MODERATING EFFECT OF ORGANIZATIONAL CULTURE ON THE RELATIONSHIP BETWEEN EMPLOYEE ENGAGEMENT AND CAREER DEVELOPMENT IN THE COUNTY GOVERNMENT OF KAJIADO, KENYA

BY

LYNET TAPATAYIA

A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF BUSINESS AND ECONOMICS IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER IN BUSINESS ADMINISTRATION (HUMAN RESOURCE OPTION)

MOI UNIVERSITY

2025

DECLARATION

Declaration by the Candidate

I declare that this thesis is my original work and has not been presented to any other institution. No part of this thesis may be reproduced without prior or express permission of the author and/or Moi University.

Sign.………………………………   Date……………………………

Lynet Tapatayia

MBA/5745/21

Declaration by the Supervisors

This thesis is submitted for presentation with our approval as supervisors

Sign.………………………………   Date……………………………

Prof. Joshua Kwonyike

Department of Management Science and Entrepreneurship.

School of Business and Economics, Moi University

Sign.………………………………   Date……………………………

Dr. Patrick Limo

Department of Management Science and Entrepreneurship.

School of Business and Economics, Moi University

DEDICATION

I dedicate this work to my Children and Husband for the sacrifice they have made for me to complete this research project. Their love, care, concern, support, encouragement and enthusiasm inspired me to achieve this goal.

ACKNOWLEDGEMENT

ABSTRACT

Employees are major assets of any organization; they play an active role towards Company as well County Governments success and therefore, effective training becomes imperative in order to maximize the job performance. However, in most County Governments there are no career development programs in place and Kajiado County Government is not an exceptional case, in most cases career development of individual employee's is determined by political allegiance of the sitting Government. The absence of career development structures can lead to reduced motivation, productivity, and job satisfaction among employees in the workplace. The purpose of these study therefore was to determine the moderating effect of organizational culture on the relationship between employee engagement and career development in the county government of Kajiado. The specific objectives of the study were: to assess the effect of training practices on career development; to establish the effect of terms of service on career development; to examine the effect of Safety and health on career development and to determine the effect of employee's motivation on career development in the County Government of Kajiado, Kenya. The study was guided by Super's Theory of Career Development used to explain how employees in the County Government of Kajiado feel the need to develop the career. This study adopted explanatory research design. The study was carried out in the County Government of Kajiado. The target population for the study was 349 respondents. Out of which, a sample size of 186 respondents was obtained using Yamane formulae. Stratified random sampling was used to select the respondents to participate in the study. The study used questionnaires to collect data. Descriptive statistics was frequency, percentages, means and standard deviations. Inferential statistics involved Pearson's correlation coefficient and multiple regression model. The study findings showed that training practice had a positive and significant effect on career development based on regression coefficients from model 1 ($\beta_1=0.244$, $p<0.05$). Terms of services had a positive and significant effect on career development ($\beta_2=0.213$, $p<0.05$). Safety and health had a positive and significant effect on career development ($\beta_3=0.271$, $p<0.05$) and employee motivation had a positive and significant effect on career development ($\beta_4=0.183$, $p<0.05$). Organizational culture had a negative and significant moderating effect on the relationship between training practice and career development ($\beta=-.146$; $p<0.05$). Organizational culture has a negative and significant moderating effect on the relationship between terms of services and career development ($\beta=-.242$; $p<0.05$). Organizational culture has a negative and significant moderating effect on the relationship between safety and health and career development ($\beta=-0.212$; $p<0.05$) and finally organizational culture has a positive and significant moderating effect on the relationship between employees' motivation and career development ($\beta=.252$; $p<0.05$). In conclusion, the study found that training programs had a significant impact on the professional development of employees in the County Government of Kajiado. Respondents highlighted the importance of clear career paths, progression opportunities, and fair compensation in terms of service. The study also revealed the interconnected nature of safety, health, and interpersonal dynamics in shaping career outcomes. Motivation was identified as a key driver of career goals, with support from employers contributing to a positive professional environment. The study emphasized the strengths of the organizational culture, including innovation, communication, employee development, teamwork, diversity, and ethical values.

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ABBREVIATIONS AND ACRONYMS

HR   Human Resource

ICT   Information and Communications Technology

KPMG   Klynveld Peat Marwick Goerdeler

NACOSTI   National Council for Science and Technology Innovations

ONS   Office of National Statistics

SPSS   Statistical Package for the Social Sciences

VIF   Variance Inflation Factor

OPERATIONAL DEFINITION OF TERMS

Career Development refers to the assistance and guidance that an organization offers to facilitate the professional advancement of its employees, particularly in terms of transitioning to a different role or undertaking a new project within the organization (Lloyd-Walker, French & Crawford, 2016). In this study, career development refers to the structured support and guidance provided by the County Government of Kajiado to facilitate the professional growth of its employees. This includes transitions to new roles, assignments, and projects within the organization to enhance their career progression.

Continuing Education Opportunities encompass deliberate and structured learning activities that aim to uphold, enhance, or broaden the knowledge and skills of a licensed individual. The purpose is to enable the licensee to acquire new knowledge and skills that are pertinent to the advancement of their practice, education, or the development of theories, ultimately leading to the improvement of public safety and well-being (Basten & Haamann, 2018). In this study, continuing education opportunities refer to structured learning programs offered to employees within the County Government of Kajiado to enhance their skills and knowledge. The aim is to keep employees updated with emerging trends, improve their competencies, and support their career advancement, ultimately benefiting public service delivery.

Employee Career Growth refers to the assistance and opportunities that an organization offers to support the professional development of its employees, particularly in terms of transitioning to new positions or projects (Gölgeci, Arslan & Kontkanen, 2021). In this study, employee career growth includes the opportunities and support provided by the county government to help employees progress professionally. It includes promotions, skill enhancement programs, and exposure to diverse responsibilities that prepare employees for advanced roles within the organization.

Employee Coaching and Mentoring Development Strategies involve the use of individualized conversations to improve an employee's skills, knowledge, or job performance (Lancer, Clutterbuck & Megginson, 2016). In this study, these strategies involve structured one-on-one engagements between experienced employees or mentors and their mentees. The objective is to enhance employee competencies, provide career guidance, and improve performance within the County Government of Kajiado.

Employee Engagement is a critical concept in human resources that reflects the level of enthusiasm, emotional investment, and dedication employees have towards their jobs and the organization they work for (Turner & Turner, 2020). In this study, employee engagement represents the level of enthusiasm, emotional connection, and

commitment that employees in the County Government of Kajiado demonstrate towards their work and the organization. It reflects their willingness to contribute to organizational success and their sense of belonging in the workplace.

Employee Training is a structured program of activities designed to increase employees' job skills and contribute to organizational growth (Rodriguez & Walters, 2017). In this study, employee training refers to the structured programs initiated by the county government to equip employees with the necessary skills and knowledge for their job roles. These training programs are designed to enhance job performance and contribute to the overall efficiency and effectiveness of public service delivery.

Employees' Work Satisfaction is the extent to which an individual is happy with their job and the role it plays in their life (Iqbal, Guohao & Akhtar, 2017). In this study, work satisfaction is defined as the degree to which employees in the County Government of Kajiado find their jobs fulfilling, rewarding, and aligned with their career aspirations. It reflects how content they are with their roles and the work environment.

Organizational Culture refers to the shared values, beliefs, attitudes, and practices that shape how members of an organization interact and work together (Akpa, Asikhia & Nneji, 2021). In this study, organizational culture serves as a moderating factor in the relationship between employee engagement and career

development, influencing how employees perceive and respond to career growth opportunities within the County Government of Kajiado.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter describes the background of the study, statement of the problem, objectives of the study, hypotheses of the study, significance and the scope of the study.

1.1 Background of the Study

Career development is a lifelong and cyclical activity, which relies on recruiting the right candidate, develop the individual's job potential and find the right employee for the right position. The career development involves all levels of organization such as employees, managers and employers (Gladka, Fedorova & Dohadailo, 2021). The career development is a positive phenomenon, which is associated generally with the promotions of the employee through trainings; pay rise and higher level of recognition, status and motivation, what has a positive influence for the company's productivity. An organization should also define which skills and abilities are expected from the workforce to achieve their long-term strategic goals. The stronger focus on the career development, the less visible differences between an employee and the company, because the firm is able to steer, invest and influence the employee's aspiration along the way (Tarling, Jones & Murphy, 2016).

Career development comprises those personal improvements one undertakes to achieve a career plan. The personnel department may sponsor these actions or they may be activities that employees undertake independent of the department (Brooks & Youngson, 2016). From an organizational career standpoint, career development involves tracking career paths. In contrast, individual career development focuses on

assisting individuals to identify their major career goals and to determine what they need to do to attain these goals. Each person must accept responsibility for his own career; assess his own interests, skills and values and take the step required to ensure a happy and fulfilling career (McMillan, McConnell & O'Sullivan, 2016).

The programs of career development are the processes through which employees' career goals and aspirations are nurtured to fulfilment through training programs, career planning, mentoring and counselling; and at the same time aligning these career goals with the organizational needs, opportunities and goals (Seibert, Kraimer & Heslin, 2016). Career development programs benefits representatives, as well as associations also. It is a profitable instrument that can help with maintenance, progression arranging, and information exchange and execution examinations. As workers construct aptitudes and capabilities to meet vocation targets connected to business destinations, a framework is casually settled to react to future office needs and procedures (Ogar, Igwe & Effenji, 2019). Career development is an effective way to foster future leaders within organization with relevant skills and experience that will be required to implement organization strategies. The concept of career development has evolved over time, with various authorities advancing varied theories on how individuals shape their careers (Shanafelt & Noseworthy 2017).

In United States training programs is seen as a measure of improving employee capabilities and organizational capabilities that is when the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees (Rodriguez & Walters, 2017). While indirectly it is highlighted that as companies train their employees so as to enable them to handle both current and future issues, the training can lead to high

levels of motivation and commitment by the employees, who actually see the opportunity they are given hence the appreciation of the investment their organization is making in them and is shown in their hard work and their contentment in being a member of such an organization (Elnaga & Imran, 2017).

One of the main problems UK employees cite as a struggle in their roles is their neglected career development goals, as 73% of employees believe their employers do not carry any responsibility for development (Yates, 2021). Surprisingly, 81% of UK employees have no written career plan in place with their employer, however according to Right Management, to thrive in their new place of employment, the UK workforce must tell their managers how they want to progress in their role. The onus falls on both parties: employers must do all they can to retain the best talent as recent data from the Office of National Statistics (ONS) showed that unemployment has fallen, yet job vacancies for August to October '21 had a record high in 15 of the 18 industry sectors recorded. The ONS data also revealed that job-to-job moves were at a record high as the average total pay has increased by 5.8% to meet the growth in demand (Caldwell, 2020).

In Nigeria, employee engagement through career development has become a widely used term in the practitioner literature (Aktar & Pangil, 2017). Employee engagement is the degree to which employees are invested in, motivated by, and passionate about their jobs and the company for which they work. Human resource leaders set the drive and creed of their company and spread that positive morale to the employees in the company. Individual career advancement includes the acquiring of new competencies which are worthwhile to the organization and employees in meeting future career needs. Career advancement is also having a positive relationship between career

advancement and employee outcomes. Career development is a means of helping organizations to tap into their wealth of in-house talent for staffing and promotion by matching the skills, experience and aspirations of individuals to the needs of the organization (Ndegwa, Gachunga, Ngugi & Kihoro, 2016).

In Uganda organizations are facing increased competition due to globalization, changes in technology, political and economic environments and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increases above and thus enhance their performance (Osunsan et al., 2019). This growth has not only been brought about by improvements in technology nor a combination of factors of production but increased efforts towards development of organizational human resources. It is therefore, in every organization responsibility to enhance the job performance of the employees and certainly implementation of training and development is one of the major steps that most companies need to achieve this. As is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the company aims and goals as a means of sustaining effective performance. This therefore calls for managers to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions (Mousa & Othman, 2020).

Career planning is a process through which one evaluates their lifestyle, personality, skills, career path and skills and the process is continuous. Also, one corrects and improves some aspects to ensure that the future of their career is better. Planning of one's career is a lifetime process which involves selecting an occupation, being employed, growing in their employment, change career and finally retire. In order for

a company to attain good performance, the organization has to invest in developing career of their employees (Johnson, 2017). Career management of employees can be implemented appropriately if there exists proper plan which calls for the need of career plan in organizations. This theory was in support of career planning by linking the work adjustment to performance of employee in state corporations in Kenya.

