Effects of coaching programmes on employee performance in business process outsourcing subsector of Nairobi city county, Kenya.

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ABSTRACT

Research has demonstrated that there are a variety of factors that influence performance at the work place, such as team coaching, Business Coaching, Executive Coaching and self/personal coaching. This study aimed at determining the effects of coaching Programs on employee performance and the reduction of staff attrition in the BPO industry in Nairobi, Kenya. Both Primary and Secondary data sources were adopted. Quantitative research methodology was employed to inference an effect of the four coaching techniques on employee performance by use of 2 ways ANOVA and Multiple regression analysis. Stratified sampling method was used to select respondents while qualitative methodology was used to facilitate an in-depth description of the experiences and perceptions of the participants of the four coaching programs. The samples were drawn from the staff population of Direct Channel Simbatech Kenya Limited and Kencall Kenya Limited employees. Content analysis was used to analyze qualitative data while quantitative data was analyzed by use of the statistical package for social sciences (SPSS) computer software -later organized into themes, and presented by use of frequency distributions, percentages and presented in graphs and charts. Pilot study was conducted to determine instrument validity. The study found out that executive coaching and business coaching reduces on average employee performance. Team and self-personal development coaching increases average employee performance. The 2-Way ANOVA test at 0.01 level of significance indicated that there was no statistically significant difference in mean employment performance between the use of executive coaching technique and business coaching technique ($P = 0.097$). However, there was statically significant difference in mean employee performance between the use of Team coaching technique and Self-personal development coaching technique ($P = 0.004$). The study recommends that both team coaching and self-personal development coaching should be employed on the employees for exceptional results.

1. INTRODUCTION

1.1   Background Information

Coaching is now widely accepted in a field wider than sport and has emerged into the arena of personal development. Although the earliest literature in coaching is in the context of an organizational setting and is not directly connected to the current research, it is interesting to note that coaching is referred to as 'psychological consultation with executives' and is described as 'psychology in action' (Glaser, 1958). However, this study lacked scientific integrity as no scientific measurement was available to assess the effectiveness of the intervention (Glaser, 1958).

Grant (2001) nonetheless, acknowledged the significance of this study and the contribution it made to early coaching research. Leedham (2005) also recognized the contribution made to early coaching research by Gallwey (1975) as forming a valuable foundation for coaching. Gallwey's study indicated that performance improved where there is improved concentration, reduced anxiety, coupled with the ability to overcome mental obstacles.

Coaching approaches Brockbank and McGill (2006) have identified four different approaches to coaching; Functionalist coaching, Engagement coaching, Revolutionary coaching and Evolutionary coaching. The functionalist approach focuses on efficiency and balance. In this approach the world is thought to be completely objective and neutral. The approach aims to improve performance and it suppresses challenge and questioning (Brockbank, 2006). The engagement approach on the other hand accepts the fact that the learner lives in a subjective world. This approach is non-directive approach and tries to maintain the status quo.

1.1.1   Definition of Coaching

Coaching has been defined in many ways; the International Coaching Federation (ICF) describes coaching as "partnering with clients in a thought provoking and creative process that inspires them to maximize their personal and professional potential" (International Coach Federation, 2010). Brockbank and Ian McGill (2006) posit that the one purpose of coaching is: "the learning and development of an individual, a process that involves change". Brockbank (2006), the International Institute of Coaching

says: "Coaching is a simple yet effective form of personal development where the Client and Coach create an alliance that promotes and sustains the Client's personal growth and competence. This powerful relationship enables the Client to give up who they are for who they want to become."

One thing that most definitions of coaching already have in common is that it recognizes the person as a whole, believing that the client is in possession of all the qualities and resources required for development. It is the coach's job to find and release that potential in the client (Brockbank, 2006). Coaching is considered as one of the key elements of success in all major competitive fields ranging from sports to business and personal life. That is why coaching is a fast growing business today. The coaching process helps the client to establish effective personal and business relationships and it can lead the way to more effective decision making. Coaching is conducted by dialogue and inquiry, which improves the client's communication skills, creates awareness and competence.

This study will concentrate on Coaching for individuals and Work teams (Example, marketing teams, sales teams, Call centre teams etc.); the importance of team work and members has taken on a greater role in organizational performance. Because teams are an integral part of many organizations, understanding team performance and how it can be improved has become increasingly important to organizations.

Team coaching has been recommended as one of the potential ways in which organizations can improve team functioning, team performance and ultimately individual performance. This study will attempt to explore the effects of Team Coaching on individual Performance, Executive, Business and self/personal coaching. Broadly speaking, team coaching refers to the act of a coach providing leadership to a team. Specifically, Hackman and Wageman (2005) define team coaching as "direct interaction with a team intended to help members make coordinated and task-appropriate use of their collective resources in accomplishing the team's work".

According to Hackman and Wageman (2005), among the variety of leadership behaviors available to coaches, team coaching is utilized less than other aspects of team leadership. Executive coaching emerged as a leadership development practice a little over two decades ago and is now among the most widely used executive development techniques (McGovern, 2001).

Executive coaching is defined as a helping relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioral techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client's organization within a formally defined coaching agreement.

1.1.2   Coaching in Kenya

1.1.2.1   Destiny Life Coach
It's a coaching program that helps individuals to achieve their dream of becoming certified coaches. The Destiny Life Coaching program is designed to empower one with the focus, training and accountability they need to achieve the consistent results they demand in the most important areas of life. Other coaching Services include: Personal Development sessions (3 months, 1hr once a week), Corporate Training & Workshops, Youth Mentorship, Motivational and Inspirational talks.

1.1.2.2   Dolphins Training and Consultants Ltd
Is the leading Training and Consultancy house in Africa and a member of Dolphins Group of companies? Dolphins Training & Consultants ltd specializes on executive corporate trainings including: Simplified Strategic Planning, The Hands-off Manager skills training, Executive Marketing training, Effective sales delivery and management training, Executive public speaking and presentation skills training, High Impact Team Building, Top Image, dressing and etiquette, Professional Writing Skills, Perfect PA and Effective Office Administrator, Reinventing Yourself, Professional writing skills, Diligent Interviewing skills.

1.1.2.3   Business Process Outsourcing
Business process outsourcing (BPO) is a subset of outsourcing that involves the contracting of the operations and responsibilities of specific business functions (or processes) to a third-party service provider. Business process outsourcing (BPO) is the contracting of a specific business task, such as payroll, to a third-party service provider.
Chandra (1999) defines outsourcing as an organization's purchase of any service activity from an external source. The firm buying the service is the outsourcer or client. The firm supplying the service is the outsourcer, outsourcing vendor or outsourcing service provider. The term BPO usually indicates an outsourcing arrangement that concerns an entire business unit as opposed to a narrow activity such as IT or facility management. Accenture defines BPO as "contracting with an external organization to take primary responsibility for providing a business process or functions (United Nations, 2003)

BPO benefits both the client and the service provider. For the client, the benefit can be significantly greater than the cost savings from the pure information technology (IT) outsourcing frequently deployed in the past. BPO allows some outsourcer to pass saving between 15% and 85% of their end customer. Companies increasingly partner with outsourcing service provides "to gain access to competitive skills, improve service levels and increase their ability to respond to changing business needs (Linder, 2002). The worldwide spending for outsourcing is expected to grow dramatically through 2008 (Crane, 2004), and business process outsourcing is "the hottest growth area in the outsourcing space" (Information Week, 2004). BPO includes a broad

spectrum of back-office and customer facing functions eg data processing, account receivable, customer analytics, and tax processing and equity research. The year BPO is considered a priority by 20 to 35% of small medium and large enterprise.

1.2 Statement of the Problem

The purpose of this study is to explore the effect of coaching on employees work performance to reduce attrition in the BPO industry in Nairobi, Kenya. The purported benefits of coaching remain mostly testimonial in nature and the majority of studies done to date are based on phenomenological research. Grant (2004) argued that coaching has outgrown its current proprietary knowledge-based status, and many coaches are advocating a shift toward more research that will provide theoretically grounded, evidence-based knowledge to support it. There is a need to unify what is currently known about coaching into a coherent, well-defined body of knowledge with shared terminology and theoretical base so that consumers, researchers, professional associations and any interested individual can have a concrete and verifiable source of information to turn to.

This study therefore sought to determine the effect of coaching Programmes on employee performance in the BPO industry in Nairobi, Kenya. In recent past the BPO industry in Nairobi has expanded with fully fledged operations centers. The ICT Authority of Kenya has been the Government arm charged with the responsibility of marketing BPO industry in Kenya to the outside world. The marketing activities are geared towards selling Kenya to the world with an objective of making Kenya the next preferred outsourcing destination from India the Philippines and China.

The existing BPO organizations have however, been faced with the challenge of employee performance levels. Another major challenge facing this industry in Nairobi is substandard services and lack of capacity building. In 2012 Direct channel Simbatech in partnership with Jomo Kenyatta University of Agriculture & Technology– Research, Production and Extension (RPE) department developed Certificate and Diploma training programmes in order to build capacity for the industry.

Due to this challenges' organizations are not able to justify high cost of coaching and capacity building as they experience high employees attrition that definitely affects the growth of individual organizations as well as the BPO industry This study therefore, seeks to determine the effects of Coaching Programmes on employee's performance in selected BPO operators in Nairobi, Kenya.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to determine the effects of coaching Programmes on employee performance in the BPO sub-sector in Nairobi.

1.3.2   Specific Objectives

The study was guided by four specific objectives which were;

1. To determine the effects of executive coaching on employee performance in the BPO sub-sector in Nairobi.
2. To establish the effects of business coaching on employee performance in the BPO sub-sector in Nairobi.
3. To establish the effects of team coaching on employee performance in the BPO sub-sector in Nairobi.
4. To determine the effects of personal development/life coaching on employee Performance in the BPO sub-sector in Nairobi.

1.4 Research Questions

The study was guided by the following research questions:
1. What is the effect of executive coaching on employee performance in the BPO sub-sector in Nairobi?
2. What is the effect of business coaching on employee performance in the BPO sub-sector in Nairobi?
3. How does team coaching affect the employee performance in the BPO sub-sector in Nairobi?
4. How does personal development/life coaching affect employee performance in the BPO sub-sector in Nairobi?

1.5 Justification

Grant (2003) has indicated that life coaching is at a 'cross-roads'. The reason for this cross roads is that in recent years coaching has evolved in a number of ways. First, as the coaching industry evolves, and matures, those who are seeking coaching are asking questions about its efficacy and effectiveness. Secondly, this is coupled with the fact that within the human resource industry those who are now hiring coaches have rigorous assessment procedures. Finally, there is a growing discontent among those who were trained in schools who practiced their own proprietary models of coach training without the foundation of empirically research Grant and Cavanagh (2004). In addition to the above the coaching industry has taken a 'paradigm shift'. Previously those who engaged in the intervention of coaching were perceived as being 'flawed' (Peterson, 2002). In the light of the above the wish to establish the effects of coaching on performance in the BPO sub-sector in Nairobi, so as to guide the BPO organizations, business owners and the stakeholders on the most appropriate coaching programmes that would improve work performance.

1.5.1 Organizations under Study

These organizations will benefit from this study by being able to obtain feedback directly from their employees which may otherwise be difficult to obtain. At the same time these organizations will be able to implement the provided recommendations upon data analysis and provided report.

1.5.2 Listed BPO Operators

The listed BPO operators will benefit from this study by understanding the impact of coaching to employees in the subsector under study. These operators will also be able to make informed coaching decisions.

