

Mentorship and Internship in Training of Employees for Performance in Public Junior Secondary Schools in Kenya

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Abstract: *Junior secondary schools' employees' pedagogical knowledge is limited due to restrained application of disciplinary competence, psycho-pedagogical competence, physical competence and methodical competence which affect their performance, hence the need for constant training. The researchers established the effect of mentorship and internship on employee performance in public junior secondary schools in Trans Nzoia East Sub County, Kenya. The study was anchored on Balanced Score Card Model. Descriptive research design was used and the target population was 423 Teachers service commission employees who comprised 417 junior secondary schools' employees, five curriculum support officers and teachers service commission Sub County Director. To arrive at a sample of 204, Yamane formula was used. There were six teachers service commission officers hence a census was used. Stratified & simple random sampling method was utilized in choosing research participants. The researcher gathered primary data by structured questionnaire thereby producing quantitative data & qualitative data. Pilot study using 19 employees and two teachers' service commission officers was done in Trans Nzoia West Sub County to determine validity of research instrument. Internal consistency method was adopted in determining reliability using Cronbach Alpha method. The quantitative data was analyzed using descriptive statistics with the aid of statistical package of social sciences. Descriptive statistics included the use of mean & standard deviation while inferential statistics utilized correlation analysis & multi regression analysis. The quantitative data results were shown in tables while the qualitative data was analyzed using content analysis. The study findings indicated that mentorship and internship had significant effect on employee performance in public*

junior secondary schools in Kenya. In conclusion mentorship and internship were crucial in determining employee performance. The researchers recommend that there is need for Teacher Service Commission to collaborate with ministry of education in Kenya to formulate training policies meant to address workplace culture and offer specialized training for teachers selected as mentors. These mentors ought to be equipped with essential skills so as to provide professional guidance, emotional support, and constructive feedback to their mentees.

Keywords: training, mentorship, coaching, employee performance

INTRODUCTION

Employee performance concerns can be traced back to 1908, during the time when the scientific administration principles by Fredrick Taylor were applied to assess productivity of an individual worker as argued by Lenin (Lenin, 1914). In one of the principles, Taylor lays emphasis on the need to select, train and develop every employee scientifically instead of wanting them to do so by themselves. The author further posits that performance appraisal process was introduced by Taylor in 1914 that focused more on the present employee productivity and how to promote it over time. As per the author employee performance went through a change process characterized by a five phase stages to what it is in present time. In the 2000s, employee performance appraisal process became more development driven and open as the exercise would need the employee and the manager to make a decision in coming up with goals and objectives for a particular season ahead (Viswesvaran & Ones, 2000). According to the author, this was the sequence where employee performance management structure started changing and annual employee performance review was adopted in measuring employee performance more effectively.

Globally, in Australia, the education sector is undervalued, underfunded and fragmented thus affect employees' effective performance (Bird & Charteris, 2021). The authors highlight the need for pre-service employees in Australia to focus their effort on gaining proficiency in play-based learning, pedagogical relations in early education settings and participate in relationships that produce continuous, culturally and socially assessments that are contextualized. In Tangerang elementary schools, Muliati, Asbari, Nadeak, Novitasari and Purwanto (2022) asserts that there are still some employees who lack confidence in carrying out the assigned task and their attitude in assessing the leadership is not following their expectations. The authors affirm that interaction between employees and subordinates is not going well anymore and thus affect the organizations' movement in achieving the goals. In addition, the author argue that some employees lack perseverance and seriousness in completing the tasks given thus work is not optimally performed.

Regionally, employee performance in Swaziland is low because there is no implementation of strategies for effective teaching (Mamba & Putson, 2018). Zwane and Malae (2018) assert that

there are gaps in employee performance in Swaziland due to low staff training and development. In addition, the author report that majority of employees are not professionally developed for inclusive education. In Rwanda, Board (2018) argues that employees were resistant to change, still use the old teaching materials and methods hence would not perform effectively and efficiently. The author posits that employees need constant training so that they are able to change their perception about competency based curriculum. Martin (2018) argues that there is a crisis in employee performance in Eastern and Southern African governments. In Tanzania, secondary school employees do not properly understand the competency based curriculum (Hipolite, 2019). The author affirms that it is necessary to retool all the staff to bridge gaps in performance. Nsengimana, Mugabo, Ozawa and Nkundakura (2021) contend that employees are inadequately trained on competency based curriculum. The authors argue that there is need of frequent retooling programs to equip instructors with knowledge. The author further argue that employee absenteeism is high and their quality is low as many of them did not have the basic literacy and numeracy skills to impart on learners.

