

**STRATEGIC HUMAN RESOURCE PRACTICES AND TEACHERS'
PERFORMANCE: A CASE OF ROSSLYN ACADEMY, NAIROBI.**

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Declaration

This thesis is my authentic work and has not been presented or duplicated for any degree or any other award in any university.

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Dedication

I dedicate this research work to my mother Esther Nyanjau. She is a strong woman of faith who made great sacrifices to see me through my education, always believing that I can make it through the challenges of life.

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Abstract

Rosslyn Academy has over the years focused on improving teachers' performance using various strategies such as technological training, performance development, transitioning to formative assessments from summative assessments. Although these practices had influenced the performance of teachers to some extent, the researcher felt the need to explore the effectiveness of other strategies. This study aimed at determining the influence of strategic human resource practices on teachers' performance, a case of Rosslyn Academy, Nairobi. The specific objectives were to examine the influence of coaching on performance of teachers in Rosslyn Academy, determine the effect of training on the performance of teachers, establish the influence of mentoring on the performance of teachers and to identify the combined influence of mentoring, coaching and training on teachers' performance at Rosslyn Academy. The study adopted positivism philosophy. The constructivist theory, human capital theory and social cognitive theory were applied. The research design adopted was a phenomenological research design. The target population were all teachers of Rosslyn Academy and human resource officers. The total sample population was sixty-two employees of Rosslyn Academy. The sampling method adopted was purposive sampling method. The data was collected using questionnaires. The analysis of the data comprised of descriptive and inferential statistics. The findings, revealed that coaching had a standardized beta coefficient of -0.027 and a corresponding p-value of 0.850 hence insignificant in predicting teachers' performance. Training had a standardized beta coefficient of 0.570 with a t-statistic of 4.478 and 0.000 p-value hence meaningful predictor of Teachers' Performance. Mentoring had a standardized beta coefficient of 0.390, t-statistic of 5.891 and p-value of 0.000 hence significant predictor of Teachers Performance. The study findings are significant in giving insights to the Rosslyn Academy management team on more effective ways of carrying out these strategic human resource practices. It further emphasizes the need to allocate resources for mentoring, coaching and training. Stakeholders in the education sector, policy makers and researchers will understand the impact of embracing mentoring, coaching and training on the performance of teachers and adopt the same for enhanced performance in their spheres of influence.

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Abbreviations and Acronyms

ANOVA	: Analysis of Variance
DV	: Dependent Variable
HR	: Human Resources
HRM	: Human Resource Management
HS	: High Schools
IV	: Independent Variable
NACOSTI	: National Commission for Science, Technology and Innovation
PAC	: Pan Africa Christian University
SD	: Standard Deviation
SHRP	: Strategic Human Resource Practices

Definition of Terms

Strategic human resource practices: Distinctive approaches to employment management that aim to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce using an integrated array of cultural, structural and personnel techniques (Vulpen, 2022).

Mentoring: A process where a more experienced person equips skills and competencies to a less experienced person to make them all rounded professional (Mullen & Klimatis, 2019).

Coaching: The process of an expert guiding a less experienced person to attain their goals in order to reach their full potential (Sheridan & Johnson, 2021).

Training: The act of increasing the knowledge and skill of an employee for doing a particular task. The organized process through which people learn knowledge or skill for a defined purpose. Teaching and learning activities carried out to help members of an organization acquire and apply the knowledge, skills, abilities and attitudes required by a particular job and organization (Chand, 2022).

Teacher Performance: Actions that teachers carry out in schools in order to attain educational goals. A teacher's demonstrated impact on students learning as evaluated through various parameters such as test scores, learning engagement, teacher or student surveys (Hwang et al., 2017).

Chapter One: Introduction and Background to the Study

Introduction

This chapter, covered the background of the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, justification/rationale, and significance of the study, assumptions, scope of study, limitations, and delimitations.

Background to the Study

Organizations adopt various strategies to have a competitive edge and to attain their set goals and objectives. Some institutions have embraced strategic human resource practices as distinctive approaches to employment management that aim to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce using an integrated array of cultural, structural and personnel techniques (Vulpen, 2022). Institutions also focus on how to improve their employees performance and hence improve their productivity. This study aimed at determining the influence of strategic human resource practices on performance of teachers, a case study of Rosslyn Academy, Nairobi.

In the context of Rosslyn Academy, the strategic human resource practices that were significant to the school were coaching, training and mentoring. The teacher's performance entailed actions that teachers carry out in schools in order to attain educational goals. The performance was also indicated as a teacher's demonstrated impact on students learning as evaluated through various parameters such as test scores, learning engagement, teacher or student surveys (Hwang et al., 2017).

Strategic Human Resource Practices

Strategic human resource practices refer to distinctive approaches to employment management that aim to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce using an integrated array of cultural, structural and personnel techniques (Vulpen, 2022). This study focused on three strategic human resource practices namely coaching, training and mentoring. An argument based on the scholarly work of Guler and Celic (2022) in the United States of America which was concerned with identifying the effect of mentoring conducted electronically using videos found out that Mathematics teachers were able to analyze their lessons effectively after the e-mentoring intervention as compared to how they analyzed their lessons before the mentoring was done. Another study done by Mok and Staub (2021) in Asia alluded to the fact that mentoring actually improves the skills of teachers in their planning. They also found out that mentoring resulted in clearer instructions from teachers. Their study regarded mentoring as the approaches used in supporting pre-service teachers.

In another study done by Imhof, Burger and Bellhauser (2021) in Germany, it was established that coaching and mentoring causes teachers to be less emotionally exhausted. This was attributed to the teachers being supported when undergoing challenges by their mentors which made them cope better. This study also discovered that the method that was used to mentor the teachers determined how effective the process was in making the teachers less exhausted. Based on this study we see that mentoring improves the teacher-student interactions because teachers who are

emotionally healthy tend to be more engaged with their students hence improving the teacher -learner experience.

Another closely related study in South Africa conducted by Prins, Meijer, Jaspers and Wubbels (2018) identified that when training, coaching and mentoring of teachers at the appropriate time and place, it helps to develop solutions to the needs of teachers. Interestingly, this study also identified that mentoring may initiate some disruption among students or teachers having errors in the content of their lessons if not done at the proper time and place. This argument brings about the need to have structure when conducting strategic human resource practices to the teachers to ensure that they are effective failure to which they may be more disruptive to the teaching process.

According to the University of Reading, mentoring refers to offering support and encouraging people to manage their own learning in order that they may exploit their full potential, develop their skills, improve their performance and become the greatest person that they desire to be. The New York Academy of Sciences refers to mentoring as an intense, equitable learning that results in social transformative value (Mullen & Klimaitis, 2019). This study will consider mentoring as a process where a more experienced teacher equips skills and competencies to a less experienced teacher to make them all rounded professional. Coaching is the process of an expert guiding a less experienced person to attain their goals in order to reach their full potential (Sheridan & Johnson, 2021). In this context it could be a head teacher with many years of experience guiding a new teacher on various ways they could attain their career goals to the maximum. Training can be defined as the process of acquiring skills, knowledge and experiences and this study will focus on teachers training and how it impacts their performance (Chand, 2022).

The study aimed at identifying the effects of strategic human resource practices such as mentoring, coaching and training on performance of teachers. Strategic approach is all about identifying long term goals and objectives and the actions needed to attain them (Gifford, 2021). Human resources refer to personnel of any organization and this is a valuable asset in terms of the skills, abilities and competencies that they possess (Vulpen, 2022). Teacher Performance refers to actions that teachers carry out in schools in order to attain educational goals. It also refers to a teacher's demonstrated impact on students learning as evaluated through various parameters such as test scores, learning engagement, classroom interactions as well as graduation rates (Hwang et al., 2017).

In this study, the independent variable was strategic human resource practices and various dimensions were explored such as mentoring, coaching and training that were done to teachers and the aim was to establish the effects these have on teachers' performance. Teachers' performance in the study was indicated by the impact they have on students in terms of test scores, learning engagement, classroom interactions and graduation rates.

Teachers' performance

In the study the dependent variable (Y) was teacher's performance. Hwang et al. (2017) described teachers' performance as a teacher's demonstrated impact in a student learning. It was also described as the actions that teachers carry out in schools in order to attain educational goals. According to Martin (2018), teachers' performance was described as a set of attitudes and behaviors that resulted in learning for children. This meant that the more children learnt, it indicated a better demonstration of a teachers' performance. This also indicated that teacher's performance was the observable outcomes in a classroom that brought about actions, attitudes and behaviors

in the teaching learning environment and these were aimed at achieving educational goals for students. In the study, teacher performance was evaluated by parameters such as student test scores, learning engagement, level of classroom interpersonal interactions and graduation rates. These performance parameters were very significant to Rosslyn Academy hence the researcher deemed them fit for this research.

Several studies had been done on mentoring, coaching and training but most scholars focused on these strategic human resource practices being done by teachers to students and how they affected students' performance. More research needed to be done on how these strategic practices apply to teachers themselves and how they affected their performance since it would eventually trickle down to enhancing students' performance and the overall schools' performance.

Context of the study

The context of the study was a case of Rosslyn Academy, an international school with a North American curriculum that started in Tanzania in 1947 and later moved to Nairobi, Kenya in 1967. Rosslyn Academy continuously explored various strategies that may be applied to improve the performance of teachers in terms of improving their students' scores, enhancing learning engagement, improving classroom interpersonal interactions as well as enhancing graduation rates. Some of the strategies that have been previously considered by Rosslyn Academy to improve teachers' performance included enhancing technological skills of teachers well as modifying the teachers' assessments of students to be more formative in nature such that instead of having one final assessment of students at the end of the academic year, the teachers conduct continuous growth assessments throughout each semester. Although these

strategies had impacted teachers' performance in a considerable way, the researcher identified a gap in that more strategies could also be applied to empower teachers' performance and this necessitated the researcher to explore whether strategic human resource practices could actually improve the teacher's performance at the school. The school currently had a population of 650 students from 50 different nationalities. It had 100 teachers in Elementary, Middle and High school.

Statement of the Problem

The management of Rosslyn Academy had over the years considered teachers performance as a key performance indicator. The school over the years had applied various strategies in its performance development for the improvement of the performance of teachers such as induction and orientation trainings, conferences, seminars, coaching, mentoring and role playing. The school had also continuously implemented various strategies to improve the performance of teachers such as technological training, performance development, transitioning to formative assessments from summative assessments. Although these practices had influenced the performance of teachers to some extent, the researcher felt the need to explore whether a strategic human resource approach which incorporated practices such as mentoring, coaching and training could also have an effect on the performance of teachers at the school. The researcher needed to establish to what extent these practices affected the teachers' performance in terms of their student scores, learning engagement, classroom interpersonal interactions among teachers and students and also graduation rates.

This study was carried out with a sole purpose of establishing the impact of strategic human resource practices such as coaching, training and mentoring on the performance of teachers at Rosslyn Academy and the indicators of performance that

were considered included student scores, learning engagement, classroom interpersonal interactions among teachers and students and also graduation rates. Rosslyn Academy is an international school in Nairobi, Kenya that was established in 1967. This school applies a North American Curriculum. The school had a total student population of about 650 students from fifty different nationalities and a hundred teachers.

In the United States of America, Staub & Mok (2021) carried out a meta-analysis of quasi experimental studies on pre-service teachers to assess the impact of coaching, mentoring and supervision on teachers' performance in terms of planning skills and clarity of instruction. They used experimental research design conducted through investigative studies. They used digital tools to collect and record data such as video conferences, video-based feedback and online discussions forums. They used 69 qualitative studies in their review that were randomly selected. The findings were that coaching, mentoring and supervision had a positive impact on pre service teachers' performance and it improved their planning skills and clarity of instruction. The study, which mainly involved pre-service teachers differed from this study in that the teachers who were sampled at Rosslyn Academy were already in service and some of them had many years of teaching experience. In addition, the study applied digital tools for data collection whereas in this current study, questionnaires were used.

In Australia, Yan (2021) carried out an auto ethnography of immigrant teachers to assess the impact of mentoring and coaching on the teacher's professional development. He did a single case study of individual teachers over five years between 2016 and 2020. His approach entailed self-exploration, introspection and interpretation which enabled him to locate an individual's history and culture. He used grounded theory, and applied qualitative research method in his study. He made use of interviews for data collection. He recorded his data in reflective journals and digital notes. The

findings were that mentoring and coaching was helpful to immigrant teachers by enabling them to cope better with different cultures. He identified that these assisted in the integration of these teachers into the new countries by providing support mechanisms and actually resulted in professional maturation. Yan's study was done among immigrant teachers only which differed from this study in terms of study variables since both local and foreign teachers of Rosslyn Academy were included in the sample population.

In Netherlands, Wubbels and his colleagues (2018) did a vignette study that examined mentor teachers intended direction and intensity to intervene during student teacher's lessons. The study involved a sample population of 159 mentor teachers and was done in a Dutch Primary school. The study was based on Fenstermacher's (1986) theory of premises leading to actions in which they manipulated trigger type, trigger severity and student-teacher experiences. They used qualitative research design where they used a set of systematically varying but controlled classroom situations that allowed them to examine factors predicting mentor teachers intervening intensity and direction. Observations were made to see how different situations triggered mentor teachers' interventions and the impact it had on the teacher's performance in terms of learning engagement with students.

The findings were that mentor teachers need to intervene at the proper place and time because it can be disruptive to learning engagement for both teachers and students if not properly coordinated. The study was conducted in a primary school context which differed from this current study in terms of context because Rosslyn Academy had Elementary, Middle and High school from which the sample population was taken.

A study conducted in the African Continent, in the nation of South Africa by Nkademene and Mmakola (2019) aimed at establishing the performance of teacher graduates from Limpopo rural university. The study sought to examine the performance of teachers and how schools' contextual factors impacted how effective they taught. The research question was what were the possible causes of the poor performance of teachers in Limpopo rural schools. The study applied Critical Social theory and a sample population of twelve graduate teachers from Limpopo University was purposively sampled. Data was collected using questionnaires and the findings of the study were that teacher's performance was affected by various factors such as lack of teaching competencies, lack of school resources and infrastructure as well as challenged home backgrounds. The study recommended that improved working conditions in schools would improve teachers' performance. The study in South Africa differed from the current study in terms of context since it was conducted in rural schools in Limpopo while the current one was done in an urban setting at Rosslyn Academy in Nairobi, Kenya. The study also differed from the current one in terms of study variables because it focused on contextual factors and their effect on teacher's performance while the current study focused on strategic human resource practices and their effect on teacher's performance.

In a study conducted in East Africa, specifically Uganda by Okumu, Ogwang and Opiyo (2023) they did an exploration of issues that affect mentoring and teacher effectiveness in government aided schools in the Acholi Sub region. They investigated a number of challenges that were encountered in the course of mentoring and how it impacted teachers' performance in secondary schools in the region. In their study, they used a descriptive, cross-sectional design of research. They established that mentoring process encountered challenges such as lack of sufficient time, teachers' negative

attitudes and lack of motivation for teachers to engage in the process. They also found that poor relationship between teachers and administrators affected the mentoring process which led to teachers distancing themselves from mentors to avoid mentoring sessions and this negatively impacted teachers' effectiveness. Their study recommended that education stakeholders needed to emphasize mentoring in order to enhance the quality of education at all levels in government aided secondary schools. The study also recommended governments to institutionalize the mentoring process to enable teachers to change their mindset and hence improve quality of mentoring in schools. The study differed from the current study in terms of context since it only focused on secondary schools while the current study encompasses elementary school, middle school and also high school. The study did not also address the extent to which mentoring affected teachers' performance and this was a gap that the current study endeavored to address.

