowledge transfer enables the exploitation and application of existing knowledge for organizational performance.

Pham (2008) averred that knowledge is one of the most important resources for achieving competitive advantage. Researchers consider capacities for creating, transferring and integrating or using knowledge as critical to improving firms' performance (Thomas, 2009). It is advanced that the best knowledge transfer practices are those that lead to improvement in performance by helping a low performing company become a medium performer, a medium performer become a high performer and a high performer stay successful (Shafloot, 2012).

At a global level, Chen (2007) asserted that China is an ideal laboratory for the study of global knowledge and best practices on knowledge transfer. Rarely are expatriate managers in China seen to act from the belief that the international parent can learn anything from its foreign business operations. Instead managers tend to focus on, and are predisposed to exploit, what the Chinese subsidiary has to offer. Business operations in China tend to be extensions of the parent firm. Branches are expected to be largely passive implementers of headquarters' strategies, tactics, practices, procedures, and policies. China is encouraging foreign investment, exports experts to transfer knowledge on modern business technologies which enhances improvement in their products and services. The transfer of such expert knowledge to local firms bring about growth and improvement of the local products and services.

Organizational performance is directly associated with employee performance ((Liebowitz, 2009). Chiabaru, Dam and Hutchins (2010) averred that employee performance is a reflection of their commitment and satisfaction in the jobs they are doing. In order to succeed at enhancing employee performance, it is crucial for a firm to establish comprehensive measurement index that provides managers and staff with clear directions and goals of transferring knowledge (Tseng & Lee, 2014). Effective organizational management depends on the ability to measure employee performance (Crowther & Aras, 2008). Employee performance is the outcome or results obtained from the effects of adequate knowledge transfer, strategy content and external environment (Prietula & Levine, 2006; Yang, 2007; Ogendo, 2014).

1.1.2 State Corporations in Kenya

One of the key policy instruments that governments world over have applied in supporting national development have been Government Owned Entities (GOEs), in Kenya referred to variously as Parastatals, State Corporations (SCs) or semi-autonomous government agencies in some cases (RoK, 2013; RSA, 2013).

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State Corporations are established under State Corporation Act No. 11 of 1986 CAP 446 of the laws of Kenya and section 5 of the Act gives the corporations powers and functions. State corporations are important instruments in improving the delivery of public services, including meeting the basic needs of citizens. State Corporations play a major role in enabling social and economic transformation of the economies in which they operate. In addition they are critical in promoting and accelerating economic growth and development of the state (CCGA, 2013; OECD, 2005). In the recent past, Kenya has set itself an ambitious, but achievable development agenda, reflected in Vision 2030 (RoK, 2007). Faced with a challenging and fluid regional as well as global context, Kenya requires significant transformation in the way natural, financial and organizational resources are applied. Performance of State Corporations (SCs) has been a matter of on-going concern in an environment of resource scarcity and mounting needs.

A number of policy issues and challenges afflict SCs in Kenya which includes inadequate performance management framework that effectively links performance of SCs to national development goals and fails to adequately link individual performance to institutional performance (RoK, 2011). The dismal performance in SCs has resulted to public private partnerships, mergers, restructuring and branding, and even trimming the number of SCs from 262 to 187 (RoK, 2013; OECD, 2005). The decline in performance in most of the organizations was attributed to inadequate policies on employee knowledge transfer processes, inadequate intra-organizational knowledge transfer techniques, organizational culture and lack of adequate directions in the management (Cabrera, Collins, & Salgado, 2006; Kumar & Ganesh, 2009; Cai & Klyushina, 2009; Ogendo, 2014).

1.1.3 Information Communication Technology

Knowledge is transferred within an organization via various means such as mentoring, face-to-face interactions, job rotation and staff development (Burke & Hutchins, 2007; Pham, 2008; Blume, Ford, Baldwin & Huang, 2010). However, as organizations become more global, these knowledge transfer processes need to be supported by information communication technology (Barnes, 2002; Blume et al., 2010). ICT is recognized as an important enabler for knowledge transfer processes (Tsui, 2005; Alavi & Leidner, 2007).

Information Communication Technology plays an important role in breaking down infrastructure boundaries that inhibit interaction between individuals within an organization. According to Alavi and Leidner (2007), ICT include computer assisted technologies (such as email, video conferencing, electronic bulletin boards among others) and computer assisted decision-aiding technologies (such as decision support systems, expert systems). This classification of IT infrastructure has received broad acceptance as it captures the core functions of different information technologies and provides a good conceptual theory for conducting empirical work (Song, 2010; Pham, 2008).

Information Communication Technology is important as it reduces geographical and or time constraints and results in better coordination of organizational business activities (Greiner, 2007; Lee & Lee, 2007). Information Technology offers organizations the ability to be flexible and respond more quickly to changing environment. It is a useful tool for transferring explicit knowledge between people in the organization as it supports communication and enables collaborative learning (Hislop, 2002; Laudon & Laudon, 2004). Kim and Trimmi (2007) assert that communication aiding technologies help to accelerate the speed of knowledge transfer processes within firms. ICT is therefore an important tool in aiding and supporting knowledge transfer processes in State Corporations in Kenya to improve employee performance.

1.2 Statement of the Problem

Employee performance is a key determinant of sustainable competitive advantage (Shafloot, 2012), yet there is decline of individual employee performance in public sector globally (CCGA, 2013; RSA, 2013). Individual employee performance is improved by effective knowledge transfer processes supported by information communication technology (Jones & Mahon, 2012; Rasula, 2012; Pham, 2008). ICT is recognized as an important enabler of knowledge transfer processes (Alavi & Leidner, 2007; Blume, 2010). It is an important tool for transferring explicit knowledge between people in the organization as it supports communication and enables collaborative learning (Song, 2010; Pham, 2008). Effective employee performance is improved by effective knowledge transfer processes with support of ICT. A study carried out in the USA on employee performance in public sector found that firms which transferred knowledge effectively outperformed others by 20% (Martin, 2010).

Despite the GoK investing enormous resources on State Corporations, they have continued to record poor performance (OECD, 2005; RoK, 2011). The SCs employ about 119,689 workers with an annual wage bill of over 131.2 billion but only 51% of SCs are self-sustaining (RoK, 2013). This declined performance is of concern to the Government of Kenya, the people of Kenya and the International Community due to vital role SCs are expected to play in enabling socio-economic transformation of Kenya. The poor performance is partly attributed to declined individual employee performance as a result of indequate strategies on how to transfer knowledge within the organizations (IDSA, 2009; Ogendo, 2014).

Regionally and locally, there is limited empirical focus linking individual employee performance to knowledge transfer within organizations in contrast to developed countries (Lee, 2014; Guyo, 2012; Najabat, 2015). Most studies relating to knowledge transfer processes and employee performance have been conducted in developed world (Chiabaru, Dam & Hutchins, 2010; Tseng & Lee, 2014). The studies conducted in the developed world are unlikely to adequately address the problem of employee

performance in developing countries such as Kenya due to their socio-economic status social (Anitha, 2014). In view of the identified gaps, the study sought to examine the effect of knowledge transfer processes on employee performance in State Corporations in Kenya.

1.3 Research Objectives

The research objectives were adressed as overall objective and specific objectives:

1.3.1 Overall Objective

The overall objective of the study was to examine the effect of knowledge transfer processes on employee performance in State Corporations in Kenya.

1.3.2 Specific Objectives

This study was guided by the following specific objectives:

    i.   To examine the effect of mentoring on employee performance in State Corporations in Kenya.

    ii.   To evaluate the effect of coaching on employee performance in State Corporations in Kenya.

    iii.   To assess the effect of peer to peer training on employee performance in State Corporations in Kenya.

    iv.   To determine the effect of talent development on employee performance in State Corporations in Kenya.

    v.   To examine the moderating effect of ICT on the relationship between knowledge transfer processes and employee performance in State Corporations in Kenya.

1.4 Research Hypotheses

This study sought to test the following hypotheses:

$H_1$1: There is a significant positive relationship between mentoring and employee performance in State Corporations in Kenya.

$H_1$2: There is a significant positive relationship between coaching and employee performance in State Corporations in Kenya.

$H_1$3: There is a significant positive relationship between peer to peer training and employee performance in State Corporations in Kenya.

$H_1$4: There is a significant positive relationship between talent development and employee performance in State Corporations in Kenya.

$H_1$5: There is a significant moderating effect of ICT on the relationship between knowledge transfer processes and employee performance in State Corporations in Kenya

1.5 Justification of the Study

The research findings are useful to the following stakeholders:

1.5.1 State Corporations

The findings is useful to the management of State Corporations in building organizational capabilities that enable effective knowledge transfer processes to better utilize their employees' intellectual capital, which in turn contributes to enhanced competitiveness and performance.

1.5.2 Human Resource Management Practitioners

The study findings are important to human resources management practitioners particularly in the field of knowledge management. The human resource management practitioners are encouraged to review knowledge transfer strategies within firms with a view to improve employee performance.

1.5.3 Managers in Public Sector

The study findings are valuable to general managers in public sector organizations specifically on the issues of enhancing intra-organizational knowledge transfer processes to improve employee performance and overall organizational performance.

1.5.4 The Employees

The study findings are valuable to the employees of the organizations as they are able to appreciate the importance of sharing knowledge to improve their own performance and that of the entire organization.

1.5.5 The Academicians and Scholars

Finally, the findings stimulates further interest to academicians and scholars to research more in the field of knowledge management. The research findings add value to the already existing body of knowledge in the field of knowledge management.

1.6 Scope of the Study

The study was done in a randomly selected State Corporations in Kenya and the respondents were the respective HR managers within the selected sample. As the nature of the independent variables namely; mentoring, coaching, peer to peer training and talent development lie within HR functions, the researcher found it justifiable to consider HR managers or their equivalent as units of observation.

HR managers or their equivalent are considered to be well placed to give information on the effect of knowledge transfer processes on employee performance. This is because issues of employee performance is a function of HR managers. The construct examined is knowledge transfer processes and the response variable is employee performance. The study examined the employee performance in State Corporation for a period of three years from the Financial year 2012/2013, 2013/2014 and 2014/2015. The information was available from secondary sources.

1.7 Limitation of the Study

The study was limited to State Corporations operating in Kenya as at 2013. This is after the government of Kenya reduced SCs from 262 to 187 due to non-performance and declined productivity (RoK, 2013). According to RoK (2013) the Kenyan Government spent enormous resources to revive SCs, but the performance continued to decline which made it no longer sustainable due to stretched resources.

The challenge of individual employee performance was sighted to contribute to poor performance of SCs. Therefore the study limited itself to the problem of employee performance and how it can be addressed through knowledge transfer processes namely; mentoring, coaching, peer to peer training and talent developemnt. The study was limited to the variables after a thorough literature review. The literature review established limited focus linking individual employee performance to knowledge transfer processes locally in contrast to the developed world. This further limited the study to a geographical area of Kenya which is a developing country within Africa.

Due to the nature of the study, it adopted mixed methods research guided by cross-sectional survey design. This enabled combining elements of both qualitative and quantitative research techniques. This was to compensate for the weaknesses of one single approach with the strength of the other in order to achieve best results.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter focuses on literature review relevant to the study. The main areas discussed are theoretical review, conceptual framework, empirical review, critique of the existing literature, summary and research gaps.

2.2 Theoretical Review

Theoretical review offers a systematic combination of taxonomies, descriptions, explanations and predictions in a manner that provides a structure for complete explanation of a phenomenon (Bull, 2006; Nachmias & Nachmias, 2008; Makokha, 2013). It is a collection of interrelated ideas based on theories and set of prepositions derived from and supported by data or evidence (Kombo & Tromp, 2006; Kimutai, 2014). The theoretical review for this study focuses on the relevant theories to support the study variables.

Theories are described as set of statements or principles devised to explain a group of facts or phenomena especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena (Argote, McEvily & Reagans, 2003). Further, theories are viewed as definitions and propositions that present systematic outlook of a situation by specifying their relations among variables with the purpose of explaining a phenomena (Thomas, 2009; Guyo, 2012).

The variables in this study are anchored on Resource-Based Theory, Knowledge Based theory of the firm, Human Capital Theory, Dynamic theory of organizational knowledge creation and Szulanski communication model. This study examined the theories in detail and related them to the study variables.

2.2.1 Resource-Based View Theory

Resource-based view theory (RBV) developed by Barney (1991) has become one of the most influential and cited theories in knowledge management. It aspires to explain the internal sources of a firm's sustained competitive advantage (Anitha, 2014). Wernerfelt (1984) took on a resource perspective to analyze antecedents of products and ultimately organizational performance and believed that "resources and products are two sides of the same coin" and firms diversify based on available resources and continue to accumulate through acquisition behaviors.

The theory is based on the concept of a firm being a collection of capabilities. The firm specific resources and capabilities largely differentiate successful firms from failing ones (Prietula, 2006). However, not all firms' resources and capabilities have the potential to be the basis for competitive advantage (Seedee, 2012). The potential is realized when resources and capabilities are valuable, rare, costly to imitate, and not substitutable (Barney, 2001; Khamseh & Jolly, 2008). Firms' resources and capabilities are viewed as bundles of tangible and intangible assets. Tangible are those which can be quantified and are broadly categorized as financial, organizational, physical and technological.

Intangible asset are those resources and capabilities which are qualitative and are deeply rooted in the firm's history and have accumulated with time (Ogendo, 2014). These assets are human resources, organizational reputation, innovation and creativity.

Human assets are the most unique resource of any firm as they possess knowledge which belongs to them (Guyo, 2012). This knowledge becomes a source of competitive advantage to the firm as it leads to innovation and creativity. An organization which is creative and unique in doing its business always has a competitive edge and its reputation is high. Based on the resource based view, knowledge transfer processes are considered as the capabilities of the firms that are used as the basis for competitive advantage which can lead firms to superior performance. The knowledge transfer

processes such as mentoring, coaching, talent development and peer to peer learning are critical in developing of new knowledge among employees.

The resource based theoretical perspective highlights for a fit between the external environment in which a firm operates and its internal capabilities. In contrast to the traditional input – output model (I/O Model), resources based theory is grounded in the understanding that a firm's internal environment, in terms of resources and capabilities, is more critical to the determination of strategic action to be taken than is the external environment (Seedee, 2012). The resource based view suggests that a firm's unique resources and capabilities provide the basis for strategies to be employed to ensure competitiveness.

The strategy chosen should allow the firms to best exploit its core competencies internally relative to opportunities in the external environment. Therefore, the resource based theory is seen to be suitable to explain the research frame work in the knowledge transfer processes and the employee performance. It is the human resources who possess the tacit knowledge required for the firm to survive and this knowledge should be transferred within the firm for continuous improvement of the employees and organization as whole. Mentoring, coaching, peer to peer training and talent development are anchored in this theory as they involve transfer of both explicit and tacit knowledge within organizations.

2.2.2 Knowledge Based Theory of the Firm

Many of the notions regarding the nature of knowledge informing the knowledge based theory of the firm can be traced to Winter's (1987) observation that explicit knowledge is easier and less costly to pass on and replicated than tacit knowledge, the transfer of which can only take place in face to face interaction in master/apprentice like relationships. The knowledge based approach to the theory of the firm argues that the very existence of firms is due to their ability to manage knowledge, especially in its tacit forms more cheaply and efficiently than is possible under other forms of governance.

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The theory argues on the efficiency of firms in the exploitation of the existing knowledge and at the same time create new knowledge. Firms are seen as superior vehicles for the transfer of tacit knowledge within epistemic communities, that is; functional or occupational groups whose members have the same training and professional experiences. Lack of common expertise makes knowledge sharing difficult.

Knowledge based theory of the firm considers knowledge as the most strategically significant resource of a firm. Its proponents argue that because knowledge based resources are usually difficult to imitate and socially complex, heterogeneous knowledge bases and capabilities among firms are the major determinants of sustained competitive advantage and superior corporate governance. This knowledge is embedded and carried through multiple entities including organizational culture and identity, policies, routines, documents, systems, and employees. Originating from the strategic management literature, this perspective builds upon and extends the resource based view of the firm which was promoted by Penrose (1959) and later expanded by others (Wernerfelt, 1984; Barney, 1991; Conner, 1991).

Although the resource based view of the firm recognizes the importance role of knowledge in firms, that achieve competitive advantage, proponents of knowledge based view argue that the resource based perspective does not go far enough and treats knowledge as a generic resource rather than having special characteristics.

It therefore does not distinguish between different types of knowledge based capabilities. Information technology can play an important role in the knowledge based view of the firm in that it can be used to synthesize, enhance, and expedite large scale intra and inter firm knowledge management (Alavi & Leidner, 2001).

The theory explores the coordination mechanisms through which firms integrate expert knowledge of its employee to enhance organizational performance. Grant (1996) argues that knowledge coordination mechanisms depend upon the existence of such expert knowledge within the organization. The expert knowledge possessed by coaches and

mentors play an important role in improving employee performance. The theory is linked to the variables namely; mentoring, coaching, peer training and information communication technology.

2.2.3 Human Capital Theory

The term human capital originated from Schulz (1961) and later elaborated it in 1981 by saying that human abilities are either innate or acquired. In furtherance of this argument, Bontis et al. (1999) argued that human capital represents human factor in the organization and that the combined intelligence, skills and expertise gives the organization its unique character. The human elements of the organization are those that are capable of learning, changing, innovating and providing the creative thrust which can ensure the long term survival of the organization.

The concept of human capital implies an investment in people through education and training. Schultz compared the acquisition of knowledge and skills to acquiring the means of production. The difference in earnings between people relates to the differences in access to education and health. Schultz argued that investment in education and training leads to an increase in human productivity, which in turn leads to a positive rate of return and hence growth of businesses.

The theory emphasizes the value addition that people contribute to an organization. It regards people as assets and stresses that investments by organizations in people will generate worthwhile returns. The theory is associated with the resource based view of a firm developed by Barney (1991) which proposed that sustainable competitive advantage is attained when the firm has a human resource pool that cannot be imitated or substituted by its rival.

For the employer's investments in training and developing people, it is a means of attracting and retaining these people. The returns are expected to be improvements in performance, productivity, flexibility and the capacity to innovate that should results

from enlarging the skills base and increasing levels of knowledge and competence. Schuler (2000) suggested that the general message in persuasive skills, knowledge and competences are key factors in determining whether organizations and firms will prosper.

Previous empirical research have emphasized that human capital is one of the key factor in explaining enterprise growth. Burke and Hutchins (2008) argued that greater entrepreneurial human capital enhances the productivity of the founder, which results in higher profits and, therefore, lower probability of early exit. Moreover highly educated entrepreneurs may also leverage their knowledge and the social contacts generated through the education system to acquire resources required to create their venture (Shane, 2003). According to Hessels and Terjesen (2008), entrepreneurial human capital refers to an individual's knowledge, skills and experiences related to entrepreneurial activity. Entrepreneurial human capital is important to entrepreneurial development.

In addition to education, specific human capital attributes of entrepreneurs, such as capabilities, provide entrepreneur with a specific knowledge, compared to a formal education. This kind of specific human capital also includes knowledge of how to manage a firm, that is, entrepreneur-specific human capital (Collombo & Grilli, 2005). In particular, entrepreneurs with great industry-specific and entrepreneur-specific human capital are in an ideal position to seize neglected business opportunities and to take effective strategic decisions that are crucial for the success of the new firm. Shafloot (2012) put the argument that human capital is to a large extent non-standardized, tacit, dynamic, context dependent and is embodied in people. This makes it difficult to evaluate human capital since its features that are so crucial to performance are the flexibility and creativity of individuals, their ability to develop skills over time and to respond to different contexts.

It is the knowledge, skills and abilities of individuals that create value in an organization and improves performance (Seedee, 2012). Robbin (2006) poisted that people possess innate abilities, behaviors and personal energy and these elements make up the human

capital they bring to their work and it is they who own this capital and decide when, how and where they will contribute it. The owners of the human capital make choices on how much discretion they make in carrying out their role in workplace. The discretionary behavior people make at work pertains to the way they do their job and the amount of the effort, care, innovation and productive behavior they display. They can also choose either or not to remain in the organization. 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, Ogendo 2014).

According to Bontis (1996, 1998) intangible resources are factors other than financial and physical assets that contribute to the value generating processes of an organization. Social capital is viewed as an element of intellectual capital which consists of the knowledge derived from network of relationships within and outside an organization. Putnam (1996) defined social capital as the features of social life networks, norms and trust that enable individuals to work together to pursue shared goals.

From this social capital perspective, the process of coaching and mentoring is enhanced since it involves establishing close relationships and mutual trust between the mentor and mentee/protégé and also the coacher and the person coached. According to Armstrong and Brown (2008), organizational capital is the institutionalized knowledge possessed by an organization which is stored in databases, manuals, policies among others. Edvisnson and Malone (1997) referred to this kind of knowledge as structural capital. Organizational knowledge is owned by the organization and ICT plays a critical role in supporting this knowledge in terms of repository and transfer (Pham, 2008).

In view of human capital theory employers are required to invest in training and developing its employees as a means of attracting and retaining human capital for better returns. 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. Talent development, mentoring, coaching and peer training are all grounded on human capital theory as they are themselves processes which enhance transfer of knowledge within organizations.

2.2.4 Dynamic Theory of Organizational Knowledge Creation

The dynamic theory of organizational knowledge creation (Nonaka, 1994) intensifies individual creativity and shapes it up as a part of knowledge network of an organization.

The theory addresses knowledge transfer from tacit knowledge to tacit knowledge (through socialization process), from explicit knowledge to tacit knowledge (internalization), from tacit to explicit knowledge (externalization) and from explicit to explicit (combination); and enables the collection of raw data, retrieving data, investigative new solution based on probabilistic queries and install permanency of newly discovered actions (Bhajaria, 2000).

The theory elaborates how knowledge can be created by individual, organizations and societies through spiral interactive intensification of tacit and explicit knowledge (Ogendo, 2014). Li and Luo (2010) argued that socialization has significant effect on knowledge transfer and performance with organizational learning playing a mediating role.

The theory advocates for transfer of knowledge within organizations to improve employee performance and enhance organizational performance as a whole. Knowledge creation and its transfer is essential for organization (Aghajani et al., 2011). The theory focuses on knowledge creation within the organization and considers human assets as the major tools of knowledge transfer processes. Therefore, peer to peer training, coaching and mentoring are properly anchored in this theory.

2.2.5 Szulanski Communication Model

There are two model of knowledge transfer derived from the existing literature: communication model developed by Szulanski (1996, 2000) and the knowledge spiral model proposed by Nonaka, Toyama and Konno (2001). The communication model views knowledge transfer as a transmission from source to a recipient while the spiral model focuses more on the transformation of knowledge from tacit to explicit and vice versa. This transformation occurs while knowledge moves from individual level to organization level.

In this study, the knowledge transfer model of Szulanski (2000) is adopted since it is the most cited in existing literature and is suitable for examining the transfer of knowledge among individuals and/or units within an organization. In the communication model, transfer of knowledge is seen as a message transmission from a source to a recipient in a given situation. The process has four stages: Initiation, implementation, ramp-up and integration.

(a) The Initiation Stage

This phase begins with the formation of the transfer idea and comprises all events that lead to decision to transfer. In this stage, organizational participants need to be aware that this knowledge exists within the context of the organization and they need to be aware that it may be feasible to use this knowledge to address their needs. In addition, organizational participants need to know what knowledge they need, what knowledge they use, and where that knowledge belongs.

They also must know this to be able to collect information on how, when and where the knowledge can be of use to fulfill the purpose of implementing the knowledge transfer process.

It is important to decide which information is useful and how it will be stored in the system, since the collection of uninteresting and meaningless information wastes time and other resources and should therefore be avoided (Davenport and Prusak, 1998). In this stage, the organizational participants need to be able to recognize the knowledge to be transferred.

To sum up, the initiation stage of knowledge transfer involves all events leading to a decision to transfer. This includes recognizing a need for knowledge, searching to satisfy that need, and exploring the feasibility of transferring knowledge identified to meet the need (Pham, 2008). At initiation stage, a compelling need for sourcing of knowledge is developed.

(b)   The Implementation Stage

This stage begins with decision to proceed. This decision may be taken formally in centralized authoritative manner, or informally, and in some cases, even it is unobservable. Once the decision to transfer knowledge has been taken, resources (pieces of communication and documents) can be released by one party and received by the other. In this stage, the adaptation of the knowledge occurs in both the sources and recipients. Knowledge is changed at the source location to meet the perceived need of the recipient.

The ease of this transfer depends on the experiences the parties have acquired in earlier transfer, the similarity of the source and recipient, and the quality of the knowledge itself.

In summary, the implementation stage of knowledge transfer commences once a transfer decision is made. It encompasses the flow of knowledge resources from source to recipient, establishing social ties between recipient and source, customizing the transfer to suit recipient needs, and avoiding problems that may have been encountered in prior transfer (Pharm, 2008).

(c) The Ramp-up Stage

The ramp-up stage begins when the recipient starts using the transferred knowledge, i.e., after the first day of use. In this stage, the new knowledge will be proved valuable in a different context. The recipient of the knowledge starts to apply the knowledge to solve problems in his/her daily work. In this stage, the recipient starts to evaluate the knowledge according to its ease of implementation and application, and the success it will bring to solving his/her problem.

(d) The Integration Stage

The integration stage begins after the recipient achieves satisfactory results of applying the transferred knowledge. In this stage, the recipient applies the knowledge in solving problems that arise during the work. Use of the transferred knowledge gradually becomes routine.

As time elapses, a shared history is developed and knowledge transfer between the sources and the recipient is increased. The knowledge flows more freely and the new knowledge is applied to improve employee performance. The model is linked to information communication technology as supporting infrastructure to knowledge transfer processes.

2.3 Conceptual Framework

Mugenda (2008) defines conceptual framework as a concise description of the phenomenon under study accompanied by a graphical or visual depiction of the major variables of the study. According to Yang (2007), conceptual framework is a diagrammatical representation that shows the relationship between dependent variable and independent variables. In this study, the conceptual framework shows the link and relationship among the variables. The independent variables are mentoring, coaching, peer to peer training and talent development. The dependent variable is employee performance. Information communication technology moderates the relationship.
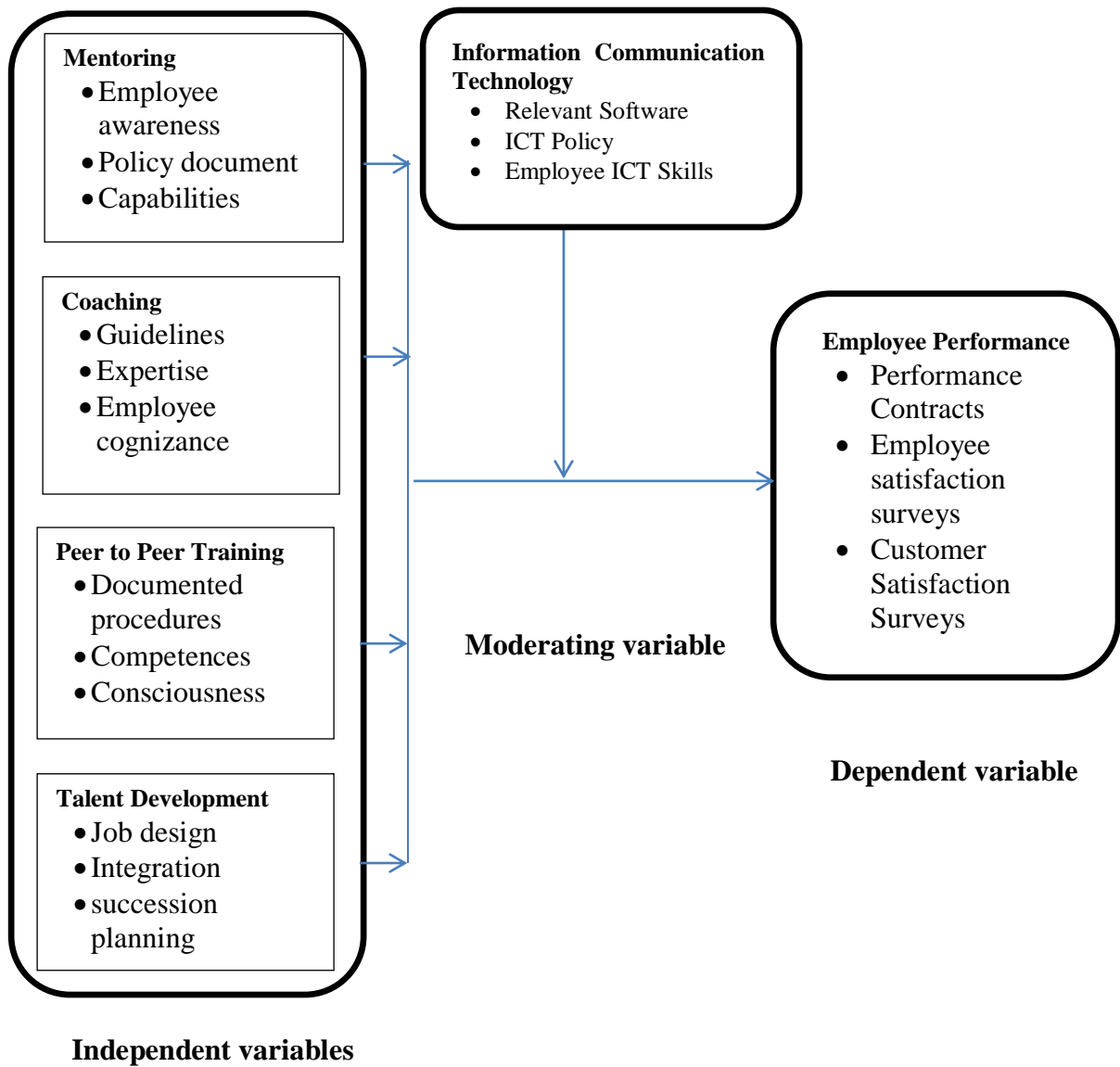
Figure 2.1: Conceptual Framework Model

2.3.1 Explanation of the Conceptual Model

Mentoring supports and encourages people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be (McCarthy, 2013). Mentoring involves both the

"mentor" and "mentee". A mentor is an experienced, thoughtful, caring person who passes on lessons of experience to someone less experienced namely; mentee or protégé.

Mentoring is important because it links competency development to strategic business needs, ensures that skills are developed, involves organization's experts in the process, creates and promotes a learning and diverse culture within an organization (Martin, 2005; Serrat, 2010). Through mentoring process, the mentee acquires the necessary skills which then improves his/her performance in the organization.

Based on the above discussion, the following hypothesis is therefore formulated:

There is a significant positive relationship between mentoring and employee performance…………………………………………………………….............Hypothesis 1

McCarthy (2013) asserted that coaching is a structured two way process in which individuals develop skills and achieve defined competences through assessment, guided practical experience and regular feedback. Coaching enables the development of individual knowledge, skills and attitudes. It is a skill of facilitating the learning, the development and performance of another person (WABC, 2006; CIPD, 2005; ICF, 2004). Coaching is process through which two or more professional colleagues work together to reflect on current practices; expand, refine and build skills, share ideas, teach one another, conduct research and or solve problems (GCMA, 2012).

The purpose of coaching is always to help the coachee change something - to improve their performance, to develop their leadership qualities, to enhance their partnership skills and to realize their vision. Therefore coaching is aimed at improving individual employee performance.

The above review leads to the hypothesis that:

There is a significant positive relationship between coaching and employee performance ……………………………………………………………………………………………Hypothesis 2

Aguinis and Kraiger (2009) argued that support from the organization, supervisor and coworkers are considered essential for knowledge transfer and skills maintenance. In addition, Chiaburu and Tekleab (2005) posited that peer to peer support is more important for KT and maintenance than both support from the organization and supervisor. Ruona, Leimbach, Holton and Bates (2002) found that peer to peer support enabled transfer of knowledge to a large extent. Peer to peer support was found to be related to skills transfer (Factaeu, 1995). Tracey, Tannenbaum and Kavanagh, (1995) found that supervisors' and peer encouragement of learning and use of trained skills on the job are crucial elements in the knowledge transfer environment.

