EFFECT OF EXECUTIVE EDUCATION ON EMPLOYEE ENGAGEMENT IN KENYA: A CASE OF EXECUTIVE EDUCATION IN STRATHMORE BUSINESS SCHOOL

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STUDENT DECLARATION

I the undersigned declare that this is my original work and has not been submitted to any other institution, or university other than the United States International University- Africa in Nairobi for academic credit.

Signed:_____ Date:_____18th June 2020_____

      Bernard Wamaru Kariuki - 655933

This project report has been presented for examination with my approval as the appointed supervisor

Signed: _____**Date:**_____19th June 2020_____

Dr. Jeremiah Koshal

Signed:_____ **Date:**_____

Dean, Chandaria School of Business

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ABSTRACT

The general objective of this study was to examine the effect of executive education on employee engagement in Kenya. It was guided by three specific objectives: to establish the effect of coaching on employee engagement among graduates of executive education in Kenya; to examine the influence of executive mentoring on employee engagement among graduates of executive education in Kenya; and to investigate the impact of executive talent development on employee engagement among graduates of executive education in Kenya.

This study used a descriptive research design. The study population comprised of 100 graduate students who were enrolled in the executive education at Strathmore Business School. The study was carried out through a census technique – the whole target population (100 graduate students) were involved in the study. Primary data was collected through questionnaire with structured questions. Data was analyzed through inferential and descriptive statistics, which included, means, correlation and regression analysis. The analysis was carried out through SPSS. Data was presented in graphs, charts and tables.

The first objective of this study sought to establish the effect of coaching on employee engagement among graduates of executive education in Kenya. It was shown that respondents were positive that they receive executive development training from the executive education program. According to the correlation analysis, coaching had a very strong positive significant relationship with employee engagement. The regression analysis showed that coaching predicted 91.1% of employee engagement, which was statistically significant.

The second objective was to examine the influence of executive mentoring on employee engagement among graduates of executive education in Kenya. Results showed that participants agreed that the executive education program has influenced some sense of satisfaction with their career. It was agreed that the executive education program has made respondents better prepared to handle any organizational change. According to the correlation analysis, executive mentoring had a strong relationship with employee engagement. The regression analysis showed that executive mentoring account for 88.4% of employee engagement, which was statisitcally significant.

The third objective sought to investigate the impact of executive talent development on employee engagement among graduates of executive education in Kenya. It was

established that respondents agreed that they have become more aware of organizational mission, objectives, value, and strategic priorities. According to the correlation analysis, executive talent development had a significant correlation with employee engagement. The regression analysis showed that executive talent development account for 89.7% of employee engagement, which was statistically significant.

This study concludes that coaching influence employee engagement through life coaching, experiential learning and organizational/business coaching. These three factors have a strong relationship with employee engagement, and they greatly affect the engagement of employees in the organization. Executive mentoring provides employee with personal development and professional development. Through these provisions, executive mentoring attains a great effect on employee engagement. When employees develop personally and professionally in the organization, they are more drawn into the organization which drives up their engagement to the organization. Executive talent development focuses on leadership development capabilities and management development capabilities. These two are essential in developing an engaged employee in the organization. The more an employee's leadership and management capabilities are developed in the organization the more they become engaged to the organization.

This study recommends that organizations seeking to attain high rates of employee engagement should provide them coaching through life coaching, experiential learning and organizational/business coaching. This should be effectively delivered to employees in a formal manner that would lay emphasis on its importance. This study recommends that organizations should not only focus on developing them professionally, but they should as well look to equally develop employees personally. This means there is a balance between professional development and personal development in an employee. This study suggests that talent development should focus on both leadership development capabilities and management development capabilities. These two should be aimed at developing an employee leadership skills and management skills.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Employee engagement is one of human resource management challenges. It refers to the dedication, passion of workers and effective leadership skills with support from the management to the employees (Sarangi & Nayak, 2016).   Today, employee engagement is at the fore front of every organization's human resource management. The human resource management challenge is not only staffing and retention to keep the employee satisfied but also to keep employee engaged to the assigned work (Sathyanarayana, Gargesha & Bellave, 2017). According to Maslach, Schaufelli and Leiter (2001), employee engagement is featured by energy, involvement and efficacy that are directly reverse of the three burnout aspects of exhaustion, cynicism and inefficacy. The opposite of employee engagement is employee disengagement. This refers to employees who fail to participate in the solutions of organizational problem and delink their thought patterns with the realization of the organization vision, goal and values. Disengaged employees do not exert their whole effort to maximize the productivity in an outstanding way but demonstrate lack of interest in doing so similar to an easy going individual (Allam, 2017).

Training and development is one of the strategies that has been pursued to enhance employee engagement. Executive education is one of the approaches that have been taken by organizations to improve employee engagement. According to Büchel and Antunes (2007), organizations are increasingly appreciating the importance of executive education as a leadership development tool for their managers. The underlying assumption is that executive education is able to enhance managerial decision making through developing and transferring knowledge that would positively influence organizational performance.

Executive education encompasses courses and programs delivered to professionals and organizations that are practitioners in the managerial and administrative field or those that intend to join (Hogan, 2017). The idea and importance of executive education dates back to the 2008 financial crisis, whereby Africa was not exposed to vulnerabilities faced by other continents which implied that the prevalence and impact of executive education was very low and that the continent was not participating in most global financial activities due to lack of crucial knowledge (Sessa & London, 2015). Executive education intends to provide insights to an organization on how to effectively handle operations and decisions

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to ensure that it remains prime in business through training in class (Büchel & Antunes, 2007).

It is argued that presently education is the most profitable investment in a business, which pays off to the investor in a couple of years guaranteeing capital and profit (Pržulj & Vještica, 2017). According to Pržulj and Vještica, organizations through policies and practices encourage their workforce development and search for ways and tools that carry a strong identity impacts on employee. They noted that various employee training and development programs, such as executive education, are becoming more significant and they work to develop knowledge, competence, capacity, motivation and satisfaction of employee all of which enhance employee engagement. Pržulj and Vještica examined the impact of education on business performance and employee satisfaction in Serbia and observed that education influences organizational success and employee satisfaction.

According to a report on New Zealand Executive Education Survey, it was revealed by 85.8% of the respondents in New Zealand that executive education has some influence on organizational objectives. According to these respondents, executive education had a significant role in a number of organizational objectives such as, developing thinking skills and behavioral approaches with which to react to new circumstances, inspiring a cultural shift, maintaining performance and keeping ahead (MPOWER, 2017). In a study carried out among sub Saharan African countries, including, Cameroon, Ghana, South Africa and Uganda, respondents who had undertaken executive education reported that they were satisfied with their career which drives up employee engagement (McNally, Gopolan & Abekah, 2017). According to Garg, Dar and Mishra (2018) satisfied employees are more engaged with their company than unsatisfied employee with their job.

At the preliminary, when considering the specific effect caused on organizations, the study shall present particular attributes in the firm affected by the change such as examples of the day-to-day application of learned skills, tangible business statistics and the change in participant's cognitive behavior. However, the aspects are subject to how each of the trained organization explores their roles and responsibility in ensuring that the trained participants are productive (Hogan, 2017). Participants may be trained well, but organizational policies such as decision-making processes may affect their performance (Alkalha, Al-Zu'bi, Al-Dmour, Alshurideh & Masa'deh, 2012). Therefore, for an

organization to have a positive impact from executive education, it must embrace its duty of ensuring that learned concepts are introduced most conveniently.

An organization that introduces executive education to its employees is bound to improve its business operations (Sampietro, 2018). According to Sampietro this is because executive education places employees at a better position to make better sales and marketing strategies and also ensure customer satisfaction in the delivery of services. On the other hand, Kets de Vries and Korotov (2007) note that executive education is sought after in leadership to not only enhance skills but to also support change of behavior and enable effective work and life. According to Haskins, Centini and Shaffer (2017), 76% of all employers prefer employees that have undergone executive education programs by themselves rather than hire employees and decide who goes for executive education under the company's expense. Employers put high faith on employees with executive education backgrounds because they have a wider perspective in approaching organizational operations and problems. Every employer's intention is that organizational objectives are met and therefore, each employer tries to place leadership on an employee that can achieve the goals. In such a scenario, employers will prefer employees with exposure to executive education programs because they can easily navigate and lead the other employees towards specified goals (Sampietro).

At the preliminary, executive education instills a sense of confidence to employees due to exposure to different situations that may affect an organization and how to solve them (Massaro, Bardy & Garletti, 2016). Employees with an executive education background have the zeal to convince their seniors to use their solution in the event of a need to make a decision. This is because executive education employees have been exposed to better decision-making processes and can be able to assess situations from a broader perspective than those without executive education. Upon the evaluation of the impact on employee behavior, Nordberg (2018) explains that employees that have undertaken executive education courses are better prepared to handle any organizational change. This is because executive education exposes trainees to policy compliance, implying that they are best placed during growth and development of institutions because they understand the role of policies. Furthermore, Haskins *et al*. (2017) explain that executive education impacts employee behavior by preparing employees to confidently manage a transition because it

instills a mindset that develops strategies and is flexible enough to accommodate the change.

Around 93% of schools that offer executive education perform surveys to assess the impact of the learned modules on learners and institutions (Gitsham, 2019). However, it is crucial for organizations and individuals to understand the extent executive education influences them to be able to estimate and quantify the amount of change the organization should expect. A study by Sampietro (2018) indicates that the change in an organization is first measured with the change in the participant's behavior. Participants that impact change have key elements that stand out, which include clearer strategic thinking, practical problem solving, better time management, improved project management, and increased influence on the organization. With this achieved, the amount of change in an organization is measured by observing the rate of success of projects, communication status in the organization, implementation of strategic approaches, the credibility of employees and customer satisfaction.

Once executive education is introduced, Haskins *et al*., (2017) suggest that change is first observed on the rate of success of projects. Employees with an executive education background introduce better project management strategies that result in more success in terms of successful projects. Intuitively, with time, customers report the satisfaction with the organization from feedback forums due to the improvement of service. Employees are in a better position to explain concepts that are difficult to customers and do it perfectly, which leaves an impact of quality assurance in the organization. In any organization, a higher rate of approval by customers implies that the organization impacts a larger market, which may cause an increase in sales (Alanazi & Bach, 2016). This is because satisfied customers have a direct influence on sales either by always choosing the firm to supply their needs, or by referring friends. Also, due to executive education concepts, the flow of information becomes more efficient in the organization due to the introduction of communication strategies that minimize the delay of information such as breaking communication ranks. Smooth communication increases the probability of success of a project by 29%.

Mutunga (2009) examined factors that influence the extent of employee engagement in the telecommunication industry of Kenya. According to the author, career development influences employee engagement; this is because training opportunities improves

commitment as it makes it less likely for one to leave voluntarily than they would do in the absence of training provided. In another study, Njue, Waiganjo and Kihoro (2016) specifically examine coaching as one of the leadership development strategies, and how it affected the performance of Kenyan microfinance institutions. They argued that coaching can be employed in organizations to find out the problem area where staff are lacking or even in providing solution to challenges of staff and to encourage and solve problems themselves. Further, it can be used to address the beliefs and behaviors of employees that would enhance engagement.

In another instance in a study on training and development in public universities in Kenya, Bana, Guyo and Odhiambo (2016) argue that training opportunities in an organization could be taken as a sign of the firm commitment to its workforce which would result in a strong bonding between employees and the firm and employees' willingness to expend extra effort to organization success. They also stated that staff may grow a positive self-concept and a sense of competence emanating from the employment relationship developing a greater identity with the firm.