In Kenya, there are gaps in employee performance due to knowledge and skill deficiency hence unable to practice competency based curriculum (Momanyi & Rop, 2019). The authors argue that there is need to make resources available for in-service training activities for employees to bridge gaps in employee performance. Muasya and Waweru (2019) assert that employee performance gaps are evident in Machakos County in Kenya as they are not prepared for competency based curriculum implementation and thus needed more training. Isaboke, Wambiri and Mweru (2021) mention that gaps in employee performance in Kenya is attributed to training deficiency on how to put into practice the curriculum.

Employee performance

Employee performance measurements include quality, efficiency, productivity, and effectiveness (Armstrong, 2017). Employee performance entails accomplishing and achieving tasks in the organization (Aulia Safitri, Lathifah & Usman, 2019). Employee performance is a manifestation in improved use of advanced technology (Al-Omari, Alomari & Aljawarneh, 2020). Employee performance is determined by the skill of the worker (Tampi, Nabella & Sari, 2022). Managers set high employee performance standards for individuals so that they are able to measure their performance for betterment of the organization (Buchanan & Budham, 2020). Employee performance is measured based on performance standards that are set for that particular organization (Farhani, 2019). Employee performance can also be measured by productivity, effectiveness, efficiency, profit margin and quality (Utin & Yesepha, 2019). Behaviour-based measures, trait-based measures, result based measures and outcomes are areas of employee performance that need to be examined during performance management (Hayati & Sari, 2019). Behaviour based employee performance metrics are those that examine how an employee acts and performs by paying attention to and assessing their specific action (Wiggins, 2021). The author

further mentions that employee interpersonal skills, initiative, timelessness and ability to meet datelines are used to illustrate this point. The Teachers Service Commission in Kenya has an elaborate performance management system aimed at assessing employee performance in discharging their duties (Policy on Mentorship and Coaching in Teaching Service of 2020). The employee performance in Junior Secondary Schools is assessed by Teacher Performance Appraisal and Development teaching standards (Policy on Mentorship and Coaching in Teaching Service of 2020). The teaching standards are used to appraise employees' performance and professional development.

The measurements of employee performance in the current study was based on Teacher Performance Appraisal and Development teaching standard which provides of what is expected of employees in terms of service delivery by their employer. Teacher performance appraisal and development tool has been used and supported by various scholars. Jonyo and Jonyo (2017) posit positive effect of appraisal system using Teacher Performance Appraisal and Development include: good compliance by heads of institutions, effective time management, improved use of professional documents, promotion of talents through co-curricular activities and giving employees opportunities to achieve their potential and set achievable targets. Kagama and Irungu (2018) denote that Teacher Performance Appraisal and Development sustain employee performance in public schools. Kariuki & Guantai (2020) argue that employee performance is measured by Teacher Performance Appraisal and Development which provides an important mechanism that promotes growth and professional learning that would result in an enhanced employee performance. The authors argue that through Teacher Performance Appraisal and Development, management of teachers' service commission envisage that employees are empowered through professional training immediately when their performance gaps are identified. Njuguna, Kipkoech and Wanami (2021) indicate that Teacher Performance Appraisal and Development involves openness, reliability and accountability as its hallmarks and hence head of institutions with good administrative skills help employees change to the new model. Kanake (2023) asserts that employee performance is affected positively by Teacher Performance Appraisal and Development.