1.5.3 The ICT Authority of Kenya

The ICT Authority of Kenya has been charged with the responsibility of promoting the BPO Subsector in Kenya to the international countries with an aim of making Kenya the next outsourcing destination in the world from the Philippines and India. One of the challenge identified by the Authority has been capacity building in this subsector, the findings and recommendations of this research will enable the Authority to identify the most ideal coaching method that would contribute to capacity building.

1.6 Scope of the Study

The study focused on the effects of coaching programmes on the performance of employees in the BPO sub-sector in Nairobi. This study was carried out in Nairobi's Westlands and Mombasa road locations where the BPO operators are situated.

2. LITERATURE REVIEW

2.1 Introduction

This chapter will give an overview of the field of inquiry. The literature review will provide information on what has already been said on and written on Team Coaching, Executive Coaching, Business Coaching and personal coaching. The prevailing theories and hypotheses, questions which have been asked, and methodologies and methods are appropriate and useful will be studied. According to Tobias (1996), the term coaching was first used as a substitute word to describe the practices of consulting and counseling in an effort to make both seem less threatening and remedial. Apparently, the re-labeling of this intervention to promote professional development worked, as media coverage in the late 1990s characterized coaching as a much sought after benefit being offered by companies and corporations willing to invest in an employee's individual growth and progress (Stern, 2001).

Kilburg's (1996) supported the re-labeling theory of how coaching originally spawned from the field of consulting and counseling. The reasons provided for the increased popularity of coaching have been speculative at best with some authors suggesting that bringing therapy into the workplace under the guise of coaching was one way for psychologists to revitalize their practices after the damaging effects of managed care (Filipczak, 1998; Tobias, 1996); however, Witherspoon and White (1996) provided a simpler, more direct explanation for its popularity.

2.1 Theoretical Framework

2.2.1 Coaching and Existing Established Theory

As with any new field of study, coaching draws upon existing established theory and knowledge. As they underpin coaching some of the main psychological theories that are credited as forming the basis of coaching will now be outlined. Positive psychology has provided some structure for the foundation of coaching and is the science at the heart of coaching (Kauffman, 2006).

The emphasis in positive psychology is on functional as opposed to dysfunctional behaviours thereby encouraging resourcefulness and capacity for change, coupled with a focus on optimism, strengths and happiness (Feltham, 2006). The role of the coach in positive psychology is to focus the coachees on using their existing strengths to capitalize on what energises and pulls coachees forward towards goals and ultimately toward optimal functioning (Kauffman, 2006). Humanistic psychology, founded on an optimistic view of the individual, also plays an important part in coaching (Stober, 2006).

According to Stober (2006), "the humanistic theory of self actualization is a foundational assumption for coaching with its focus on enhancing growth rather than ameliorating dysfunction". The key concepts of coaching, namely; the trusting relationship between the coach and coachee and, the acceptance of the coachees as unique individuals, with an inherent capacity for growth, have all evolved from the humanistic perspective. Stober (2006) indicated that it would be difficult to imagine a model of coaching that had not integrated these concepts into its processes. The contribution of cognitive therapy within the field of cognitive psychology is acknowledged by Auerbach (2006). The main constructs of cognitive therapy are; mood is closely linked to cognitions of the individual; the role of the cognitive therapist is to help individuals identify errors in the way they think and assist them to identify and adopt more useful and productive thoughts.

Auerbach (2006) cited Burns (1980) who stated that there is often an irrational element in the way individuals think which may ultimately distort their thinking patterns thereby leading to difficulties in adopting new behaviour. However, through the process of cognitive therapy which seeks to identify and eliminate the irrational and distorted thoughts, the individual's mood and ultimately performance could be improved Auerbach, (2006). In drawing comparisons between coaching and cognitive therapy, the role of the coach is to assist the coachee to see themselves realistically, and weigh up options to achieve goals which were identified as 'cognitive coaching techniques' Auerbach (2006). As can be seen from the above no one psychological theory alone can be taken as underpinning the foundation of coaching, as ultimately "coaching is a derivative of many fields and the innovative thinking of great pioneers" (Williams, 2003).

2.2.2 Sandwich Theory

The theory is aimed at improving individual performance. Here's how it works: if the participant/team player/employee is not performing in one area. Instead of using the "praise in public, criticize in private" method, think of at least two areas in which he/she is performing well. Have a chat, starting with praise for one area in which they excel. Then move to the area that needs work. Finish with the second good skill they have. You've delivered not one, but two instances of praise, yet made your employee aware of the area that needs improvement. If you are working or had worked with a group of people, most likely, you are familiar with performance appraisal period.

This is the time when the employees are coached by the supervisor or the manager regarding his performance. If you are a supervisor handling several people, you might have noticed that after a coaching session, only few of your subordinates try to improve in their duties. Sometimes, after coaching, some employees just seemed to ignore your message. Feedback in sandwich theory, at some point after task performance feedback is provided by the individual. Task feedback as defined by Iigen, Fisher, and Taylor (1979), is a message an individual receives from a source that contains information about the individual's task performance. Feedback can be actively sought out through inquiry or monitoring to supplement the feedback that has already been provided (Ashford, 1986; Ford and Cummings, 1983).

Therefore, for almost all tasks, some knowledge of performance is available (Ammons, 1956). The way that feedback is acquired and processed varies, however according to the person's awareness (Taylor, 1983). Conscious processing of feedback is most likely to occasion when an individual is unfamiliar with a situation or when the feedback obtained is dramatically incongruent with expectations, and when others cue the individual to attend to feedback (Taylor, 1983). All these factors would serve to increase the salience of the feedback. How feedback is processed is important because It influence the nature of subsequent information processing and because unconsciously processed feedback may be biased towards the recipient's expectations (Taylor, 1983). Two conditions thought to decrease the likelihood that feedback will be ignored are valued goals (Powers, 1973), concept of controlled quantity) and self-focus or self attention individuals high in self-focus are more aware of inconsistencies between their ideal and actual selves (Wicklund, 1975) and this awareness increases the desire for consistency (Taylor and Fiske, 1978).

2.2.3 Control Theory

Multiple factors affect coaching such as motivation, cultural differences, goals, and feedback. Control theory focuses on goals and feedback. Control theory focuses on goals and feedback. The basic premise of control theory is that people attempt to control the state of some variable by regulating their own behavior. With behavioral regulation, first compare the goal with feedback. After comparing the two you can now evaluate if there is a behavior that can be changed to increase performance which will help reach your goal (Spencer, 2012). Control theory, present for some time (Wiener, 1984), has been a useful framework for theoretical development in many fields (Carver & Scheier, 1981).

According to the cybernetic hypothesis Wiener (1948), the feedback loop is the fundamental building block of action. In its simplest form, the feedback loop consists of four elements; a referent standard or goal, a sensor or input function, a comparator and an effect or output function. In Human control system the feedback involves much more than the mechanical sensing of the environment, goals are not predetermined in flexible standards, and there are several alternatives for reducing discrepancies (Lord & Hanges, 1987) as a result, control theory can represent a very flexible, non mechanical view of behavior (Lord & Hanges, 1987). Although human can control systems are more complex, they do operate in the same basic way – utilizing feedback to ensure the attainment of goals.

When framed as a theory of behavior, control theory has two primary elements; one cognitive, the other affective (Carver & Scheler, 1981) the cognitive component consists of internal goals the processing of information about ones current state and the comparison of that state with those goals. The effective component arises from perceived discrepancies between one's desired and current states and behavior is imitated from one's desire to resolve those discrepancies (Carver & Scheler, 1981). Complex behaviors can be explained by hierarchies of feedback loops.

2.2.4 Integral Theory

Integral means inclusive balanced comprehensive. The integral approach does not advocate one particular value system over another but simply helps leaders assemble the most comprehensive overview available so that they can more adequately and sanely address the pressing issues facing all of us (Wilber, 2003). As collective human consciousness has generally evolved new understandings can be seen to have been taken on board. In this way we can identify the evolution of integral avant garde (Wilber, 2003).

The integral approach carries an injunction to practice (Wilber, 2000) this theory is a philosophy promoted by Ken Wilber that seeks a synthesis of the best of pre-modern, modern, and postmodern reality. It is portrayed as a "theory of everything," and offers an approach "to draw together an already existing number of separate paradigms into an interrelated network of approaches that are mutually enriching."The word integral means comprehensive, inclusive, non-marginalizing, and embracing. Integral approaches to any field attempt to be exactly that: to include as many perspectives, styles, and methodologies as possible within a coherent view of the topic.

 In a certain sense, integral approaches are "meta-paradigms or ways to draw together an already existing number of separate paradigms into an interrelated network of approaches that are mutually enriching". Ken Wilber. Integral theory weaves together the significant insights from all the major human disciplines of knowledge, including the natural and social sciences as well as the arts and humanities. As a result of its comprehensive nature, integral theory is being used in over 35 distinct academic and professional fields such as art, healthcare, organizational management, ecology, congregational ministry, economics, psychotherapy, law, and feminism. In addition, integral theory has been used to develop an approach to personal transformation and integration called Integral Life Practice (ILP).

The ILP framework allows individuals to systematically explore and develop multiple aspects of themselves such as their physical body, emotional intelligence, cognitive awareness, interpersonal relationships, and spiritual wisdom. Because integral theory systematically includes more of reality and inter relates it more thoroughly than any other current approach to assessment and solution building, it has the potential to be more successful in dealing with the complex problems we face in the 21st century. In an integral perspective evolution is considered going through four domains, matter (cosmos), life (biosphere) mind (noosphere) and spirit (theosphere). The biosphere evolution to the noosphere is especially important as it the movement from images, symbols, concepts to a linguistic world (Wilber, 2000).

2.3 Conceptual-Framework
A conceptual framework is a theoretical structure of assumptions, principles and rules that hold together the ideas comprising a broad concept. It is used to outline possible courses of action or to present a preferred approach to an idea or thought. Likewise conceptual frameworks direct the collection and analysis of data. It's the way ideas are organized to achieve a research project's purpose (Shields and Rangarajan, 2013).
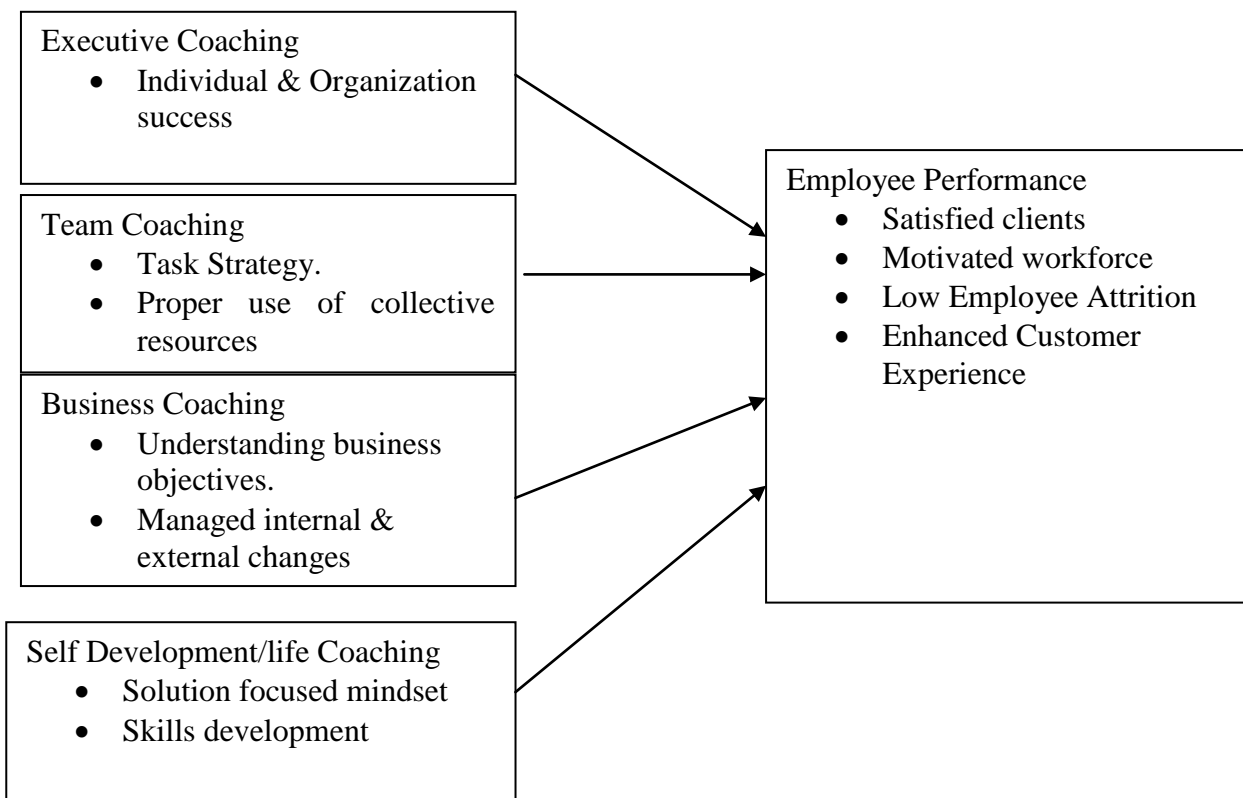