Pidd (2004) measured peers support in terms of expectations and behavior and proposed the moderating role of peers support between trainees identified with workplace groups and training transfer.

In addition, Seyler (1998) measured peer support as "peers' appreciation for using new skills", "peers' encouragement for using new skills", "peers' expectations" and "peers' behavior" against training transfer and found that peer support influence KT transfer motivation and training transfer.

Clark (1993) argued that trainees who believe that they will not have support from either peers or supervisors for using their new skills when they return to the job may not be motivated to learn during training because they recognize that the training will not be useful for them because it will not transfer to the job. For the effectiveness of peer training, work environment plays an important role on their performance. Peer support and work environment enhances peer to peer training thus improving performance.

The above review leads to the hypothesis that:

There is a significant positive relationship between peer to peer training and employee performance……………………………………………………………………………Hypothesis 3

The constantly changing environment, global competitiveness and the nature of work has made firms to realize the importance of talent development to specific individual performance and the overall organizational success (Armstrong, 2012). The competitive advantage of most firms in the global market lies in the ability to create profits not only driven by cost efficiency, but by ideas and intellectual know how.

The networked and knowledge based environment made the intangibles assets like skills, relations and reputations of the highest value (Bryan & Lowel, 2007). In average across all firms, only around 20-30% of value is given to tangible assets (Cheese et al., 2008).

The greatest part of a typical firm's value comes from intangibles including unique knowledge, ideas, customers, people, time, reputations among others. The intangible assets in the firm are created by talented people whom organizations need to attract, develop and retain (Snell, 2007). Snell averred that talent management is the implementation of integrated strategies or systems designed to improve processes for recruiting, developing and retaining people with the required skills and aptitude to meet current and future organizational needs. The result of taking talent development as a strategic issue is to improve employee performance.

Talent development is the process of changing organization, its employees, stakeholders, and groups of people within it, using planned and unplanned learning, in order to achieve and maintain a competitive advantage for the firm (Rothwell & Kazanas, 2004). As firms continually apply new technologies, new business growth models, and new market strategies, the work forces skills improvement becomes constant and continuous.

Undertaking strategies to talent retention and development make firms to be successful and improve performance.

The above review leads to the hypothesis that:

There is a significant positive relationship between talent development and employee performance……………………………………………...……………………………Hypothesis 4

Lee and Choi (2003) stated that IT capabilities contribute towards creating new knowledge. IT investments facilitate knowledge collection, storage and exchange. IT eliminates communication barriers between departments since they facilitate the integration of fragmented knowledge flows. If organizations promote programs that stimulate and enable employees at all levels to share their tacit and explicit knowledge, they need to use repositories to store organizational knowledge (Pham, 2008). IT can be used as a tool for dissemination and storing this knowledge (Nielsen & Lassen, 2012; Gururajan & Fink, 2010). Apostolou and Mentzas (1998), Laudon and Laudon (2004) and Kim and Trimmi (2007) categorize IT in accordance with the core task of knowledge management: knowledge creation, knowledge storage, and knowledge transfer and knowledge applications.

In this study, IT is categorized according to its functions, its support to knowledge transfer processes and its enhancement to improving employee performance. IT plays an important role in supporting knowledge transfer processes. Today we talk about e-mentoring, e-coaching and e-learning. Peers share their experiences and knowledge through the use of intranet or any other IT supported systems.

The above discussion therefore leads to the hypothesis that:

ICT significantly moderates the relationship between knowledge transfer processes and employee performance……………………………………………………………..Hypothesis 5

In conclusion, Figure 2.2 is the conceptual framework which shows the relationship between the knowledge transfer processes and employee performance. The construct *knowledge transfer processes* is operationalized through the four variables and their respective indicators. The four independent variables are mentoring, coaching, peer to peer training and talent development. *Employee performance* is the dependent variable and ICT is the moderating variable.

Mentoring process is measured through the indicators namely employee awareness, policy document, and available capabilities. The items under each of these indicators enables the measurement. The indicators of coaching process are availability of coaching guidelines, availability of the necessary expertise and employee cognizance of the coaching process. The items under each of these indicators enahances the measurement. Peer to peer training is measured through documented procedures, necessary competences available and the consciousness within the organization. Each of the indicators have various items under them to enable effective measeurement.

Talent developemnet is measured the indicators of job design, integration and succession planning. These indiactors are enhanced by the various items under them which facilattes effective measurement.   ICT as a moderating variable is measured by examining the avialbility of relevant software, availability of ICT policy and employee's ICT skills.

The dependent variable employee performance was measured in terms of the achievement in performance contract, results of the employee satisfaction survey and the results of the customer statisfaction survey for a period of three years namely; 2012/2013, 2013/2014 and 2014/2015.

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2.4 Empirical Review

2.4.1 Employee Performance

Employees' performance is the ability of the employees to achieve both their own goals and that of the organization (Blume, 2010). Employee performance is considered a critical determinant of an organization's capacity to confer sustainable competitive advantage and is directly associated with organizational performance. Performance is the accomplishment, execution, carrying out, working out of anything ordered or undertaken (Armstrong, 2006; Robbin, 2006). Employee performance is considered a critical determinant of an organization's capacity to confer sustainable competitive advantage (Shafloot, 2012).

Employee performance cannot be discussed without mentioning the concept of knowledge management which plays a critical role in improving employees' performance as a whole and this naturally translates to improved organizational performance. KM is the collective learning processes that take place at different levels of the organization (Sie & Yakhlef, 2009). KM is conceptualized as a means of creating, transferring and integrating individual knowledge within the organization to drive for organizational knowledge that is source of competitive advantage.

There are three major paradigms of knowledge management namely; information technology paradigm, humanist paradigm and holistic approach paradigm (Maier, 2002; Gloet & Berrel, 2003, Burke & Hutchins, 2007). IT paradigm focuses on information technology as the main tool to support the knowledge management process.

Humanist paradigm focuses on the concept of people oriented perspective of knowledge management whose notion is that individuals in the organization have knowledge that must be moved to the level of groups and the organization as a whole so that it can be used to advance the goals of the organization (Grant, 1996; Jones & Mahon, 2012). This perspective focuses on the processing of facilitating individual to develop, enhance and

use their capability to interpret and give meaning to data and information. Humanist paradigm is more concerned with tacit forms of knowledge and factors affecting the human learning and behavior.

The key to successfully manage knowledge depends on the connections among individuals within the organizations. Employee performance therefore depends on how well individuals related with each other in the organization, organizational culture, structure and leadership. If all these are in harmony, individual performance is enhanced translating to improved organization performance.

Holistic approach encompasses both IT and humanist paradigms. However, it is more skewed on the human oriented side and mention technology as one of the enabling factors (Maier, 2002; Pham, 2008). In holistic approach, KM is seen as a function responsible for the regular selection, implementation and evaluation of goal oriented knowledge aimed at handling organization's talent in order to improve performance and stay competitive (Greiner et al., 2007).

However, most working definitions in the literature fundamentally point to the idea that KM incorporates business processes, IT, knowledge repositories and individual behaviors with the aim of improving organizational productivity and competitiveness. KM is seen as a tool for organizational effectiveness and competitiveness where knowledge or information, experience and expertise are the focal points (Ikhsan & Rowland, 2004; Thomas & Pretat, 2009).

Organizational performance is the outcome or results obtained from the effect of knowledge transfer processes and employee performance. Employee performance is a subset of organizational performance. It is the ability of the employee to achieve goals and objectives of the organization for competitive advantage (Blume, 2010). Employee performance is reflection of both their organizational commitment and satisfaction in their jobs (Hariharan, 2002).

2.4.2 The Mentoring Process

Roberts (2000) defines mentoring as the supporting and encouraging people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be.

Mentoring is a role relationship where one person, the mentor offers assistance, guidance, advice, encouragement and support to another person in order to foster their vocational and professional development (Cutterbuck, 2001).

According to GCMA (2012) mentoring entails inspiring and developing other people through sharing of experiences, lessons, resources and networks.

The number one qualification for a mentor is that he/she must have been there and done that and knows what works and what does not work based on experience. Most of the time, the mentee or protégé is the one who asks the questions as the mentor does the talking and sharing.

Mentoring is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasing popular as its potential is realized. A mentor is a guide who can help the mentee to find the right direction and who can help them to develop solutions to career issues. Mentors rely upon having had similar experiences to gain an empathy with the mentee and an understanding of their issues. Mentoring provides the mentee with an opportunity to think about career options and progress (Darrock, 2005).

A mentor helps the mentee to believe in herself and boost her confidence. A mentor asks questions and at the same time challenge, while providing guidance and encouragement. Mentoring allows the mentee to explore new ideas in confidence. It is a chance to look more closely at yourself, your issues, opportunities and what you want in life. Mentoring is about becoming more self-aware, taking responsibility for one's life and directing

one's life in the direction one decides, rather than leaving it to chance (Megginson & Clutterbuck, 2005).

Mentoring refers to intensive developmental relationship between the mentor and the protégé. The mentor implements the mentoring and the protégé receives direct benefit from it (Cai, 2009).

The mentor and protégé relationships allow protégé to get guidance in developing skills, networks and organizational savvy necessary to survey the turbulent times (Restifo & Yoder, 2004). Mentoring has received more attention as a process for transferring and retention of managerial knowledge (Swap et al., 2001; Guyo, 2012). It has been claimed that the mentor transfers his knowledge and skills to the protégé (HR Focus, 2001).

Though there is little evidence that mentoring increases the pool of organizational knowledge, empirical studies carried out in this area have shown a relationship between mentoring and job performance and job satisfaction (Bryant, 2005). The main purpose for mentoring is to provide opportunity to transfer critical tacit knowledge to the next generation of employees in the organizations (Guyo, 2012).

Mentoring can be formal or informal. The formal one is organized by the firms, which want to develop specific skills and capability to employees in order to maintain competitive advantage. The informal mentoring is not regulated by the organization (Thomas & Saslow, 2007). In the informal mentoring the role of the mentor may vary in terms of the specific requirements of the organization and therefore may less effective for organization's specific goals (Rothwell et al., 2005). In this regard, formal mentoring is directed towards achievement of specific organizational goals and is thus well regulated as opposed to informal one.

According to Cai (2009), mentoring is critical for employees in order to improve their skills and capabilities to enhance organizational performance.

In addition, effective mentoring can be a proper solution for employees' retention and making them productive managers (HR Focus, 2001). Cutterbuck (2001) observed that in a USA study, employees' intention to change jobs was 35% generally, but among employees involved in mentoring programs it was down to 16%. Martin (2010) found that over 40% of organizations have no formal processes for passing of the knowledge of retiring employees. Of the organizations that have addressed the issue, in many case the process amounts to no more than an informal chat with colleagues before leaving (Rolfe, 2003; Trinca, 2005; Stolmack & Martin, 2005).

One of the USA study on the benefits of mentoring found that new insurance agencies with mentors outperformed other new agents by 20% in their first year. Large firms which have introduced mentoring such as IBM, Ernst and Young, Citicorp and Motorola report positive outcomes from mentoring programs in revenue growth, increase in market share, gains in productivity and better outcomes in staff retention (Laabs, 2000; Martin, 2010).

The recognition of mentoring as an important transfer mechanism for knowledge within organizations has grown significantly in the past couple of decades. However, the mentoring literature focuses primarily on how to structure the mentor/protégé relationship on the desired behavior of mentors and on identifying mentoring functions (Stolmack & Martin, 2005). The benefits of mentoring are measured in enhanced employee satisfaction, career progression and retention.

A number of studies have found that individuals who are mentored perform better and are promoted more rapidly (Stolmack & Martin, 2005).

Research on mentoring programs has shown that if the program is implemented effectively, and the mentees are satisfied with the mentor, the mentees will show greater job satisfaction, positive career attitudes and greater commitment to the organization (Raggins, Cotton & Miller, 2000; Martin, 2005). However, structured mentoring programs are more effective in giving results and feedback as opposed to unstructured

ones (Seedee, 2012). Mentoring gives a macro scope as it involves many facets of sharing knowledge both job and individual employee related.

2.4.3 The Coaching Process

According to International Coaching Federation, coaches provide an ongoing partnership designed to help clients produce fulfilling results in their personal and professional lives. In coaching, the coach asks the questions as the coachee thinks and generate solutions. Coaching helps people to improve their performance and enhance their quality of life (Cai, 2009). Coachers seek to elicit solutions and strategies from the coachee as they believe that they are naturally creative and resourceful.

The job of the coach is to provide support to enhance skills, resources and creativity which the coachee already has. Coaching aims to empower people to create and help them to discover their potential abilities and talents instead of focusing on what they cannot do (Wright, 2005). This way, the overall mental health and quality of personal professional life is improved.

Coaching is a powerful strategy for the 21st Century workplace, as the determinant of a successful firm is the clear sense of individual values of the all employees and the alignment of their goals with that of the firm. Success of a coaching process is heavily dependent on the trustful relationships between the coach and the employee (Wu, Cheng & Huang, 2010). Thus while using coaching method, the coach first understands the cultural diversity of the individual employee (Serrat 2010). The cultural diversity such as religion, race, colour, belief systems, gender, and ethnicity among others may considerably affect the coach and coachee relationships (Wilkesmann & Fischer, 2009).

Appraisal talks or performance appraisal interview is considered as a tool for employee development as well as like apart of coaching process. Appraisal dialogue or performance appraisal interview implies to strategic interviews between the employee of senior position in the organization and his subordinate that focus on employee

development and performance (Asmuss, 2008). According to Woodland (2007), learning skills such learning to ask questions, becoming self-correcting, getting and giving feedback are important.

The appraisal dialogue can improve these skills rapidly as it gives a constructive feedback on what was wrong and enhances the employee to think how to improve their performance (Cai, 2009). Appraisal talks help employees to use their skills more effectively and to be more committed to their work (Kirkby, 2002). A coaching culture is one where coaching is the predominant style of managing and working together, and where commitment to grow the organisation is embedded in a parallel commitment to grow the people in the organization.

Workplace coaching which is key to employee performance is defined as a knowledge transfer mechanism imparted by manager to their employees as an integral aspect of the managerial role with the purpose of improving the workers' capability and workplace performance (Martin, 2005). The subjects of coaching may include vocational skills, the generic skills associated with working in teams and career development.

The outcome of coaching for employees include enhanced vocational knowledge and skills, enhanced generic skills (e.g. communication, working in teams, problem solving, planning and organising tasks, self-management), greater motivation and morale, improved clarity about career direction, increased innovation and increased job satisfaction (Stolmack & Martin, 2011). The benefits of training are greater when training is integrated with coaching and associated practices such as individual development plans, personal action planning and feedback systems

The Jericho Model indicated in figure 2.2 illustrates the coaching process in a clearer manner.
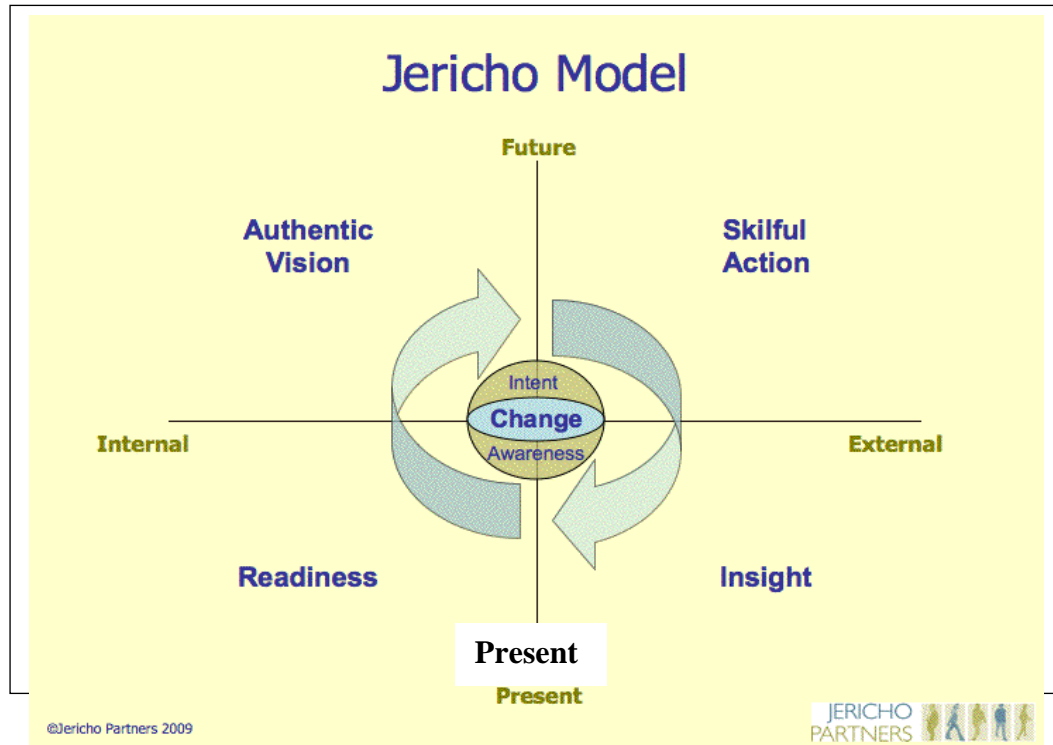
Source: The Jericho Partners, 2009

Figure 2.2: Coaching Framework

The Model describes coaching as consisting two fundamental elements namely; the purpose of coaching and the means by which that purpose is achieved. The means to achieve the purpose is through the interaction with the environment. The relationship between internal and external environment provides the second dimension of the model. The purpose of coaching is always to help the coachees change something that is; to improve their performance, to develop their leadership qualities, to enhance their partnership skills and to realize their vision.

Readiness describes the process of developing autonomy, responsibility, and the ability to choose freely unconstrained by personal history. Here, the coach's stance is nurturing and supportive and aims to help the coachee develop a strong positive self-image and

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sense of self-worth so that they have a solid, stable foundation to their lives. Authentic Vision involves connecting with a sense of purpose, identifying and choosing values, creating a compelling and stretching vision which is aligned to and supports the corporate vision, and committing to realizing it.

A key skill at this stage is the ability to create and hold a tension between the current reality and the vision. Without the ability to hold this tension, the vision merges with the current reality and merely reinforces the status quo. Insight is the process of getting feedback from the environment about what is being achieved and the extent to which the vision is being realized and its achievement sustained.

The role of the coach is to challenge the coachee to see clearly the impact of what they are doing and to help them answer the question "am I creating my vision?" The ability to be self-aware and the ability to exercise will or intent provides the underlying context for the coaching process and the degree to which the coachee enhances these two skills is one of the best indicators of successful coaching (WABC, 2006; ICF, 2004). Coaching process has a micro scope as it is more of specific job related.

2.4.4 Peer to Peer Training

Aguinis and Kraiger (2009) argued that support from the organization; supervisor and coworkers are considered essential for training transfer and skills maintenance. In addition, Chiaburu and Tekleab (2005) found that the peer support is more important for training transfer and maintenance than both support from the organization and supervisor. Therefore, environmental factors are important component for effective training. Chiabaru, Van and Hutchins (2010) argued that trainees who believe that they will not have support from either peers or supervisors for using their new skills when they return to the job may not be motivated to learn during training because they recognize that the training will not be useful for them because it will not transfer to the job.

According to Kirwan and Birchall (2006) peer support on the motivation to transfer is an important relationship, as this relationship was tested on Holton's model (Holton, Bates & Ruona, 2000). In one study, peer support was found to be related to skills transfer, but not related to pre-training motivation (Facteau et al., 1995), while another study found peer support predicted motivation to transfer (Ruona, Leimbach, Holton, & Bates, 2002). Holton (2000) found that environmental factors variables did not influence transfer and these findings are consistence with (Marcel & Streumer, 2002).

However, (Tracey, Tannenbaum, & Kavanagh, 1995) found that supervisors' and coworkers' encouragement of learning and use of trained skills on the job may be crucial elements in the transfer environment.

Thus, the results of past studies are mixed, indicating a need to further investigate the effects of peer support on transfer, pre-training motivation and transfer motivation.

Pidd (2004) measured peers support in terms of expectations and behavior and proposed the moderating role of peers support between trainees identified with workplace groups and training transfer. In addition, (Seyler et al., 1998)measured peer support as "peers' appreciation for using new skills", "peers' encouragement for using new skills", "peers' expectations" and "peers' behavior" against training transfer and found that peer support influence transfer motivation and training transfer.

Clark (1993) argued that trainees who believe that they will not have support from either peers or supervisors for using their new skills when they return to the job may not be motivated to learn during training because they recognize that the training will not be useful for them because it will not transfer to the job. For the effectiveness of training, work environment or environmental factors (performance feedback, peer support, supervisor support) plays an important role (Khamseh & Jolly, 2008).

2.4.5 Talent Development Process

Talent Development is the process of changing an organization, its employees, its stakeholders, and groups of people within it, using planned and unplanned learning, in order to achieve and maintain a competitive advantage for the organization (Rothwell & Kazanas, 2004). As businesses continually apply new technologies, new business growth models, and new market strategies, the workforce's up-skilling becomes constant and continuous.

Talent development cannot be discussed without addressing the issue of talent management and talent retention (Liebowitz, 2009). Once the talents are developed, it is critical for an organization to come up with management and retention strategies. On the process perspective, talent management includes recruiting, developing and retaining people within the organization (Alice Snell, 2007; Echols, 2007).

Talent leaving is harmful to a company's productivity because costs of attrition are high. Direct cost refers to leaving costs, replacement costs and transitions costs, and indirect costs relate to the loss of production, reduced performance levels, unnecessary overtime and low morale (Schlesinger & Heskett, 1991).

Understanding strategies to talent retention and development is able to help State Corporations in Kenya to be successful and improve performance. There are several tools to talent development which have been highlighted by various researchers (Woodland, 2007; Zhang & Carter, 2009, Cai, & Klyushina, 2009).

Some of the tools addressed are; job rotation, job design, special job assignment, action learning, university based programs, integration, succession planning and career development.

Job rotation is associated with providing an opportunity for employees to change their jobs in order to develop additional competencies and develop themselves. The job rotation can support better relations between managers and employees, also is less

costly, than recruitment the person from outside. Thus organizations can retain and motivate their personnel by organizing processes for job rotation and making accessible new careers opportunities for existing employees (Zhang & Carter, 2009).

Special job assignments imply researching on a problem or an issue, development of solution for the same and assuming responsibility (Rothwell & Kazanas, 2003). Special job assignments are planned by an organization superiors and these helps the employees to build their own competencies and responsibility. Such assignments prepare employees to get broader and have high responsibilities.

Action learning is a means of developing intellectual, emotional or physical capacities within individual employees through involvement in some real complex problem with an intention of bringing change in behavior (O'Neil, 2007). This approach was initially used for the development of executives by teaming them up together and enhancing them to share their experiences.

Action planning includes real tasks where the participants have to work in groups bringing their unique skills and competencies to the team.

Action learning as a tool to talent development helps employees develop their competencies and thus improving their performance in their work. It is argued that companies that succeed in emerging markets are the ones which heavily invest in employee career development (Douglas et al., 2008). One of the systems which align individual career plans and the strategic needs of the organization is the integrated model of succession planning and career development (Knight et al., 2005).

According to research conducted by Boston college, the colleagues of participants in action learning pointed out that they developed renewed openness to new experiences, demonstrated greater sensitivity to others and greater intellectual curiosity was stimulated in them (Smith et al., 1997). Action learning combines real work tasks with learning components and is becoming popular in big corporations like Siemens, Johnson

and Johnson, and Boeing among others (Dierk, 2005).

Career planning is a strategic process that focuses on ensuring that there are suitable people in the organization available to fill vacant positions (Palma, Michael &Times, 2009). Succession planning is a strong tool for assessment of the current talents available within the organization and organization's ability to attract and develop new talents. This gives clear vision about the talents needed in the future and how new ones should be developed.

Career development is an approach of an organization that ensures people with requisite qualifications and experiences are available when needed (Zheng & Kleiner, 2001). Using career development approach, employers can coach employees in their individual career planning. Career development is perceived as a joint effort between individual employee and the organization.

2.4.6 Information Communication Technology

Traditionally, knowledge can be transferred within an organization via various means such as mentoring, face –to-face interactions, job rotation and staff development (Pharm, 2008). However, as the organization become more global, these knowledge transfer processes need to be supported by electronic methods (Barnes, 2002). Today, IT is recognized as an important enabler for knowledge transfer (Tsui, 2005). It plays an important role in breaking down infrastructure boundaries that inhibit interaction between individuals within an organization.

Alavi and Leidner (2007) posit that IT include computer assisted technologies (such as email, video conferencing, among others) and computer assisted decision-aiding technologies (such as decision support systems, expert systems). This classification of IT infrastructure has received broad acceptance as it captures the core functions of different information technologies and provides a good conceptual theory for conducting empirical work (Song et al., 2001; Pharm, 2009). Kim and Trimmi (2007) averred that

IT management include knowledge creation, knowledge storage, knowledge transfer and knowledge applications.

However, this study categorizes IT according to its functions and its support for the knowledge transfer processes within an organization. IT is important as it reduces geographical and or time constraints and results in better coordination of organizational business activities (Greiner et al., 2007; Hislop, 2002). Information technology offers organizations the ability to be flexible and respond more quickly to changing environment. Table 2.1: shows some of IT tools that support knowledge transfer.

Table 2.1: Some IT Tools Supporting Knowledge Transfer Processes

IT Tools	Descriptions	Functional Aspects	Sources
Intranet	An internal network based on Internet and WWW technology and standards. It is the application of internet technology for a prescribed community of users. It does not only permit sharing information, but it also views the organization's information through Web browsers like Internet Explorer and Netscape Navigator.	The central building block for robust infrastructures to help facilitate knowledge flows within an organization and to identify trends and connections based on facts and figures that would be impossible for human minds to process.	Laudon and Laudon (2004) Damsgaard and Scheepers (2001)
Internet	A worldwide system of computer servers from which users at any computer can extract information or knowledge.	The unified surface and access to various sources of information make this technology perfect for the distribution of knowledge	Wagner et al. (2005) Kim and Trimi (2007)
Electronic bulletin board	A place where a question can be posted electronically and various knowledgeable experts who know the answer can then respond with the required knowledge.	Having such a network in place can be extremely useful since problems can occur at any time, and having a network of experts available when problems arise is a valuable resource	Dixon (2000)
Knowledge repository	It is an online computer based storehouse of expertise, knowledge, experiences, and documentation about particular domain of expertise	Knowledge is collected, summarized and integrated across sources. Such repositories are sometimes referred to as ''corporate memories''	Laudon and Laudon (2004)

Source: Pham (2008)

Information Technologies influence knowledge transfer process in various ways. On one hand, communication aiding technologies help to accelerate the speed of knowledge transfer (Kim & Trimmi, 2007) and increase transmission capacity, which enable exchange of huge amount of information (Robert, 2000). ICT enables interaction regardless of physical distance. On the other hand, decision aiding technologies help individuals or organizations to create models and develop alternatives and solutions for their tasks (Arnott, 2004).

While communication aiding technologies are concerned with communication, decision aiding technologies are concerned with tasks. The functions of decision aiding technologies include storing and retrieving large amount of information rapidly and more accurately by combining and reconfiguring information and more compactly by using the inputs and models developed by experts (Song et al., 2001; Huber, 1990).

2.5 Knowledge Transfer, Information Technology and Performance

Previous empirical studies investigated the relationship among various groups of factors in relation to knowledge transfer and performance which include relationships between knowledge enablers and knowledge transfer processes, knowledge transfer processes and organization performance, role of HRM in intra-firm operationalization of tacit knowledge, knowledge transfer, strategy content, external environment and performance, talent retention and development, and intra-organizational knowledge transfer processes (Pham, 2008; Guyo, 2012; Ogendo, 2014).

World Bank (2013) while acknowledging that there is limited empirical review on knowledge transfer in the public sector, found that human resources was an important component of organizational performance as the competence of the employees determine the organizational performance. Several contextual factors including organizational culture, organizational structure, incentive systems, and information technology were seen as factors that most influence the knowledge transfer process (Al-Alawi et al., 2007; Cabrera et al., 2006; Chen & Huang, 2007). In a study carried out by

Ogendo (2014) on knowledge transfer, strategy content, external environment and performance of companies listed on the Nairobi Securities Exchange, it was established that knowledge transfer has a significant effect on organizational performance as it had a moderately strong correlation.

In regard to mentoring as a process of knowledge transfer, Guyo (2012) in the study on the role of HRM in the intra-firm operationalization of tacit knowledge in Kenyan State Corporations found that there is a significance relationship of mentoring and sharing of tacit knowledge in an organization. This is further collaborated through a study carried out by Cai and Klyushina (2009) on talent retention and development within multinational company in China which concluded that mentoring plays a critical role in employee performance and retention.

Esteban Lafuente, Rodrigo Rabetino, (2011) carried a study on mentorship strategies and growth in Romanian small firms. The study found out that mentorship strategies matters for explaining the impact of knowledge transfer on organizational performance in Romanian small firms.

An active involvement of the mentorship strategies in managerial tasks increases the intensity with which the human resource managers make use of human capital, and this leads to higher organizational performance.

There is little empirical study carried out on the issue of coaching and employee performance. However, according to International Coaching Federation (ICF), while comparing the impact of coaching and training on individual growth, came to a conclusion that training takes growth only up to 20% while coaching takes 80% (ICF Publication, 2014). In addition, coaching improves people skills by 85% (ICF Publication, 2014). This indicates the power of coaching to individuals. Cai and Klyushina (2009) in their study concluded that there is a significant relationship between coaching and organization performance as it improves individual performance.

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Coaching creates an environment for individual sustainable growth and improvement in all areas of life (ICF, 2014).

Abiodun (2009) averred that peer to peer training systematically develops knowledge, skills and attitudes required by employees to perform adequately on a given task or job. In addition, Adeniyi (2005) observed that peer training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. A survey conducted by Elegbe (2011) on human resource executives from 40 countries revealed that there was an insufficient capacity of high potential employees to fill strategic management positions.

The survey further found that although unemployment rate is high in most of the countries surveyed, there was general complaint from the participants of shortage of talents. This was partly attributed to inadequate development of talents within organizations.

Schweyer (2008) in the study of motivation on employees in government agencies concluded poor performance is partly contributed to inadequate development of the workforce. Lewa (2009) in a study on talent management and forecasting in Kenya's higher education sector observed that the universities cannot play the expected role without the necessary talents hence need for public universities to improve on their talent management.

Cai and Klyushina (2009) conducted a study on talent retention and development within multinational company in China. The study found that talent development helped to improve employees' competences and made them better leaders who were able to take vacant leading positions in the company. From these empirical studies, it clear that talent development improves employees' competences and prepares them for leadership positions. Developing employees' individual competencies improves their performance which is then translated in improved organizational performance in general.

Pham (2008) in a study on intra-organization knowledge transfer process in Vietnam's Information Technology Companies found that IT plays a critical role in supporting knowledge transfer processes. Email, intranet and internet were rated as the mostly currently used and most effective tools supporting knowledge transfer process in 16 organizations in UK (Edwards & Shaw, 2004), in 340 organizations in Australia (Zhou & Fink, 2003), and in 115 consulting firms in USA (Kim & Trimi, 2007). The databases and network capabilities of IT improved information flow within the organizations.

Nielsen and Lassen (2012) argued that if organizations promote programs and enable employees at all levels to share their tacit and explicit knowledge, the need to use repositories to store organization knowledge is critical and therefore IT is a useful tool in the process (Gururajan & Fink, 2010). Marques et al. (2013) in the study on the effect of knowledge transfer on firm performance found out that IT is rated low as a tool of knowledge transfer process and is viewed more as just another knowledge management practice tool. However, the study concludes that IT is an important support tool in knowledge transfer process.

2.6 Critique of the Reviewed Literature

The dynamic theory of organizational knowledge creation is limited to tacit and explicit knowledge creation within the organization and assumes that the organization cannot create knowledge from the environment. The theory could have considered the external environment factors that enhance knowledge creation (Ogendo, 2014).