Professional knowledge and application are one of the competency areas in Teacher Performance Appraisal and Development teaching standard and was thus utilized to measure employee performance in junior secondary schools. Professional knowledge is in-depth knowledge that is formed through a particular form of career activity with distinctive characteristics (Bahodirovich & Romilovich, 2021). The authors further affirm that professional skills and abilities enable employees to develop practical experience, social thinking, professional competence and logical attitude towards their profession. Incorporation of technology in teaching yields significant results (Ali, Busch, Qaisrani & Rehman, 2020). Dealing with classroom complexities and diversity situations requires application of knowledge and experience in classroom management (Wolff, Jarodzka & Bushuizen, 2021). The authors argue that professional knowledge encompasses a set

of categories with focus on skills and competency. According to Wolff, Jarodzka and Bushuizen (2021), Professional knowledge involves assessment use of current theories of instruction if the employee comprehends the rationale for planning, designing and delivering the curriculum as an individual or in collaboration with others. They affirm that there is need to comprehend appropriate assessments, the strategies to engage learners, learning support strategies and how to collaborate with external and internal partners in enhancing inclusive education.

Employee performance indicators in the current study were disciplinary competence, Psycho-pedagogical competence, Physical competence and methodical competence. Disciplinary competence involves specialization and in-depth knowledge content (Teacher Performance Appraisal and Development evaluation report of 2021). According to the Teacher Performance Appraisal and Development teaching standard, the employee is expected to demonstrate mastery of content in teaching subjects and apply appropriate methods of instruction in teaching (Teacher Performance Appraisal and Development evaluation report of 2021). Psycho-pedagogical competence is concerned with the employees' ability to know their students and to establish inter-human relationships with them (Blândul& Bradea, 2017). The professional knowledge teaching standard requires the employee to have the ability of identifying learners' capabilities, learning styles and nurture learners' talents (Teacher Performance Appraisal and Development evaluation report of 2021).Physical competence entails the employees' ability of keeping professional records, schemes of work and lesson plan that is achieved through the Teacher Performance Appraisal and Development teaching standard and utilizing the current syllabus in their preparation (Teacher Performance Appraisal and Development evaluation report of 2021). Methodical competence concerns the employees' ability to teach effectively the elements of the teaching content (Blândul & Bradea, 2017). The professional knowledge and practice teaching standard requires the employee to utilize the teaching learning resources effectively by integrating information communication technology during instructional engagement as well as carrying out evaluation and feedback (Teacher Performance Appraisal and Development evaluation report of 2021).

Training using mentorship and internship

Training is key in enhancing performance of employees and effective and efficient achievement of organizations' goals (Afroz, 2018). Training is a significant human resource management practice function in many organizations worldwide (Hughes, Zajac, Woods & Salas, 2019). It is a core strategy for achieving the objectives of institutions hence improving employer and employee performance (Ruttledge & Cathcart, 2019). The management of Teacher Service Commission in Kenya launched a policy document on mentorship and coaching (A policy document of 2020). The document addresses the need for Teacher Induction, Mentorship and Coaching in the teaching service in Kenya. Teacher Induction, Mentorship and Coaching is structural support programme for employees mandated to manage employee performance and professional conduct. According

to the policy document, the professional support activities developed enhances employees' competencies, knowledge and skills for newly recruited employees, interns and serving employees exhibiting performance gaps. Mentors should have experience, successful as professionals in government and non-governmental organizations (Policy document of 2020). The policy document further indicates that the mentee (employee) is to be equipped with learning experience through the development of professional skills and competencies which enhance practice and professional conduct leading to gain in values and positive attitudes. Supervisors and heads of institutions are to be trained as mentors/coaches so as to provide the needed support to employees. Teacher Induction, Mentorship and Coaching supplement the functions of the immediate supervisor in facilitating internal training (Policy document of 2020). In the current study, mentorship and internship were used as tools in training. The Presidential Working Party on Educational Reforms (A policy document of 2023) recommend that the Teachers Service Commission should offer all graduates of degree in education a one-year mandatory internship engagement after completion of pre-service training. The internship contract ought to be coordinated structured activities composed of Teacher Induction, Mentorship and Coaching as per the policy document.