In Kenya, a study was done by Kageema and Irungu (2018), where they investigated the influence of teacher performance appraisals on teachers' performance in secondary schools. They applied stratified and simple random sampling methods in their study. They sampled forty-six secondary schools with four hundred and sixty teachers from two counties in Kenya. The variables in their research included teacher remuneration, government policies, school administration, school administration and the school curriculum and how these factors would affect teachers' performance. In their analysis, they used comparisons, explanations and relationships on the aspect of teacher motivation to perform well. Their findings were that teacher appraisals influenced teachers' performance. The study recommended the application of the appraisal system in order to improve the performance of teachers. Their study, though similar to the current study in that they were both done in Kenya differed in terms the

variables since the current study focused on strategic human resource practices and their effect on teacher's performance.

The studies indicated above did not indicate any effects of mentoring, coaching and training on the graduation rates and this is another gap that this study endeavoured to address. The study focused on strategic human resource practices such as mentoring, coaching and training and their effects on the performance of teachers in Rosslyn Academy in Nairobi in terms of student scores, learning engagement, level of classroom interactions and graduation rates. The study aimed at helping the management of Rosslyn Academy to establish whether it would be valuable to apply strategic human resource practices such as mentoring, coaching and training to influence teachers' performance at the school. The researcher therefore, was undertaking the study purposely to endeavor to answer the question, whether strategic human resource practices influenced teachers' performance at Rosslyn Academy in Nairobi.

General Objective

The general objective of the study was to investigate the relationship between strategic human resource practices and the teacher's performance of Rosslyn Academy in Nairobi.

Specific Objectives

The specific objectives of the study were:

1. To examine the influence of coaching on performance of teachers in Rosslyn Academy.

2. To determine the effect of training on the performance of teachers at Rosslyn Academy.
3. To establish the influence of mentoring on the performance of teachers at Rosslyn Academy in Nairobi.
4. To identify the combined influence of mentoring, coaching and training on teachers' performance of Rosslyn Academy in Nairobi.

Research questions.

1. What is the influence of coaching on the performance of teachers in Rosslyn Academy in Nairobi?
2. What is the effect of training on the performance of teachers in Rosslyn Academy?
3. To what extent does mentoring affect the performance of teachers at Rosslyn Academy in Nairobi?
4. What is the influence of combining coaching, training and mentoring to the performance of teachers at Rosslyn Academy in Nairobi?

Justification for the study

Mentoring, coaching and training are key strategic human resource practices that can influence the performance of teachers. These practices tend to be done continuously, progressively and they are highly involving to the parties involved. In addition, a lot of resources are set aside for these processes. The effectiveness of these strategic human resource practices however, rests upon the commitment and consistency of school managers and teachers. Mentoring, coaching and training are all geared towards ensuring the right skills, abilities and competencies are acquired by

teachers and maintained to develop them to professionals and enable them attain their maximum potential. The process of mentoring, coaching and training of teachers may be affected by the school policies and the availability of resources because if the policies are rigid and restrictive and the school managers are not intentional in providing resources and mechanisms to facilitate these processes, then their effectiveness may be limited. The study focused specifically on coaching, mentoring and training because these practices were highly emphasized at Rosslyn Academy. The school had been selected because it deemed fit for the study due to its diversity in terms of the teachers and students coming from different nationalities hence, they were likely to all have different experiences of mentoring, coaching and training. The school currently had six hundred and fifty students from fifty different nationalities and it had a hundred teachers currently. The school was established in Nairobi in 1967, hence it was possible to have very experienced teachers as well as new teachers. The performance of teachers was also paramount to the school and the study focused on four indicators of performance, which were student scores, learning engagement, classroom interpersonal interactions among teachers and students and also graduation rates. These performance indicators were the main ones that the researcher deemed fit to the context of Rosslyn Academy.

Significance of the study

This study was of significance in several ways. One, it aimed at exploring the challenges that the teachers of Rosslyn Academy encountered during the process of mentoring, coaching and training and it would therefore help the Rosslyn Academy management team to devise more effective ways of carrying out these strategic human resource practices in a way that benefited these teachers. Two, the study was aimed at

giving insight to the Rosslyn Academy human resources department regarding the need to allocate resources for mentoring, coaching and training based on the benefits that could result to teachers after applying these strategic human resource practices. Three, the study would help the stakeholders in the education sector, such as school owners to become aware of effects of mentoring, coaching and training on the performance of teachers and therefore become more intentional and committed to include these strategic human resource practices in their school strategic plans.

Assumptions of the study

Several assumptions were made in the study. One, it assumed that the teachers of Rosslyn Academy who were be the respondents of this study would give an honest opinion and provide genuine responses to the researcher. Secondly, the sample size picked for data collection was assumed to represent the overall feeling of the larger population. Third assumption was that the teachers of Rosslyn Academy would have adequate time to give comprehensive responses to the questions given to them in questionnaires. The fourth assumption of the study was that the management of Rosslyn Academy would give the researcher unlimited access to the school premises and information during the process of data collection by the researcher. The final assumption was that the experiences among the teachers being mentored, trained or coached were homogeneous.

Scope of the study

The focus of the study was to determine how strategic human resource practices such as mentoring, coaching and training affected teachers' performance. The study was carried out in Rosslyn Academy in Nairobi. This is an international school with a

North American Curriculum that was established in Nairobi in 1967. The school had a total student population of about 650 students from fifty different nationalities and a hundred teachers. The school applied various strategies in its performance development for the teachers such as induction and orientation trainings, conferences, seminars, coaching, mentoring and role playing. The researcher specifically focused on mentoring, coaching and training to establish the effects these had on a teacher's performance. Rosslyn Academy also applied a number of parameters in evaluating performance of teachers. Some of these included student scores, summative assessments, and formative assessments, learning engagement, classroom interaction levels, graduation rates and Advanced Planning assessments. The researcher specifically focused on performance in terms of student scores, learning engagement, level of classroom interactions and graduation rates because these performance indicators deemed fit to the researcher in the context of Rosslyn Academy. The researcher focused on a cross sectional sample of sixty teachers in Elementary, Middle and High schools and also human resource officers and compared their mentoring, coaching and training experiences. This research was conducted for a period of three months.

Limitations and delimitations of the study

A possible limitation of the study was that the sampling method used in the choice of the respondents in the study was purposive sampling method and therefore researcher's perception and biases to a higher degree could influence the outcomes. Since the information that the researcher was seeking was of a confidential nature, some teachers of Rosslyn Academy could hesitate to give information to the researcher. In order to mitigate against this challenge, the researcher got a letter of authorisation from

Pan Africa Christian University and provided it to the Rosslyn Academy human resources management team, and it clearly showed that the researcher had been allowed to collect the information for academic research purposes. Since the study focused on a sample population of sixty teachers, there was a possibility that the researcher could not capture the mentoring, coaching and training experiences of all teachers in the sector. The conclusion derived had a possibility of not capturing the feeling of each and every member within the population.

Chapter Two: Literature Review

Introduction

This chapter outlined the review of literature on strategic human resource practices and teachers' performance. The literature review, theoretical framework, conceptual framework and chapter summary were also key elements included in this section.

Literature Review

This section included literature review on strategic human resource practices with dimensions such as mentoring, coaching and training and teachers' performance.

Strategic Human Resource Practices

Gifford (2021) defined strategic human resource management as the identification of long term or futuristic objectives, goals and activities that relate to the personnel of an organization in terms of their skills, abilities and means of achieving them. According to Vulpen (2022), strategic human resource practices refer to distinctive approaches to employment management that aim to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce using an integrated array of cultural, structural and personnel techniques. The study considered mentoring, coaching and training as the dimensions of strategic human resource practices. Mullen & Klimatis (2019) considered mentoring as a process where a more experienced person equips skills and competencies to a less experienced person to make them all rounded professional.

Reeves (2023) refers to mentoring as the process that enables one to grow by tapping into knowledge and experience of someone else who is more experienced and he considers it the best way to accelerate development. Coaching has been defined by as the process of an expert guiding a less experienced person to attain their goals in order to reach their full potential (Sheridan & Johnson, 2021). According to Sinclair (2022) coaching is unlocking a person's potential to enable them maximize their own performance. In other words, it is helping a person learn through self-discovery. Chand (2022) defined training as the act of increasing the knowledge and skill of an employee for doing a particular task.

The organized process through which people learn knowledge or skill for a defined purpose. He also considered it as the teaching and learning activities carried out to help members of an organization acquire and apply the knowledge, skills, abilities and attitudes required by a particular job and organization. Julius (2022) refers to training as the process through which the aptitudes skills and abilities of employees to perform certain tasks are increased. It has also been defined as the art, knowledge and skill to do a specific task in a specialized way.

Teachers Performance

Hwang et al. (2017) defined teachers' performance as actions that teachers carry out in schools in order to attain educational goals. It was also considered as a teacher's demonstrated impact on students learning as evaluated through various parameters such as test scores, learning engagement, graduation rates and teacher or student surveys. According to Martin (2018), teachers' performance can be defined as a set of attitudes and behaviors that result in learning for children. This performance can be enhanced by professional development, greater responsibility and accountability which are aligned

to incentives or rewards and these motivate teachers and build their morale to perform better. The study considered teachers performance as indicated by students test scores, learning engagement, level of classroom interactions and graduation rates.

Test Scores

Allen, Altman & Reynolds (2021) defined test scores as a mathematical representation of the performance or the ratings of a person completing a test. In other words, it is a number that depicts how an examinee performs in a test. The study endeavored to establish how strategic human resource practices influenced the teacher's performance in terms of the test scores of students that they teach.

Learning Engagement

Learning engagement is a measure that depicts the quantity and quality of how a learner participates in their classrooms or educational program with other learners and with teachers. This engagement may be displayed by a student being active during the learning process and eager to participate. According to Suny Empire State College (2022), learning engagement can also be shown by the way students take responsibility for their choices, apply feedback, assess personal behavior and analyze appropriate responses when engaging in learning. The study endeavored to establish how learning engagement was affected by strategic human resource practices such as training, coaching and mentoring.

Classroom interaction

According to Heron & Deppold (2021), classroom interaction refers to the level of communication between teacher with students and among students themselves. In other words, it is classroom talk aimed at learning and it could result in improved quality of group work, group talk and individual performance. The study sought to

establish how classroom interactions were influenced by strategic human resource practices specifically training, mentoring and coaching.

Graduation rates

Graduation rates are the calculated percentage of learners who complete their program within a specified time frame. This rate can be utilized by policy makers to determine legislation and learning programs. It can also be used by learning institutions to drive their organizational missions and priorities as well as for bench marking purposes. Individuals may also be interested in graduation rates for decision making on which learning institutions to enroll (Baporikar & Sony 2019). The study sought to establish if graduation rates were influenced by training, coaching and mentoring of teachers.

Coaching and teachers' performance

In the United States of America, Staub & Mok (2021) carried out a meta-analysis of quasi experimental studies on pre-service teachers to assess the impact of coaching, mentoring and supervision on teachers' performance in terms of planning skills and clarity of instruction. They used experimental research design conducted through investigative studies. They used digital tools to collect and record data such as video conferences, video-based feedback and online discussions. They used sixty-nine qualitative studies in their review that were randomly selected. The findings were that coaching, mentoring and supervision had a positive impact on pre service teachers' performance and it improved their planning skills and clarity of instruction. The study, which mainly involved pre-service teachers differed from the current research in that the teachers who were sampled at Rosslyn Academy were already in service and some

of them had many years of teaching experience. In addition, the study applied digital tools for data collection whereas the current study, questionnaires were used. This study also differed in the current study in that it did not indicate if coaching mentoring and training influenced student scores, learning engagement, classroom interactions and graduation rates which the current study endeavored to establish.

Yan (2021) carried out an auto ethnography in Australia of immigrant teachers to assess the impact of mentoring and coaching on the teacher's professional development. He did a single case study of individual teachers over five years between 2016 and 2020. His approach entailed self-exploration, introspection and interpretation which enabled him to locate an individual's history and culture. He used grounded theory, and applied qualitative research method in his study. He made use of interviews for data collection. He recorded his data in reflective journals and digital notes. The findings were that mentoring and coaching was helpful to immigrant teachers by enabling them to cope better with different cultures. He identified that these assisted in the integration of these teachers into the new countries by providing support mechanisms and actually resulted in professional maturation. Yan's study was done among immigrant teachers only which differed from this study in terms of study variables since both local and foreign teachers of Rosslyn Academy were included in the sample population. This study also brought about a gap on the impact of coaching and mentoring on student scores, classroom interactions, learning engagement and graduation rates and the current study endeavored to bridge that gap.

In Netherlands, Wubbels and his colleagues (2018) did a vignette study that examined mentor teachers intended direction and intensity to intervene during student teacher's lessons. The study involved a sample population of 159 mentor teachers and was done in a Dutch Primary school. The study was based on Fenstermacher's (1986)

theory of premises leading to actions in which they manipulated trigger type, trigger severity and student-teacher experiences. They used empirical research design where they used a set of systematically varying but controlled classroom situations that allowed them to examine factors predicting mentor teachers intervening intensity and direction. They used observation method to see how different situations triggered mentor teachers' interventions and the impact it had on the teacher's performance in terms of learning engagement with students. The findings were that if mentor teachers need to intervene at the proper place and time because it can be disruptive to learning engagement for both teachers and students if not properly coordinated. The study was conducted in a primary school context which differed from this current study in terms of context because Rosslyn Academy had Elementary, Middle and High school from which the sample population was taken. Although this study established that mentoring could be disruptive to learning engagement, it left a gap that the current study sought to establish on whether mentoring had other effects on student test scores, classroom interactions and graduation rates.

Training and Teachers' Performance

An argument based on the scholarly work of Guler and Celic (2022) in the United States of America which was concerned with identifying the effect of mentoring conducted electronically using videos found out that Mathematics teachers were able to analyze their lessons effectively after the e-mentoring intervention as compared to how they analyzed their lessons before the mentoring was done. This study however, did not address the influence of coaching and training on the performance of teachers and that is a research gap which this study endeavored to address by establishing their

influence on student test scores, learning engagement levels, classroom interactions and well as graduation rates.

Another study done by Mok and Staub (2021) in Asia alluded to the fact that mentoring actually improves the skills of teachers in their planning. They also found out that mentoring resulted in clearer instructions from teachers. Their study regarded mentoring as the approaches used in supporting pre-service teachers. The study, which mainly involved pre-service teachers differed from the current research in that the teachers who were sampled at Rosslyn Academy were already in service and some of them had many years of teaching experience. In addition, the study applied digital tools for data collection whereas in the current study, questionnaires were used. This study did not establish how strategic human practices like coaching, mentoring and training may influence student test scores, classroom interactions, learning engagement and graduation rates and the current study sought to address this gap.