Figure 2. 1: Conceptual Framework

Independent Variables   **Dependent Variable**

2.3.1 Executive Coaching
Emerged as a leadership development practice a little over two decades ago and is now among the most widely used executive development techniques (McGovern, 2001). To critically examine executive coaching research, this chapter commences by presenting an Introduction to the field of executive coaching. The origin of executive coaching is difficult to pinpoint precisely (Kampa-Kokesch & Anderson, 2001), although it appears to be an outgrowth of corporate executive development programs requiring a more individual focus and flexible structure in a rapidly changing world of business.

The term was first used in the late 1980s (Tobias, 1996). Since then its growth has been rapid and widespread, with many of the world's most admired corporations investing significant sums in coaching of executives thereby creating a global US$2 billion per

annum market (Passmore and Gibbes, 2007; Sherman and Freas, 2004). The corresponding growth of related literature has not been as rapid, so executive coaching is an area where practice is leading theory (Joo, 2005). executive coaching may be simply defined as A process of one-on-one relationship between a professional coach and an executive (coachee) for the purpose of enhancing coachee's behavioral change through self-awareness and learning and thus ultimately for the success of the individual and organization (Joo, 2005) The profession of psychology has contributed much to the field of executive coaching, defining the process with greater precision.

 The definition by Joo (2005) highlights the coach's standing external to the organization, the executive's learning and behaviour change, and the organizational benefit. Grant (2001) emphasizes the systematic process which results in improved work performance. However, neither definition specifically states the significance of neither the executive role nor the relation to a defined coaching agreement nor the involvement of the executive in forming the goals of the coaching.

Kilburg (1996) Executive coaching is defined as a helping relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioral techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client's organization within a formally defined coaching agreement.

This definition by Kilburg (1996) includes the strengths of the other definitions and also aspects that were missing. Accordingly, the definition by Kilburg (1996) will be used in this study to define the executive coaching variable. Executive coaching is seen as a confidential personal learning process that focuses on both interpersonal and intrapersonal issues (Kiel, 1996) in an ongoing relationship that may last from a few months to a few years (Kampa Kokesch & Anderson, 2001).

With executive coaching becoming more clearly defined and widely accepted as a commercial practice, it has become increasingly distinct from other forms of executive development which may be closely related example mentoring, training, consulting and counseling. Executive coaching is distinct from other forms of development by virtue of a confidential one -on-one relationship between an executive and a coach external to the organization, conducted for a defined time period. Furthermore a holistic or systems perspective is adopted with a view to achieve both individual and organizational benefits. It is generally focused on specific leadership competencies or solving specific problems and includes regular follow-up on progress to monitor behaviour change (Garman, 2000; Hall, 1999; Judge & Cowell, 1997; Kampa-Kokesch & Anderson, 2001). A unique feature of coaching, unlike other methods of executive development, such as conferences and training sessions, is that behavioral practice is its central component (Kombarakaran, 2008).

Through coaching the executive is encouraged to develop new approaches and behaviors, practice them, re-evaluate their impact and try a revised approach for improved effectiveness. A major strength of coaching is that it respects the individual style and the authority of the executive and provides constructive feedback on the impact of the executive's behavior Kombarakaran, 2008). Executive coaches Executive coaching is an unregulated field and the qualifications of executive coaches vary greatly. Because of the increased demand executive coaching has attracted professionals from business consultancy, management, teaching, workplace training, and psychology (clinical, organisational, sports) amongst others. Each of these professions has its own knowledge base and significant contribution to make to the emerging field of executive coaching (Feldman and Lankau, 2005; Grant and Cavanagh, 2004).There has been few studies of the qualifications of coaches (Grant and Cavanagh, 2004) and fewer relating to executive coaches in particular (Binstead and Grant, 2008; Brooks, 2007).

The approach to executive coaching adopted by any practitioner generally consciously or subconsciously reflects their professional background (Bluckert, 2005). Scholars and practitioners from the psychology field typically define coaching in terms of behavioural change (Bluckert, 2005). Generally, their concern is with identifying and accurately implementing the theoretical foundation which serves to guide the coach/client relationship and coaching process.

2.3.2 Business Coaching

The main reason for a business to use a coach is that there is unreleased potential or goals that are not yet achieved. Deeper understanding of the objective of the business is one common reason for a business to opt for coaching. When a business has been operating for years, employees as well as the management fall into a comfort zone and usually do not question the things they take for granted (Brockbank, 2006). When the business is faced with internal or external changes in its environment, coaching can become crucial. External changes can be changes in the economic climate; customers purchase habits, competition etc. Internal changes could include a rethinking of business strategy, management structure, product lines, company mission or vision, potential merger etc.

Hirvihuhta (2006) argues that the world is changing rapidly and businesses are faced with multiple issues, example keeping up with constant technological development, competition for skilled employees, shortage in employees in certain industries, unrest with the employees about job security and the managers about target achievement etc. Businesses dealing with these kinds of situations often benefit from coaching. Change isn't the only reason for a business to want coaching. Other reasons include desire for organizational development, individual or teamwork development. They may want to have a deeper commitment to the business or task. The business probably desires to improve its results or to expand the business. It can hope for improvement in skill and knowledge or confidence.

There may also be a need to clarify the objectives of the business, to soften the imbalance between work and life and find the unidentified core strengths etc. (International Coach Federation). All businesses can benefit from coaching. When an employee gets a deeper understanding of the business and the dynamics of his or her role in the business, it can lead to person's deeper commitment to the organization (Hirvihuhta 2006). Cook and Marshall (1998) list several benefits that can come from coaching, example developing employees' competence, helping to identify and diagnose problems with performance, helping to correct unsatisfactory performance, helping to identify behavioral problems, enhancing productive working relationships, providing opportunities, conveying possible positive feedback, providing opportunity for self coaching behaviour (such as employees may become more competent due to coaching) and improving employees performance and morale.

2.3.3Team Coaching

This coaching has been recommended as one of the potential ways in which organizations can improve team functioning, team performance and ultimately individual performance. This study will attempt to explore the effects of Team Coaching on individual Performance. Coaches help individuals and groups of individuals, such as teams, carry out specific task. A coach, or leader, can utilize a variety of different techniques to cultivate team effectiveness, and coaching style varies based on the attention the coach gives to these different techniques. Broadly speaking, team coaching refers to the act of a coach providing leadership to a team. Specifically, Hackman and Wageman (2005) define team coaching as "direct interaction with a team intended to help members make coordinated and task-appropriate use of their collective resources in accomplishing the team's work". According to Hackman and Wageman (2005), among the variety of leadership behaviors available to coaches, team coaching is utilized less than other aspects of team leadership. A study conducted by Wageman, Hackman & Lehman (2004) found that among 268 task-performing teams from 88 organizations, team coaching was ranked as getting the least attention of four categories of leadership behaviors—structuring the team, arranging for resources, helping individual members contribute to the team, and working with the team as a whole (team coaching).

The results from their study suggest that leaders underestimate the potential benefits of team coaching or more likely, that leaders do not know how to provide effective team coaching. Based on past research and theory, Hackman and Wageman (2005) propose a new model of team coaching that identifies the functions, specific times, and conditions under which team coaching will ultimately help teams perform more effectively.

The theory of team coaching proposed by Hackman and Wageman (2005) revolves around three components—the functions that coaching serves for a team, the specific times during the task performance process when coaching is most effective, and the conditions under which team coaching is and is not likely to improve performance. Addressing the first of the three components, there are specific functions that are critical to team and individual performance effectiveness.

For the purpose of identifying the most critical functions served by coaches of work teams, Hackman and colleagues highlight three features of group interaction that impact group performance—level of effort of group members, appropriateness of group performance strategies to the task, extent of knowledge and skill of group members (Hackman and Morris, 1975; Hackman and Walton, 1986).

In other words, these researchers state that team effectiveness is a joint function of these three performance processes. Therefore, a team that adequately fulfills these three 3 criteria will be likely to perform better than a team that may leave one or more of these functions unfulfilled. As with other processes, these three performance processes are susceptible to "process loss" (Steiner, 1972) but also present an opportunity for "process gain" (Hackman & Wageman, 2005), which is where coaching functions come into play. Coaching functions are interventions, made by the coaches that can inhibit process losses and promote process gains for each of the performance processes (Hackman and Wageman, 2005).

Hackman and Wageman (2005) break down the coaching functions as such: Coaching that addresses the level of effort of group members is motivational, coaching that addresses the appropriateness of group performance strategies is consultative, and coaching that addresses the knowledge and skill of the group members is educational (Hackman and Wageman, 2005).

Unlike past theories and models developed about team coaching, the team coaching model proposed by Hackman and Wageman (2005) addresses a team's task performance processes rather than members' interpersonal relationships. Moreover, Hackman and Wageman (2005) argue that performance drives interpersonal processes rather than vice versa.

The second component of the team coaching model addresses the specific times during the task performance process when coaching is the most effective. Here, Hackman and Wageman (2005) claim that coaching interventions do not depend solely on the focus—team effort, strategy, and knowledge and skill—but also on the time during the task process when they are made. In the past, theories on group life cycles have generally treated group development as following a series of stages (example Tuckman's "forming-storming-norming-performing" model, 1965). More recently, however, research has found that stage models may not accurately represent group development. Gersick (1988) conducted a field study in which she tracked and observed a number of project teams whose performance periods ranged from days to months. She found that each of the project teams developed a unique approach to its task and stayed with this approach until the midpoint of the group's life cycle (halfway between first meeting and project deadline).

At the midpoint, groups changed dramatically. They dropped old patterns of behavior, reconnected with outside supervisors, and assumed a different perspective on the task. From the midpoint until near task completion, groups were focused on completing the

task. Gersick's field studies and her laboratory studies replicating these findings support the possibility that the readiness of work teams for coaching interventions changes across their life cycles (Hackman and Wageman, 2005). Hackman and Wageman (2005) define "readiness for coaching" as the degree to which the issues to be addressed are on the team members' minds at the time of the intervention and the degree to which the team is not preoccupied with other important matters.

