

Effect of On-the-Job Training on Employee Performance: Insights from Tanzania's Public Service Management and Good Governance Office

¹Editha M. Kisokola, Arusha Institute of Accountancy, Arusha Tanzania
ekisokola@gmail.com

²Hadija M. Matimbwa, Mbeya University of Science and Technology, Mbeya Tanzania
hadija.matimbwa@must.ac.tz

³Mugisha Kamala, Tanzania Institute of Accountancy, Dar es Salaam Tanzania
mugisha.kamala@tia.ac.tz

Abstract

On-the-job training is widely regarded as a critical factor in enhancing employee performance and organizational productivity. It equips employees with practical skills and knowledge relevant to their roles, fostering efficiency and effectiveness in service delivery. The study examined the effect of on-the-job training on employee performance at the President's Office Public Service Management and Good Governance (PO-PSMGG) in Dodoma. Utilizing a pragmatic philosophy and a mixed-methods research approach, data were elicited from 189 respondents and five key informants through questionnaires and interviews. The research employed simple random sampling to select respondents, and the data were subsequently analyzed utilizing frequencies, percentages, multiple linear regression, and content analysis. The results revealed that coaching has a positive yet minimal effect on employee performance, characterized by a coefficient of 0.059 and a significance level of 0.032. Conversely, mentorship emerges as a significantly more robust contributor to performance enhancement, with a coefficient of 0.304 and a highly significant p-value of 0.000. In contrast, job rotation exhibits a negative impact, reflected by a coefficient of -0.069 and lacking statistical significance. This study concludes that mentorship is the most influential factor among the three variables analyzed, significantly improving employee performance. Job rotation appears to have a negligible and potentially adverse effect on performance. The study recommends that organizations invest in comprehensive coaching programs, establish formal mentorship initiatives, encourage job rotation practices, and consistently assess the effectiveness of coaching, mentorship, and job rotation strategies. These measures should ensure alignment with organizational goals while effectively addressing the needs of employees.

NG Journal of Social Development

Vol. 15 Issue 1 (2024)

ISSN(p) 0189-5958

ISSN (e) 2814-1105

Home page

<https://www.ajol.info/index.php/ngisd>

ARTICLE INFO:

Keywords

Coaching, Mentorship, Job Rotation, On-the- Job Training & Employees Performance

Article History

Received: 28th September 2024

Accepted: 14th November 2024

DOI: <https://dx.doi.org/10.4314/ngisd.v15i1.11>

1.Introduction

The relationship between on-the-job training (OJT) and employee performance is well-documented on a global scale, particularly within industries that prioritize innovation and efficiency to sustain their competitive advantage. Although the significance of OJT is widely acknowledged, its application and impact can differ markedly across various contexts. This study is particularly pertinent as it seeks to address specific deficiencies within the Tanzanian public sector, with a focus on the President's Office for Public Service Management and Good Governance (PO-PSMGG) in Dodoma. It is imperative to investigate how coaching, mentorship, and job rotation integral components of OJT affect employee performance in this distinctive setting (Afriyie et al., 2023).

OJT programs have been projected to significantly contribute to organizational success on a global scale. Evidence from companies in developed economies indicates that targeted training initiatives can enhance productivity by as much as 20%, decrease employee turnover, and improve overall organizational effectiveness (Ahmed, 2022). African organizations are progressively embracing these innovative approaches, but the journey is not without its challenges. The application of these strategies varies significantly, often hindered by limited resources and inconsistent policies. It's a complex landscape, but the potential for growth and transformation is immense (Mvuyisi & Mbukanma, 2023). This disparity highlights the need for localized studies to explore how OJT can be optimized in specific organizational settings.

This disparity underscores the necessity for localized research to examine how on-the-job training can be enhanced within specific organizational contexts. In Tanzania, the public sector is crucial for providing essential services and fostering socio-economic development. However, challenges such as constrained resources, outdated administrative practices, and skill deficits among employees frequently impede its effectiveness (Ngatimun, 2023; Matimbwa and Kamala, 2024). The Public Service Reform Program (PSRP) acknowledges the existing barriers to effective training and places significant emphasis on capacity building, particularly through the implementation of OJT programs. However, recent studies indicate that numerous training initiatives lack customized approaches and do not consistently assess their impact on employee performance in a systematic manner (Alsaady et al., 2020).