In another study done by Imhof, Burger and Bellhauser (2021) in Germany, it was established that coaching and mentoring causes teachers to be less emotionally exhausted. This was attributed to the teachers being supported when undergoing challenges by their mentors which made them cope better. This study also discovered that the method that was used to mentor the teachers determined how effective the process was in making the teachers less exhausted. Based on this study we see that mentoring improves the teacher-student interactions because teachers who are emotionally healthy tend to be more engaged with their students hence improving the teacher -learner experience. The study however did not show the link between training and the performance of teachers and this is a gap which this study sought to establish. In addition, the study did not specifically address the impact of training, coaching and

mentoring on the graduation rates of students, learning engagement and test scores and the current study endeavored to inform this gap.

In a study conducted in East Africa, specifically Uganda by Okumu, Ogwang and Opiyo (2023) they did an exploration of issues that affect mentoring and teacher effectiveness in government aided schools in the Acholi Sub region. They investigated a number of challenges that were encountered in the course of mentoring and how it impacted teachers' performance in secondary schools in the region. In their study, they used a descriptive, cross-sectional design of research. They established that mentoring process encountered challenges such as lack of sufficient time, teachers' negative attitudes and lack of motivation for teachers to engage in the process. They also found that poor relationship between teachers and administrators affected the mentoring process which led to teachers distancing themselves from mentors to avoid mentoring sessions and this negatively impacted teachers' effectiveness. Their study recommended that education stakeholders needed to emphasize mentoring in order to enhance the quality of education at all levels in government aided secondary schools. The study also recommended governments to institutionalize the mentoring process to enable teachers to change their mindset and hence improve quality of mentoring in schools. The study differed from the current study in terms of context since it only focused on secondary schools while the current study encompasses elementary school, middle school and also high school. The study did not also address the extent to which mentoring affected teachers' performance and this was a gap that the current study endeavored to address.

In Kenya, a study was done by Kageema and Irungu (2018), where they investigated the influence of teacher performance appraisals on teachers' performance in secondary schools. They applied stratified and simple random sampling methods in

their study. They sampled forty-six secondary schools with four hundred and sixty teachers from two counties in Kenya. The variables in their research included teacher remuneration, government policies, school administration, school administration and the school curriculum and how these factors would affect teachers' performance. In their analysis, they used comparisons, explanations and relationships on the aspect of teacher motivation to perform well. Their findings were that teacher appraisals influenced teachers' performance. The study recommended the application of the appraisal system in order to improve the performance of teachers. Their study, though similar to the current study in that they were both done in Kenya differed in terms the variables since it did not address the effect strategic human resource practices on teacher's performance and this was a gap that the current study sought to address.

Mentoring and Teachers' Performance

A study was carried out in South Africa by Prins, Meijer, Jaspers and Wubbels (2018) and they identified that when mentoring of teachers is done at the appropriate time and place, it helps to develop solutions to the needs of teachers. Interestingly, this study also identified that mentoring may initiate some disruption among students or teachers having errors in the content of their lessons if not done at the proper time and place. This argument brought about the need to have structure when conducting strategic human resource practices to the teachers to ensure that they are effective failure to which they may be more disruptive to the teaching process. The study however did not indicate to what extent training, coaching and mentoring influences the performance of teachers in terms of student test scores, learning engagement, classroom interactions and graduation rates and that's a gap that this research sought to address.

In the United States of America, Staub & Mok (2021) carried out a meta-analysis of quasi experimental studies on pre-service teachers to assess the impact of coaching, mentoring and supervision on teachers' performance in terms of planning skills and clarity of instruction. They used experimental research design conducted through investigative studies. They used digital tools to collect and record data such as video conferences, video-based feedback and online discussions forums. They used 69 qualitative studies in their review that were randomly selected. The findings were that coaching, mentoring and supervision had a positive impact on pre service teachers' performance and it improved their planning skills and clarity of instruction. The study, which mainly involved pre-service teachers differed from this study in that the teachers who were sampled at Rosslyn Academy were already in service and some of them had many years of teaching experience. In addition, the study applied digital tools for data collection whereas in this current study, questionnaires were used.

In Australia, Yan (2021) carried out an auto ethnography of immigrant teachers to assess the impact of mentoring and coaching on the teacher's professional development. He did a single case study of individual teachers over five years between 2016 and 2020. His approach entailed self-exploration, introspection and interpretation which enabled him to locate an individual's history and culture. He used grounded theory, and applied qualitative research method in his study. He made use of interviews for data collection. He recorded his data in reflective journals and digital notes. The findings were that mentoring and coaching was helpful to immigrant teachers by enabling them to cope better with different cultures. He identified that these assisted in the integration of these teachers into the new countries by providing support mechanisms and actually resulted in professional maturation. Yan's study was done among immigrant teachers only which differed from this study in terms of study

variables since both local and foreign teachers of Rosslyn Academy were included in the sample population.

In Netherlands, Wubbels and his colleagues (2018) did a vignette study that examined mentor teachers intended direction and intensity to intervene during student teacher's lessons. The study involved a sample population of 159 mentor teachers and was done in a Dutch Primary school. The study was based on Fenstermacher's (1986) theory of premises leading to actions in which they manipulated trigger type, trigger severity and student-teacher experiences. They used qualitative research design where they used a set of systematically varying but controlled classroom situations that allowed them to examine factors predicting mentor teachers intervening intensity and direction. Observations were made to see how different situations triggered mentor teachers' interventions and the impact it had on the teacher's performance in terms of learning engagement with students.

The findings were that mentor teachers need to intervene at the proper place and time because it can be disruptive to learning engagement for both teachers and students if not properly coordinated. The study was conducted in a primary school context which differed from this current study in terms of context because Rosslyn Academy had Elementary, Middle and High school from which the sample population was taken.

In a study conducted in Uganda by Okumu, Ogwang and Opiyo (2023) they did an exploration of issues that affect mentoring and teacher effectiveness in government aided schools in the Acholi Sub region. They investigated a number of challenges that were encountered in the course of mentoring and how it impacted teachers' performance in secondary schools in the region. In their study, they used a descriptive, cross-sectional design of research. They established that mentoring process

encountered challenges such as lack of sufficient time, teachers' negative attitudes and lack of motivation for teachers to engage in the process. They also found that poor relationship between teachers and administrators affected the mentoring process which led to teachers distancing themselves from mentors to avoid mentoring sessions and this negatively impacted teachers' effectiveness. Their study recommended that education stakeholders needed to emphasize mentoring in order to enhance the quality of education at all levels in government aided secondary schools. The study also recommended governments to institutionalize the mentoring process to enable teachers to change their mindset and hence improve quality of mentoring in schools. The study differed from the current study in terms of context since it only focused on secondary schools while the current study encompasses elementary school, middle school and also high school. The study did not also address the extent to which mentoring affected teachers' performance and this was a gap that the current study endeavored to address.

Theoretical Framework

The study was based on constructivist theory, human capital theory and social cognitive theory.

Constructivist Theory

This theory was founded by Jean Piaget, Lev Vygotsky and John Dewey in 1978 (Brau, 2018). The constructivist theory mainly applied to training which was a component of the independent variable in the study. The constructivist theory stipulates that knowledge is best gained through a process of reflection and construction which occurs in the mind (Brau, 2018). This theory recognizes that knowledge is an inter-subjective interpretation, where a learner needs to consider the information taught in

the context of past experiences, personal views and cultural background. This means that individuals may learn through multiple strategies hence coaching, training and mentoring could influence how teachers perform due to diverse experiences, different personal opinions and diverse cultural backgrounds of the participants. In the study, the researcher considered the constructivist theory due to its impact in training and because it aligned with the research objectives to determine whether strategic human resource practices such as coaching, training and mentoring influenced teachers' performance at Rosslyn Academy in Nairobi. The proponents of the theory applied to the study considering that all the participants had diverse experiences, differing personal views and they all came from different cultural backgrounds and hence could interpret ideas differently.

The study therefore applied this theory to establish and how teachers' performance in terms of student test scores, learning engagement, classroom interaction and graduation rates were influenced by strategic human resource practices such as mentoring, coaching and training. Kurt (2021) in his study on the application of Constructivist theory to learning established that knowledge is gained through past experiences and when a person encounters something new, they reflect on their experiences and incorporate new ideas into their prior knowledge. Hence knowledge was constructed and learning was contextual, active and social process that occurred uniquely in the mind of an individual. Kurt's study was relevant to the current study in that it considered individual teachers with unique characteristics and each of the teachers had different past experiences which could influence how they incorporated new ideas into their current situation. The Constructivist theory was applied in this study because it considered teachers who had gained knowledge through varied inter-

subjective interpretations where each could consider information taught in their context of past experiences, personal views and cultural background.

Human Capital Theory

The Human Capital theory was developed by economists Gary Becker and Theodore Schultz in 1960 and they posited that education and training were investments that could add to an individuals' productivity (Ross, 2023). According to Caneiro and Vignoles (2022), the Human Capital theory posits that education and training are tools that improve an individuals' performance. In other words, investing in training and educating people will have a return in terms of raising their productivity. Human capital refers to economic value of a worker's experience or skills. This theory was applicable in this study because in a learning institution such as Rosslyn Academy, teachers were key workers that were essential in determining the performance of the institution and hence it was important to find out practices that would improve their performance. A teacher's skills or experience may be influenced by various strategies including coaching, training and mentoring. Teachers' productivity could be determined through their performance in terms of their students test scores, learning engagement, classroom interactions and graduation rates. The researcher therefore applied the Human Capital theory to establish if strategic human resource practices such as coaching, training and mentoring affected the performance of teachers as pertained to the student test scores, learning engagement, classroom interactions and graduation rates. Hung & Ramsden (2021) did a study on the application of human capital theory on parental influences on Chinese populations and established that investing in human capital by developing a person's skills increases their productivity hence policy makers investing resources in schooling aim at raising future income levels of beneficiaries by translating the

knowledge into professional opportunities or skills. Cook and Shinn (2023) applied the Human Capital Theory and posited that human capital is an intangible asset that focuses on intellectual skills and procedural knowledge of an individual. They said that if a person worked in a software firm and earned eighty thousand dollars every year, that salary was included in the company's balance sheet and was not human capital. If the same person went and got a masters degree in software development, it would be considered human capital and it is not transferable because if this person left the company, the salary would go to the person who holds his position after him but he would leave with the knowledge that he had acquired.

Social Cognitive theory

The social cognitive theory was developed in the 1960s by Albert Bandura. It stipulates that human actions can be influenced by personal factors, environmental influences continuous interaction with specific behavioral habits. In other words, people do not only learn through their own experiences, but also by observing the actions of others and the results of those actions. This theory advocates for observational learning, reinforcement, self-control and self-efficacy (LaMorte, 2019). In this study, social cognitive theory was applicable because the purpose was to establish the influence of strategic human resource practices such as mentoring, coaching and training on performance of teachers at Rosslyn Academy. These strategic human resource practices were observable in nature hence teachers were able to have observational learning from their mentors, coaches or trainers and this study endeavored to understand how the teacher's performance was influenced by such continuous behavioral interactions. In addition, personal factors affecting the teachers as well as different environmental influences articulated in this theory could also affect

the teacher's performance. Hurst (2023) while exploring the social cognitive theory with students learning the electric slide dance established that learners can acquire new behaviors and knowledge by observing others hence students were able to learn the dance by observing a model dancing. Hurst's study applied to the current study in that the teachers and human resource officers of Rosslyn Academy could acquire new behaviors and knowledge by observing their coaches, trainers and mentors. In this regard, the social cognitive theory applied because the performance of the teachers could be influenced by the people, they continuously interacted with by observing what they did and the results of their actions.

Summary of knowledge gaps

A study by Staub & Mok (2021) in the United States of America was done to establish the effect of coaching, mentoring and supervision on pre-service teachers' performance. In their study, they applied digital tools for data collection. Their study found out that that coaching, mentoring and supervision had a positive impact on pre service teachers' performance and it improved their planning skills and clarity of instruction. The study, which mainly involved pre-service teachers differed from the current research in that the teachers who were sampled at Rosslyn Academy were already in service and some of them had many years of teaching experience. In addition, the study applied digital tools for data collection whereas in this current study, questionnaires were used.

The auto ethnography conducted by Yan (2021) in Australia, identified that mentoring and coaching was helpful to immigrant teachers by enabling them to cope better with different cultures. He identified that these assisted in the integration of these teachers into the new countries by providing support mechanisms and actually resulted

in professional maturation. Yan's study was done among immigrant teachers only which differed from this study in terms of study variables since both local and foreign teachers of Rosslyn Academy were included in the sample population.

The research by Wubbels and his colleagues (2018) in Netherlands, focused on mentor teachers intended direction and intensity to intervene during student teacher's lessons. The findings were that if mentor teachers need to intervene at the proper place and time because it can be disruptive to learning engagement for both teachers and students if not properly coordinated. The study was conducted in a primary school context which differed from this current study in terms of context because Rosslyn Academy had Elementary, Middle and High school and also human resource officers from which the sample population was taken.

The study done by Guler and Celic (2022) in the United States, focused on Mathematics teachers and identified that they were able to analyze their lessons effectively after the e-mentoring intervention as compared to how they analyzed their lessons before the mentoring was done. This study however, did not address the influence of coaching and training on the performance of teachers and that is a research gap which this study endeavored to address.

The research by Imhof, Burger and Bellhauser (2021) in Germany, established that coaching and mentoring causes teacher to be less emotionally exhausted. This was attributed to the teachers being supported when undergoing challenges by their mentors which made them cope better. This study also discovered that the method that was used to mentor the teachers determined how effective the process was in making the teachers less exhausted. Based on this study we see that mentoring improves the teacher-student interactions because teachers who are emotionally healthy tend to be more engaged

with their students hence improving the teacher -learner experience. This study however did not show the link between training and the performance of teachers and this was a gap which this study sought to establish.

The research done in South Africa by Prins, Meijer, Jaspers and Wubbels (2018) identified that when training, coaching and mentoring of teachers at the appropriate time and place, it helps to develop solutions to the needs of teachers. Interestingly, this study also identified that mentoring may initiate some disruption among students or teachers having errors in the content of their lessons if not done at the proper time and place. This argument brought about the need to have structure when conducting strategic human resource practices to the teachers to ensure that they are effective failure to which they may be more disruptive to the teaching process. This study however did not indicate to what extent training, coaching and mentoring influenced the performance of teachers and that's a gap that this research addressed.