Strathmore University Business School through executive education exposes corporations to complex financial instruments that are key in the functionality of organizations and that channel them towards global prosperity in terms of their managerial and supervisory operations. The institution has a well-structured program for executive education that looks comprehensive, encompassing executive coaching, executive mentoring and executive talent development (Strathmore University, 2019).

It thus provides a proper structure to understand how executive education through this framework function to influence positive employee engagement in an organization. Any institution that offers executive education ought to trace its progress by trying to understand how their clients are faring in the administrative and financial fields (Gerrish, 2016). This is achieved by studying the impact executive education creates on clients such as their financial performance, managerial improvements and organizational development. The need to understand the impact of executive education on organizations is geared towards facilitating and ensuring that the momentum towards development of the financial sector is maintained.

Naturally, a need to study the impact of executive education on organizations trained by Strathmore University Business School is essential to enhance improvement in their delivery of executive education. The study measured the effect executive education has created in organizations by considering three aspects of the executive education offered by Strathmore University Business School. These include executive coaching, executive mentoring and executive talent development. This thesis quantified the exact effect caused by executive education of Strathmore University on employee engagement while giving insights on how the findings can be applied to other developing organizations (Burke & Noumair, 2015).

1.2 Statement of the Problem

Employee engagement is determined by among other factors training and development opportunities such as executive education (Robertson-Smith & Markwick, 2009). Gujral and Jain (2013) also identify training and development in the organization as one of the factors determining employee engagement. In an empirical study, Mokaya and Kipyegon (2014) proved that personal development and growth opportunities are correlated with employee engagement. Similarly, Anitha (2014) highlights that the scope for career advancement and growth influenced employee engagement. In spite of the various efforts that have been placed in employee growth and development in an effort to better employee engagement, organization still continue to suffer from low employee engagement.

Practically, most of the companies in developing countries have been classified to not meeting their full potential for a number of reasons; lack of executive education being one of them (Hogan, 2017). The companies are not decided whether executive education works or how it works and would, therefore, need a detailed illustration of how it works. According to Kembu (2014), majority of organizations in Kenya have not adopted training and development and only carry out training and development in an ad hoc manner. Similarly, Bana *et al*. (2016) in their study of training and development in public universities established that individual training plans are not developed in organizations. Further, Bana *et al*., observed that organizations did not have education programs meant to reduce stereotyping while they also did not offer consistent opportunities for personal and career development among minority employees. This paint the picture that organizations in Kenya have not adopted adequate training and development opportunities that include

executive education. This would thus explain the lack of employee engagement among most of the employees as portrayed in research (Mann & Harter, 2016).

Mann and Harter (2016) note that employee engagement is a major issue across the globe affecting most of the world economies. Precisely, across the world, 85% of employees are not engaged or remain actively disengaged at work, 18% of them are actively disengaged and 67% are totally not engaged. In the case of Africa, 58% of employees in North Africa are engaged at work with 42% not engaged. The figures are worrying in Sub-Saharan Africa where Kenya belongs, as only 14% of employees are engaged at work (HR Exchange Network, 2018). To this effect, this study sought to examine the effect of executive education on employee engagement. The study considered the effect of coaching, executive mentoring and executive talent development on employee engagement.

1.3 General Objective

The general objective of this study was to examine the effect of executive education on employee engagement in Kenya.

1.4 Specific Objectives

1.4.1 To establish the effect of coaching on employee engagement among graduates of executive education in Kenya.

1.4.2 To examine the influence of executive mentoring on employee engagement among graduates of executive education in Kenya.

1.4.3 To investigate the impact of executive talent development on employee engagement among graduates of executive education in Kenya.

1.5 Significance of the Study

This study is important to a number of stakeholders who will find the findings of this study useful and can implement its recommendations. The study will benefit a number of stakeholders as outline in the following sub-sections.

1.5.1 Organizations' Management

By studying the effect of executive education on employee engagement, firms that have not decided whether executive education is a viable investment will be able to make an informed decision of whether to invest in it or not. This study gives both the theory of the

working of executive education as well as the practical aspect. Key stakeholders, who are firms that have not utilized executive education will benefit by acquiring useful business intelligence of how executive education affects an organization through enhancing employee engagement.

1.5.2 Business Schools

This study will provide a rich background on executive education practices and inform the best practices of executive education. This can inform universities to develop effective executive education programs that would make it worthy for organizations to support their employees in executive education programs.

1.5.3 Policy Makers

Executive education still lacks proper framework through which it is accomplished in the country. Through this study, the ministry of education can use the findings to establish a practical framework upon which universities can offer executive education.

1.5.4 Scholars

This study provides a comprehensive discussion of executive education and its role in enhancing employee engagement. This will provide a rich base of information to create more understanding among scholars in the field of leadership development, as well as employee training and development.

1.6 Scope of the Study

This study concentrated on the effect of three aspects of executive education including, coaching, executive mentoring and executive talent development. The study examined how these three aspects affect employee engagement in their organizations. The study only considered the executive education offered by Strathmore Business School. It was carried out in Nairobi County. The study was carried out in 3 months from November, 2019 to January, 2020. The study found some challenges in data collection where the executive students are senior managers in their organization and were busy and found it hard to spare time to respond to the questionnaire. The researcher had thus to allow them time and had to remind them to respond to the questionnaire.

1.7 Definition of Terms

1.7.1 Executive Education

Executive education encompasses courses and programs delivered to professionals and organizations that are practitioners in the managerial and administrative field or those that intend to join (Hogan, 2017).

1.7.2 Executive Coaching

Executive coaching is a process of a one-on-one association between a professional coach and an executive who is being coached (coachee) for the goal of improving coachee's behavior change through self-awareness and learning and eventually for individual and organization success (Joo, 2005).

1.7.3 Executive Mentoring

Executive mentoring is a unique work association by which a protégé gets career and psychosocial support from mentors, accelerating their progress and development in a specific job, company, or career path (Kanu, 2017).

1.7.4 Executive Talent Development

Talent development is an inclusive development framework that sustain the progress that turn employees from factors of production into forces of contribution (Conger, 2014).

1.7.5 Employee Engagement

Employee engagement refers to the harnessing of employees' selves to their organizational duties **(**Kahn, 1990).

1.8 Chapter Summary

This chapter has provided a background discussion on executive education and its effect on employee engagement. This chapter has also covered statement of the problem, purpose of the study, specific objectives of the study, rationale of the study, scope of the study, definition of key terms and chapter summary. Chapter two will provide a review of relevant literature. Chapter three will discuss the research methodology that was used to accomplish the study goal. Chapter four will present the results following the analysis of data and chapter five will discuss the findings and provide the summary, conclusion and recommendation of the study.

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on the research problem. Literature is reviewed in relation to the research objectives that include, effect of coaching on employee engagement among graduates of executive education, influence of executive mentoring on employee engagement among graduates of executive education, and impact of executive talent development on employee engagement among graduates of executive education.

2.2 Effect of Coaching on Employee Engagement among Graduates of Executive Education

Coaching is considered among the most significant and key responsibilities of the human resources management personnel. Behery and Al-Nasser (2016) as well as affirm that coaching is a crucial area of expertise for employee training and development. The author adds that since coaching facilitates worker training and development, if implemented correctly, it can greatly and positively enhance employee engagement among graduates of executive education. Ladyshewsky and Taplin (2017) affirm that coaching is an organizational development (OD) strategy that is utilized by organizations to train and develop workers, resulting in employee job satisfaction, thus leading to enhanced employee engagement in organizational activities.

Bachkirova, Arthur and Reading (2015) identified two forms of organizational coaching, which include executive coaching as well as managerial coaching whereby the organizations' managers are charged with the responsibility of performing the roles of a coach. According to Behery and Al-Nasser (2016), in managerial coaching, workers receive coaching from their managers, whereas in executive coaching, executives are the ones who receive coaching regarding how to manage an organization effectively. Ali *et al.* (2018) affirmed that both forms of coaching are crucial in fostering employee engagement. For instance, as stated by Ladyshewsky and Taplin (2017), executive coaching equips executives with necessary inter-personal skills, communication skills as well as leadership skills needed to engage workers in organizational activities effectively and successfully. On the other hand, as indicated by Bachkirova *et al.,* managerial coaching as well plays a significant role in enhancing employee engagement. This is because as the manager coaches employees on various aspects of an organization, employees are made aware of

organizational objectives and what is expected of them to contribute to the achievement of those goals. Ali *et al*. (2018) affirm that once an employee is aware of the organization's expectations from them, they would dedicate themselves and commit to working towards meeting their expectations; thus, in the process, employees are engaged in organizational activities.

According to Ladyshewsky and Taplin (2017), workers view coaching behaviors of their managers as a type of organizational support in the coaching setting of an enterprise. Managers are responsible for undertaking various tasks including clear communication of organizational expectations to workers, enable development, recognize employee achievements, offer fair rewards, provide constant feedback, increased employee performance, as well as offer training and learning chances to workers to develop their competence and knowledge. Ali *et al*. (2018) agreed to state that such managerial support enhances employee engagement. Therefore, coaching has an impact on employee engagement among graduates of executive education.

2.2.1 Effect of Experiential Learning on Employee Engagement

According to Smith (2016), experiential learning involves a process whereby an individual learns through reflecting on a particular experience, creating abstract ideas from it, as well as testing those ideas through actualizing them. As suggested by Leal-Rodríguez and Albort-Morant (2019), learning consists of a process in which knowledge is formed through a transformational experience. Pulakos *et al.* (2015) noted that in the context of an organization, experiential learning involves the process through which employees get to learn and acquire new knowledge through transformational experiences they acquire. Smith identified that such experiential knowledge is paramount as it enables employees to develop self-confidence in performing organizational tasks, thereby making them more engaged in the activities of the organization.

Leal-Rodríguez and Albort-Morant (2019), in a study, identified that experiential learning was found to be more effective in organizations as it results in more retention of workers than the conventional learning methods. According to Pulakos et al. (2015), the longer employees are retained in an organization, the more they get involved in the organization´s activities and feel part of the team, therefore, leading to enhanced employee engagement. Smith (2016) points out that workers can utilize experiential learning to realize and accomplish both organizational and personal career objectives. For instance, experiential

learning can act as a bridge between theoretical concepts and practical applicability (Pulakos et al). Experiential learning enables employees to acquire first-hand experience of actualizing whatever they have learned through theoretical lessons. According to Leal-Rodríguez and Albort-Morant, because experiential learning incorporates several competencies such as decision-making, creative thinking as well as problem-solving, it enhances the learning process of employees and enables them to participate in organizational problem-solving actively and therefore improving employee engagement.

A study by Pulakos et al. (2015) as well suggested that experiential learning is critical for organizations as it enhances teamwork. This is because experiential learning normally requires employees to work in groups. Smith (2016) states that the emphasis on collaboration, as well as teamwork, assists in fostering employee engagement levels. Because the majority of employees do not work independently and have to collaborate with others to accomplish goals, experiential learning enables workers to work with others effectively and thus impacts employee engagement positively (Leal-Rodríguez & Albort-Morant, 2019).

2.2.2 Effect of Life Coaching on Employee Engagement

According to Peláez, Coo and Salanova (2019), life coaching focuses on assisting individuals achieve goals in their personal as well as organizational career lives by offering them necessary guidelines. Ladyshewsky and Taplin (2017) also state that life coaching is a type of counseling that aims at assisting individuals in solving their challenges as well as to achieve their career or life ambitions. Bachkirova, *et al*. (2015) suggested that when this type of coaching is provided by an organization to its employees, they feel recognized and will be more receptive and committed towards organizational objectives. According to Peláez *et al*., when employees´ personal career and life issues are managed, they feel free and motivated to perform organizational tasks, thereby leading to their enhanced engagement in organizational activities. Ladyshewsky and Taplin adds that life coaching is a multi-discipline process that involves subjects such as sociology as well as psychology, and it may be done through either telephone, emails, or one-on-one sessions.