Employee mentoring and couching program is an important employee development method practiced in successful organizations. The ability of mentors either informally or formally to implement the mentoring and couching program activities may lead to higher individuals' psychosocial support and career development, and hence their overall work productivity (Johennesse & Chou, 2017). The nature of this relationship is interesting, but the role of the mentoring and couching program as a predicting variable of individuals' advancement and productivity has been given less attention in mentoring program models especially in the Kenyan organizational context. Mentorship and counselling programs play an important role in employee performance and are enhanced through knowledge transfer, career development guidance and skills enhancement in mentoring (Yusuf & Ofobruku, 2016).

Career counselling often used to close the gap between current performances and expected future performance. Many employees in Organizations have been counselled but they have remained stagnant with little evidence of career development. There is a level from which employees find it difficult to move upwards or get promoted yet the organization needs employees who perform their duties well. Lack of career counselling after training is a problem (Yoo, 2016). However, how lack of career development affects the motivation of employees remains not well understood in Kenya. In addition, the hindrances to career counselling are not known and the

solutions to these hindrances are not known either. If this problem continues and motivation gets seriously affected, the performance of the employees is likely to dwindle and this could seriously affect the achievement of the goals and objectives of the organization (Hastings & Kane, 2018).

Employee training is widely acknowledged that it's the most important resources for development in most of developed countries such as Britain, Japan, China and United States of America. Therefore, given the rich natural resource potential Kenya possesses and sufficient financial support, Kenya can also attain this economic success if the needed attention is given to the training (Liu, Adams & Walker, 2018). The government is already taking adequate steps through various programs to ensure that people acquire the necessary knowledge and skills through training. Organizations are facing increased competition due to globalization, changes in technology, political and economic environments and therefore prompting these organizations to train their employees is one of the ways to prepare them to adjust to the increases above and thus enhance their performance (Al Karim, 2019).

Career counseling is often used to bridge the gap between an employee's current performance and their expected future performance. However, despite receiving career counseling, many employees in organizations remain stagnant with little evidence of career development. There is a level at which employees struggle to advance or secure promotions, even though organizations require high-performing employees to meet their goals. A major issue contributing to this stagnation is the lack of career counseling after training (Yoo, 2016). However, how the lack of career development affects employee motivation remains inadequately understood in Kenya. Additionally, the challenges hindering effective career counseling and the potential

solutions to these barriers remain largely unknown. If this issue persists and employee motivation is significantly affected, there is a high likelihood that overall employee performance will decline, ultimately jeopardizing the ability of organizations to achieve their objectives (Hastings & Kane, 2018).

Employee training is widely acknowledged as one of the most critical resources for workforce development in developed countries such as Britain, Japan, China, and the United States of America. Given Kenya's rich natural resources and sufficient financial support, the country has the potential to achieve similar economic success if adequate attention is directed toward employee training and career development (Liu, Adams & Walker, 2018). The Kenyan government has already initiated various programs aimed at equipping individuals with the necessary knowledge and skills. However, organizations continue to face intense competition due to factors such as globalization, rapid technological advancements, and shifting political and economic conditions. To remain competitive, organizations must invest in training and development programs to enhance employee adaptability and performance (Al Karim, 2019).

Despite these efforts, there remains a critical gap in understanding how organizational culture influences the relationship between employee engagement and career development within public sector organizations, particularly in the County Government of Kajiado. Addressing this issue is essential for improving career progression opportunities, boosting employee motivation, and ensuring organizations can leverage their workforce to meet their strategic objectives.

The aim of this study was to examine the moderating effect of organizational culture on the relationship between employee engagement and career development in the

County Government of Kajiado, Kenya. Specifically, the study sought to investigate how employee engagement influences career development and whether organizational culture strengthens, weakens, or alters this relationship. By analyzing these interactions, the study aimed to provide insights into how the County Government of Kajiado can foster a supportive work environment that enhances employee growth, satisfaction, and overall organizational effectiveness.

The study also aimed to contribute to human resource management practices by identifying key cultural factors that impact employee engagement and career progression, ultimately informing policies that promote employee retention, motivation, and productivity within the county government.

1.2 Statement of the Problem

Employees are major assets of any organization; they play an active role towards company's success. Career development often is used to close the gap between current performances and expected future performance (Loyarte-López *et al.* 2020). The County Governments have trained their employees but they have remained stagnant with little evidence of career advancement. There is a level from which employees find it difficult to move upwards or get promoted yet County Governments needs employees who perform their duties well.

Lack of career development after training is a problem. However, in most County Governments there are no career development programs in place and Kajiado County Government is not an exceptional case, in most cases career development of an individual employee is determined by political allegiance of the sitting Government. The absence of career development structures can lead to reduced motivation, productivity, and job satisfaction among employees in the workplace. How employee

engagement affects the career development of employees remains not well understood in County Governments in Kenya. In addition, the hindrances to career development are not known and the solutions to these hindrances are not known either. If this problem continues and motivation gets seriously affected, the performance of the employees is likely to decrease and this could seriously affect the achievement of the goals and objectives of the County Governments.

Despite the overall implication that the best human capital management practices are a cause of employee satisfaction and performance, career development programs still remain a tactic not employed much by many organizations to improve employee performance (Sofyan, Rahman, Bima & Nujum, 2016). Mark and Nzulwa (2018) researched on factors affecting career advancement and concluded that career development has a positive impact on firm's productivity. Bartoo, Nambuswa and Namusonge (2023) found that organizational culture significantly moderated the relationship between talent career management and employee performance in insurance companies. Masinde, Manyasi, Otsyula and Onyango (2023) found that employee engagement did not significantly moderate the relationship between organizational culture and service quality. This suggests that while organizational culture is important, employee engagement alone may not be sufficient to improve service quality. A study by Singh and Kumar (2022) indicated that employee engagement had a significant positive impact on career development. Additionally, personal variables such as age, income, qualification, gender, and experience were found to moderate the predictive capacity of employee engagement constructs, suggesting that these factors influence how employee engagement affects career development.

Organizational culture plays a crucial role in moderating the relationship between employee engagement and career development. While employee engagement is essential for career development, the presence of a strong organizational culture can enhance its impact. Conversely, a weak organizational culture can reduce the effectiveness of employee engagement in career development. Therefore, organizations should focus on creating a positive and supportive organizational culture to maximize the benefits of employee engagement on career development. The studies therefore left knowledge gaps that this study sought to bridge by investigating moderating effect of organizational culture on the relationship between employee engagement and career development in the County Government of Kajiado, Kenya.

1.3 Objectives of the Study

The study was guided by both general and specific objectives

1.3.1 General Objectives

The main objective of this study was to investigate the moderating effect of organizational culture on the relationship between employee engagement and career development in the County Government of Kajiado

1.3.2   Specific Objectives

 i)   To assess the effect of training practices on career development in the County Government of Kajiado, Kenya.

 ii) To establish the effect of terms of service on career development in the County Government of Kajiado, Kenya.

 iii) To examine the effect of safety and health on career development in the County Government of Kajiado, Kenya.

iv) To determine the effect of employees' motivation on career development in the County Government of Kajiado, Kenya.

v a) to assess the moderating effect of organizational culture on the relationship between training practices and career development in the County Government of Kajiado

b) To establish the moderating effect of organizational culture on the relationship between terms of service and career development in the County Government of Kajiado

c) To examine the moderating effect of organizational culture on the relationship between safety and health and career development in the County Government of Kajiado

d) To assess the moderating effect of organizational culture on the relationship between employee's motivation and career development in the County Government of Kajiado

1.4 Research Hypotheses

H_{01} Training practices has no significant effect on career development in the County Government of Kajiado, Kenya.

H_{02} Terms of service has no significant effect on career development in the County Government of Kajiado, Kenya.

H_{03} Safety and health has no significant effect on career development in the County Government of Kajiado, Kenya.

H_{04} Employees motivation has no significant effect on career development in the County Government of Kajiado, Kenya.

H$_{05a}$ Organizational culture has no significant moderating effect on the relationship between training practices and career development in the County Government of Kajiado, Kenya.

H$_{05b}$ Organizational culture has no significant moderating effect on the relationship between terms of services and career development in the County Government of Kajiado, Kenya.

H$_{05c}$ Organizational culture has no significant moderating effect on the relationship between working condition and career development in the County Government of Kajiado, Kenya.

H$_{05d}$ Organizational culture has no significant moderating effect on the relationship between employee motivation and career development in the County Government of Kajiado, Kenya.

1.5 Significance of the Study

The findings of this study were useful to the County Government of Kajiado since it evaluated the extent of the benefits on devolved systems on employee performance through career development. The study was of significance to the county government to maintain high performance through focusing on career development practices which leads to increase of employee's motivation, employee's turnover reduction rate and succession planning. The findings of the study provided a broad knowledge to human resource managers of organizations on how they can effectively develop career and achieve high career development. Importantly, the results would provide a foundation for future studies that might be based on a similar subject matter. These implies that future researchers might use the findings as a starting point for their studies.

1.6 Scope of the Study

The study seeks to establish the Moderating Effect of Organizational Culture on the Relationship between Employee Engagement and Career Development in the County Government of Kajiado. The study variables were, training practices, terms of service, Safety and health and employee's motivation as independent variables while career development was dependent variable. Organizational culture was the moderating variable. The study adopted the explanatory research design. Data was collected from the county employees. The unit of analysis is the departments or sections within the County Government of Kajiado (human resource, administration, ICT, finance, and others). The research aims to generalize findings about how these departments influence e-government adoption. The unit of observation is the individual employees within the targeted sections (e.g., human resource managers, administrators, ICT officers, accountants, finance officers, and County Secretaries). These individuals provide data through their insights and experiences, which are then aggregated to draw conclusions about their respective departments. The study was done in Kajiado County, Kenya between periods June 2022 to September 2023. The researcher used simple random sampling to select the respondents.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

These chapter reviewed the literature related to career development programs and employee performance. The chapter also reviewed related theories, summary of reviewed literature and conceptual framework

2.1 The Concept of Career Development

Career development is the process of self-knowledge, exploration, and decision-making that shapes your career. It requires successfully navigating your occupational options to choose and train for jobs that suit your personality, skills, and interests. Career development can start when someone is quite young and just learning about different ways to make a living. It is a part of human development, and the process can span a lifetime (Mitchell & Rost-Banik, 2019). Career development includes changing careers and jobs at least once during work live. Many people find themselves in need of professional advice as they encounter problems or must make decisions about their careers. A person's career development can be affected by multiple factors, some of which may be largely outside their control. These influences must be considered during the process of developing a career (Ince Aka & Tasar, 2020).

A career development plan can take many forms, but the goal is always to encourage employees to grow with the company and to offer a space for open discussion and future planning (Cappelli & Tavis, 2016). Instilling a career development program at work is an excellent way to demonstrate to your employees that you value their career goals, job satisfaction, and livelihood, while at the same time ensuring a positive and

supportive company culture. Career development has changed significantly in the last twenty years. It used to be, when a new employee was hired, there was a standard career path to follow. But as companies downsized and flattened, the traditional career ladder ceased to exist (Schermerhorn, Bachrach & Wright, 2020).

Career development is directly linked to an individual's growth and satisfaction and hence should be managed by the individual and not left to the employer. Career development helps an individual grow not only professionally but also personally (Al Mamun & Hasan, 2017). Learning new skills like leadership, time management, good governance, communication management, team management etc. also help an employee develop and shape their career. Career development provides the framework with skills, goals, awareness, assessment and performance which helps an individual to move in the right direction and achieve the goals one has in one's career. Careful career planning is always useful for individuals to succeed professionally and also helps to boost employee motivation in the organization (Cimatti, 2016).

2.2 The Concept of Employee Engagement

Gupta and Sharma (2016) define employee engagement as a positive two – way relationship between an employee and their organization. Both parties are aware of their own and the other's needs, and the way they support each other to fulfill those needs. He adds that engaged employees and organizations will go the extra mile for each other because they see the mutual benefit of investing in their relationship. Raj (2020) argues that engagement of talent is based on the development and communication of an employee value proposition (EVP) that at least partly articulates the psychological contract, the value exchange, or the deal between the employer and employee. The EVP also forms the basis for an employer brand that the organization

can use to market itself to potential employees. An EVP needs to address four areas which include great company, great leaders, great job and attractive compensation.

Employee engagement is the heighted emotional and intellectual connection that an employee has for his or her job, organization, manager or co-workers that in turn influences him or her to apply additional discretionary effort to his or her work (Dash & Muthyala, 2016). It is the emotional commitment the employee has to the organization and its goals. Engaged employees care about their work and company thus use discretionary efforts. For example, working overtime when needed without being asked to do so. Employee engagement is about establishing mutual respect in the work place for what people can do or be. Employee engagement requires a work environment that does not just demand more but promotes information sharing, provides learning opportunities and fosters a balance in peoples' lives thereby creating the basis of sustained energy and personal initiative. Engagement is very vital at work place because it determines employees' performance. Engaged employees perform better hence leading to organizational effectiveness and efficiency (Yadav, 2017).