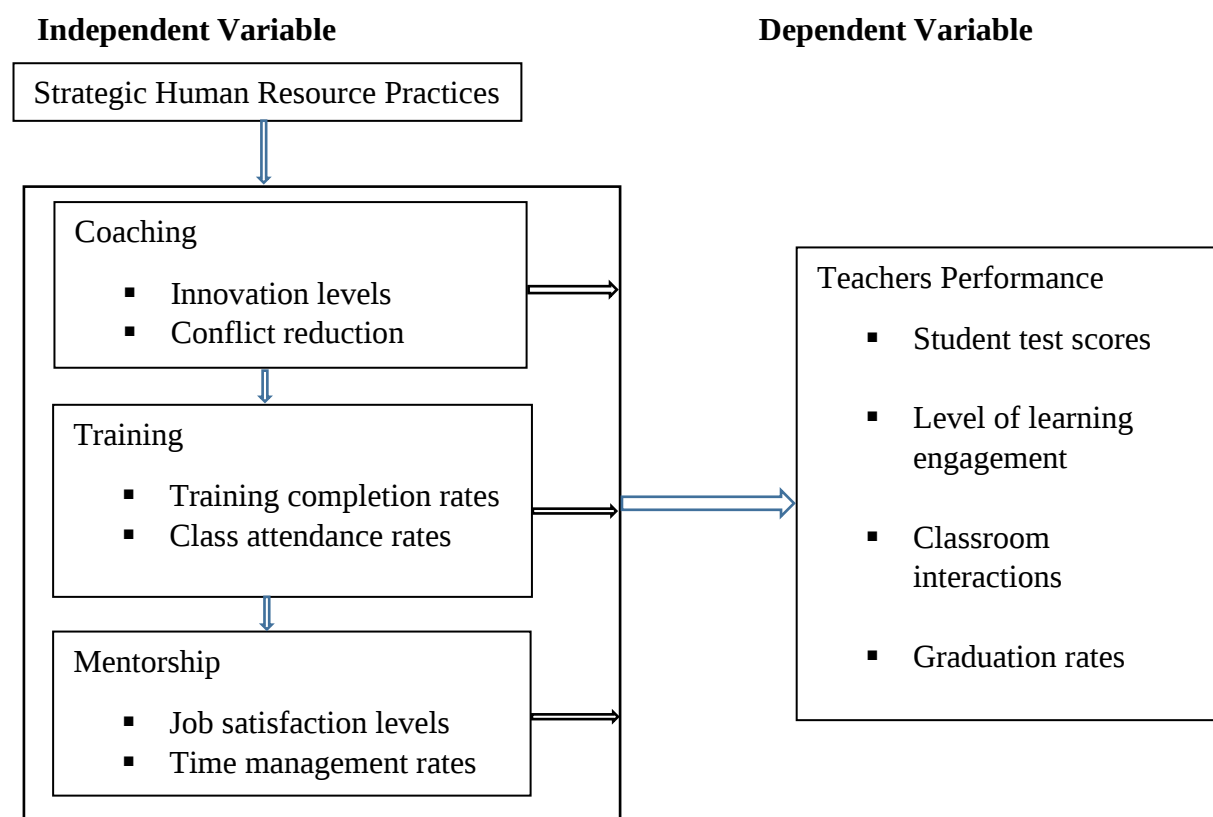
The studies indicated above did not indicate any effects of mentoring, coaching and training on the results of student surveys and this is another gap that this study endeavoured to address. The study focused on strategic human resource practices such as mentoring, coaching and training and their effects on the performance of teachers in Rosslyn Academy in Nairobi in terms of student scores, learner engagement, level of classroom interactions and graduation rates. The study aimed at adding to the existing body of knowledge by addressing these research gaps.

Conceptual Framework

The conceptual framework illustrated how the dependent and independent variables related to each other. In the study, the researcher expressed the conceptual framework by using a visual model. The left-hand side of the model indicated the

independent variable (X) which was the strategic human resource practices and it had various dimensions such as mentoring, coaching and training while the right-hand side of the model showed the dependent variable (Y) which was teacher's performance and it was indicated by student scores, learning engagement, classroom interactions and graduation rates. According to the model, the independent variable influenced the dependent variable as shown by the direction of the arrows. The context of the study was a case of Rosslyn Academy in Nairobi.

Figure 2.1: Conceptual framework



Source: Researcher (2024)

Chapter Summary

Chapter two reviewed the literature on the research variables. The independent variable was strategic human resource practices with various dimensions such as coaching, training and mentoring whereas the dependent variable was teachers' performance as indicated by student scores, level of learning engagement, level of classroom interpersonal interactions and graduation rates. This was followed by the theoretical framework in which constructivism theory, human capital theory and social cognitive theory were considered. Also, in this chapter, the conceptual framework was presented by a visual model that showed how the independent variables and dependent variables related to each other.

Chapter Three: Research Methodology

Introduction

This chapter explains the methods that were used to conduct this investigation. The research philosophy, descriptive research design, study site, target population, sampling techniques, and research tools are all covered in depth in this chapter. It also explains the validity and reliability of instruments, as well as the data collection and processing methods. Finally, the chapter discusses the ethical implications of the study.

Research Philosophy

A research philosophy refers to a set of beliefs that guide the design of a research study as well as giving underlying guidelines on the execution of the study (Tamminen & Poucher 2020). The research was guided by the positivist philosophy which originated from Auguste Comte (1789-1857). It posits that all knowledge regarding matter of facts is based on positive data of experience and not on pure logic (Creswell & Creswell, 2018). This philosophy also focuses on understanding the meanings people create for themselves and attribute to their experiences. The researcher was relying on the participants view in order to establish how strategic human practices such as mentoring, coaching and training influenced teachers' performance in terms of test scores, learning engagement, classroom interactions and graduation rates. The researcher used the positivist philosophy because she sought to understand the practices that influenced teachers' performance.

In addition, positivist philosophy was applied because it recognized that individuals had diverse opinions regarding a particular subject and this could be

influenced by different experiences. In this study, the researcher used positivism philosophy by questioning different teachers to establish the influence of strategic human resource practices such as coaching, training and mentoring on the teachers' performance as indicated by their students test scores, learning engagement levels, classroom interactions as well as graduation rates.

Research Design

The research design explores the technique employed to collect, analyse, interpret and report data in research work. In essence, research design serves to inform us of the data required and the methods that will be employed to collect and analyse that data for the purpose of answering the research problem (Boru, 2018).

In this study, the researcher used phenomenological research design. This design enabled the researcher to consider the diverse experiences of teachers and human resource officers. The study engaged sixty-two teachers and human resources officers using questionnaires while in their natural setting to find out how strategic human resource practices such as coaching, mentoring and training affected their performance in terms of student scores, level of learning engagement, classroom interactions and graduation rates. A phenomenological research design was considered appropriate for this study because it prompted the researcher to consider scenarios from different people's perspectives by use of their unique experiences on coaching, training and mentoring hence, this method qualified to be the most suitable in the study (Cote, 2023).

Target Population

This study targeted all teachers of Rosslyn Academy in Nairobi, including the head teachers of the Elementary School, Middle School and High School who were purposively selected in their natural setting. In addition, the human resource officers were also included to make the target population diverse. The total target population was 103 teachers and human resource officers spread across the elementary, middle and high schools. Rosslyn Academy offered a North American curriculum and had a student population of 650 students from fifty diverse nationalities.

Sample Size

In this study, the researcher carried out questionnaires on sixty-two purposively selected teachers in Rosslyn Academy including head teachers and human resource officers. The selected sample contained both male and female teachers with different years of experience in their teaching career and the researcher aimed at establishing whether strategic human resource practices such as training, mentoring and coaching had affected their performance in any way in regards to the student scores, learning engagement, classroom interactions and graduation rates.

Sampling Technique and Sampling Frame

A good sampling method helps in obtaining a suitable population from which the study under focus can be appropriately researched. A sampling method that is not well chosen can greatly impact on the findings in the study (Creswell and Creswell, 2018). In the study, the researcher used purposive sampling

method. The researcher focused on a case of Rosslyn Academy in Nairobi and the target sample was sixty-two teachers from various grade levels and human resources officers, both male and female with different years of experience. These teachers and human resources were purposively selected to fill questionnaires. This gave the researcher non-biased feedback on different mentoring, coaching and training experiences. For ethical purposes, the participants were contacted by email before filling the questionnaires. The privacy of information was guarded.

Table 3.1: Sampling Technique and Sampling Frame

Rosslyn Academy	No. of staff	Sample Size (60%)
Elementary School	30	18
Middle School	25	15
High School	45	27
HR officer	3	2
Total	103	62

Source: Researcher (2024)

Data Collection Instruments and Procedures

This section contained the data collection instrument that was used and the procedures that were followed during the data collection exercise.

Data Collection Instruments

This study used a questionnaire as the data collection instrument. The researcher considered questionnaires as appropriate for this study because they would facilitate large scale data collection and give room for standardized responses. Questionnaires are also cost effective and allow for anonymity and confidentiality of the respondents

(Lindemann, 2023). The researcher administered the questionnaires to the participants using google forms. In this case, the researcher used a questionnaire with several structured close-ended questions. The questionnaire included some general questions with multiple choices and other more specific questions on the variables with Likert scale options to get the views and opinions of the teachers. This method of data collection was cost friendly and time saving.

Reliability

Reliability refers to the extent to which a data collection instruments gets similar results when used repeatedly. A reliable data collection instrument should be accurate, precise and consistent (Mugenda & Mugenda 2019). In addition, it should give consistent results after several trials. This means that other researchers should conclude similar findings after using the instrument. The researcher ensured reliability of the data collection instrument by seeking comments from the supervisors on the nature of the questions and their structure. This enhanced reliability of the instrument through the recommended revision and adjustments. In addition, the researcher also conducted a pre-test to identify and correct any defects in the questionnaire and also to ensure that the teachers and human resources officers understood the questions clearly and this enhanced the reliability.

Validity

Creswell (2018) informs us that research instrument is considered to be valid when it is able to measure what it was intended to measure. This ensures that it completes the function for which it was made for. In this study, the researcher got primary data from teachers and human resource officers by using

questionnaires comprising of structured closed ended questions. The participants shared their personal experiences on how mentoring, coaching and training had influenced their teaching performance as pertaining to test scores, learning engagement, classroom interactions and graduation rates. The researcher considered this method to be reliable and valid because a questionnaire allowed direct interaction with the participants as opposed to getting information from third parties who could miss to capture some material information on the subject. The researcher ensured validity of the research instrument by soliciting guidance from the supervisors regarding the presentation of the questions in the questionnaire and their structure. The researcher ensured that they implemented any modifications or adjustments on the research instrument as recommended by the supervisors and in so doing enhanced the validity of the instrument. In addition, the pre-test explained below also enhanced the validity and reliability of the research instrument.

Pre-Testing

The questionnaire was pre-tested in order to identify and correct any defects and also to ensure that the teachers and human resources officers understood the questions clearly. In research, a pre-test refers to a preliminary study conducted before the actual research. It is aimed at establishing whether the data collection instrument will work properly and that the respondents will understand the questions during the actual research. The researcher conducted the pre-test on a sample of six teachers of Rosslyn Academy. According to Mugenda & Mugenda (2019), a sample of about ten percent of the respondents is sufficient for a pre-test. In this regard, the sample selected by the researcher was therefore sufficient for pre-testing. In line with this recommendation, a sample of six

teachers and human resource officers was selected for the pre-test. They were given questionnaires which were chosen because of their efficiency and cost-effectiveness. Notably, the results of the pre-test were not included in the final analysis of the study. Conducting the pre-test allowed the researcher to identify any challenges or issues that respondents might encounter while understanding and interpreting the survey questions.

Based on the feedback received, the questionnaire was refined and enhanced to ensure clarity and comprehensibility. The pre-testing phase played a crucial role in refining and enhancing the questionnaire before its administration to the actual study respondents.

Data Analysis

Data obtained from the respondents using questionnaires was coded and entered into SPSS version 27 for analysis. The results of the analysis provided answers to research questions and formed the basis for conclusion that were made on the objective of the study. Descriptive statistics such as Frequencies, Central tendencies (mean, maximum and minimum) and Measures of dispersion or Standard deviation (SD) were generated. The analyzed data results were presented in tabular form, charts and graphical form that made it easy to understand and interpret. The tables provided summarized results of the information obtained from the questionnaires. The results were then be summarized and conclusions arrived at. The researcher also determined how the independent variables were related to dependent variable and using multiple regression analysis. The regression results were generated in 3 tables namely; Model Summary table that contains the R, R^2 and f statistics, Analysis of Variance (ANOVA)

table that contained the sum of squares and Coefficients table which contained the beta coefficients. The regression equation of the form:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \sum_x$ was adopted, where:

Y = Teachers Performance

β_0 = Constant / the interception point of the regression line and the y-axis.

$\beta_1, \beta_2, \beta_3$ = Beta Coefficients of coaching, training and mentoring.

X_1 = Coaching

X_2 = Training

X_3 = Mentoring

$\sum_x$ = Disturbance/error term

The researcher conducted several diagnostic tests to assess the suitability of the data for analysis. The normality of the data was examined to determine if it followed a normal distribution using the Shapiro-Wilk test. The linearity between variables was also evaluated through scatter plots and correlation analysis to ensure a linear relationship. Furthermore, the presence of multicollinearity was assessed by examining measures like the variance inflation factor (VIF) or correlation matrices to detect highly correlated predictor variables. These diagnostic tests helped the researcher to ensure that the data met the assumptions necessary for the chosen inferential analysis.

Ethical Considerations

In this study, the researcher ensured voluntary participation of teachers in filling questionnaires as a way of conforming to the ethical considerations of a research. In addition, the confidentiality of participants was considered hence the questionnaires were anonymous. Also, the researcher acknowledged contributions from other authors that were included in this research by accurately

including their names in the list of references. The researcher also got all required approvals from Pan Africa Christian University and also from the management of Rosslyn Academy before commencing with the research. The researcher also acquired a research permit from National Commission for Science, Technology and Innovation (NACOSTI) before starting the research.

Chapter Summary

This chapter outlined the methodology that the researcher applied while conducting this research. The researcher started by explaining the research philosophy and the research design with the former being constructivism philosophy and the latter being qualitative research design. The researcher also included the target population which is the teachers and human resource officers of Rosslyn Academy. The total sample size was also stated being sixty-two teachers and human resource officers. The data collection instruments and procedures were also explained as questionnaires using structured close ended questions. The data analysis methods as well as the ethical considerations were also explained.

Chapter Four: Results and Discussion

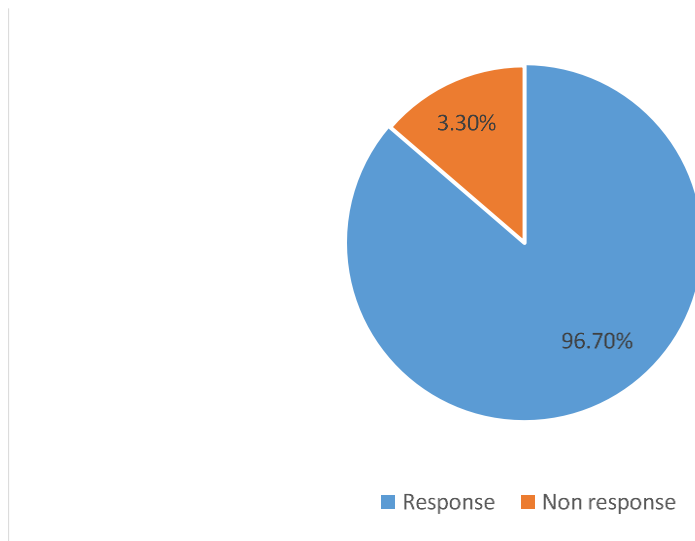
Introduction

This chapter presents analysis of the collected data, interpretation, and the presentation of the research findings so as to make meaningful deductions. Presentation of results was consistent with the objectives of the study and the conceptual framework. The analysis comprised of descriptive and inferential statistics. The findings were presented using tables, graphs, and charts.