Davenport (1999) has some cautionary words about the asset based content of human capital theory. Davenport argued that workers should not be treated as passive assets to be bought, sold and replaced at the whim of their owners. Human assets control their own working lives. Workers, especially knowledge workers, regard themselves as free agents who can choose how and where they invest their talents, time and energy. The assumption of this theory is that human resources have total royalty with their employer and are bound to stay with the organization for as long as it survives which may not be

the case as knowledge belongs to the individuals and are at liberty to work where they wish to.

Esteban and Rabetino (2011) carried a study on mentorship strategies and growth in Romanian small firms. The study found out that mentorship strategies matters for explaining the impact of knowledge transfer on organizational performance. An active involvement of the mentorship strategies in managerial tasks increases the intensity with which the human resource managers make use of human capital, and this leads to higher organizational performance. However, the study failed to enrich the analysis, therefore future research should attempt to further explore the effect of mentorship strategies components on organizational performance in public sector.

Delgado-Verde et al. (2011) investigated knowledge development and retention from relations-based knowledge: empirical evidence in Spanish technology-intensive firms. Relations-based intellectual capital can be separated into social and relational capital, with social capital as the main component. Both social and relational capital, have a significantly positive influence on radical knowledge retention developed by firms in the sample although those relationships maintained with external agents seem to have a higher impact. However, the study concentrated in Spanish high and medium-high tech firms.

Abiodun (2009) submitted that training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. Adeniyi (2005) observed that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. Abiodun, therefore, provides a systematic approach to training which encases the main elements of training. Mondy, Noe and Premeaux (2002) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Isyaku (2000) postulated that the process of training and development is a continuous one.

Akintayo (2002) identified the functions of training as follows: increase productivity, improves the quality of work; improves skills, knowledge, understanding and attitude; enhance the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolete skills, technologies, methods, products, capital management among others.

Akintayo submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Akintayo has drawn the attention of the entire study to the inestimable value of training and development.

World Bank (2013) while acknowledging that there is limited empirical review on knowledge transfer in the public sector found that human resource was an important component of organizational performance as the competence of the employees determine the organizational performance. However, the study should have used a survey where employees should have been interviewed and the results compared with how knowledge transfer in the public sector was being managed. It is not enough to conclude that training strategies are key in organizational performance without sufficient support from empirical data and specifically examining the effect of peer to peer training on employee performance.

2.7 Research Gaps

Although the studies reviewed have given a good basis for information, the studies are very subjective and therefore one cannot draw generalized conclusions based on some of them. For example, the study on mentorship strategies (Roberts, 2000) did not identify the scope of the study nor the parameters used to measure mentorship strategies in the study. In addition, the study only handles one factor while else the current study intends to find out several factors. This study will therefore seek to fill in this gap.

Several studies have been conducted on the effect of knowledge transfer on organizational performance in public sector considering selected factors. In spite of these studies, the effect of factors such as coaching strategies, talent development strategies and peer training strategies collectively have not been assessed to the degree that other factors singly have been assessed. Therefore the present study is designed to quantitatively assess the effect of knowledge transfer processes on employee performance in state corporations in Kenya.

While research on knowledge transfer has increased in recent years (Al-Alawi et al., 2007; Cabrera et al., 2006; Lai & Lee, 2007; Chen & Huang, 2007; Pharm, 2008; Craig et al., 2008; Bryan & Lowel, 2007), there is little focus on the effect of employee knowledge transfer processes on employee performance. Researchers view knowledge transfer as a critical determinant of a firm's capacity to achieve sustainable competitive advantage (Gupta et al., 2004; Osterloh & Frey, 2000; Pharm, 2008). In spite of this, the effect of knowledge transfer processes on employee performance has not been adequately examined or attracted adequate empirical testing.

Most of the previous researchers constrained their scope to examining the factors affecting the process of knowledge transfer without considering the effect of the same on employee performance (Becker & Knudsen, 2006; Ferrell, 2008; Bebchuk, Cohen & Ferrell, 2004). This study intended to fill this identified gap.

Locally, Guyo (2012), looked at mentoring as a mechanism of transferring tacit knowledge but did not measure the effect of this mechanism in improving employee performance. Further, Ogendo (2014) in her study on knowledge transfer, strategy content, external environment and performance of companies listed on Nairobi Securities Exchange found out the there is a significant relation between knowledge transfer and organizational performance. However, Ogendo's study was global in nature as it did not address a specific knowledge transfer process and measure its effect on individual employee performance. This study aims at filling this gap by empirically

measuring the effect of knowledge transfer processes on employee performance in state corporations in Kenya.

In addition, research on knowledge transfer is extensively drawn from higher echelon developed countries (Ho, 2008; Crowther & Aras, 2008; Ferell, 2008;; Gupta et al., 2004; Marques et al., 2013; Serrat, 2010; McCathy, 2013; Cai & Klyushina, 2009; Tseng & Lee, 2014). This raises the question as to whether employee knowledge transfer models in developed countries can be generalized to State Corporations operating in transition economies like Kenya.

The study therefore seeks to fill the foregoing gaps by examining the effect of employee knowledge transfer processes on employee performance in State Corporations in Kenya.

2.8 Summary of the Review

The theoretical review provides the foundation of this study. The theories reviewed are linked to the variables. Each theory is related to the relevant variable (s) of the study. The resource based view theory is linked to the knowledge transfer processes namely; mentoring, coaching, peer to peer training and talent development. The theory is based on the concept that a firm is a collection of capabilities but the most unique resource is the human assets. Other theories which have been linked to the variables of the study are knowledge based theory, human capital theory and dynamic theory of organizational knowledge creation.

Szulanski communication model has also been discussed. The model is linked to the supporting role of ICT in in enabling knowledge transfer processes. The supporting role of ICT follow the model from the initiation stage, implementation phase, ramp up stage and finally the integration phase. KT is a process which is systematic in nature and follows Szulanki communication model. All the variables of the study are discussed individually and anchored in the therioe. The chapter has also dealt in detail on the empirical studies relevant to this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the methodology that used in undertaking the study. It starts by explaining the research philosophy upon which research design was anchored. The chapter also covers the study research design, population, sample and sampling technique, data collection method, pilot study, data analysis and presentation.

3.2 Research Design

The basis of a research design is a research philosophy in which the design is anchored. This study was anchored on positivism research philosophy approach. Positivism is characterized by a belief in theory before research and statistical justification of conclusions from empirically testable hypothesis, the core tenets of social science (Cooper & Schindler, 2011). Sekaran and Bougie (2015) asserts that positivism approach is concerned with rigor and replicability of the research, the reliability of observations, and generalizability of findings.

Positivists are of the view that the goal of research is to describe phenomena that can be observed and objectively measured (Saunders, 2009; Easterby, 2008). Positivism has both deductive and inductive approach which complement each other and therefore suitable to anchor the study research design. Deductive approach is applied where theories generate hypotheses which require to be tested and then allows for explanations of the laws to be assessed.

Research design is a blueprint for the collection, measurement, and analysis of data, based on the research questions of the study (Sekaran & Bougie, 2015). Sekaran and Bougie posited that research design address issues relating to the purpose of the study, the research strategy, the study setting, extent to which the study is manipulated and

controlled by the researcher, time frame and unit of analysis. Mugenda (2011) is of the view that research design refers to the process the study follows from inception to completion.

The study adopted mixed methods research which was guided by cross-sectional survey design. The mixed methods research enables a researcher to combine elements of both qualitative and quantitative research techniques (Johson, Omwuegbuzie & Turner, 2007; Ndungu, 2014). Ndungu alluded that the use of the mixed methods allows the researcher to compensate for the weaknesses of one single approach with the strengths of the other in order to achieve the best results.

On the other hand, cross-sectional survey study design is where sufficient data pertinent to finding the answer to a research problem is gathered once over a period of days or weeks or months (Sekaran & Bougie, 2015). The design helps in hypothesis formulation and testing the relationship between variables (Kothari, 2004; Ndungu, 2014). The cross sectional survey design was appropriate for this study as it enabled the testing and analysis of the relationship between variables. Pham (2008) studied intra-organizational knowledge transfer processes in Vietnam's Information Technology Companies and used cross-sectional research design which yieled significant results.

3.3 Population of the Study

Population/universe refers to the entire group of people or things of interest that the researcher wishes to investigate and make inferences (Zikmund, Babin & Griffin, 2012; Sekaran & Bougie, 2015). Target population is identified by the research objectives and one needs to specify the unit being sampled, the geographical location, and the temporal boundaries of the population (Neuman, 2009). Mugenda and Mugenda (2008) define target population as the set of individuals, cases or objects with some common observable characteristics, which a researcher wants to generalize the results of the study. Babbie and Mouton (2009) defines study population as the aggregation of elements from which the sample is selected.

The target population for this study was 187 State Corporations in Kenya (RoK, 2013). The unit of analysis was State Corporations while the unit of observation was HR managers or their equivalents. The nature of the independent variables namely mentoring, coaching, peer to peer training and talent development lies within HRM functions and therefore the researcher found it justifiable to consider HR managers or their equivalent to be units of observation (respondents). The units of observation were considered to be well placed to give information on the effect of knowledge transfer processes on employee performance. The responndents were selected from each of the 126 sampled State Corporations. A total of 126 HR managers or their equivalents were respondents in this study.

Guyo (2012) studied the role of HRM in intra-firm operationalization of tacit knowledge in Kenyan State Corporations and selected 38 HR managers as respondents from 38 State Corporations

Table 3.1: Target Population

State Corporation (categorized according to functions)	Target Population
Purely Commercial	34
Corporations with Strategic function	21
Executive Agencies (State Agencies)	62
Independent Regulatory Agencies	25
Research Institutions (public universities, tertiary education and training institutions)	45
Total	**187**

Source: RoK, 2013

3.4 Sample and Sampling Technique

Kombo and Tromp (2006) asserted that a sample is a finite part of a statistical population whose properties are studied to gain information about the whole. Ngumo and Mwangi (2009) referred to a sample as a proportion of population selected for observation and analysis. Saunders, Lewis and Thornhill (2009) asserted that a sample is a part of entire population that is studied to obtain information on the whole. Kothari (2008) noted that the respondents should be a close representative of the target population.

Sampling refers to the procedure a researcher uses to gather people, places or things to study and it involves the process of selecting a number of individuals, objects or items from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002).

According to Sekaran and Bougie (2015), a sample is a subgroup or subset of a population and by studying the sample the researcher should be able to draw conclusions that are generalizable to the whole population. If the sample is representative of the desired population, then the results will generalize and thus ensures external validity of the research findings. To have a generalizable sample, it is appropriate to select a representaive sample.

Mugenda (2011) suggested the following formula for estimating and selecting a sample size;

$$n_0 = \frac{Z^2 pq}{d^2}$$ ……………………………………………………equation 1

Where,

n_0 is the desired sample size when target population is large, mostly a population of more than 10,000;

Z^2 ... is the standard normal deviation at the required confidence level (= 1.96) for a confidence level of 95%; and

p... is the proportion in the target population estimated to have the characteristics being measured when not sure where the middle ground is taken (=0.5).

Statistically, q = 1-p (0.5)

d.. is the level of statistical significance (=0.05)

Therefore,

$$n_0 = \frac{1.96^2 \times 0.5 \times 0.5}{0.05^2} = 384$$

This gave a sample size of 384 which can be adjusted when the population is less than 10,000 as indicated below;

$$n = \frac{n_0}{1 + n_0 / N} \quad \text{...equation 2}$$

Where,

n is the desired sample size for a small population

n_0 is the desired population for a large population

N is the sample size

$$n = \frac{384}{1 + 384/187} = 126$$

Therefore, from the target population of 187 SCs, the sample size for the study was 126 and this formed the unit of analysis. The proportionate sample size of each of the categories of the SCs was as indicated below:

Purely commercial $\quad=\quad$ 34/187 x 126 = 23

Corporations with Strategic function $=\quad$ 21/187 x 126= 14

Executive Agencies (State Agencies) $=\quad$ 62/187 x 126= 42

Independent Regulatory Agencies $\quad=\quad$ 25/187 x 126=17

Research Institutions $\quad=\quad$ 45/187 x 126 = 30

Table 3.2: Sample Size

State Corporation	Target Population	Sample size (study population)	Sample size of the Units of observation (respondents)
Purely Commercial	34	23	23
Corporations with Strategic function	21	14	14
Executive Agencies (State Agencies)	62	42	42
Independent Regulatory Agencies	25	17	17
Research Institutions (public universities, tertiary education and training institutions)	45	30	30
Total		**126**	**126**

Sampling technique involves selecting a number of items from a given population by use of the various sampling methods. Sampling methods are either probabilistic or non-probabilistic (Kombo & Tromp, 2006). Probabilistic sampling involves random selection where each unit in the target population has an equal chance of being selected and being included in the study. This enables the researcher to generalize to the larger population and make inferences. The purpose of this research was to draw conclusions and make predictions affecting the population as a whole and therefore probability sampling was the most appropriate.

To determine the 126 SCs to be selected from the total target population of 187 SCs, the researcher applied stratified random sampling. Using this method, the SCs were stratified according to the five (5) categories in terms of their resoective functions/mandate namely; pure purely commercial, SCs with strategic functions, executive agencies, independent regulatory agencies and research institutions such as public universities, tertiary education and training institutions (RoK, 2013).

From each category of SC, a sample size corresponding with the total target population was calculated as indicated and selected through simple random sampling. Simple random sampling ensured that every member of the population in a given category had an equal chance of being selected into the sample (Rukwaru, 2007). To ensure true randomness, the method of selection was through the use of random numbers. The members of the population in each category was numbered from '*1*' to '*N* 'and '*n*' numbers selected in the most convenient and systematic way. The numbers selected became the sample and therefore study population.

3.5 Data Collection Procedures

Both primary and secondary data was collected for the purpose of this study. Primary date was collected using a survey questionnaire. The questionnaire was semi-structured, having both open-ended and closed-ended questions. Orodho (2009) posited that data collected using structured questionnaire are easier to administer and analyze. For the

closed questions, 5-point likert scale was used starting from the highest 5 to the lowest 1. Moreover, using the likert scale, the answers were easier to code and to analyze statistically (Pham, 2008). In addition, some multiple-choice questions were used in the questionnaire to obtain personal and SCs information. This type of questions gave the respondent fixed responses from which to choose. The questionnaire was divided into seven sections. Section A which is the first covered background information. Sections B to G contained questions focusing on collecting information associated with each variable as outlined in the conceptual framework model.

After pilot study and authorization letter from the University for the Field Work to commence, the researcher liaised with the HR managers or their representatives of the sampled SCs either in person, through calling or email in order to administer the questionnaires.

Depending on the proximity of the SC to the researcher or research assistant, the questionnaires were delivered in person otherwise the rest were sent via email after a pre-arranged agreement with the HR manager or a HR representative.

Though the primary data was largely used in the study, secondary data from SCs performance contract reports, customer satisafaction surveys, employee satisfaction surveys, books, journals, SCs policies and manuals, publications, websites among others was collected. The secondary data complemented the primary data and made the study more balanced and focused.

3.6 Pilot Study

Pilot study was done after the constructing the questionnaire and it involved pre-testing of the research instrument on a small sample of the population (Kombo & Tromp, 2006). While piloting, the researcher aimed to address issues such as whether the questions measured what was expected to be measured (relevance of measurements for each construct), whether the wordings were clear, whether the questions provoked responses,

time taken to complete the questionnaire, to see the answers being given with a view of pre-coding the common answers on the main questionnaire, to check the efficacy of the sampling method employed and if there was researcher bias (Rukwaru, 2007; Nyandemo, 2007; Kothari, 2008).

The pilot survey assisted in designing the main survey and served as a precaution against unnoticed errors in the survey plan. Mugenda and Mugenda (2008) indicated that pilot testing is important in gauging the validity and reliability of the research instrument. From the pilot test, the researcher was able to see what needs to be adjusted in the research instrument and the same done before the commencement of the main survey.

Jaggar (2009) considered one percent (1%) of a population as adequate for pilot testing and this study adopted the same. Therefore, 2 SCs were randomly selected through simple random sampling from the population of 187 SCs. From the 2 SCs, 2 HR managers or equivalent then selected as respondents in the pilot study. After the pilot study, the necessary editing was done on the questionnaire ready for administration to the selected sample of the target population.

3.7 Reliability of Data Collection Instruments

Mugenda and Mugenda (2008) averred that reliability is a measure of the degree to which research instrument yields consistent results after repeated trials in similar situation. Reliability is a measurement of how consistent the results from a test are, that is, if a test is administered to a subject twice, does one get the same score on the second administration- the reliability of the test is the answer to this question (Kombo & Tromp, 2006). In general, reliability is the extent to which a given measuring instrument produces the same results each time it is used (Abbot & McKinney, 2013; Ndung'u, 2014).

Reliability is viewed as the accuracy or precision of research instrument and is calculated as a proportion of the true variance yielded by the measuring instrument

(Pham, 2008). According to Miller (2009), reliability is the stability or constancy of scores over time or across raters. Reliability is therefore about consistency in result production in such a way that another person doing a similar research using the same target population obtains the same results as the earlier one (Oso & Onen, 2005).

According to Leech et al. (2005), Cronbach's coefficient alpha is the most commonly used measure of internal consistency reliability. Cronbach's Coefficient alpha has been consistently used to assess the reliability of a multi-item measurement scale (Nachmias & Nachmias, 2008). Pham (2008) used Cronbach's alpha reliability coefficient to determine the internal consistency of the research instrument. George and Mallery (2003) provided the rule of thumb to determine the level of acceptability of a Cronbach's alpha value as indicated in table 3.3.

Table 3.3: Rule of Thumb

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: George and Mallery, 2003

The study adopted the rule of thumb advanced by George and Mallery to determine the suitability of Cronbach's alpha coefficient to be used to test the reliability of the data collection instrument. The alpha was computed using SPSS (Version 23) and any value of 0.7 and above was considered acceptable alluding to the appropriateness of the measuring instrument to be used in the main survey. To determine the reliabilty of the

data collection instrument, split-half method of analysis was adopted in this study and the alpha computed using SPSS (Version 23).

According to Ngugi (2012), Cronbach alpha is interpreted as the mean of all possible split- half coefficients. The split-half method splits the questions into two randomly. This can be done by splitting the questions according to odd and even numbers. After splitting, the scores were correlated across the two groups and then compared. Since the split-half procedure is based upon a correlation between scores obtained on only half the test, a correction is needed to determine the reliability of the entire test (Mugenda, 2011). Mugenda suggested the Spearman-Brown formula to be used to make the correction as follows:

$$r^1 = 2r/1 + r\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\text{equation 3}$$

Where,

r^1 is the corrected reliability coefficient

r is the reliability coefficient from the original calculation

3.8 Validity of Data Collection Instruments

Miller (2009) defined validity as the accuracy of the data and the extent to which the data collection instruments measure what they purport to measure. Babbie and Mouton (2009) alluded that validity is the extent to which empirical measure adequately reflects the real meaning of the concept under consideration. Validity is concerned with the meaningness of research components.

To determine the validity of the data, a pre-test was conducted. The study considered the three types of validity namely content, criterion related and constrct validity as outlined Kothari and Garg (2014). Criterion-related validity is a broad term that actually refers to predictive validity and concurrent validity. According to Kothari and Grag, the

predictive validity refers to the usefulness of a test in predicting some future performance. Predictive validity is therefore the ability of measurements to separate subjects which possess the attribute the researcher is studying from those which do not have. Concurrent validity refers to the usefulness of a test in closely relating to other measures of known validity (Drost, 2012). Concurrent validity is useful when a valid measure exists for one variable but a researcher want to design another measure that is perhaps easier to use or faster to take. The new measure adopted has concurrent validity if the subjects make similar scores on both tests.

A variable is considered to have content validity if there is general agreement from literature that the independent variable has measurement items that covers all its aspects (Kimutai, 2014).

Content validity is therefore concerned with a test's /research findings ability to include or represent all of the contents of a particular construct. Content validity entails giving adequate coverage of the topic under study. In this study, from the theoretical and empirical review, knowledge transfer processes and employee performance had measurement items which covered the necessary aspects required and therefore the study was considered to have content validity.

Criterion-related validity is concerned with the extent to which a particular variable relates to other variables (Feng., 2007 as cited by Kimutai, 2014). It is realted to the ability to predict some outcome or estimate the existence of some current condition. This form of validity reflects the sucees of measures used fro some empirical estimating purpose.

Kothari and Garg (2014) averred that the concerned criterion must possess some qualities namely; relevance (a criterion is relevant if it is defined in trems it is judged to be the proper measure), freedom from bias (freedom from bias is attained when the criterion gives each subject an equal opportunity to score well) , reliability (a reliable

cretirion is stable or reproducible) and availability (the information specified by the criterion must be available).

A measure is said to possess construct validity to the degree that it confirms to predicted correlations with other theoretical propositions. Construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.

For determing the construct validity, a set of other propositions are associated with the results received from using the measuring instrument. Constructy validity refers to how well one translated or transformed a concept, idea, or behaviour into a functioning and opetaing reality, the operationalization (Trochim 2006; Ndung'u, 2014). If measurement on a devised scale correlate in a predicted way with the other propositions, it is concluded that there is construct validity (Abbot & McKinney, 2013; Kothari & Garg, 2014; Ndung'u, 2014).

Factor analysis tests the validity of each construct in the conceptual model. It is used to identify underlying constructs in the collected data and to reduce the number of variables to a more manageable set while attempting to retain as much of information as possible (Hair et al., 2010). Exploratory Factor Analysis (EFA) can be used to validate hypothetical constructs by clustering those indicators or charateristics that appear to correlate highly with each other (Kane,2006; Ndung'u, 2014).

This study adopted factor analysis to test the validity of the data collection measurement. According to Hair et al., the resulted factors with own values (eigenvalues) greater than 1 and factor loading greater than 0.5 are considered adequate for the factor structure and are used for analysis of validity. The researcher used SPSS (Version 23) to compute the eigenvalues in factor analysis.

3.9 Diagnostic Tests

In order to draw valid conclusions on a population based on linear regression analysis done on a sample, several assumptions must be taken into account (Kothari, 2008). The

key assumptions that must be met for multivariate test procedures to be valid are no perfect multi-collinearity, normality of observations, homoscedasticity of variances, no autocorrelation, and linearity. The statistical tests were carried out and the results of these tests formed part of the appendecies.

3.10 Data Analysis and Presentation

The study collected both quantitative and qualitative data through the use of a structured questionnaire. The questionnaires was checked for completeness and consistency of information at the end of every field data collection day and before storage. The data from the completed questionnaires was cleaned, screened, coded and entered into a spreadsheet and analyzed using SPSS (Version 23). SPSS has been widely used in data analysis in similar studies done by Pham (2008) and Guyo (2012) with successful results.

Exploratory analysis was first done to ensure that the output is free from outliers and the effect of the missing responses is at minimum. According to Kombo and Tromp (2006), data analysis involves getting significant variables and detecting anomalies. Data analysis transforms data into knowledge through proper interpretations and ascribing meaning (Kimutai, 2014).

The mulitivariate anlaysis namely multiple regression of analysis was adopted in this study. The objective of this analysis is to make a prediction about the dependent variable based on its covariance with all the concerned independent variables.

Multiple regression analysis is adopted when the researcher has one dependent variable which is presumed to be a function of two or more independent variables (Kothari & Garg, 2014). Tabachnick and Fidell (2013) and Nyuyen (2009) averred that multiple regression analysis is the most widely used method in social sciences to explore relationships among variables and to test hypotheses. The analysis is guided by the study hypotheses. Inferential analysis is concerned with the various tests of significance for

testing hypotheses in order to determine with what data can be said to indicate some conclusion or conclusions. It is also concerned with estimation of population values. It is mainly on the basis of inferential analysis that the task of interpretation is peformed (Kothari & Garg, 2014).

The following multiple linear regression model was used to predict the relationship between knowledge transfer processes and employee performance:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon \ldots\ldots\ldots\ldots\ldots\ldots\ldots..\text{equation 4}$$

Where,

Y: Employee performance,

X_1: mentorship,

X_2: Coaching,

X_3: Peer to peer training,

X_4: Talent development,

X_5: Information Communication Technology,

β_0: y-intercept (constant),

ε: Error term

$\beta_1, \beta_2, \beta_3, \beta_4$ and β_5 are the variable coefficients.

The model is practical when there are more than one explanatory variables and it is more realistic as there are many explanations why things happen the way they do (Nachmias & Nachmias, 2008). Kimutai (2014) argued that multiple regression model provides a rich and flexible framework that suits the needs of many analysts. Several other studies

have used the model with successful results (Pham, 2008; Feng et al., 2007; Ling & Jang, 2007; Guyo, 2012).

The Pearson Product Moment Correlation (PPMC) was used to measure the linear relationship between knowledge transfer processes and employee performance which are the main variables of this study. The product moment correlation coefficient (r) is used as a measure to determine the level of relationship between two variables. The strength of the relationship will always fall within the range $-1 \leq r \leq 1$. If r is equal to 1, it means that independent variable (X) and dependent variable (Y) are said to be perfectly positively correlated. If r is equal to -1, then X and Y are said to be perfectly negatively correlated. If r is equal to zero, then there is no linear relationship between X and Y (Kothari, 2008).

The coefficient of determination (R^2) was used to measure the joint effect of all independent variables on the dependent variable. R^2 explains proportion of variation in response variable (dependent variable) which is jointly contributed by the independent variables (explanatory variables) in the conceptual framework. If the stated independent variable explains the dependent variable very well, the R^2 is expected to be very high.

An important property of R^2 is that, the larger the number of independent variables in a model, the higher the R^2 value will be. If R^2 is near to 1, most of the variation in the dependent variable can be explained by the regression model and therefore goodness of fit. In contrary, if R^2 is near zero, there is poor goodness of fit (Sekaran & Bougie, 2015).

To test the moderating effect of ICT on the relationship between knowledge transfer process and employee performance, the study utilized moderated multiple regression (MMR) analysis. Aquinis (2004) posited that MMR is an inferential procedure which involves comparing two different least-squares regression equation. The moderating effect of ICT was analyzed through interpretation of R^2 change in the models gotten from the model summaries and the regression coefficients for the interaction term

obtained from the coefficient tables. Kimutai (2014) used the same MMR in testing the effect of moderating variable on the relationship of the explanatory variable and the response variable in his study with successful results.

The equation below was used to represent the variables in the model:

$$Y = \beta_0 + \beta_1 X + \beta_2 Z + \varepsilon \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\text{equation 5}$$

In order to determine moderation presence, the model above was then compared with MMR model:

$$Y = \beta_0 + \beta_1 X + \beta_2 Z + \beta_3 XZ + \varepsilon \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\text{equation 6}$$

Where,

> Y is Employee Performance,
>
> X is Knowledge Transfer Processes (mentorship + coaching + peer training + talent development),
>
> Z is the hypothesized moderator (ICT),
>
> XZ is the interaction between the predictors (Knowledge transfer process factor multiplied by ICT),
>
> β_0 is the intercept of the line of best of fit which represents the value of Y when X=0, β_1 is the least-squares estimate of the population regression coefficient of X,
>
> β_2 is the least-squares estimate of the population regression coefficient for Z, and
>
> β_3 is the sample base-least squares estimate of population regression coefficient for the interaction term and ε is the error term. The regression coefficient for the interaction term, β_3, provides an estimate of the moderation effect. If β_3

is statistically different from zero, there is significant moderation of the X-Y relation in the data.To assess the presence of the moderating effect of ICT, hierarchical multiple regression was used.

Kimutai (2014) used the same method to test the presence of moderating effect of institutional size on the relationship between Quality management System on workforce performance. Sazali (2009) used a similar method in a study on the moderating effect of company size on the relationship between firm technology transfer and firm performance. This study used SPSS (Version 23) to analyze the data as well as measures of variances for interpretation. The data was presented in the form of means, percenatges, tables and figures that facilitated description and explanation of the study findings.

3.11 Operationalization of Research Variables

After the conceptualization, the study variables were operationalized. Conceptualization is a process of taking a construct or concept and refine it by giving it a conceptual or theoretical definition (Sekaran & Bougie, 2015). Operationalization is the process of taking a conceptual definition and make it more precise by linking it to one or more specific concrete indiactors or operational definition (Kothari & Garg, 2015).

The operationalization was done by identifying the sub-constructs (variables) from the main construct namely knowledge transfer processes. The indicators of employee performance (dependent variable) were also determined. Then the indicators of each variable were determined and finally measured using a five point likert scale. The research variables were operationalized as indiacted in Table 3.4.

Table 3.4: Operationalization of Research Variables

Variables	Indicators	Measure	Instrument
Mentoring	• Employee awareness • Policy document • Capabilities	Five point likert scale	Questionnaire
Coaching	• Guidelines • Expertise • Employee cognizance	Five point likert scale	Questionnaire
Peer to peer Training	• Documented procedures • Competencies • Consciousness	Five point likert scale	Questionnaire
Talent Development	• Job design • Integration • Succession planning	Five point likert scale	Questionnaire
Information Communication Technology	• Relevant software • ICT policy • Employee ICT skills	Five point likert scale	Questionnaire
Employee Performance	• Performance contracts • Employee satisfaction surveys • Customer satisfaction surveys	Five point likert scale	Questionnaire

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

The chapter focuses on the presentation of the data, analysis and interpretation of the results. The discussions are based on background information, mentoring, coaching, peer to peer training, talent development, ICT and employee performance. Percentages and means were used to describe the data. Inferential statistics used were correlation and regression analysis. The chapter presents the findings of the hypothesized relationships between the predictor variables and the dependent variable.

4.2 Response Rate

A total of 92 questionnaires out of 126 were filled and returned giving a response rate of 73%. However, from the 92 questionniares 11 of them were not properly filled as they were left blank on most of the parts and the necessary information was not supplied. The 11 questionnaires were therefore not included in the final analysis and thus remained 81. This translated to 64.3% of the questionnaires which were considered fit for final analysis.

The response rate is in consistent with Sekaran and Bougie (2015) who posited that a response rate of 40% is acceptable. This is further collaborated by Babbie (2010) who asserted that a response rate of 50% is adequate. Mugenda (2008) posited that a response rate of 50% is adequate, 60% and above is good and above 70% is very good. To Cooper and Schindler (2003) a response rate exceeding 30% of the total sample is good enough to generalize the characteristics of a study problem.

In a study by Ogendo (2014) on knowledge transfer, strategy content, external environment and performance of companies listed on the Nairobi Stock Securities Exchange, a response rate of 64% was achieved. In another study by Shafloot (2012) on

relationship among training policy, knowledge transfer and performance improvement in private sector organizations in the Kingdom of Saudi Arabia a there was a response rate of 65%.

Table 4.1: Response rate

State Corporation	Questionnaires Distributed	Questionnaires Received	% Response
Purely Commercial	23	15	65
Corporations with Strategic function	14	10	71
Executive Agencies (State Agencies)	42	30	71
Independent Regulatory Agencies	17	13	76
Research Institutions (public universities, tertiary education and training institutions)	30	24	80
Total	**126**	**92**	**73**

As indicated in Table 4.1, response rate from purely commercial State Corporations was 65%, Corporations with Strategic function was 71%, Executive Agencies (State Agencies) was 71%, Independent Regulatory Agencies was 76%, and Research Institution (Public Universities, Tertiary institutions and Training institutions) was 80%.

4.3 Results of the Pilot Study

For the pilot test, 2 SCs were randomly selected through simple random sampling from a population of 187 SCs. From the 2 SCs, 2 HR managers or their equivalent was then selected as respondents in the pilot study. The study adopted the Rule of Thumb advanced by George and Mallery (2003) to determine the suitability of Cronbach's alpha coefficient to be used to test the reliability of the research instrument. George and Mallery posited that an alpha value of 0.7 and above is acceptable for the reliability test.

The alpha was computed using SPSS (version 23) and the results presented in Table 4.2. The value of the alpha was above 0.7 indicating the appropriateness of the measuring

instrument. After the pilot study, the necessary editing was done on the questionnaire in readiness for administration to the randomly selected sample of the target population.