Employee engagement model consists of satisfaction, motivation, commitment and advocacy. Satisfied employees enjoy doing their jobs and are not dissatisfied with the terms and conditions of employment. Purely satisfied employees are often externally focused on family life, or on their goals outside the workplace rather than focused on doing all they can to help drive positive business results (Madan, 2017). Motivated employees occupy the next stage of the employee engagement continuum. In addition to sharing the attributes of satisfied employees, motivated workers contribute energetically, and are highly focused individual contributors to the enterprise.

Employee commitment at the committed stage, employees have thoroughly internalized the values and behaviors represented above but have also forged a strong identification with the organization. Advocate employees at the Advocate stage of the engagement model evidence a level of engagement that is indicative of a positive link between employee performance and business results. Advocate stage employees have a vested interest in the organization's success (Daley, 2017).

2.3 The Concept of Organizational Culture

Organizational culture is defined as the rituals, beliefs, norm and myths which are present in an organization that usually inform and guide the employees (O'Neill, Beauvais & Scholl, 2016). The impact of culture in determining failures and success of organizations is very important since it shows technology and growth of an organization being implemented. Organizational culture is what controls companies, and it is the most important part of the organization. Although some questions remain unanswered like the definition of organization culture, how it's recorded, the theories, how it's related and how one can measure it. For employees to feel a feeling of identity and belonging culture is said to be very important. It helps shape the behaviors of the new employees by creating a very competitive edge through setting standards on what is the acceptable social system and behavior stability in an organization. The decision making of any policy regarding organizational culture is made by the management (Wagstaff & Burton-Wylie, 2020).

The culture of an organization affects everything that happens in the organization such as the leadership style and the communication given by the management. In agreement, to these leaders create organizational culture leadership, management and sometimes even the cultures destruction (Bhaduri, 2019). The different cultures in

different organization makes companies to have different decisions and innovations, how performance is measured this is easily seen through the behavior of the employees. Al Khajeh (2018) claims that it is used to map culture of how an organization is these helps understand how the influences affect the culture of an organization.

Organizational culture can influence how people set personal and professional goals, perform tasks and administer resources to achieve them. Organizational culture affects the way in which people consciously and subconsciously think, make decisions and ultimately the way in which they perceive, feel and act (Arokodare, Asikhia & Makinde, 2019). Organizational culture can exert considerable influence in organizations particularly in areas such as performance and commitment. Since individuals bring their personal values, attitude and beliefs to the workplace, their levels of commitment to the organization may differ. Studies have also shown that greater empowerment by management could further enhance the employees' participation, productivity, satisfaction and commitment (Chipunza & Malo, 2017).

2.4 Theoretical Review

The study was guided by Super's Theory of Career Development developed by Super's in 1990. Super's theory of career development states that the life stages of growth and exploration are inherent to the process of acquiring knowledge of how one's interests and abilities align with the requirements of occupations. Career development is seen as a lifelong process unfolding in a series of developmental stages.

Super's theory is a combination of stage development (Super et al, 1996), which posits that people progress through five stages during the career development process,

including growth, exploration, establishment, maintenance and disengagement. Growth stage is where the employee is becoming concerned about the future, increasing personal control over one's own life, convincing oneself to achieve at work, and acquiring competent work habits and attitudes.

Exploration is the period when individuals attempt to understand themselves and find their place in the world of work. Through classes, work experience, and hobbies, they try to identify their interests and capabilities and figure out how they fit with various occupations. They make tentative occupational choices and eventually obtain an occupation. The employee sets a career preference by developing and planning a tentative vocational goal. The specification of a career preference, by converting generalized preferences into a specific choice. Then implementation of a career preference by completing appropriate training and securing a position in the chosen occupation.

Establishment stage is the period when the individual, having gained an appropriate position in the chosen field of work, strives to secure the initial position and pursue chances for further advancement. This stage involves three developmental tasks. The first task is stabilizing or securing one place in the organization by adapting to the organization's requirements and performing job duties satisfactorily. The next task is the consolidation of one's position by manifesting positive work attitudes and productive habits along with building favourable co-worker relations. The third task is to obtain advancement to new levels of responsibility.

Maintenance is the period of continual adjustment, which includes the career development tasks of holding on, keeping up, and innovating. The individuals strive to maintain what they have achieved, and for this reason they update their

competencies and find innovative ways of performing their job routines. They try also to find new challenges, but usually little new ground is broken in this period.

Disengagement is the final stage, the period of transition out of the workforce. In this stage, individuals encounter the developmental tasks of deceleration, retirement planning, and retirement living. With a declined energy and interest in an occupation, people gradually disengage from their occupational activities and concentrate on retirement planning. In due course, they make a transition to retirement living by facing the challenges of organizing new life patterns.

In this study the super theory of career development is used to explain how employees in the County Government of Kajiado feel the need to develop the career. Career development is necessary for self-concept development takes place throughout the life span as individuals adapt to their everchanging environments. The Super's Theory of Career Development was used in this study to determine the moderating effect of organizational culture on the relationship between employee engagement and career development in the County Government of Kajiado, Kenya.

2.5 Empirical Review

Employee engagement is the degree to which employees are invested in, motivated by, and passionate about their jobs and the company for which they work. Engaged employees go beyond job descriptions and feel focused with a sense of urgency and enthusiasm about their work. Employee engagement is crucial for a business because it increases productivity, boosts innovation, increases retention, and brings a good name for the organization (Shkoler & Kimura, 2020).

Employee engagement is defined as the involvement and enthusiasm of employees in their work and workplace. A successful employee engagement strategy is built on

communication and trust between employees and employers (Mann & Harter, 2016). Leadership should model the organization's core values, take pride in the company, encourage professional development, and support each individual's goals. Employees who do not feel adequately recognized face lower engagement and are twice as likely to leave their job in the next year. Leaders should recognize and reward employees for their hard work and achievements.

Employees who feel invested in their work and have opportunities for growth and development are more likely to be engaged. Leaders should provide opportunities for employees to learn new skills and take on new challenges (Hanaysha, 2016). A positive work environment can increase employee engagement. Leaders should create a culture of respect, trust, and collaboration. Leaders should solicit feedback from employees and act on it. This can help employees feel valued and engaged. Employees who feel overworked and stressed are less likely to be engaged. Leaders should provide work-life balance and encourage employees to take breaks and vacations. Leaders should ensure that their compensation and benefits packages are competitive with those of other companies in their industry.

2.5.1 Training Practices and Career Development

In their study Baldwin, Kevin Ford and Blume (2017) concluded that it is not enough just to throw training to employees and hoping for the best from them. The study found out that most of the training is not tied to the organization's goals as it is often conducted in a vacuum, which is unrelated to the problems faced by the organizations. This means that training results are considered less important than the activity itself because organizations are satisfied as long as the employees attend trainings. These researchers were concerned about the relevance of training offered to employees in an

organization and not the effect such training could bring to career growth of the employees within the organizations.

According to Rodriguez and Walters (2017), employees who receive training have increased confidence and motivation. Training and development are the processes of investing in people so that they are equipped to perform. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform. It goes without saying therefore, that the training and development of employees is an issue that has to be faced by every organization. Here the argument centers on training with an aim to motivate employees to perform in their jobs.

Employee training plays a crucial role in ensuring that staffs in organizations have the desired skills and knowledge for better discharge of the assigned duties: to attain desired organizational objectives. Employee training not only ensures better performance but also enhances individual satisfaction in terms of self-actualization: hence, reduces turnover rates. Training of employees takes place after orientation takes place (Hassan, 2016). Training is the process of enhancing the skills, capabilities and knowledge of employees for doing a particular job. Training process moulds the thinking of employees and leads to quality performance of employees. It is continuous and never ending in nature. Training is crucial for organizational development and success. It is fruitful to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well (Chakraborty & Biswas, 2019).

Staff training is an imperative supporter of individual and group inspiration. Fitting training can expand staff involvement in the association, enhance correspondence

between peers, encourage change and be a piece of an evaluation plot (Dalton et al., 1999). Experts who had practically no open door for advancement inside their own foundation found that they did not have what it takes required to move to another division. Such people felt that they were stuck specifically posts with no expectation of building up their professions. Successful preparing could limit this level of de-inspiration. Be that as it may, the way the preparation is overseen is key to its prosperity.

Employee training and development programs are essential to the success of businesses worldwide. Not only do these programs offer opportunities for staff to improve their skills, but also for employers to enhance employee productivity and improve company culture (Hee & Jing, 2018). Employee training and development programs can help employees build on strengths and address deficiencies identified in their performance reviews. These reviews often recommend knowledge or skills on which an employee should focus for improvement, and training and development efforts can help the employee meet that need. Training and development programs also can help employees discover areas in which they could use additional educational opportunities and support (Park, Kang & Kim, 2018).

Employee training and development programs provide the perfect opportunity to expand the knowledge base within your organization. And most importantly, great learning experiences make for a happier, more productive workforce. Employee training is vitally important to the success of a competitive workforce (Mone & London, 2018). Implementing an effective employee training program in the devolved system has increased the competency of staff and boost job satisfactory, contributing to improved staff retention. Regular training can also improve the overall efficiency

of your organization and even the workload between employees with a common knowledge base and skillset. Not only will employees' benefit, clients receiving the services hence appreciating the devolved system of government. Training presents a prime opportunity to expand the knowledge base of all employees, County Governments however do not offer the required training to its employees (Deming, 2018).

2.5.2 Terms of Service and Career Development

Kettunen (2018) reports the findings from a phenomenographic investigation into career development experts' conceptions of challenges involved in the implementation of information and communication technologies (ICT) in career services. The results show that these challenges varied from inadequate access to ICT, inadequate access to information, and inadequate skills and competencies, to inadequate integration. These findings provide a deeper understanding of critical aspects that may have an important role in the further development and successful implementation of existing and emerging technologies within the guidance service sector.

Gitonga, Titus and Mary (2019) studied on impact of employment terms on career development at the National Social Security Fund. The terms of service present in the organization were found to include symbolic rewards such as praise and recognition; Material rewards like money, and task rewards for example feeling of accomplishment It was also found out that terms of service affect career development, that supervisors had the ability to work with others at all levels ready to try out new ideas and methods; that had link between terms of service and career development in the organization.

In another study by Pugatch and Schroeder (2018) noted that flexible working hours and additional hardship allowance affects career development. This was justified with the introduction of meal allowance, motivation allowance and other allowances by Ghanaian government in order to salvage the suffering of Ghanaian teachers. There was a significant relationship between allowances and employee performance. It means that non regular payment of teacher's allowances and denial of necessary allowances entitled to their profession affects their performance at work place.

Study by Mutsoli and Kiruthu (2019) was on influence of devolution on motivation of human resources: focusing on public officers in Laikipia North Sub-County motivation components of Human resource for work plan. The findings were that HR motivation factors have been affected by devolution; devolution faces challenges in improving motivation of; there were factors that influenced the implementation of the motivation components of the human resource health work; there were strategies that can be used at county level to improve human resource health motivation.

2.5.3 Safety and Health and Career Development

Billingsley, Carlson and Klein (2018) presents a profile of early career special educators' ($n = 1,153$) Safety and health, induction support, and career plans using data from the Study of Personnel Needs in Special Education (SPeNSE). The majority of respondents are Caucasion and female, and 80% are certified for their main assignments. Approximately 60% of respondents participated in formal mentoring, although one third did not find this support helpful. Those who reported higher levels of induction support reported greater job manageability and success in getting through to difficult students. School climate was related to teachers' intent to remain in special education

Barton (2019) encompasses the career development practices used within the organization such as placing clear expectations on employees on their expectations and succession plans. Quality of work life is linked to career development and career is evolving from such interaction of individuals within the organizations. Career arises from the interaction of individuals with organizations and society. Career is not primarily a theoretical construct but is used in meaningful ways, given meaning and it creates meaning and also experience. Careers are typically defined as a 'sequence of work roles or a sequence of a person's work experiences over time

According to Budiharso and Tarman (2020), poor Safety and health affect career development. It is therefore necessary to take measures to reduce uncomfortable Safety and health by taking appropriate safety measures. Safety at work is carried out to ensure Safety and health are not hazardous life or health and for the purpose of avoiding accidents, injuries, occupational diseases and mitigate their consequences.