According to Bachkirova *et al*.(2015, life coaching in organizations aims to assist workers in avoiding and breaking their negative beliefs, establish precise career objectives, and perform organizational tasks more decisively and timely to realize organizational objectives as well. Therefore, through such efforts, employees are able to be engaged fully

in all organizational activities without any personal reservations to hold them back. Peláez *et al*. (2019) identified that a life coach could assist employees in identifying their strengths, develop them as well as identify both individual and career objectives that can enable them to perform their roles efficiently and be engaged in organizational activities. As noted by Ladyshewsky and Taplin (2017), life coaching is essential for organizations, especially when organizations are undergoing the change process. The author suggests that while implementing changes, organizations must partake in life coaching sessions for their employees to help them accept, adopt, and identify with the changes being undertaken in an organization. Going through life coaching would assist workers in perceiving the positive effects of the change process and therefore help them to participate in the change process fully.

Another study by Bachkirova *et al*. (2015), suggest that life coaching involves a process that aims at facilitating change in an employee´s way of thinking and perceptions through altering a worker´s beliefs, behaviors, attitudes as well as emotional feelings, so as to initiate an important shift that can enhance their level of engagement and involvement in organizational activities. Therefore, life coaching plays a major role in impacting employee engagement.

2.2.3 Effect of Organization/Business Coaching on Employee Engagement

As suggested by Enslin and Schulz (2015), business coaching involves that process of engaging in constant, planned dialogue with workers or individuals or teams within an organization who are the receivers of the coaching. The objective of business coaching is to improve the worker´s awareness as well as behavior in order to realize organizational goals and individual job or career objective of the workers. Baran (2017) noted that business coaching is essential as it facilitates employees to comprehend their responsibility in realizing business/organizational performance, as well as to improve such responsibilities in ways that are both sustainable and quantifiable. According to Bozer, Joo and Santora (2015), business coaching process may be performed on individuals or teams and usually consists of different objectives such as career and succession coaching, executive development, or problem-solving. However, throughout the process, emphasis on business goals and employee goals is given priority. This enhances employee engagement since they feel recognized and are actively participating in organizational activities.

According to Neupane (2015), the dual emphasis of business coaching on both organizational and individual objectives differentiates business coaching from other types of coaching. As indicated by Enslin and Schulz (2015), business coaching processes enable workers to understand how changing individual attribute and views can impact both personal as well as organizational processes. Therefore, effective business coaching assists workers in realizing agreed-upon organizational results, and thereby employees end up being committed and dedicated towards the achievement of organizational objectives. Baran (2017) notes that such commitment and dedication from employees results in enhanced employee engagement on organizational activities.

As outlined by Bozer *et al*. (2015), business coaching helps in establishing actionable plans for organizations. Business coaching assists the planning as well as prioritizing organizational objectives and strategies that are required to realize high organizational performance. Neupane (2015) affirms that business coaching is important and plays a significant role in fostering employee engagement in organizations. Therefore, as indicated from the various studies, business coaching has a positive impact on employee engagement, and if utilized appropriately, it can enhance worker participation and improve organizational performance in the long-run (Baran, 2017).

2.3 Influence of Executive Mentoring on Employee Engagement Among Graduates of Executive Education

Executive mentoring is a unique work association by which a protégé gets career and psychosocial support from mentors, accelerating their progress and development in a specific job, company, or career path (Kanu, 2017). According to Priya, K. (2017) mentoring is an exclusive work relationship through which protégés receive career and psychosocial support from mentors, expediting their progress and development within a particular job, organization, or career path. Ofobruku and Nwakoby (2015) noted that mentoring is among the few tools used/needed for preparing tomorrows' skilled employees and are also used to strengthen organizational capabilities, intelligence, build organization knowledge, and sustain the organization competitive advantage.

It is noted that mentoring programs have been popular technique of supporting learning and development of career among new recruits, potential business managers and graduates over the last twenty years (Neupane, 2015). According to Neupane mentoring is an important type of training which is considered as the spectrum of 'talent management' due to the fact

that they either emphasized on the development of special skills that benefit the company as well as the individuals or they assists people develop new process of thinking which facilitate people to conquer obstacles and develop their careers through enhancing relationships with more experienced individuals.

Executive mentoring influence employee engagement in the organization. According to Fountain (2018) Mentoring can also set the stage for the development of employee engagement as it creates a bond between employees and their mentors. Fountain did a study on the mentoring elements that influence employee engagement. His study found statistical evidence that showed that mentoring variables including, career support, psychosocial support, and role modeling were statistically significantly linked to the work engagement variables of vigor, dedication, and absorption. In a different study Kuantan and Yahya (2014) showed that mentoring program is one of the programs that give a positive impact to the employee performance because performance of employee.

As indicated by Neupane (2015), there are various forms of executive mentoring techniques used to facilitate employee engagement among graduates of executive education. The more conventional role of executive mentoring comprises of a single mentor and a single employee. According to Bozer *et al.*(2015), executive mentoring processes aim at supporting employee engagement among graduates of executive education through developmental growth. The objective is to establish a connection that proves successful for both executive mentors as well as the graduates of executive education. Human resource being the most vital factor of production requires mentoring program for organizational efficiency and effectiveness. Strategies for developing the capabilities of employees are an important part of any organization's overall strategy. Organizations can no longer expect to be competitive unless they mentor employees, inspire them, and support them to continuously improve their performance (Ofobruku & Nwakoby, 2015).

Baran (2017) demonstrates that executive mentoring is particularly crucial to develop workers. An organization´s success relies upon employees´ skills, competence, knowledge as well as the level of their engagement in organizational activities. According to research, there are two basic and crucial executive mentoring functions necessary for mentoring employees and graduates of executive education in organizations (Enslin & Schulz, 2015). According to Bachkirova *et al*. (2015), career functions involve those attributes of executive mentoring that support employees and graduates of executive career

development. On the other hand, Ladyshewsky and Taplin (2017) emphasizes that psychological functions involve a quality relationship, whereby emotional connection takes place through constant bonding between the executive mentor and the employees or graduates of executive education. As demonstrated by Peláez *et al*. (2019), the above executive mentoring functions indicate that the bonding process between the mentor and employee or student of executive education can lead to positive outcomes that can boost employee engagement. This is because, through the bonding and emotional connection, employees will feel recognized and appreciated by the executives and in turn, get committed towards organizational objectives, thus leading to enhanced employee engagement among graduates of executive education.

Whereas career functions of executive mentoring are important, psychological functions require more emphasis. According to Enslin and Schulz (2015), organizational culture gains from enhanced employee behaviors. The author notes that employees or graduates of executive education who are well mentored appear more confident and demonstrate better performance, and high performance motivates employees to be more engaged in order to sustain their performance as well as advance career-wise. According to Baran (2017), engaged employees and graduates of executive education need minimal direction to carry on with their tasks. Additionally, they have autonomy and control needed to make crucial organizational decisions; thus their job satisfaction level remains high. Bozer *et al*.(2015) also note that executive mentors who enhance their competence through personal learning can influence the employees and graduates of executive education they mentor. Neupane (2015) adds that executive mentors with a high level of self-efficacy positively influence employees´ and graduates of executive education´s self-efficacy. Therefore, executive mentoring has a positive impact on employee engagement among graduates of executive education.

2.3.1 Effect of Personal Development on Employee Engagement
Offering employees opportunities for personal development is an essential practice within organizations. According to Hildebrand (2018), personal development opportunities help to develop an organization´s workforce, therefore enabling them to gain and sustain a competitive advantage. Additionally, employee personal development opportunities are significant in enabling employee engagement (Lejeune, Mercuri, Beausaert & Raemdonck, 2016). According to Lejeune *et al*, engagement is defined as the continuous expression of

an employee´s emotional, physical aspects, and cognitive aspects of oneself while undertaking his/her tasks.

Fletcher (2019) explored how the opportunity for personal development, such as job rotation, job enrichment, internal promotion, among others, relates to employee engagement. The investigation discovered that there was a solid relationship between perceived employee personal development opportunities in organizations and employee engagement in organizational activities. According to Hildebrand (2018), getting an opportunity to undergo personal development programs, including leading new initiatives or undertaking a formal training experience, implies that the organization recognizes and appreciates its employees. This motivates employees to remain committed to meeting organizational objectives and thus leads to enhanced employee engagement (Lejeune *et al,* 2016). Therefore, employee personal development is considered as a means through which the organization and its employees can get involved in social exchanges since the organization is offering the worker opportunities to acquire resources in the form of competencies, skills, and knowledge (Fletcher).

According to Lejeune *et al,* (2018), the theory of social exchange postulates that a worker and the organization engage in a continuous exchange of resources that takes place within a set of regulations and acts of reciprocity. For instance, as indicated by Hildebrand (2018), when a worker acquires resources from the organization, they will feel responsible for repaying in kind. Social exchange not only consists of financial resources like pay but also involves socio-emotional ones like recognition and support. According to Fletcher (2019), when workers receive such resources from the organization, through personal development opportunities, they would feel responsible for repaying the organization by engaging more with their tasks.

2.3.2 Effect of Professional Development on Employee Engagement

According to Gast, Schildkamp and Van der Veen (2017), professional development opportunities in the current organizational era are essential for organizations aiming at retaining their valuable human resources. As studies have indicated, if workers have a chance to advance their careers, they are highly likely to remain in an organization. According to Parker, Patton and Tannehill (2016), higher employee retention rates minimizes turnover while enhancing employee engagement levels in their day to day tasks. A research conducted by Baldwin (2016), aimed at finding out how professional

development opportunities in organizations can influence employee engagement. The findings from the study indicated that about 78% of workers are accessing professional development opportunities in organizations, about 92% of workers perceive opportunities for professional development as very important and workers who have professional development opportunities were more engaged as compared to those who do not (Macià & García, 2016).

As presented by Gast *et al.* (2017), professional development opportunities have an impact on organizational employee retention rates. The author demonstrates the importance of organizations maintaining effective and skilled workers. Parker *et al.*(2016) affirms the importance of retaining skilled workers stating that when employees are highly skilled, their engagement levels within their jobs is high and therefore such kind of employees are more productive and can perform better. Therefore, as investigated by Baldwin (2016), when employee engagement lacks, professional development opportunities result in a substantial effect on employee retention.

According to a recent survey conducted on employee engagement, it was discovered that professional development opportunities could play a major role in enhancing employee loyalty as well as the dedication (Macià & García, 2016). According to Gast *et al.* (2017), workers perceive professional development and employee development as the main aspects that workers consider while searching for an organization to work for. This, therefore, indicates that professional development opportunities are very important for workers as they seek opportunities to advance their careers (Parker *et al.* 2016).

2.4 Influence of Executive Talent Development on Employee Engagement Among Graduates of Executive Education

It is widely acknowledged that talent development is a concept that has become paramount to organizational success (Maycock & Ikuomola, 2015). Talent development focuses on the planning, selection and implementation of development strategies for the entire talent pool to ensure that the organization has both the current and future supply of talent to meet strategic objectives and that development activities are aligned with organizational talent processes (Garavan, Carbery & Rock, 2012). According to Maycock and Ikuomola, talent development helps to improve employees 'retention and motivation. they noted that in time of recession, when retention is necessary, the talent that has been developed will take the company forward. It is therefore a proactive strategy for organizations to

survive the impending scarcity of specialists, skilled and talented workers. Talent development is therefore preparing employees for current and future success. It puts the organization at competitive advantage, improved operational efficiency, and helps in employee retention (Maycock & Ikuomola).