Mentoring refers to an interaction between a highly skilled person (the mentor) and a skilled employee (the mentee) with the aim of informing the mentee about organizational duties, getting to know colleague workers, to familiarize with the workstation and to solve personal and group problems that may accrue in line with task execution (Onyia, Asikhia, Egbuta & Makinde, 2019). Peteromode and Ikoya (2019) affirm that mentoring involves the mentor taking individual interests in ensuring that the mentee develops talent, skills and values that are appropriate as well as succeeding to have a carrier that contribute to societal improvement. Mentoring is an appropriate strategy for achieving socialization in the organization and staff performance and not necessarily developing the worker (Onyemaechi & Ikpeazu, 2019). The indicators of mentorship included peer mentorship, mutual mentorship and circle mentorship. Peer mentorship occurs in a situation where one member has slightly more experience than the other (Beane-Katner, 2014). The author further argues that when individuals are paired with those of similar knowledge depth, rank and hierarchy level, new colleagues get to interact with others in similar situations thereby creating inclusivity and wellbeing. Peer mentor is one who welcomes the mentee who may be a new employee to the organizational culture and provide necessary guidance (Beheshti, 2019). Peer mentorship is a type of mentorship in which employees with ranks and duties that are equal assist one another through building supportive engagements, (Peteromode & Ikoya, 2019). Members who have mutual relationship believes in one another and are as well resourceful in coming up with better plans and ideas (Peteromode and Ikoya, 2019). Circle mentorship involves an expert with diverse knowledge and experience serving as an appointed mentor within a group of inexperienced employees or newly employed workers (Waddell, Martin, Schwind & Lapum, 2016). The authors further assert that circle mentorship involves individuals learning through modelling, flexible learning programs, diversified learning and creation of knowledge by exposure of mentees to diverse outlook. Circle

mentorship enables staff to form and uphold working collegial connection with others hence fostering a sense of belonging and cooperation (Waddell, Martin, Schwind, & Lapum, 2016). The authors further posit that circle mentorship enhance a learning environment in which mentees share their knowledge, pay attention, seek clarification from questions that are asked and offering feedback to each other with much considerations.

Internship comprises career engagements involving practical practice that is essential to be given to students for immediate development of skills and gaining special knowledge that can only be acquired within a particular professional organization (Rosin, 2017). Internship is a training session of work practice taking a short period of time in any organization where a person acquires knowledge in that particular field in preparation for permanent service (Herbert, Rothwell, Glover & Lambert, 2020). Internships are work programs that equip an intern with practical learning experiences relating to specific occupations (Mhaka, 2019). The indicators of internship included Professional skills, personal growth and personal capabilities. On professional skills internship program should improve the trainees' communication skills, interpersonal skills and critical thinking skills in solving problems (Anjum, 2020). On personal growth, the author posits that internship program should make the trainee more mature professionally and personally, change personal career goals, assist the trainee develop a habit to accomplish the tasks, practically improve classroom concepts and change of personal aspirations. On personal capabilities, the author considers internship to improve ethics of a person, respect for others, skill to manage time and money and improve on social relations.

Objectives of the study

- I. To establish the effect of mentorship on employee performance in public junior secondary schools in Trans Nzoia East Sub County, Kenya
- II. To assess the effect of internship on employee performance in public junior secondary schools in Trans Nzoia East Sub County, Kenya

LITERATURE REVIEW

Mentorship and Employee performance

Kosgei (2018) studied talent development mentorship and employee performance mediating effect of organization culture in manufacturing firms in Garissa County in Kenya. Census survey method and random sampling technique were used thus all the 110 employees were sampled. Data collection involved questionnaires. Performance of employees and talent development mentorship were found to have close association; mentorship development & performance of employees were influenced by organizational culture. Talent development mentorship strategy was recommended to improve workers' performance. There were many variables used in the study hence conceptual

gap. In the current study mentorship was directly linked to employee performance. The results from the current study showed that mentorship is crucial in determining employee performance in public junior secondary schools in Kenya.

Udom, Okoedion and Okolie (2020) researched on impact of mentorship on academic excellence of students in Benin University, Nigeria. The researchers adopted survey method in gathering data while accidental sampling was utilized to get a sample of 300 participants. Mentorship and academic excellence were found to have close and certain association. Recommendation from the study included; mentorship to be given required attention as an integral tool for sustaining scholars in academia. The researchers focused on students' academic excellence and not performance thus conceptual gap. In the present research the focus was the effect of mentorship on employee performance. The researchers found that mentorship enhances an environment that supports learning where mentees share experiences and ask questions for clarification.