Table 4.2: Pilot Study Reliability Test

Constructs values	Cronbach's Alpha	No. of Items	Comments
Mentoring	.853	16	Good
Coaching	.732	14	Acceptable
Peer Training	.875	15	Good
Talent Development	.722	13	Acceptable
ICT	.759	24	Acceptable
Performance	.764	10	Acceptable

4.3.1 Testing the Reliability of Data Collection Instrument

Reliability is the accuracy or precision of the research instrument and is calculated as proportion of the true variance yielded by the measuring instrument (Pham, 2008). The general strategy to test construct's dimensionality and reliability is to conduct two analyses; namely item-to-total analysis and factor analysis. The item-to-total analysis shows Cronbach's alpha of each measurement and suggests which item to drop to increase the alphas. Factor analysis shows how many factors were extracted from the item pool. Based on this two results, a decision is made regarding retaining or excluding items for each variable. The split-half method of analysis was used and the alpha was computed using SPSS (version 23) as shown in Appendix XI.

Factor Analysis involved two phases. The first phase involved Exploratory Factor Analysis (EFA) and its key steps included the computation of factor loading matrix, communalities and principal components analysis (PCA). The second phase involves confirmatory factor analysis (CFA) that evaluates the measurement model on multiple criteria such as internal reliability, convergent, and discriminant validity. In this study, Exploratory Factor Analysis was used to refine the constructs. Bordens and Abbot

(2014) averred that EFA is often used at early stages of research with a view to identify the variables that cluster together thus providing the researcher with information about the number of factors that best represent the data (Hair, Black & Babin, 2010).

Suhr (2006) posited that the goal of EFA is to identify factors based on data and to maximize the amount of variance explained. In this case, the data was first run test to assess its factorability using the indicators (Kaiser Meyer-Olin Measure of Sampling Adequacy, Bartlett's Test of Sphericity and Communalities). As shown in Table 4.3, KMO Measures of Sampling Adequacy value was above the threshold of 0.6 (Kaiser, 1974), and p-values for Bartlett's test of Sphericity were significant (p=.000< 0.05).

Table 4.3: KMO and Bartlett's Test

Tests		Value
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.866
	Approx. Chi-Square	2242.186
Bartlett's Test of Sphericity	Df	496
	Sig.	.000

Based on the Kaiser's criterion, six factors, out of a total 32 factors, were imputed. Amongst themselves, they were able to explain 62.564% of the total variance in the data. As indicated in Appendix VIII, the four factors in the initial solution have eigenvalues greater than 1.3, with the threshold being eigenvalue greater or equal to 1.0 (Hair, Black, & Babin, 2010).

Further, pattern matrix or a simplified factor loading matrix was used to express factors and their respective interpretations. Tabachnick and Fidell (2001) asserted that the pattern matrix loading is zero when a variable is not involved in a pattern and close to 1.0 when a variable is perfectly related to a factor pattern. When communality values to measure the variability of each observed variable that could be explained by the

extracted factors were checked, low value for communality, say, less than 0.3, indicate that the variable does not fit well with other variables in its component, and it is undesirable (Pallant, 2010; Field, 2009). In this study, communalities were above 0.5 signifying satisfactory factorability for all items as indicated in Appendix IX. The pattern matrix coefficients in this study ranged from 0.519 to 0.949 thus showing variables were almost perfectly related to a factor pattern.

The construct reliability was assessed by computing the composite reliability and the Cronbach's alpha of the constructs. The Cronbach alphas were all above the acceptable 0.6 threshold. According to Hair (2006) Cronbach's alpha of the constructs which is above .6 is acceptable. At the same time, the composite reliability of reflective items were all above the acceptable at 0.7 threshold which means all the variables in the study exhibited construct reliability as indicated in Table 4.4.

Table 4.4: Construct Reliability

Construct	Composite Reliability > 0.7	Cronbach's Alpha > 0.6
Mentoring	0.769	0.928
Performance	0.962	0.962
Coaching	0.934	0.914
Peer	0.891	0.945
Talent	0.785	0.814
ICT	0.766	0.701

4.3.2 Testing the Validity of Data Collection Instrument

Validity is the accuracy of the data and the extent to which the data collection instrument measure what it purports to measure (Miller, 2009). Mouton (2009) alluded that validity is the extent to which empirical measure adequately reflects the real meaning of the concept under consideration. The ways to establish the validity of the measurement are

content, construct and criterion-related. Criterion related validity is a broad term that actually refers to predictive validity and concurrent validity. Crierion-related validity is expressed as the coefficient of correlation between test scores and some measure of future performance or between test scores and scores on another measure of known validity (Kothari & Garg, 2014).

To satisfy content validity, four constructs were measured in order to explain the variance in employee performance as data on one construct alone is not valid to measure the variance in the outcome. Content validity is the extent to which measuring instrument provides adequate coverage of the topic under study. In this study, the instrument contained a representative sample of the universe and therefore the content validity was good. In addition, the constructs for the study significantly predicted the variance in employee performance as hypothesized and therefore the satisfaction of the predictive validity.

The concurrent validity is assumed in that the research design used in the study is scientific and therefore capable of being replicated and produce similar scores. The convergent validity was assessed using Average Variance Extracted (AVE). Table 4.5 indicates that AVE of all constructs were above the 0.5 threshold indicating that the latent constructs account for at least fifty percent of the variance in the items. This indicates that the measurement scales exhibited adequate measurement validity (Hair, 2006).

The discriminant validity is assumed if the diagonal elements are higher than other off-diagonal elements in their rows and columns (Compeau, Higgins, & Huff, 1999).   In the correlation matrix Table 4.5, the diagonal elements in bold are the square root of the average variance extracted (AVE) of all the latent constructs and thus the discriminant validity was confirmed for the measurement model.

Table 4.5: Correlation matrix

Constructs	Mentoring	Performance	Coaching	Peer	Talent	ICT	AVE
Mentoring	**0.727**						0.528
Performance	0.424	**0.860**					0.740
Coaching	0.625	0.641	**0.819**				0.671
Peer	0.605	0.448	0.593	**0.788**			0.621
Talent	-0.088	0.153	0.225	0.209	**0.713**		0.508
ICT	0.096	0.251	0.157	0.138	0.446	**0.725**	0.525

4.4 Social-demographic Profile of Respondents

The demographic characteristics of the State Corporations was collated and reviewed. The analysis was based on the information that the respondents provided in the questionnaire. The main factors namely; gender, age bracket, level of education and length of service are captured and the results shown in Table 4.6.

Table 4.6: Demographic Profile of Respondents

Main Factor	Factor Level	Frequency	Percentage (%)
Gender	Male	42	46
	Female	49	54
Age Bracket	Below 30 Years	14	15
	31-39 Years	31	34
	40-49 Years	35	39
	50 Years and above	11	12
Level of Education	Primary Level	0	0
	Secondary Level	0	0
	Tertiary College (Diploma	10	11
	University (Graduate)	30	33
	University (Postgraduate)	50	56
Length of Service	0-1 years	2	3
	1-5 years	34	37
	5-10 years	25	28
	Over 10 Years	29	32

As indicated in Table 4.6, 54% of the respondents were female and 46% were male. This indicated that more female respondents participated in the study as compared to the men. From the observation on gender factor, there is an implied gender parity. Kothari (2004) avers that a ratio of at least 1:2 in either gender presentation in a study is an adequate representation. From table 4.6, the gender presentation is almost 1:1 alluding to a very good representation. The gender distribution accommodates the opinions from both sides of the divide. This further demonstrates that SCs have adopted to the provisions of the Constitution of Kenya (2010) of the one third gender rule in all Government appointments.

As far as the factor on age bracket was concerned, 39% of the respondents were in the age bracket of 40-49 years, 15% were below 30 years, 34% were between 31 to 39 years and 12% were above 50 years. In general, 88% of the respondents were below 50 years indicating a relative young workforce in State Corporation in Kenya. This indicated a high millennial presence at workplace.

On the factor of level of education, 56% of the respondents were university postgraduates, 33% were university graduates, 11% had tertiary education and none of the respondents had education level lower than tertiary level. From the observation in Table 4.6, 89% of the respondents had high levels of education and therefore able to understand the contents of their jobs well and being HR experts had vast knowledge on the concepts of knowledge transfer processes and employee performance.

On the factor of length of service in the organization, 3% of the respondents had worked for a period ranging from one year and below, 37% had worked for a period of one to five years, 28% had worked for a period of five to ten years and 32% had worked for a period of over ten years. From the general observation of the results, it was indicative of quite a high turnover of employees in State Corporations in Kenya taking into account that the majority (68%) had worked for less than ten years.

4.5 Descriptive Analysis

Descriptive analysis is the use of statistical procedures to describe the population of the study and describes the data as it is (Nachmias & Nachmias, 2008). The importance of descriptive statistics is in data description and interpretation (Fritz, 2013).

The description of the study variables is shown in Appendix X. The description was critical for cross referencing as each of the factors of the variable was used in the processing of the data and analyzing the model throughout the study. The study sought to get responses in reference to the study variables namely; mentoring, coaching, peer to peer training, talent development, Information communication technology and employee performance.

Each of the variables in the study was descriptively analyzed by use of percentages, means and standard deviation. The overall scale means greater than 3.5 depicted agreement, scale mean of less than 3.5 but not less than 3 depicts moderate agreement, and scale mean of more than 4.0 depicts strong agreement and scale mean of less than 2.5 depict disagreement (Shafloot, 2012). Standard deviation close to the mean indicative of small degree of variation of a response from others (Hair, 1995).

4.5.1 Descrptive Analysis for Variable Mentoring

The study sought to examine the effect of mentoring on employee performance in State Corporations in Kenya. Five-point Likert scale and open ended questions were used to elicit answers from the respondents. Descriptive statistics including percentages and means were used to describe the data and are presented in tables.

From the item on the importance attributed to mentoring by HR experts and the top management in state corporations, Table 4.7 indicates the results of the findings.

Table 4.7: The Importance of Mentoring

Aspects	Very important (%)	Important (%)	Slightly Important (%)	Least Important (%)	Not Important at all (%)	Mean	Std. Deviation
How important is employee mentoring to you as a HR expert in your organization	61	34	2	2	1	4.51	0.75
The top management in the organization value the importance of employee mentoring as	32	58	7	2	1	4.18	0.74

From Table 4.7, 61% of the HR experts indicated that employee mentoring was very important and 34% indicated it was important. The overall scale mean (M=4.51) depicts an inclination towards strong agreement with a standard deviation of 0.75 indicating a small degree of variation of this response from the others.

On the item of how top management in the organization value employee mentoring, 58% indicated that the top management valued the importance of employee mentoring, while 32% indicated it was very important. From the results, 90% of the HR experts responded that the top management valued mentoring as important. The scale mean (M=4.18) depicts an inclination towards strong agreement with a standard deviation of 0.74 indicating a small degree of variation of the response from the others.

On the item concerning the time period of mentoring programs in the organization, the results are as indiacted in Figure 4.1.
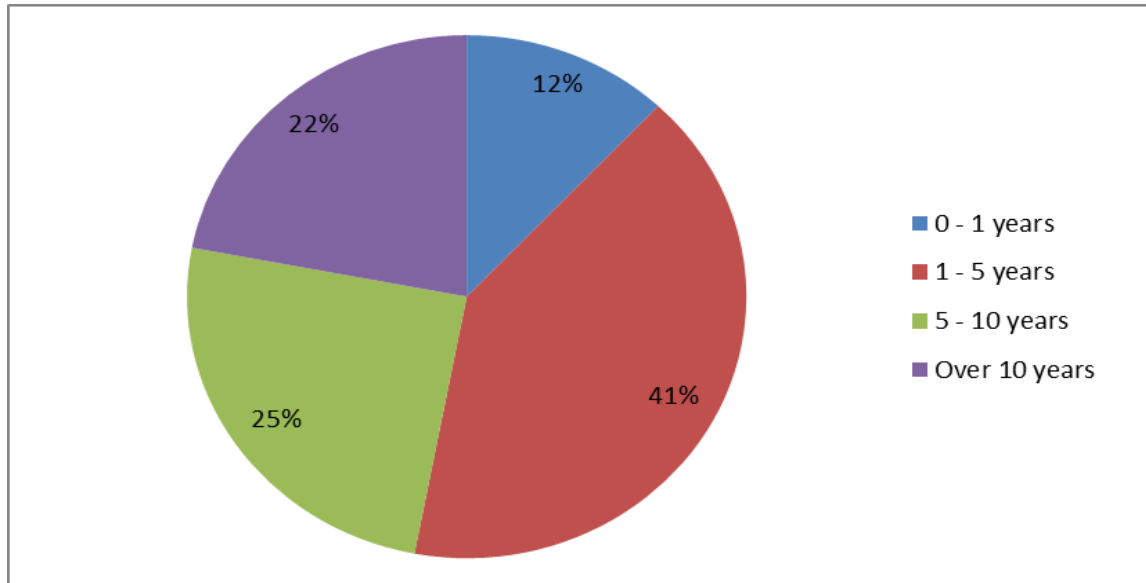
Figure 4.1: Period of Mentoring Programs

As indicated in Figure 4.1, the study established that 12% of the respondents had mentoring programs for a period of 0-1years in their organization, 41% had mentoring programs for a period of 1-5 years, 25% indicated that they had mentoring programs for a period of 5-10 years and 22% had mentoring programs in their organization for over 10 years.

The results indicated that mentoring programs were not widely practiced in the majority of the State Corporations and had not been in place for long period of time giving an indication that employee mentoring is a young concept in State Corporations in Kenya and it has not been adequately embraced.

Employee awareness, policy document and relevant capabilities were measured indicators considered under mentoring and the findings are as indicated below:

Employee Awareness

The items under employee awareness were measured using the five point Likert scale and results are as indiacted in Table 4.8.

Table 4.8: Measurement of Employee Awareness

Items	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation
Employee mentoring is carried out across all cadres of employees.	6	11	9	46	29	3.81	1.13
All the employees are aware of mentoring program in the organization.	7	17	8	46	23	3.63	1.20
The organization has a formalized employees mentoring program.	8	15	13	47	17	3.51	1.17

On the item of employee mentoring being carried out across all cadres of employees, 75% agreed with the item, 9% were undecided, 11% disagreed and 6% strongly disagreed. The scale mean for the item was 3.81 (M=3.81) which depicts an inclination towards agreement with a standard deviation of 1.13 indicating a small degree of variation of the response from the others.

On the item as of all the employees were aware of mentoring program in the organization, 69% agreed, 8% were undecided and 24% disagreed. The scale mean for

the item was 3.63 (M=3.63) depicting an inclination towards agreement. The standard deviation of 1.20 indicates a small degree of variation of the response from the others.

On the item of the organization having formalized employees mentoring program, 64% agreed, 13% were undecided and 23% disagreed. The scale mean of 3.51 (M=3.51) depicts an inclination towards agreement and a standard deviation of 1.17 indicating a small degree of variation of the response from the others.

From literature, mentoring is formal or informal. Informal mentoring is not regulated by an organization and varies in terms of specific requirements making it ineffective to achievement of organizational goals (Rothwell, 2005; Thomas & Saslow, 2007). In this regard, formal mentoring is directed towards achievement of organizational goals and is well regulated. Seedee (2012) alluded that structured mentoring programmes are more effective in giving results and feedback as opposed to unstructured ones.

Policy Document

The items under employee awareness were measured using the five point Likert scale and results are as indiacted in Table 4.9.

Table 4.9: Measurement of Policy Document

Items	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation
The organization has a mentoring policy guidelines in place	4	20	4	50	22	3.65	1.15
The policy gives motivational guidelines for the mentors.	4	17	10	48	21	3.63	1.13
The policy outlines a continuous mentoring.	5	17	14	49	14	3.49	1.10

From the results indicated in Table 4.9, on the item the organization has a mentoring policy guidelines in place, 72% of the respondents agreed, 4% were undecided and 24% disagreed. The overall scale mean of 3.65 (M=3.65) depicts a moderate agreement with the item and a standard deviation of 1.15 indicating a small degree of variation of the response from the others. 69% of the respondents agreed that the policy gives motivational guidelines for the mentors, 10% were undecided and 21% disagreed. The overall scale mean (M=3.63) depicts an inclination towards agreement and a standard deviation of 1.13 indicating a small degree of variation of the response from the others. There were 63% of respondents agreeing that the policy outlines a continuous mentoring, 14% were undecided and 22% disagreed. There was an overall scale mean of 3.49 (M=3.49) depicting a moderate agreement and a standard deviation of 1.10 indicating a small degree of variation of the response from the others.

The finding was in agreement with Guyo (2012) who averred that mentoring has received more attention as a process of transferring and retaining of knowledge within organizations. This was further in consistent with a study carried out by Martin (2010) in some selected firms in USA who observed that employees' intention to change jobs was 35% generally but among employees involved in mentoring programmes it was down to 16%.

The Relevant Capabilities

The items under relevant capabilities were measured using the five point Likert scale and results are as indiacted in Table 4.10.

Table 4.10: Measurement of Relevant Capabilities

Items	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation
The organization identifies mentors internally as opposed to external sourcing	4	6	14	50	26	3.87	1.01
The organization has a well-built capacity of mentors.	5	4	16	47	27	3.86	1.04
Mentoring improves individual employee performance in the organization.	4	1	1	29	64	4.48	0.93

On the item that organization identifies mentors internally as opposed to external sourcing, 76% of the respondents were in agreement, 14% were undecided, and 10% disagreed. The overall scale mean was 3.87 (M=3.87) depicting moderate inclination towards agreement and a standard deviation of 1.01 indicating a small degree of variation of the response from the others.

The item that organization has a well-built capacity of mentors, 74% were in agreement, 16% were undecided and 9% disagreed. The overall scale mean was 3.86 (M=3.86) which depicted a moderate inclination towards agreement and a standard deviation of 1.04 indicating a small degree of variation of the response from the others. 93% of the respondents agreed that mentoring improves individual employee performance in the organization, 1% were undecided and 5% disagreed. The overall scale mean was 4.48 (M=4.48) depicting an inclination towards strong agreement and a standard deviation of 0.93 indicating a small degree of variation of the response from the others.

The finding is in tandem with Global Coaching Mentoring Alliance (GCMA) that mentoring entails inspiring and developing other people in an organization through sharing of experiences, lessons and resources so as to improve individual performance (GCMA, 2012).

In the last item under mentoring on the aspects which influenced the choice of a mentor in the state corporations, the results of the findings are indicated in Figure 4.2.
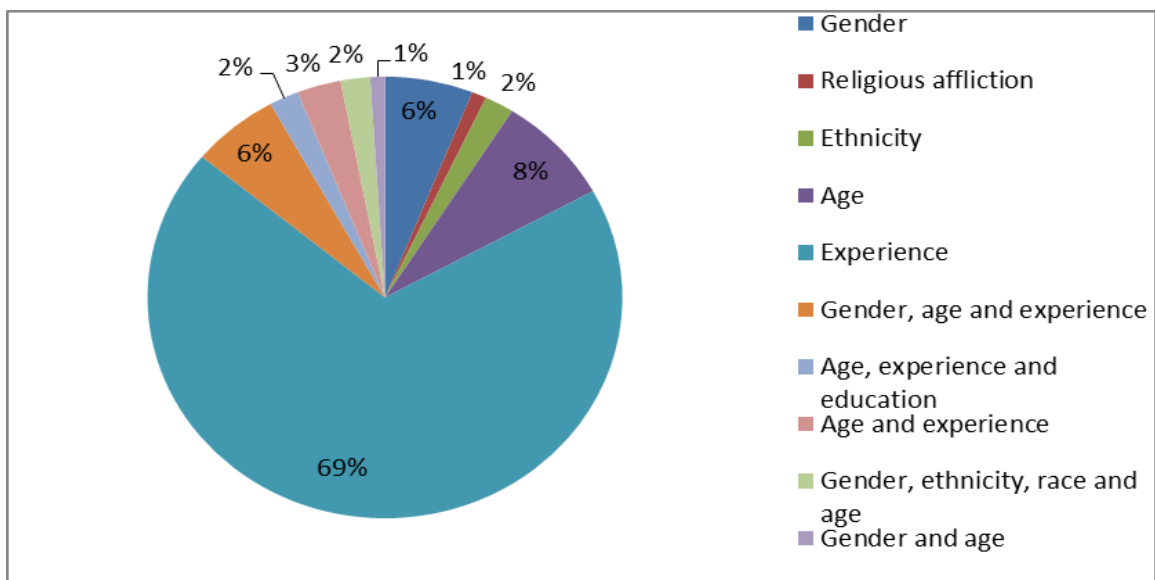
Figure 4.2: Aspects that Influence the Choice of a Mentor

From the results in Figure 4.10, 6% of the respondents indicated that gender influences the choice of a mentor, 1% indicated religious affiliation, 2% indicated ethnicity, 8% indicated age, 6% indicated gender, age and experience, 2% indicated age, experience and education, 1% indicated age and experience, 2% indicated gender, ethnicity, race and age while 1% indicated gender and age. 69% indicated that experience is the main aspect that influences choice of a mentor.

From Figure 4.2, experience is a factor worth considering when sourcing for a mentor. This is in consistent with Darrock (2005) and Cai (2009) who averred that number one

qualification for mentor is that one must have been there and done the task and knows what works and what does not work based on experience.

4.6.2 Descrptive Analysis for Variable Coaching

The study sought to examine the effect of coaching on employee performance in State Corporations in Kenya. Five-point Likert scale and open ended questions were used to elicit answers from the respondents. Descriptive statistics including percentages and means were used to describe the data and are presented in tables and figures..

Under the item on the importance attached to employee coaching by both the HR experts and the top management in state corporations, the results of the findings are as indicated in table 4.11.

Table 4.11: Importance of Employee Coaching

Aspects	Very Important (%)	Important (%)	Slightly Important (%)	Least Important (%)	Not Important at all (%)	Mean	Std. Deviation
How important is employee coaching to you as a HR expert in your organization	49	43	3	2	3	4.34	0.84
The top management in the organization value the importance of employee coaching as	18	66	11	3	2	3.94	0.79

On how importance of employee coaching 49% responded it was very important, 43% indicated it was important, 3% indicated it as slightly important, 2% indicated it was least important and 3% indicated it was not important at all. The overall scale mean was 4.34 (M=4.34) depicting an inclination towards very important and a standard deviation of 0.84 indicating a small degree of variation of the response from the others.

On the item that how the the top management value employee coaching, 18% indicated it was very important, 66% indicated it was important, 11% indicated it as slightly important, 3% indicated it was least important and 2% indicated it was not important at all. The overall scale mean was 3.94 (M=3.94) depicting important (i.e. a mean greater than 3.5 but less than 4.0), and a standard deviation of 0.79 indicating a small degree of variation of the response from the others.

The finding is in line with that of Cai (2009) who posited that coaching enables people to improve their performance and enhance their quality of life. The same was collaborated by Wright (2005) who stated that coaching aims to empower people and make them discover their potential abilities and talents instead of focusing on what they cannot do.

The study further sought to find out how long coaching programs had been in the state corporations by asking "for how long have you had coaching programs in your organization?'' The results of the findings are indicated in Figure 4.3.
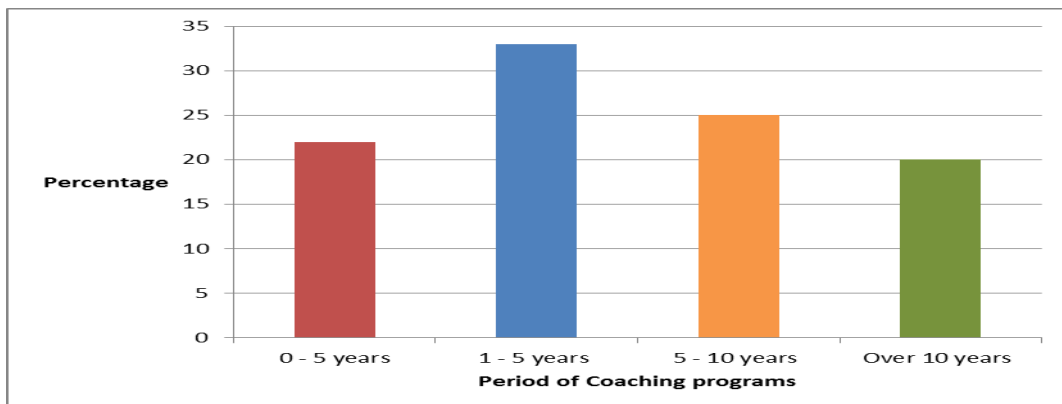
Figure 4.3: Period of Coaching Programs

As shown in Figure 4.3, 33% of the respondents indicated that coaching programs had been in the organization for a period of 1-5 years, 22% indicated that coaching programs had been in the organization for a period of 0-1 years, 25% indicated that coaching programs had been in the organization for a period of 5-10 years and 20% indicated that coaching programs had been in the organization for over 10 years. The results indicated that coaching is a new concept in most of the SCs.

To investigate further on the effect of coaching on employee performance in state corporations, the sub-construct namely; coaching guidelines, relevant expertise in coaching and employee cognizance on coaching were considered. Each of the sub-constructs were measured and the results of the findings given.

Coaching Guidelines

Three items under coaching guidelines were measured using the Likert scale ranging from strongly agree (5) and strongly disagree (1) as shown in Table 4.12.

Table 4.12: Measurement of Coaching Guidelines

Items	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation
The organization has coaching guidelines in place.	7	17	1	54	21	3.65	1.18
All the employees are taken through the guidelines.	7	23	13	28	29	3.51	1.31
The guidelines focus on continuous coaching.	7	18	15	43	18	3.47	1.17

On the item that the organization has coaching guidelines in place, 75% of the respondents agreed, 1% was undecided and 24% disagreed. The overall scale mean was

3.65 (M=3.65) depicting agreement and a standard deviation of 1.18 indicating a small degree of variation of the response from the others.

On the item the employees are taken through the guidelines, 57% of the respondents were in agreement, 13% undecided and 30% disagreed. The overall scale mean was 3.51 (M=3.51) depicting agreement, and a standard deviation of 1.31 indicating a small degree of variation of the response from the others.

Under the item that the guidelines focus on continuous coaching, 61% were in agreement, 15% undecided and 25% disagreed. The overall scale mean (M=3.47) depicted moderate agreement with a standard deviation of 1.17 indicating a small degree of variation of the response from the others.

Relevant Expertise

The findings in the Table 4.13 indicate the extent to which the respondents expressed their agreement (or disagreement) to the items in regard to the relevant expertise. The items were rated on a five-point Likert scale with the minimum of the scale scoring 1(strongly disagree) and maximum 5 (strongly agree). The findings are as presented in Table 4.13.

Table 4.13: Measurement of Relevant Expertise

Items	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation
The organization has internal capacity of coaches.	4	11	12	53	20	3.73	1.04
The organization sources coaches externally.	7	16	15	40	23	3.56	1.20
Coaching improves employee performance.	3	7	5	24	61	4.33	1.07

Under the item that the organization has internal capacity of coaches, 73% agreed, 12% were undecided and 15% disagreed with the opinion. The overall scale mean was 3.73 (M=3.73) depicting agreement, and a standard deviation of 1.04 indicating a small degree of variation of the response from the others..

On the item that the organization sources coaches externally, 63% agreed, 15% were undecided and 23% disagreed . The overall scale mean for the item was 3.56 (M=3.56) depicting agreement and a standard deviation of 1.20 indicating a small degree of variation of the response from the others.

On the item that coaching improves employee performance, 85% agreed, 5% were undecided and 10% disagreed. The overall scale mean was 4.33 (M=4.33) indicating inclination towards strong agreement and a standard deviation of 1.07 indicating a small degree of variation of the response from the others.

The finding was in line with the International Coaching Federation (ICF), which, while comparing the impact of coaching and training on individual growth, came to a conclusion that training takes growth only up to 20% while coaching takes it to 80% and that coaching improves peoples' individual skills to perform by 85% (ICF Publication, 2014). The citation from ICF indicated the power of coaching to individual performance. In addition, Cai and Klyushina (2009) in their study concluded that coaching is critical to employee performance and to a large extent the overall organizational productivity.

Employee Cognizance

This indicator measures the extent of agreement (disagreement) by the respondents on the various items presented to them. The items were rated on a five-point Likert scale with the minimum of the scale scoring 1(strongly disagree) and maximum 5 (strongly agree). The results of the findings are presented in Table 4.14.

Table 4.14: Measurement of Employee Cognizance

Items	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation
The organization has mechanisms in place of creating awareness on the availability of coaching services	7	16	9	51	18	3.58	1.15
The organization has a formalized coaching services	10	16	10	43	21	3.50	1.27
Coaching services are easily consumed by all the employees	9	14	15	32	30	3.59	1.29

On the item that organization has mechanisms in place of creating awareness on the availability of coaching services, 69% of the respondents were in agreement, 9% undecided and 23% disagreed with the opinion. The overall scale mean for the item (M=3.58) inclines towards agreement and a standard dev of 1.15 indicating a small degree of variation of the response from the others.

The item that organization has a formalized coaching services, 64% agreed, 10% were undecided and 26% disagreed. The scale mean for the item was 3.50 depicting agreement with a standard deviation of 1.27 which is a small degree of variation of this response from others.

Under the item that coaching services are easily consumed by all the employees, 62% agreed, 15% were undecided and 23% disagreed. The overall scale mean for the item (M=3.59) indicated inclination towards moderate agreement and a standard deviation of 1.29 indicating a small degree of variation of the response from the others.

Lastly, on aspect (s) that influences the choice of a coach, Figure 4.4 below indicates the findings of this item.
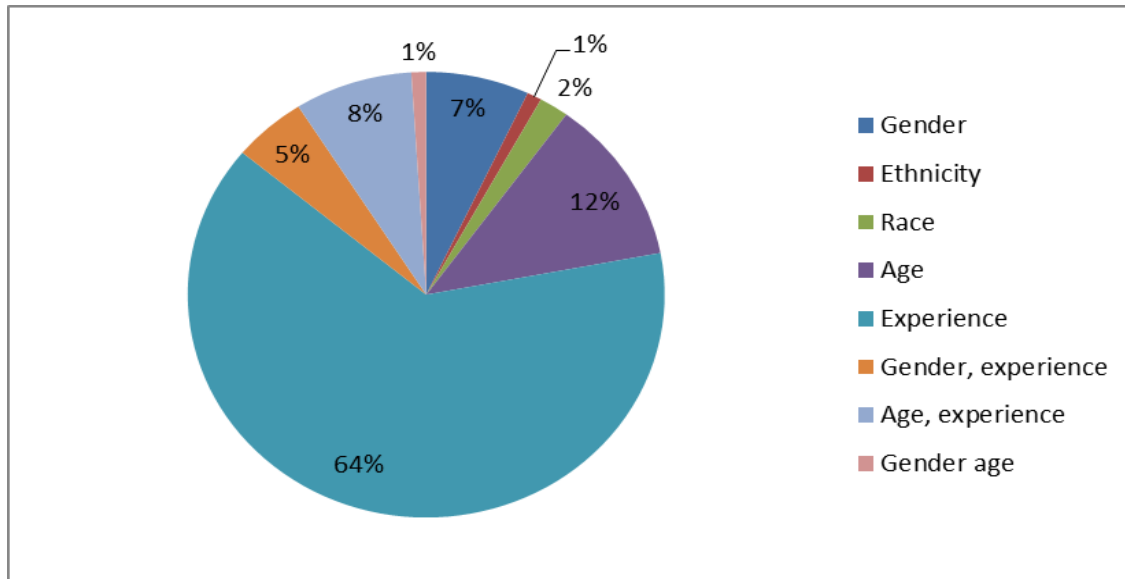
Figure 4.4: Aspects that Influence Choice of a Coach

From the findings indicated in Figure 4.12, 7% of the responded were of the opinion that gender influences the choice of a coach, 1% indicated ethnicity, 2% indicated race, 12% indicated age, 5% indicated gender and experience, 8% age and experience while 1% indicated gender and age. Majority of the respondents (64%) indicated that experience is the main aspect that influences the choice of a coach.