Talent consists of those individuals who can make a difference to organizational performance, either through their immediate contribution or in the longer-term by demonstrating the highest levels of potential (Tetik, 2017). By combining the different perspectives of talent, which refers the traits such as ability, capacity, capability, commitment, competency, contribution, experience, gifts, knowledge, performance, and potential, patterns of thought, feeling or behavior, and skills of the people results the high performance and high productivity that facilitate the achievement of the organizational objectives (Tetik).

According to Zhang *et al.* (2015), employee engagement among graduates of Executive Education involves how effective the workers are dedicated to an enterprise´s endeavors. As indicated by the author, the engagement of employees depends on how effective the organizational executive talent development and management are among graduates of executive education. Kigo and Gachunga (2016), recognized that worker´s involvement anticipates as well as initiates active involvement on the allocated tasks within the enterprise.

As pointed out by Swailes (2019) in a study, in most organizations, worker´s engagement begins with solid executive talent development programs among graduates of executive education. Barkhuizen, Schutte and Nagel (2017) stated that a lack of solid relationships with team participants would expose the organization to various factors that would hinder the enterprise´s performance in the department of human resource management. Zhang *et al.* (2015), also identified that for an organization to establish an effective executive talent development program that would impact employee engagement among graduates of executive education, organizational processes such as recruitment, development, retaining of workers, and rewarding must be enhanced to involve workers thereby allowing them to commit their time, ideas, energy as well as skills towards meeting organizational objectives.

Executives in organizations have the ability to engage and strive to make sure that their workers are part and parcel of the enterprise, and that is fully productive as well as creative

in all tasks outlining the enterprise´s success (Kigo & Gachunga, 2016). As pointed out by Swailes (2019), in the modern organizational context, organizational executive teams are emphasizing worker´s welfare as well as their talent development, therefore, leading to employee job satisfaction as well as the commitment to organizational objectives, which in turn impacts workers´ engagement. Employee engagement consists of means that make a worker own the activities of an enterprise, thus, making them responsible and committed to fulfilling the organization´s objectives. According to Barkhuizen *et al*.(2017), executive talent development is considered the most important and significant factor organizations must leverage, adopt as well as use depending on worker´s involvement to actualize organizational performances.

Kigo and Gachunga (2016), noted that executive talent development aims to impact employee engagement, which will, in turn, impact the organization´s performance and, thus, its competitive advantage in the market. As identified in previous studies, engaged or involved workers are motivated and dedicated to doing more to add value to an organization (Zhang *et al*., 2015). Therefore, executive talent development affects employee engagement among graduates of executive education positively. It is thought that effective talent development strategy calls for strong support from the leadership and the alignment to the organizational corporate objectives. Organizations will be well positioned for long term growth if talent development strategy is well implemented. Therefore, organizations should take a holistic approach to talent development for business effectiveness (Maycock & Ikuomola, 2015).

2.4.1 Effect of Leadership Development Capabilities on Employee Engagement
Koryak *et al*. (2015) note that an organization´s leadership development capabilities, attitudes, as well as actions both in the top and immediate leadership positions, could improve employee engagement or result in employee disengagement. According to Hezlett (2016), the capability of top leadership in leading an organization in the right manner as well as to transparently engaging workers regarding the state of the enterprise, treating workers with respect, recognizing, and rewarding worker´s achievements could enhance employee engagement within an organization.

Ebrahimi Mehrabani and Mohamad (2015) conducted a study where they linked leadership development capabilities to employee engagement, stating that the main aim of organizational leadership support on employee engagement is to foster an organization´s

performance. In this study, the authors indicate that the leader´s behavior and reactions towards their workers could result in employee engagement, which is necessary to enhance organizational performance and productivity. Paterson, Henderson and Burmeister (2015) affirm that employee engagement could be improved through the right support from the top leadership of an organization. Koryak *et al*. (2015) also noted that the most significant leadership development capabilities from the immediate supervisors could greatly and positively enhance employee engagement.

Hezlett (2016), suggested that organizational leadership, in general, assumes a significant responsibility in establishing the right atmosphere for workers to become involved or engaged. According to Ebrahimi *et al*. (2015), employee engagement is not a simple, one-time process, but rather it is a continuous process that needs all organizational leadership development capabilities to succeed. Paterson *et al.*(2015) identified that an essential aspect of establishing trust, motivating employee performance as well as enhance employee engagement, is for an organization to have top leadership that can drive others to believe in the enterprise´s future and objectives. As suggested by studies, the better the leadership development capabilities, the more the employees get inspired, thereby develop confidence in an organization´s future. Hezlett (2016) adds that leadership´s respect to employees, correct matching of workers with their skills, and employee development can boost employee engagement in an organization. According to Koryak *et al*. (2015), three key leadership development capabilities and competencies that enhance employee engagement include proper communication regarding individual employee performances, efficient worker coaching as well as leader´s interest in developing employee´s careers.

2.4.2 Effect of Management Development Capabilities on Employee Engagement
According to Helfat and Peteraf (2015), employee engagement demonstrates a worker´s perception and feeling of a sense of purpose which is seen through a worker´s display of commitment, efforts as well as persistence in their job and their general connection to the organization as well as its objectives. As indicated by Helfat and Martin employee engagement comprises three factors, namely intrinsic job experience, managers, as well as leaders lead. Ruiz-Jiménez and Fuentes-Fuentes (2016) note that intrinsic job experience demonstrates workers´ emotional aptitude as well as inspiration for their work area role. The manager factor demonstrates the connection between workers and managers, whereas

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the leader lead indicates workers´ perspectives regarding the organization´s leadership (Helfat & Peteraf).

Since frontline management has the most direct and constant association with workers, the engagement attitudes they depict have a high effect on workers (Ruiz-Jiménez & Fuentes-Fuentes, 2016). Therefore, management development capabilities can impact employee engagement significantly. According to Helfat and Martin (2015), not only is the management development capability a means through which organizational mission, objectives, values, and strategic priorities are communicated to workers, but it also assists teams in comprehending how personal worker contributions match with the wider organizational objectives.

A study done by Ruiz-Jiménez and Fuentes-Fuentes (2016) indicated that workers who were supervised by highly engaged management personnel were highly likely to be engaged as compared to those who were supervised by disengaged managers with poor management development capabilities. Helfat and Peteraf (2015) pointed out that management team members must possess the necessary development capabilities and competence. For instance, employees require constant feedback at their workplace, particularly when they accomplish goals and achieve good outcomes. As Helfat and Martin indicates, feedback, additionally, positive feedback not only assists in providing direction for workers but also offers them more inspiration to perform better and in the process enables workers to be highly engaged in their job responsibilities.

Another aspect through which management development capability can impact employee engagement is through recognizing workers. Organizations must come up with more ways to recognize their workers other than the conventional tangible rewards offered. Helfat and Peteraf (2015) state that simple everyday methods of recognizing and appreciating employees, such as using emails or weekly meetings to recognize workers, can play a major role in enhancing employee engagement through effective management development capabilities.

2.5 Chapter Summary
This chapter reviewed literature on the three subject areas including, effect of coaching on employee engagement, influence of executive mentoring on employee engagement and

impact of executive talent development on employee engagement among graduates of executive education. The next chapter will discuss the research methodology of the study.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology that was followed in the study to accomplish the research objectives. These research objectives include; to establish the effect of coaching on employee engagement among graduates of executive education in Kenya, to examine the influence of executive mentoring on employee engagement among graduates of executive education in Kenya, and to investigate the impact of executive talent development on employee engagement among graduates of executive education in Kenya.

3.2 Research Design

Research design is termed as the plan for the collection and analysis of data in ways that seek to combine relevance to a particular research (Akhtar, 2016). This study used a descriptive research design that involves identification of characteristics of a specific phenomenon through observation or the investigation of association between two or more phenomena (Williams, 2007). This makes descriptive research design appropriate for this study since it sought to examine the association between executive education and employee engagement in Kenya. The appropriateness of descriptive research in evaluating phenomena is that it allows one to get a vivid picture of the study subject by creating knowledge of the interaction of the subject and its environment (Ingham-Broomfield, 2015). This study used quantitative techniques and quantitative data was collected through structured questionnaire. This data was analyzed through descriptive statistics. The study dependent variable was employee engagement and the independent variables included, coaching, executive mentoring and executive talent development.

3.3 Population and Sampling Design

This section discuss the population affected by the research problem and it is where the study was carried out. This section also presents the sampling design that include: sampling frame, sampling technique and the sample size determination.

3.3.1 Population

Population refers to a group of people or items that have one or more common characteristics of interest (Asiamah, Mensah & Oteng-Abayie, 2017). The study's population in this research included the total number of graduate students who were enrolled in the executive education at Strathmore Business School. There were a total of

100 individuals enrolled in this program at Strathmore Business School who were part of this study population.

3.3.2 Sampling Design

Sampling design refers to the design which is employed in formulating the base for selecting a study sample (Lavrakas, 2008). It is important to formulate a sampling design so as to select a proper study sample. The next section describes the three components of sampling design starting with sampling frame, sampling technique and sample size.

3.3.2.1 Sampling Frame

A sampling frame denotes a list or different tools employed in the definition of a study's population of interest. It outlines a set of elements upon which a researcher can pick a sample of the target population (Lewis-Beck, Bryman & Liao, 2004). This study sample frame was the learners enrolled in the executive education program at Strathmore Business School. The register was sourced from the registrar's office, Strathmore University.

3.3.2.2 Sampling Technique

Sampling refers to the selection of a portion from a chosen sampling frame or entire population. It can be used to make inference about a population or to make generalization in relation to existing theory (Taherdoost, 2016). According to Taherdoost samples are used because a researcher cannot be able to collect data from all cases in the population due to large population size. Since researchers neither have time nor the resources to analyze the entire population they applied sampling technique to reduce the number of cases. However, when the population size is not big and the researcher can be able to carry an analysis on entire population then a census should be done. A census is an attempt to list all elements in a group and to measure one or more characteristics of those elements (Lavrakas, 2008). A census was used in this study. The reason for using a census in this study is that it will provide detailed information on all or most subjects in the study population. According to Lavrakas, the decision to take a census is often based on an assessment of the coverage, cost, errors in the data, and other qualitative factors. Census is also encouraged in cases where the number of objects/elements under study are small and can be appropriately managed.

3.3.2.2 Sample Size

A sample size for a research is the number of elements that are selected to provide data for the study (Lavrakas, 2008). According to Taherdoost (2017) so as to generalize from a random sample and avoid sampling errors or biases, a random sample needs to be of adequate size. Saunders, Lewis, Thornhill and Bristow (2009) note that samples are selected so as to enable the estimation of characteristics of big population. In this study the study population was small and manageable and therefore a sample was not used but rather the whole population was used. The size of this population was 100 individuals enrolled in Executive Education program at Strathmore Business School.

3.4 Data Collection Method

This study used primary data which was collected through questionnaire. The questionnaires contain structured questions developed in a Likert scale with a 5-point scale. The questionnaire is attached in appendix III. The questionnaire was designed in five sections, the first section captured respondent's demographic data, the second part captured questions on the coaching, the third part captured questions on executive mentoring, the fourth part captured questions on executive talent development, and the last part captured questions on employee engagement. Structured questionnaire was used owing to the fact that it will increase the response rate since it makes it easy for one to respond to the questionnaire. Again, the structured questionnaire enables efficiency in coding and data analysis. Standardized questions are also used in this study since they can help to prevent misconception of the idea of study by the respondents; it will also facilitate evaluation of the views of respondent on research variables (Cooper & Schindler, 2014).