Internship and Employee performance

Yeswa, Okaka, Mutsotso, Odera and Mumbo (2012) studied the impact of internship programme on public health care institution performance in Kakamega County. The researchers targeted 2225 employees & involved four hundred and forty-four respondents. The researchers used both quantitative and qualitative data. The findings revealed that internship training influenced performance of public health care institutions. Healthcare institutions were considered causing a contextual gap. Focus in the current study was basic education institutions in Trans Nzoia East Sub County in Kenya. The outcomes from the present study showed that time management skills are enhanced through internship.

Mendis and Argchchinghe (2015) studied effect of internship programmes on state university undergraduate academic performance in Sri Lanka. Interviews were the main research method used for data gathering. Both lecturers and students were interviewed. The data was collected from twenty undergraduates from three departments. Secondary data was collected through university documents. The findings indicated that students developed many skills due to the internship programs and those skills helped them to perform well within the classroom. The researchers employed interview method to collect data. In the current study questionnaire was used in collecting data. The findings in the current study revealed that internship improves the skills of the employee such as communication and interpersonal skills.

Yaakob¹, Ail and Radzi (2018) studied on impact of internship on job performance an assessment of students' perception. The research participants were 526 interns. Questionnaire was distributed to the students who had completed their Industrial training. Most students concurred with the fact that internship enhanced graduates' job performance as a result of transfer of knowledge, an enabling working environment, and internship reporting. The research was carried in Malaysia.

The present study was done in Kenya. The findings in the current study showed that internship helps the employee to improve on theoretical knowledge that was learnt in university.

Mala, Akash and Jewel (2020) studied effect of internship on undergraduate students' regular studies. The study applied survey method to get data from students. 319 respondents were considered using convenient random sampling. The outcomes indicated that internship was helpful to enhance the acquisition of practical knowledge. Students also believed that internship is valuable to achieve professional competences and that internship helps to understand the coursework better. The focus of the research was regular studies of undergraduate students; the performance aspect has been left out hence conceptual gap. In the current study internship was directly linked to employee performance. The current results showed that the employee grows professionally as a result of internship.

4. METHODOLOGY

The adopted research design was descriptive involving 423 Teachers Service Commission employees in Trans Nzoia East sub County in Kenya. It comprised of 417 junior secondary schools' employees, five curriculum support officers and the teachers service commission sub county director. Stratified & simple random sampling methods were utilized in choosing the research participants whereas census method was adopted for Teachers Service Commission officers. The researchers gathered both quantitative and qualitative data using structured questionnaire. Validity of the research instrument was determined through pilot study. Internal consistency approach was adopted in determining reliability using Cronbach Alpha method with the aid of statistical package for social sciences version 25.0. The quantitative data was analyzed using descriptive and inferential statistics especially mean and standard deviation then presented using tables. Qualitative data was analyzed using content analysis and presented in a narrative form. The researchers observed research ethics like confidentiality and informed consent of respondents. In addition, research permit was obtained from National Commission for Science Technology and Innovation in Kenya.

RESULTS**Table 1: Mentorship and Employee performance in Public Junior Secondary Schools in Trans Nzoia East Sub County, Kenya**

Statement	N	Mean (M)	Standard Deviation
Employees have peer mentors thereby improving the effectiveness of one another	156	2.282	0.818
Peer mentorship fosters a sense of inclusivity	156	3.846	0.896
There is mutual mentorship among employees	156	4.077	0.732
Employees gain knowledge and skills as a result of mutual mentorship	156	4.051	0.878
The work station has a mentor who inspire the mentee to take action by encouraging their initiative	156	2.256	0.708
Mentorship promotes a learning atmosphere where mentees share their expertise and ask questions for clarification	156	3.974	0.662
Mentorship enhances employees' performance	156	4.205	0.688
Aggregate		3.527	0.769

Source: Field Data (2025)