The PO-PSMGG, as a vital institution for public service governance, must ensure that its workforce is equipped with the necessary skills to effectively fulfill its mandates. Coaching serves as a valuable tool by providing personalized guidance to employees, enabling them to address specific challenges and enhance their performance. Additionally, mentorship facilitates knowledge sharing and promotes long-term professional development, while job rotation increases adaptability and broadens employee expertise. When these on-the-job training methods are implemented effectively, they have the potential to significantly mitigate performance issues and support the organization's strategic objectives (Matimbwa and Ochumbo, 2019).

Conducting this study is imperative to address existing knowledge gaps and deliver actionable insights. By rigorously examining the effect of these OJT components on employee performance in the Tanzanian public sector, this research will decisively inform the development of more effective training policies and practices. Moreover, it will play a crucial role in advancing regional

and global discussions on best practices for implementing OJT in resource-constrained environments.

2, Theoretical Framework

2.1 Social Learning Theory

Albert Bandura (1977), a prominent psychologist, developed the Social Learning Theory, significantly refining it through extensive research and influential writings. His theory unequivocally highlights the essential role of observation, modeling, and interpersonal interactions in the learning process, particularly through coaching style training methods. This framework asserts that individuals effectively acquire knowledge and skills by closely observing the behaviors of others (Grant, 2017).

In the field of coaching, observation is fundamentally important, as coaches consistently demonstrate behaviors, techniques, and strategies for their clients to observe and replicate. Coachees gain powerful insights from the actions and responses of their coaches, which serve as clear exemplars of effective behaviors and approaches. Social learning theory indicates that individuals are strongly inclined to imitate behaviors they witness, especially when those behaviors are showcased by competent and credible role models. Within the coaching framework, coaches unequivocally act as models for effective communication, problem-solving, decision-making, and a wide array of other essential skills (Bandura, 2021). Coachees acquire knowledge by observing how coaches address challenges, manage situations, and demonstrate desired behaviors in diverse contexts.

Furthermore, social learning theory emphasizes the importance of job rotation and mentorship in promoting interpersonal interactions within the learning process. This encompasses mechanisms such as feedback, reinforcement, and social support. In addition, coaching and mentorship involve ongoing dialogue and interaction between the coach and the coachee, facilitating the exchange of feedback, encouragement, and constructive criticism to promote learning and development. Coaches create a supportive environment that motivates coachees to engage in experimentation, embrace risks, and derive lessons from their experiences. They act as facilitators of learning, utilizing the principles of social learning theory to assist coachees in achieving their objectives and improving their overall performance (Johnston, 2021). This perspective recognizes the significance of observational learning, reinforcement, and cognitive processes in influencing behavior. Understanding these elements is essential for effectively analyzing and guiding behavioral outcomes in various contexts.

The theory demonstrates significant applicability across multiple domains, including education, psychology, sociology, and organizational behavior. Its relevance extends to the understanding of a wide range of behaviors, encompassing both fundamental imitative learning and intricate social interactions (Rumjaun & Narod, 2020). This theory underscores the critical role of modeling positive behaviors, delivering consistent reinforcement, and establishing supportive environments as essential strategies for driving effective learning and ensuring behavior change (Bandura, 2021).

In a mentorship setting, employees have the opportunity to participate in group discussions, engage in mentoring and coaching, and provide peer feedback to enhance their learning experience. Social learning encourages knowledge sharing among team members, proving to be more effective than

traditional courses that may struggle to hold their attention. Additionally, the theory indicates that job rotation and mentorship within organizations can greatly aid in facilitating knowledge transfer. Strong mentor-mentee relationships can pave the way for lasting professional connections and valuable networking opportunities that benefit both parties involved (Hudson, 2016). Therefore, this theory informed the researcher in the identification of key variables, specifically coaching, mentorship, and job rotation, which were utilized to formulate the objectives of the present study.

3. Methodology

The study confidently employed a mixed-methods approach, integrating both quantitative and qualitative research elements to effectively address the research topic. The quantitative methods were strategically utilized to analyze performance measurement data, unequivocally demonstrating the causal relationships between job rotation, mentorship, coaching, and employee performance. An explanatory cross-sectional research design was deliberately chosen for this study, as it powerfully clarifies the impact of job rotation, mentorship, and coaching on employee performance. This cross-sectional design is particularly advantageous because it allows for comprehensive data collection, analysis, and interpretation at a single point in time, ensuring clarity and precision in the findings.