3.5 Research Procedures

This study was carried out in a systematic manner in order to ensure appropriate data is collected and the study remains to be reliable. Permission to collect data from respondents was sought first from the institution review board. The research also applied for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The letters were used to introduce the researcher in the organization of study and earn their cooperation in the study. The researcher then requested for the sample frame and select respondents. The selected respondents were then approached and requested to voluntarily participate in the study.

The researcher first carried out a pilot test study that involved 10 respondents and these were not involved in the actual study. This helped ascertain the validity and reliability of the questionnaire tool. The pilot study enabled the researcher to test whether the research objectives can be achieved by checking the clarity and relevance of the questions in the instrument. The researcher also reviewed the questionnaire in relation to the challenges of the pilot study. In the actual study, questionnaires were distributed to the respondents in person at their convenient place. The respondents were then allowed time to respond to the questionnaire. The researcher did a follow up on them to check on their progress, and once filled the researcher collected them back. A consent letter from the faculty and an introductory letter that briefly explained the research purpose was attached to the questionnaire.

3.5.1 Reliability

Results are consistent over time even when the same study is repeated to this extent. At this point the research instrument is considered reliable. Reliability from questionnaire will be accomplished by confirming consistency and regularity in asking questions across time. Further, the reliability will be enhanced by standardizing the circumstances in which the measurement will be done (Kothari, 2004). The study also employed a test-retest reliability; to measure this, similar questionnaires were administered twice in two distinct points in time. This helped in testing the consistency of the respondents' response test across time. The researcher also shun from incorrect coding and unclear guidelines to the participants. The pilot study data was used to compute the Cronbach's Alpha to assess the reliability of the questionnaire items. Table 3.1 illustrates the Cronbach's Alpha value for the study variable. All the variable demonstrated accepted Cronbach's Alpha value of over 6.00 which was acceptable.

Table 3.1: Reliability Statistics

Variable	Cronbach's Alpha	Number of Items
Coaching	966	12
Executive Mentoring	929	9
Executive Talent Development	976	8
Employee Engagement	948	7

3.5.2 Validity

Validity is used to determine whether the research truly measures that which it was intended to measure or how honest the research results are (Creswell, 2009). The research tools should give the same results. This study used convergent validity. Convergent validity is a supporting piece of evidence for construct validity. The underlying idea of convergence validity is that related construct's tests should be highly correlated (Chin & Yao, 2014). Convergent validity is claimed if the correlation coefficient is above .50 (Stephanie, 2018). As shown in Table 3.3 there was a very high correlation between the independent variable, the highest correlation was .962 between executive mentoring and coaching. All the variables collated significantly with other above the .50 recommended coefficient value. These results are shown in in Table 3.2.

Table 3.2: Correlation Matrix

		Coaching	Executive Mentoring	Executive Talent Development
Coaching	Pearson Correlation	1	.962**	.946**
	Sig. (2-tailed)		0	0
Executive Mentoring	Pearson Correlation	.962**	1	.958**
	Sig. (2-tailed)	0		0
Executive Talent Development	Pearson Correlation	.946**	.958**	1
	Sig. (2-tailed)	0	0	

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

3.6 Data Analysis Methods

This study analyzed data through inferential and descriptive statistics. The returned questionnaires were cleaned, indexed and the questionnaire items were then coded into the SPSS program and data entered. Descriptive statistics was used to get the mean values and standard deviation and inferential statistics involved the regression analysis to evaluate the relationship between the dependent variable and independent variable. The findings of the study are presented in figures and tables.

The regression model to be used in evaluating the relationship is:

y= a + b₁X₁ + b₂X₂ + b₃X₃ + e

$y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$

y = employee engagement

a = constant

b = slope of the regression line

x_1 = coaching

x_2 = executive mentoring

x_3 = executive talent development

e = error term

3.7 Chapter Summary

This chapter has discussed the study methodology that includes research design, sampling design, data collection and analysis techniques and the research procedure. Chapter four will provide the research findings and results. Chapter five will discuss the research findings and draw conclusion and recommendations in relation to the findings.

4.0 RESUTLS AND FIND INGS

4.1 Introduction

This chapter discuss the results and findings obtained from the data collected from respondents in the field. The discussion is outlined in relations to the research objectives including, to establish the effect of coaching on employee engagement among graduates of executive education, to examine the influence of executive mentoring on employee engagement among graduates of executive education, and to investigate the impact of executive talent development on employee engagement among graduates of executive education. First the general information is provided.

4.2 General Information

4.2.1 Response Rate

This study distributed a total of 100 questionnaire. Eighty-seven of these quesitonnaire were appropriately filled and returned. This attained a 87 percent response rate, which was considered enough for analysis. This is shown in Table 4.1.

Table 4.1: Response Rate

	Total	Percentage
Returned Questionnaire	87	87%
Unreturned questionnaires	13	13%
Total	**100**	**100%**

4.2.2 Demographic Information

4.2.2.1 Respondents' Gender

According to findings, majority of the respondents, 57.1% were male while 42.9% were female. Figure 4.1 illustrates this observation.
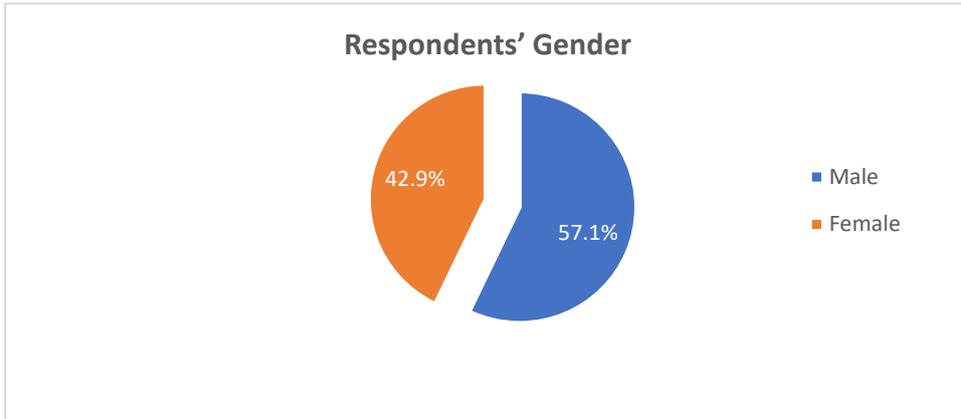
Figure 4.1: Respondents' Gender

4.2.2.2 Respondents' Age

Findings showed that 71.4% of the respondents were aged between 26-34 years, 21.4% were aged between 35-44 years and only 7.2% of the respondents were aged above 45 years. These findings are demonstrated in Figure 4.2.
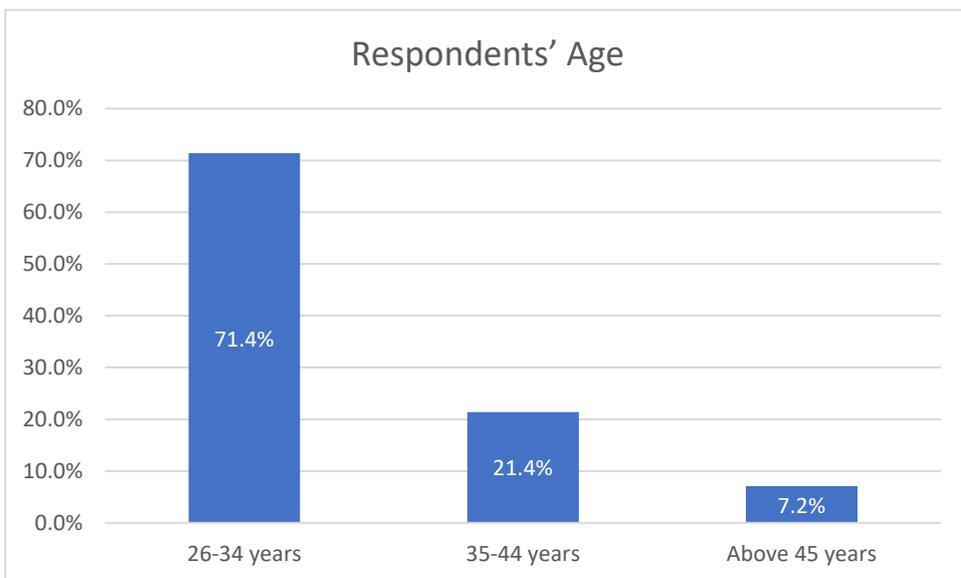
Figure 4.2: Respondents' Age

4.2.2.3 Respondents' Profession

According to findings, most of the respondents, 64.3% were in sales and marketing professional. Again, 14.3% of the respondents were in accounting and finance profession and also, 14.3% of the respondents were in information technology profession. Lastly, results showed that 7.1% of the respondents were human resource professionals. These results are illustrated in Figure 4.3.
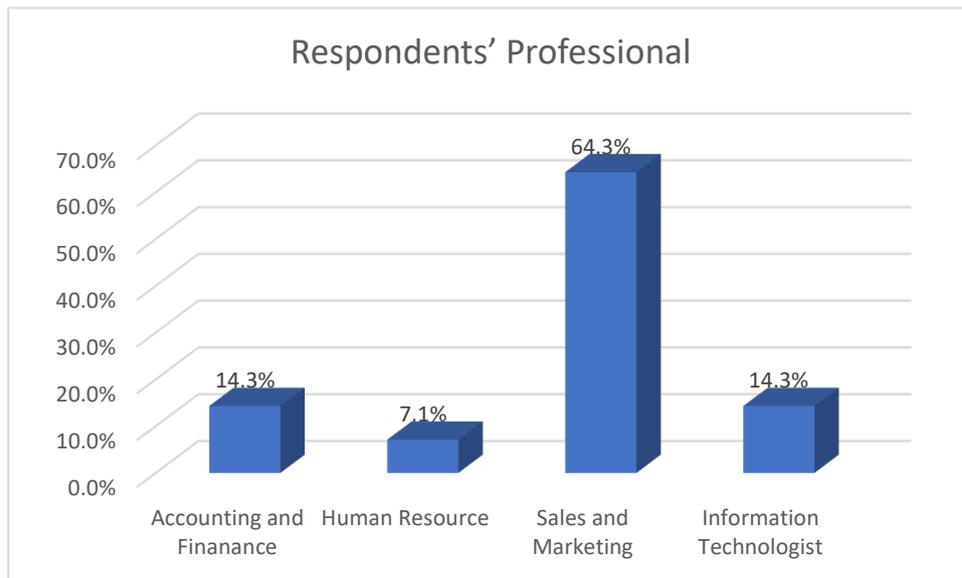
Figure 4.3: Respondents' Professional