Taheri, Miah and Kamaruzzaman (2020), in his study on the link between job motivation, work environment and job satisfaction found a considerable impact of the career development for the nature of their work and the level of overall performance. At present, career opportunities tend to be seen in light of employability. It was concluded that career development frequently goes beyond the boundaries of one organization. The notion of traditional career, chiefly determined by an employee's preliminary training and by opportunities provided by employers, has shifted to the concept of changing career, largely guided by the employee himself or herself. The change towards self-management in career development fuels interest in the personal dispositions that could explain why this type of self-management goes well for some people, but not for others.

De Groen et al., (2018) researched on work environment observes that the physical aspects of a workplace environment that has a direct influence on productivity, health and safety, comfort, concentration, job satisfaction and morale of employees within an organization. They further stated that work environment is made up of a range of factors, including company culture, management styles, hierarchies and human resources policies.

Spurk and Straub (2020) found in their study that effective alignment of employee goals to organizational objectives and a successful career development process has two particularly important results; that employees can continually develop not just any skills but those competencies needed by the organization to succeed; and that increased engagement is a key factor in ensuring high levels of productivity, retention, and performance. The study highlights the value of including career development as a vital part of organizational strategy. Çetin and Aşkun (2018), in the article "Career Competencies for Career Success" addresses the general question as to which competencies employees need to possess in order to engage in self-management in their career development. The authors distinguished and operationalized six career factors and competencies of self-management in career development.

2.5.4 Employee's motivation and Career Development

Employees are seen as major contributors to organizations competitive advantage and as such for it's to be maintained, employee turnover should be discouraged by management (Holmes, 2020). Whilst the literature points to the fact that Employee turnover can have a negative impact on organization's performance, it is not everyone who will abide by the idea and as such part of the literature examined the key factors that cause employee turnover and the impact, and they have on major county

governments in Kenya. Compensation is correlated with employee turnover in business organizations of all types in the US.

As M'Mugambi, Okeyo and Muthoka (2020) asserts, strategic management has become a very vital aspect among county governments in Kenya. This has been informed by the need for organizations to survive and prosper in an environment fraught with challenges. Although there has been an increase in the number of organizations embracing the process, few are able to bring it to its logical conclusion, which is the realization of the strategies so contemplated. This study wishes to provide a basis for the understanding of the process leading to development of strategies aligned at improving career growth prospects in order to minimize employee turnover intentions which in turn improves the career development.

Kurdi and Alshurideh (2020) investigated on career growth as contributed by remuneration growth, promotions, professional development and career goal progress. In sample of 398 managers, Weng argued that remuneration and promotion can factored as one rewards which contributed to performance in the organization. Profession development and career goal progress contributed negatively to employee turnover intentions. According to Kurdi and Alshurideh (2020) employee relation is important to organizations that provide career development to ensure that their high retention. Career development ties individual to the organization since this is termed as an investment, increasing commitment of employee.

Kurniawaty, Ramly and Ramlawati (2019) did a study in Turkey with 226 auditors from 92 audit Finns in Turkey. The study evaluated the influence of employee's motivation and career development. The study found that there was remuneration growth and professional ability development had strongly affected on career

development. In spite of this, career goal progress and promotion. Speed had no significant effect on career development. Individuals who seek career growth have higher expectations for career growth opportunities within their organizations. To the degree that individuals can meet their career growth needs within an organization, they are more likely to remain with that organization. Failure to meet these expectations would lead these individuals to seek employment opportunities elsewhere.

2.5.5 Organizational Culture and Career Development

Ahmed, Khan and Memon (2019) revealed that organization culture has impact on employee career progression, it plays a vital role in shaping employee career progression. Results are significant at 05% level from organization culture perspective and employee career progression perspective. Organizations that do not promote entrepreneurial and risk-taking initiatives, poorly motivates employees, discourages them and consequently affects the performance of an organization & career progression of employees. Practical Implications: The outcome of these study provided a useful framework and importance of organization culture in Pakistan. Employees career progression can be benefited trough the findings of these study.

Tran (2021) did a study on organisational culture, leadership behaviour and career development in the Vietnam context. Organizational culture refers to the beliefs and values that have existed in an organization for a long time, and to the beliefs of the staff and the foreseen value of their work that will influence their attitudes and behavior. Administrators usually adjust their leadership behavior to accomplish the mission of the organization, and this could influence the employees' job satisfaction. It is therefore essential to understand the relationship between organizational cultures,

leadership behavior and job satisfaction of employees. Organizational cultures were significantly (positively) correlated with leadership behavior and job satisfaction, and leadership behaviour was significantly (positively) correlated with job satisfaction.

The analysis by Ilham (2018) shows a significant shift in the organizational culture of the UK civil service over an eight-year period. Staff have been given more responsibility to achieve their organization's mission, and this appears to promote improved career development prospects. Such quantitative analysis is largely untapped territory in this context, and the methodology and data source it deploys ma potentially facilitate wider reviews of public service culture and impact on outcomes. The analysis shows a shift over that timescale to a culture giving significantly greater emphasis to personal development, with staff given more responsibility to achieve their organization's mission come what ma

Nasution, Mariatin and Zahreni (2018) examined the influence of career development and organizational culture on employee performance. The research used quantitative approach which involved 242 permanent employees of Bank Pembangunan Daerah. The result of statistical analysis showed that career development and organizational culture had positive and significant influence on employee performance. The implication of this research is expected to be able to help the company's management increase their employees' performance by carrying out objective, transparent, and fair career development program and strengthen organizational culture by socializing and monitoring the implementation of firm values.

Purba and Supriyono (2019) aims to find out, develop and test the influence of Organizational Culture, Career Development, Work life Balance on Employee Engagement of PT XYZ. Based on the results of statistical tests found that

organizational culture has a positive and significant effect on employee engagement with a coefficient of significance 0.043, Career development has a positive and significant effect on employee engagement with a significance value of 0.004, the work life balance has a positive and significant effect on employee engagement with a significant value of 0.011 coefficient and organizational culture, career development and work life balance simultaneously affect employee engagement at PT XYZ.

2.5.6 Moderating Effect of Organizational Culture on the Relationship between Employee Engagement and Career Development

According to Jie, Djubair and Harun (2020), organizational culture elements include symbols, heroes, rituals and values and the five dimensions of organizational culture which influence the behaviour in the organization as power distance, masculinity versus femininity, individualism versus collectivism, uncertainty avoidance, and long-term orientation. Choo (2016) indicates that an organization's value system influences decision making, search for knowledge and interpretation of information. On the other hand, norms are social expectations which are based on the underlying values and represent the guidelines on behaviour expectations, with clear sanctions and correction. On the hand, the competing value framework (CVF) classifies organizational culture into clan, adhocracy, market, and hierarchy dimensions.

Thumbi, Hannah and Rosemarie (2020) reveal that organizational culture has a pervading influence on organizational processes, strategies, systems and outcomes. However, there is need to establish the nature of this influence at employee level. The results established that organizational culture significantly moderated the relationship between organizational learning and employees' performance. The findings revealed a

strong relationship between organizational learning and employees' performance for firms that are higher in people orientation.

Nazir and Zamir (2015) examined the influence of organization culture on employees' performance in Islamabad. The findings indicate that organizational culture affects the contextual environment of employee performance. The study shows that organizational culture manifests in form of subcultures constituting different sets of norms, values and beliefs which are determined by job necessities and organizational goals. The study further revealed that values and norms affect realization of organizational goals and performance as they influence behaviour expectations of employees. The findings show a statistically significant impact of collective cultural dimensions on organizational commitment and employee behavioural performance.

According to Gergely and Csibra (2020) individuals' actions and cognitions are guided by the availability of resources and the constraints of a culture. Thus, behavior and attitudes become a product of the shared values, beliefs and norms – that is, the organizational culture of a firm. Looking at organizational culture as a contextual variable, some organizations provide their employees with more resources than others, depending on the characteristics or type of the existent culture. As such, when an organizational culture is perceived as supportive, appreciative, and innovative, in essence the organizational culture is offering a fair number of resources. Employees were likely interpret the work environment accordingly. In turn, they are more likely to respond by dedicating their effort and abilities, investing time and energy, and be psychologically connected and involved in their work and organization. Ultimately, the organizational culture of a firm can by itself have the ability of foster the work engagement of employees.

2.6 Conceptual Framework

The conceptual framework below illustrates the moderating effect of organizational culture on the relationship between the dependent and the independent variables.

Independent Variables   **Dependent Variables**
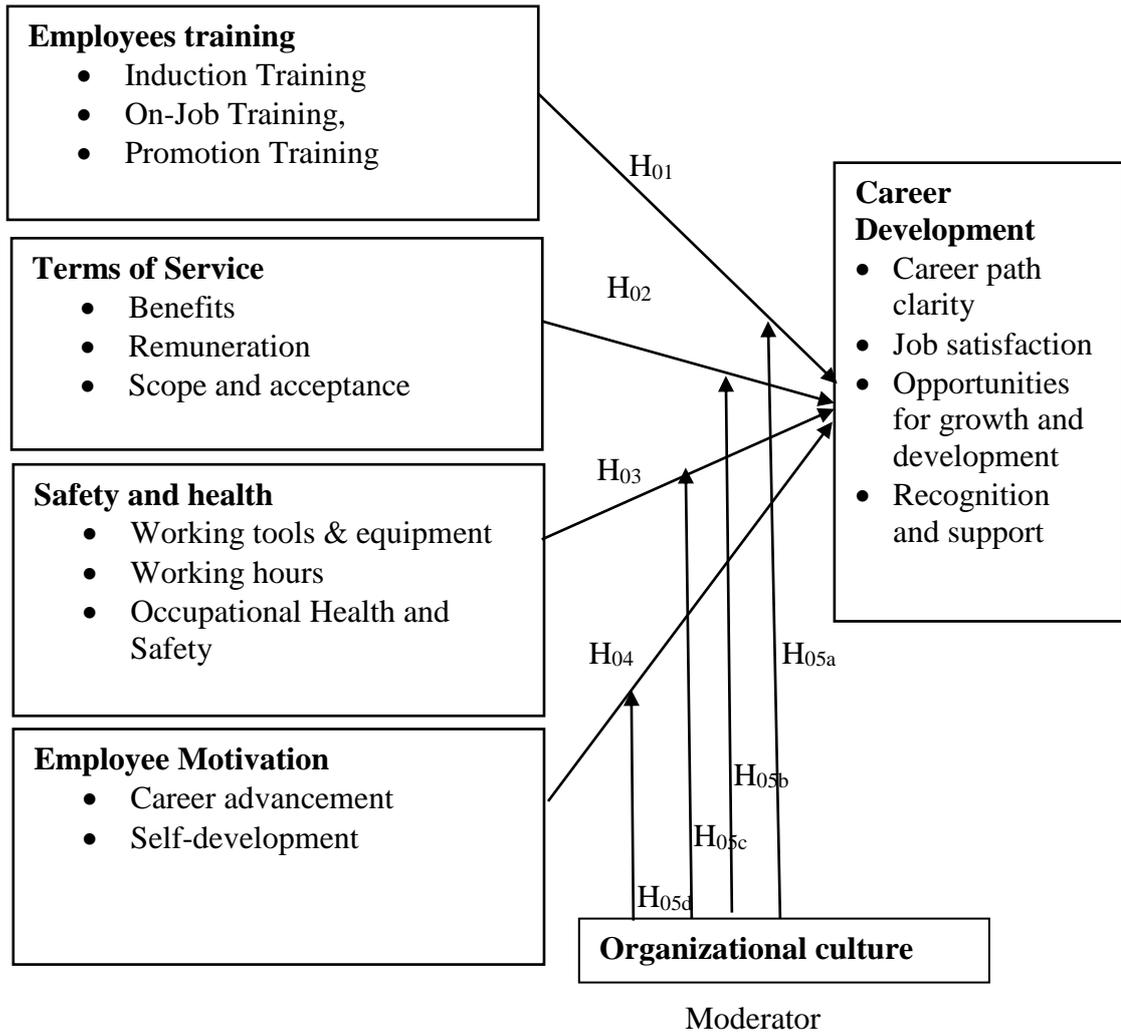
Figure 2.1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter covers the research design, study area, target population, sampling design, types of data and collection instruments and procedure, reliability and validity of research instruments, data processing, analysis, presentation and ethical consideration.

3.2 Research Design

Research design refers to the overall strategy utilized to carry out research that defines a succinct and logical plan to tackle established research question through the collection, interpretation, analysis, and discussion of data. An effective study design, ensures that the needed information is collected and analysed with adequate precision. The study adopted explanatory research design. In order to gain fresh insights, new ideas, and more new ideas, an explanatory research design involves only formative analysis of a subject (Saunders et al., 2012). The study deals with multiple interacting factors, including employee engagement, career development, and organizational culture. Explanatory research helps in understanding how and why these relationships exist, rather than just describing them. By applying this design, the study can go beyond mere correlations and explore the mechanisms through which organizational culture affects career growth.