In other words, coaching interventions are more effective when the team is ready to address two possible coaching interventions at one of two time points (beginning or midpoint). One coaching intervention was meant to improve group members' interpersonal relationships, while the other was meant to provide assistance in formulating a task-appropriate strategy (Woolley, 1998; Hackman and Wageman, 2005). Woolley's (1998) findings indicated that the strategy-based coaching intervention was effective at the midpoint yet not at the beginning. In other words, teams need to first experience the task before they are ready to discuss how best to proceed.

The third opportunity for a coaching intervention, as presented in the team coaching model, is at the end, when the work or an important subtask has been completed (Kozlowski, Gully, Salas, and Cannon-Bowers, 1996). At this point, the team may be more ready than before to reflect back on their performance and learn from their experiences. Because of this, the end is the optimal time for educational coaching interventions (Hackman and Wageman, 2005; Ellis, Mendel, Nir, and David, 2002; Blickensderfer, Cannon-Bowers, and Salas, 1997). When educational coaching interventions come at the end of a team's performance, they can reinforce the team's talent and contribute to learning of individual team members (Hackman and Wageman, 2005).

As research has shown, competent, well-timed coaching interventions can increase task team effectiveness. Specifically, the second proposition of the team coaching model states that motivational coaching is most effective when given at the beginning, consultative coaching is most effective when given at the midpoint, and educational coaching is most effective when given at the end (Hackman and Wageman, 2005).

As discussed above, the impact of coaching interventions depends on the type of intervention as well as the timing of the intervention, but it also depends on the degree to which two other conditions are met. As stated in the team coaching model, the first condition is the degree to which key performance processes are externally constrained, and the second condition is the degree to which the group is a well-designed unit (Hackman and Wageman, 2005).

The proposition based on the first condition states that "coaching interventions are helpful only when they address team performance processes that are salient for a given task. Here, salient processes refer to those processes that are directly relevant for the team to successfully complete the task.

If coaching interventions address processes that are not salient, they will be ineffectual at best. The proposition based on the second condition states "competent coaching interventions are more beneficial for groups that are well structured and supported than for those that are not" (Hackman and Wageman, 2005).

2.3.4 Self Development/Personal Coaching
Life coaching is a series of conversations facilitated by a coach where the primary aim is to assist coachee's to achieve fulfilling and sustaining results in their lives. These interactions between the coach and coachee are based on mutual respect between the two parties (Edwards, 2003). In these coaching conversations the attention is focused towards the creation of solutions (as opposed to analyzing problems), leading ultimately toward the development of the 'solution focused mindset' (Grant, 2006). Coaching therefore focuses on 'possibilities' and gives the coachee full ownership of the outcome of the conversations through a facilitative opposed to an instructional process (Edwards, 2003).

Coaching is promoted as a tool for skills development, performance enhancement and personal development normal non-clinical populations such as those who do not have mental health issues (Grant, 2001, 2003, and 2006). Therefore the emphasis in coaching is on view in Clients as 'well and whole' with a focus on 'optimal functioning' of the coachee (Williams, 2003; Joseph, 2006).

2.3.5 Employee Performance
Employee performance is of high relevance for organizations and individuals alike. Showing high performance when accomplishing tasks results in satisfaction, feelings of self efficacy and mastery (Bandura, 1997; Kanfer 2005). Moreover, high performing employees get promoted, awarded and honored. Career opportunities for employees who perform well are much better than those of moderate or low performing individuals (Van Scotter 2000). Researchers agree that performance has to be considered as a multi-dimensional concept.

On the most basic level one can distinguish between a process aspect (such as behavioral) and an outcome aspect of performance (Borman and Motowidlo, 1993; Campbell, McCloy, Oppler, and Sager, 1993; Roe, 1999). The behavioral aspect refers to what people do while at work, the action itself (Campbell, 1990). Performance encompasses specific behavior (example sales conversations with customers, teaching statistics to undergraduate students, programming computer software, assembling parts of a product). This conceptualization implies that only actions that can be scaled (such as counted) are regarded as performance (Campbell 1993).

Moreover, this performance concept explicitly only describes behavior which is goal-oriented, like behavior which the organization hires the employee to do well as performance (Campbell, 1993). The outcome aspect in turn refers to the result of the individual's behavior. The actions described above might result in contracts or selling numbers, students' knowledge in statistical procedures, a software product, or numbers of products assembled. Empirically, the behavioral and outcome aspect are related. However, there is no complete overlap, as the outcome aspect is affected by other determinants than the behavioral aspect.

 Moreover, performance must be distinguished from effectiveness and from productivity or efficiency (Campbell 1993; Pritchard, 1992). Effectiveness refers to the evaluations of the results of performance (such as financial value of sales). In comparison, productivity is the ratio of effectiveness to the cost of attaining the outcome. For example, the ratio of hours of work (input) in relation to products assembled (outcome) describes productivity.

A great deal of attention has been paid to the distinction between task and contextual performance. There are three basic differences between task and contextual performance (Borman and Motowidlo, 1997; Motowidlo, 1997; Motowidlo and Schmit, 1999): Contextual performance activities are comparable for almost all jobs, whereas task performance is job specific, Task performance is predicted mainly by ability, whereas contextual performance is mainly predicted by motivation and personality, Task performance is in-role behavior and part of the formal job-description, whereas contextual performance is extra-role behavior and discretionary (Le. not enforceable), and often not rewarded by formal reward systems or directly or indirectly considered by the management.

2.4 Empirical Review
Since the late 1930s, three major research trends in coaching have been observed (Grant, 2004). The first trend concerns internal coaching, which is defined as coaching that is supported by the organization and provided by a boss, mentor, or colleague (Frish, 2001). The second and third trends incorporate external coaching or coaching that is done by individuals outside the organization, generally when confidentiality is a concern (Hall 1999).
The first trend, from the late 1930s to the late 1960s, consisted of published reports of internal coaching. Peer-reviewed literature during this time described how internal coaching was implemented and the results that were observed. Authors from this period described coaching techniques utilized in supervisory training (Lewis, 1947), managerial development (Allen, 1957; Perley, 1958) and executive advancement (Parkes, 1955; Glaser, 1958).

According to Grant (2004), the second trend in peer-reviewed literature started in the late 1960s and continued until the 1990s. This period produced more rigorous academic research, and increasing numbers of doctoral dissertations began to appear in the literature. The first to appear was authored by Gershman (1967) who evaluated the effectiveness of coaching techniques to improve employee attitude and job performance; however, the literature remained extensively phenomenological rather than quantitatively experimental, with case studies and narratives presented on internal coaching scenarios. Empirical evaluations on the effectiveness of coaching slowly began to emerge during this time and additional doctoral dissertations were produced (Duffy, 1984; Filippi, 1972; Gant, 1985; Wissbrun, 1984).

Grant (2004) defined the third trend as the emergence of increased empirical studies and the acceleration of doctoral dissertations being written on external coaching starting in 1990 (Conway, 2000; Delgado, 1999; Hancyk, 2000; Kleinberg, 2001; Laske, 1999; Miller, 1990; Peterson, 1993; Sawczuk, 1991; Wachholz, 2000; Wilkins, 2000). Three doctoral dissertations were written during this period specifically on the use of peer coaching to facilitate change (Coggins, 1991; DeVilliers, 1990; Dougherty, 1993). Case studies still form the basis for most recent empirical research (Blattner, 2005; Cocivera & Cronshaw, 2004; Kilburg, 2001; Kralj, 2001; Lowman, 2005; Orenstein, 2000; Peterson & Miller, 2005; Schnell, 2005; Wasylyshyn, 2005; Winum, 2005). The majority of research to date is still phenomenological in nature, using only small numbers of participants in an attempt to develop patterns and relationships of meaning by studying the client's coaching experience and the results obtained. Group studies using statistical analysis of variables began to emerge in the 1990s (Graham, 1993; McGibben, 1995; Olivero,1997).

Smither, London, Flautt, Vargas and Kucine's, (2003) group study produced the first quasi-experimental filed study conducted over an extended period of time, using multi-source feedback ratings to evaluate the effects of coaching on executive performance. The first empirical study to assess the effectiveness of coaching was conducted by Gegner (as cited by Grant, 2004) using both qualitative and quantitative research methods. Related studies to assess the efficacy of coaching have consisted of analyzing results obtained from coaching individuals for employment interviews (Maurer, Solamon, Andrews, and Troxtel, 2001; Maurer, Solamon, and Troxtel, 1998), coaching strategic learning in the classroom (Hamman, Berthelot, Saia, and Crowley, 2000), coaching motivational interviewing techniques (Miller, Yahne, Moyers, Martinez, and Pirritano, 2004), and coaching parenting skills (Corrin, 2003).

2.5 Critique of the existing Literature relevant to the Study
There are gaps in the previous research carried out as times have changed since, the dynamism of the coaching programmes and needs has not been well mapped in previous researches thus information seem to be outdated and not useful for current coaching needs and assessments. The available coaching literature is quite general and does not give a clear focus on specific coaching needs.

2.6 Summary
Individuals seeking to improve the quality of their personal and professional lives are being drawn to coaching, rapidly creating a demand for this new service; however, research to support the efficacy of this service has lagged. Since most coaching outcomes

require facilitating behavioral change, psychological principles and the theoretical foundations of various coaching models are identified. What the literature revealed was a variety of theoretical foundations upon which coaching is built, all of which have impacted the development of coaching. When examined closely, Coaching and Motivation theories relates most closely to the majority of coaching models.

3. RESEARCH METHODOLOGY

3.1 Introduction
This section deals with the methodology used in carrying out the study. It is sub divided into the research design, target Population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research Design
Research design is a scheme, outline or plan that is used to generate answers to research problems (Orodho, 2004). The study adopted survey research design. Oso and Onen (2005) define survey method as method used to investigate populations by selecting samples and discovering occurrences. Survey design was used in this study since it allows the cross referencing of data collected from various respondents using questionnaires. The study selected this type of research due to its convenience and accuracy, especially in data collection and analysis.

3.3 Population
Mugenda and Mugenda (2003) define population as the entire group of individual's, events or objects having common observable characteristics. This further explains that the target population should have some observable characteristics, to which the study intends to generalize the results of the study. The study focused on Direct Channel Simbatech Company and Kencall Company which are active BPO operators in Nairobi. These operators have a total of two hundred and seventy (270) employees. The study population formed the total number of employees in the two most active BPO operations with a total number of two hundred and seventy (270) employees. Currently there are six (6) active BPO operations in Nairobi as per table 3.1

The target population for this study constituted employees from Direct Channel Simbatech Company and Kencall Company which are the most active BPO operations in Nairobi. See table 3.2 below.

Table 3.1: Study Population

No	Organization	Location	No. Of Employees
1	Direct Channel Simbatech (K)	Nairobi Westlands	185
2	Horizon	Nairobi Mombasa Road	100
3	Kencall	Nairobi Mombasa Road	85
4	Ison	Nairobi Mombasa Road	100
5	Technobrain	Nairobi Westlands	100
6	Kentech Data	Nairobi Mombasa Road	100
Total			**670**

(Source: BPO & Contact Centre Society of Kenya)

3.4 Sample and Sampling Techniques

3.4.1 Sampling Frame
A sampling frame is the population from which a sample is drawn; this is basically the target population. It includes a numerical identifier for each individual, and other identifying information about characteristics of the individual to aid in analysis and to allow for division into further frames for more in-depth analysis. Kombo and Tromp (2006) define a sample as a finite part of a statistical population whose properties are studied to gain information about the whole sample. At least 30% of the total population is representative (Borg and Gall, 2003) Thus, 30% of the accessible population was considered to be good enough for the study.