It is clear from the findings that experience is the most critical consideration when choosing a coach. The finding was in agreement with Wilkesmann and Fischer (2009) who concluded that diversity such as experience, religion, race, colour, belief systems, gender, and ethnicity among others may considerably affect the coach and coachee relationships.

4.6.3 Descriptive Analysis of Variable Peer to Peer Training

The study sought to assess the effect of peer to peer training on employee performance in State Corporations in Kenya. To elicit responses from the respondents, a five-point likert scale and open ended questions was used. The two complemented each other in obtaining answers from the respondents. Descriptive statistics namely percentages, mean and standard deviation were used to analyze the data.

Table 4.15 shows the results of the findings on the items on importance attached to employee coaching by HR experts and importance attached to employee coaching by the top management.

Table 4.15: Measurement of Peer to Peer Training

Statements	Very Important (%)	Important (%)	Slightly Important (%)	Least Important (%)	Not Important at all (%)	Mean	Std. Deviation
Top management in my organization value peer to peer training as	17	60	16	6	2	3.83	0.86
Peer to peer training in your organization is considered	26	51	14	7	3	3.89	0.98

On the statement top management in my organization value peer to peer training as, 17% of the respondents indicated it was very important, 60% indicated important, 16% slightly important, 6 % least importance and 2% as not important at all.The overall scale mean was (M=3.83) which depicted inclination towards important and a standard deviation of 0.86 indicating a small degree of variation of the response from the others.

For statement peer to peer training in your organization is considered, 26% of the respondents indicated very important, 51% indicated important, 14% as slightly important, 7% as least important and 3% not important at all. The overall scale mean on the statement was (M= 3.89) depicting inclination towards important and a standard deviation of 0.98 indicating a small degree of variation of the response from the others.

The results are consistent with that of Abiodun (2009) who averred that peer to peer training systematically develops knowledge, skills and attitudes required by employees to perform adequately on a given task or job.

To address the sub-construct of peer to peer training, the study sought to know the duration of peer to peer training in state corporations in Kenya. The question posed was: "For how long have you had peer to peer training programs in your organization?" The results of the findings are as shown in Figure 4.5.
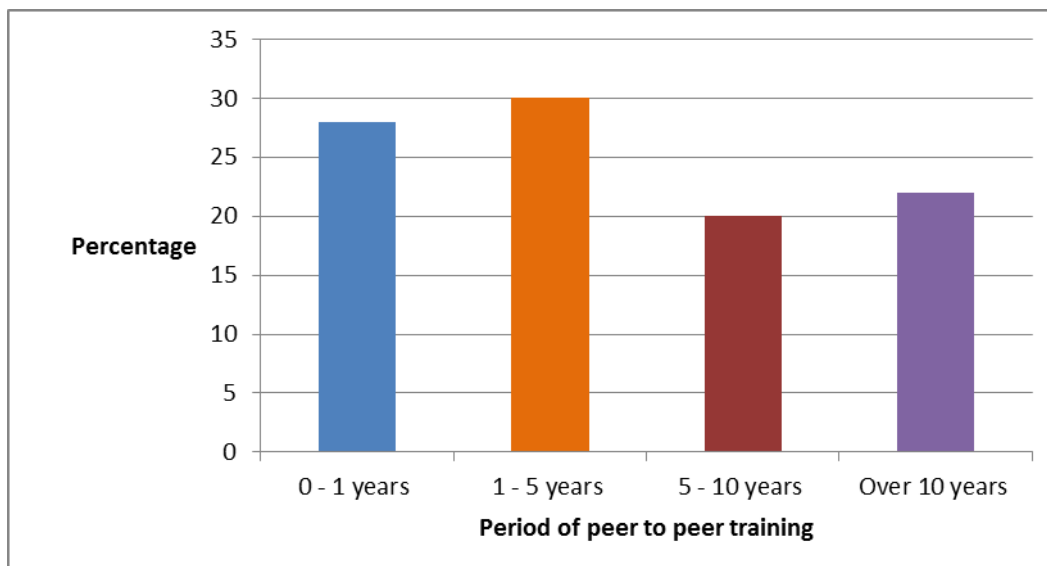
Figure 4.5: Period of peer to peer training

From Figure 4.5, 30% indicated that peer to peer training programs had been in place for a period of 1-5years, 28% for a period of 0-1 years, 20% for a period of 5 to 10 years and 22% for over 10 years. The findings indicated that peer to peer training program was a new concept in the State Corporations in Kenya.

Under the variable coaching, three indicators namely; documented procedures, employee competencies and employee consciousness were examined. Each of these indicators was analyzed and the result of findings presented in tables as discussed below.

Documented Procedures

The items under documented procedures were measured using the Likert scale and the results of the finding presented in Table 4.16.

Table 4.16: Measurement of Documented Procedures

Statement	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation
The organization has a policy in place on peer to peer training.	9	21	9	45	16	3.4	1.24
All the employees are taken through the policy document and are aware of its contents.	8	27	15	36	14	3.23	1.21
The policy gives motivational guidelines for peer to peer training.	7	23	8	48	14	3.41	1.18
The policy outlines a continuous peer to peer training.	8	22	11	36	23	3.44	1.28

The statement that organization has a policy in place on peer to peer training, 61% of the respondents agreed, 9% were undecided and 30% disagreed. The overall scale mean for item was 3.4 (M=3.4) depicting moderate agreement with a standard deviation of 1.24 which is a small degree of variation of the response from the others.

The statement that all the employees are taken through the policy document and are aware of its contents, 50% of the respondents agreed, 15% were undecided and 35% were in disagreement. The overall scale mean on this item was 3.23 (M=3.23) indicating a moderate agreement with a standard deviation of 1.21 indicating a small degree of variation of the response from the others.

The statement that the policy gives motivational guidelines for peer to peer training, 62% of the respondents agreed, 8% were undecided and 30% disagreed. The mean on this item was 3.41 (M=3.41) depicting a moderate agreement with a standard deviation of 1.18 indicating a small degree of variation of the response from the others.

The statement that the policy outlines a continuous peer to peer training, 59% were in agreement, 11% were undecided and 30% were in disagreement. The overall scale mean of the item was 3.44 (M=3.44) indicating a moderate agreement with standard devaition of 1.28 indicating a small degree of variation of the response from the others.

Employee Competencies

The four (4) statements under employee competencies were measured using the likert scale ranging from strongly agree (5) and strongly disagree (1). The findings are shown in Table 4.17.

Table 4.17: Measurement of Employee Competencies

Statement	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation
The organization has relevant competences to promote peer to peer training.	3	11	7	60	19	3.8	0.99
Peers are enthusiastic and willing to exchange knowledge with each other.	3	7	11	59	20	3.86	0.93
There exists good team work and interpersonal relationships among the peers.	3	4	10	51	32	4.06	0.93
The organization continuously built capacity to its employees and the employees reciprocate by sharing the same with others.	2	11	10	54	23	3.85	0.98

The statement that organization has relevant competences to promote peer to peer training, 79% were in agreement, 11% were undecided and 7% disagreed. The scale mean for the statement was 3.86 (M=3.86) which inclines towards moderate agreement with standard deviation of 0.93 indicating a small degree of variation of the response from the others.

On the statement that peers are enthusiastic and willing to exchange knowledge with each other, 83% were in agreement, 10% were undecided and 7% disagreed. The mean was 4.06 (M=4.06), which inclines towards strongly agree with a standard deviation of 0.93 indicating a small degree of variation of the response from the others.

The statement that there exists good team work and interpersonal relationships among the peers, 83% were in agreement, 10% were undecided and 7% disagreed. The mean was 4.06 (M=4.06), which inclines towards strongly agree with a standard devaition of 0.93 indicating a small degree of variation of the response from the others.

On the item that the organization continuously built capacity to its employees and the employees reciprocate by sharing the same with others, 77% were in agreement, 10% were undecided and 13% were in disagreement. The mean was 3.85 (M=3.85) which inclines towards agreement with a standard deviation of 0.98 indicating a small degree of variation of the response from the others.

Employee Consciousness

The findings presented in Table 4.18 indicate the extent to which the respondents agreed (disagreed) with the statements under employee consciousness. The statements were measured using a five point Likert scale. The scale scores ranged from strongly agree (5) to strongly disagree (1). A mean score close to 1 is inclined towards strongly disagree while a mean score close 5 is inclined towards strongly agree.

Table 4.18: Measurement of Employee Consciousness

Items	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation
Peer to peer training improves individual employee performance.	2	6	2	46	44	4.24	0.92
The organization promotes and encourages peer to peer training.	4	12	9	49	26	3.79	1.10
The organization has elaborate mechanisms in place of creating awareness of peer to peer training.	4	23	13	41	19	3.46	1.17
The organization has a formalized peer to peer training.	9	21	10	42	18	3.4	1.25

The item that peer to peer training improves individual employee performance, 90% were in agreement with the opinion, 2% undecided and 8% in disagreement. The mean score on this item was 4.24 (M=4.24) depicting an inclination towards strong agreement and a standard deviation of 0.92 indicating a small degree of variation of the response from the others.

On the item that the organization promotes and encourages peer to peer training, 75% of the respondents agreed, 9% undecided and 16% disagreed. The scale mean for the item was 3.79 (M=3.79) which depicts inclination towards agreement with a standard deviation of 1.10 indicating a small degree of variation of the response from the others.

On the statement that the organization has elaborate mechanisms in place of creating awareness of peer to peer training, 60% were in agreement, 13% undecided and 27% disagreed. The scale mean for the item was 3.46 (M=3.46) depicting a moderate agreement with a standard deviation of 1.17 indicating a small degree of variation of the response from the others.

The statement that the organization has a formalized peer to peer training, 60 % were in agreement, 10% undecided and 30% disagreed. The scale mean for the item was 3.4 (M=3.4) depicting a moderate agreement with the item and a standard cdeviation of 1.25 indicating a small degree of variation of the response from the others.

The results of the findings was in agreement with Adeniyi (2005) who averred that peer training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization.

4.6.4 Descrptive Analysis for Variable Talent Development

The study sought to determine the effect of talent development on employee performance in State Corporations in Kenya. A five-point likert scale and open ended questions were used to elicit responses. The results of the finding were presented using tables and figures.

On the statement "for how long have you had talent development programs in your organization?'' The statement elicited resoponses from the respondents with the results of the findings shown in Figure 4.6.
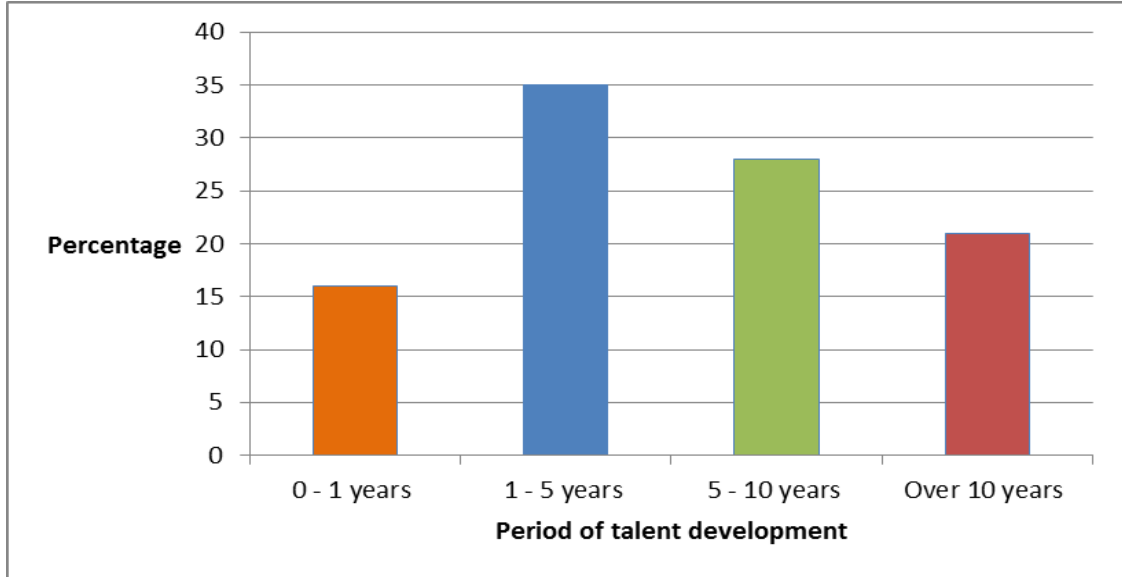
Figure 4.6: Information on Talent Development

From the results in Figure 4.14, 35% indicated that talent development had been in place for a period of 1-5years, 28% indicated for a period of 5-10 years, 16% indicated for a period of 0-1 years and 21% for a period of over 10 years. The results illustrates that talent development is a concept embraced by organizations.

To further determine the effect of talent development on employee performance in State Corporations in Kenya, various items were considered under the indicators job design, employee integration and succession planning. The items were measured and the results of the findings presented in tables.

Job Design

The findings presented in Table 4.19 indicated the extent to which the respondents agreed (disagreed) with the statements under this indicator. The items were measured using a five point likert scale.

The scale scores ranged from strongly agree (5) to strongly disagree (1). A mean score close to 1 is inclined towards strongly disagree while a mean score close 5 is inclined towards strongly agree.

Table 4.19: Measurement of Job design

Statement	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation
The organization promotes job enlargement.	1	6	11	47	35	4.1	0.88
Employee job rotation is done frequently.	3	10	12	50	25	3.84	1.03
The organization promotes job enrichment.	1	4	7	59	29	4.1	0.79

The statement that the organization promotes job enlargement., 82% of the respondents agreed, 11% were undecided and 7% disagreed. The mean score for the item was 4.1 (M=4.1) indicating an inclination towards strong agreement with a standard deviation of 0.88 indicating a small degree of variation of the response from the others.

On the statement that employee job rotation is done frequently, 75% of the respondents agreed, 12% were undecided and 13% disagreed. The mean score for the item was 3.84 (M=3.84) depicting an inclination towards agreement with a standard deviation of 1.03 indicating a small degree of variation of the response from the others.

The statement that the organization promotes job enrichment, 88% were in agreement, 7% undecided and 5% disagreed. The mean score for this item was 4.1 (M=4.1) depicting an inclination towards a strong agreement with a standard deviation of 0.79 indicating a small degree of variation of the response from the others.

The findings agree with the study by Douglas (2008) that organizations that succeed in the emerging markets are the ones which heavily invest in employee talent development.

Employee Integration

The findings under this indicator indicate the extent of agreement (disagreement) by the respondents on the statements presented to them. The statements were rated on a five-point likert scale strongly disagree (1) and strongly agree (5). A mean score close to 1 indicated inclination towards strongly disagree while a mean score close to 5 indicated strong agreement on the statement. Table 4.20 presents the results of the findings.

Table 4.20: Measurement of Employee Integration

Statement	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation
The organization promotes socialization programs.	0	2	7	64	27	4.16	0.63
The employees are well inducted into the organization.	0	3	4	59	34	4.22	0.68
The organization has an elaborated employee orientation programs in place.	0	5	7	62	26	4.09	0.74

From Table 4.20, the statement that organization promoted socialization programs, 91% of the respondents were in agreement, 7% undecided and only 2% disagreed. The mean score was 4.16 (M=4.16) depicting an inclination towards strong agreement with a standard deviation of 0.63 indicating a small degree of variation of the response from the others.

On the statement that employees are well inducted into the organization, 93% were in agreement, 4% undecided and 3% were in disagreement. The mean for this item was 4.22 (M=4.22) showing an inclination towards strong agreement with a standard deviation of 0.68 indicating a small degree of variation of the response from the mean.

The statement that the organization has an elaborated employee orientation programs in place, 88% of the respondents agreed, 7% were undecided and 5% disagreed. The mean score for this item was 4.09 (M=4.09) depicting an inclination towards a strong agreement with a standard deviation of 0.74 indicating a small degree of variation of the response from the mean.

Succession planning

The findings in Table 4.21 indicate the extent to which the respondents agreed (disagreed) with the statements presented to them under the indicator on succession planning. The statements were measured using a five point likert scale. The scale scores ranged from strongly agree (5) to strongly disagree (1). A mean score close to 1 is inclined towards strongly disagree while a mean score close 5 is inclined towards strongly agree.

Table 4.21: Measurement of Succession Planning

Statement	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation
The organization places in-post employees to act on higher positions when a chance occurs.	0	4	9	54	33	4.15	0.76
The organization has in place inter-departmental secondments of its employees.	0	7	10	74	9	3.87	0.67
Delegation of duties across all cadres of employee is highly encouraged in my organization.	1	6	10	57	26	4.02	0.83
Talent development improves employee performance.	0	1	1	36	62	4.58	0.58

The statement that the organization places in-post employees to act on higher positions when a chance occurs, 87% of the respondents were in agreement, 9% were undecided and 4% disagreed. The mean score for this item was 4.15 (M=4.15) showing an inclination towards strong agreement with a standard deviation of 0.76 indicating a small degree of variation of the response from the mean.

On the statement that organization has in place inter-departmental secondments of its employees, 83% were in agreement, 10% undecided and 7% disagreed. The mean score on this item was 3.87 (M=3.87) depicting an inclination towards agreement with a

standard devaition of 0.67 indicating a small degree of variation of the response from the mean.

The statement that delegation of duties across all cadres of employee is highly encouraged in the organization, 83% agreed, 10% were undecided and 7% disagreed. The mean score on this item was 4.02 (M=4.02) showing an inclination towards strong agreement with a standard devaition of 0.83 indicating a small degree of variation of the response from the mean.

On statement that talent development improves employee performance, 98% were in agreement, 1% undecided and 1% disagreed. The mean score on this item was 4.58 (M=4.58) indicating an inclination towards a very strong agreement with a standard deviation of 0.58 indicating a small degree of variation of the response from the mean.

The finding concurred with that of Lewa (2009) in a study on talent management and forecasting in Kenya's higher education who observed that universities could not play the expected role without developing necessary talents for the individual employees.

When examining the talent development the study sought to find out the importance of talent development to staff by posing a question to HR managers in state corporations. "How important is talent development for staff to you as a HR expert in your organization?'' The findings presented in Table 4.22 indicate the extent to which the respondents considered the importance of talent development in their organizations. The statements were measured in a five point Likert scale with a minimum score 1(not important at all) and maximum score of 5 (very important). A mean score close to 1 indicates inclination towards not important at all while a mean of close to 5 indicates very important. Table 4.22 presents the results of the findings.

Table 4.22: Importance of Talent development

Statement	Not Important at all (%)	Least Important (%)	Slightly Important (%)	Important (%)	Very Important (%)	Mean	Std. Deviation
How important is talent development for staff to you as a HR expert in your organization	0	1	6	55	38	4.3	0.63

On the statement of how important the talent development is for staff, 93% of the respondents indicated that talent development for staff was important in the organization, 6% indicated slightly important and 1% indicated least important. The mean score for this item was 4.3 (M=4.3) showing an inclination towards very important with a standard deviation of 0.63 indicating a small degree of variation of the response from the mean. The finding was in agreement with that of Snell (2007) who averred that talent development improves employee performance to a large extent.

4.6.5 Descriptive Analysis for Variable Information Communication Technology

The study sought to examine the moderating effect of ICT on the relationship between knowledge transfer processes and employee performance in state corporations in Kenya. To examine this, several items were considered which include the period of ICT in the organizations, ICT policy, employees ICT skills, available ICT tools, how often the organization use the available ICT tools and the extent to which ICT tools contribute to knowledge transfer processes. The results of the findings from each of the listed parameters were presented either in a table or figure.

The item on the period ICT has been used in the organization, the respondents were required to indicate responses by ticking from the various alternatives given. The results of findings are as shown in Figure 4.7.
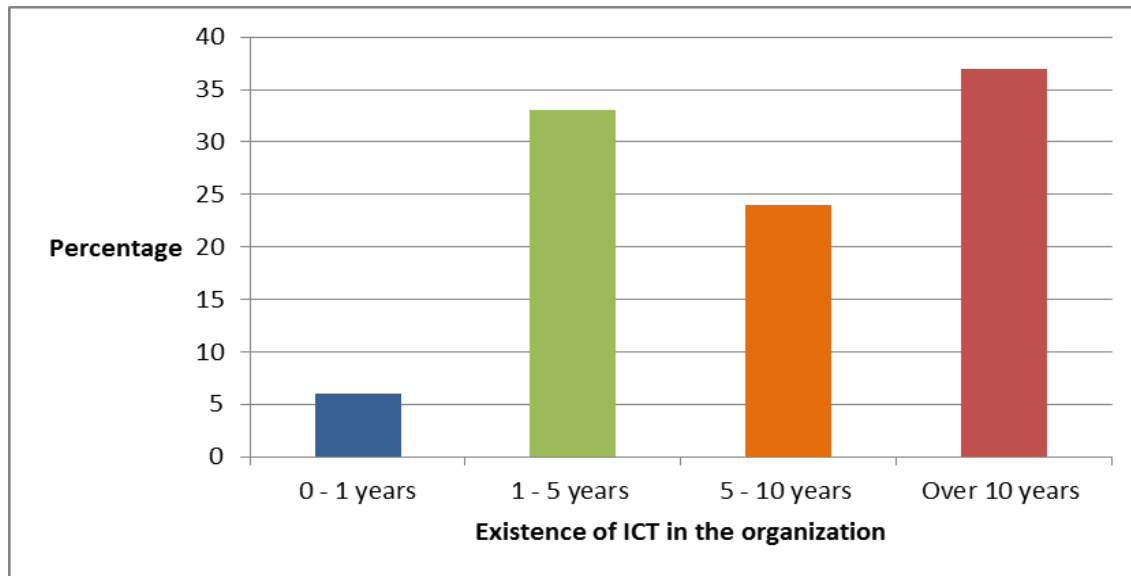
Figure 4.7: Existence of ICT in the Organization

From Figure 4.7,   37% indicated that ICT has been in use for over 10 years, (33%) indicated a period of 1-5years, 24% a period of 5-10 years, and 6% a period of 0-1 years.

On the items on ICT policy, the findings in Table 4.23 indicate the extent to which the respondents agreed (disagreed). The items were measured using a five point likert scale. The scale scores ranged from strongly agree (5) to strongly disagree (1).

Table 4.23: Measurement of ICT policy

Statement	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation
The organization has an ICT policy in place.	0	2	1	37	60	4.57	0.58
The employees are well sensitized on the ICT policy.	0	4	2	64	29	4.18	0.68

The statement that the organization has an ICT policy in place, 97% of the respondents agreed, 1% were undecided and 2% disagreed. The mean score for this item was 4.57 (M=4.57) depicting an inclination towards strong agreement with a standard deviation of 0.58 indicating a small degree of variation of the response from the mean.

The statement that the employees are well sensitized on the ICT policy, 93% were in agreement, 2% were undecided and 4% disagreed. The mean score for the item was 4.18 (M=4.18) indicating an inclination towards strong agreement with a satndrad deviation of 0.68 indicating a small degree of variation of the response from the mean.

Under employees' ICT skills, the items were measured using a five point Likert scale. The likert scale scores ranged from strongly disagree (1) and strongly agree (5). The results of the findings were expressed in percentages and means. Table 4.24 presents the findings.

Table 4.24: Measurement of Employees' ICT skills

Items	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Deviation
The employees have the relevant ICT skills to perform their daily tasks.	0	2	6	54	38	4.26	0.68
The employees are continuously trained on ICT to acquaint themselves with emerging technological development.	0	9	2	58	31	4.11	0.82

The item that the employees have the relevant ICT skills to perform their daily tasks, 92% of the respondents agreed, 6% were undecided and 2% disagreed. The scale mean score for this item was 4.26 (M=4.26) depicting an inclination towards strong agreement with a stnadrd deviation of 0.68 indicating a small degree of variation of the response from the mean.

On the item that the employees are continuously trained on ICT to acquaint themselves with emerging technological development, 89% were in agreement, 2% undecided and 9% were in disagreement. The mean score for the item was 4.11 (M=4.11) showing an inclination towards strong agreement with the item with a standard deviation of 0.82 indicating a small degree of variation of the response from the mean.

On ICT tools available in the organizations. The results are as indicated in Figure 4.8.
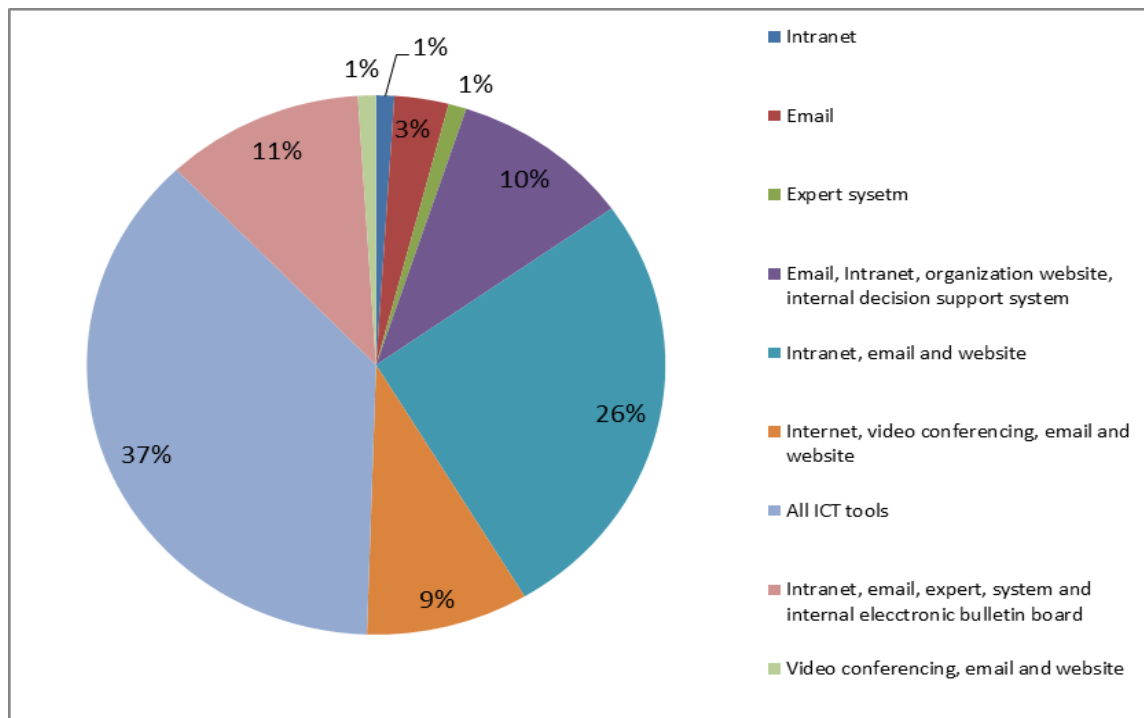
Figure 4.8: Availabilty of ICT Tools

From the results of the finding presented in Figure 4.8, 37% of the respondents indicated intranet, 3% indicated email, 1% indicated expert system, 1% indicated email, intranet, organization website, internal support decision system, 26% indicated intranet, email and website, 9% indicated internet, video conferencing, email and website, 11% indicated intranet, email, expert system and internal electronic bulletin board while 1% indicated video conferencing, email and website. From the Figure 4.8, 37% indicated that they had all the ICT tools listed.

The finding was in agreement with studies by Edward and Shaw (2004), Zhou and Fink (2007) and Kim and Trimi (2007) who poisited that email, intranet and internet were rated as the mostly used and most effective tools supporting knowledge transfer processes in 16 organizations in UK, 340 organizations in Australia and 115 consulting firms in USA.

On the use of ICT tools, the study sought to know from the respondents how often their respective organizations used ICT tools in the areas of mentoring, coaching, peer training talent development and employee performance. The question posed to the respondents was "How often do their respective organizations use ICT tools on knowledge transfer processes as well employee performance?'' To elicit responses, a five point Likert scale was used. The scores ranged from 1 (never), 2 (occasionally), 3 (often), 4 (regularly) and 5 (all the time). The results of the findings are presented in the Table 4.25 and are expressed in percentages and means.

Table 4.25: Measurement of Use of ICT tools

Sub-constructs	Never (%)	Occasionally (%)	Often (%)	Regularly (%)	All the Time (%)	Mean	Std. Deviation
Mentoring	10	16	8	47	19	3.49	1.25
Coaching	10	21	7	35	27	3.47	1.36
Peer to Peer training	15	14	22	43	7	3.13	1.20
Talent Development	9	9	18	42	23	3.6	1.19
Employee Performance	3	7	10	46	34	4.01	1.01

On ICT tools being used regularly on mentoring, 47% of the respondents indicated that they were used regularly, 19% indicated all the time, 8% indicated often, 16% occasionally and 10% indicated never. The mean score was 3.49 (M=3.49) depicting regular use of ICT in mentoring process with a standard deviation of 1.25 indicating a small degree of variation of the response from the mean.

On the use of ICT in coaching process, 35% indicated regularly, 27% all the time, 7% often, 16% occasionally and 10% never. The mean score on the use of ICT in coaching was 3.47 (M=3.47) showing a moderate inclination to regular use with a standard deviation of 1.36 indicating a small degree of variation of the response from the mean.

For peer to peer training, 43% indicated regularly,7% indicated all the time, 22% indicated often, 14% occasionally and 10% have never used. The mean score was 3.13 (M=3.13) depicting often use of ICT in peer to peer training with a standard deviation of 1.20 indicating a small degree of variation of the response from the mean. 42% indicated that ICT tools were used regularly on talent development with a mean score of 3.6 (M=3.6) depicting inclination towards regular use and a standard deviation of 1.19 indicating a small degree of variation of the response from the mean. 46% indicated that ICT tools were used regularly on employee performance, 34% indicated all the time. The mean score was 4.01 (M=4.01) indicating an inclination towards high level use of ICT in supporting employee performance with standard deviation of 1.01 indicating a small degree of variation of the response from the mean. The finding was in agreement with Marques (2013) in a study on the effect of knowledge transfer on firm performance who found out that ICT was an important support tool in knowledge transfer process.

Lastly, the study sought to find out the extent to which ICT tools contribute to mentoring, coaching, peer to peer training, talent development and employee performance. The findings are indicated in Table 4.26 and are expressed in percentages means and standard deviation.

Table 4.26: Measurement of ICT Tools

Sub-constructs	Very little (%)	Little (%)	Moderate (%)	Much (%)	Very Much (%)	Mean	Std. Deviation
Mentoring	13	11	12	35	29	3.55	1.36
Coaching	11	14	14	36	24	3.48	1.30
Peer to Peer training	10	15	23	33	19	3.35	1.23
Talent Development	8	10	26	25	31	3.62	1.24
Employee Performance	6	4	14	45	31	3.91	1.06

As indicated in Table 4.26, 64% of the respondents indicated that ICT tools contribute much on mentoring with a mean score of 3.55 (M=3.55) indicating an inclination to much use with standard deviation of 1.36 indicating a small degree of variation of the response from the mean. 60% indicated that ICT tools contribute much on coaching with a mean score of 3.48 (M=3.48) indicating an inclination to much use with standard deviation of 1.30 indicating a small degree of variation of the response from the mean.

The 52% of respondents indicated that ICT tools contribute much on peer to peer training with a mean score of 3.35 (M=3.35) showing an inclination to much use and a with standard deviation of 1.23 which is a small degree of variation of the response from the mean. 56% indicated that ICT tools contribute much on talent development with a mean score of 3.62 (M=3.62) showing an inclination to much use with a standard deviation of 1.24 indicating a small degree of variation of the response from the mean. 76% of the respondents indicated that ICT tools contribute much on employee performance with a mean score of 3.91 (M=3.91) showing an inclination to much use with a standard deviation of 1.06 indicating a small degree of variation of the response from the mean.

The findings agreed with that of Kim and Trimmi (2007) who posited that ICT helps to accelerate the speed of knowledge and increase transmission capacity thus enabling exchange of huge amount of information regardless of the physical distance. Pham (2008) in a study on intra-organization knowledge transfer process in Vietnam's Information Technology Companies found that ICT plays a critical role in supporting knowledge transfer processes. Gururajan and Fink (2010) agreed that ICT is a useful tool in the process of knowledge transfer.