The target population for this study comprises 366 employees from the Office of Public Service Management and General Government (POPSMGG). To obtain a comprehensive understanding of the issues related to employee performance, a subset of five respondents was selected for in-depth interview sessions. This methodology facilitates a thorough examination of performance challenges and assesses the effectiveness of current interventions within the organization. The determined sample size for this study is 189, calculated using the Yamane formula.

Probability sampling using the simple random sampling technique was employed to select the respondents, as well as purposive sampling strategy was used to select five respondents for interview. This sample size is adequate for regression analysis, as suggested by Hair *et al.* (2006), who argue that a research study designed to reveal factor structures should have more observations than variables, with a minimum absolute sample size of 50 observations. Data were collected using questionnaire and interview guide and analyzed using mean, standard deviation, multiple linear regression and content analysis.

4. Results and Discussion

4.1 The influence of the coaching on employees' performance

The research utilized probability sampling through the simple random sampling technique to identify the respondents. Additionally, a purposive sampling strategy was employed to select five individuals for in-depth interviews. This sample size is considered adequate for regression analysis, as indicated by Hair *et al.* (2006), who assert that a research study aimed at revealing factor structures should have a greater number of observations than variables, with a minimum absolute sample size of 50 observations. Data collection was conducted using both questionnaires and an interview guide, and the analysis was carried out using mean, standard deviation, multiple linear regression, and content analysis (Hagen, 2012).

Table 1 Effects of Coaching on employee’s performance

| Coaching | Mean | Std. Deviation | Std. Error Mean |
|--|------|----------------|-----------------|
| Guided on several work issues | 4.01 | 0.073 | 0.005 |
| Managed to get advice which enable me to perform | 4.32 | 0.552 | 0.04 |
| Gain skills on problem solving through coaching | 4.27 | 0.571 | 0.042 |
| I was coached to set goals by supervisor | 4.32 | 0.689 | 0.05 |
| Through coaching i have been able to get psychological support | 4.26 | 0.53 | 0.039 |

Source: Field data (2024)

The study explored the effect of coaching on employee performance. The findings presented in Table 1 reveal a strong positive effect of coaching on employee efficacy. Respondents consistently rated various aspects of coaching with high mean scores, underscoring the significant role that effective guidance, advice, and psychological support play in enhancing their performance capabilities. For example, employees reported a mean score of 4.01 (with a minimal standard deviation of 0.073) concerning guidance on work-related issues. This low standard deviation indicates a high level of consensus among respondents, suggesting that most employees view work-related guidance as essential for their performance. Existing research supports this conclusion, demonstrating that structured coaching positively influences task-related skills and overall productivity. In line with the study results, one of the key informants asserted that;

“Coaching has a profound impact on employee performance in the Tanzanian public sector. It enhances our employees’ ability to reach their full potential by focusing on specific tasks, providing immediate feedback, and creating an environment that encourages learning and development. Employees who undergo regular coaching are likely to show improved job satisfaction, increased productivity, and a stronger commitment to the organization”

The findings are consistent with social learning theory, which asserts that individuals acquire behaviors and skills through observation, modeling, and interpersonal interaction. Coaching serves as an essential platform for employees to observe and adopt effective practices demonstrated by their mentors or coaches, thereby enhancing their performance. Furthermore, the consistently high ratings attributed to various coaching components emphasize the theory's focus on the critical role of guided interaction and constructive feedback in shaping employee behavior and augmenting productivity.

In the context of goal setting, employees assigned a rating of 4.32 to this aspect, accompanied by a standard deviation of 0.689. This indicates that coaching is a significant factor in enabling employees to establish and accomplish their objectives effectively. Miriam et al., (2023) underscore the importance of goal setting theory, demonstrating that well-defined goals, when accompanied by coaching, significantly improve performance outcomes. Additionally, the provision of psychological support through coaching achieved a notable mean score of 4.26, highlighting its essential role in promoting employee well-being and engagement. This observation aligns with Grant's (2017) research, which emphasizes the significance of coaching in fostering emotional and psychological resilience within the workplace.

Furthermore, another key informant explained that;

"When employees participate in coaching programs in our organization, they not only improve in terms of their technical skills but also develop soft skills such as communication, leadership, and teamwork, which are essential for higher performance in public institutions, it also strengthening the employees' ability to contribute more effectively to the organizational goals, thereby boosting performance levels across the board".