Explanatory research is typically associated with quantitative methods that involve data collection through questionnaires, and statistical analysis. This study requires precise measurement and analysis of variables such as employee engagement levels,

career development opportunities, and aspects of organizational culture, making explanatory design suitable.

Since the study is focused on the County Government of Kajiado, it is essential to derive insights that can inform policy recommendations and managerial decisions. Explanatory research helps uncover the underlying factors affecting employee engagement and career development, allowing the county government to implement strategic interventions based on empirical evidence.

Explanatory research helps validate and refine existing theoretical frameworks by testing hypotheses about relationships between variables. In this case, theories related to employee engagement, career development, and organizational culture are tested within the context of the county government sector. This contributes to academic knowledge and practical applications in human resource management.

3.3 Study Area

The study was carried out in County Government of Kajiado. Kajiado County is situated in the Rift Valley and borders Narok and Kiambu Counties to the west, Nairobi and Machakos counties to the north, Makueni and Taita/Taveta counties to the east and Tanzania to the south. The county borders Nairobi and extends to the Tanzania border further south. The County has five sub counties namely Kajiado Central, Kajiado North, Kajiado East, Kajiado West and Kajiado South. The county has four main livelihood zones namely, Pastoral all species, Agro-Pastoral, and Mixed Farming livelihood zones, with population proportions of 52, 12 and 5 percent respectively.

3.4 Target Population

Population refers to the entire group of items or individuals to be considered in a study, that has a common characteristic and to which the findings of a study are generalized. The unit of analysis is the departments or sections within the County Government of Kajiado (human resource, administration, ICT, finance, and others). The research aims to generalize findings about how these departments influence e-government adoption. The unit of observation is the individual employees within the targeted sections (e.g., human resource managers, administrators, ICT officers, accountants, finance officers, and County Secretaries). These individuals provide data through their insights and experiences, which are then aggregated to draw conclusions about their respective departments.

The target population is the set of units for which a researcher collects data in order to make an inference. The County Government of Kajiado have a total of 4269 employees. However, the study targeted staff from the following sections; human resource managers, administrators, ICT officers, accountants, finance officers and County Secretaries from County Government of Kajiado, Kenya as shown in Table 3.1. Key reasons for targeting these departments is because human resource managers are pivotal in shaping the workforce and ensuring that employees possess the necessary skills for effective service delivery. Their insights into employee engagement and capacity building are crucial for understanding how human resource practices influence e-government adoption. Administrators play a vital role in the coordination and management of county operations. Their perspectives can provide valuable information on how administrative processes can be enhanced through e-government solutions. ICT officers are essential for the technical implementation of e-government initiatives. Their expertise in technology infrastructure directly impacts

the success of digital service delivery and the overall efficiency of government operations. Accountants and finance officers are responsible for budget management and financial reporting, which are critical for funding e-government projects. Their involvement ensures that financial resources are allocated effectively to support technological advancements. County Secretaries, as senior officials, influence policy decisions and strategic direction. Their support is vital for fostering a culture that embraces change and innovation within the government.

Table 3.1 Target Population

Strata	Target population
Human resource staff	15
Administrators	187
ICT officers	20
Accountants	41
Finance officers	46
County Legal Secretary	1
Budgeting staff	11
Procurement staff	28
Total	**349**

3.5 Sample Size and Sampling Procedure

Sample size refers to the number of observations or replicates to include in a statistical sample (Orodho, 2003). The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. Sampling technique refers to a procedure of selecting a part of population on which research can be conducted, which ensures that conclusions from the study can be generalized to the entire population. The researcher obtained sample size using Yamane formulae (1967).

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size required

 N is the population size =349

e is the level of precision =0.05

n=$\frac{349}{1+349(0.05)2}$

n=186

The sample size was 186 respondents as distributed in Table 3.2.

Table 3.2 Sample Size

Strata	Proportionate	Sample Size
Human resource staff	15/349*186	8
Administrators	187/349*186	100
ICT officers	20/349*186	11
Accountants	41/349*186	22
Finance officers	46/349*186	25
County Secretary	1/349*186	1
Budgeting staff	11/349*186	6
Procurement staff	28/349*186	15
Total	**349**	186

3.6 Sampling Procedure

The population was stratified into a number of non-overlapping strata and sample items are selected from each stratum. Stratified random sampling method was done according to the structure of the county government. The first stratum was made up of the human resource staff followed by administrators, ict officers, accountants, finance officers, county secretary, budgeting staff and the last was procurement staff. From

each strata respondents were selected using proportionate simple random sampling. The researcher administered research instruments by simple random sampling across the respondent categories. The choice of these sampling technique enhanced distribution representation and avoided bias in sampling.

3.6.1 Data Types, Sources and Collection Instruments

This study uses primary sources of data to produce quantitative information. A primary source gives the researcher direct evidence about the effect career development programs on employee performance. Since primary sources provide raw information and first-hand evidence. The study made use of questionnaire to collect data. The development of questionnaire in this study was divided into a number of steps and guided by the objectives of the study. The questionnaire was adopted from previous studies (Table 3.3) and modified to align with the specific objectives of this study. The modifications ensured that the instrument was contextually relevant to the County Government of Kajiado, accurately measuring the relationship between employee engagement, career development, and organizational culture. The development of the questionnaire followed a structured process, ensuring that the questions were clear, objective-driven, and suitable for gathering reliable data.

3.7 Measurement of Variables

Dependent Variable

Career development is the dependent variable in this framework, representing the growth and advancement opportunities available to employees within an organization. It is measured using a 5-point Likert scale, which allows respondents to express their level of agreement or satisfaction with various statements related to their career progression. Typical items in the questionnaire included career path clarity, job

satisfaction, opportunities for growth and development, recognition and support. These items aim to capture employees' perceptions of their career trajectories, the availability of resources for development, and overall satisfaction with their career paths. The source for these items is Greer (2016), who emphasizes the importance of career development in employee engagement and retention.

Independent Variables

Training Practices

Training practices are a critical independent variable that influences career development. This variable is also measured using a 5-point Likert scale, allowing employees to evaluate the effectiveness and relevance of training programs offered by the organization. Questionnaire items included induction training, job training and training for promotion. These items are designed to assess the frequency, quality, and perceived impact of training initiatives on employees' professional growth. The source for this variable is Ngigi and Busolo (2019), who highlight the role of effective training in fostering employee development and motivation.

Terms of Service

The terms of service represent another independent variable that can significantly affect employees' perceptions of their work environment and career development. Measured with a 5-point Likert scale, this variable includes items that assess employees' understanding and acceptance of the terms under which they work. Sample questionnaire items included, benefits, remuneration and scope and acceptance. These items aim to evaluate how well employees comprehend the contractual aspects of their employment and their satisfaction with these terms. The source for this variable is Staudt, Alpan, Mascolo, and Rodriguez (2015), who discuss

the importance of clear and fair employment terms in enhancing employee satisfaction and retention.

Safety and Health

Safety and health in the workplace are vital independent variables that can influence employee well-being and career development. This variable is measured using a 5-point Likert scale, with items designed to gauge employees' perceptions of workplace safety measures and health policies. Questionnaire items included, working tools & equipment, working hours and occupational health and safety. These items seek to assess the effectiveness of safety and health initiatives and their impact on employee morale and productivity. The source for this variable is Kabau (2016), who emphasizes the critical role of a safe and healthy work environment in promoting employee engagement and development.

Employees' Motivation

Employees' motivation is a key independent variable that can significantly impact career development. This variable is measured using a 5-point Likert scale, with items that explore both intrinsic and extrinsic motivation factors. Sample items included, remuneration, career advancement and self-development. These items aim to capture the various factors that drive employee motivation, including recognition, job satisfaction, and alignment with organizational goals. The source for this variable is Hassan (2016), who discusses how motivation influences employee performance and career advancement.

Moderator Variable

Organizational Culture

Organizational culture serves as the moderator variable in this framework, influencing the relationships between the independent variables and the dependent variable. It is measured using a 5-point Likert scale, with items designed to assess the prevailing norms, values, and practices within the organization. Questionnaire items included, open communication, teamwork and leadership supports employee development initiatives. These items are intended to evaluate how organizational culture shapes employee experiences and perceptions regarding career development. The source for this variable is Ali and Anwar (2021), who highlight the importance of a positive organizational culture in fostering employee engagement and facilitating career growth. These is tabulated as per the objectives under the methods of data collection in Table 3.3.

Table 3.3 Measurement of Variables

Type	Variable	Measurement scale	Sources
Dependent Variable	Career development	5-point linkert scale	Greer (2016)
Independent Variable	Training practices	5-point linkert scale	Ngigi & Busolo, (2019)
Independent Variable	Terms of service	5-point linkert scale	Staudt, Alpan, Mascolo & Rodriguez, (2015)
Independent Variable	Safety and health	5-point linkert scale	Kabau, (2016).
Independent Variable	Employees' motivation	5-point linkert scale	Hassan (2016)
Moderator	Organizational culture	5-point linkert scale	Ali & Anwar (2021)

Source: Researcher, (2023)

3.8 Pilot Study

The piloting of the questions was undertaken before major study. In order to ascertain validity and reliability of the research instruments, the researcher piloted the instruments by delivering 19 questionnaires to respondents in County government of Narok. The pilot respondents constituted 10 percent of the sample size (Doody & Doody, 2015). The results of the pilot surveys were to enable the researcher to determine the consistency of responses provided by respondents and alter the items accordingly by revising the research instrument.

3.8.1 Validity of the Research Instruments

Validity is the correctness, accuracy, meaningfulness of inferences as well as soundness of conclusion results (Kothari, 2008). To determine content and construct validity, the researcher seeks for expert opinion. Comments solicited from the experts was useful in improving research instruments before data gathering. The evidence of content validity comprises the extent to which the content material of the test suits the content domain related to the construct. This validity is constructed into a test by cautiously selecting an item to be included. Items are selected in order to conform to the specifications of the test that's drawn up by the way of a comprehensive assessment of subject purview. The experts reviewed and comment on whether the items covered a representative sample of the sampled population. Testing the validity of the instrument used was done by availing the questionnaires to supervisors and a pool of skilled researchers in Moi University in an effort to overview the records series devices. To improve its validity, remarks from the professionals have been integrated in the final instruments.

3.8.2 Reliability of Research Instruments

Kothari (2009) defines reliability as the degree to which an instrument measures the same way each time it is used under the same conditions. It is therefore a measure of how consistent the results from a test are. To determine the reliability of the instruments (questionnaire), the researcher adopted the test-retest technique, where the questionnaire was administered twice to the respondents in the pilot sample after an interval of two weeks. The researcher uses Statistical Package for the Social Sciences (SPSS) version 25 to compute Cronbach's alpha coefficient to measure the internal consistency of the questionnaire. A Cronbach's alpha coefficient of 0.7and above is deemed reliable enough for each of the data.

3.9 Data Collection Procedures

The researcher seeks for permit to enable her conduct research from National Council for Science and Technology Innovations (NACOSTI) through Moi University. Research assistants was utilized in gathering data but after undergoing training on questionnaire administration before embarking on data collection procedures. Respondents administered questionnaires with the aid of research assistants whereas interviews for principals and deputy principals done by the researcher.

3.10 Data Analysis

Data analysis comprises organization, interpretation and presentation of data collected in order to reduce the field data into a usable size. The quantitative data recorded from questionnaire was exposed to organizing and coding with the aid of statistical package for social science (SPSS) computer software (Version 25) to analyze data related to the objectives. Descriptive statistics was frequency, percentages, means, and standard deviations. Inferential statistics involved Pearson's correlation coefficient and

hierarchical regression analysis to determine the moderating effect of organizational culture on the relationship between employee engagement and career development in the County Government of Kajiado, Kenya. Multiple regression equation was used to find the effect of independent variable on the dependent variable.

Hierarchical multiple regression was used to test the effects of a moderating variable. The hierarchical MRR analysis the analyst entered the IVs in the specified order and determining R^2 after each addition in order to check incremental variance (Lu, 2023).

Equation 1: Regressing the control variables, independent variables on dependent variables.