Nielsen and Lassen (2012) argued that if organizations promote programs and enable employees at all levels to share their tacit and explicit knowledge, the need to use repositories to store organization knowledge is critical and therefore agreed to the crucial role played by ICT in knowledge transfer and management.

4.6.6 Descrptive Analysis for Variable Employee Performance

The responses to the items under the dependent variable employee performance were measured using a five point likert scale. The scores in the Likert scale were rated from 1 (poor), 2 (average), 3 (good), 4 (very good) and 5 (excellent). The indicators used to measure employee performance were performance contract, employee satisfaction survey and customer satisfaction survey. The three indicators of employee performance were for a period of three (3) years 2012/2013, 2013/2014 and 2014/2015.

Performance Contract

The performance contract was measured and the finding presented in Table 4.27.

Table 4.27: Measurement of Performance Contract

Performance contract	Poor (%)	Average (%)	Good (%)	Very Good (%)	Excellent (%)	Mean	Std. Deviation
2012/2013	1	12	24	37	25	3.74	1.01
2013/2014	1	12	23	40	24	3.74	1.00
2014/2015	1	10	28	33	29	3.78	1.01

From the findings shown in Table 4.27, 37% of the respondents indicated that the rating of the performance contract in the year 2012/2013 was very good with a scale mean score of 3.74 (M=3.74) indicating an inclination to very good with a standard deviation of 1.01 indicating a small degree of variation of the response from the mean. 40% indicated that in the year 2013/2014 the rating was very good with a scale mean of 3.74 (M=3.74) indicating an inclination to very good with a standard deviation of 1.00 indicating a small degree of variation of the response from the maen. 33% indicated that in the year 2014/2015 the performance contract rating was very good with a scale mean

score of 3.78 (M=3.78) indicating an inclination to very good with a standard deviation of 1.01 indicating a small degree of variation of the response from the mean.

Employee Satisfaction Survey

Employee satisfaction was measured using the likert scale and the results are indicated in the Table 4.28.

Table 4.28: Measurement of Employee Satisfaction Survey

Employee Satisfaction Survey	Poor (%)	Average (%)	Good (%)	Very Good (%)	Excellent (%)	Mean	Std. Deviation
2012/2013	1	19	22	39	20	3.57	1.05
2013/2014	1	15	23	41	20	3.63	1.01
2014/2015	1	15	25	33	27	3.7	1.06

From the findings in Table 4.28, 39% of the respondents indicated that employee satisfaction in the year 2012/2013 was very good with a mean score of 3.57 (M=3.57) indicating an inclination to very good with a standard deviation of 1.05 indicating a small degree of variation of the response from the mean. 41% of the respondents indicated that in the year 2013/2014 employee satisfaction was very good with a scale mean score of 3.63 (M=3.63) indicating an inclination to very good with a standard deviation of 1.01 indicating a small degree of variation of the response from the mean and 33% indicated that in the year 2014/2015 employee satisfaction was very good with a scale mean score of 3.7 (M=3.7) indicating an inclination to very good with a standard deviation of 1.06 indicating a small degree of variation of the response from the others.

Customer Satisfaction Survey

Customer satisfaction was measured using the Likert scale and the results are as indicate in the Table 4.29.

Table 4.29: Measurement of Customer Satisfaction Survey

Customer Survey	Satisfaction	Poor (%)	Average (%)	Good (%)	Very Good (%)	Excellent (%)	Mean	Std. Deviation
2012/2013		1	17	28	37	18	3.53	1.01
2013/2014		1	18	22	39	21	3.6	1.04
2014/2015		1	17	24	32	26	3.66	1.08

From the findings in Table 4.29, 37% of the respondents indicated that customer satisfaction in the year 2012/2013 was very good with a scale mean score of 3.53 (M=3.53) indicating an inclination to very good and a standard deviation of 1.01 indicating a small degree of variation of the response from the mean. 39% of the respondents indicated that in the year 2013/2014 customer satisfaction was very good with a mean score of 3.6 (M=3.6) indicating an inclination to very good and a standard deviation of 1.04 indicating a small degree of variation of the response from the mean. 32% of the respondents indicated that in the year 2014/2015 customer satisfaction was very good with a scale mean score of 3.66 (M=3.66) indicating an inclination to very good and a standard deviation of 1.08 indicating a small degree of variation of the response from the mean.

The respondents were asked to indicate the extent to which knowledge transfer enhances employee performance. The question posed was "To what extent do you attribute knowledge transfer to enhancing employee performance?" A five-point Likert scale was

used to elicit answers from the respondents. The scores in the Likert scale ranged from 1 (very small extent), 2 (small extent), 3 (undecided), 4 (large extent) and 5 (very large extent). The findings are presented in the Table 4.30.

Table 4.30: Knowledge Transfer and Employee performance

Statement	Very Small Extent (%)	Small Extent (%)	Undecided (%)	Large extent (%)	Very Large extent (%)	Mean	Std. Deviation
To what extent do you attribute knowledge transfer to enhancing employee performance	0	0	0	56	44	4.44	0.50

The statement on the extent HR experts attribute knowledge transfer to enhancing employee performance, 56% of the respondents indicated to a large extent and 44% indicated to very large extent. The scale mean score was 4.44 (M=4.44) depicting an inclinment towards a very large extent with a standard deviation of 0.50 indicating a small degree of variation of the response from the mean.

4.7 Correlation Analysis

Correlation analysis of the study variables was carried out to investigate the degree of relationship between them. A Pearson correlation coefficient (r) analysis was performed on independent and dependent variables. Table 4.31 presents the correlation matrix addressing bi-variate relationships among the variables in the study.

A correlation of above 0.90 is a strong indication that the variables may be measuring the same thing (Tabachnick & Fidell, 2013). The fact that all the correlations were less

than 0.90 was an indication that the various factors were sufficiently different measures of separate variables, and consequently, the study utilized all the variables.

The scatter plots produced, as indicated in Appendix XII, give a visual picture of the relationship between two variables and are helpful in interpretation of the correlation coefficient.

The study found that mentoring was positively correlated (r=.535) to employee performance and the relationship was statistically significant (p=.000<0.01). Coaching was positively correlated (r=.775) to employee performance and the relationship was statistically significant (p=.000<0.01). Peer to peer training was positively correlated (r=.556) to employee performance and the relationship was statistically significant (p=.000<0.01). Talent development was positively correlated (r=.258) to employee performance and the relationship was statistically significant (p=.019<0.05).

All the independent variables were positively correlated to the dependent variable and also statistically significant. All the independent variables are therefore correlated in the way hypothesized. As shown in Table 4.7 the lowest significant correlation in this study was between talent and performance (r=0.258, p=.019<0.05). The highest significant correlation was between coaching and performance (r=0.775, p=.000<0.01). Table 4.36 shows the results of the correlation of the study variables.

Table 4.31: Correlation of the study variables

		Performance	Mentoring	Coaching	Peer	Talent
Performance	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	82				
Mentoring	Pearson Correlation	.535**	1			
	Sig. (2-tailed)	.000				
	N	82	82			
Coaching	Pearson Correlation	.775**	.663**	1		
	Sig. (2-tailed)	.000	.000			
	N	82	82	82		
Peer	Pearson Correlation	.556**	.524**	.523**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	82	82	82	82	
Talent	Pearson Correlation	.258*	.039	.307**	.367**	1
	Sig. (2-tailed)	.019	.726	.005	.001	
	N	82	82	82	82	82

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

4.8 Diagnostic Tests of Study Variables

4.8.1 Testing for Outliers

According to Hair (2010) cases or observations showing characteristics or values that are different from the majority of cases in a data set are normally dropped. This is because they distort the true relationship between variables, either by creating a correlation that should not exist or suppressing a correlation that should exist (Abbott & McKinney, 2013).

The box plot (also known as whisker diagram) is a standardized way of displaying the distribution of data based on the five number summary: minimum, first quartile, median, third quartile, and maximum. In the simple standard box plot the central rectangle spans the first quartile to the third quartile (the *interquartile range* or *IQR*). A segment inside the rectangle shows the median and "whiskers" above and below the box show the locations of the minimum and maximum.
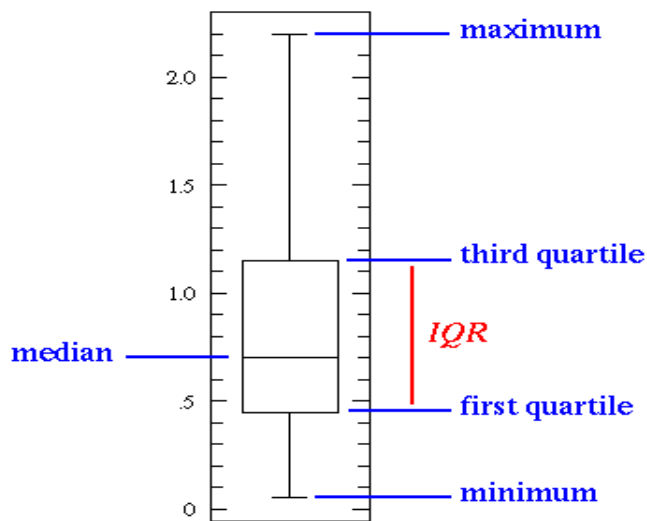
Figure 4.9: Explanation for Interquartile Range (IQR)

This simplest possible box plot displays the full range of variation (from minimum to maximum), the likely range of variation (the *IQR*), and a typical value (the median). Not uncommonly real datasets will display surprisingly high maximums or surprisingly low minimums called *outliers*. John Tukey (1977) provided a precise definition for two types of outliers:

- Outliers are either $3 \times IQR$ or more above the third quartile or $3 \times IQR$ or more below the first quartile.
- Suspected outliers are slightly more central versions of outliers: either $1.5 \times IQR$ or more above the third quartile or $1.5 \times IQR$ or more below the first quartile.

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If either type of outlier is present the whisker on the appropriate side is taken to 1.5×*IQR* from the quartile (the "inner fence") rather than the maximum or minimum, and individual outlying data points are displayed as unfilled circles (for suspected outliers) or filled circles (for outliers). The "outer fence" is 3×*IQR* from the quartile.
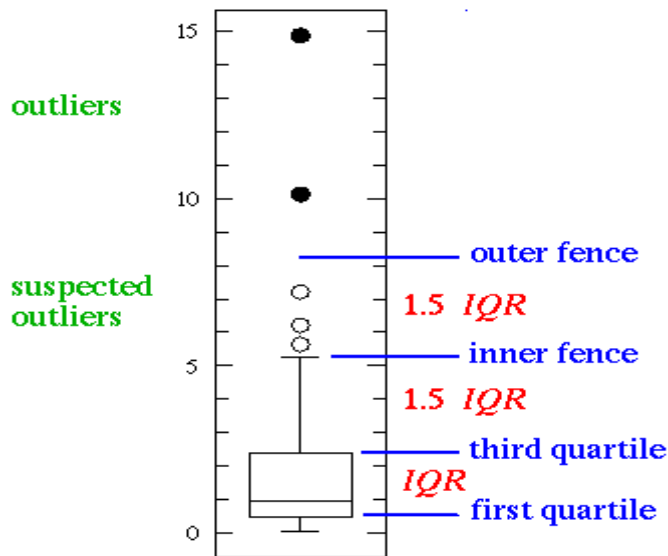
Figure 4.10: Explanation for the Outliers

The results for tests of outliers for this study are presented in figures indicated in Appendix VI. Based on the explanations and the illustrations of Figure 4.1 and Figure 4.2, the results showed that the procedure for testing the outliers produced reasonable boxplots that the constructs were symmetrical and with no outliers identified.

4.8.2 Testing for Normality

The normality of data distribution was assessed by examining its skewness and kurtosis. Kline (2005) posited that a variable with an absolute skew-index value greater than 3.0 is extremely skewed while a kurtosis index greater than 8.0 is an extreme kurtosis. George and Mallery (2010) averred that the values for skewness and kurtois between -2 and +2 are considered acceptable in order to prove normal univariate distribution.

Hair and Bryne (2010) stated that data is considered to be normal if skewness is between -2 to +2 and kurtosis is between -7 to +7, if these values are not close to zero then the data is not normally distributed. Cunningham (2008) stated that an index smaller than an absolute value of 2.0 for skewness and an absolute value of 7.0 is the least violation of the assumption of normality. Table 4.32 indicates the results of normality test.

Table 4.32: Normality test of the study variables

		Statistic	Std. Error
ICT	Mean	2.9494	.02562
	Variance	.043	
	Std. Deviation	.20814	
	Skewness	.166	.295
	Kurtosis	.024	.582
Mentoring	Mean	2.7315	.03318
	Std. Deviation	.26956	
	Skewness	-.247	.295
	Kurtosis	-.639	.582
Talent	Mean	3.9740	.05074
	Std. Deviation	.41225	
	Skewness	-.728	.295
	Kurtosis	1.543	.582
Peer	Mean	3.9016	.04173
	Std. Deviation	.33898	
	Skewness	-.452	.295
	Kurtosis	-.085	.582
Coaching	Mean	4.1730	.10267
	Std. Deviation	.83411	
	Skewness	-1.327	.295
	Kurtosis	.913	.582
Performance	Mean	4.0704	.09466
	Std. Deviation	.76903	
	Skewness	-.900	.295
	Kurtosis	-.349	.582

As indicated in Table 4.32, the results of the normality test of the dependent and independent variables indicated skewness and kurtosis in the range of -1 and +1 and therefore close to zero. This implied that the assumption of normality was well founded.

The skewness and kurtosis results are corroborated by the graphical analysis results of normal Q-Q plot. The line representing the actual data distribution closely follow the diagonal in the normal Q-Q plot as indicated in figures 4.3 to 4.8 which suggests normal distribution (Hair, Tatham, Anderson & Black, 2006). Pallant (2007) averred that in a Q-Q plot, or the normal probability plot, the observed value for each score is plotted against the expected value from the normal distribution, where, a reasonable straight line indicates a normal distribution. If the points in a Q-Q plot depart from a straight line, then the assumed distribution is called into question (Aas & Haff, 2006). From observation of figures 4.11 to 4.16, the points in Q-Q plot are within the straight line suggesting a normal distribution.
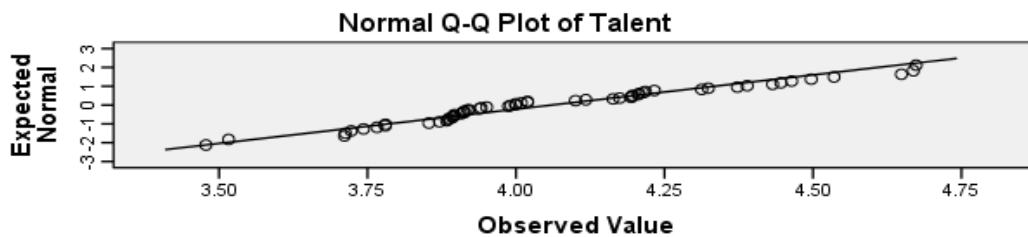
Figure 4.11: Normal QQ plot for talent
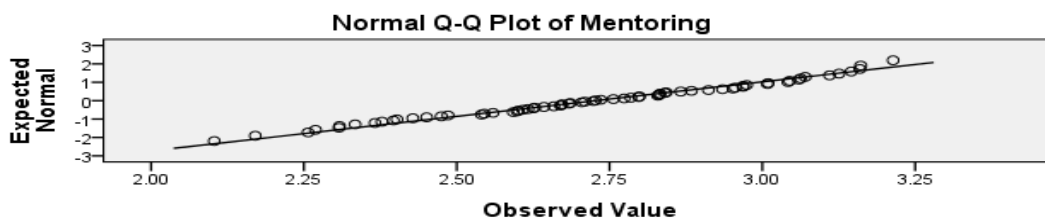
Figure 4.12: Normal QQ plot for Mentoring

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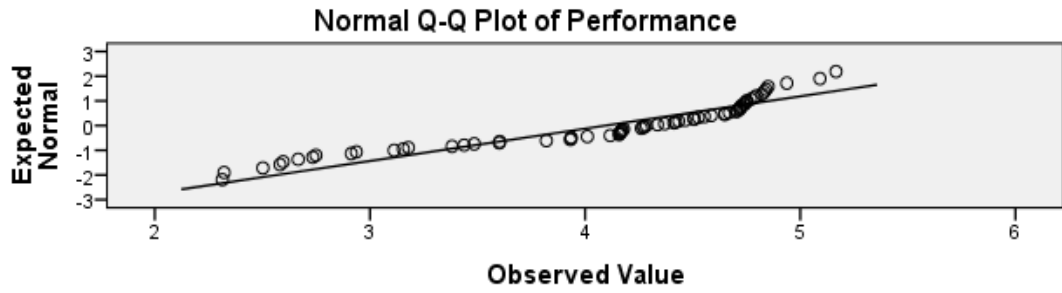
Figure 4.13: Normal QQ plot for performance
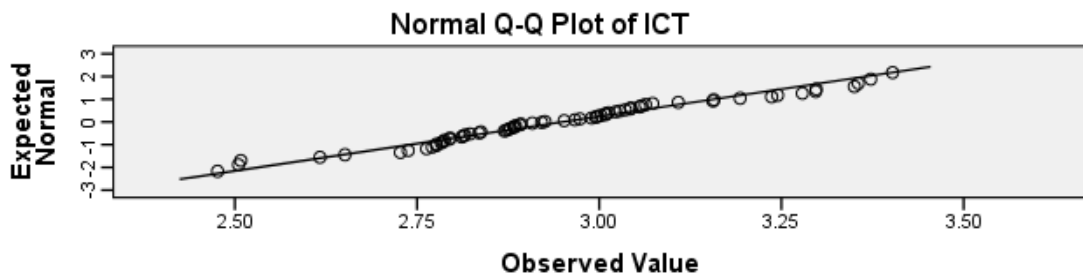
Figure 4.14: Normal QQ plot for ICT
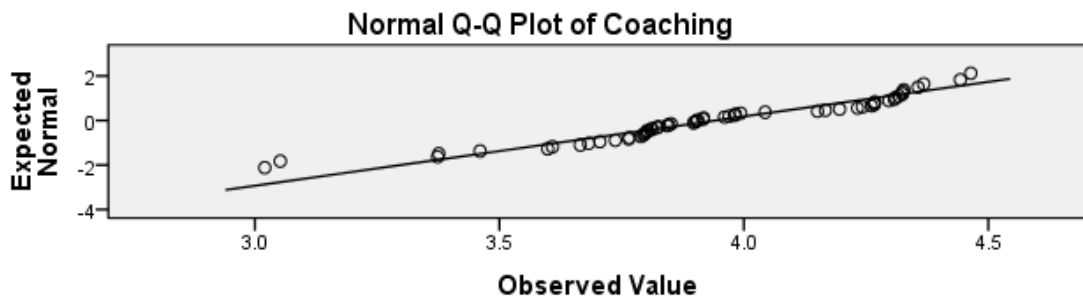
Figure 4.15: Normal QQ plot for Coaching
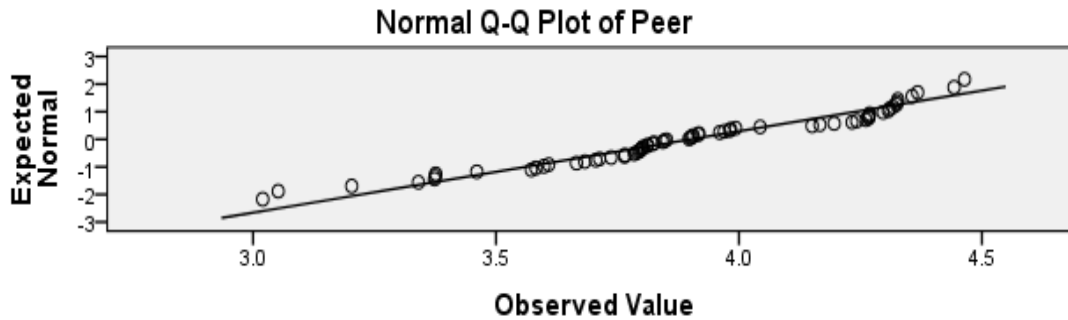
Figure 4.16: Normal QQ plot for peer

4.8.3 Heteroscedasticity

Long and Ervin (1998) averred that heteroscedasticity happens when the variance of the errors varies across observations. When the errors are heteroscedastic, the OLS estimator remains unbiased, but becomes inefficient, and essentially, the usual procedures for hypothesis testing are no longer appropriate. In this study the Breusch-Pagan test was used to test for heteroscedasticity. Breusch-Pagan tests the null hypothesis that the error variances are all equal versus the alternative that the error variances are a multiplicative function of one or more variables (Sazali, Haslinda, Jegak & Raduan, 2009).

Table 4.33 shows the result of heteroscedasticity test by use of the Breusch-Pagan. Sazali et al. (2009) posited that a large chi-square value, greater than 9.21 would indicate that heteroscedasticity was present. In this study, the chi-square value for the overall model was small, that is, 3.325, indicating heteroscedasticity was not a problem. Appendix Vii shows the results of heteroscedastic test for each variable.

Table 4.33: Heteroscedasticity Test Results

Test	Test value	Sig
Breusch-Pagan	3.325	.505

4.8.4 Multicollinearity

Multicollinearity is the undesirable situation where the correlations among the independent variables are strong and misleadingly bloats the standard errors (Kothari, 2008). This makes some variables statistically insignificant while they should be else significant (Martz, 2013). Tolerance of an independent variable is calculated as $1 - R^2$ and a tolerance with a value close to 1 means an indication of little multicollinearity, whereas a value close to 0 indicates that multicollinearity may be a threat (Belsley, Kuh & Welsch, 2004).

The Variance Inflation Factor VIF is a reciprocal of tolerance and it measures multicollinearity in the model in such a way that if no two independent variables are correlated, then all the VIF values will be 1, that is, there is no multicollinearity among factors (Field, 2005). VIF shows how much the variance of the coefficient estimate is being inflated by multicollinearity. Martz (2013) averred that if VIF value for one of the variables is around or greater than 5, then there is multicollinearity associated with that variable. Table 4.34 indicates the test results for multicollinearity, using both the VIF and tolerance. With VIF values of less than 5 and tolerance close to 1, it was concluded that the data is not subject to multicollinearity problems.

Table 4.34: Multicollinearity Test Results

Variables	Tolerance $(1-R^2)$	VIF $1/(1-R^2)$
Mentoring	.462	2.162
Coaching	.471	2.124
Peer	.592	1.689
Talent	.758	1.320

4.8.5 Autocorrelation Test

Durbin Watson statistic is a number that tests for autocorrelation in the residues from a statistical regression analysis (Kothari & Garg, 2015). The Durbin Watson statistic is always between zero (0) and four (4). A value of 2 or close to 2 means that there is no autocorrelation in the sample and values approaching 0 indicate positive autocorrelation while values towards 4 indicate negative autocorrelation (Field, 2005). The results of Durbin Watson autocorrelation test is indicated in Table 4.35.

Table 4.35: Results of Test for Lack of Autocorrelation

Variable	Durbin-Watson
Mentoring	1.981
Coaching	1.991
Talent	1.974
Peer	1.938
Overall Model	**1.997**

a. Predictors: (Constant), Coaching, Talent, Mentoring, Peer

 b. Dependent Variable: Performance

From Table 4.35, the Durbin Watson statistic for the overall model was 1.997 which is close to 2 and therefore an indication of lack of autocorrelation in the sample.

4.8.6 Non-Response Bias

This was measured using the extrapolation method of Armstrong and Overton (1977). Out of 92 responses, 83% (n=76) responses were grouped as early responses while 17% (n=16) were grouped as late responses. The evaluation of non-response bias was done by comparing the means of the characteristics of early and late responses. The results of the student test (t-test) revealed no significant differences between early and late responses (at p=0.05) for the study variables except on coaching as indicated in Table 4.36 providing evidence of a representative and unbiased research sample.

Table 4.36: Non-Response Bias

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Performance	Equal variances assumed	.831	.365	-.061	80	.951
	Equal variances not assumed			-.076	6.393	.942
Mentoring	Equal variances assumed	2.195	.142	-1.065	80	.290
	Equal variances not assumed			-2.380	12.938	.033
Coaching	Equal variances assumed	6.243	.015	-1.044	80	.300
	Equal variances not assumed			-2.474	15.099	.026
Peer	Equal variances assumed	.449	.505	-1.242	80	.218
	Equal variances not assumed			-1.873	7.289	.102
Talent	Equal variances assumed	.284	.596	-.475	80	.636
	Equal variances not assumed			-.387	5.501	.713
ICT	Equal variances assumed	1.276	.262	-.356	80	.723
	Equal variances not assumed			-.593	8.034	.569

4.9 Regression and Inferential Analysis

Since the study has one dependent variable which is presumed to be a function of the four independent variables, multiple regression analysis was adopted being a technique of multivariate analysis. The objective of the multiple regression analysis is to make a prediction about the dependent variable based on its covariance with all the concerned

independent variables. Pharm (2008) used multiple regression analysis in a study of intra-organization knowledge transfer process in Vietnam's Information Technology companies and yielded significant results.

On the other hand, Inferential analysis is concerned with the various tests of significance for testing the hypotheses in order to determine with what validity data can be said to indicate some conclusion or conclusions. It is also concerned with the estimation of the population values. It is mainly on the basis of inferential analysis that the task of interpretation (that is, the task of drawing inferences and conclusions) is performed. The analysis and interpretation of each of the hypotheses was carried out as indictaed below.

4.9.1 Analysis for Variable Mentoring versus Employee Performance

The first specific objective of this study was to examine the effect of mentoring on employee performance in State Corporations in Kenya.

The hypothesis to test the specific objective was:

H₁1: There is a significant positive relationship between mentoring and employee performance in State Corporations in Kenya.

The model equation for the relationship between mentoring and employee performance in State Corporations in Kenya is therefore;

$Y=\beta_0+\beta_1X_1+\varepsilon$ ……………………………………………………….Equation 1

Where Y is employee performance, β_0 is the Y intercept, β_1 is the gradient of the regression line X_1 is mentoring and ε is the error term

When substituted, equation 1 became;

$Y=1.021+1.104X_1$

The regression results in Table 4.37 show the relationship between mentoring and employee performance in State Corporations in Kenya was significant [$F(1,80)=39.985$, p-value=$0.000<0.05$] with $R^2 =0.333$, the model implies that 33.3% variation in employee performance in State Corporations in Kenya is explained by variation in mentoring while other factors explain 66.7% of variation in employee performance. As the test shows, the F value of 39.985 is statistically significant ($p=0.000<0.05$) and so it is unlikely that an association of this strength could have occurred in the sample if there was no association in the overall population.

R shows the strength of the relationship between the outcome variable and the value predicted by the model. It shows the model fits the data. In this case the value of R (.557) means the model fits the data. The path coefficient was positive and statistically significant ($\beta=1.104$, t=6.323, $p=0.000<0.05$) as shown in Table 4.37 indicating that, for one unit increase in mentoring, employee performance in State Corporations in Kenya increase by 1.104 units. The t-test and 'sig' values in the coefficient table indicates that the variable is making statistically significant contribution to the predictive power of the model. The study therefore accepted $H_1 1$ and concluded that there is a significant positive relationship between mentoring and employee performance in State Corporations in Kenya.

The finding is in consistent with Guyo (2012) in the study on the role of HRM in the intra-firm operationalization of tacit knowledge in Kenyan State Corporations which found that there is a significance relationship of mentoring and sharing of tacit knowledge in an organization. This is further collaborated through a study carried out by Esteban Lafuente and Rodrigo Rabetino (2011) on mentorship strategies and growth in Romanian small firms.

Table 4.37: Model Summary for regression of mentoring on performance

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.577^a	.333	.325	.72030

a. Predictors: (Constant), Mentoring

b. Dependent Variable: Performance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.745	1	20.745	39.985	.000^b
	Residual	41.507	80	.519		
	Total	62.252	81			

a. Dependent Variable: Performance

b. Predictors: (Constant), Mentoring

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.021	.466		2.192	.031
	Mentoring	1.104	.175	.577	6.323	.000

a. Dependent Variable: Performance

4.9.2 Analysis of Variable Coaching versus Employee Performance

The second specific objective of this study was to evaluate the effect of coaching on employee performance in State Corporations in Kenya.

The hypothesis to test this specific objective was:

H$_1$2: There is a significant positive relationship between coaching and employee performance in State Corporations in Kenya.

The model equation for the relationship between coaching and employee performance in State Corporations in Kenya is therefore

$$Y= \beta_0 + \beta_2 X_2 + \varepsilon \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\text{Equation 2}$$

Where Y is employee performance, β_0 is the Y intercept, β_2 is the gradient of the regression line X_2 is coaching and ε is the error term

When substituted, equation 1 became;

$$Y=1.098+0.705X_2$$

The regression results in Table 4.38 show the relationship between coaching and employee performance in State Corporations in Kenya was significant [$F_{(1,80)}=139.589$, p-value=$0.000<0.05$] with $R^2 =0.636$. This implies that 63.6% of the variance can be explained by the model. However, the other variation of 36.4% in the outcome is not related to coaching and can be explained by other factors. As shown in the model, the F value of 139.589 is statistically significant (p=$0.000<0.05$) and therefore unlikely that an association of this strength could have occurred in the sample if there was no association in the overall population.

R shows the strength of the relationship between the outcome variable and the value predicted by the model and indicates how well the model fits the data. In this case the value of R (.797) means the model fits the data.

The path coefficient was positive and statistically significant ($\beta=1.098$, t=11.815, p=$0.000<0.05$) as shown in Table 4.38 indicating that, for one unit increase in coaching, employee performance in State Corporations in Kenya increase by .705 units. The t-test and significance values in the coefficient table shows that the variable is making statistically significant contribution to the predictive power of the model. In this case, coaching made a significant contribution since the t-statistic is statistically significant (p<.000). The study therefore accepted H_22 and concluded that there is a significant

positive relationship between coaching and employee performance in State Corporations in Kenya. The finding was in line with Cai and Klyushina (2009) in their study on talent retention and development within multinational company in China which concluded that there is a significant relationship between coaching and organization performance. It collaborated by International Coaching Federation (2014) which found out that coaching creates an environment for individual sustainable growth and improvement.

Table 4.38: Model Summary for regression of coaching on performance

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797[a]	.636	.631	.53244

a. Predictors: (Constant), Coaching

b. Dependent Variable: Performance

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	39.573	1	39.573	139.589	.000[b]
	Residual	22.680	80	.283		
	Total	62.252	81			

a. Dependent Variable: Performance

b. Predictors: (Constant), Coaching

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.098	.246		4.459	.000
	Coaching	.705	.060	.797	11.815	.000

a. Dependent Variable: Performance

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4.9.3 Analysis of Variable Peer to Peer Training versus Employee Performance

The third specific objective of this study was to assess the effect of peer to peer training on employee performance in State Corporations in Kenya.

The hypothesis to test this specific objective was:

H$_1$3: There is a significant positive relationship between peer to peer training and employee performance in State Corporations in Kenya.

The model equation for the relationship between peer to peer training and employee performance in State Corporations in Kenya is therefore

$$Y= \beta_0 + \beta_3 X_3 + \varepsilon \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\text{Equation 3}$$

Where Y is employee performance, β_0 is the Y intercept, β_3 is the gradient of the regression line X_3 is peer to peer training and ε is the error term

When substituted, equation 3 became;

$$Y=0.855+0.816X_3$$

The regression results in Table 4.39 show the relationship between peer to peer training and employee performance in State Corporations in Kenya was significant [$F_{(1,80)}=36.606$, p-value=$0.000<0.05$] with $R^2 =0.314$. This implies that 31.4% of the variance can be explained by the model. However, there is still a lot of variation in outcome between the employee performance (68.6%) that is not related to peer to peer training and can be explained by other factors. As indicated in the model, the F value of 36.606 is statistically significant (p=$0.000<0.05$) and therefore unlikely that an association of this strength could have occurred in the sample if there was no association in the overall population.