3.4.2 Target Population
Table 3. 2: Target Population

No	Organization	No. Of Employees per Department	Total No. Of Employees	Sample Size (30%)
	Direct Channel Simbatech (K)			
1	Customer Care	100		

	Back Office	35		
	Telemarketing	50		
	Sub Total		**185**	**56**
	Kencall			
	Customer Care	50		
2	Back Office	10		
	Telemarketing	25		
	Sub Total		**85**	**25**
	Grand Total		**270**	**81**

3.4.3 Sampling Techniques

The study employed the Stratified Sampling technique for population-based surveys. In stratified sampling the population is partitioned into Stratas, and sampling is performed separately within each stratum. Stratum variables are mutually exclusive (non-over lapping), example urban/rural areas, economic categories, geographic regions, race, sex, etc. the population (elements) should be homogenous within-stratum, and the population (elements) should be heterogeneous between the strata. The study selected this sampling technique because it provides opportunity to study the stratum variations - estimation could be made for each stratum, Disproportionate sample may be selected from each stratum, The precision likely to increase as variance, may be smaller than SRS with same sample Size, Field works can be organized using the strata (example by geographical areas or regions), Reduce survey costs. One of the key goals of research was to be able to make conclusions pertaining to the population from the results obtained from a sample. Stratified Sampling technique was used in this study.

The study identified a sample frame that comprised of employees from the Direct Channel Simbatech and Kencall companies which are the most active BPO operations in Nairobi. A study sample of 81 employees was identified for the study. This number represented a 30% percent of the target population of 270 employees. By selecting this sample size the accuracy level of the information required was sufficiently met and the value of the information in the study was achieved.

3.5 Data Collection Instruments

Data collection tools are the instruments which are used to collect the necessary information needed to serve or prove some facts (Mugenda & Mugenda, 2003). Primary data was collected through the use of questionnaires. A questionnaire is a set of systematically structured questions used by a researcher to obtain needed information from respondents. According to Brown questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. The study preferred questionnaires because they were cheap to administer to respondents and are moreover convenient for collecting information within a short span of time according to (Mulusa, 1990).

Questionnaires are highly versatile, easy to construct and convenience to work with, data collection is easy to process as the questionnaire is straight forward and produces superficial data touching on comprehensively to specificity. The questionnaire was divided into the main areas of investigation except the first part which captured the demographic characteristics of the respondents. Other sections were organized according to the major study objectives. Secondary data was collected by use of desk search techniques from published coaching and training journals and books. Secondary data included statistics and coaching journals internationally.

3.6 Data Collection Procedures.

Data collection involved the use of self-administered questionnaires. The questionnaires were pre-tested to establish their reliability and validity before conducting the study. The questionnaires were distributed by email to the sample number of respondents through the Human Resource managers in the two organizations and they were sent back electronically through mail. Further the questionnaires were accompanied by a brief introduction of the study and purpose of the study for the respondent. According to Mugenda and Mugenda (2003), breaching confidentiality, is a matter of concern to all respondents. In view of this, the study withheld the names of the respondents and their respective view with utmost confidentiality. During the data collection emphasis was given to the primary and secondary data. The method of data collection was selected due to its cost effectiveness and reliability. All the respondents had access to the electronic mail.

3.7 Pilot Test

The study conducted a pilot study to 1% (2 respondents) of the respondents from the two BPO organizations. This was mainly to ascertain the validity and reliability of the instrument. According to Berg and Gall (1989) validity is the degree by which the sample of test items represents the content the test is designed to measure. Content validity employed by this study is a measure of the degree to which collected data using a particular instrument represents a specific domain or content of a particular concept. Mulusa (1990) observes that the purpose of the pilot study is to assess the clarity of the instruments and the validity and reliability of each item in the instruments. Orodho (2004), piloting addresses several questions including, are the questions measuring what they are supposed to? Do the respondents interpret all the questions the same way? And do the questions provoke a response? A pilot study was conducted.

The pilot test helped to confirm if the study is ready for full-scale implementation. The pilot test served as a trial run for this study and helped to determine if any adjustments to implementation plan, any adaptations to the study were necessary and revealed unforeseen challenges that would arise during implementation and ensured that the study was well prepared to handle the issues that came up during the full-scale implementation.

3.7.1 Instrument Validity and Reliability

According to Shanghverzy (2003) reliability refers to the consistency of measurement and is frequently assessed using the test-retest reliability method. Reliability was increased during many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures. Nunnally (1978) stated that reliability of a study instrument was indicated at a minimal Alpha value of 0.7. The pilot study will allow for pre-testing of the study instrument. The clarity of the instrument items to the respondents is necessary so as to enhance the instrument's validity and reliability.

To enhance content validity, the study has modified some ambiguous questions based on the results of pilot study. The study instruments have been appraised by the project supervisors. In this study, the results of the pilot study were compiled and correlation calculated. The instrument was split into two tests. The split involved Section II only of the questionnaire. The odd numbered items were placed into one sub-test and even numbered items into another sub-test. The scores of all the odd and even numbered scores for all items were computed separately. The odd numbered scores for all items were correlated with the even numbered scores. This was done using the Pearson's Product-Moment Correlation Coefficient formula indicated below (Mugenda & Mugenda, 2003).

$$\frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{[\sum x^2 - \frac{(\sum x)^2}{N}] - [\sum y^2 - \frac{(\sum y)^2}{N}]}}$$

Y = odd number scores
X = even number scores
Where : $\sum xy$ = sum of the gross product of the values of each variable
$(\sum x)(\sum y)$ = Product of the sum of y

$\sum$ - Sum of the values
The correlation coefficient obtained represents the reliability of only half of the instrument. In order to obtain the reliability of the entire instrument, the Kuder-Richardson reliability coefficient formula of internal consistency was used.

3.8 Data Analysis and Presentation

3.8.1 Data Analysis

Data analysis is the process of bringing order structure and meaning to the mass of information collected. In this study, it involved examining what has been collected and making deductions and inferences (Kombo and Tromp, 2006). Data was analyzed using quantitative analysis and the first process was by use of descriptive statistics. The study used frequency distributions, pie charts and percentages in analyzing the data.

The study also sought to make inferences about the population based on results obtained from the survey. This involved applying inferential statistics techniques such as Analysis of variance test (ANOVA) and multiple regression analysis in analyzing the relationship between the dependent and independent variables (Francis, 1998). The reason for choice of ANOVA test is because it provides the same result as the t test in a situation where more than two means are compared (Francis, 1998). This is because of generalizes the t test to more than two groups. ANOVA test also minimizes the chance of committing a type 1 error which will result by performing multiple sample t tests (Francis, 1998). The study carried out a two way ANOVA test result. In this study data was collected and analyzed to respond to the hypothesis on whether coaching programmes have an impact on the employee performance. An analysis of variance (ANOVA) strategy to statistically analyze results was used. This method of analysis has been chosen as both the dependent and independent variables have met the following criteria for increased validity as suggested by Isaac and Michael (1997): The dependant variable (employee performance) was compared to all the respondents who received coaching; The independent variables (executive, business, team and self development coaching) are with-in subject in nature and are quantitative; The independent variables have been rated on a Likert-type scale consisting of eight questions of satisfaction and importance for each individual participant.

The multiple regression model was of the following form:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + E_t$$

Where:

Y : Employee performance (Dependent Variable)

X_1 : Executive coaching technique (Independent Variable)

X_2 : Business coaching technique (Independent Variable)

X_3 : Team coaching technique (Independent Variable)

X_4 : Self personal development coaching technique (Independent Variable)

E_t : Error term

The advantage of using multiple regressions was because it has a high level of familiarity as one of the most commonly used statistical techniques and is especially useful in inferencing social behaviour. The other advantage of using multiple regression test technique was because it is a very flexible method whereby the independent variable can be numeric or categorical and interactions between the variables can be incorporated. The questionnaire was coded and the data was entered into the computer using the Statistical Package for Social Science (SPSS V-20) statistical software (Mugenda & Mugenda, 1999). This software was used in analyzing descriptive and inferential statistics.

3.8.2 Data Presentation
The study presented data using frequency tables, contingency tables, and charts. The tables were in the form of frequency tables, contingency tables and cross tabulation tables. The charts presented were in the form of pie charts. Both descriptive statistics and inferential statistics results were presented using the forms described above.

4. DATA PRESENTATION AND ANALYSIS

4.1 Introduction
This chapter covers the data analysis, results and discussion of the study findings. The study sought to determine the effects of coaching Programmes on employee performance in the BPO sub-sector in Nairobi, while focusing on Direct Channel Simbatech (K) and Kencall two of the most active BPOs in Nairobi. The presentation of the data analysis, results and discussion is based on the order of study objectives.

4.1.1 Pilot Test Results
The study carried out a pilot test on 1% (two respondents) of the respondents prior to carrying out the actual survey. The Kuder-Richardson reliability coefficient obtained from the pilot study was $KR_{20} = 0.7$. This indicated that the items in the survey questionnaire correlated highly among themselves thus showing a high level of consistence among the items in the measuring concept of interest.

4.2 General and Background Information
4.2.1 Response Rate
The study administered 100 questionnaires with 81 of them being appropriately filled for analysis. This response constitutes 81% of the responses and was considered appropriate for analysis as supported by Mugenda and Mugenda (2003) which states that a response rate of 70% and above is excellent. The study surveyed the target two Business Process Outsourcing Organizations namely Direct Channel Simbatech Company and Kencall Company.

4.2.2 Respondent Organizations
Table 4. 1: Respondents Organization

Name of Organization	Frequency	Percentage	Cumulative Percent
Direct Channel Simbatech	55	68%	68%
Ken call	26	32%	100%
Grand Total	**81**	**100%**	

The respondents were drawn from two most active BPO setups in Nairobi, of which Direct Channel Simbatech had the highest number of respondents contributing to a 68% of the total respondents. Kencall had 26 respondents out of the 81 total respondents contributing to 32% of the total response received to this study. The way that feedback is acquired and processed varies, however according to the person's awareness (Taylor 1983). See Table 4.1 above.

4.2.3 Educational Background of Respondents
The respondent's level of education was of importance to this study. 99% of the respondents had degree and diploma certificates while only 1% of the respondents held a professional certificate. See Table 4.2 below.

Table 4. 2: Educational Background of Respondents

Educational Background	Frequency	Percentage	Cumulative Percentage
University Degree	54	67%	67%
Diploma	26	32%	99%
Certificate	1	1%	1%
Grand Total	**81**	**100%**	

4.2.4 Age Bracket of Respondents

The age bracket of the respondents was noted to a greater extent that youths are more in this sub sector contributing up to 83%, while only 18% of the respondents were above 35 years of age. See Table 4.3 below.

Table 4. 3: Age Bracket of Respondents

Age Bracket	Frequency	Percentage	Cumulative Percentage
31-35 Years	54	67%	67%
25-30 Years	13	16%	83%
36-40 Years	11	14%	97%
Above 41 Years	3	4%	100%
Grand Total	**81**	**100%**	

4.2.4 Respondents Departments

The study targeted four key departments within the BPO operations. All the four departments were represented in this study. Customer care was the highest represented department with 74%, while the back office operations were represented at 17%. The telemarketing representation was at 6% while the Information Technology had a representation of only 2%. See Table 4.4 below.