Model 1 $Y = \beta_0 + C + \varepsilon$

OLS Equation

Model 1 $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$ ………………..… **Equation 3.1**

Hierarchical regression model

Model 2 $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 Z + \varepsilon$……………………**Equation 3.2**

Model 3 $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 Z + \beta_6 Z *X_1 + \varepsilon$………..…..**Equation 3.3**

Model 4 $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 Z + \beta_6 Z *X_1 + \beta_7 Z *X_2 + \varepsilon$………
……………………………………………………………………**Equation 3.4**

Model 5 $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_6 Z + \beta_6 Z *X_1 + \beta_7 Z *X_2 + \beta_8 Z *X_3$
$+\varepsilon$…………………………………………………………..……….…**Equation 3.5**

Model 6 $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 Z + \beta_6 Z *X_1 + \beta_7 Z *X_2 + \beta_8 Z *X_3 + \beta_9 Z$
$*X_4 + \varepsilon$…………………………………………………………….…**Equation 3.6**

Where:

Where:

Y represents career development in the County Government of Kajiado, Kenya

X_1 represents training practices

X_2 represents terms of service

X_3 represents Safety and health

X_4 represents employee's motivation

Z represent organizational culture (Moderator)

ε - Error term

β_{0+} Represents a constant

From β_1 to β_9 represents the regression model's coefficients

The data was presented in frequency Tables after it has been analysed.

3.11 Assumptions of Regression Model

The assumptions of multivariate analysis that are identified as primary concern in the research include: Linearity; normality, homoscedasticity, and multicollinearity. Linearity defines the dependent variable as a linear function of the predictor (independent) variables. Multiple regressions can accurately estimate the relationship between dependent and independent variables when the relationship is linear in nature (Osborne & Waters, 2002). To detect violation of linearity is by plotting scatterplots diagrams of the relationship between each explanatory variable and the outcome variable and check that each scatterplot is exhibiting a linear relationship between variables (regression line).

The parameter linearity assumption is often tested by plotting residual against predicted values of the response variable (Osborne et al., 2001), whereby the relationship should take a linear form for this condition to be met. Scatter plots can show whether there is a linear or curvilinear relationship.

Hypothesis

Null Hypothesis (H0): There is no linear relationship between the dependent variable and the independent variables.

Alternative Hypothesis (H1): There is a linear relationship between the dependent variable and the independent variables.

Testing Method

Linearity can be tested by creating scatterplots of each independent variable against the dependent variable. Additionally, residual plots (residuals versus predicted values) can be examined to assess whether the residuals exhibit a linear pattern.

Decision Criteria

If the scatterplots show a clear linear pattern and the residual plot displays random scatter around zero, we fail to reject the null hypothesis (H0). Conversely, if the scatterplots indicate a curvilinear relationship or the residuals show a non-random pattern, we reject the null hypothesis (H0) in favor of the alternative hypothesis (H1).

Multivariate Normality- Multiple regression assumes that the residuals are normally distributed. To find out whether residuals follow a normal probability distribution, Kolmogorov-Smirnov, Shapiro-Wilk, histograms and normal probability plots was used to test normality. Normality can be checked through histograms of the standardized residuals and normal probability plots (Lind, Marchal & Wathen, 2012) or by goodness of fit using Kolmogorov-Smirnov Goodness-of-Fit Test.

Hypothesis

Null Hypothesis (H0): The residuals are normally distributed.

Alternative Hypothesis (H1): The residuals are not normally distributed.

Testing Method

Normality of residuals can be assessed using statistical tests such as the Kolmogorov-Smirnov test or the Shapiro-Wilk test. Additionally, visual inspections can be performed using histograms and Q-Q plots of the residuals.

Decision Criteria

If the p-value from the normality tests is greater than the significance level (commonly set at $\alpha = 0.05$), we fail to reject the null hypothesis (H0). If the p-value is less than or equal to 0.05, we reject the null hypothesis (H0) in favor of the alternative hypothesis (H1), indicating that the residuals are not normally distributed.

The assumption of homoscedasticity refers to equal variance of errors across all levels of the independent variables (Osborne & Waters, 2002). These assumption states that the variance of error terms is similar across the values of the independent variables. A plot of standardized residuals versus predicted values can show whether points are equally distributed across all values of the independent variables.

Hypothesis

Null Hypothesis (H0): The variance of the residuals is constant across all levels of the independent variables (homoscedasticity).

Alternative Hypothesis (H1): The variance of the residuals is not constant across all levels of the independent variables (heteroscedasticity).

Testing Method

Homoscedasticity can be examined using scatterplots of standardized residuals against predicted values. Additionally, statistical tests such as Levene test can be employed to formally assess the presence of heteroscedasticity.

Decision Criteria

If the scatterplot shows no discernible pattern (i.e., the residuals are evenly distributed), we fail to reject the null hypothesis (H0). If a clear pattern (e.g., a funnel shape) is observed or if the statistical tests indicate heteroscedasticity (p-value < 0.05), we reject the null hypothesis (H0) in favor of the alternative hypothesis (H1).

This phenomenon can be checked by visual examination of a plot of the standardized residuals by the regression standardized predicted value (Osborne & Waters, 2002). Specifically, statistical software scatterplots of residuals with independent variables are the method for examining these assumptions. Multicollinearity refers to the assumption that the independent variables are uncorrelated. Multicollinearity - Multiple regressions assumes that the independent variables are not highly correlated with each other. This assumption is tested using Variance Inflation Factor (VIF) value. A tolerance of below 0.10 or a VIF greater than 10 is regarded as indicative of serious multicollinearity problem. Tolerance below 0.2 indicates a potential problem. When tolerance is close to 1 it implies that there is little multicollinearity. If tolerance is close to 0, it indicates that multicollinearity may be a threat (Williams, 2015). A VIF greater than 10 is considered unsatisfactory hence the independence variable should be removed from the analysis (Hair et al, 2006).

Hypothesis

Null Hypothesis (H0): There is no multicollinearity among the independent variables.

Alternative Hypothesis (H1): There is multicollinearity among the independent variables.

Testing Method

Multicollinearity can be assessed using the Variance Inflation Factor (VIF) and tolerance values. A VIF greater than 10 or a tolerance value below 0.1 indicates a multicollinearity problem.

Decision Criteria

If the VIF values for all independent variables are below 10 and tolerance values are above 0.1, we fail to reject the null hypothesis (H0). If any VIF exceeds 10 or tolerance falls below 0.1, we reject the null hypothesis (H0) in favor of the alternative hypothesis (H1), suggesting that multicollinearity is present.

3.12 Ethical Considerations

The researcher obtained an introductory letter from Moi University that was presented to the National Commission for Science Technology and Innovation (NACOSTI). Confidentiality of participants in the study was strictly be adhered to at all times throughout the course of, and following the study and publication of the results. The researcher uses an informed consent sheet which contained phrases indicating that the study participation is voluntary, the objectives of the study, the study procedures, the selection criteria, the anticipated benefits of their involvement, any risk, assurance of the confidentiality aspect, and privacy during interview. After the participants have read and comprehended the informed consent, the participants are requested to indicate their voluntary participation by signing the informed consent sheet.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION.

4.1 Introduction

This chapter included the data analysis that was done. The data were analyzed using descriptive statistics, which included means and standard deviations from the tables. Tables were used to display the results.

4.2 Response Rate

The investigators employed simple random sampling to conduct surveys among 186 workers in a particular group. This strategy was adopted to ensure a representative sample from the total workforce by reducing any possibility of biasness in the respondent selection process. Out of the 186 questionnaires that were distributed, only 156 were eventually returned and taken into account for analysis and presentation. The response rate was 83.87%, as Table 4.1 demonstrates, a particularly high level of engagement. 30 questionnaires representing 16.16% of the total, were not returned by respondents. The investigator conjectured that the reasons why respondents might not have finished the questionnaires could be due to their reluctance, time constraints, or possible unavailability throughout the survey return period.

Table 4.1 Response Rate.

Responses	Frequency	Percentages
Responded	156	83.87
Not responded	30	16.16
Total	**186**	**100**

From the response rate table above, the percentage exceeded 50%, it satisfied the conditions set by Mugenda for statistical examination in 2010.

4.3 Reliability Test Results

The pilot study results of internal consistency reliability are presented in the Table 4.2.

Table 4.2 Reliability Test

Variables	Cronbach's	N of Items
Training practices	.777	8
Terms of service	.724	7
Safety and health	.787	5
Employees' motivation	.810	5
Organizational culture	.721	10
Career development	.759	9

Table 4.2 presents the results of the reliability test, which evaluates the internal consistency of various constructs related to study variables. The results revealed that training practices yielded a Cronbach's Alpha of 0.777 across eight items, indicating satisfactory reliability. Terms of service had a Cronbach's Alpha of 0.724 based on seven items. Safety and health had a Cronbach's Alpha of 0.787, demonstrating high internal consistency with five items. Employees' motivation had a Cronbach's Alpha of 0.810 across five items, indicating very high reliability. Organizational Culture had a Cronbach's Alpha of 0.721 based on ten items. Career development had a Cronbach's Alpha of 0.759 with nine items. The reliability test results indicate that the measurement items for each construct related to career development in the County Government of Kajiado are reliable and exhibit satisfactory internal consistency. This reliability enhances the validity of any analyses or conclusions drawn from the data, providing confidence that the constructs assessed truly reflect the perceptions and experiences of the respondents.

4.3 Biographic Information

The biographical data of the respondents, including years of experience, age, gender, and educational attainment, was investigated in this study. In order to reduce their impact on the research objectives' conclusion and to provide a clearer knowledge of the study's demographic context, the characteristics of the respondents were scrutinized. According to Priestley and Sinnema, (2018). outlining a sample's characteristics lays the groundwork for a thorough analysis of the findings in light of the study's goals.

4.3.1 Gender of the Respondents.

The study sought to establish the gender of the respondents. Table 4.3 shows the gender of the respondents.

Table 4.3 Gender of the Respondent.

Gender	Frequency	Percent
Males	82	52.6
Females	74	47.4
Total	**156**	**100**

From the findings of the study majority representing 82(52.6%) of the respondent were males while 74(47.4%) were females. This indicates that both genders were represented in the study hence there was no biasness in the study.

4.3.2 Age Bracket of the Respondents

The respondents were requested to indicate their age. It was distributed as shown below.

Table 4.4 Age response.

Age	Frequency	Percent
Below 25	45	28.8
26-30 years	35	22.4
31-35 years	30	19.2
36-40 years	24	15.4
41-45 years	11	7.1
46-50 years	6	3.0
Over 51 years	5	3.2
TOTAL	**156**	**100**

From Table 4.4 the study findings revealed that majority of the respondent 45(28.8%) were aged below 25 years, 35 (22.4%) were aged between 26-30 years, 30 (19.2%) were between age 31-35 years. However, 24 (15.4%) were having the age range between 36-40, 11(7.1%) were between 41-45 years of age, 6 (3.8%) were between 46 – 50 years and finally 5 (3.2%) were over 51 years of age. This means that most of the respondents were aged below 25 years followed closely with aged range between 26 to 30 years implying that the respondents were experienced enough to give the correct responses on the topic.

4.3.3 Education Level of the Respondents.

The researcher however sought to determine the education level of the respondents. Table 4.5 presents the study results.

Table 4.5 Education level.

Education level	Frequency	Percent
O level	40	25.6
A level	52	33.3
P1	21	13.5
ATS or Approved teacher	18	11.5
Bachelor's Degree	13	8.3
Masters	5	3.2
PhD	4	2.6
Other Levels	3	1.9
Total	**156**	**100**

Table 4.5 shows that 40 (26.5%) indicated that they had an O level of education, majority of the respondent employees 52 (33.3%) indicated that they had A level of education, 21(13.5%) had a P1 level of education, 18 (11.5%) had a ATS or approved teacher level of education, 5 (3.2%) has Masters while 4 (2.6%) had PhD level of education and finally 3 (1.9%) had other level of education. This showed that most of the respondents were of A level.

4.3.4 Years of experience.

This analysis took into account the employee's tenure or prior experience working in the specified office. The results were displayed in Table 4.6.

Table 4.6 Year of experience.

Years of Service	Frequency	Percent
Less than 5 years	49	31.4
Between 6-10 years	63	40.4
Between 11-15 years	14	9.0
Between 16-20 years	19	12.2
Above 21 years	11	7.1
Total	**156**	**100**

Table 4.6 shows that 49(31.4%) of the respondents had an experience of below 5 years, 63(40.4%) of the respondents has an experience of 6 to10 years indicating the majority of the respondent while 14(9.0%) has an experience of 11-15 years, Additionally, 19(12.2%) had an experience of 16 to 20 years and finally 11(7.1%) of the respondent employee having over 21 years of experience. This result indicate that majority of the employees in County Government of Kajiado were between 6 to 10 years of experience.