Response Rates

The study had anticipated to use a total of 62 participants. Upon conducting the study, 60 participants accepted to take part in the study. The findings therefore indicated that the total response rate was 96.70 percent and a non-response rate of 3.30% as illustrated in figure 4.1 below. According to (Mugenda & Mugenda, 2003), a response rate of 60% or more is considered satisfactory and can be utilized for analysis. The study attained a high response rate of 96.70% for several reasons. First, the use of online questionnaires distributed through Google Forms made it convenient for teachers and human resource officers to access and complete the questionnaire. Second, the online format also assured participants of anonymity and confidentiality, which was crucial in encouraging honest and genuine responses. Participants felt more comfortable sharing their thoughts and opinions knowing that their identities were protected. Third, the online distribution method allowed for a wider reach and greater accessibility.

Figure 4.1: Response Rate



Source: Researcher (2024)

Demographic Data

This section sought to understand the spread of participants in the study sample. The analysis focused on the use of measures of distribution (frequencies) in order to understand how participants were spread in the population. The findings are indicated in the table below.

Table 4.1: Demographic Data

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	23	37.3	37.3	37.3
	Female	37	62.7	62.7	100.0
	Total	60	100.0	100.0	
Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 Years	5	8.3	8.3	8.3
	31-40 Years	13	31.7	31.7	40
	41 –50 Years	23	38.3	38.3	78.3
	Above 50 Years	13	21.7	21.7	100.0
	Total	60	100.0	100.0	
Section of Work		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary School	20	33.3	33.3	33.3
	Middle School	12	20	20	53.3
	High School	26	43.3	43.3	96.7
	Human Resources	2	3.3	3.3	100
	Total	60	100.0	100.0	
Period of Work		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 3 Years	21	35.0	35.0	35.0
	3-6 Years	17	28.3	28.3	63.3
	7-10 Years	8	13.3	13.3	76.6
	Above 10 Years	14	23.4	23.4	100.0
	Total		100.0	100.0	

Source: Researcher (2024)

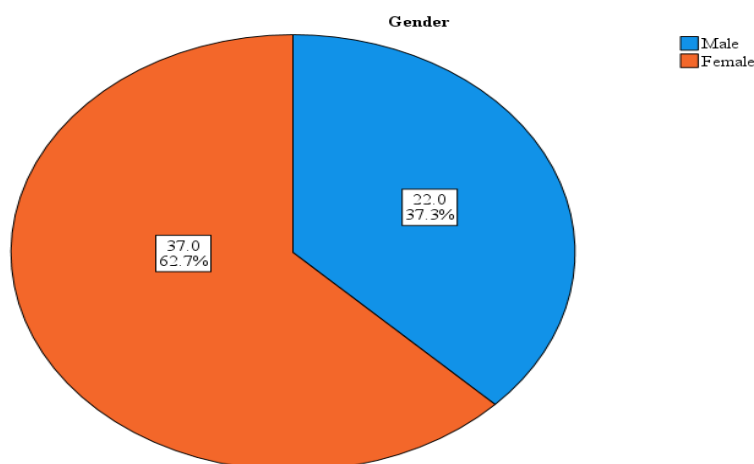
The findings in table 4.1 indicate that 37.3 percent of the participants were male while 62.7 percent were female. Secondly, 8.3 percent of the participants were between 20-30 years, 31.7 percent were between 31-40 years, 38.3 percent were between 41 to 50 years while 21.7 percent were above 50 years. Third, 33.3 percent of the participants worked in Elementary School, 20 percent worked in Middle School while 43 percent worked in High School while 3.3 percent were human resources officers. Fourth, 35 percent had

worked for 3 years and below, 28.3 percent between 3 and 6 years, 13.3 percent between 7 and 10 years, while 23.4% percent had worked above 10 years. It can be concluded that more females than males took part in the study, with a majority of the participants aged between 41 to 50 years. In addition, most of the participants worked in High School with a majority being teachers who had worked at the organization above 3 years.

Gender of the Respondents

The findings presented in Figure 4.2 indicate distribution of gender among the study's participants, with males accounting for 37.3% and females accounting for 62.7% of the total sample. This distribution suggests that there is a higher representation of females than males within the Rosslyn Academy teachers and human resources officers. This gender distribution is an important observation as it signifies diversity of gender within the teaching and human resources areas which aligns with the global push for gender diversity and inclusive representation in various sectors, including teaching and human resource fields. It indicates that efforts to promote gender inclusivity in the workplace, such as initiatives focused on eliminating gender biases and providing equal opportunities for career growth, may be having a positive impact in the academic industry. It implies that the industry has made strides in promoting diversity and creating an inclusive environment that encourages both men and women to pursue careers in teaching and human resources.

Figure 4.2: Respondents Gender

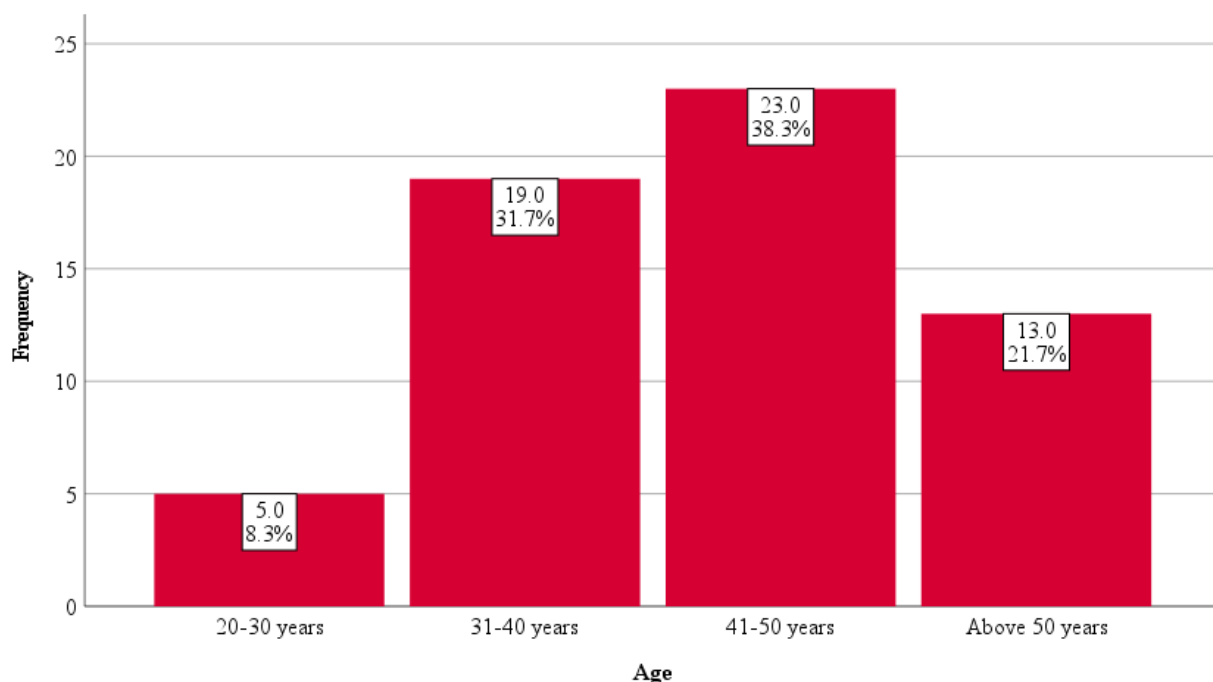


Source: Researcher, (2024)

Respondents Age

As shown in Figure 4.3, a significant proportion of the research participants, 38.3%, were between the ages of 41 and 50. This was followed by those aged 31 to 40 years, who made up 31.7% of the participants. Those aged above 50 years were 13 representing 21.7% while those aged between 20 to 30 years accounted for 8.3%. Notably, a small proportion of the participants belonged to the age group below 30 years accounting for 8.3% and this indicates younger teachers who may need coaching, training and mentoring from older teachers. Majority of respondents were above 40 years and these often have the experience and expertise necessary to coach, train and mentor younger teachers. Furthermore, this age group typically represents professionals who have accumulated substantial work experience. Therefore, it is reasonable to expect a higher representation of participants from this age range in the study. Notably, the varied age distribution indicates diversity of life experiences among the teachers at Rosslyn Academy.

Figure 4.3: Respondent's age

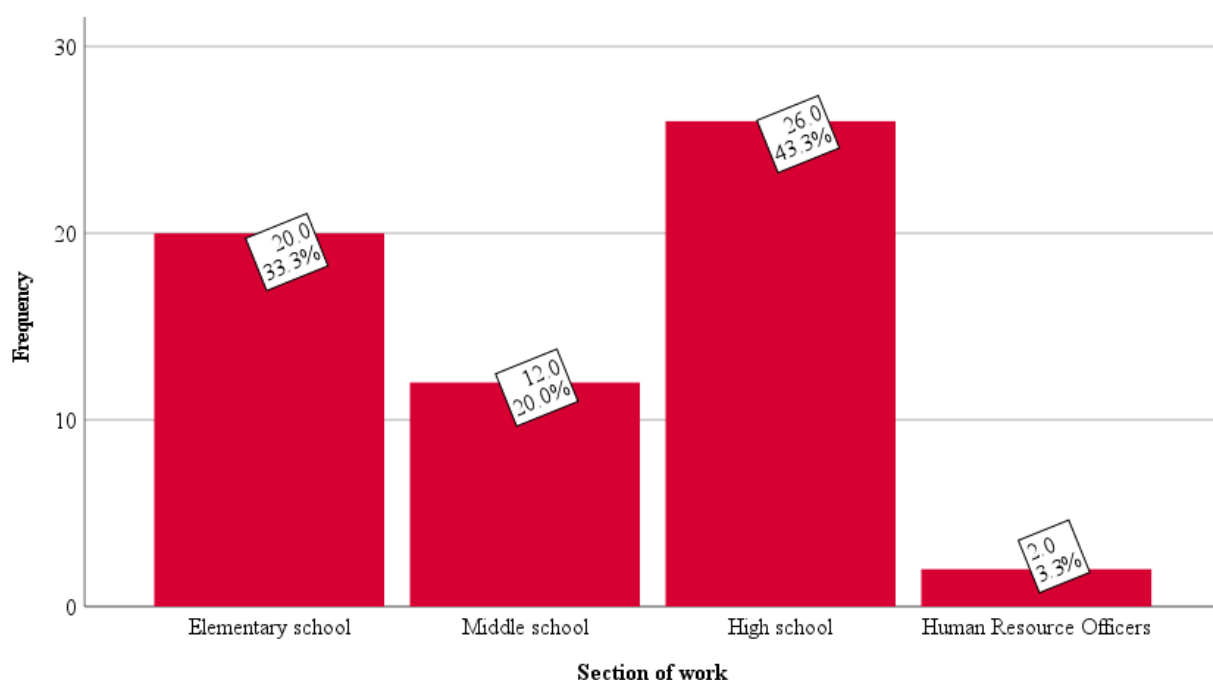


Source: Researcher, (2024)

Section of Work

The statistics presented in Figure 4.4 indicate that a majority of the study's participants were from High School depicted by 43.3% followed by Elementary School at 33.3% while 12% were from Middle School and 3.3% were human resource officers. These findings suggest that the largest population of teachers at Rosslyn Academy is from high school followed by elementary school, with the least teacher population being the middle school teachers. 2 Human resource officers also participated in the study. This highlights the diversity of the school and the independence of each school which suggests possibility diverse experiences among the teachers in terms of coaching, training and mentoring.

Figure 4.4: Section of Work



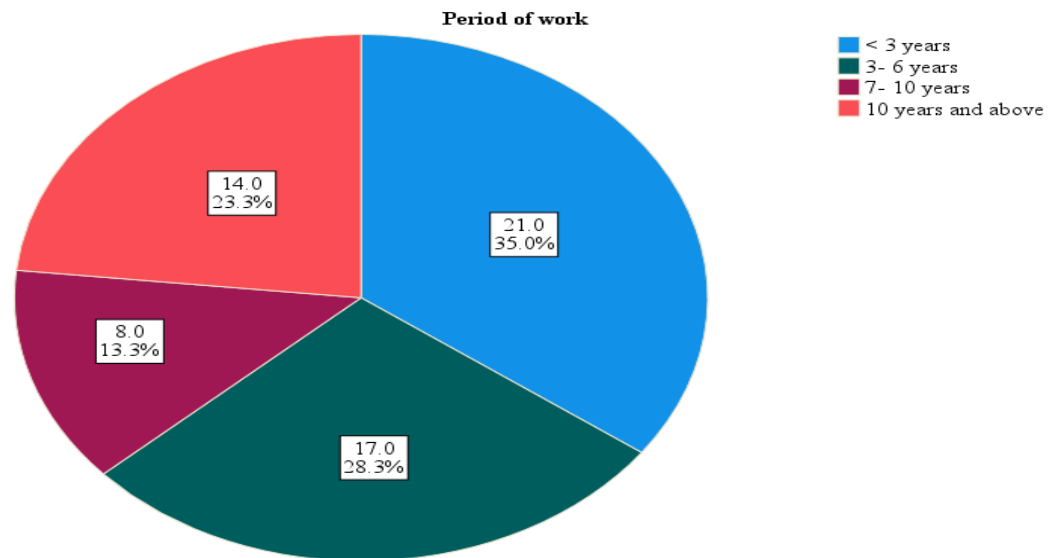
Source: Researcher, (2024)

Period of Work

Figure 4.5 clearly indicates that a significant proportion of the study's participants at Rosslyn Academy had extensive experience in the education sector. 23.3% of the teachers had worked at Rosslyn Academy for more than 10 years. This suggests a high level of expertise and seasoned professionals among the participants. Additionally, 13.3% of the respondents had been engaged in the sector for 7 to 10 years depicting a rich diversity of experience as well. Majority of the participants had worked at the school for less than 3 years making 35.0% and this depicts that the school embraces new experiences because new teachers bring about diverse skill and experiences from where they came from. A significant portion of 23.8% had worked at the school for 3 to 6 years. These findings highlight a diverse range of experience levels within the study's participants, with a substantial number having mid-to-long-term

involvement in the academic sector. It is noteworthy that a majority of participants, had been engaged in the school for more than 3 years, indicating a larger representation of individuals with relatively diverse experiences

Figure 4.5: Duration Participants had worked at Rosslyn Academy



Source: Researcher, (2024)

Diagnostics Tests

Before proceeding with further analysis, several diagnostic tests were conducted to assess the suitability of the data for analysis. The normality of the data was examined to determine if it followed a normal distribution, using tests such as the Shapiro-Wilk test. The linearity between variables was also evaluated through scatter plots and correlation analysis to ensure a linear relationship. Furthermore, the presence of multicollinearity was assessed by examining measures like the variance inflation factor (VIF) or correlation matrices to detect highly correlated predictor variables. These diagnostic tests help researchers ensure that the data meet the assumptions necessary for the chosen inferential analysis, leading to more reliable and valid results (M &

Kamel B, 2016). By addressing any issues identified during these tests, researchers can enhance the accuracy and credibility of their conclusions drawn from the data.