4.2.2.4 Respondents' Management Position

Results showed that 42.9% of the respondents were in middle level management. Similarly, another 42.9% were in lower level management. It was also shown that 7.1% of the respondents were in top level management and a similar percentage (7.1%) were in non-management position. This is as displayed in Figure 4.4.
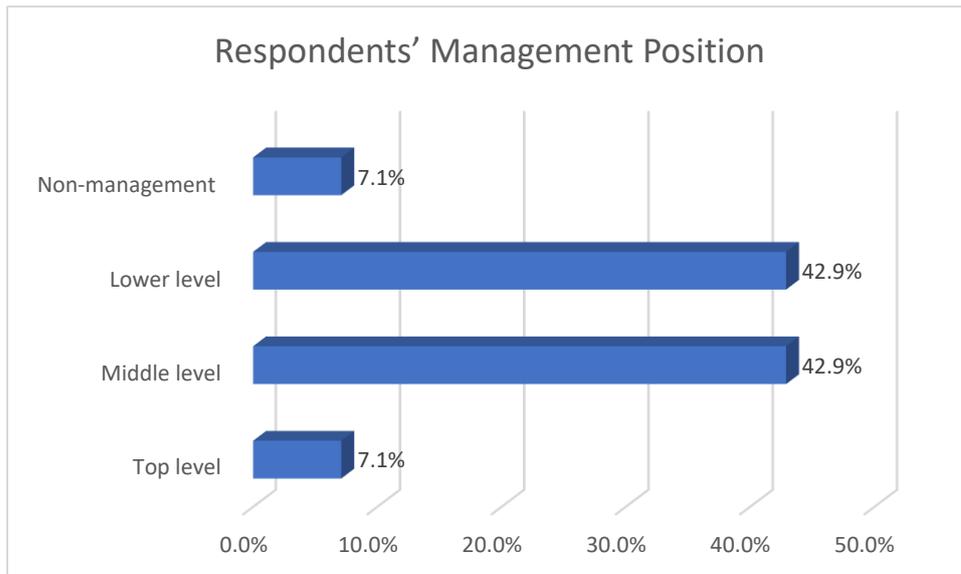
Figure 4.4: Respondents' Management Position

4.2.2.5 Program Sponsorship

The respondents were asked if their organization sponsored them in the executive education program at Strathmore. According to findings, most of the respondents, 79% indicated that their organization sponsored them while only 21% indicated that their organization did not sponsor them in the executive education program at Strathmore, as shown in Figure 4.5.

Figure 4.5: Program Sponsorship

4.2.2.6 Level of Employee Engagement

Respondents were asked to indicate if they considered themselves engaged or disengaged. According to results, 86% of the respondents indicated that they are engaged at their work and only 14% considered themselves disengaged at their work. This is shown in Figure 4.6.
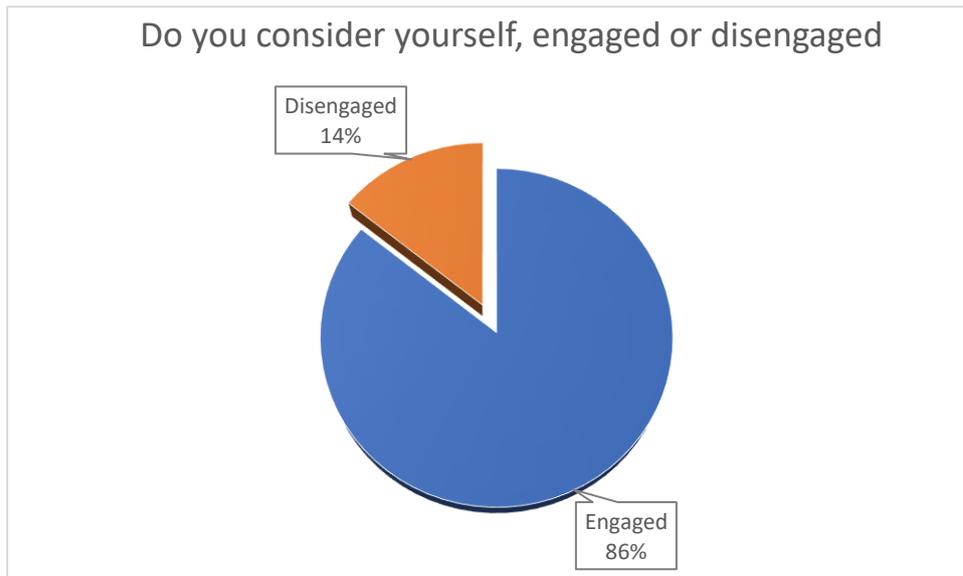
Figure 4.6: Level of Employee Engagement

4.3 Effect of Coaching on Employee Engagement

This study sought to determine how coaching delivered through executive education influence employee engagement. Coaching was evaluated through a number of constructs. The constructs were assessed among executive education students at Strathmore University Business School, using questions of a Likert nature with the scale ranging from 1-5, where Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5. Data was calculated on mean score and interpreted as, 1 – 1.4 = strongly disagree, 1.5 – 2.4 = disagree, 2.5 – 3.4 = neutral, 3.5 – 4.4 = agree and 4.4 – 5.0 = strongly agree.

According to results, the construct 'we are advised on how to overcome personal challenges and attain our ambition in career and life in general' had one of the highest means of 4.1 and a standard deviation of 1.0. The construct 'the executive education program has made me understand my responsibility in realizing organizational performance' had the other highest mean of 4.1 and a standard deviation of 1.0. Other construct with a high mean included, 'I have been able to connect theoretical concepts to my practical work' this had a mean of 4.0 and a standard deviation of 1.0; 'The executive education program is helping me break my negative beliefs' this had a mean of 4.0 and a standard deviation of 1.0.These results are illustrated in Table 4.2.

Table 4.2: Coaching

	Mean	Std. Deviation
We are trained on decision-making skills in the executive education	3.9	0.6
We are taught on creative thinking in the executive education	3.9	1.0
We received training on problem-solving in the executive education program	3.9	0.9
I have been able to connect theoretical concepts to my practical work	4.0	1.0
Our learning involves creating abstract ideas from past experience and testing them through actualization	3.9	0.9
We receive appropriate guidelines on how to attain personal and collective goals at work and in our lives	3.9	1.1
We are advised on how to overcome personal challenges and attain our ambition in career and life in general	4.1	1.0
The executive education program is helping me break my negative beliefs	4.0	1.0
The executive education program is helping establish precise career objectives	3.9	1.0
The executive education program has made me understand my responsibility in realizing organizational performance	4.1	1.0
I receive career and succession coaching from the executive education program	3.6	1.0
I receive executive development training from the executive education program	3.8	1.1

4.3.1 Employee Engagement

Employee engagement was measured in a Likert nature with the scale ranging from 1-5, where, Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5. Data was calculated on mean score and interpreted as, 1 – 1.4 = strongly disagree, 1.5 – 2.4 = disagree, 2.5 – 3.4 = neutral, 3.5 – 4.4 = agree and 4.4 – 5.0 = strongly agree.

According to results the construct 'I am committed and dedicated towards the achievement of organizational objectives' had one of the highest means of 4.0 and a standard deviation of 1.0. The construct 'I own the activities of the organization that I partake' had also a high mean of 4.0 and a standard deviation of 1.0. In addition, the construct, 'I am motivated and dedicated to doing more to add value to the organization' had a mean of 4.0 and a standard deviation of 1.0. These findings are illustrated in Table 4.3.

Table 4.3: Employee Engagement

	Mean	Std. Deviation
I am more receptive and committed towards organizational objectives	3.8	0.9
I feel free and motivated to perform organizational tasks	3.9	0.9
I am committed and dedicated towards the achievement of organizational objectives	4.0	1.0
I am more loyal and dedicated to the organization´s endeavors	3.9	1.0
I own the activities of the organization that I partake	4.0	1.0
I am motivated and dedicated to doing more to add value to the organization	4.0	1.0
I have a strong bonding with the organization and I am less likely to leave the organization voluntarily	3.9	1.1

4.3.3 Correlation between Coaching and Employee Engagement

The correlation analysis showed that coaching had a very strong positive significant relatinship with employee engagement, r=.954**, p<.000. This is as illustrated in Table 4.4.

Table 4.4: Correlation between Coaching and Employee Engagement

		Coaching	Employee engagement
Coaching	Pearson Correlation	1	.954**
	Sig. (2-tailed)		.000
Employee engagement	Pearson Correlation	.954**	1
	Sig. (2-tailed)	.000	

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

4.3.4 Regression on Coaching and Employee Engagement

The regression model showed that, r square = .911, this reveals that coaching predicted 91.1% of employee engagement. However, 8.9% of employee engagement is accounted for by other factors outside this model.

Table 4.5: Model Summary on Coaching and Employee Engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.954[a]	.911	.903	.26338

a. Predictors: (Constant), Coaching

According to the ANOVA results, together organizational business coaching, experiential learning and life coaching correctly predicted employee engagement as shown with a F=122.403, p<.000. Table 4.6 illustrates this result.

Table 4.6: ANOVA on Coaching and Employee Engagement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.491	1	8.491	122.403	.000[b]
	Residual	.832	12	.069		
	Total	9.323	13			

a. Dependent Variable: Employee_engagement
b. Predictors: (Constant), Coaching

According to the regression coefficients, coaching, B=.969 which, shows that with a unit increase in coaching employee engagement went up by 0.969 units. Coaching was significant in predicting employee engagement on its own, t=1.622, p>.136. These results are illustrated in Table 4.7.

This study model is represented as:

$Y = .133 + .969X_1 + .088$

Y= employee engagement; X_1 = coaching;

Table 4.7: Coefficients on Coaching and Employee Engagement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.133	.351		.379	.712
	Coaching	.969	.088	.954	11.064	.000

a. Dependent Variable: Employee engagement

4.4 Influence of Executive Mentoring on Employee Engagement

4.4.1 Descriptive Statistics

This study sought to determine how executive mentoring delivered through executive education influence employee engagement. Executive mentoring was evaluated through a number of constructs among executive education students at Strathmore University Business School, using questions of a Likert nature with the scale ranging from 1-5, where Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5. Data was calculated on mean score and interpreted as, 1 – 1.4 = strongly disagree, 1.5 – 2.4 = disagree, 2.5 – 3.4 = neutral, 3.5 – 4.4 = agree and 4.4 – 5.0 = strongly agree.

According to findings, the construct 'the executive education program has provided an opportunity for personal development' had the highest mean of 4.2 and a standard deviation of 1.1. Additionally, the construct, 'the executive education program is an opportunity for me to undergo a formal training experience' had a mean of 4.1 and a standard deviation of 1.1. The construct 'the executive education program has developed in me a sense of confidence' had a mean of 4.0 and a standard deviation of 1.0. Again, the construct 'the executive education program has enhanced my managerial decision making' had a mean of 4.0 and a standard deviation of 1.1. The other construct with a significantly high mean was 'the executive education program has made me more effective in handling operations' it had a mean of 4.0 and a standard deviation of 1.0. These findings are shown in Table 4.8.

Table 4.8: Executive Mentoring

	Mean	Std. Deviation
The executive education program has provided an opportunity for personal development	4.2	1.1
The executive education program has provided an opportunity for taking a role in leading new initiatives in the organization	3.8	1.2
The executive education program is an opportunity for me to undergo a formal training experience	4.1	1.1
The executive education program has provided me with an opportunity for job rotation, job enrichment, internal promotion	3.4	0.6
The executive education program has developed in me a sense of confidence	4.0	1.0
The executive education program has enhanced my managerial decision making	4.0	1.1
The executive education program has made me more effective in handling operations	4.0	1.0
The executive education program has influenced some sense of satisfaction with my career	3.7	1.0
The executive education program has made me better prepared to handle any organizational change	3.7	1.0

4.4.2 Correlation between Executive Mentoring and Employee Engagement

According to the findings, executive mentoring had a strong relationship with employee engagement r=.940**, p<.000. These results are displayed in Table 4.9.