4.4 Descriptive Analysis

The dependent variable as well as the five independent variables' descriptive statistics are shown in this section. A five-point Likert scale was employed to do this, where; 1=Strongly Disagree, 2=Disagree, 3=Undecided/neutral, 4=Agree, 5=Strongly Agree.

4.4.1 Descriptive statistics on effect of training practices on career development in the County Government of Kajiado, Kenya.

Employees were also asked to score their level of agreement with the statement on effect of training practices on career development, and the average response rate and frequency of agreement were calculated. Results are shown in Table 4.7. Key: For the

sake of this chart, SD means Strongly Disagreed, D means Disagree, N means Neutral, A means Agree, and SA means Strongly Agree. Analysis of the response mean scores was conducted on the continuous scale <1.5 represents strongly disagree; with 1.5-2.4 disagree; while 2.5-3.4 neutral; with 3.5- 4.5 being agree and finally >4.5 represented strongly agree. A total of 8 statements were used to determine the effect of training practices on career development in the County Government of Kajiado, Kenya and responses elicited on a 5-point Likert scale as shown in Table 4.7

Table 4.7: Training practices on career development.

Statements		SA	A	N	D	SD	Mean	Std. Dev
1. The training I received helped me develop new skills.	F	41	71	10	22	12	3.69	1.22
	%	26.3	45.5	6.4	14.1	7.7		
2. The training I received helped me improve my job performance.	F	52	59	10	19	16	3.72	1.32
	%	33.3	37.8	6.4	12.2	10.3		
3. The training I received helped me advance in my career.	F	49	63	12	19	13	3.74	1.25
	%	31.4	40.4	7.7	12.2	8.3		
4. The training I received was relevant to my job	F	50	61	11	24	10	3.75	1.23
	%	32.1	39.1	7.1	15.4	6.4		
5. The training I received was engaging and interactive	F	44	67	8	25	12	3.68	1.25
	%	28.2	42.9	5.1	16.0	7.7		
6. The training I received was well-organized and easy to follow.	F	46	69	9	19	13	3.74	1.24
	%	29.5	44.2	5.8	12.2	8.3		
7. The training I received was delivered in a timely manner	F	53	67	8	16	12	3.85	1.22
	%	34.0	42.9	5.1	10.3	7.7		
8. The training I received was worth the time and effort invested.	F	54	57	7	23	15	3.72	1.33
	%	34.6	36.5	4.5	14.7	9.6		

According to Table 4.7 findings indicates that 112 (71.8%) of the respondents agreed and 34 (21.8%) of the respondents disagreed that the training they received helped them develop new skills. More, the study's findings revealed that in terms of mean and standard deviations the respondent agreed that the training they received helped

them develop new skills (mean=3.69. standard deviation=1.22). According to Dhar, (2015) reveal a strong relationship between employee training and the quality of services offered by employees in tourist hotels.

Furthermore 111(71.1%) agreed that the training they received helped them improve their job performance and 35(22.5%) disagreed that the training they received helped them improve their job performance. In terms of mean and standard deviations the respondent agreed that the training they received helped them improve their job performance (mean=3.72, standard deviation=1.32) These findings is consistent with the study done by Odle-Dusseau, Hammer, Crain and Bodner, (2016) demonstrated significant and beneficial indirect effects of FSSB training on changes in employee job performance, organizational commitment, engagement, job satisfaction, and turnover intentions through changes in employee perceptions of their supervisor's overall FSSBs.

Further, 112(71.8%) of the respondents agreed that the training they received helped them advance in their career and those who disagreed 22(20.5%) that the training they received helped them advance in their career. Furthermore, the study's findings revealed that participants agreed (mean=3.74, standard deviation=1.25) that the training they received helped them advance in their career. Fenton, Brown and Bastida, (2023) public health students' experience with COVID-19, a lethal and highly contagious virus, highlights the need to provide access to mental health support to those public health professionals, including contact tracers, at the forefront of the fight against the spread of infectious diseases.

However, 111(71.2%) of the respondents agreed and those who disagreed 34 (21.8%) that the training they received was relevant to their job. Furthermore, the study's

findings revealed that participants agreed (mean=3.75, standard deviation=1.24) that the training they received was relevant to their job. These findings are consistent with the study done by Sugiarti, (2022) reveals that both employees and employers must be prepared to adapt to the changing environment. Employees must continuously improve their skills and competencies according to company needs, while companies must be prepared with employees who are able to handle pressure efficiently and avoid negative risks from changing scenarios.

The study further revealed that 111(71.1%) of the respondents agreed that the training they received was engaging and interactive. However, 37 (23.7%) of the respondents disagreed that the training they received was engaging and interactive. Additionally, the study results on mean and standard deviation revealed that the respondents agreed that the training they received was engaging and interactive (Mean=3.68, standard deviation=1.25). However, a study by Nguyen, Tran, Nguyen, Nguyen and Nguyen, (2022) showed that most of the teachers deployed activities for two main types of interaction: teacher-student, and student-content, but not for student-student interaction. Teachers also reported that they received limited online teacher training and had to learn by themselves how to engage students remotely.

On top of the findings, other findings indicated 115 (73.7%) of the participants agreed that the training they received was well-organized and easy to follow. However, 32(20.5%) of the respondents disagreed that the training they received was well-organized and easy to follow. Further, the study findings also indicated, in terms of mean and standard deviation the respondents agreed that the training they received was well-organized and easy to follow (Mean=3.74, standard deviation=1.24). According to Al Farsi, (2023) showed that the current down syndrome follow-up

system is suboptimal, and establishment of a new, well-structured clinic designed and operated specifically for DS patients in Sur polyclinic.

However, 120(76.9%) of the responders agreed and 28(18.0%) disagreed that the training they received was delivered in a timely manner. The study results showed in terms of mean and standard deviations that the respondent agreed that the training they received was delivered in a timely manner (mean=3.85, standard deviation=1.24). These findings agreed with Sendawula, Nakyejwe Kimuli, Bananuka and Najjemba Muganga, (2018) indicate that there is a significant positive relationship between training and employee performance. Further it indicates that there is a significant positive relationship between employee engagement and employee performance. A partial mediation effect of employee engagement in the relationship between training and employee performance was also established.

Finally, study further revealed that 111(71.1%) of the respondents agreed the training they received was worth the time and effort invested and 38(24.3%) of the respondents disagreed that the training they received was worth the time and effort invested. Analysis on mean and standard deviation shows that the respondent agreed that the training they received was worth the time and effort invested is (mean=3.72, standard deviation =1.33. The previous research done by Jaworski, Ravichandran, Karpinski and Singh, (2018) knowledge of training methods, incentives, and benefits that are perceived as being most valuable for part-time employees can help lodging properties make effective resource.

4.4.2 Descriptive statistics on effect of terms of service on career development in the County Government of Kajiado, Kenya

Additionally, workers were asked to rate how much they agreed with the statement on effect of terms of service on career development, and the average response rate and frequency of agreement were calculated. Results are shown in Table 4.8. Key: For the sake of this chart, SD means Strongly Disagreed, D means Disagree, N means Neutral, A means Agree, and SA means Strongly Agree. Analysis of the response mean scores was conducted on the continuous scale <1.5 represents strongly disagree; with 1.5-2.4 disagree; while 2.5-3.4 neutral; with 3.5- 4.5 being agree and finally >4.5 represented strongly agree. A total of 7 statements were used to establish the effect of terms of service on career development in the County Government of Kajiado, Kenya. And responses elicited on a 5-point Likert scale as shown in Table 4.8

Table 4.8: Terms of service on career development.

	Statements		SD	D	N	A	SA	Mean	Std. Dev
1	The terms of service of my current job have hindered my career development.	F	54	69	4	19	10	3.88	1.20
		%	34.6	44.2	2.6	12.2	6.4		
2	I believe that understanding the terms of service is important for career development.	F	52	59	7	22	16	3.69	1.34
		%	33.3	37.8	4.5	14.1	10.3		
3	I have sought clarification on the terms of service from my employer.	F	50	59	9	24	14	3.69	1.31
		%	32.1	37.8	5.8	15.4	9.0		
4	I believe that negotiating the terms of service can positively impact career development.	F	43	73	8	20	12	3.74	1.21
		%	27.6	46.8	5.1	12.8	7.7		
5	I have negotiated the terms of service with my employer.	F	46	65	9	21	15	3.78	1.23
		%	29.5	41.7	5.8	13.5	9.6		
6	Terms of service that offer clear career paths and progression opportunities have a positive effect on career development.	F	51	63	8	20	14	3.84	1.17
		%	32.7	40.4	5.1	12.8	9.0		
7	Terms of service that provide fair and equitable compensation have a positive effect on career development	F	51	63	7	21	14	3.79	1.21
		%	32.7	40.4	4.5	13.5	9.0		

Table 4.8 shows that 123(78.8%) of the respondents agreed that the terms of service of their current job have hindered their career development. However, 29(18.6%) of the respondents disagreed that the terms of service of their current job have hindered their career development. As per the survey results, the participants agreed in terms of mean and standard deviation that the terms of service of their current job have hindered their career development (Mean, =3.88, Std. dev=1.20). According to the study done by Bowles, Thomason and Bear, (2019) suggest that the choice of negotiating strategy has implications for men's and women's career progression,

particularly for women's navigation of nontraditional career paths and men's and women's leadership claiming.

Further, 111(71.1%) of the respondents agreed with the statement that they believe that understanding the terms of service is important for career development. However, 38(24.4%) of the respondents disagreed that they believe that understanding the terms of service is important for career development. From mean and standard deviation, the respondents agreed that they believe that understanding the terms of service is important for career development (Mean, =3.70, Std. dev=1.34). However, a study by Margot and Kettler, (2019) indicate that while teachers value STEM education, they reported barriers such as pedagogical challenges, curriculum challenges, structural challenges, concerns about students, concerns about assessments, and lack of teacher support. Teachers felt supports that would improve their effort to implement STEM education included collaboration with peers, quality curriculum, district support, prior experiences, and effective professional development.

Also, 109(69.9%) of the respondents agreed that they have sought clarification on the terms of service from their employer. However, 38(24.4%) of the respondents disagreed that they have sought clarification on the terms of service from their employer. Analysis on mean and standard deviation revealed the respondents agreed that they have sought clarification on the terms of service from their employer (Mean, =3.69, Std. dev=1.31). According to Wood, Lehdonvirta and Graham, (2018) find that collective organization among online freelancers resembles that of both micro workers and conventional freelancers in a number of ways. This is despite our research focusing on a wider set of countries and types of work than previous studies of micro workers and freelancers.

However, 117(74.4%) of the participants agreed that they believe that negotiating the terms of service can positively impact career development. On contrary, 32(20.5%) of the participants disagreed that they believe that negotiating the terms of service can positively impact career development. Further, the study results also showed, in terms of mean and standard deviation respondents agreed that they believe that negotiating the terms of service can positively impact career development (Mean=3.74, standard deviation=1.21). The study by Rosell-Aguilar, (2018) show that most users try the suggestions and ideas that they find on this network, which have a positive impact on their teaching.

The study further reveled that, 118(75.6%) of the respondents agreed that they have negotiated the terms of service with their employer. While 32(20.5%) of the respondents disagreed with the statement that they have negotiated the terms of service with their employer. The standard deviation and mean rating, the respondents agreed that they have negotiated the terms of service with their employer (mean=3.78, standard deviation=1.23). The study by Minter, (2017) companies like Air tasker and others in the gig economy grow and expand into new industries, business, governments, unions and workers are faced with the challenge of ensuring that labor standards and industrial legislation are not completely sidelined.

Furthermore, 119(76.3%) of the respondents agreed that terms of service that offer clear career paths and progression opportunities have a positive effect on career development while 30(19.2%) of the respondent disagreed that the terms of service that offer clear career paths and progression opportunities have a positive effect on career development. There standard deviations and mean the respondents agreed that terms of service that offer clear career paths and progression opportunities have a

positive effect on career development (mean=3.84, standard deviation =1.17. These findings are consistent with the study done by Stahl, Miller and Tung, (2017) revealed that the majority of expatriates view their international assignment as an opportunity for personal and professional development and career advancement, despite perceived deficits in corporate career management systems and a widespread skepticism that the assignment will help them advance within their companies.

Lastly, 116(74.4%) of the response agreed that terms of service that provide fair and equitable compensation have a positive effect on career development while 33(21.2%) disagree that terms of service that provide fair and equitable compensation have a positive effect on career development. Similarly, the standard deviation and mean rating reveals that the respondents agreed that terms of service that provide fair and equitable compensation have a positive effect on career development (mean=3.79, standard deviation=1.21). These findings agreed with Butkus, Serchen, Moyer, Bornstein, Hingle and Health and Public Policy Committee of the American College of Physicians*. (2018) workforce, disparities in compensation persist, and inequities have contributed to the disproportionately low number of female physicians achieving academic advancement and serving in leadership positions. The medical profession and our patients benefit greatly from a diverse physician workforce.