Normality Test

The assumption of normality is crucial in regression analysis, as it requires the underlying population to follow a normal distribution (Tsagris & Pandis, 2021). To test for normality, various methods have been proposed, including the Anderson-Darling, Shapiro-Wilk, and Kolmogorov-Smirnov tests (del Barrio et al., 2019). The objective of the normality tests is to assess whether the data for four variables namely Coaching, Training, Mentoring, and Teachers Performance adheres to a normal distribution. This is a crucial assumption in many statistical analyses, including parametric tests like t-tests and ANOVA, as they rely on the assumption that the data is normally distributed. In this study, the researcher employed the Shapiro-Wilk test.

Shapiro-Wilk Test

The Shapiro-Wilk test is another assessment of normality that provides a test statistic, degrees of freedom, and a significance level. This test evaluates the null hypothesis that the sample is drawn from a normal distribution.

Mentoring

The Shapiro-Wilk test statistic for Mentoring is 0.950 with 60 degrees of freedom and a significance level of 0.075. The test statistic is close to 1, indicating that the data for Mentoring is not significantly different from a normal distribution. The p-value of 0.075 is greater than 0.05, leading to the same conclusion as the Kolmogorov-Smirnov test: we fail to reject the null hypothesis, suggesting that Mentoring follows a normal distribution.

Coaching

For Coaching, the Shapiro-Wilk test yields a test statistic of 0.922, $df = 60$, and $Sig. = 0.061$. The test statistic is close to 1, and the p-value is greater than 0.05. Therefore, we fail to reject the null hypothesis, indicating that Coaching is not significantly different from a normal distribution based on the Shapiro-Wilk test.

Training

The Shapiro-Wilk test statistic for Training is 0.928, $df = 60$, and $Sig. = 0.052$. Like the other variables, the test statistic is close to 1, and the p-value is greater than 0.05. Hence, we do not have sufficient evidence to reject the null hypothesis, suggesting that the data for Training adheres to a normal distribution.

Teachers Performance

Finally, the Shapiro-Wilk test for Teachers Performance shows a test statistic of 0.965, $df = 60$, and $Sig. = 0.087$. Again, the test statistic is close to 1, and the p-value is greater than 0.05. Consequently, we fail to reject the null hypothesis for Teachers Performance, indicating that the data is consistent with a normal distribution according to the Shapiro-Wilk test.

Overall Summary

Shapiro-Wilk tests consistently suggest that the data for Mentoring, Coaching, Training, and Teachers Performance does not significantly deviate from a normal distribution. These results are valuable for subsequent statistical analyses that assume normality, such as parametric tests. However, it's essential to recognize that normality tests have limitations, and results might be influenced by sample size.

Table 4.2: Normality Tests

	Kolmogorov-Smirnov ^a			Shapiro-Wilk			Decision
	Statistic	df	Sig.	Statistic	df	Sig.	
Coaching	.193	60	.051	.922	60	.061	Normally Distributed
Training	.174	60	.063	.928	60	.052	Normally Distributed
Mentoring	.135	60	.068	.950	60	.075	Normally Distributed
Teachers' Performance	.125	60	.091	.965	60	.087	Normally Distributed

Source: Researcher, (2024)

Linearity Tests

The study employed Pearson correlation analysis to assess the linearity between the dependent variable, teachers' performance, and each independent variable separately. The results presented in Table 4.3 demonstrated significant linear associations between the variables as detailed in the sub sections below.

Coaching

The Pearson Correlation coefficient for Coaching and Teachers' Performance is 0.967, showing a very strong positive linear relationship. Significance Level (Sig.) depicted by the associated p-value is 0.000, indicating a statistically significant correlation. The conclusion for Coaching therefore, is that there is a statistically significant and very strong positive linear relationship between Coaching and Teachers' Performance. This means that higher levels of Coaching are associated with higher levels Teachers' Performance.

Training

The Pearson Correlation coefficient for Training and Teachers' Performance is 0.973, demonstrating a very strong positive linear relationship. Significance Level (Sig.) shown by the p-value is 0.000, indicating statistical significance.

This suggests that there is a statistically significant and very strong positive linear relationship between Training and Teachers' Performance. It indicates that higher levels of Training are associated with higher levels of Teachers' Performance.

Mentoring

The Pearson Correlation coefficient for Mentoring and Teachers' Performance is 0.966, indicating a very strong positive linear relationship. The Significance Level (Sig.) indicated by the p-value associated with the correlation is 0.000 (which is typically written as "< 0.001"). This extremely low p-value suggests that the observed correlation is statistically significant. In conclusion, there is a statistically significant and very strong positive linear relationship between Mentoring and Teachers' Performance. It shows that as Mentoring increases, Teachers' Performance also tends to increase.

Table 4.3: Linearity Test results

	Teachers' Performance	Conclusion
Mentoring	Pearson Correlation .966**	Positive linear relationship
	Sig. (2-tailed) .000	
Coaching	Pearson Correlation .967**	Positive linear relationship
	Sig. (2-tailed) .000	
Training	Pearson Correlation .973**	Positive linear relationship
	Sig. (2-tailed) .000	

Source: Researcher, (2024)

Correlation Test

The correlation matrix displays the Pearson correlation coefficients between pairs of variables. The results presented in Table 4.4 demonstrated strong positive linear relationships between the variables. In this context, the high correlation coefficient of 0.967 between teachers' performance and coaching suggests a strong positive linear relationship between these two variables. Similarly, a correlation coefficient of 0.973 between training and teachers' performance indicates a strong positive linear relationship. In addition, there was a high correlation coefficient of 0.966 between mentoring and teachers' performance which suggests a strong positive linear relationship between these two variables. The significance values (p-values) indicate that all correlations are statistically significant ($p < 0.05$), suggesting that these relationships are unlikely to be due to random chance.

Table 4.4: Correlation Test Results

		Teachers			
		Performance	Mentoring	Coaching	Training
Pearson Correlation	Teachers Performance	1.000	.966	.967	.973
	Mentoring	.966	1.000	.950	.940
	Coaching	.967	.950	1.000	.984
	Training	.973	.940	.984	1.000
Sig. (1-tailed)	Teachers Performance	.	.000	.000	.000
	Mentoring	.000	.	.000	.000
	Coaching	.000	.000	.	.000
	Training	.000	.000	.000	.
N	Teachers Performance	60	60	60	60
	Mentoring	60	60	60	60
	Coaching	60	60	60	60

Training	60	60	60	60
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Source: Researcher, (2024)

Descriptive Statistics

The analysis presented in this section utilizes a range of statistical measures to effectively summarize and identify significant patterns and trends within the data. Measures of central tendency, such as percentages and proportions, were employed to provide a comprehensive overview of the dataset. These measures allowed for the identification of key findings and the quantification of different variables. Additionally, measures of dispersion were utilized to understand the spread or variability within the data. To present the findings, tables were utilized, presenting the data in a clear and concise manner. The descriptive statistics provided a snapshot of the central tendency (mean) and the spread of data (standard deviation) for each variable: Teachers Performance, Coaching, Training and Mentoring.

These measures helped to understand the basic characteristics of the dataset, providing context for the subsequent analyses. Teachers' performance was indicated by an average performance of 3.65 with a standard deviation of 0.76, suggesting moderate variability on the teachers views regarding it. Coaching was indicated by a mean of 3.75 indicating that it was practiced at the school, with a standard deviation of 0.89 depicting moderate variability of teachers views on the same. Training had a mean of 3.95 which showed that it was being carried out at the school, with a standard deviation of 0.78 meaning that the teachers' opinions on the same were closely related. Mentoring had a mean of 3.50 indicating that it was practiced at the school with a standard deviation of 0.86 which indicated that the teachers' views were not largely divergent on the same. Notably, Coaching , Training and Mentoring were indicated by

a close range of means that is 3.75, 3.95 and 3.50 respectively and close range of standard deviations of 0.89, 0.78 and 0.86, indicating comparable levels of participation. The findings are presented in table 4.5.

Table 4.5: Descriptive Statistics

	Mean	Std. Deviation	N
Teachers Performance	3.6513	.76445	60
Coaching	3.7500	.89490	60
Training	3.9533	.78145	60
Mentoring	3.5067	.86786	60

Source: Researcher, (2024)

Coaching

The study focused on strategic human resource practices its independent variables. Coaching was the first strategic human resource practice that was investigated. Coaching refers to the process of an expert guiding a less experienced person to attain their goals in order to reach their full potential (Sheridan & Johnson, 2021). The researcher operationalized coaching using two dimensions: innovation levels and conflict reduction. These dimensions were used to assess and measure the extent to which teachers' performance was influenced by coaching in terms of their students' test scores, levels of learning engagement, classroom interactions and graduation rates. The dimension of innovation levels refers to how well a teacher embraces the challenge of creating new teaching strategies to meet unique learning needs of their students. Conflict reduction, another dimension of coaching, relates to the teacher's ability to inspire students to resolve differences respectfully and learn how to communicate their thoughts and feelings. By operationalizing coaching using these two dimensions, the study aimed to examine the impact and effectiveness of coaching

on Rosslyn teachers' performance and several insights were drawn and are presented in Table 4.6.

Table 4.6: Descriptive Statistics for Coaching

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N	Mean	Std. Deviation	Variance
Is coaching practiced at Rosslyn Academy?	1(1.7%)	3(5%)	13(21.7%)	29(48.3)	14(23.3)	60(100%)	3.8667	.89190	.795
Does the Rosslyn Academy management support coaching in its human resource practices?	1(1.7%)	2(3.3%)	10(16.7)	34(56.7)	13(21.7)	60(100%)	3.9333	.82064	.673
Does the management of Rosslyn Academy ensure that teachers participate and embrace coaching?	2(3.3%)	10(16.7)	11(18.3)	24(40%)	13(21.7)	60(100%)	3.6000	1.10775	1.227
Are the teachers in Rosslyn Academy empowered to effectively engage in coaching others?	2(3.3%)	7(11.7%)	16(26.7)	25(41.7)	10(16.7)	60(100%)	3.5667	1.01458	1.029
Does the management of Rosslyn Academy support teachers' initiative in practicing coaching?	1(1.7%)	1(1.7%)	18(30%)	30(50%)	10(16.7)	60(100%)	3.7833	.80447	.647
Valid N (listwise)						60(100%)			

Source: Researcher, (2024)

Training

Training was the second strategic human resource practice that was investigated. Training is the act of increasing the knowledge and skill of an employee for doing a particular task. It is the organized process through which people learn knowledge or skill for a defined purpose. It also refers to teaching and learning activities carried out to help members of an organization acquire and apply the knowledge, skills, abilities and attitudes required by a particular job and organization (Chand, 2022). The researcher operationalized training using two dimensions: training completion rates and class attendance rates. These dimensions were used to assess and measure the extent to which training influenced teachers' performance in terms of their students' test scores, levels of learning engagement, classroom interactions and graduation rates.

The dimension of training completion rates depicts the number of students who finish a training program in comparison to the total number of students who were scheduled to attend the training program. Class attendance rates another dimension of training, refers to the number of days a student was present divided by the total number of instructional days provided by the school during a specific period. By operationalizing training using these two dimensions, the study aimed to examine the influence of training on the performance of teachers at Rosslyn Academy and a number of insights were drawn and are presented in Table 4.7.

Table 4.7: Descriptive Statistics for Training

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N
Is training of teachers effectively practiced at Rosslyn Academy?	0(0%)	4(6.7%)	9(15%)	34(56.7)	13(21.7)	60(100%)
Are the teachers of Rosslyn Academy adequately trained in their specific subject areas?	2(3.3%)	1(1.7%)	10(16.7)	30(50%)	17(28.3)	60(100%)
Does the management of Rosslyn Academy support training of teachers?	0(0%)	1(1.7%)	1(1.7%)	34(56.7)	24(40%)	60(100%)
Are there adequate training opportunities for teachers at Rosslyn Academy?	0(0%)	9(15%)	11(18.3)	28(46.7)	12(20%)	60(100%)
Does the management of Rosslyn Academy encourage teachers to initiate trainings?	2(3.3%)	2(3.3%)	17(28.3)	25(41.7)	14(23.3)	60(100%)
Valid N (listwise)						60(100%)

Source: Researcher, (2024)

Mentoring

Mentoring was the third strategic human resource practice that was investigated. Mentoring is process where a more experienced person equips skills and competencies to a less experienced person to make them all rounded professional (Mullen & Klimatis, 2019). The researcher operationalized mentoring using two dimensions: job satisfaction levels and time management rates. These dimensions were used to assess the influence of mentoring on teachers' performance in terms of their students' test scores, levels of learning engagement, classroom interactions and graduation rates. The dimension of job satisfaction level depicts a teacher's level of fulfilment in their work. Time management rates, another dimension of mentoring, refers to how well a teacher plans and controls the amount of time they spend on a specific teaching task. By operationalizing mentoring using these two dimensions, the study aimed to examine the influence of mentoring on the performance of teachers at Rosslyn Academy and a number of insights were drawn and are presented in Table 4.8 below.

Table 4.8: Descriptive Statistics for Mentoring

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N	Mean	Std. Deviation	Variance
Is mentoring practiced at Rosslyn Academy effectively?	0(0%)	7(11.7%)	17(28.3%)	28(46.7%)	8(13.3%)	60(100%)	3.6167	.86537	.749
Does the management of Rosslyn Academy support mentoring among teachers?	0(0%)	4(18.3%)	11(18.3%)	36(60%)	9(15%)	60(100%)	3.8333	.76284	.582
Do the teachers in Rosslyn Academy embrace mentoring for their performance improvement?	0(0%)	11(18.3%)	20(33.3%)	20(33.3%)	9(15%)	60(100%)	3.4500	.96419	.930
Does the management at Rosslyn Academy ensure that teachers embrace and participate in mentoring others?	0(0%)	11(18.3%)	23(38.3%)	17(28.3%)	9(15%)	60(100%)	3.4000	.96023	.922
Do the teachers of Rosslyn Academy initiate mentoring their colleagues?	2(3.3%)	12(20%)	21(35%)	20(33.3%)	5(8.3%)	60(100%)	3.2333	.98060	.962
Valid N (listwise)						60(100%)			

Source: Researcher, (2024)

Inferential Statistics

To examine the impact of coaching, training and mentoring on teachers' performance, a linear regression model was employed in this study. Model significance was assessed using an ANOVA test, which involved calculating the F statistic and corresponding p-values. A significance level of 0.05 was chosen to determine if the model was suitable for further statistical analysis. Once the model's significance was established, the coefficients for the predictor variables were computed. The findings of these analyses are presented in the following sections.

Model Summary

The model summary gives an overview of the regression model and how well it explains the variability in the dependent variable which is teachers' performance. According to the findings shown in table 4.9 below, the Correlation coefficient also known as multiple correlation coefficient (R) is 0.985. This suggests a strong positive linear relationship between the dimensions of independent variables (Training, Mentoring, Coaching) and the dependent variable (Teachers Performance). R Square, the coefficient of determination is 0.969. This indicates that approximately 96.9% of the variance in teachers' performance can be explained by the independent variables. The Adjusted R Square is 0.968 and this adjusts R Square for the number of predictors in the model. The Std. Error of the Estimate is 0.13745 and it gives an estimate of the standard deviation of the errors in the prediction. It provides a measure of the accuracy of the model's predictions. The model also indicates Change Statistics and these statistics show the change in R Square and F statistics, indicating how much the model improves with the addition of the predictor variables. The overall model fit is deemed to explain 96.9% of the variance in teachers' performance, implying a strong association

with the coaching, training and mentoring practices. The Significance depicted by the F-statistic is highly significant ($p < 0.000$), confirming the model's validity. The Adjusted R-square with a value of 0.968 tells us the model retains 96.8% of the explanatory power when adjusting for the number of variables.