Table 4. 4: Department of Respondents

Department	Frequency	Percentage	Cumulative Percentage
Customer Care	60	74%	74%
Back Office	14	17%	91%
Telemarketing	5	7%	97%
IT	2	3%	100%
Grand Total	**81**	**100%**	

4.2.5 Duration of Service of Respondents in Organizations

The study established that the highest number of employees have been in service for the specific organization for 2 years which is relatively high. Respondents who have been in service for 1 year was noted to be at 25% while those who have been in service for 4 years. See Figure 4.1 below.
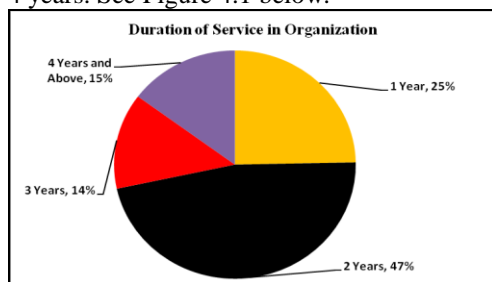
Figure 4. 1: Duration of Service of Respondents

4.2.6 Duration of Service of Respondents in Current Position in Organizations

At least 56% of the respondents have been in their current position for 2 years which is an indication of stability. Respondents who have been in their current position for a period of at least 1 year was recorded at 26%. Those that have been in the current position for at least 3 years was recorded at 10% while a small number of respondents have been in their current position for 4 years and above which was recorded at 9%.See Figure 4.2 below.

Figure 4. 2: Duration of Service in Current Position

4.3 Descriptive Statistics

4.3.1 Information on Executive Coaching
In an effort to establish the effect of executive coaching on employee performance, the respondent was asked whether the executive coaching was conducted at the most appropriate time. The highest percentage of the respondents indicated that the coaching was really conducted at the most appropriate time, while a 4% of the respondents strongly disagreed, 10% of the respondents neither agreed nor disagreed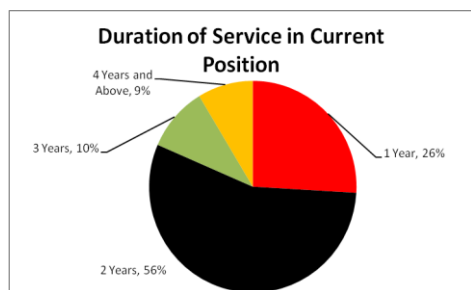. It is evident from the responses that a major strength of coaching is that it respects the individual style and the authority of the executive and provides constructive feedback on the impact of the executive's behavior (Kombarakaran, 2008).

When the respondents were asked whether the coaching was synchronized with their job descriptions 30% of the respondents strongly agreed, while a 51% of the respondents agreed. 17% of the respondents neither agreed nor disagreed. 2% of the respondents disagreed that the executive coaching was conducted at the most appropriate time. The coaching has enhanced my work performance, 47% of the respondents strongly agreed that the coaching enhanced their work performance. A 37% of the respondents also agreed that executive coaching an interesting response of 2% of respondents disagreed that the coaching enhanced their performance. 14% neither agreed nor disagreed. This concurs with Bluckert (2005) statement that the approach to executive coaching adopted by any practitioner generally consciously or subconsciously reflects their professional background.

There was an overwhelming response to whether the coaching content was well aligned with the respondents work performance target, 53% strongly agreed that this was the case. A 32% of the respondent agreed while 3% of the respondents strongly disagreed. Only a single percent disagreed while a 11% neither agreed nor disagreed. It was evident from the response that the executive coaching improved the decision making skills of the respondents at 31% strongly agreeing to this, and 54% of the respondents agreeing to having received improved decision making skills. However 2% of the respondents disagreed to have improved their decision making skills as a result of the executive coaching. 1% of the respondents joined to disagree that the executive coaching improved their decision making skills.

On the same quest 12% of the residents neither agreed nor disagreed to this statement. A 58% of the respondents agreed to that the executive coaching enhanced their communication skills; a further 32% agreed that indeed the coaching enhanced their communication skills. However 2% of the respondents strongly disagreed to this statement, a further 1% disagreed to that executive coaching enhanced their communication skills. Only 7% of the respondents neither agreed nor disagreed to that the coaching enhanced their communication skills.

Time management is a key component and contributes to performance, 44% of the respondents agreed to that the executive coaching improved their time management skills; a further 42% agreed that indeed the coaching improved their time management skills. Only a 2% of the respondents disagreed with a further 1% joining in that the coaching did not improve their time management skills. Only an 11% of the respondents neither agreed nor disagreed to have improved their time management skills as a result of the coaching. According to Carver & Scheler, (1981), the effective component arises from perceived discrepancies between one's desired and current states and behavior is imitated from one's desire to resolve those discrepancies See Table 4.5 below.

Table 4. 5: Information on Executive Coaching

No	Information on Executive Coaching	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither Agree nor Disagree	Total
1	The coaching was conducted at the most appropriate time	44%	42%	4%	0%	10%	100%
2	The coaching was well synchronized with my job description	30%	51%	2%	0%	17%	100%
3	The coaching has enhanced my work performance	47%	37%	2%	0%	14%	100%

4	The Coaching content was well aligned with my work performance target.	53%	32%	3%	1%	11%	100%
5	The coaching improved my decision making skills	31%	54%	2%	1%	12%	100%
6	The coaching enhanced my communication skills	58%	32%	2%	1%	7%	100%
7	The coaching improved my time management skills	44%	42%	2%	1%	11%	100%
8	The coaching helped to plan for productive meetings	31%	54%	2%	1%	12%	100%

4.3.2 Information on Business Coaching

As pertains to achieving goals, a 35% of the respondents agreed that business coaching really assisted them to achieve such potential and goals, an additional 53% of the respondents agreed that the coaching helped them reach such goals. 1% percent of the respondents disagreed to this while an 11% of the respondents neither agreed nor disagreed. Change management is key to business operations, 51% of the respondents agreed to this fact, while a further 38% joined to agreed to that the business coaching helped them manage change better.

A 1% of the respondents disagreed to that the business coaching assisted them to manage change better. 10% of the respondents neither agreed nor disagreed. A deeper understanding of the business and the dynamics of individual roles in the business is key to performance improvement, 35% of the respondents agreed to this fact while a further overwhelming 54% of the respondents agreed. 3% of the respondents did not get deeper understanding of the business and the dynamics of their role in business on their performance. 10% neither agreed nor disagreed to this statement. This is well described by Hirvihuhta (2006) with his statement that when an employee gets a deeper understanding of the business and the dynamics of his or her role in the business, it can lead to person's deeper commitment to the organization (Hirvihuhta, 2006).

Cook and Marshall (1998) list several benefits that can come from coaching, example developing employees' competence, helping to identify and diagnose problems with performance, helping to correct unsatisfactory performance, helping to identify behavioral problems, enhancing productive working relationships, providing opportunities, conveying possible positive feedback, providing opportunity for self coaching behaviour (such as employees may become more competent due to coaching) and improving employees performance and morale.

As pertains commitment 44% of the respondents agreed to that the business coaching led them to deeper commitment to the organization that they worked for, a further 41% also agreed to this, while 1% disagreed to have got into deeper commitment to the organization that they worked for as a result of the business coaching. A 14% of the respondents neither agreed nor disagreed to having obtained deeper commitment to the organization that they worked for. The individuals capabilities according to a 41% of the respondents were developed as a result of the coaching, an additional 47% agreed to have developed their competencies as a result of the coaching. 1% of the respondents disagreed to have enhanced their capability as a result of the coaching, while 11% did not agree nor disagreed to this statement.

Planning is a key ingredient to performance, 35% of the respondents to this study agreed that the business coaching helped them to identify their planning challenges while a 53% joined to agree to this. 12% of the respondents neither agreed nor disagreed to have identified their planning challenges. Growth opportunities contribute to motivation and thus improved performance, an overwhelming 33% and 49% of the respondents agreed to have received growth opportunities through business coaching which thus presented growth opportunities with their organization and this boosted their work morale. A 1% disagreed to have improved their work performance as a result of the business coaching. 17% of the respondents neither agreed nor disagreed to this statement.

In the BPO industry schedule adherence is key to performance, thus an overwhelming 46% and 43% respectively agreed to that the coaching improved their level of discipline on schedule adherence. None of the respondents disagreed and only 11% of the respondents neither agreed nor disagreed. According to Brockbank, (2006), when the business is faced with internal or external changes in its environment, coaching can become crucial. See Table 4.6 below.

Table 4. 6: Information on Business Coaching

No	Information on Business Coaching	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither Agree nor Disagree	Total
1	Business Coaching is conducted to achieve unreleased potential and goals	35%	53%	1%	0%	11%	100%
2	The Business coaching helped to manage change better.	51%	38%	1%	0%	10%	100%

3	As an employee Business Coaching made me get a deeper understanding of the business and the dynamics of my role in the business on improved performance	33%	54%	3%	0%	10%	100%
4	Business Coaching has led me to deeper commitment to the organization that I work for.	44%	41%	1%	0%	14%	100%
5	The business coaching helped me to Develop my competence	41%	47%	1%	0%	11%	100%
6	Business Coaching helped to identify my planning challenges	35%	53%	0%	0%	12%	100%
7	Business Coaching provided me with growth opportunities within the organization thus boosting my morale	33%	49%	1%	0%	17%	100%
8	The coaching improved my level of discipline on schedule adherence	46%	43%	0%	0%	11%	100%

4.3.3 Information on Team Coaching

The respondents level of agreement to enhance employee performance. Most of the respondents 86% agreed to that team coaching enhanced team performance, none of the respondents however disagreed to the enhanced team performance as a result of the team coaching. 14% of the respondents neither agreed nor disagreed that team coaching enhanced their team performance. This agrees to Hackman and Wageman (2005) definition of team coaching as "direct interaction with a team intended to help members make coordinated and task-appropriate use of their collective resources in accomplishing the team's work"

An overwhelming 81% of the respondents agreed that team coaching helped them as teams to identity their strengths and weakness which contributes to enhanced performance. The rest of the respondents neither agreed nor disagreed. According to Taylor (1983) the way that feedback is acquired and processed varies, however according to the person's awareness Conscious processing of feedback is most likely to occasion when an individual is unfamiliar with a situation or when the feedback obtained is dramatically incongruent with expectations, and when others cue the individual to attend to feedback (Taylor 1983). All these factors would serve to increase the salience of the feedback.

The respondents agreed in a larger extent that coaching cultivated team effectiveness at 85% while the rest neither agreed nor disagreed. An 85% of the respondents agreed that the team coaching helped them to improve on task coordination while the rest of the respondents neither agreed nor disagreed. As team members 88% of the respondents agreed that the team coaching helped them identify individual strengths and leverage their weaknesses while 12% of the respondents neither agreed nor disagreed. A majority 85% of the respondents said the team coaching was helpful because it addressed their team performance processes that are salient for given tasks. One person (1%) disagreed to this statement while 14% neither agreed nor disagreed.

Performance appraisal is directly related to performance a large number of the respondents (73%) said that their teams were appraised higher after taking the team coaching. However 3% of the respondents disagreed while the rest neither agreed nor disagreed. The coaching improved my communication skills on this particular statement, the study aimed at finding whether the team coaching improved the team members' communication skills which is very key to achieving team goals and performance targets. The response was that majority 83% said that the coaching actually improved their communication skills. None of the respondents disagreed, while the rest neither agreed nor disagreed. Hackman and colleagues highlight three features of group interaction that impact group performance—level of effort of group members, appropriateness of group performance strategies to the task, extent of knowledge and skill of group members (Hackman and Morris, 1975; Hackman and Walton, 1986). See Table 4.7 below.