The findings can be analyzed through the lens of Social Learning Theory, which suggests that individuals acquire behaviors, skills, and attitudes by observing and interacting with others within their environment. Coaching establishes a structured framework that allows employees to emulate effective goal setting strategies and behaviors demonstrated by their coaches or peers, in accordance with Bandura's (1977) principles of observational learning. The high mean scores related to goal setting and psychological support further emphasize the significance of coaching in fostering a supportive environment that enables employees to internalize and replicate successful practices. The enhancement of soft skills, as highlighted by the key informant, underscores the interactive dynamics inherent in coaching. This process facilitates experiential learning through structured practice and constructive feedback, thereby augmenting employees' leadership and collaborative competencies. By cultivating an environment that prioritizes learning and resilience, coaching significantly bolsters employees' contributions to organizational goals. This demonstrates the transformative effect of social learning on workplace efficacy. Consequently, the findings suggest that coaching exerts a multidimensional positive influence on employee performance, ranging from the refinement of problem solving capabilities to the provision of essential psychological support.

4.2 The influence of the mentorship on employees' performance

The data presented in Table 2 illustrate the significant positive influence of mentorship on employee performance, evidenced by the high mean scores across all measured variables. Specifically, the item "I have confidence in the teachings and guidance provided by my mentor" recorded a mean value of 4.04, reflecting a substantial level of confidence among respondents in the guidance received from their mentors. This finding is corroborated by Johnston (2021), who indicates that employees who regard their mentors as both competent and supportive typically exhibit enhanced job satisfaction and performance metrics.

The mean score of 4.15 for the statement "Mentorship has taught me the value of mutual respect" indicates a positive correlation between mentorship and the cultivation of respect within organizational dynamics. Research by Ragins and Kram (2007) supports this, revealing that mentors not only deliver technical guidance but also instill fundamental values, such as respect, which are critical for fostering a cohesive workplace culture. Furthermore, a mean score of 4.20 for the statement "I am dedicated to my assigned tasks due to the consistent advice from my mentor" underscores the substantial impact of mentorship on employee dedication. This is in line with findings from Rumjaun & Narod (2020), which highlight that robust mentorship relationships are associated with higher levels of commitment and motivation among employees, thereby enhancing overall job performance.

Table 2: Effect of Mentorship on Employees performance

| Mentorship | Mean | Std. Deviation | Std. Error Mean |
|---|------|----------------|-----------------|
| I have confidence in the teachings and guidance provided by my mentor | 4.04 | 0.983 | 0.07 |
| Mentorship has taught me the value of mutual respect | 4.15 | 0.714 | 0.05 |
| I am dedicated to my assigned tasks due to the consistent advice from my mentor | 4.20 | 0.939 | 0.07 |
| Mentorship has contributed to the improvement of teamwork | 4.13 | 1.024 | 0.07 |
| The friendliness and cooperation of my colleagues have been fostered by the mentorship received from supervisor | 4.41 | 0.927 | 0.07 |

Source: field data (2024)

The assertion that "Mentorship has contributed to the improvement of teamwork" yielded a mean score of 4.13, signifying a positive impact of mentorship on teamwork dynamics. This finding corroborates the research of Dalgaard (2023), which emphasized that mentoring enhances collaboration by fostering a supportive environment wherein team members develop more effective collaborative skills. Furthermore, the highest mean score of 4.41 for the statement "The friendliness and cooperation of my colleagues have been fostered by the mentorship received from supervisors" underscores the significant role mentorship plays in enhancing workplace cooperation. Yussuf et al., (2024) noted that mentorship not only augments individual performance but also enhances overall team dynamics, thereby cultivating a more cooperative and friendly work culture. These results illustrate the critical importance of mentorship in improving various dimensions of employee performance, including confidence, respect, dedication, teamwork, and overall workplace cooperation.

Likewise, the interview results depicted that;

“Mentorship is equally critical in the performance landscape of the public sector in Tanzania. It provides a structured way for experienced employees to pass on their knowledge, skills, and organizational culture to less experienced colleagues. This fosters a supportive work environment and enables mentees to adapt faster, innovate, and take ownership of their role. It is the fact that, employees who are mentored often take on leadership roles earlier and are more resilient to workplace challenges. This increased leadership capability directly correlates with improved performance outcomes in various public sector agencies in Tanzania.”