Table 4.9: Model Summary

Model	R		Adjusted R Square	Std. Error of the Estimate		R Square Change		Change Statistics		Sig. F Change
	R	Square						F	df1	df2
1	.985 ^a	.969	.968	.13745		.969		589.679	3	56

a. Predictors: (Constant), Training, Mentoring, Coaching

Source: Researcher, (2024)

ANOVA

The ANOVA table 4.10 below provides valuable insights into the relationships between Coaching, Training, Mentoring and Teachers' Performance. The table indicates the Regression Sum of Squares (SS) as 33.421 and this value represents the total variability in Teacher Performance that the model explains. In this case, the model explains a substantial amount of variability, totaling 33.421 units. The Degrees of Freedom (df) is 3 and this is the number of predictors (independent variables) in the model, and these are Coaching, Mentorship, and Training. The Mean Square (MS) is 11.140 and this number refers to the average variability explained by each predictor. This is obtained by dividing the sum of squares by the degrees of freedom. In this case, the mean square is 11.140, indicating that, on average, each independent variable contributes 11.140 units of variability to the model.

The F-statistic refers to the ratio of the variance explained by the model to the variance not explained. The high F-statistic of 589.679 suggests that the model is significant and that there is a substantial amount of variance in Teacher Performance explained by the independent variables. Significance (Sig.) is the p-value associated with the F-statistic. A very low p-value (.000b) indicates that the model is highly significant. This means that the combination of Coaching, Training and Mentorship significantly contributes to explaining the variance in Teacher Performance. According to this model the high F-statistic and low p-value in the regression section indicate that Coaching is a significant predictor of Teacher Performance. Teachers who receive coaching are likely to have different performance outcomes compared to those who do not receive coaching. Similar to Coaching, Training, is also found to be a significant predictor of Teacher Performance. This suggests that teachers who undergo specific training may demonstrate different levels of performance compared to their counterparts who do not undergo such training. In addition, Mentorship is also a significant predictor of Teacher Performance. Teachers who have a mentor may exhibit different performance levels compared to those without mentorship.

The residual Sum of Squares (SS) is 1.058 while the Degrees of Freedom (df) is 56 and the Mean Square (MS) is 0.019. The Sum of Squares (SS) value represents the unexplained variability in the model, which is the difference between the predicted and actual values of Teacher Performance. The Degrees of Freedom (df) refers to the number of observations minus the number of predictors. In this case, it's 56. The Mean Square (MS) refers to the average unexplained variability per degree of freedom. It is obtained by dividing the sum of squares by the degrees of freedom. The Low Residual Sum of Squares value of 1.058 suggests that the model does a good job of explaining most of the variability in Teacher Performance. The residuals represent the unexplained

part, and a low value indicates that the model is effective in capturing the underlying patterns.

The table also indicated Total Variability Total Sum of Squares (SS) as 34.479 and Total Degrees of Freedom (df) of 59. The Total Sum of Squares (SS indicated the overall variability in the dependent variable, which is the sum of the variability explained by the model and the unexplained variability (residuals). The Total Degrees of Freedom (df) is the sum of the degrees of freedom for the model and residuals. The implication of the variability is that the ratio of the Regression Sum of Squares to the Total Sum of Squares provides an indication of the proportion of variability in Teacher Performance explained by Coaching, Training and Mentorship. In this case, the high F-statistic and low p-value suggest that a significant proportion of the variability is explained by the model.

The high significance of the overall model and individual variables suggests that these factors are meaningful predictors of Teachers' Performance. These findings can inform educational policies and practices, guiding the development of strategies to enhance teacher effectiveness through targeted interventions in coaching, training and mentorship programs.

Table 4.10: The ANOVA Model

		Sum				
Model		of Squares	df	Mean Square	F	Sig.
1	Regression	33.421	3	11.140	589.679	.000 ^b
	Residual	1.058	56	.019		
	Total	34.479	59			

Source: Researcher, (2024)

Regression Coefficients Table

The coefficients table presents the computed regression coefficients and corresponding p-values for each independent variable (i.e., coaching, training, mentoring). The regression coefficients are summarized Table 4.11 below. The coefficients table provides information about the individual contributions of each predictor variable to the dependent variable. In the table, the Constant depicted the intercept at 0.114 which represented the average teacher performance level if no coaching, training or mentoring practices were involved. The table indicated coaching with a negative coefficient of -0.023 in relation to teachers' performance suggesting that it is not statistically significant, and this means that coaching has no measurable independent effect on performance after accounting for mentoring and training as the p-value is not significant ($p > 0.05$). Notably, a unit increase in training is associated with a 0.57 increase in performance, significantly contributing to explaining teacher's performance variations. The table also showed that each unit increase in Mentoring is associated with a 0.39 increase in teacher performance, holding other factors constant. This positive and statistically significant coefficient suggests Mentoring has a substantial impact in teachers' performance. The low p-value ($p < 0.05$) suggests that this effect is statistically significant.

Table 4.11: Regression Coefficients Table

Model	Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Lower Bound	Upper Bound
	B	Std. Error	Beta	t	Sig.			
1	(Constant)	.114	.121		.943	.350	-.128	.356
	Coaching	-.023	.121	-	-.190	.850	-.266	.220
			.027					
	Training	.570	.127		4.478	.000	.315	.826
			.583					
	Mentoring	.390	.066	.443	5.891	.000	.258	.523

a. Dependent Variable: Teachers Performance

Source: Researcher, (2024)

Table 4.10 above represented the regression model which was expressed as:

$$Y = 0.114 - 0.023X_1 + 0.570X_2 + 0.390X_3 + \sum_x$$

where:

Y = Teachers Performance

β_0 = Constant / the interception point of the regression line and the y-axis.

$\beta_1, \beta_2, \beta_3$ = Beta Coefficients of coaching, training and mentoring.

X_1 = Coaching

X_2 = Training

X_3 = Mentoring

$\sum_x$ = Disturbance/error term

This equation allowed the researcher to predict Teacher Performance based on the values of Coaching, Training and Mentoring. The symbol $\sum_x$ represented the disturbance or error term, and it represented any additional independent variables that

may have been included in the model but are not explicitly defined in this equation. The equation provided a quantitative relationship between the independent variables and the dependent variable, offering insights into how changes in Coaching, Mentoring, and Training are associated with changes in Teachers' performance. According to the model, the constant β_0 represented the intercept of the regression equation. In this context, it signified the expected value of Teacher Performance when all independent variables (Coaching, Training, Mentoring) are zero. The coefficient of 0.114 suggested that, holding Coaching, Training, and Mentoring constant, the predicted Teacher Performance is 0.114. However, the p-value (Sig.) is 0.350, indicating that the constant is not statistically significant at the conventional significance level of 0.05. This implied that the intercept may not have a meaningful interpretation in this particular model. Additionally, The Coaching coefficient β_1 represented the change in Teacher Performance associated with a one-unit change in the Coaching variable, holding other variables constant. The coefficient of -0.023 suggested that a one-unit increase in Coaching was associated with a -0.023 unit decrease in Teacher Performance. However, the t-statistic was low (close to zero) and the p-value was high (0.850), which indicated that Coaching was not statistically significant. In other words, there was not enough evidence to suggest that Coaching had a meaningful impact on Teacher Performance in this model.

Notably, the Training coefficient β_2 represented the change in Teacher Performance associated with a one-unit change in the Training variable, holding other variables constant. The coefficient of 0.570 suggested that a one-unit increase in Training was associated with a 0.570 unit increase in Teacher Performance. The high t-statistic (4.478) and low p-value (0.000) indicated that Training was statistically significant, making it a meaningful predictor of Teacher Performance in this model.

Similarly, the Mentoring coefficient β_3 represented the change in Teacher Performance associated with a one-unit change in the Mentoring variable, holding other variables constant. The coefficient of 0.390 suggested that a one-unit increase in Mentoring was associated with a 0.390 unit increase in Teacher Performance. The high t-statistic (5.891) and low p-value (0.000) indicated that Mentoring is statistically significant, making it an important predictor of Teacher Performance in this model

Discussion of Inferential Statistics Results

The regression model's findings demonstrated that Mentoring and Training were significant predictors of Teacher Performance, as indicated by their high t-statistics and low p-values. The constant β_0 represented the intercept of the regression equation and in this context, it signified the expected value of Teacher Performance when all independent variables (Coaching, Training, Mentoring) are zero. The coefficient of 0.114 suggested that, holding Coaching, Training, and Mentoring constant, the predicted Teacher Performance is 0.114. However, the p-value (Sig.) is 0.350, indicating that the constant is not statistically significant at the conventional significance level of 0.05. This implied that the intercept may not have a meaningful interpretation in this particular model. Additionally, The Coaching coefficient β_1 represented the change in Teacher Performance associated with a one-unit change in the Coaching variable, holding other variables constant. The coefficient of -0.023 suggested that a one-unit increase in Coaching was associated with a -0.023 unit decrease in Teacher Performance. However, the t-statistic was low (close to zero) and the p-value was high (0.850), which indicated that Coaching was not statistically significant. In other words, there was not enough evidence to suggest that Coaching had a meaningful impact on Teacher Performance in this model.

Notably, the Training coefficient β_2 represented the change in Teacher Performance associated with a one-unit change in the Training variable, holding other variables constant. The coefficient of 0.570 suggested that a one-unit increase in Training was associated with a 0.570 unit increase in Teacher Performance. The high t-statistic (4.478) and low p-value (0.000) indicated that Training was statistically significant, making it a meaningful predictor of Teacher Performance in this model.

Similarly, the Mentoring coefficient β_3 represented the change in Teacher Performance associated with a one-unit change in the Mentoring variable, holding other variables constant. The coefficient of 0.390 suggested that a one-unit increase in Mentoring was associated with a 0.390 unit increase in Teacher Performance. The high t-statistic (5.891) and low p-value (0.000) indicated that Mentoring is statistically significant, making it an important predictor of Teacher Performance in this model

This implied that changes in Mentoring and Training were associated with meaningful changes in Teacher Performance. A unit increase in coaching also resulted to an increase in teachers' performance but upon combining coaching, training and mentoring, the effect of coaching became insignificant as a predictor of Teacher Performance in this model signifying a possible dependence on mentoring guidance. The high p-value suggested that changes in Coaching may not have a meaningful impact on Teacher Performance when considered alongside Mentoring and Training. Practically, institutions and educators should consider the importance of Mentoring and Training programs in enhancing Teacher Performance. These findings could guide the allocation of resources and the development of strategies to improve teacher effectiveness.

Chapter Summary

The chapter provides a detailed analysis of the collected data, covering response rate, demographics statistics, descriptive statistics, diagnostics tests and inferential statistics and discussion of inferential statistics results. The inferential statistics, specifically the regression model, helped to examine the relationship between teachers' performance and coaching, training and mentoring practices. The study found that coaching did not influence teachers' performance significantly while considered together with training and mentoring. The analysis showed that the combination of Mentoring and Training significantly enhanced teachers' performance. Mentoring had the strongest individual impact, suggesting its valuable role in supporting and guiding teachers. Training also proves impactful, offering additional knowledge and skills. Interestingly, Coaching's independent effect disappears when considering other programs, hinting at potential overlap or dependence on Mentoring's guidance.

Chapter Five: Summary, Conclusion and Recommendations

Introduction

This chapter provides a concise overview of the key findings, conclusions, recommendations and areas for further research. The main objective of the study was to investigate the influence of human resource practices on teachers' performance at Rosslyn Academy, Nairobi.

Summary of Findings

The first objective of the study was to examine the effects of coaching on the teachers' performance at Rosslyn Academy in Nairobi County. The second objective of the study was to examine the effects of training on the teachers' performance at Rosslyn Academy in Nairobi County. The third objective of the study was to examine the effects of mentoring on the teachers' performance at Rosslyn Academy in Nairobi County. The fourth objective of the study was to identify the combined influence of coaching, training and mentoring on teachers' performance of Rosslyn Academy in Nairobi. To investigate these objectives, multiple linear regression analysis was employed as the method of choice for inferential data analysis. This approach facilitated a comprehensive examination of the relationships between variables and provided valuable insights in line with the research objectives. The initial stage of data analysis involved determining the response rate, which was found to be 96.70%. Out of the 62 targeted respondents, a total of 60 participants took part in the study. This response rate exceeded the minimum threshold of 60% recommended by Mugenda & Mugenda (2003) for satisfactory analysis. The high response rate enhances the reliability and generalizability of the study's findings. In terms of participant composition, the study revealed a higher female distribution of gender among the participants, with males

accounting for 37.3% and females accounting for 62.7% of the total sample. Regarding age demographics, the majority of participants fell within the age range of 41 to 50 years (38.3%), followed by those in the 31st to 40th years age group (31.7%). In terms of the section where participants worked, the study found that the majority of participants worked in high school (43.3%), followed by elementary school (33.3%) and middle school (20.0%) while only 3.3 % of worked in human resources indicating diverse experiences among the respondents. Regarding the period the participants had worked, a significant portion of the participants (23.3%) had worked at the school for more than 10 years. Approximately an equal proportion of individuals had worked for 3 to 6 years (28.3%) and 7 to 10 years (13.3%). The participants who had been engaged at the school for less than 3 years were 35%, indicating individuals with relatively new experiences at the school.

Coaching and Teachers Performance

The first objective of the study was to examine the effects of coaching on the teachers' performance at Rosslyn Academy in Nairobi County. The corresponding research question focused on understanding how coaching influences the teacher's performance. To address this objective and research question, both descriptive and inferential statistics were conducted. Descriptive statistical analysis was conducted to explore respondents' perceptions regarding various aspects of coaching within the school. The findings indicated that a majority of respondents agreed that their organization practiced coaching and that the management supported it leading to improved teachers' performance. Notably, most respondents felt that they were not empowered to coach others and that the management of the school did not significantly support teachers' initiative in coaching others. The inferential statistics revealed a coaching standardized beta coefficient of -0.027 and a corresponding p-value of 0.850.

The significance of the high p-value (0.850), indicated that Coaching is not statistically significant. In other words, there is not enough evidence to suggest that Coaching has a meaningful impact on Teacher Performance in this model.

Training and Teachers Performance

The second objective of the study was to examine the effects of training on the teachers' performance at Rosslyn Academy in Nairobi County. The corresponding research question focused on understanding how training influenced the teacher's performance. To address this objective and research question, both descriptive and inferential statistics were conducted. Descriptive statistical analysis was conducted to explore respondents' perceptions regarding various aspects of training within the school. The findings indicated that a majority of respondents agreed that training is effectively practiced at the school and the teachers are adequately trained in their specific subject areas. Similarly, most respondents felt that the management of the school supported training of teachers' and provided adequate training opportunities. However, majority of the participants felt that teachers were not encouraged to initiate training programs by the school management. The inferential statistics revealed a training standardized beta coefficient of 0.570 which suggested that a one-unit increase in Training is associated with a 0.570 unit increase in Teacher Performance. The high t-statistic (4.478) and low p-value (0.000) indicated that Training is statistically significant, making it a meaningful predictor of Teachers' Performance in the school.