Table 4. 7: Information on Team Coaching

No	Information on Team Coaching	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither Agree nor Disagree	Total
1	Team coaching enhanced team performance.	35%	51%	0%	0%	14%	100%
2	Team coaching helped me as a team member to identify strengths and weaknesses	22%	59%	0%	0%	19%	100%
3	The coaching cultivated team effectiveness	42%	43%	0%	0%	15%	100%
4	The coaching helped to improve task coordination	27%	58%	0%	0%	15%	100%

5	The coaching helped to identify individuals strengths and leverage their weaknesses	46%	42%	0%	0%	12%	100%
6	The coaching was helpful because it addressed the team performance processes that are salient for a given task	32%	53%	0%	1%	14%	100%
7	My team was appraised higher after taking the coaching programme	18%	56%	1%	2%	23%	100%
8	The coaching improved my communication skills	37%	46%	0%	0%	17%	100%

4.3.4 Information on Self Personal Development Coaching

On this particular question the study aimed at finding whether the personal coaching conversations enhanced the individuals' level of resolving performance matters at work. The response was that 86% said that the coaching enhanced their level of resolving matters. Only 14% of the respondents neither agreed nor disagreed where none. When asked if the self development coaching made the respondents responsible for their actions an overwhelming 81% of the respondents said the coaching made them responsible for their action while a 19% of the respondent did not agree nor disagree.

This agrees with the control theory in that there are two primary elements; one cognitive, the other affective (Carver & Scheler, 1981) the cognitive component consists of internal goals the processing of information about ones current state and the comparison of that state with those goals. The effective component arises from perceived discrepancies between one's desired and current states and behavior is imitated from one's desire to resolve those discrepancies (Carver & Scheler, 1981).

Complex behaviors can be explained by hierarchies of feedback loops. 85% of the respondents agreed that the coaching was a tool for their personal development and performance skills while only 15% of the respondents neither agreed nor disagreed. When asked if the coaching helped to address personal performance gaps 85% of the respondents agreed while the rest neither agreed nor disagreed.

An interesting finding was made when 88% of the respondents agreed to that the personal development coaching helped them address their work performance challenges while the rest neither agreed nor disagreed. In these coaching conversations the attention is focused towards the creation of solutions (as opposed to analyzing problems), leading ultimately toward the development of the 'solution focused mindset' (Grant, 2006).

There was an overwhelming response in regards to what made the respondents understand expected deliverables for enhanced performance. The respondents agreed that the personal development coaching assisted them understand the expected deliverables for enhanced performance with an 85% of the respondents agreeing to this statement. Only 1% disagreed while the rest neither agreed nor disagreed.

Further 73% of the respondents agreed to attend a self development coaching programme every year while 4% of the respondents disagreed. The rest neither agreed nor disagreed. When asked whether the coaching enhanced the respondent's relationship with other team members 83% of the respondents agreed to this statement while the rest neither agreed nor disagreed. Coaching is promoted as a tool for skills development, performance enhancement and personal development normal non-clinical populations such as those who do not have mental health issues (Grant, 2001, 2003, and 2006).

This confirms that coaching is promoted as a tool for skills development, performance enhancement and personal development normal non-clinical populations such as those who do not have mental health issues (Grant, 2001, 2003, and 2006). See Table 4.8 below.

Table 4. 8: Information on Self Personal Development Coaching

No	Information on Self Personal Coaching	Strongly Agree	Agree	Strongly Disagree	Disagree	Neither Agree nor Disagree	Total
1	The coaching conversations enhanced my level of resolving matters.	35%	51%	0%	0%	14%	100%
2	Self Development coaching led me to being responsible for my actions	22%	59%	0%	0%	19%	100%
3	The coaching was a tool for my skills personal development and performance	42%	43%	0%	0%	15%	100%
4	The coaching helped to address my personal performance gaps	27%	58%	0%	0%	15%	100%
5	The coaching helped to address my work performance challenges	46%	42%	0%	0%	12%	100%
6	The coaching made me understand expected deliverables for enhanced performance	32%	53%	0%	1%	14%	100%
7	I attend a self development coaching programme every year	17%	56%	2%	2%	23%	100%
8	The coaching enhanced my relationship with other team members	37%	46%	0%	0%	17%	100%

4.3.5 Information on Employee Performance

My improved performance has resulted to satisfaction, feelings of self efficacy and master was what 87% of respondents agreed to in relation to employee performance. 1% of the respondents disagreed with this statement while 12% of the respondents neither agreed nor disagreed. Showing high performance when accomplishing tasks results in satisfaction, feelings of self efficacy and mastery (Bandura, 1997; Kanfer 2005).

When asked if the respondents felt motivated to attend to their daily tasks an overwhelming 81% of the respondents agreed while 2% disagreed to have felt motivated to attend to their daily tasks. Only 7% of the respondents neither agreed nor disagreed. When asked whether the respondents' career opportunities were much better due to the improved work performance an overwhelming percentage 93% agreed to this, 1% disagreed while the rest neither agreed nor disagreed. According to Van Scotter (2000) high performing employees get promoted, awarded and honored. Career opportunities for employees who perform well are much better than those of moderate or low performing individuals.

The coaching improved my time management skills thus high schedule adherence is what 89% of the respondents said, with one (1%) individual disagreeing to this statement while 10% of the respondents neither agreed nor disagreed. The task turnaround time had improved according to an overwhelming 92% of the respondents, while 1 respondent (1%) disagreed with this statement. 7% neither agreed nor disagreed. On work commitment 82% of the respondents agreed to have had an improvement to their work commitment as a result of the coaching programmes undertaken, while 2% disagreed and only 17% of the respondents neither agreed nor disagreed. Ashford, (1986); Ford and Cummings, (1983) states that feedback can be actively sought out through inquiry or monitoring to supplement the feedback that has already been provided.

Performance appraisal conducted at the end of the year 2013, saw 56% of the respondents record better performance while 7% disagreed to have recorded better performance as a result of the coaching they had participated in during that year. The rest of the respondents neither agreed nor disagreed that 2013 performance was as a result of the coaching received during the year. 65% of the respondents agreed to have met all their key performance indicators for the year 2013 as a result of the coaching received in the year while 1 respondent (1%) disagreed to this statement. According to Campbell, (1990), the behavioral aspect refers to what people do while at work, the action itself. This conceptualization implies that only actions that can be scaled (such as counted) are regarded as performance (Campbell 1993).

Table 4. 9: Information on Employee Performance

No	Information on Performance Coaching	Strongly	Agree	Strongly	Disagree	Neither	Agree	Total

		Agree		Disagree		nor disagree	
1	My improved performance has resulted to satisfaction, feelings of self efficacy and mastery	**36%**	**51%**	**0%**	**1%**	**12%**	**100%**
2	I feel motivated to attend to my daily tasks	**33%**	**58%**	**1%**	**1%**	**7%**	**100%**
3	My career opportunities are much better due to my improved work performance	**51%**	**42%**	**1%**	**0%**	**6%**	**100%**
4	The coaching improved my time management skills thus high schedule adherence	**40%**	**49%**	**1%**	**0%**	**10%**	**100%**
5	My Task turnaround time has improved	**44%**	**48%**	**1%**	**0%**	**7%**	**100%**
6	The coaching improved my work commitment	**41%**	**40%**	**1%**	**1%**	**17%**	**100%**
7	I recorded better performance at the end of the appraisal year 2013 compared to 2012	**24%**	**26%**	**6%**	**1%**	**43%**	**100%**
8	I met all my Key Performance Indicators for the year	**27%**	**38%**	**0%**	**1%**	**34%**	**100%**

4.4 Inferential Statistics

4.4.1 Analysis of Variance (ANOVA) Test Results
The study carried out two way analysis of variance tests on all the variables.

4.4.1.1 Two Way Analysis of Variance (ANOVA) Test Results
The two way analysis of variance was performed to determine the effect of the independent variables (executive coaching technique, Business coaching technique and Team coaching technique) on the employment performance which is the dependent variable. The level of significance considered for the two way analysis of variance analysis was 0.01 at 99% confidence interval.

The results in Table 4.10 indicate that there was no statistically significant difference in mean employment performance between the use of executive coaching technique and business coaching technique (P = 0.097). Therefore, we reject the null hypothesis that there was no statistical significance difference in mean employee performance between the use of executive coaching techniques and business coaching techniques.

There was statically significant difference in mean employment performance between the use of Team coaching technique and Self personal development coaching technique (P = 0.004). Therefore, we accept the null hypothesis that there was a statistical significance difference in mean employee performance between the use of team coaching and self personal development coaching techniques.

Table 4. 10: Two Way Analysis of Variance Test Results

Variable	Type II Sum of Squares	Degrees of Freedom	Mean Squares	F Statistic	Significance Value (P Value)
Executive Coaching Technique	659.484	16.000	41.218	0.992	0.484
Business Coaching Technique	564.437	14.000	40.317	0.970	0.499
Executive Coaching & Business Coaching Technique	741.221	10.000	74.122	1.783	0.097

Team Coaching Technique	770.210	18.000	42.789	9.244	0.000
Self Personal Development Coaching Technique	822.503	14.000	58.750	12.692	0.000
Team Coaching & Self Personal Development Coaching Techniques	174.465	12.000	14.539	3.141	0.004

4.4.2 Multiple Regression Test Results

Regression test was performed to describe the relationship between the dependent variable and independent variables. The dependent variable in this case was Employee performance. The independent variables were Executive coaching techniques, Business coaching techniques, Team coaching techniques and Self personal development coaching techniques. Table 4.11 below illustrates the model summary result output from SPSS V.20. The correlation coefficient R = 0.819 indicates that the dependent variable and independents variables have a high degree of correlation. The(R Squared) coefficient of determination value of about 0.671 indicates that 67.1% of the variation in Employee performance was explained by Executive coaching techniques, Business coaching techniques, Team coaching techniques and self personal development coaching techniques. The adjusted coefficient of determination (Adj R Squared) was less than the un adjusted Coefficient of determination as it should always be (Adj R Squared=0.654 < R Squared = 0.671). This still implied that 64.5% of the variations in employment performance were explained by the variation in executive coaching, business coaching, and team coaching and self personal development coaching techniques.

Table 4. 11: Multiple Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.819	0.671	0.654	4.25662

The analysis of variance results are presented in Table 4.12 below. The result predicts the dependent variable by showing how well the regression equation fits the model. The significance value P = 0.00 of the regression model was less than the level of significance of 0.01 at 99% confidence level. This indicates that the overall regression model statistically significantly predicts Employee performance.

Table 4. 12: Analysis of Variance Test Results

Item	Sum of Squares	Degrees of freedom	Mean Square	F Ratio	Significance Value (P Value)
Regression	2,810.78	4.00	702.69	38.78	0.00
Residual	1,377.03	76.00	18.12		
Total	4,187.80	80.00			

The multiple regression model with employment performance as the dependent variable and executive coaching, business coaching, team coaching and self personal development coaching as independent variables was estimated in the study. The standardized Beta coefficients were considered because the raw units of the dependent and independent variables are not generally familiar in terms of commonly used standardized units of measurement (for example, years, income and currency units among others). The standardized Beta coefficients are convenient since they represent the dependent and independent variables in terms of t scores such that the information is conveyed in terms of standard deviation and hence the question of strength of association relative to the variation in this distribution is answered.

The regression results based on the beta coefficients indicate that;- executive coaching reduces employee performance by 0.018 standard deviations on average, business coaching reduces employee performance by 0.086 standard deviations on average , team coaching increases employee performance by 0.458 standard deviations on average and self personal development coaching increases employee performance by 0.489 standard deviations on average. See Table 4.13 below.

Table 4. 13: Multiple Regression Coefficient Results

Variable	Un standardized Coefficients		Standardized Coefficients	t Statistic	P Value	99 % Confidence Interval f	
	Beta Coeff	Std Error	Beta			Lower Bound	Upper Bc
Constant Term	2.643	1.39	**0**	1.901	0.061	-1.03	6.316

Executive Coaching	-0.017	0.094	**-0.018**	-0.183	0.856	-0.264	0.23
Business Coaching	-0.083	0.102	**-0.086**	-0.815	0.418	-0.352	0.186
Team Coaching	0.416	0.088	**0.458**	4.703	0	0.182	0.65
Self Personal Development Coaching	0.559	0.117	**0.489**	4.763	0	0.249	0.87

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter presents summary of the findings, conclusion, recommendations and areas for further study which are based on the results of the study. The findings followed the chronological sequence based on the objectives and study questions.