The findings presented in Table 4.3 are aligned with the fundamental principles of Social Learning Theory, which posits that learning occurs through observation, imitation, and interaction within a social context. The expressed confidence of employees in their mentors' guidance (mean = 4.04) exemplifies the process of observational learning, where mentees replicate the behaviors, attitudes, and skills demonstrated by their mentors. Furthermore, the notable improvements in teamwork (mean = 4.13) and workplace cooperation (mean = 4.41) attributed to mentorship underscore the significance of social reinforcement, as positive interpersonal interactions foster collaborative behaviors. This observation is consistent with Bandura's (1977) concept of reciprocal determinism,

which illustrates the reciprocal influence between individual actions and the surrounding social environment.

The results from the interviews further support the theory by demonstrating that mentorship serves as an effective medium for transmitting organizational culture and stimulating innovation through vicarious learning. This is particularly evident in the finding that employees who are mentored adjust more rapidly, exhibit greater innovative capabilities, and assume leadership roles at an earlier stage, thereby reinforcing the theory's premise that observational learning leads to behavioral replication. Nonetheless, the study presents an opportunity to explore whether mentorship also cultivates long-term resilience in addressing workplace challenges through continuous reinforcement and the mentees' proactive influence on the organizational environment. This observation highlights a potential research gap, indicating the need for further investigation into the bidirectional dynamics and self-efficacy components of mentorship, particularly within the Tanzanian public sector context.

4.3 The influence of job rotation on employees' performance

Table 3 elucidates the impact of job rotation on employee performance, highlighting several key metrics derived from the mean values, standard deviations, and standard error means. The dimension of Skills Development (Mean = 4.11) indicates a robust positive perception among employees regarding the efficacy of job rotation in fostering their skillset. This high mean score reinforces existing literature that identifies job rotation as a vital mechanism for cross-training, enhancing employee knowledge breadth and facilitating skill acquisition. As articulated by Rumjaun & Narod (2020), job rotation not only augments employee versatility but is also essential in adaptive work environments where skill adaptability is paramount. This data underscores the significant role of job rotation in promoting professional development.

Table 3: The influence of job rotation on employees' performance

| | Mean | Std. Deviation | Std. Error Mean |
|---|------|----------------|-----------------|
| Job rotation has contributed to the development of my skills | 4.11 | 0.978 | 0.071 |
| I have been able to enhance my talents through the implementation of job rotation | 4.11 | 0.978 | 0.071 |
| Job rotation has facilitated improvements in providing timely services | 4.11 | 0.978 | 0.071 |
| Job rotation leads to improved promptness in service delivery | 3.91 | 1.085 | 0.079 |
| Job rotation contributes to increased customer satisfaction | 4.26 | 0.929 | 0.068 |

Source: Field data (2024)

Enhancement of Talents (Mean = 4.11): The consistent mean score indicates that employees perceive job rotation as a mechanism for enhancing their existing competencies. This aligns with the premise that exposure to diverse roles and responsibilities fosters the refinement of skills. Campion et al. (1994) articulated that job rotation can facilitate increased job enrichment, thereby augmenting employee creativity and optimizing the full spectrum of their talents.

Enhancement of Service Delivery (Mean = 4.11): The consistent mean score of 4.11 regarding improvements in the timely provision of services suggests that employees perceive job rotation as beneficial for enhancing operational efficiency. The slightly elevated standard deviation of 0.978 indicates a degree of variability in employee responses, implying that while the majority experience positive outcomes from job rotation, the extent of these improvements may differ due to individual differences or contextual variables. This observation is supported by Grant's (2017) research, which posits that job rotation fosters organizational agility, ultimately resulting in superior service delivery through a more adaptable workforce.

Promptness in Service Delivery (Mean = 3.91): The mean score of 3.91 suggests a robust perception of job rotation's impact on service delivery efficiency, though it is marginally lower than previous metrics. This indicates that while job rotation is recognized as a mechanism for enhancing overall operational performance, the transitional learning curve associated with adapting to new roles may temporarily hinder efficiency. However, research by Zarghoni (2021) supports the notion that job rotation yields substantial long-term improvements in operational efficiency, as employees gain proficiency in managing a broader range of tasks over time.