Employees lacked peer mentors thereby improving the effectiveness of one another (mean of 2.282 and a low standard deviation of 0.818). Peer mentorship fostered a sense of inclusivity (mean of 3.846 and a low standard deviation of 0.896). There was mutual mentorship among employees (mean of 4.077 with a small standard deviation of 0.732). Employees gained knowledge and skills as a result of mutual mentorship (mean of 4.051 and a little standard deviation of 0.878). The work station did not have a mentor who inspires the mentee to take action by encouraging their initiative (mean of 2.256 with a little standard deviation of 0.708). Mentorship promoted a learning environment in which mentees share their experiences and ask questions for clarification (mean of 3.974 and a low standard deviation of 0.662). Mentorship enhanced employees' performance (mean of 4.205 with a small standard deviation of 0.688). The aggregate mean of 3.527 and standard deviation of 0.769 showed that most participants were in agreement with most of the statements describing the effect of mentorship on employee performance. Udom, Okoedion and Okolie (2020) assert that mentorship and academic excellence had close and certain association.

Findings from qualitative data showed that mentorship was significant in preparing staff for new roles & assignments by equipping them with the essential skills, knowledge, and confidence. Mentorship encouraged responsibility and helped employees understand their areas of expertise,

providing them with the competence to handle new challenges in the education sector. Through mentorship, employees gained valuable insights and skills from experienced mentors, who lead by example and perform their duties professionally. It also fosters confidence, help employees feel secure in their roles and improve their overall performance. Kosgei (2018) establish close association between mentorship and employee performance.

Table 2: Internship and Employee Performance in Public Junior Secondary Schools in Trans Nzoia East Sub County, Kenya

Statement	N	Mean (M)	Standard. Deviation
Internship improves skills of the employee such as communication and interpersonal skills	156	3.795	0.969
The employee makes suitable decisions, think critically and solve problems as a result of internship	156	3.846	0.978
The employee grows professionally as a result of internship	156	4.103	0.711
Internship helps the employee to improve on theoretical knowledge that was learnt in university	156	3.795	0.825
The employees' social relationship and respect for others improves as a result of internship	156	3.923	0.891
Time management skills are enhanced through internship	156	3.795	0.914
Internship enhances performance of junior secondary schools employees in Trans Nzoia East Sub County in Kenya	156	4.026	0.622
Aggregate		3.898	0.844

Source: Field Data (2025)

Internship improved the skills of the employee such as communication and interpersonal skills (mean of 3.795 and a low standard deviation of 0.969). The employee made suitable decisions, think critically and solved problems as a result of internship (mean of 3.846 and a low standard deviation of 0.978). The employee grew professionally as a result of internship (mean of 4.103 and a low standard deviation of 0.711). Internship helped the employee improve on theoretical knowledge that was learnt in university (mean of 3.795 and a low standard deviation of 0.825). Employee's social relationship and respect for others improved as a result of internship (Mean of 3.923 and a low standard deviation of 0.891). Time management skills are enhanced through internship (mean of 3.795 with a little standard deviation of 0.914) and that internship enhanced performance of junior secondary schools' employees in Trans Nzoia East Sub County (mean of 4.026 and a low standard deviation of 0.622) indicated low variation in performance. The

aggregate mean of 3.898 and standard deviation of 0.844 showed that most participants were in agreement with most of the statements describing the effect of internship of employees. Yaakob¹, Ail and Radzi (2018) note that most students concurred with the fact that internship improved graduates' job performance as a result of transfer of knowledge, an enabling working environment and internship reporting

The findings from qualitative data showed that internship gave employees the opportunity to familiarize themselves with the classroom environment and resources, allowing for a smoother transition from theoretical learning to practical application. Through internships, employees could strengthen their employee-client relationships and get to understand learners' strengths & weaknesses. Furthermore, internships enabled employees to practice and refine knowledge & skills acquired in university, helped employees to become proficient in content delivering. Students also believed that internship is valuable to achieve professional competences and that internship helps to understand the curriculum better. Mala, Akash and Jewel (2020) argue that internship was helpful in acquisition of practical knowledge

Table 3: Employee performance in Public Junior Secondary Schools in Trans Nzoia East Sub County, Kenya

Statement	N	Mean (M)	Standard. Deviation
The employee shows subject mastery	156	4.077	0.891
Employee uses suitable instructional techniques in teaching	156	3.897	0.874
The employee is able to identify learners' capabilities	156	4.103	0.931
Employee is able to nurture learners' talents	156	4.180	0.846
The employee organizes professional documents on the latest syllabus	156	4.154	0.866
Professional documents enhance employees' performance	156	3.872	0.969
The employee utilizes the teaching learning resources effectively	156	4.026	0.894
The employee integrates Information Communication Technology into the teaching learning process	156	3.846	0.924
Training enhances employee performance	156	4.077	0.800
Aggregate		4.026	0.888