Mentoring and Teachers Performance

The third objective of the study was to examine the effects of mentoring on the teachers' performance at Rosslyn Academy in Nairobi County. The corresponding research question focused on understanding how mentoring influenced the teacher's

performance. To address this objective and research question, both descriptive and inferential statistics were conducted. Descriptive statistical analysis was conducted to explore respondents' perceptions regarding various aspects of mentorship within the school. The findings indicated that a majority of respondents agreed that mentoring is effectively practiced at the school and also supported by the management. Notably, most respondents did not embrace mentoring for their performance improvement and they did not consider the management as enhancing teachers to mentor others. In addition, majority of the participants felt that teachers did not initiate mentoring their colleagues at the school. The inferential statistics revealed a mentoring standardized beta coefficient of 0.390 which suggested that a one-unit increase in Mentoring was associated with a 0.390 unit increase in Teacher Performance. The high t-statistic (5.891) and low p-value (0.000) indicate that Mentoring is statistically significant, making it an important predictor of Teachers Performance in the model.

Coaching, Training and Mentoring and Teachers Performance

The fourth objective of the study was to identify the combined influence of coaching, training and mentoring on teachers' performance of Rosslyn Academy in Nairobi. The corresponding research question sought to identify the influence of combining coaching, training and mentoring to the performance of teachers at Rosslyn Academy in Nairobi? To address this objective and research question, both descriptive and inferential statistics were conducted. Descriptive statistical analysis was conducted to explore respondents' perceptions regarding various aspects of combining coaching, training and mentoring within the school. The findings indicated that a majority of respondents agreed that training and mentoring were effectively practiced at the school and also supported by the management while coaching was not practiced as much and neither was it supported by management. Notably, most respondents did not embrace

coaching for their performance improvement and they did not consider the management as enhancing teachers to coach others while a majority embraced training and mentoring. In addition, majority of the participants felt that teachers did not initiate mentoring their colleagues at the school. The inferential statistics revealed that Coaching had a negative coefficient (-0.023) hence was insignificant, implying Coaching has no measurable independent effect on performance after accounting for Mentoring and Training. On the other hand, a unit increase in Training was associated with a 0.57 increase in teachers' performance, significantly contributing to explaining performance variations. In addition, mentoring coefficient of 0.390 indicated that, holding other variables constant, a one-unit increase in Mentoring was associated with a 0.390 unit increase in Teachers Performance. The low p-value ($p < 0.05$) suggested that this mentoring effect was a significant influencer of teachers' performance. The Correlation coefficient which is also known as multiple correlation coefficient, (R) was 0.985. This coefficient indicated a strong positive linear relationship between the dimensions of independent variables namely: Training, Mentoring and Coaching and the dependent variable which was Teachers Performance. The coefficient of determination (R Square) is 0.969. This indicated that approximately 96.9% of the variance in Teachers Performance could be attributed to these independent variables. The Adjusted R Square adjusts R Square for the number of predictors in the model. The Adjusted R-square value was 0.968 which indicated that the model retains 96.8% of the explanatory power when adjusting the number of variables for training, mentoring and coaching. The Standard Error of the Estimate is an estimate of the standard deviation of the errors in the prediction. It provided a measure of the accuracy of the model's predictions. The Change Statistics showed the change in R Square and F statistics which indicated how much the model improved with a unit addition of the predictor variables

of training, mentoring and coaching. The model explained that 96.9% of the variance in teachers' performance was a result of training, mentoring and coaching programs and this indicated an overall model fit which implied a strong association of teachers' performance with the development programs. The Significance as indicated by the F-statistic value of $p < 0.000$ was highly significant and this indicated a confirmation of the model's validity.

Conclusions

This study pointed out the important role played by Mentoring and Training as significant predictors of Teachers' Performance, as indicated by their high t-statistics and low p-values. This implies that changes in Mentoring and Training are associated with meaningful changes in Teacher Performance. Notably, the study indicated Coaching, as an insignificant predictor of Teacher Performance in this model. The high p-value suggested that changes in Coaching may not have a meaningful impact on Teacher Performance when considered alongside Mentoring and training. Interestingly, Coaching's independent effect disappears when considering other programs, hinting at potential overlap or dependence on Mentoring's guidance.

Implications

First, from a practice perspective, there are benefits when it comes to improving teachers' performance at a school through human resource practices such as coaching training and mentoring. Organizations whether in the profit or non-profit making

industries can engage in human resource practices that seek to enhance employee performance in the organization. Mentoring and Training are significant predictors of Teacher Performance, as indicated by their high t-statistics and low p-values. This implies that changes in Mentoring and Training are associated with meaningful changes in Teacher Performance. Coaching, on the other hand, is not a statistically significant predictor of Teacher Performance in this study. The high p-value suggests that changes in Coaching may not have a meaningful impact on Teacher Performance when considered alongside Mentoring and Training but when coaching is considered alone it results in an increase in level of teachers' performance. Managers therefore need to be aware of the role played by human resource practices such as coaching, training and how these factors can contribute to increased performance among educators. Practically, institutions and educators should consider the importance of allocating resources to Mentoring and Training programs in enhancing Teachers' Performance.

Recommendations

There are several recommendations emerging from this study:

First, there is need for organizations and especially schools to focus on enhancing teachers' performance through training programs since it has been identified as a significant predictor of a teacher's performance.

Secondly, there is a need for the management in organizations to initiate mentorship programs in the organization if they seek to improve performance of employees. In particular, if a learning institution seeks to enhance performance of its educators, it must incorporate the implementation mentorship programs.

These findings could guide the allocation of resources and the development of strategies to improve teacher effectiveness. The findings can also inform educational policies and practices, guiding the development of strategies to enhance teacher effectiveness through targeted interventions in coaching, training and mentorship programs.

Future Research

This study looked at selected HR practices specifically, coaching, training and mentoring and how they affected teacher's performance. Future studies should seek to look at other practices in order to understand their effect on teachers' performance.

Secondly, this study found training as the strongest significant predictor of teachers' performance. Future studies should seek to carefully study this factor in multiple organizations to understand its effects on employee performance.

Thirdly, the study identified coaching as a non-significant predictor of teachers' performance when considered alongside training and mentoring. Future studies need to study this factor in other sectors such the area of sports to identify its impact on individuals' performance.

Fourthly, the findings apply to the specific sample population studied which was teachers at Rosslyn Academy, Nairobi. Future studies need to apply them to other contexts and this requires caution and further research. In addition, other qualitative factors such as teacher characteristics, school environment, and program quality could influence teachers' performance. Future research could consider these aspects.

Chapter Summary

This chapter summarizes the findings, conclusions, and recommendations of the study on the influence of human resource practices such as coaching, training and mentoring on teachers' performance at Rosslyn Academy, Nairobi. The study found that training and mentoring had a significant and positive impact on the teachers' performance while coaching had a statistically non-significant influence on teachers' performance when combined with the other variables. The study highlights the importance of training and mentoring in enhancing the performance of teachers at Rosslyn Academy.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Eddah Wairimu Nyanjau
Pan Africa Christian University (PACU),
P.O Box 56875 – 00200
Nairobi-Kenya.

TO WHOM IT MAY CONCERN,

Dear Sir/Madam,

RE: REQUEST FOR RESEARCH INFORMATION

I am a student at Pan Africa Christian University (PACU) studying Business Administration. I am undertaking research on the effects of Strategic Human Resource Practices on Teachers Performance at Rosslyn Academy. I am seeking your assistance in obtaining data related to this study by filling the attached research questionnaire.

Kindly be assured that the information you provide will be held in confidence and only used for the purpose of this study.

Thank you in advance.

Yours faithfully,

Eddah Wairimu Nyanjau
Tel: 254 723 304 767

APPENDIX II: QUESTIONNAIRE

The purpose of this questionnaire is to gather data on the effects of strategic human resource practices on teachers' performance at Rosslyn Academy. The information and responses you provide will only be used for academic purpose and shall be treated as confidential. Please answer the following questions honestly and objectively by ticking on your choice.

Section A: General Information

1. Gender

Male ☐

Female ☐

2. Age

20-30 years ☐

31-40 years ☐

41-50 years ☐

Above 50 years ☐

3. Which section in Rosslyn Academy do you work in

Elementary School ☐

Middle School ☐

High School ☐

4. How long have you worked for Rosslyn Academy?

< 3 years ☐

3 - 6 years ☐

7 - 10 years ☐

10 years and above ☐

For the following questions/statements in Sections B (i, ii, iii, iv and v) use the Likert Scale options of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). Please tick (✓) on the box that corresponds to your answer

Section B: Human Resource Practices

(i) Coaching

Statement	SA (5)	A (4)	N (3)	D (2)	SD (1)
5. Is coaching practiced at Rosslyn Academy?					
6. Does the Rosslyn Academy management support coaching in its human resource practices?					
7. Does the management of Rosslyn Academy ensure that teachers participate and embrace coaching?					
8. Are the teachers in Rosslyn Academy empowered to effectively engage in coaching others?					
9. Does the management of Rosslyn Academy support teachers' initiative in practicing coaching?					

(ii) Training

Statement	SA (5)	A (4)	N (3)	D (2)	SD (1)
10. Is training of teachers effectively practiced at Rosslyn Academy?					

11. Are the teachers of Rosslyn Academy adequately trained in their specific subject areas?					
12. Does the management of Rosslyn Academy support training of teachers?					
13. Are there adequate training opportunities for teachers at Rosslyn Academy?					
14. Does the management of Rosslyn Academy encourage teachers to initiate trainings?					

(iii) Mentoring

Statement	SA (5)	A (4)	N (3)	D (2)	SD (1)
15. Is mentoring practiced at Rosslyn Academy effectively?					
16. Does the management of Rosslyn Academy support mentoring among teachers?					
17. Do the teachers in Rosslyn Academy embrace mentoring for their performance improvement?					
18. Does the management at Rosslyn Academy ensure that teachers embrace and participate in mentoring others?					

19. Do the teachers of Rosslyn Academy initiate mentoring their colleagues?					
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Section C: Teacher's performance

Statement	SA (5)	A (4)	N (3)	D (2)	SD (1)
1. Does the management of Rosslyn Academy consider students test scores as a measure of teachers' performance?					
2. Do the teachers in Rosslyn Academy embrace student test scores for their performance improvement?					
3. Do student test scores depict teachers' performance at Rosslyn Academy?					
4. Does learning engagement effectively indicate teachers' performance at Rosslyn Academy?					
5. Does the management of Rosslyn Academy support learning engagement as an indicator of teachers' performance?					
6. Do the teachers of Rosslyn Academy initiate learning engagement activities with their students?					
7. Could classroom interactions be effectively used as an indicator of teachers' performance at Rosslyn Academy?					

8. Do the teachers in Rosslyn Academy embrace classroom interactions for their performance improvement?					
9. Do the teachers of Rosslyn Academy initiate classroom interactions with their students?					
10. Do graduation rates of the students at Rosslyn Academy signify the performance of their teachers?					
11. Does the management of Rosslyn Academy support use of graduation rates as an indicator of teachers' performance?					
12. Do the teachers of Rosslyn academy consider graduation rates as a significant performance indicator?					
13. Does the management of Rosslyn Academy enhance teachers' performance using human resource practices such as coaching, training and mentoring?					

Thank you for your cooperation in answering the questions.

APPENDIX III: RESEARCH AUTHORIZATION AND ETHICS CLEARANCE LETTER



**Pan Africa
Christian University**

Thika Road Campus Valley Road Campus
P.O. BOX 56875 - 00200 +254 730955000 +254 730955501/2
enquiries@pacuniversity.ac.ke www.pacuniversity.ac.ke

3rd October 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION & ETHICS CLEARANCE LETTER FOR
NYANJAU EDDAH WAIRIMU REG. NO: MBAD/18860/0/21**

Greetings! This is an introduction letter for the above named person a final year student at Pan Africa Christian University (PAC University), pursuing Masters of Business Administration.

She is at the final stage of the programme and she is preparing to collect data to enable her finalize on the thesis. The thesis title is ***"Strategic Human Resource Practices and Teachers' Performance: A Case of Rosslyn Academy, Nairobi."***

We kindly request that you allow her obtain a research permit so as to proceed and collect data from selected individuals at Rosslyn Academy Nairobi County, Kenya.

Kind Regards,

PAN AFRICA CHRISTIAN UNIVERSITY
REGISTRAR
P.O. Box 56875 - 00200
TEL: 0721 932050; 0734 400694
NAIROBI, KENYA

Dr. Lilian Vikiru
Registrar Academic Affairs
Pan Africa Christian University
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Website: www.pacuniversity.ac.ke

Where Leaders are Made

APPENDIX III: CERTIFICATE OF ETHICAL CLEARANCE

	Certificate of Ethical Clearance	 Pan Africa Christian University Thika Road Campus Valley Road Campus P.O. Box 56875-00200 +254 730955000 +254 730955501/2 enquiries@pacuniversity.ac.ke www.pacuniversity.ac.ke	
		INSTITUTIONAL SCIENTIFIC ETHICS REVIEW COMMITTEE (ISERC)	
This Certificate is awarded to Eddah Wairimu Nyanjau For the research titled Strategic Human Resource Practices and Teachers' Performance: A Case of Rosslyn Academy, Nairobi Ref/PAC/ISERC/38/10/23 having complied with PAC University Institutional Scientific Ethics Review Committee's guidelines and Standard Operating Procedures for ethical clearance.			
This Certificate is issued subject to compliance with the following requirements: i. Before commencing the study, you are required to obtain a Research License from the National Commission for Science, Technology and Innovation (NACOSTI) as well as other institutional clearances as and where needed. ii. Only approved documents including research instruments and informed consent forms will be used. iii. All changes including amendments and/or deviations are to be submitted for review and clearance by PAC University Institutional Scientific Ethics Review Committee before use. iv. Any expected or unexpected changes that may increase the risks to study participants or affect the integrity of the study must be reported in writing to PAC University Institutional Scientific Ethics Review Committee within two days. v. Any request for renewal or approval must be submitted to PAC University Institutional Scientific Ethics Review Committee at least four weeks prior to the expiry of this Certificate and must be accompanied by a comprehensive progress report to support the renewal.			
Date of issue	03/10/2023	Expiry date	
DR. JANE KINUTHIA  Secretary PAC_ISERC			

APPENDIX IV: NACOSTI LICENCE

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 389212	Date of Issue: 12/October/2023
RESEARCH LICENSE	
	
This is to Certify that Ms.. Eddah Wairimu Nyanjau of Pan Africa Christian University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: Strategic Human Resource Practices and Teachers' Performance: A Case of Rosslyn Academy, Nairobi. for the period ending : 12/October/2024.	
License No: NACOSTI/P/23/30337	
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THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
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3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
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10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
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13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

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