Increased Customer Satisfaction (Mean = 4.26): The mean score of 4.26 reveals a notable consensus among employees regarding the positive impact of job rotation on customer satisfaction. This indicates that employees engaged in job rotation possess an enhanced capability to address customer needs, which can be attributed to their comprehensive understanding of the organization and the development of their problem-solving competencies. This aligns with the findings of Kato and Morishima (2002), who demonstrated that job rotation strengthens customer relationships by enhancing employees' adaptability and responsiveness to varying customer demands.

Similar results were obtained, as one of the key informants posited that

"Job rotations in Tanzania's public sector allow employees to gain a holistic understanding of the organization, which improves their adaptability and problem-solving capabilities. By exposing employees to different departments, job rotations enhance their skill set and reduce the monotony that can lead to job dissatisfaction"

The findings on the impact of job rotation demonstrate a strong correlation with Social Learning Theory, which underscores learning as a product of observation, imitation, and experiential engagement within a social framework. The substantial mean score for skills development (4.11) highlights the theory's assertion of experiential learning, indicating that employees enhance their competencies through active participation in diverse roles. This is consistent with Bandura's (1977) perspective that exposure to a variety of tasks and environments cultivates learning through both observation and practical application.

The advancement of employee skills through job rotation exemplifies the principle of vicarious learning, wherein individuals enhance their competencies by observing and engaging in a variety of organizational processes. The increase in customer satisfaction (mean = 4.26) serves as a further indicator of this experiential learning, as employees adjust to client needs by leveraging the diverse perspectives acquired through rotation. This dynamic aligns closely with the theory's emphasis on behavioral adaptation informed by social interactions and contextual factors.

However, the observed mean score for promptness in service delivery is 3.91, indicating a potential inconsistency with the principles set forth by Social Learning Theory, which advocates for the long-term advantages of experiential learning. This discrepancy may arise during the initial adjustment phase associated with job rotation, where the efficiency of service delivery could be temporarily compromised. This suggests that the immediate deployment of acquired skills may not consistently yield the optimal performance outcomes anticipated by the theory, thereby revealing an inherent tension between short-term disruptions and anticipated long-term benefits.

Furthermore, while job rotation encourages a more comprehensive understanding of organizational operations, the findings do not explicitly examine whether employees share acquired skills with their peers, which is a fundamental aspect of Social Learning Theory's focus on reciprocal interaction. The results indicate that, although employees benefit individually, the collective learning process warrants further investigation. In conclusion, the findings align with Social Learning Theory, illustrating that job rotation promotes skill acquisition, adaptability, and enhanced service quality. Nonetheless, the study highlights potential gaps, particularly concerning the immediate effects on efficiency and the bidirectional learning processes within teams, indicating areas for future research.

4.4 Multivariate Analysis

The ANOVA table elucidates the influence of job rotation, coaching, and mentorship as predictors of employee performance. In the regression analysis, the sum of squares for regression is 149.838, with 3 degrees of freedom (df), indicating a substantial amount of variance accounted for by the predictors. The mean square value of 49.946 further suggests that the model demonstrates strong explanatory power.

In terms of residuals, the sum of squares is 1756.713, accompanied by 185 df, reflecting the variance in employee performance that remains unexplained by the model. This indicates that despite the inclusion of these predictors, there persists a notable degree of unaccounted variability in employee performance outcomes.

The calculated F-statistic is 5.26, which is statistically significant at the p-value of 0.002. This finding implies that the predictors (job rotation, coaching, and mentorship) make a significant contribution to variations observed in employee performance. Since the p-value is below the 0.05 (sig) threshold, we reject the null hypothesis, confirming that these predictors exert a statistically significant impact on employee performance.

Table 4 ANOVA

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|------|-------|
| 1 | Regression | 149.838 | 3 | 49.946 | 5.26 | .002b |
| | Residual | 1756.713 | 185 | 9.496 | | |
| | Total | 1906.55 | 188 | | | |

a Dependent Variable: Employee performance

b Predictors: (Constant), Job Rotation, Coaching, Mentorship

Job rotation, coaching, and mentorship represent vital developmental strategies that significantly enhance employee skills and performance. The combined impact of these approaches is statistically significant and corroborated by a range of studies. For instance, job rotation has been found to foster employee adaptability and diversify skill sets (Jones, Woods & Guillaume, 2016), while mentorship and coaching offer personalized guidance that enhances both learning and performance outcomes (Johnston, 2021). This model illustrates the effectiveness of these three HR practices in boosting employee performance, although it is important to acknowledge that additional factors not encompassed by the model may also affect the results.