Table 4.9: Correlation between Executive Mentoring and Employee Engagement

		Employee engagement	Executive Mentoring
Employee engagement	Pearson Correlation	1	.940**
	Sig. (2-tailed)		0
Executive Mentoring	Pearson Correlation	.940**	1
	Sig. (2-tailed)	0	

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

4.4.3 Regression on Executive Mentoring and Employee Engagement

According to the model sumary, R square = .884, this shows that executive mentoring account for 88.4% of employee engagement, the remaining part of employee engagement is accounted for by other factors outside this model. This is as shown in Table 4.10.

Table 4.10: Model Summary on Executive Mentoring and Employee Engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.940[a]	.884	.874	.30076

a. Predictors: (Constant), Executive Mentoring

According to the ANOVA results, together executive mentoring correctly predicted employee engagement as shown with a F= 91.071, p<.000. Table 4.11 illustrates this result.

Table 4.11: ANOVA on Executive Mentoring and Employee Engagement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.238	1	8.238	91.071	.000[b]
	Residual	1.085	12	.090		
	Total	9.323	13			

a. Dependent Variable: Employee engagement

b. Predictors: (Constant), Executive Mentoring

According to the regression coefficients, executive mentoring, B=.977 indicating that with 1 unit increase in executive mentoring, employee engagement went up by 0.977 units. Executive mentoring was significant in predicting employee engagement, t=9.543, p<.000. These results are illustrated in Table 4.12.

This study model is represented as:

$Y = .150 + .977X_1 + .102$

Y= employee engagement; X_1 = executive mentoring

Table 4.12: Coefficients Executive Mentoring and Employee Engagement

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.150	.404		.372	.716
	Executive Mentoring	.977	.102	.940	9.543	.000

a. Dependent Variable: Employee engagement

4.5 Influence of Executive Talent Development on Employee Engagement

This study sought to determine how executive talent development through executive education influence employee engagement. Executive talent development was evaluated through a number of constructs that were assessed among executive education students at Strathmore University Business School, using questions of a Likert nature with the scale ranging from 1-5, where Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5. Data was calculated on mean score and interpreted as, 1 – 1.4 = strongly disagree, 1.5 – 2.4 = disagree, 2.5 – 3.4 = neutral, 3.5 – 4.4 = agree and 4.4 – 5.0 = strongly agree.

According to findings, the construct 'the executive education program has trained me on proper communication regarding individual employee performances' had the highest mean of 4.2 and a standard deviation of 1.1. The construct 'I understand how my work contributions match with the wider organizational objectives' had a mean of 4.0 and a standard deviation of 1.0. In addition, the construct, 'the executive education program has raised my awareness in positive feedback' had also a mean of 4.0 and a standard deviation of 1.0. These results are illustrated in Table 4.13.

Table 4.13: Executive Talent Development

	Mean	Std. Deviation
The executive education program has trained me on proper communication regarding individual employee performances	4.2	1.1
The executive education program has trained me on efficient worker coaching	3.6	1.0
The executive education program has made me as a leader develop interest in developing employee´s careers	3.9	1.0
I have developed a solid relationship with my subordinates	3.8	1.0
I understand how my work contributions match with the wider organizational objectives	4.0	1.0
The executive education program has raised my awareness in recognizing and appreciating employees	3.9	1.0
The executive education program has raised my awareness in positive feedback	4.0	1.0
I have become more aware of organizational mission, objectives, value, and strategic priorities	3.9	1.0

4.5.2 Correlation between Executive Talent Development and Employee Engagement

According to the results Executive Talent Development had a significant correlation with employee engagement, r=.947**, p<.000. These results are displayed in Table 4.14.

Table 4.14: Correlation between Executive Talent Development and Employee Engagement

		Employee engagement	Executive Talent Development
Employee engagement	Pearson Correlation	1	.947**
	Sig. (2-tailed)		.000
Executive Talent Development	Pearson Correlation	.947**	1
	Sig. (2-tailed)	.000	

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

4.5.3 Regression on Executive Talent Development and Employee Engagement

According to the model sumary, R square = .897, this shows that executive talent development, account for 89.7% of employee engagement, the remaining part of employee engagement is accounted for by other factors outside this model. This is as shown in Table 4.15.

Table 4.15: Model Summary on Executive Talent Development and Employee Engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.947[a]	.897	.888	.29364

a. Predictors: (Constant), Executive Talent Development

According to the ANOVA results, excutive talent development, correctly predicted employee engagement as shown with a F=96.235, p<.000. Table 4.16 illustrates this result.

Table 4. 16: ANOVA on Executive Talent Development and Employee Engagement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.298	1	8.298	96.235	.000[b]
	Residual	.948	11	.086		
	Total	9.246	12			

a. Dependent Variable: Employee_engagement

b. Predictors: (Constant), Executive_Talent_Development

According to the regression coefficients, executive talent development, B=.891 indicating that with 1 unit increase in executive talent development, employee engagement went up by 0.891 units. Executive talent development was significant in predicting employee engagement on its own, t= 9.810, p<000. These results are illustrated in Table 4.17.

This study model is represented as:

Y= .425 + . 891 + .091

Y= employee engagement; X_1 = executive talent development

Table 4.17: Coefficients on Executive Talent Development and Employee Engagement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.425	.365		1.165	.269
	Executive Talent Development	.891	.091	.947	9.810	.000

a. Dependent Variable: Employee engagement

4.6 Chapter Summary

This chapter has presented the research findings from the data analysis. Findings have been presented in line with the research objectives. Findings here showed that coaching predicted 91.1% of employee engagement, executive mentoring accounted for 88.4% of employee engagement and executive talent development, account for 89.7% of employee engagement. The next chapter will discuss the results presented here and provide conclusion based on the findings as well as recommendations drawn from the findings.

CHAPTER FIVE

5.0 DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter discuss the findings presented in chapter four and the conclusion and recommendations drawn from the findings. The chapter is outlined according to the research objectives but first the chapter presents the summary of the study.

5.2 Summary

The general objective of this study was to examine the effect of executive education on employee engagement in Kenya. It was guided by three research objectives: to establish the effect of coaching on employee engagement among graduates of executive education in Kenya; to examine the influence of executive mentoring on employee engagement among graduates of executive education in Kenya; and to investigate the impact of executive talent development on employee engagement among graduates of executive education in Kenya.

This study used a descriptive research design. The study population comprised of 100 graduate students who were enrolled in the executive education at Strathmore Business School. The study was carried out through a census technique – the whole target population (100 graduate students) were involved in the study. Primary data was collected through questionnaire with structured questions. Data was analyzed through inferential and descriptive statistics, which included, means, correlation and regression analysis. The analysis was carried out through SPSS. Data was presented in graphs, charts and tables.

The first objective of this study sought to establish the effect of coaching on employee engagement among graduates of executive education in Kenya. It was shown that respondents were positive that they receive executive development training from the executive education program, as shown with a mean of 3.8 and a standard deviation of 1.1. According to the correlation analysis, coaching had a very strong positive significant relationship with employee engagement, $r=.954^{**}$, $p<.000$. The regression analysis showed that coaching predicted 91.1% of employee engagement, which was statistically significant, $F=122.403$, $p<.000$.

The second objective was to examine the influence of executive mentoring on employee engagement among graduates of executive education in Kenya. Results showed that

participants agreed that the executive education program has influenced some sense of satisfaction with their career; this had a mean of 3.7 and a standard deviation of 1.0. It was agreed that the executive education program has made respondents better prepared to handle any organizational change; this had a mean of 3.7 and a standard deviation of 1.0. According to the correlation analysis executive mentoring had a strong relationship with employee engagement r=.940**, p<.000. The regression analysis showed that executive mentoring account for 88.4% of employee engagement, which was statisitcally significant (F= 91.071, p<.000).

The third objective sought to investigate the impact of executive talent development on employee engagement among graduates of executive education in Kenya. It was established that respondents agreed that they have become more aware of organizational mission, objectives, value, and strategic priorities; this had a mean of 3.9 and a standard deviation of 1.0. According to the correlation analysis, executive talent development had a significant correlation with employee engagement, r=.947**, p<.000. The regression analysis showed that executive talent development, account for 89.7% of employee engagement, which was statistically significant, F=96.235, p<.000.

5.3 Discussion

5.3.1 Effect of Coaching on Employee Engagement

Results on the effect of coaching on employee engagement showed that respondents agreed that in executive education they are trained on decision-making, creative thinking and problem-solving. This result is in line with the argument of Leal-Rodríguez and Albort-Morant (2019), who noted that experiential learning in executive education incorporates several competencies such as decision-making, creative thinking as well as problem-solving. It was agreed that the respondents have been able to connect theoretical concepts to their practical work. This affirms the observation made by Pulakos et al (2915) that experiential learning in executive education can act as a bridge between theoretical concepts and practical applicability. Respondents were also in agreement that their learning involves creating abstract ideas from past experience and testing them through actualization. This is in agreement with the views of Smith (2016) that experiential learning in executive education involves a process whereby an individual learns through reflecting on a particular experience, creating abstract ideas from it, as well as testing those ideas through actualizing them.

In addition, it was agreed that participants receive appropriate guidelines on how to attain personal and collective goals at work and in their lives. This view is also shared by Peláez *et al.* (2019) who opined that executive education through life coaching focuses on assisting individuals achieve goals in their personal as well as organizational career lives by offering them necessary guidelines. Respondents also indicated that they are advised on how to overcome personal challenges and attain their ambition in career and life in general. Similarly, Ladyshewsky and Taplin (2017) noted that executive education aims at assisting individuals in solving their challenges as well as to achieve their career or life ambitions through life coaching. Results demonstrated that the participants agreed that the executive education program is helping them break their negative beliefs and establish precise career objectives. This correspond to the views of Bachkirova *et al.* (2015) who presented that through life coaching in organizations, executive education aims to assist workers in avoiding and breaking their negative beliefs, establish precise career objectives, and perform organizational tasks more decisively and timely to realize organizational objectives as well.

Participants were also positive that the executive education program has made them understand their responsibility in realizing organizational performance. This was also the opinion held by Baran (2017) who stated that business coaching in executive education is essential as it facilitates employees to comprehend their responsibility in realizing business/organizational performance. It was again agreed that respondents receive career and succession coaching from the executive education program as well as executive development training. Similarly, Bozer *et al.* (2015) observed that in executive education, business coaching process may be performed on individuals or teams and usually consists of different objectives such as career and succession coaching, executive development, or problem-solving.

According to the correlation analysis, coaching had a very strong positive significant relationship with employee engagement, r=.954**, p<.000. The regression analysis showed that coaching predicted 91.1% of employee engagement, which was statistically significant, F=122.403, p<.000. In line with the results here, Bachkirova *et al.* (2015) observed that managerial coaching plays a significant role in enhancing employee engagement. In addition, Ladyshewsky and Taplin (2017) affirm that coaching is an organizational development (OD) strategy that is utilized by organizations to train and

develop workers, resulting in employee job satisfaction, thus leading to enhanced employee engagement in organizational activities.

5.3.2 Influence of Executive Mentoring on Employee Engagement

Results on the influence of executive mentoring on employee engagement revealed that respondents agreed that the executive education program has provided an opportunity for personal development. It was also agreed that the executive education program has provided an opportunity for taking a role in leading new initiatives in the organization as well as undergoing formal training experience. In line with these observations, Hildebrand (2018) noted that undergoing personal development programs under executive education, includes leading new initiatives or undertaking a formal training experience. However, respondents remained neutral on whether the executive education program has provided them with an opportunity for job rotation, job enrichment and internal promotion. This fails to affirm or dispute the argument of Fletcher (2019) that job rotation, job enrichment and internal promotion are part of personal development in executive education.