The R in the model indicates the strength of the relationship between the outcome variable and the value predicted by the model and shows how well the model fits the data. In this case the value of R (.560) means that the model fits the data. The path coefficient was positive and statistically significant ($\beta=.816$, $t=6.050$, $p=0.000<0.05$) as shown in Table 4.39. This indicates that, for one unit increase in peer to peer training, employee performance in State Corporations in Kenya increased by .816 units.

The t-test and 'sig'. value in the coefficient table shows that the variable is making statistically significant contribution to the predictive power of the model and therefore peer to peer training is making a significant contribution since the t-statistic is statistically significant ($p<.000$). The study therefore accepted H_3 and concluded that there is a significant positive relationship between peer to peer training and employee performance in State Corporations in Kenya.

The finding agrees with that of Abiodun (2009) in a study on peer training and performance which concluded that peer to peer training systematically develops knowledge, skills and attitudes required by employees to perform adequately on a given task or job. Adeniyi (2005) in a similar study on peer retention observed that peer training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization.

Table 4.39: Model Summary for regression of peer to peer training on performance

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.560[a]	.314	.305	.73066

a. Predictors: (Constant), Peer

b. Dependent Variable: Performance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.543	1	19.543	36.606	.000[b]
	Residual	42.709	80	.534		
	Total	62.252	81			

a. Dependent Variable: Performance

b. Predictors: (Constant), Peer

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.855	.313		2.730	.008
	Peer	.816	.135	.560	6.050	.000

a. Dependent Variable: Performance

4.9.4 Analysis of Variable Talent Development versus Employee Performance

The fourth specific objective of this study was to determine the effect of talent development on employee performance in State Corporations in Kenya.

The hypothesis to test this specific objective was:

> **H₁4:** There is a significant positive relationship between talent development and employee performance in State Corporations in Kenya.

The model equation for the relationship between talent development and employee performance in State Corporations in Kenya is therefore

$$Y=\beta_0+\beta_4X_4+\varepsilon \dots\dots\dots\dots\dots\dots\dots\dots\text{Equation 4}$$

Where Y is employee performance, β_0 is the Y intercept, β_4 is the gradient of the regression line X_4 is talent development and ε is the error term

When substituted, equation 4 became;

$$Y=2.026+0.481X_4$$

The regression results in Table 4.40 show the relationship between talent development and employee performance in State Corporations in Kenya was significant $[F_{(1,80)}=5.716$, p-value$=0.019<0.05]$ with $R^2 =0.067$. This implies that 6.7% of the variance can be explained by the model. However, there is a considerable of variation in outcome between the employee performance (93.3%) that is not related to talent development which is explained by other factors. The model shows that the F value of 5.716 is statistically significant (p=0.019<0.05) and therefore unlikely that such an association could not have occurred in the sample if there was no association in the overall population.

The R in the model indicates the strength of the relationship between the outcome variable and the value predicted by the model and shows how well the model fits the data. The R (.258) as indicated in table 4.40 means that the model fits the data.

The path coefficient was positive and statistically significant (β=.481, t=2.391, p=0.019<0.05). This indicates that, for one unit increase in talent development, employee performance in State Corporations in Kenya increased by .481 units. The t-test and the significance value in the coefficient table shows that the variable is making statistically significant contribution to the predictive power of the model and therefore talent development is making a significant contribution since the t-statistic is statistically significant (p<.019). The study therefore accepted $H_1$4 and concluded that there is a significant positive relationship between talent development and employee performance in State Corporations in Kenya.

This finding is in agreement with Schweyer (2008) in the study of motivation on employees in government agencies which concluded that poor performance is partly contributed to inadequate development of the workforce. This was further collaborated by Cai and Klyushina (2009) in a study on talent retention and development within multinational company in China. The study found that talent development helped to improve employees' competences and made them better leaders who were able to take vacant leading positions in the company.

Table 4.40: Model Summary for Regression of Talent Development on Performance

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.258[a]	.067	.055	.82794

a. Predictors: (Constant), Talent

b. Dependent Variable: Performance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.919	1	3.919	5.716	.019[b]
	Residual	54.838	80	.685		
	Total	58.757	81			

a. Dependent Variable: Performance

b. Predictors: (Constant), Talent

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.026	.807		2.509	.014
	Talent	.481	.201	.258	2.391	.019

a. Dependent Variable: Performance

4.10 The Optimal Model

A multiple regression analysis was conducted to find out the linear relationship between all the independent variables and the dependent variable. As shown in Table 4.41, the multiple regression analysis indicated that there was significant relationship between

mentoring, coaching, peer to peer training, talent development and employee performance in State Corporations in Kenya [F $(1,80)= 29.082$, $p=0.00<0.05$] with R^2 $=.602$.

The R^2 indicates that 60.2% of the variability in employee performance in State Corporations in Kenya is explained by the combined effect of mentoring, coaching, peer to peer training and talent development while other factors explain 39.8% of the variation in employee performance. The resulting goodness of fit ($R=0.776$) indicates that the model fits the data adequately. The model shows that the F value of 29.082 is statistically significant ($p=0.000<0.05$) and therefore unlikely that such an association could not have occurred in the sample if there was no association in the overall population.

The model equation for the relationship between mentoring, coaching, peer to peer training, talent development and employee performance in State Corporations in Kenya is therefore…

$$Y=0.896+0.275X_1+0.632X_2+0.322X_3+0.255X_4$$

Where Y is employee performance in State Corporations in Kenya, X_1 is mentoring, X_2 is coaching, X3 is peer to peer training and X_4 is talent development.

The path coefficient for mentoring was positive and statistically significant ($\beta =0.275$, $t=3.055$, $p= 0.003<0.05$). The path coefficient for coaching was positive and statistically significant ($\beta =0.632$, $t=5.306$, $p= 0.000<0.05$). The path coefficient for peer to peer training was positive and statistically significant ($\beta =0.322$, $t=3.387$, $p= 0.001<0.05$). The path coefficient for talent development was positive and statistically significant ($\beta =0.255$, $t=2.671$, $p= 0.009<0.05$).

Table 4.41 gives the summary of the optimal model.

Table 4.41: The Optimal Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.776[a]	.602	.581	.55129

a. Predictors: (Constant), Talent, Mentoring, Peer, Coaching

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.355	1	8.839	29.082	.000[b]
	Residual	23.402	80	.304		
	Total	58.757	81			

a. Dependent Variable: Performance

b. Predictors: (Constant), Talent, Mentoring, Peer, Coaching

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.896	.186		4.827	.000
	Mentoring	.275	.090	.211	3.055	.003
	Coaching	.632	.119	.725	5.306	.000
	Peer	.322	.092	.268	3.387	.001
	Talent	.255	.095	.231	2.671	.009

a. Dependent Variable: Performance

4.11 Moderating Effect of ICT on the Relationship between Knowledge Transfer Processes and Employee Performance

The fifth specific objective of this study was to examine the moderating effect of ICT on the relationship between knowledge transfer processes and employee performance in Kenya.

The hypothesis tested for this specific objective was:

H₁5: There is a significant moderating effect of ICT on the relationship between knowledge transfer processes and employee performance in Kenya.

Therefore, the moderated regression model;

$$Y=0.522+0.307X_1*X_5+ 0.216X_2*X_5+0.230X_4*X_5$$

Where Y is employee performance, X_1 is mentoring, X_2 is coaching, X_3 is peer to peer training, X_4 is talent development and X_5 is ICT.

From Table 4.42, there is a signifgicant moderating effect of ICT on the relationship between knowledge transfer processes namely mentoring, coaching and talent development) on employee performance [F (1, 80) = 33.605, p=0.000<0.05] and R^2 of .717 as shown in Table 4.42. This means that 71.7%% of the variance is explained by the model while 28.3% is explained by other factors. When compared with the Optimal model Summary Table 4.41 where R^2 =.602, there is an increase of 11.5% indicating that ICT moderated the relationship significantly. The F value of 33.605 is statistically significant (p=0.000<0.05) and therefore unlikely that such an association could not have occurred in the sample if there was no association in the entire population.

From the results in Table 4.42, the moderated multiple regression analysis demonstrates that there was significant relationship between mentoring*ICT (p=0.034<0.05), coaching*ICT (p=0.000<0.05, talent development*ICT (P=0.001<0.05) and employee performance in State Corporations in Kenya. However, ICT does not siginificantly moderate the relatioship between peer to peer training and employee performance (p=0.061>0.05).

The R in the model indicates the strength of the relationship between the moderating effect of ICT on knowledge transfer processes namely mentoring, coaching, peer to peer training and talent development. The R shows the goodness of fit of the data. In this case, the goodness of fit as shown (R=.847) means that the model fits the data adequately.

The coefficients for the resulting moderated model as shown in Table 4.42 indicated that the constant α=0.522 was significantly different than 0 (p<0.05), and the coefficients β_1=0.307, β_2=0.216, β_3=0.230, β_4=0.187, are significantly different from 0, with p values 0.000, 0.034, 0.001, 0.061 respectively. The t-test and the significance value in the coefficient table shows that the ICT is making statistically significant contribution to the predictive power of the model. However, it is noted from the results that ICT does not siginificantly moderate the relationship between peer to peer training and employee performance (p=0.061>0.05).

The statistical results indicated that the indirect effect of all the independent variables on employee performance via ICT was significant. The strongest indirect positive effect of ICT on employee performance is reflected through coaching process, followed by talent development, mentoring and finally peer to peer training in that order.

Thus, the study accepted $H_1 5$ and concluded that there is a significant moderating effect of ICT on the relationship between knowledge transfer processes and employee performance in State Corporations in Kenya with the exception of peer to peer training which individually is not moderated by ICT.

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The finding is in tandem with Pham (2008) in a study on intra-organization knowledge transfer process in Vietnam's Information Technology Companies which found that ICT plays a critical role in supporting knowledge transfer processes. The finding is further collaborated by Marques et al. (2013) in a study on the effect of knowledge transfer on firm performance which found that ICT is an important support tool in knowledge transfer process. Gururajan and Fink (2010) in a similar study on the role of ICT on knowledge sharing found that ICT is a useful tool in that process.

Table 4.42 shows the summary of the moderated regression model.

Table 4.42: Model Summary for moderated regression model

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847[a]	.717	.694	.42522

a. Predictors: (Constant), Peer_X_ICT, Coaching_X_ICT, Talent_X_ICT, Mentoring_X_ICT

b. Dependent Variable: Performance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.357	4	9.339	33.605	.000[b]
	Residual	21.399	77	.278		
	Total	58.757	81			

a. Dependent Variable: Performance

b. Predictors: (Constant), Mentoring_X_ICT, Talent_X_ICT, Coaching_X_ICT, Peer_X_ICT

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.522	.159		3.280	.000
	Mentoring_X_ICT	.216	.099	.319	2.185	.034
	Coaching_X_ICT	.307	.035	.489	8.752	.000
	Peer_X_ICT	.187	.098	.307	1.914	.061
	Talent_X_ICT	.230	.066	.433	3.500	.001

a. Dependent Variable: Performance

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary of the study as guided by the specific objectives and each of the specific objective is discussed. This is followed by conclusion and the recommendations, the contribution of the study and finally concludes by giving directions on areas for further research.

5.2 Summary of Major Findings

The overall objective of the study was to examine the effect of knowledge transfer processes on employee performance in State Corporations in Kenya. The foundation of the study was based on theoretical and empirical studies on knowledge transfer processes. A conceptual model of the relationship between the predictors (explanatory variables) and the dependent variable (response variable) was developed. Hypotheses were developed and tested. All study hypotheses were accepted as they were all statistically significant.

Tests for outliers, normality, heteroscedasticity, multicollinearity, autocorrelation, linearity and non-response bias were carried out and the results found no violation of the assumptions.

5.2.1 Effect of Mentoring on Employee Performance

The study sought to examine the effect of mentoring on employee performance in SCs in Kenya. It was established that mentoring had a positive relationship with employee performance and therefore the hypothesis was accepted. Mentoring was found to have a statistically significant effect on employee performance. However, mentoring explained only a small percentage of the variation in employee performance with the rest explained

by other factors. The results confirmed the importance given to mentoring as a knowledge transfer process and its significance effect on employee performance.

The results were collaborated by the literature reviewed that mentoring is important for employees in order to improve their skills and capabilities and that effective mentoring can be a proper solution for employee retention as well as their individual performance. Esteban Lafuente and Rodrigo Rabetiono (2011) averred that mentorship strategies matters in explaining the impact of knowledge transfer on performance. This was further evidenced by Guyo (2012) who established that there was a significant relationship between mentoring and sharing of tacit knowledge in a firm.

Mentoring is adequately anchored in knowledge based approach to theory of the firm which argued that the very existence of firms is due to their ability to manage knowledge, especially in its tacit forms. The theory emphasized on the efficiency of firms in the exploitation of the existing knowledge and at the same time creates new knowledge. However, the theory did not propose on how to create that new knowledge and therefore this study filled that gap by establishing from the empirical research that mentoring process is one of the ways of creating new knowledge.

5.2.2 Effect of Coaching on Employee Performance

The study sought to evaluate the effect of coaching on employee performance in SCs in Kenya. It was evidenced that coaching had a positive relationship with employee performance in SCs in Kenya. The hypothesis that there is a significant positive relationship between coaching and employee performance in State Corporations in Kenya was accepted since it was statistically significant. Coaching explained to a large extent the variation in employee performance and only a small percentage of the variation was due to other factors.

On the various factors considered under the sub-construct and specifically on the question how important is coaching to an institution as well as improving employee

performance, there was a strong agreement on the importance of coaching and its effect in improving employee performance. The importance of coaching to employee performance supported through the hypothesis testing with the result giving a positive statistical significance. Among all the explanatory variables considered in the study, coaching was the strongest predictor of employee performance.

The results are in tandem with findings from other relevant studies that put emphasis on the significant effect of coaching on performance. Cai and Klyushina (2009) concluded that there was a significant positive relationship between coaching and organization performance as well as individual performance. Coaching creates an environment for individual sustainable growth and improvement in all areas of life. In addition, coaching improves people skills and this illustrates the effect of coaching on individuals. Coaching enables the development of individual knowledge, skills and attitudes which translates to high performance.

The construct coaching is adequately anchored in the dynamic theory of organizational knowledge creation which focused on knowledge creation within an organization and considered human assets as the major tools of knowledge transfer processes. Coaching as a knowledge transfer process is based on individual and or group expertise in a specific area which is eventually passed on to other individuals to improve their individual performance in that area.

5.2.3 Effect of Peer to Peer Training on Employee Performance

The study sought to assess the eefect of peer to peer training on employee performance in SCs in Kenya. peer to peer training was found to have a positive significant relationship with employee performance. The hypothesis that there is a significant positive relationship between peer to peer training and employee performance in State Corporations in Kenya was accepted as it was found to be statistically significant. Peer training explained a small percentage of the variation in employee performance. Out of the various items considered under the sub-construct and specifically the statement peer

to peer training improves individual employee performance, there was a strong agreement. The results are inconsistent with other findings from other relevant studies. Peer to peer exchange of knowledge was found to be related to skills transfer and was found to predict motivation to transfer of knowledge.

Peer to peer training is based on human capital theory which advocated for investment in people through education and training. Schulz compared the acquisition of knowledge and skills to individual performance. Peer to peer training is a process of knowledge acquisition as well as a knowledge transfer process and in this case a predictor of performance. Therefore peer to peer training was found to be adequately anchored in human capital theory.

5.2.4 Effect of Talent Development on Employee Performance

The study sought to determine the effect of talent development on employee performance in SCs in Kenya. There was empirical evidence that talent development had a positive relationship with employee performance in SCs in Kenya. The hypothesis that there is a significant positive relationship between talent development and employee performance in State Corporations in Kenya was accepted as it was supported by the results of the statistical tests. It was found that talent development had a statistically significant effect on employee performance.

Talent development explained a small variation in employee performance. However, the respondents generally agreed that talent development improves employee performance. Among all the independent variables, talent development was the weakest predictor of employee performance though its effect on the same was statistically significant.

The International Coaching Federation while comparing the effect of coaching and talent development through training, came to a conclusion that the effect of talent development takes individual growth only up to 20% while coaching takes 80%. Cai and Klyushina (2009) conducted a study on talent development within multinational company in China

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and found that talent development helped to improve employees' competencies and prepared them for succession planning.

The sub-construct talent development was found to be adequately anchored on resource based theory. The theory considers a firm as being a collection of capabilities which should be continually developed for a firm to remain competitive. Organizations benefit if their resources and capabilities are valuable, rare, costly to imitate and unsubstituitable The knowledge gained by the employees remains to benefit both the individual employee as well as the improving firm's performance. The firm resources and capabilities as well as their continuous development are the basis for competitive advantage.

5.2.5 The Moderating Effect of ICT on the Relationship between Knowledge Transfer Processes and Employee Performance in State Corporations in Kenya

The study sought to examine the moderating effect of ICT on the relationship between knowledge transfer processes and employee performance in SCs in Kenya. It was found that ICT moderated the relationship between knowledge transfer processes and employee performance. The hypothesis that there is a significant moderating effect of ICT on the relationship between knowledge transfer processes and employee performance in State Corporations was accepted since it was statisticall significant. The strongest indirect effect of ICT on employee performance among all the other variables was through coaching.

The findings agree with that of Pham (2008) in a study on intra-organization knowledge transfer process in Vietnam's Information Technology Companies which found that ICT plays a very important role in supporting knowledge transfer. This was further collaborated by Marques (2013) who averred that ICT is an important support tool in knowledge transfer process.

5.3 Conclusion of the Study

From the analysis of the data, the following specific conclusions were made based on the results of the tests on each of the variables.

First, it was established that mentoring has a positive significant effect on employee performance. The HR experts in the SCs considered mentoring as an important tool for transferring knowledge. From the results of analysis, it was concluded that mentoring improves employee performance which is in concurrence with conclusion made by Cai (2009). Further, Guyo (2012) found that there was a significant relationship of mentoring and sharing of tacit knowledge in firms. However, from the analysis, only 28.6% of the variation could be explained by mentoring indicating a quite a low percentage in comparison to other variables.

Experience was found to be the main aspect which influences the choice of a mentor. It is therefore deduced that when SCs are sourcing for a mentor, experience is a factor worth considering in addition to others. In many of SCs, mentoring was given a high value by the top management. However, mentoring was found to be quite a new concept in many of the SCs and has not been fully embraced alluding to the conclusion that employee performance is likely to affected negatively. Though most of the SCs have a mentoring policy in place, the issue of it outlining a continuous mentoring scored quite low indicating the same may not be well outlined.

Secondly, it was concluded that coaching has a positive significant effect on employee performance in SCs. The study concluded that coaching is a very important tool in improving employee performance in SCs. The conclusion is in consistent with the existing literature on the subject matter. Cai and Klyushina (2009) concluded that there existed a significant relationship between coaching and organizational performance as well as improving of individual employee performance. Though coaching is a young concept in SCs, the results of the analysis showed that coaching was strongest predictor of employee performance in SCs in Kenya and therefore its importance cannot be over-

emphasized. Experience was found to be the most important aspect while sourcing for a coach among other factors and therefore important to be considered.

Thirdly, peer to peer training had a positive significant effect on employee performance. It is concluded that peer to peer training explained to a certain extent (30.9%) of the variation in employee performance meaning that it is an important tool in improving employee performance. This is in consistent with Adeniyi (2005) who concluded that peer training considerably improves performance. However, peer to peer training was found to be a young concept in SCs which may not be well embraced despite the role it plays in improving employee performance.

Fourth, talent development was found to have a positive significant effect on employee performance. However, it could only explain a small variation in employee performance. This indicates its importance though at a lower scale in comparison with the other variables and was the lowest predictor of the employee performance in SCs. Its contribution cannot be brushed aside but it should be completed with other knowledge transfer processes for maximum benefit to the employees. Schweyer (2008) concluded that poor performance is partly contributed by inadequate development of the workforce.

Fifth, it was concluded that ICT had a positive moderating effect on the relationship between knowledge transfer processes and employee performance. This is in consistent with the conclusion made by Tsui (2005) and Pharm (2008) that ICT is an important enabler for knowledge transfer and it plays a critical role in breaking down infrastructure boundaries that inhibit interaction between individuals within an organization. Intranet was found to be the commonly used ICT tool in many of the SCs.

The general concluison of the study was that knowledge transfer processes improve employee performance significantly and that ICT is enables the processes of knowledge transfer.

5.4 Recommendations of the Study

Knowledge transfer is critical to improvement of employee performance. Organizations need to embrace the processes of knowledge transfer and specifically mentoring, coaching, peer to peer training and talent development which have been established to have a positive significant effect on employee performance. All these processes should be embraced in organization in order to improve performance.

The study established that coaching is the strongest predictor of variation in employee performance and therefore SCs should direct more resources into it to enhance employee performance. In order of priority to resource allocation on knowledge transfer processes apart from coaching, peer to peer training, mentoring and talent development should be considered in that order. Organizations should not only concentrate on talent development but complement the same with other knowledge transfer processes.

Ina addition to other recommendations, SCs should come up with clear policies on knowledge transfer processes and how they should be enabled to improve performance. The policy should outline how the processes are supposed to be undertaken and the entire employee sensitized on the same. Further, clear guidelines need to be put in place on the issues of sourcing experts in the field of mentoring and coaching based on experience among other factors.

On ICT, SCs should put resources on its development and implementation in the entire organization. ICT is an important tool in supporting the knowledge transfer process and its overall effect on employee performance. Organizations should embrace ICT and develop clear policies on the same. The policy should entail continuous training on the emerging technological issues as well as address the knowledge gap among the employees. Organizations which embrace the ICT as a support tool have a competitive edge.

Strategically, the management of SCs will benefit from the findings of this study as they seek for a competitive edge through the use of the knowledge transfer processes as well as support of ICT to improve employee performance. Employees' performance is reflected in the overall organizational productivity and by examining the problem of employee performance the survival of institutions is assured. Exploring the problem of employee performance by critically looking into knowledge transfer processes should form part of strategic HR function in SCs.

5.5 The Contribution of the Study

The study contributes generally to the existing body of knowledge in the field of human resource management and specifically in the area of knowledge management and strategic human resource management. In addition, the study is of benefit to the following stakeholders significantly:

5.5.1 The Policy Makers

The findings of this study are of great benefit to the management of SCs in their effort to improve employee performance and improve productivity. The goal of SCs is to provide effective services to the public and this is only possible if the employees perform well.

From the results of the study, the SCs are now able to identify the areas which need to be allocated more resources to improve performance. The study findings showed that coaching and peer to peer training contribute to a large extent to employee performance and therefore SCs should focus more on them among the others. The employees will benefit and understand the importance of internal transfer of knowledge to improve their performance. This is not only a motivation to the employees but also prepare them in succession planning and their overall career development.

Secondly, the results of this study are useful in the development of both tactical and strategic policies to enable SCs have a competitive edge and at the same time improve the greater Kenyan economy. The economy of Kenya largely depends on the output of

the SCs and therefore their overall performance is very critical. It is clear from the results of the study that knowledge transfer processes play a significant role on employee performance meaning that more and more resources towards this area is value for money.

5.5.2 The Academicians and Scholars in HRM

The study gives a significant understanding of the theoretical framework associated with knowledge transfer and employee performance which will enable other academicians and scholars in the field of human resource management to pursue and explore more.

The scholars in this area are now able to get the nexus between knowledge transfer processes and their overall effect on employee performance. The findings of this study has clearly illustrated this nexus and is well supported.

The study is a major theory building endeavour that suggests a conceptual model and presents empirical results that have significant implications in the field of strategic human resource management and particularly employee performance. Research on knowledge transfer is extensively drawn from developed countries (Ho, 2008; Crowther & Aras, 2008; Serrat, 2010; Marques, 2013). Few studies have been undertaken in a transition economy like Kenya. This research therefore contributes towards a better understanding of the effect of knowledge transfer processes on employee performance in a developing economy.

5.5.3 The Practitioners of Human Resource Management

The study contributes to the existing literature by providing empirical support for the theories and previously tested constructs which are of benefit to HR practitioners. The findings of the study are in line with other related prior studies in the area of knowledge transfer processes and employee performance which are of great HR practitioners. Further to the results of previous studies, this research gives the importance of knowledge transfer on employee performance in SCs in Kenya. It also shows the

important role ICT plays on moderating the relationship between knowledge transfer processes and employee performance.

5.6 Proposed Areas for Further Study

The conceptual model of this study was tested with a sample of individual HR managers or their equivalent in the SCs in Kenya. Future research could test it in other settings and for instance could employ the same model to address the problem of employee performance in the private sector organizations as they also heavily contribute to the economy of Kenya.

Other studies indicated that environment (external and internal) in which an entity operates in significantly affects knowledge transfer processes (Ogendo, 2014). Each entity has its own specific operating environment which affects it general operations and this does not exclude SCs in Kenya. Kenya differs from the developed countries being a transition economy with different culture and technological challenges. Thus, this research lacks comparative data to examine whether business/industry environment affects knowledge transfer. Future research can address this gap by comparing how knowledge transfer processes occur within entities operating in different environment and their overall effect on individual performance.

The study provides evidence that ICT has a moderating effect on the relationship between knowledge transfer processes and employee performance. The Szulanski communication Model (Szulanski, 2000) was adopted as it was considered suitable for examining the transfer of knowledge among individuals and or the units within the organization at each stage. However, the positive relationship between IT tools used in support of knowledge transfer process at every stage is not fully confirmed by previous empirical surveys as well as in this study.

Therefore, future research should re-examine these relationships specifically with the focus on the role of social softwares on the knowledge sharing behaviour of individuals and the influence on the overall performance.

Lastly, the study adopted mixed methods research guided by cross-sectional survey. The methods produced positive significant results. Other techniques can be used to test the same research such as structural equation modelling among others. The results obtained from the application of other techniques could be analysed and compared.

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APPENDICES

Appendix I: Letter Of Introduction

Zachary K. Mwangi

P.O Box 58088 00200

Nairobi

Date: October 23, 2018

Dear Respondent,

RESEARCH PROJECT

I am a PhD student at Jommo Kenyatta University of Agriculture and Technology (JKUAT). In partial fulfillment of the course requirements, I am conducting a study on **"EFFECT OF KNOWLEDGE TRANSFER PROCESSES ON EMPLOYEE PERFORMANCE IN STATE CORPORATIONS IN KENYA''**

I would appreciate if you could spare a few minutes of your time to fill in the blanks in the attached list of questions to the best of your knowledge. The information in this questionnaire will be strictly confidential. The information will not be used for any other purpose other than for this research.

Your assistance in facilitating the same will be highly appreciated.

Thank you in advance.

_____

Z.K. MWANGI

Appendix II: Questionnaire

The purpose of the questionnaire is to examine the effects of knowledge transfer processes on employee performance in State Corporations in Kenya. Please answer the questions by ticking or writing a brief note in the blank spaces provided.

OTE:

1. **All your responses will be handled in most strict confidence**
2. **In case you need a copy of the findings, give your name or address or email anywhere in this questionnaire.**

SECTION A: BACKGROUND INFORMATION

1. Gender
   a. Male   ☐
   b. Female   ☐

2. Age bracket
   a. Below 30 years   ☐
   b. 31 – 39 years   ☐
   c. 40 – 49 years   ☐
   d. 50 years & above   ☐

3. Highest level of education attained
   a. Primary Level   ☐
   b. Secondary Level   ☐
   c. Tertiary College (Diploma)   ☐
   d. University (Graduate)   ☐
   e. University (Postgraduate)   ☐

4. Name of your organization (optional)…………………………………………

5. Job Title……………………………………………………………………......

6. How long have you worked in your organization?

    a. 0-1 years ☐

    b. 1-5 years ☐

    c. 5-10 years ☐

    d. Over 10 years ☐

SECTION B: INFORMATION ON MENTORING

7. How important is employee mentoring to you as a HR expert in your organization?

Very important (5)	Important(4)	Slightly important(3)	Least Important(2)	Not important at all(1)
☐	☐	☐	☐	☐

b) Explain your answer in **No. 7**.

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………………………………………………

8. The top management in the organization value the importance of employee mentoring as …

Very important(5)	Important(4)	Slightly important(3)	Least Important(2)	Not important at all (1)
☐	☐	☐	☐	☐

b) Explain your answer above **(Q.8).**

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………

9. For how long have you had mentoring programs in your organization? Tick one answer.

       a.   0-1 years   ☐

       b.   1-5 years   ☐

       c.   5-10 years   ☐

       d.   Over 10 years ☐

10. Using the scale shown below, rate your level of agreement (or disagreement) with respect to the following aspects of employee mentoring as applied by your organization. Use a tick (☑) to indicate your choice.

	Aspects	Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
Employee Awareness						
1	Employee mentoring is carried out across all cadres of employees.	☐	☐	☐	☐	☐
2	All the employees are aware of mentoring program in the organization.	☐	☐	☐	☐	☐
3	The organization has a formalized employees mentoring program.	☐	☐	☐	☐	☐
Policy Document						
4	The organization has a mentoring policy guidelines in place	☐	☐	☐	☐	☐
5	The policy gives motivational guidelines for the mentors.	☐	☐	☐	☐	☐
6	The policy outlines a continuous mentoring.	☐	☐	☐	☐	☐
Relevant Capabilities						
7	The organization identifies mentors internally as opposed to external sourcing	☐	☐	☐	☐	☐
8	The organization has a well-built capacity of mentors.	☐	☐	☐	☐	☐
9	Mentoring improves individual employee performance in the organization.	☐	☐	☐	☐	☐

11. Which of the following aspect (or aspects) would influence your choice for a mentor in your organization? Use a tick (☑) to indicate your choices.

a. Gender ☐
b. Religious affiliation ☐
c. Ethnicity ☐
d. Race ☐
e. Age ☐
f. Experience ☐
g. Other (Specify) _____

SECTION C: INFORMATION ON COACHING

12. How important is employee coaching to you as a HR expert in your organization?

Very important (5)	Important (4)	Slightly important (3)	Least Important (2)	Not important at all (1)
☐	☐	☐	☐	

b) Explain your answer above (Q.12).

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………

13. The top management in the organization value the importance of employee coaching as …

Very important (5)	Important (4)	Slightly important (3)	Least Important (2)	Not important at all (1)
☐	☐	☐	☐	

(b) Explain your answer above (Q.13).

……………………………………………………………………………………………

……………………………………………………………………………………………

………………………………………………………………………

14. For how long have you had coaching programs in your organization? Tick one answer.

   a. 0-1 years   ☐

   b. 1-5 years   ☐

   c. 5-10 years   ☐

   d. Over 10 years ☐

15. Using the scale shown below, rate your level of agreement (or disagreement) with respect to the following aspects of employee coaching applied by your organization. Use a tick (☑) to indicate your choice.

		Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
Coaching guidelines						
1	The organization has coaching guidelines in place.	☐	☐	☐	☐	☐
2	All the employees are taken through the guidelines.	☐	☐	☐	☐	☐
3	The guidelines focus on continuous coaching.	☐	☐	☐	☐	☐
Relevant Expertise						
4	The organization has internal capacity of coaches.	☐	☐	☐	☐	☐
5	The organization sources coaches externally.	☐	☐	☐	☐	☐
6	Coaching improves employee performance.	☐	☐	☐	☐	☐
Employee cognizance						
7	The organization has mechanisms in place of creating awareness on the availability of coaching services	☐	☐	☐	☐	☐
8	The organization has a formalized coaching services	☐	☐	☐	☐	☐
9	Coaching services are easily consumed by all the employees	☐	☐	☐	☐	☐

16. Which of the following aspect (or aspects) would influence your choice for a coach in your organization? Use a tick (☑) to indicate your choices.

    a. Gender   ☐

    b. Religious affiliation   ☐

    c. Ethnicity   ☐

    d. Race   ☐

    e. Age   ☐
    f. Experience   ☐
    g. Other (Specify) _____

SECTION D: INFORMATION ON PEER TO PEER TRAINING

17. Top management in my organization value the peer to peer training as …

Very important (5)	Important (4)	Slightly important (3)	Least Important (2)	Not important at all (1)
☐	☐	☐	☐	☐

(b) Explain your answer above **(Q.17)**.