The regression analysis findings underscore the correlations between key variables specifically coaching, mentorship, and job rotation and employee performance. The constant term of 9.964 represents the baseline performance expectancy of employees when all independent variables (coaching, mentorship, and job rotation) are at their null values. This suggests a robust baseline level of performance, potentially shaped by additional extrinsic factors not encapsulated within the model.

Table 5: Regression analysis output

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
|-------|--------------|-----------------------------|------------|---------------------------|--------|-------|
| | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 9.964 | 3.558 | | 2.801 | 0.042 |
| | Coaching | 0.059 | 0.145 | 0.029 | 0.405 | 0.032 |
| | Mentorship | 0.304 | 0.079 | 0.278 | 3.865 | 0.000 |
| | Job rotation | -0.069 | 0.064 | -0.077 | -1.073 | 0.285 |

a. Dependent Variable: Employee performance

Source: Field data (2024)

The coefficient for coaching is 0.059, indicating a positive correlation between coaching practices and employee performance. The standardized coefficient (Beta) is 0.029, which points to a relatively minimal effect of coaching on performance outcomes. This is further supported by a significance level (Sig.) of 0.032, falling below the conventional alpha threshold of 0.05, suggesting statistical significance. These results align with existing literature that highlights the potential of coaching to bolster performance, albeit with varying degrees of impact contingent upon contextual factors and the quality of execution, as noted by Grant (2017).

The mentorship variable exhibits a coefficient of 0.304, indicating a substantial positive influence on employee performance, outpacing coaching interventions. The standardized coefficient (Beta) of 0.278 underscores mentorship's critical role in performance enhancement, supported by a significance level of 0.000, which confirms its strong statistical relevance. This aligns with findings from various studies that highlight mentorship as a pivotal factor in professional growth and performance optimization (Matimbwa and Kamala, 2024; Yussuf et al., 2024).

Conversely, the coefficient for job rotation stands at -0.069, reflecting a negative correlation with employee performance. The corresponding Beta value of -0.077, coupled with a significance level of 0.285, suggests that job rotation does not exert a statistically significant impact on performance in this context. These findings challenge existing theories that advocate for job rotation as a strategy for skill enhancement and employee engagement (Friedman et al., 2008). It implies that

the implementation of job rotation may not yield desirable outcomes and could potentially be detrimental if it fails to align with employee competencies and organizational objectives.

5. Conclusion and Recommendations

The study concludes that mentorship is the most influential factor among the three analyzed, significantly enhancing employee performance. Coaching also exerts a positive impact, but to a lesser extent. Conversely, job rotation appears to have a negligible and potentially detrimental effect on performance. To improve employee performance, organizations should prioritize the establishment of mentorship programs and reassess the design and execution of job rotation initiatives.

Moreover, organizations should invest in comprehensive coaching programs that provide structured guidance, regular feedback, and psychological support to enhance overall employee performance. Training for coaches should emphasize the development of skills necessary for delivering actionable feedback and cultivating a supportive environment. Establishing formal mentorship programs that pair experienced employees with those who are newly hired would be an added advantage. Emphasizing mutual respect and support within these relationships can cultivate a positive organizational culture. Additionally, encouraging job rotation as a strategy for skill development guarantees argumentation of competencies within institutions. Organizations should design these programs with careful consideration to maximize employee adaptability while minimizing disruptions to service delivery. All these cannot be achieved without regular evaluation of the effectiveness of coaching, mentorship, and job rotation programs to ensure they address the needs of employees and align with organizational objectives. Adjustments to these programs should be made based on feedback and performance metrics to continuously enhance their effectiveness and impact.