Still respondents agreed that the executive education program has developed in them a sense of confidence. This was also the observation made by Massaro *et al*.(2016) that at the preliminary, executive education instills a sense of confidence to employees due to exposure to different situations that may affect an organization and how to solve them. Further, participants were positive that the executive education program has enhanced their managerial decision making. This was also shared by Büchel and Antunes (2007) who presented that organizations are increasingly appreciating the importance of executive education as a leadership development tool for their managers, with the assumption that executive education is able to enhance managerial decision making through developing and transferring knowledge that would positively influence organizational performance.

Respondents also agreed that the executive education program has made them more effective in handling operations. This is in line with Büchel and Antunes (2007) who held that executive education intends to provide insights to an organization on how to effectively handle operations and decisions to ensure that it remains prime in business through training in class. Participants agreed that the executive education program has influenced some sense of satisfaction with their career. This was also the findings of Pržulj and Vještica (2017) who observed that education influences organizational success and employee satisfaction. Lastly, it was agreed that the executive education program has made

respondents better prepared to handle any organizational change. This agrees with the notion of Nordberg (2018) who explained that employees that have undertaken executive education courses are better prepared to handle any organizational change.

According to the correlation analysis, executive mentoring had a strong relationship with employee engagement r=.940**, p<.000. Findings here affirm the observation made by Fletcher (2019) who discovered that there is a solid relationship between perceived employee personal development opportunities in organizations and employee engagement in organizational activities. Additionally, Lejeune *et al,* (2016) presented that employee personal development opportunities are significant in enabling employee engagement. The regression analysis showed that executive mentoring account for 88.4% of employee engagement, which was statisitcally significant (F= 91.071, p<.000). These results are also confirmed by Gast *et al.* (2017), who presented that professional development opportunities have an impact on organizational employee retention rates. Further, Macià and García (2016) also discovered that professional development opportunities could play a major role in enhancing employee loyalty as well as the dedication.

5.3.3 Influence of Executive Talent Development

Findings on the influence of executive talent development showed that respondents were positive that the executive education program has trained them on proper communication regarding individual employee performances, trained them on efficient worker coaching and also made them, as leaders, develop interest in developing employee´s careers. This confirms the observation of Koryak *et al.* (2015) that three key leadership development capabilities and competencies that enhance employee engagement include proper communication regarding individual employee performances, efficient worker coaching as well as leader´s interest in developing employee´s careers.

It was also agreed that respondents have developed a solid relationship with their subordinates. In addition, results revealed that respondents agreed that they understand how their work contributions match with the wider organizational objectives. This affirms that argument of Helfat and Martin (2015) who stated that not only is the management development capability a means through which organizational mission, objectives, values, and strategic priorities are communicated to workers, but it also assists teams in comprehending how personal worker contributions match with the wider organizational objectives. It was also revealed that respondents agreed that the executive education

program has raised their awareness in recognizing and appreciating employees. This is in line with the argument of Helfat and Peteraf (2015) that through effective management development capabilities, simple everyday methods of recognizing and appreciating employees, such as using emails or weekly meetings to recognize workers, can play a major role in enhancing employee engagement.

Results also showed that respondents were positive that the executive education program has raised their awareness in positive feedback. This was also the sentiments of Helfat and Martin (2015) who indicated that feedback, additionally, positive feedback not only assists in providing direction for workers but also offers them more inspiration to perform better and in the process enables workers to be highly engaged in their job responsibilities. Lastly, respondents agreed that they have become more aware of organizational mission, objectives, value, and strategic priorities. Similarly, Helfat and Martin, argued that not only is the management development capability a means through which organizational mission, objectives, values, and strategic priorities are communicated to workers.

According to the correlation analysis, executive talent development had a significant correlation with employee engagement, r=.947**, p<.000. In line with the findings here Koryak *et al*. (2015) note that an organization´s leadership development capabilities, attitudes, as well as actions both in the top and immediate leadership positions, could improve employee engagement or result in employee disengagement. The regression analysis showed that executive talent development, account for 89.7% of employee engagement, which was statistically significant, F=96.235, p<.000. Similarly, Ebrahimi et *al*. (2015) conducted a study where they linked leadership development capabilities to employee engagement. Furthermore, Kigo and Gachunga (2016) noted that executive talent development aims to impact employee engagement. According to Swailes (2019) in a study, in most organizations, worker´s engagement begins with solid executive talent development programs among graduates of executive education.

5.4 Conclusion
5.4.1 Effect of Coaching on Employee Engagement
This study concludes that coaching influence employee engagement through life coaching, experiential learning and organizational/business coaching. These three factors have a strong relationship with employee engagement and they will greatly affect the engagement of employees in the organization.

5.4.2 Influence of Executive Mentoring on Employee Engagement

Executive mentoring provides employee with personal development and professional development. Through these provisions, executive mentoring attains a great effect on employee engagement. When employees develop personally and professionally in the organization, they are more drawn into the organization which drives up their engagement to the organization.

5.4.3 Influence of Executive Talent Development

Executive talent development focuses on leadership development capabilities and management development capabilities. These two are essential in developing an engaged employee in the organization. The more an employee leadership and management capabilities are developed in the organization the more they become engaged to the organization.

5.5 Recommendations

5.5.1 Recommendation for Improvement

5.5.1.1 Effect of Coaching on Employee Engagement

This study recommends that organizations seeking to attain high rates of employee engagement, should provide them coaching through life coaching, experiential learning and organizational/business coaching. This should be effectively delivered to employees in a formal manner that would lay emphasis on its importance.

5.5.1.2 Influence of Executive Mentoring on Employee Engagement

This study recommends that organizations should not only focus on developing employees professionally but they should as well look to equally develop them personally. This means there should be a balance between professional development and personal development in an employee.

5.5.1.3 Influence of Executive Talent Development

This study suggest that talent development should focus on both leadership development capabilities and management development capabilities. These two should be aimed at developing an employee leadership skills and management skills

5.5.2 Recommendations for Further Studies

This study examined the influence of executive education on employee engagement, further research can be carried out to investigate how executive education program affects

organizational variables such as performance, efficiency and effectiveness. While this study was carried out to examine the executive education program of Strathmore business school, other studies can be replicated in different executive education programs of various universities in Kenya.

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APPENDICES

Appendix I: Research Permit

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Appendix II: Cover Letter

Dear Respondent,

My name is Bernard Wamaru Kariuki – 655933, a Master of Science in Management and Organization Development (MOD) student at USIU-A, Nairobi, Kenya. I am carrying out a research on "EFFECT OF EXECUTIVE EDUCATION ON EMPLOYEE ENGAGEMENT IN KENYA: A CASE OF EXECUTIVE EDUCATION IN STRATHMORE BUSINESS SCHOOL" which is a requirement for the award of the degree of Master of Science in Management and Organization Development (MOD).

I am requesting for your assistance in filling this questionnaire by marking [√] and writing appropriate answers. This survey is anonymous, and the information given will be handled with utmost confidentiality.

Thank you in advance for your valued support.

Bernard Wamaru Kariuki - 655933

Appendix III: Questionnaire

The purpose of this study is to examine the effect of executive education on employee engagement in Kenya. Kindly complete the questions as accurately as you can, by ticking the appropriate response or writing in the spaces provided. Your response is greatly appreciated.

SECTION A: GENERAL INFORMATION

1. Gender: i. Male   [ ]   ii. Female   [ ]

2. Age: i. Below 25 years   [ ]   ii. 26-34 years   [ ]

            iii. 35-44 years   [ ]   iv. Above 45 years   [ ]

3. What is your profession?

i. Accountant/Finance [ ]   ii. Human Resource   [ ]   iii. Sales & Marketing [ ]

iv. Information Technology   [ ]   v. Any other (specify) …………

4.   Management position

i) Top level   [ ]   ii) Middle level   [ ]

iii) Lower level   [ ]   iv) Non-management [ ]

5.   Is your organization sponsoring you in the executive education program at Strathmore?

   i. Yes   [ ]   ii. No   [ ]

6.   If employee engagement is the level that refers to the attachment of employees themselves to their organizational duties, would you consider yourself:

   i) Engaged   [ ]   ii) Disengaged [ ]

SECTION B: COACHING

Indicate your level of agreement to the following statement in regards to how coaching with respect to, Experiential Learning, Life Coaching and Organization/Business Coaching received through executive education. Mark your choice in the appropriate answer box. Where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

	Statement	1	2	3	4	5
Experiential Learning						
i	We are trained on decision-making skills in the executive education					
ii	We are taught on creative thinking in the executive education					
iii	We received training on problem-solving in the executive education program					
iv	I have been able to connect theoretical concepts to my practical work					
v	Our learning involves creating abstract ideas from past experience and testing them through actualization					
Life Coaching						
vi	We receive appropriate guidelines on how to attain personal and collective goals at work and in our lives					
vii	We are advised on how to overcome personal challenges and attain our ambition in career and life in general					
viii	The executive education program is helping me break my negative beliefs					
ix	The executive education program is helping establish precise career objectives					
Organization/Business Coaching						
x	The executive education program has made me understand my responsibility in realizing organizational performance					
xi	I receive career and succession coaching from the executive education program					
xii	I receive executive development training from the executive education program					

SECTION C: EXECUTIVE MENTORING

Indicate your level of agreement to the following statement in regards to how Executive Mentoring with respect to, Personal Development and Professional Development, received through executive education. Mark your choice in the appropriate answer box. Where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

	Statement	1	2	3	4	5

	Personal Development					
i	The executive education program has provided an opportunity for personal development					
ii	The executive education program has provided an opportunity for taking a role in leading new initiatives in the organization					
iii	The executive education program is an opportunity for me to undergo a formal training experience					
iv	The executive education program has provided me with an opportunity for job rotation, job enrichment, internal promotion					
v	The executive education program has developed in me a sense of confidence					
	Professional Development					
vi	The executive education program has enhanced my managerial decision making					
vii	The executive education program has made me more effective in handling operations					
viii	The executive education program has influenced some sense of satisfaction with my career					
ix	The executive education program has made me better prepared to handle any organizational change					

SECTION D: EXECUTIVE TALENT DEVELOPMENT

Indicate your level of agreement to the following statement in regards to how Executive Talent Development with respect to, Leadership Development Capabilities and Management Development Capabilities, received through executive education. Mark your choice in the appropriate answer box. Where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

	Statement	1	2	3	4	5
	Leadership Development Capabilities					
i	The executive education program has trained me on proper communication regarding individual employee performances					
ii	The executive education program has trained me on efficient worker coaching					

		1	2	3	4	5
iii	The executive education program has made me as a leader develop interest in developing employee´s careers					
iv	I have developed a solid relationship with my subordinates					
Management Development Capabilities						
v	I understand how my work contributions match with the wider organizational objectives					
vi	The executive education program has raised my awareness in recognizing and appreciating employees					
vii	The executive education program has raised my awareness in positive feedback					
viii	I have become more aware of organizational mission, objectives, value, and strategic priorities					

SECTION E: EMPLOYEE ENGAGEMENT

Indicate your level of agreement to the following statement in regards to how executive education has influenced your organizational engagement. Mark your choice in the appropriate answer box. Where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

	Statement	1	2	3	4	5
i	I am more receptive and committed towards organizational objectives					
ii	I feel free and motivated to perform organizational tasks					
iii	I am committed and dedicated towards the achievement of organizational objectives					
iv	I am more loyal and dedicated to the organization´s endeavors					
v	I own the activities of the organization that I partake					
vi	I am motivated and dedicated to doing more to add value to the organization					
vii	I have a strong bonding with the organization, and I am less likely to leave the organization voluntarily					

THANK YOU!