…………………………………………………………………………………………

…….……………………………………………………………………………………

…………….……………………………………………………………………………

………………………….

18. Peer to peer training in your organization is considered..? Indicate the applicable.

Very important (5)	Important (4)	Slightly important (3)	Least Important (2)	Not important at all (1)
☐	☐	☐	☐	☐

(b) Explain your answer above **(Q. 18).**

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………………………………...

19. For how long have you had peer to peer training programs in your organization?

Tick one answer which is applicable to your organization.

a. 0-1 years   ☐

b. 1-5 years   ☐

c. 5-10 years   ☐

d. Over 10 years ☐

20. In a scale of 5-1, indicate your level of agreement with the aspects indicated concerning peer training. Use a tick (☑) to indicate your choice.

		Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)
Documented Procedures						
1	The organization has a policy in place on peer to peer training.	☐	☐	☐	☐	☐
2	All the employees are taken through the policy document and are aware of its contents.	☐	☐	☐	☐	☐
3	The policy gives motivational guidelines for peer to peer training.	☐	☐	☐	☐	☐
4	The policy outlines a continuous peer to peer training.	☐	☐	☐	☐	☐
Employee Competencies						
5	The organization has relevant competences to promote peer to peer training.	☐	☐	☐	☐	☐
6	Peers are enthusiastic and willing to exchange knowledge with each other.	☐	☐	☐	☐	☐
7	There exists good team work and interpersonal relationships among the peers.	☐	☐	☐	☐	☐
8	The organization continuously built capacity to its employees and the employees reciprocate by sharing the same with others.	☐	☐	☐	☐	☐
Employee consciousness						
9	Peer to peer training improves individual employee performance.	☐	☐	☐	☐	☐
10	The organization promotes and encourages peer to peer training.	☐	☐	☐	☐	☐
11	The organization has elaborate mechanisms in place of creating awareness of peer to peer training.	☐	☐	☐	☐	☐
12	The organization has a formalized peer to peer training.	☐	☐	☐	☐	☐

SECTION E: INFORMATION ON TALENT DEVELOPMENT

22. For how long have you had talent development programs in your organization? Tick (☑) one answer which is applicable to your organization.

      a.   0-1 years   ☐

      b.   1-5 years   ☐

      c.   5-10 years   ☐

      d.   Over 10 years ☐

23. Using the scale shown below, rate your level of agreement (or disagreement) with respect to the following aspects of talent development in your organization. Use a tick (☑) to indicate your choice.

	Aspects	Strongly agree (5)	Agree(4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
Job design						
1	The organization promotes job enlargement.	☐	☐	☐	☐	☐
2	Employee job rotation is done frequently.	☐	☐	☐	☐	☐
3	The organization promotes job enrichment.	☐	☐	☐	☐	☐
Integration						
4	The organization promotes socialization programs.	☐	☐	☐	☐	☐
5	The employees are well inducted into the organization.	☐	☐	☐	☐	☐
6	The organization an elaborated employee orientation programs in place.	☐	☐	☐	☐	☐
Succession planning						
9	The organization places in-post employees to act on higher positions when a chance occurs.	☐	☐	☐	☐	☐
10	The organization has in place inter-	☐	☐	☐	☐	☐

	departmental secondments of its employees.					
11	Delegation of duties across all cadres of employee is highly encouraged in my organization.	☐	☐	☐	☐	☐
12	Talent development improves employee performance.	☐	☐	☐	☐	☐

24. How important is talent development for staff to you as a HR expert in your organization?

Very important (5)	Important(4)	Slightly important (3)	Least Important (2)	Not important at all (1)
☐	☐	☐	☐	☐

b) Briefly explain your answer above **(Q. 24).**

…….……………………………………………………………………………………

………………………………………………………………………………………………

SECTION F: INFORMATION COMMUNICATION TECHNOLOGY (ICT)

25. Indicate the period ICT has been used in your organization? Tick (☑) the one applicable to your organization.

a. 0-1 years ☐

b. 1-5 years ☐

c. 5-10 years ☐

d. Over 10 years ☐

26. Indicate your level of agreement/disagreement with the statements below. Use a tick (☑) to show your choice.

No.	Statement	Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
ICT Policy						
1	The organization has an ICT policy in place.	☐	☐	☐	☐	☐
2	The employees are well sensitized on the ICT policy.	☐	☐	☐	☐	☐
Employees ICT skills						
3	The employees have the relevant ICT skills to perform their daily tasks.	☐	☐	☐	☐	☐
4	The employees are continuously trained on ICT to acquaint themselves with emerging technological development.	☐	☐	☐	☐	☐

27. Indicate the ICT tools which are currently available in your organization? Tick (☑) only those applicable to your organization.

    a. Intranet   ☐

    b. Video-conferencing   ☐

    c. Email   ☐

    d. Expert System   ☐

    e. Organizations website   ☐

f. Internal electronic bulletin board Internet Decision support system ☐

g. E- Library   ☐

h. Others (indicate)…………………………………………………

28. How often does your organization use the ICT tools you have indicated above in
    Q 27 on the aspects given in the table below? Indicate your rating as 5= all the
    time, 4=regularly, 3=often, 2=occasionally, 1=never for those applicable. Tick
    only those applicable.

	Aspect	All the time (5)	Regularly(4)	Often (3)	Occasionally(2)	Never (1)
1	Mentoring	☐	☐	☐	☐	☐
2	Coaching	☐	☐	☐	☐	☐
3	Peer to peer training	☐	☐	☐	☐	☐
4	Talent development	☐	☐	☐	☐	☐
5	Employee performance	☐	☐	☐	☐	☐

29. Indicate the extent to which ICT tools which you have indicated in **Q 27**
    contribute to the following Aspects. Give the ratings as guided 5=very much,
    4=much, 3=moderate, 2=little, 1=very little.

	Aspects	Very much (5)	Much (4)	Moderate (3)	Little (2)	Very little (1)
1	Mentoring	☐	☐	☐	☐	☐
2	Coaching	☐	☐	☐	☐	☐
3	Peer to peer training	☐	☐	☐	☐	☐
4	Talent development	☐	☐	☐	☐	☐
5	Employee performance	☐	☐	☐	☐	☐

SECTION G: EMPLOYEE PERFORMANCE

30. Indicate your organization's ratings on the indicators of employee performance listed below for the financial years (FY) 2012/2013, 2013/2014 and 2014/2015.

Indicator	FY	Ratings				
Performance Contract		Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor(1)
	2012/2013	☐	☐	☐	☐	☐
	2013/2014	☐	☐	☐	☐	☐
	2014/2015	☐	☐	☐	☐	☐

Indicator	FY	Ratings				
Employee Satisfaction Survey		Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
	2012/2013	☐	☐	☐	☐	☐
	2013/2014	☐	☐	☐	☐	☐
	2014/2015	☐	☐	☐	☐	☐

Indicator	FY	Ratings				
Customer Satisfaction Survey		Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
	2012/2013	☐	☐	☐	☐	☐
	2013/2014	☐	☐	☐	☐	☐
	2014/2015	☐	☐	☐	☐	☐

31. Indicate your level of agreement on the statement below. Use a tick (☑) to indicate your choice.

Statement	Very Large extent (5)	Large extent (4)	Undecided (3)	Very Small extent (2)	Small extent (1)
To what extent do you attribute knowledge transfer to enhancing employee performance	☐	☐	☐	☐	☐

32. Explain your answer on **Question 31** above.

…………………………………………………………………………………
…………………………………………………………………………………
………………………………………………………………………

33. What recommendations would you make in regard to knowledge transfer processes and employee performance in State Corporations in Kenya?

…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

Thank you very much for your responses

Appendix III: List of State Corporations

Reclassification of Government Owned Entities as of October 9, 2013

	PURELY COMMERCIAL STATE CORPORATIONS
1.	Agro-Chemical and Food Company
2.	Kenya Meat Commission
3.	Muhoroni Sugar Company Ltd
4.	Nyayo Tea Zones Development Corporation
5.	South Nyanza Sugar Company Limited
6.	Chemilil Sugar Company
7.	Nzoia Sugar Company Ltd
8.	Simlaw Seeds Kenya
9.	Simlaw Seeds Tanzania
10.	Simlaw Seeds Uganda
11.	Kenya National Trading Corporation (KNTC)
12.	Kenya Safari Lodges and Hotels Ltd. (Mombasa Beach Hotel, Nguila Lodge, Voi Lodge)
13.	Golf Hotel Kakamega
14.	Kabarnet Hotel Limited
15.	Mt. Elgon Lodge
16.	Sunset Hotel Kisumu
17.	Jomo Kenyatta Foundation
18.	Jomo Kenyatta University Enterprises Ltd
19.	Kenya Literature Bureau (KLB)
20.	Rivatex (East Africa) Ltd
21.	School Equipment Production Unit
22.	University of Nairobi Enterprises Ltd
23.	University of Nairobi Press (UONP)
24.	Development Bank of Kenya Ltd.
25.	Kenya Wine Agencies Ltd (KWAL)
26.	KWA Holdings
27.	New Kenya Co-operative Creameries
28.	Yatta Vineyards Ltd
29.	National Housing Corporation
30.	Research Development Unit Company Ltd
31.	Consolidated Bank of Kenya
32.	Kenya National Assurance Co. (2001) Ltd
33.	Kenya Reinsurance Corporation Ltd
34.	Kenya National Shipping Line
	STATE CORPORATIONS WITH STRATEGIC FUNCTIONS
35.	Kenya Animal Genetics Resource Centre
36.	Kenya Seed Company (KSC)
37.	Kenya Veterinary Vaccine Production Institute
38.	National Cereals & Produce Board (NCPB)
39.	Kenyatta International Convention Centre
40.	Geothermal Development Company (GCD)
41.	Kenya Electricity Generating Company

42.	Kenya Electricity Transmission Company
43.	Kenya Pipeline Company (KPC)
44.	Kenya Power and Lighting Company (KPLC)
45.	National Oil Corporation of Kenya
46.	National Water Conservation and Pipeline Corporation
47.	Numerical Machining Complex
48.	Kenya Broadcasting Corporation
49.	Postal Corporation of Kenya
50.	Kenya Development Bank (After merger of TFC, ICDC, KIE, IDB, AFC)
51.	*Kenya Exim Bank
52.	Kenya Post Office Savings Bank
53	Kenya Airports Authority (KAA)
54.	Kenya Ports Authority (KPA)
55.	Kenya Railways Corporation (KRC)
STATE AGENCIES – EXECUTIVE AGENCIES	
56.	*Biashara Kenya (After merging Small and Micro Enterprises Authority, Women Fund, Uwezo Fund and Youth Enterprises Development Authority)
57.	*Internal Revenue Service (After transfer of Customs Department from KRA)
58.	*Kenya Intellectual Property Service (After merging Kenya Copyright Board, Kenya Industrial Property Institute)
59.	Kenya Investment Promotion Service (After merging KTB, EPC Brand Kenya Board & Ken Invest)
60.	*KonzaTechnopolis Authority
61.	Bomas of Kenya
62.	Water Services Trust Fund
63.	Leather Development Council
64.	Agricultural Development Corporation
65.	Anti-Female Genital Mutilation Board
66.	Constituency Development Fund
67.	Crops Development and Promotion Service (new)
68.	Customs and Boarder Security Service (successor to the Kenya Citizens and Foreign Nationals Management)
69.	Drought Management Authority
70.	Export Processing Zones Authority (EPZA)
71.	Financial Reporting Centre
72.	Fisheries Development and Promotion Service (new)
73.	Higher Education Loans Board
74.	Information and Communication Technology Authority
75.	Investor Compensation Fund Board
76.	Kenya Academy of Sports
77.	Kenya Accountants & Secretaries National Examination Board (KASNEB)
78.	Kenya Deposit Protection Authority
79.	Kenya Ferry Services Ltd (KFS)
80.	Kenya Film Development Service
81.	Kenya Institute of Curriculum Development
82.	Kenya Law Reform Commission
83.	Kenya Medical Supplies Authority

84.	Kenya National Bureau of Statistics
85.	Kenya National Examination Council (KNEC)
86.	Kenya National Highways Authority (KeNHA)
87.	Kenya National Innovation Agency
88.	Kenya Ordance Factories Corporation
89.	Kenya Roads Board (KRB)
90.	Kenya Trade Network Agency
91.	Kenya Wildlife and Forestry Conservation Service
92.	Kenyatta National Hospital
93.	LAPSSET Corridor Development Authority
94.	Livestock Development and Promotion Service (new)
95.	Local Authorities Provident Fund
96.	Moi Teaching and Referral Hospital
97.	Nairobi Centre for International Arbitration
98.	National Aids control Council
99.	National Cancer Institute of Kenya
100.	National Coordinating Agency for Population & Development
101	National Council for Law Reporting
102.	National Council for Persons with Disabilities
103.	National Hospital Insurance Fund
104.	National Industrial Training Authority
105.	National Irrigation Board Authority
106.	National Museums of Kenya
107.	National Quality Control Laboratories
108.	National Social Security Fund Board of Trustees
109.	National Youth Council
110.	Nuclear Electricity Board
111.	Policy Holders Compensation Fund
112.	Sports Kenya
113.	The Kenya Cultural Centre
114.	Tourism Fund
115.	Unclaimed Financial Assets Authority
116.	Water Resources Management Authority
117.	National Campaign Against Drug Abuse Authority
STATE AGENCIES – INDEPENDENT REGULATORY AGENCIES	
118.	Agricultural, Fisheries and Food Authority
119.	Commission for University Education
120.	Communications Commission of Kenya
121.	Competition Authority
122.	Council for Legal Education
123.	Energy Regulatory Commission
124.	*Health Services Regulatory Authority
125.	Kenya Bureau of Standard (KBS)
126.	Kenya Civil Aviation Authority (KCAA)
127.	Kenya Film Regulatory Service
128.	Kenya Maritime Authority
129.	Kenya National Accreditation Service

130.	Kenya Plant and Animal Health Inspectorate Service (after taking over functions of National Biosafety Authority)
131.	*Livestock Regulatory Authority
132.	National Commission for Science, Technology and Innovations
133.	National Construction Authority
134.	National Environmental Management Authority (NEMA)
135.	National Land Transport & Safety Authority
136.	Public Benefits Organization Regulatory Authority
137.	Public Procurement Oversight Authority
138.	Technical and Vocational Education and Training Authority
139.	Tourism Regulatory Authority
140.	Water Services Regulatory Board
141.	*Financial Supervisory Council (After merger of Capital Markets Authority, Insurance Regulatory Authority, Retirement Benefits Authority, and SACCO Societies Regulatory Authority)
142.	*Mining and Oil Exploration Regulatory Service
STATE AGENCIES – RESEARCH INSTITUTIONS, PUBLIC UNIVERSITIES, TERTIARY EDUCATION AND TRAINING INSTITUTIONS	
143.	Bukura Agricultural College
144.	Chuka University
145.	Cooperative University College
146.	DedanKimathi University
147.	Egerton University
148.	Embu University College
149.	Garissa University College
150.	JaramogiOgingaOdinga University of Science and Technology
151.	Jomo Kenyatta University of Agriculture and Technology
152.	Karatina University
153.	Kenya Agricultural and Livestock Research Organization
154.	Kenya Forestry Research Institute
155.	Kenya Industrial Research & Development Institute
156.	Kenya Institute of Mass Communication
157.	Kenya Institute of Public Policy Research & Analysis (KIPPRA)
158.	Kenya Marine and Fisheries Research Institute
159.	Kenya Medical Research Institute (KEMRI)
160.	Kenya Medical Training College (KMTC)
161.	Kenya Multi-Media University
162.	Kenya School of Government
163.	Kenya School of Law
164.	Kenya Utalii College (KUC)
165.	Kenya Water Institute
166.	Kenyatta University
167.	Kibabii University College
168.	Kirinyaga University College
169.	Kisii University
170.	Laikipia University
171.	Maasai Mara University

172	Machakos University College
173.	Maseno University
174.	MasindeMuliro University
175.	Meru University of Science and Technology
176.	Moi University
177.	Murang'a University College
178.	National Crime Research Center
179.	Pwani University
180.	Rongo University College
181.	South Eastern Education, Science and Technology Kenya University
182.	TaitaTaveta University College
183.	Technical University of Mombasa
184.	The Technical University of Kenya
185.	University of Eldoret
186.	University of Kabianga
187.	University of Nairobi

* Not yet operational

Appendix IV: Testing Of Outliers For The Dependent And Independent Variables
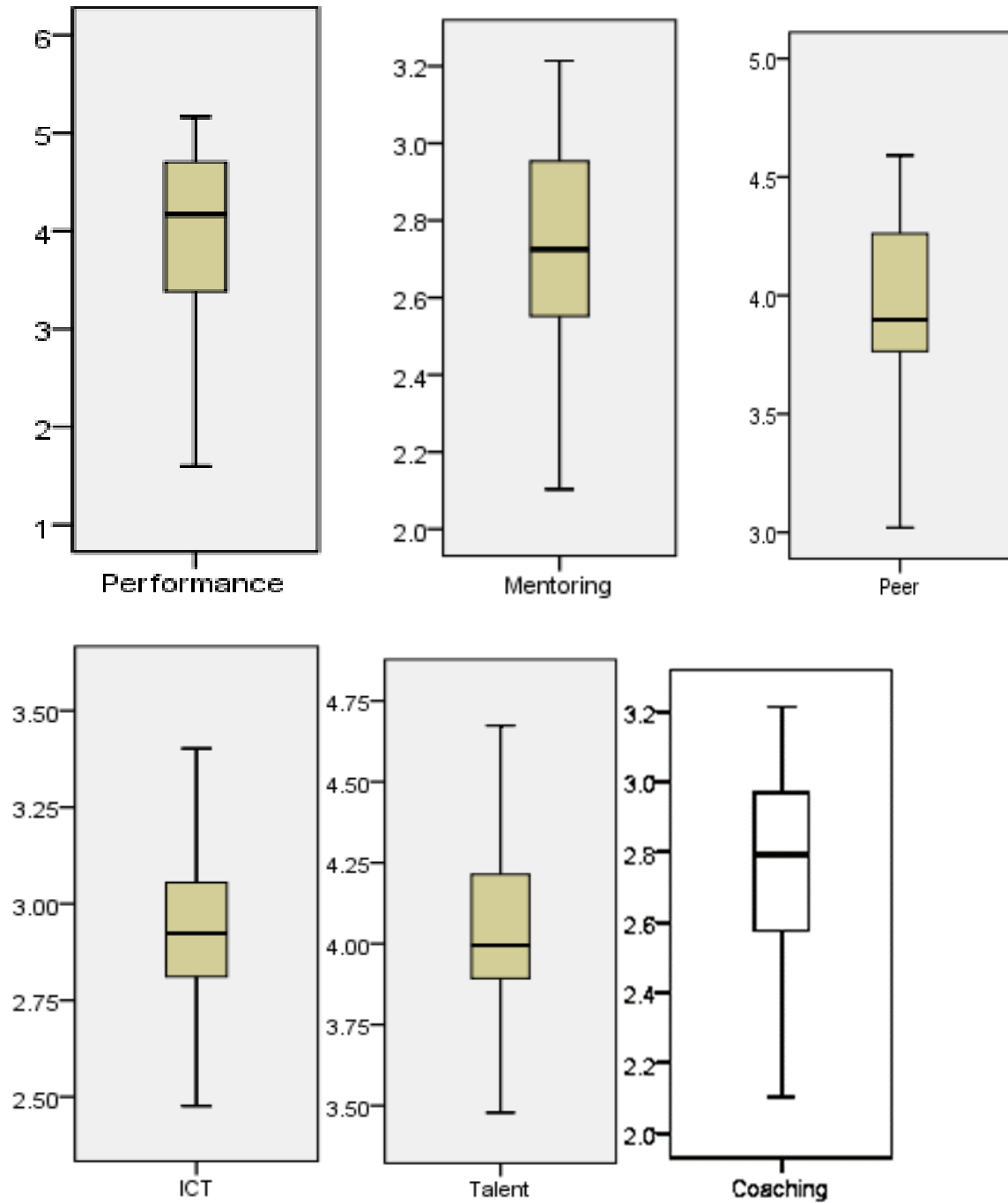
Appendix V: Results of Heteroscedasticity Test (Breusch-PAGAN)

Variable	Test Value	Sig
Mentoring	3.471	0.062
Coaching	3.468	0.063
Talent	3.032	0.082
Peer	1.653	0.199
ICT	0.274	0.601
Overall Model	**3.325**	**0.505**

Appendix VI: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	11.797	36.864	36.864	11.797	36.864	36.864	9.693
2	3.140	9.811	46.675	3.140	9.811	46.675	8.878
3	3.117	9.741	56.416	3.117	9.741	56.416	6.372
4	1.967	6.148	62.564	1.967	6.148	62.564	3.393
5	1.552	4.849	67.413	1.552	4.849	67.413	4.176
6	1.387	4.334	71.747	1.387	4.334	71.747	2.845
7	.997	3.117	74.865				
8	.841	2.628	77.492				
9	.739	2.310	79.803				
10	.658	2.057	81.859				
11	.632	1.976	83.836				
12	.528	1.650	85.485				
13	.471	1.470	86.956				
14	.433	1.353	88.308				
15	.425	1.327	89.635				
16	.353	1.102	90.737				
17	.331	1.035	91.772				
18	.308	.963	92.735				
19	.280	.874	93.609				
20	.264	.826	94.435				
21	.258	.806	95.241				
22	.225	.703	95.944				
23	.209	.652	96.596				
24	.186	.583	97.179				
25	.183	.573	97.751				
26	.159	.495	98.247				
27	.130	.405	98.652				
28	.109	.340	98.992				
29	.104	.325	99.317				
30	.081	.252	99.569				
31	.072	.226	99.795				
32	.066	.205	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Appendix VII: Pattern Matrix

| Items | Component | | | | | | |
	Performance	Coaching	peer	Talent	mentoring	ICT	Communalities
ESS.1	0.949						**0.67**
ESS.2	0.888						**0.769**
CSS.2	0.867						**0.696**
PC.3	0.863						**0.817**
CSS.3	0.85						**0.828**
ESS.3	0.845						**0.737**
CSS.1	0.84						**0.692**
PC.1	0.814						**0.74**
PC.2	0.798						**0.8**
EC8		0.914					**0.658**
CG3		0.876					**0.782**
CG1		0.817					**0.746**
CG2		0.817					**0.817**
RE5		0.777					**0.847**
EC7		0.685					**0.825**
EC9		0.622					**0.811**
ECOM.6			0.899				**0.712**
ECON.9			0.891				**0.763**
ECOM.7			0.78				**0.729**
ECOM.5			0.721				**0.748**
ECOM.8			0.703				**0.767**
SP.11				0.834			**0.69**
SP.10				0.797			**0.745**
I.6				0.747			**0.743**
SP.9				0.702			**0.694**
RC.9					0.773		**0.618**
RC.8					0.761		**0.625**
RC.7					0.649		**0.604**
ICTP.2						0.794	**0.637**
EICT.4						0.733	**0.489**
ICTP.1						0.683	**0.519**
EICT.3						0.519	**0.642**

Extraction Method: Principal Component Analysis.

 Rotation Method: Promax with Kaiser Normalization.[a]

a. Rotation converged in 6 iterations.

Appendix VIII: Description of Factors of the Study Variables

Construct	Item	Label
Employee Awareness	EA.1	Employee mentoring is carried out across all cadres of employees.
	EA.2	All the employees are aware of mentoring program in the organization.
	EA.3	The organization has a formalized employees mentoring program.
Policy Document	PD.4	The organization has a mentoring policy guidelines in place
	PD.5	The policy gives motivational guidelines for the mentors.
	PD.6	The policy outlines a continuous mentoring.
Relevant Capabilities	RC.7	The organization identifies mentors internally as opposed to external sourcing
	RC.8	The organization has a well-built capacity of mentors.
	RC.9	Mentoring improves individual employee performance in the organization.
Coaching Guidelines	CG1	The organization has coaching guidelines in place.
	CG2	All the employees are taken through the guidelines.
	CG3	The guidelines focus on continuous coaching.
Relevant Expertise	RE4	The organization has internal capacity of coaches.
	RE5	The organization sources coaches externally.
	RE6	Coaching improves employee performance.
Employee Cognizance	EC7	The organization has mechanisms in place of creating awareness on the availability of coaching services
	EC8	The organization has a formalized coaching services
	EC9	Coaching services are easily consumed by all the employees
Documented Procedures	DP.1	The organization has a policy in place on peer to peer training.
	DP.2	All the employees are taken through the policy document and are aware of its contents.
	DP.3	The policy gives motivational guidelines for peer to peer training.
	DP.4	The policy outlines a continuous peer to peer training.
Employee Competencies	ECOM.5	The organization has relevant competences to promote peer to peer training.
	ECOM.6	Peers are enthusiastic and willing to exchange knowledge with each other.
	ECOM.7	There exists good team work and interpersonal relationships among the peers.
	ECOM.8	The organization continuously built capacity to its employees and the employees reciprocate by sharing the same with others.
Employee	ECON.9	Peer to peer training improves individual employee performance.

Consciousness	ECON.10	The organization promotes and encourages peer to peer training.
	ECON.11	The organization has elaborate mechanisms in place of creating awareness of peer to peer training.
	ECON.12	The organization has a formalized peer to peer training.
Job Design	JD.1	The organization promotes job enlargement.
	JD.2	Employee job rotation is done frequently.
	JD.3	The organization promotes job enrichment.
Integration	I.4	The organization promotes socialization programs.
	I.5	The employees are well inducted into the organization.
	I.6	The organization an elaborated employee orientation programs in place.
Succession planning	SP.9	The organization places in-post employees to act on higher positions when a chance occurs.
	SP.10	The organization has in place inter-departmental secondments of its employees.
	SP.11	Delegation of duties across all cadres of employee is highly encouraged in my organization.
	SP.12	Talent development improves employee performance.
ICT Policy	ICTP.1	The organization has an ICT policy in place.
	ICTP.2	The employees are well sensitized on the ICT policy.
Employees ICT skills	EICT.3	The employees have the relevant ICT skills to perform their daily tasks.
	EICT.4	The employees are continuously trained on ICT to acquaint themselves with emerging technological development.
	ICT.27	Indicate the ICT tools which are currently available in your organization
Performance contract	PC.1	2012/2013
	PC.2	2013/2014
	PC.3	2014/2015
Employee satisfaction survey	ESS.1	2012/2013
	ESS.2	2013/2014
	ESS.3	2014/2015
Customer satisfaction survey	CSS.1	2012/2013
	CSS.2	2013/2014
	CSS.3	2014/2015

Appendix IX: Results of Reliability Tests

Information on Mentoring

Reliability using split half method for Information on Mentoring

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.927
		N of Items	5[a]
	Part 2	Value	.804
		N of Items	4[b]
	Total N of Items		9
Correlation Between Forms			.773
Spearman-Brown Coefficient	Equal Length		.872
	Unequal Length		.873
Guttman Split-Half Coefficient			.824

a. The items are: EA.1, EA.2, EA.3, PD.4, PD.5.

b. The items are: PD.5, PD.6, RC.7, RC.8, RC.9.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EA.1	30.12	48.546	.758	.918
EA.2	30.30	48.280	.726	.920
EA.3	30.42	46.862	.841	.912
PD.4	30.28	47.392	.820	.914
PD.5	30.30	47.225	.855	.911
PD.6	30.45	48.426	.786	.916
RC.7	30.07	50.765	.702	.921
RC.8	30.08	51.192	.633	.925
RC.9	29.46	54.273	.480	.933

Information on Coaching

Reliability for Information on Coaching

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.877
		N of Items	5[a]
	Part 2	Value	.756
		N of Items	4[b]
	Total N of Items		9
Correlation Between Forms			.887
Spearman-Brown Coefficient	Equal Length		.940
	Unequal Length		.941
Guttman Split-Half Coefficient			.920

a. The items are: CG1, CG2, CG3, RE4, RE5.

b. The items are: RE5, RE6, EC7, EC8, EC9.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CG1	29.35	51.504	.835	.895
CG2	29.49	49.923	.837	.895
CG3	29.52	52.560	.780	.899
RE4	29.27	56.442	.611	.911
RE5	29.42	54.533	.639	.909
RE6	28.64	61.068	.296	.929
EC7	29.41	52.773	.784	.899
EC8	29.49	51.374	.785	.899
EC9	29.40	51.760	.738	.902

Information on peer to peer training

Reliability for Information on peer to peer training

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.911
		N of Items	6[a]
	Part 2	Value	.887
		N of Items	6[b]
		Total N of Items	12
Correlation Between Forms			.868
Spearman-Brown Coefficient	Equal Length		.930
	Unequal Length		.930
Guttman Split-Half Coefficient			.926

a. The items are: DP.1, DP.2, DP.3, DP.4, ECOM.5, ECOM.6.

b. The items are: ECOM.7, ECOM.8, ECON.9, ECON.10, ECON.11, ECON.12.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
DP.1	40.59	87.586	.795	.938
DP.2	40.75	89.069	.742	.940
DP.3	40.58	87.610	.836	.937
DP.4	40.52	86.472	.832	.937
ECOM.5	40.18	92.240	.761	.940
ECOM.6	40.13	95.411	.621	.944
ECOM.7	39.93	95.600	.612	.944
ECOM.8	40.14	92.298	.761	.940
ECON.9	39.75	97.047	.536	.946
ECON.10	40.20	90.203	.779	.939
ECON.11	40.52	87.879	.836	.937
ECON.12	40.59	87.388	.798	.938

Information on Talent Development

Reliability of Information on Talent Development

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.789
		N of Items	5[a]
	Part 2	Value	.743
		N of Items	5[b]
	Total N of Items		10
Correlation Between Forms			.591
Spearman-Brown Coefficient	Equal Length		.743
	Unequal Length		.743
Guttman Split-Half Coefficient			.736

a. The items are: JD.1, JD.2, JD.3, I.4, I.5.
b. The items are: I.6, SP.9, SP.10, SP.11, SP.12.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
JD.1	37.02	18.967	.569	.824
JD.2	37.28	17.480	.653	.815
JD.3	37.02	19.032	.647	.816
I.4	36.97	20.669	.529	.828
I.5	36.90	20.924	.437	.835
I.6	37.03	19.790	.573	.823
SP.9	36.97	20.032	.515	.829
SP.10	37.25	20.212	.572	.824
SP.11	37.10	19.232	.576	.823
SP.12	36.53	22.186	.288	.845

Information Communication Technology

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.709
		N of Items	2[a]
	Part 2	Value	.717
		N of Items	2[b]
		Total N of Items	4
Correlation Between Forms			.780
Spearman-Brown Coefficient	Equal Length		.877
	Unequal Length		.877
Guttman Split-Half Coefficient			.875

a. The items are: ICTP.1, ICTP.2.

b. The items are: EICT.3, EICT.4.

ICT

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ICTP.1	12.08	5.346	.675	.817
ICTP.2	12.10	5.584	.709	.805
EICT.3	12.04	5.471	.649	.828
EICT.4	12.21	4.913	.737	.790

Employee Performance

Reliability for Employee Performance

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.946
		N of Items	5[a]
	Part 2	Value	.917
		N of Items	4[b]
	Total N of Items		9
Correlation Between Forms			.889
Spearman-Brown	Equal Length		.941
Coefficient	Unequal Length		.942
Guttman Split-Half Coefficient			.931

a. The items are: PC.1, PC.2, PC.3, ESS.1, ESS.2.

b. The items are: ESS.2, ESS.3, CSS.1, CSS.2, CSS.3.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PC.1	29.25	51.860	.836	.958
PC.2	29.25	52.168	.823	.959
PC.3	29.21	51.550	.860	.957
ESS.1	29.41	50.839	.879	.956
ESS.2	29.36	51.397	.873	.956
ESS.3	29.28	50.996	.864	.957
CSS.1	29.45	52.382	.801	.960
CSS.2	29.38	51.381	.840	.958
CSS.3	29.33	51.519	.799	.960

Appendix X: Scatter Plots