5.2 Summary of the Findings
The utilization of coaching as a development tool for business and industry has a history that exceeds half a century, yet evidence-based models for its use have been slow to develop. Proprietary material offered by consulting and development firms, such as PAS International (Blattner, 2005), Periscope and Leadership Development (Brotman et al., 1998), Palus et al., 2003), The Hay Group (Diedrich, 1996; Modoono, 2002), Personnel Decisions International (Peterson, 1996; Peterson & Millier, 2005), Leadership Development (Wasylyshyn, 2005), Performance and Leadership Development, Ltd. (Witherspoon & White, 1996), and RPW Executive Development, Inc. (Witherspoon & White, 1996) is prevalent in the early literature and continues to be a source of information for those seeking to learn more about coaching. Non-proprietary information in the form of dissertations and empirical research, however, is rapidly becoming more available.

This study had a significant number of respondents who were 81 in number from the two Business Processing Outsourcing Centers. So as to ensure information richness, the study collected information from respondents who had diverse education backgrounds, different age brackets and who were from different departments and had different years in terms of duration of service in the organization and in the current position which they served.

5.2.1 Executive Coaching
The study measured how the respondents rated the list of information on executive coaching presented by strongly agreeing, agreeing, strongly disagreeing or neither agreeing nor disagreeing. The two way ANOVA and Multiple regression results indicated that executive coaching had a negative effect on employee performance.

5.2.2 Business Coaching
The study measured how business coaching is conducted to achieve potential goals, how it helps manage change better, how it enables employees get a deeper understanding of the business and dynamics of his/her role, how it leads to deeper commitment by the employee to the organization, how it assists employees develop their competencies, how it assists employees develop competencies, how it assists in identifying planning challenges, how it enables employees grow with opportunities thereby boosting morale and how the coaching improves the level of discipline on schedule adherence. The two way ANOVA and Multiple regression results indicated that business coaching had a negative effect on employee performance.

5.2.3 Team Coaching
The study measured how employees rate team coaching on enhanced performance, identification of strengths and weaknesses, cultivation of team effectiveness, identification of strengths and leveraging their weaknesses, how it addresses team performance processes that are more salient for a given task, results of appraisal after taking the coaching program and whether the coaching improved communication skills. The two way ANOVA and Multiple regression results indicated that team coaching had a positive effect on employee performance.

5.2.4 Self Development Coaching
The study analyzed if coaching conversations enhanced employees level of resolving matters, if self development coaching led employees to be responsible for their actions, if the coaching was a tool for skills personal development and performance, if coaching addressed personal performance gaps and work performance challenges, if the coaching enabled the employee understand expected work deliverables and finally, if the coaching enhanced the relationship of the employee with other team members. The two way ANOVA and Multiple regression results indicated that personal development coaching had a positive effect on employee performance. In a nutshell, on one hand executive coaching and business coaching had a negative effect on

employee performance while on other hand team coaching and self development coaching had a positive effect on employee's performance.

5.3 Conclusion
In view of the findings, this study established the effects of coaching programmes on employee work performance in BPO subsector. Coaching has played a major role in building capacity and developing skills in the BPO industry in Nairobi although it has its limitations and thus the study brought into light some of the main effects of the coaching programmes on employee work performance. Majority of the respondents said that coaching has positively contributed to their work performance alongside the identified parameters that formed the basis of the questionnaire. Specifically executive coaching is a necessary ingredient. However it doesn't improve significantly employee performance.

On Business Coaching some of the key contributing factors to enhanced employee performance are achieving goals, better understanding of the business and dynamics of employee roles, commitment to performance, enhanced business skills that included planning, decision making and both change and time management skills**.** Although, the results in the study indicated that business coaching does not significantly improve on employee performance.

On team coaching what contributed to the enhanced employee performance is that the coaching was conducted at the most appropriate time for the employees and this coaching was conducted to all the team members. With full participation of team members the coaching was successful thus meeting its key goal to enhance employee work performance. Team effectiveness was also identified as a key result of the coaching. It emerges that this coaching helped team members to identify strengths and weakness of their mates making it easier to complement each other in their engagement as individual team members and as teams. The results indicated that team coaching had a significant effect on overall employee performance.

On personal development coaching a better understanding of the individual employee's personality is addressed. Sense of responsibility is assessed as well as the level of resolving matters within ones domain. The coaching goes little further on to assisting employees have a deeper understanding of their roles and contributions towards the success of their organizations which can be measured by their output which is their performance. The results from the study indicated that self personal development coaching is a necessary ingredient. However, it doesn't improve significantly employee performance.

5.4 Recommendations
The following are recommendations of the study based on the objectives and study questions.

5.4.1   Executive Coaching
Executive Coaching as a leadership development practice is among the most widely used executive development technique today, this study suggests that executive should be regularly done especially for the key decision makers in the BPO operations in order to deliver both individual and organization's success in Nairobi City County.

5.4.2   Business Coaching
Business coaching is key to the business operation objects, internal and external changes that are likely to occur within and around the organization. This is key in helping the entire workforce to understand the business objectives and goals which when harmonized will deliver the team work, managed internal and external changes, motivated workforce and low employee attrition. This study recommends that BPO organizations in Nairobi City County engage Business coaching in their operations.

5.4.3   Team Coaching
Team Coaching is the fundamental for developing task coaching is a necessary ingredient. However it doesn't improve significantly employee performance, and proper use of collective resources within the organization. This coaching should be developed to be organization specific. By achieving the organization, team coaching programme employees will be able to deliver on their KPIs which will thus enhance the customers experience and deliver client satisfaction. This study recommends that BPO organizations in Nairobi City County engage their employees in team coaching programmes as it has been proved to improve employee performance significantly.

5.4.4   Personal Development Coaching
Personal development coaching which deal with individual's programmes, character, conduct, attitude and skills should be enhanced in organizations so as to encourage employees embrace the right attitude and improve their individual performance. This study recommends that BPO organizations in Nairobi City County engage their employees in personal development coaching programmes as it has been proved to improve employee performance significantly.

5.5   Suggestions for Further Research
The study recommends that a study be done focusing on the rest of the BPO operations to further explore the effects of Coaching Programmes on employee performance in Business Process Outsourcing Subsector in Nairobi City County, Kenya.

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Appendix 2: Questionnaire
Section I: Background Information

Name of Organization:_____

Education Background:_____

Age;   ☐25-30 yrs   ☐31-35 yrs   ☐36-40yrs   ☐Above 41yrs

Which department do you represent?

    ☐Sales & Marketing   ☐Contact Centre ☐Administration   ☐ IT

How long have you served in your current organization?

    ☐ 1yr   ☐ 2yrs   ☐ 3yrs   ☐ Above 5yrs

How long have you served in your current position?

    ☐ 1yr   ☐ 2yrs   ☐ 3yrs   ☐ Above 5yrs

Section II:

A.   Information on Executive Coaching

For this section, use a likert Scale ranging from 1 to 5 (Where 1- strongly agree, 2- Agree, 3-Strongly disagree, 4-Disagree, 5-Neither Agree nor Disagree

		1	2	3	4	5
		Strongly Agree	**Agree**	**Strongly Disagree**	**Disagree**	**Neither Agree nor Disagree**
1	The coaching was conducted at the most appropriate time					
2	The coaching was well synchronized with my job description					
3	The coaching has enhanced my work performance					
4	The Coaching content was well aligned with my work performance target.					
5	The coaching improved my decision making skills					
6	The coaching enhanced my communication skills					
7	The coaching improved my time management skills					
8	The coaching helped to plan for productive meetings					

In your opinion what other executive coaching factors not captured above affect performance?

_____

_____

How else do you think coaching affects employee performance?

_____

_____

B. Information on Business Coaching.

For this section, use a likert Scale ranging from 1 to 5 (Where 1- strongly agree, 2- Agree, 3-Strongly disagree, 4-Disagree, 5-Neither Agree nor Disagree

		1	2	3	4	5
		Strongly Agree	**Agree**	**Strongly Disagree**	**Disagree**	**Neither Agree nor Disagree**
1	Business Coaching is conducted to achieve unreleased potential and goals					
2	The Business coaching helped to manage change better.					
3	As an employee Business Coaching made me get a deeper					

	understanding of the business and the dynamics of my role in the business on improved performance					
4	Business Coaching has led me to deeper commitment to the organization that I work for.					
5	The business coaching helped me to Develop my competence					
6	Business Coaching helped to identify my planning challenges					
7	Business Coaching provided me with growth opportunities within the organization thus boosting my morale					
8	The coaching improved my level of discipline on schedule adherence					r.

In your opinion what other business coaching factors not captured above affect performance?

_____

C. Information on Team Coaching

For this section, use a Likert Scale ranging from 1 to 4 (Where 1 Strongly Agree, 2-Agree, 3-Strongly disagree, 4-disagree, 5-Neither Agree nor Disagree

		1	2	3	4	5
		Strongly Agree	Agree	Strongly Disagree	Disagree	Neither Agree nor Disagree
1	Team coaching enhanced team performance.					
2	Team coaching helped me as a team member to identify strengths and weaknesses					
3	The coaching cultivated team effectiveness					
4	The coaching helped to improve task coordination					
5	The coaching helped to identify individuals strengths and leverage their weaknesses					
6	The coaching was helpful because it addressed the team performance processes that are salient for a given task					
7	My team was appraised higher after taking the coaching programme					
8	The coaching improved my communication skills					

In your opinion what other team coaching factors not captured above affect performance?

_____

D. Information on Self/Personal Coaching
For this section, use a Likert Scale ranging from 1 to 4 (Where 1 Strongly Agree, 2-Agree, 3-Strongly disagree, 4-disagree, 5-Neither Agree nor Disagree

In your what self

opinion other

		1 Strongly Agree	2 Agree	3 Strongly Disagree	4 Disagree	5 Neither Agree nor disagree
1	The coaching conversations enhanced my level of resolving matters.					
2	Self Development coaching led me to being responsible for my actions					
3	The coaching was a tool for my skills personal development and performance					
4	The coaching helped to address my personal performance gaps					
5	The coaching helped to address my work performance challenges					
6	The coaching made me understand expected deliverables for enhanced performance					
7	I attend a self development coaching programme every year					
8	The coaching enhanced my relationship with other team members					

development coaching factors not captured above affect performance?

_____

In your opinion what other coaching factors affect employee performance in the BPO industry in Nairobi?

_____
_____

E. Information on Employee Performance

For this section, use a Likert Scale ranging from 1 to 4 (Where 1 Strongly Agree, 2-Agree, 3-Strongly disagree, 4-disagree, 5-Neither Agree nor Disagree

In your what factors			1 Strongly Agree	2 Agree	3 Strongly Disagree	4 Disagree	5 Neither Agree nor disagree	opinion other
	1	My improved performance has resulted to satisfaction, feelings of self efficacy and mastery						
	2	I feel motivated to attend to my daily tasks						
	3	My career opportunities are much better due to my improved work performance						
	4	The coaching improved my time management skills thus high schedule adherence						
	5	My Task turnaround time has improved						
	6	The coaching improved my work commitment						
	7	I recorded better performance at the end of the appraisal year 2013 compared to 2012						
	8	I met all my Key Performance Indicators for the year						

contributes to enhanced employee performance levels in the BPO industry in Nairobi?

_____
_____

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