References

- Afriyie, E., Jin, Y., Yakubu, M., & Awudu, I. (2023). Role of job satisfaction in microfinance institutions; performance: considering performance appraisal, training and development. *International Journal of Productivity and Performance Management* 10(2), 67-76
- Ahmed, Y. (2022). Mentors' Perspectives on the Mentor–Mentee Relationship in High School Mentoring Programs. Doctoral dissertation, *Walden University*.
- Alsaady, M. H. M., Salim, H. A., Abdulrazzaq, A. K., Saleh, U. N., Jassim, N. H., Hamad, A. R., & Hassan, A. F. (2020). Response of cabbage plants to foliar application of yeast suspension and nitrogen fertilizer. *Ecology, Environment and Conservation*, 26(2), 832-836.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Bandura, A. (2021). *Analysis of modeling processes*. In *Psychological modeling* (pp. 1-62). Routledge.
- Dalgaard, V. L., Gayed, A., Hansen, A. K. L., Grytnes, R., Nielsen, K., Kirkegaard, T., & Jacobsen, C. B. (2023). A study protocol outlining the development and evaluation of a

- training program for frontline managers on leading well-being and the psychosocial work environment in Danish hospital settings—a cluster randomized waitlist-controlled trial. *BMC Public Health*, 23(1), 848.
- Grant, A. M. (2017). The impact of workplace coaching on employee performance: A meta-analysis. *Coaching: An International Journal of Theory, Research and Practice*.
- Hair, E., Halle, T., Terry-Humen, E., Lavelle, B., & Calkins, J. (2006). Children's school readiness in the ECLS-K: Predictions to academic, health, and social outcomes in first grade. *Early Childhood Research Quarterly*, 21(4), 431-454.
- Jones, R. J., Woods, S. A., & Guillaume, Y. R. F. (2016). The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching. *Journal of Occupational and Organizational Psychology*, 89(2), 249-277.
- Jones, R. J., Woods, S. A., & Guillaume, Y. R. F. (2016). The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching. *Journal of Occupational and Organizational Psychology*, 89(2), 249-277.
- Kato, T., & Morishima, M. (2002). The productivity effects of job rotation: Evidence from panel data on Japanese workers. *Journal of Human Resources*, 37(4), 707-725.
- Matimbwa H and Ochumbo A (2019). Academic Staff Motivation and Retention in Higher Learning Institutions in Tanzania. Evidence from Selected Universities in Iringa Region. *Journal of Business Management and Economic Research (JOBMER) Vol 3 Issue 6, ISSN: 2602-3385*
- Matimbwa H and Kamala M (2024). The influence of Human Resources Officers Attributes on Understanding and Usage of Human Resources Information Systems Outputs in Decision Making in Tanzania. *African Journal of Accounting and Social Science Studies, Vol 6(1) page 138-150*
- Matimbwa H and Kamala M (2024). Ethical Dilemma in African Human Resource Management. A Literature Review. *East African Journal of Education and Social Sciences Studies, 5(3) page 53-65*
- Miriam, N., Little, J., Olumuyiwa, O., Roland, P., Raywat, D., Geneau, R., & Sanni, Y. (2023). A systematic review of the effect of performance-based financing interventions on out-of-pocket expenses to improve access to, and the utilization of, maternal health services across health sectors in sub-Saharan Africa. *Journal of Global Health*, 13.
- Mvuyisi, M., & Mbukanma, I. (2023). Assessing the impact of on-the-job training on employee performance: A case of integrated tertiary software users in a rural university. *International Journal of Research in Business and Social Science (2147-4478)*, 12(1), 90-98.
- Ngatimun, N. (2023). The Effect of Job Rotation on Employee Performance with Motivation as a Mediating Variable. *International Journal of Science, Technology & Management*, 4(6), 1676-1683. <https://doi.org/10.46729/ijstm.v4i6.994>
- Ragins, B. R., & Kram, K. E. (2007). *The Handbook of Mentoring at Work: Theory, Research, and Practice*. SAGE Publications.

- Rumjaun, A., & Narod, F. (2020). Social Learning Theory—Albert Bandura. Science education in theory and practice: An introductory guide to learning theory, 85-99.
- Rumjaun, A., & Narod, F. (2020). Social Learning Theory—Albert Bandura. Science education in theory and practice: An introductory guide to learning theory, 85-99.
- Yussuf, M., Masunya, N. E., Maswi, E. C., Harun, M., Sikana, V., Nkwanya, Z., & Maregesi, M. (2024). Impediments to Implementation of the Procurement Audit Recommendations in the Public Sector in Tanzania: Challenges and Solutions. *International Journal of Social Science Research and Review*, 7(5), 100-114
- Zarghoni M. A (2021). Impact of Mentoring on Employees' Performance. *International Refereed Social Sciences Journal Vol.–XII, Issue–2, PG 56-65*