Source: Field Data (2025)

The employee demonstrated mastery of subject content (mean of 4.077 and low standard deviation of 0.891) and that the employee used appropriate instructional methods in teaching (3.897 and a

low standard deviation of 0.874). The employee was able to identify learners' capabilities (mean of 4.103 and low standard deviation of 0.931) and nurture learners' talents (mean of 4.180 and low standard deviation of 0.846). The employee prepared professional documents based on the current syllabus (mean of 4.154 and low standard deviation of 0.866) and that professional documents enhanced employee performance (mean of 3.802 and low standard deviation of 0.969). The employee utilized teaching learning resources effectively (mean of 4.026 and low standard deviation of 0.894) and that the employee integrated information communication technology into the teaching learning process as shown by a mean of (3.846 and low standard deviation of 0.924). Training enhanced employee performance (mean of 4.077 and low standard deviation of 0.800). The aggregate mean of 4.026 and standard deviation of 0.888 showed that most participants were in agreement with most of the statements describing employee performance. Buchanan and Budham (2020) argue that staff performance is measured based on performance standards that are set for that particular organization.

The findings from the qualitative data indicated that providing enough teaching materials, books, and laboratory equipment in supporting learning would be essential and thus improve performance of junior secondary schools' employees. Furthermore, creating a conducive working environment, offering better pay and providing permanent and pensionable employment terms for intern employees would motivate them. In addition, enhancing infrastructure, such as installing WiFi to promote digital literacy, and offering regular training and coaching, would ensure junior secondary school employees are well-equipped. Al-Omari, Alomari and Aljawarneh (2020) note that employee performance is manifested in improved use of technology.

Table 4: Analysis for Coefficients using SPSS Version 25.0

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.645	.206		3.131	.000
Mentorship	.713	.127	.631	5.614	.000
Internship	.746	.076	.653	9.816	.000
Dependent Variable: Performance					

Source: Field data 2025

The outcomes revealed that a unit change in mentorship changes employee performance in public junior secondary schools by 0.713 units. The findings concur with Kosgei's (2018) view that performance of employees and talent development mentorship were found to have close association, mentorship development & performance of employees were influenced by organizational culture.

The outcomes revealed that a unit change in internship changes employee performance in public junior secondary schools by 0.746 units. The findings are similar with Mendis and Arachchige (2015) argument that students developed many skills due to the internship programs and those skills helped them to perform well within the classroom. Yeswa, Okaka, Mutsotso, Odera and Mumbo (2019) argue that internship training influenced performance of public health care institutions.

CONCLUSION

Mentorship is important as it enhances employee performance in public Junior Secondary schools in Trans Nzoia East Sub County, Kenya. It plays a vital role in preparing employees for new roles and assignments by equipping them with the necessary skills, knowledge, and confidence. It also encourages responsibility and helps employees understand their areas of expertise, providing them with the competence to handle new challenges in the education sector. Through mentorship, employees gain valuable insights and skills from experienced mentors, who enable them to lead by example and perform their duties professionally. Internship plays a crucial role in enhancing employee performance in Junior Secondary Schools. It offers employees the opportunity to familiarize themselves with the classroom environment and resources allowing for a smoother transition from theoretical learning to practical application. Through internships, employees can strengthen their employee-learner relationships and gain a deeper understanding of learners' strengths and weaknesses. Internship enables employees to practice and refine the knowledge and skills they acquired in university helping them to become proficient in delivering content effectively.

Contributions

The research findings are beneficial to the Ministry of Education and Teachers Service Commission in Kenya to institute policies aimed at ensuring that employee performance in Junior Secondary Schools is enhanced through appropriate training programs. It will also guide them in streamlining their training programs to achieve high employee performance. The study outlines problems in training thus creating an avenue for the Kenya's ministry of education and teachers' employer to correct them in an effort to realize high employee performance. Academicians and scholars will utilize the findings as a source of empirical literature for further research.

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