4.4.3 Descriptive statistics on effect of safety and health on career development in the County Government of Kajiado, Kenya.

Employees were asked to rate how much they agreed with the statement on effect of safety and health on career development, and the average response rate and frequency of agreement were calculated. Results are shown in Table 4.9. Key: For the sake of this chart, SD means Strongly Disagreed, D means Disagree, N means Neutral, A

means Agree, and SA means Strongly Agree. Analysis of the response mean scores

was conducted on the continuous scale <1.5 represents strongly disagree; with 1.5-2.4

disagree; while 2.5-3.4 neutral; with 3.5- 4.5 being agree and finally >4.5 represented

strongly agree. A total of 5 statements were used to examine the effect of safety and

health on career development in the County Government of Kajiado, Kenya and

responses elicited on a 5-point Likert scale as shown in Table 4.9

Table 4.9: Safety and health on career development.

Statements		SD	D	N	A	SA	Mean	Std. Dev
1. My Safety and health are conducive to my career development.	F	56	63	6	17	14	3.83	1.27
	%	35.9	40.4	3.8	10.9	9.0		
2. I am satisfied with the opportunities for career advancement in my current job.	F	47	60	8	25	16	3.62	1.34
	%	30.1	38.5	5.1	16.0	10.3		
3. The stability of my professional development is affected by my Safety and health.	F	47	63	8	20	18	3.65	1.34
	%	30.1	40.4	5.1	12.8	11.5		
4. I feel that my relationship with my supervisor has an impact on my career development.	F	50	53	11	29	13	3.63	1.33
	%	32.1	34.0	7.1	18.6	8.3		
5. I am satisfied with the level of recognition I receive for my work.	F	49	61	8	23	15	3.68	1.31
	%	31.4	39.1	5.1	14.7	9.6		

From Table 4.9 it reveals that 119(76.3%) of the respondents agree that their safety

and health are conducive to their career development while 31(19.9%) of the

respondents disagree with the statement that their safety and health are conducive to

their career development. In terms of mean and standard deviation the respondent

agreed on the statement that their safety and health are conducive to their career development is (Mean, =3.83, Std. dev=1.27).   The study done by Surjanti and Soejoto, (2018) reveals that ethical climate, distributive justice and procedural justice have a significant negative effect on work-related stress. Similarly, work-related stress has a significant negative effect on CPD. Work-related stress acts to mediate the ethical climate influence, distributive justice and procedural justice on CPD.

However, 107(68.6%) of the respondents agree with the statement that they are satisfied with the opportunities for career advancement in their current job, contrary 41(26.3%) of the respondents disagree with the statement that they are satisfied with the opportunities for career advancement in their current job. The respondents also agreed on the mean and standard deviation on the statement that they are satisfied with the opportunities for career advancement in their current job is (Mean, =3.62, Std. dev=1.33).   Stahl, Miller and Tung, (2017) revealed that the majority of expatriates view their international assignment as an opportunity for personal and professional development and career advancement, despite perceived deficits in corporate career management systems and a widespread skepticism that the assignment will help them advance within their companies.

Moreover, 110(70.5%) of the respondents agree with the statement that the stability of their professional development is affected by their safety and health while 38(24.3%) of the respondents disagree with the statement that the stability of their professional development is affected by their safety and health. Consequently, the respondents agreed in terms of mean and standard deviation that the stability of their professional development is affected by their safety and health is (Mean, =3.65, Std. dev=1.34). The previous research done by Jilcha and Kitaw, (2017) showed that the innovation of

workplace safety and health brings sustainable development through healthy people, safer workplace, reduced cost of accidents, controlled environment, managed workplace accidents and improved workplace safety knowledge.

The study further revealed that 103(66.1%) of the respondents agreed that they feel that their relationship with their supervisor has an impact on their career development. However, 42(26.9%) of the respondents disagreed that they feel that their relationship with their supervisor has an impact on their career development. Additionally, the study results on mean and standard deviation revealed that the respondents agreed that they feel that their relationship with their supervisor has an impact on their career development (Mean=3.63, standard deviation=1.33). However, a study by Vera, Martínez, Lorente and Chambel, (2016) that individual job autonomy and team-level social support (from the supervisor as well as from co-workers) are positively related to individual work engagement and second, that team-level social support has a moderating effect on the relationship between individual job autonomy and individual work engagement (but not in the case of co-workers' support).

Finally, 110(70.5%) of the respondent employees agreed with the statement that says the they are satisfied with the level of recognition they receive for their work while 38 respondents having 23.3% disagree with the statement that says the they are satisfied with the level of recognition they receive for their work. In terms of mean and standard deviation the respondent agreed on the statement that says they are satisfied with the level of recognition they receive for their work is (Mean, =3.68, Std. dev=1.31). These finding are consistent with the study done by Pitt and Norton, (2017) suggested that emotional reactions play a significant part in determining how

students will act on the feedback they receive, and the concept of 'emotional backwash' is introduced.

4.4.4 Descriptive statistics on effect of employees' motivation on career development in the County Government of Kajiado, Kenya.

Employees were asked to rate how much they agreed with the statement on effect of employees' motivation on career development, and the average response rate and frequency of agreement were calculated. Results are shown in Table 4.10. Key: For the sake of this chart, SD means Strongly Disagreed, D means Disagree, N means Neutral, A means Agree, and SA means Strongly Agree. Analysis of the response mean scores was conducted on the continuous scale <1.5 represents strongly disagree; with 1.5-2.4 disagree; while 2.5-3.4 neutral; with 3.5- 4.5 being agree and finally >4.5 represented strongly agree. A total of 5 statements were used to determine the effect of employees' motivation on career development in the County Government of Kajiado, Kenya and responses elicited on a 5-point Likert scale as shown in Table 4.10

Table 4.10: Employees motivation on career development.

Statements		SD	D	N	A	SA	Mean	Std. Dev
1. I feel motivated to work towards my career goals	F	42	65	12	18	19	3.60	1.32
	%	26.9	41.7	7.7	11.5	12.2		
2. My motivation level affects my career development	F	52	65	7	21	11	3.80	1.23
	%	33.3	41.7	4.5	13.5	7.1		
3. I believe that motivation is important for career growth	F	48	63	11	19	15	3.71	1.29
	%	30.8	40.4	7.1	12.2	9.6		
4. My employer provides opportunities for me to improve my skills and advance in my career	F	46	65	7	23	15	3.67	1.30
	%	29.5	41.7	4.5	14.7	9.6		
5. I feel supported by my employer in achieving my career goals.	F	51	58	9	23	15	3.69	1.32
	%	32.7	37.2	5.8	14.7	9.6		

Table 4.10 shows that 107(68.6%) of the respondents agreed with the statement that they feel motivated to work towards their career goals. However, 37(23.7%) of the respondents disagreed with the statement that they feel motivated to work towards their career goals. Further the study findings showed in terms of means and standard deviation that the respondents agreed with the statement that they feel motivated to work towards their career goals is (Mean, =3.60, Std. dev=1.32). The previous study done by Hur, (2018) reveals that majority of identified motivators in the previous research showed positive effects on job satisfaction among public managers, and public managers' job satisfaction was not affected by hygiene factor as predicted in Herzberg's study.

Also, the study showed that 117(75.0%) of the respondents agreed that their motivation level affects their career development. But, 32(20.6%) of the respondents disagree with the statement that their motivation level affects their career development. Further the study findings showed in terms of means and standard deviation shows that the respondents agreed that their motivation level affects their career development is (Mean=3.81, Std. dev=1.23). Niati, Siregar and Prayoga, (2021) showed that training and motivation can improve job performance. Training, motivation, and job performance can improve career development of employees at work. It is recommended to improve training program, motivation and work performance of employees.

Based on their feedback, 111(71.2%) of the respondents agreed with the statement that they believe that motivation is important for career growth. This is a cumulative number of those who strongly agreed and those that agreed. However, 34(21.8%) of the respondents disagreed with the statement that they believe that motivation is

important for career growth which was cumulative number of those who strongly disagreed and those that disagreed. Further the study findings showed in terms of means and standard deviation that the respondents agreed with the statement that they believe that motivation is important for career growth is (Mean, =3.71, Std. dev=1.28). According Tempski, Arantes-Costa, Kobayasi, Siqueira, Torsani, Amaro and Martins, (2021) reveals that medical students are more motivated by a sense of purpose or duty, altruism, perception of good performance and values of professionalism than by their interest in learning.

Moreover, 111(71.2%) of the respondents agree with the statement that their employer provides opportunities for them to improve their skills and advance in their career while 38(24.3%) of the respondents disagree with their employer provides opportunities for them to improve their skills and advance in their career. Consequently, the respondents agreed in terms of mean and standard deviation that their employer provides opportunities for them to improve their skills and advance in their career is (Mean, =3.67, Std. dev=1.30). The previous research done by Finley, (2021) examined employers' views of what constitutes workforce preparedness, the educational outcomes and experiences they value most when making hiring decisions, and their perceptions of recent graduates' levels of preparedness for entry-level positions as well as for promotion and career advancement.

Finally, 109(69.9%) of the respondents agreed that they feel supported by their employer in achieving their career goals. However, 38(24.3%) of the respondents disagreed that they feel supported by their employer in achieving my career goals. Further the study findings showed in terms of means and standard deviation that the respondents agreed that they feel supported by their employer in achieving their

career goals is (Mean=3.69, Std. dev=1.32). These findings are consistent with Halcomb, McInnes, Williams, Ashley, James, Fernandez and Calma, (2020) felt that they had sufficient knowledge about COVID-19, they expressed concern about work-related risks to themselves and their family. Most respondents described never or only sometimes having sufficient personal protective equipment in their workplace.

4.4.5 Descriptive statistics on effect of career development on career development in the County Government of Kajiado, Kenya.

Employees were asked to rate how much they agreed with the statement on effect of career development on career development, and the average response rate and frequency of agreement were calculated. Results are shown in Table 4.11. Key: For the sake of this chart, SD means Strongly Disagreed, D means Disagree, N means Neutral, A means Agree, and SA means Strongly Agree. Analysis of the response mean scores was conducted on the continuous scale <1.5 represents strongly disagree; with 1.5-2.4 disagree; while 2.5-3.4 neutral; with 3.5- 4.5 being agree and finally >4.5 represented strongly agree. A total of 10 statements were used to examine the effect of career development on career development in the County Government of Kajiado, Kenya and responses elicited on a 5-point Likert scale as shown in Table 4.11.

Table 4.11: Career development on career development.

Statement		SA	A	N	D	SD	Mean	Sd
1. My organization values innovation and creativity	F	45	61	7	27	16	3.59	1.34
	%	28.8	39.1	4.5	17.3	10.3		
2. My organization encourages open communication and feedback.	F	44	70	6	22	14	3.69	1.27
	%	28.2	44.9	3.8	14.1	9.0		
3. My organization prioritizes employee development and growth.	F	53	55	5	29	14	3.67	1.35
	%	34.0	35.3	3.2	18.6	9.0		
4. My organization has a strong sense of teamwork and collaboration.	F	44	65	8	28	10	3.67	1.24
	%	28.2	41.7	5.1	17.9	6.4		
5. My organization values diversity and inclusion	F	55	58	7	21	15	3.75	1.32
	%	35.3	37.2	4.5	13.5	9.6		
6. My organization has a clear mission and vision that employees understand	F	46	58	11	24	17	3.59	1.34
	%	29.5	37.2	7.1	15.4	10.9		
7. My organization has a strong ethical culture	F	51	69	5	18	13	3.81	1.24
	%	32.7	44.2	3.2	11.5	8.3		
8. My organization provides opportunities for work-life balance.	F	45	72	7	15	17	3.72	1.28
	%	28.8	46.2	4.5	9.6	10.9		
9. My organization recognizes and rewards employee contributions.	F	44	71	8	20	13	3.72	1.23
	%	28.2	45.5	5.1	12.8	8.3		
10. My organization has a positive and supportive work environment.	F	40	81	5	15	15	3.74	1.22
	%	25.6	51.9	3.2	9.6	9.6		

Table 4.11 shows that 106(67.9%) of the respondents agreed with the statement that their organization values innovation and creativity. However, 43(27.6%) of the respondents disagreed with the statement that their organization values innovation and creativity. Further the study findings showed in terms of means and standard deviation shows that the respondents agreed with the statement that their organization values innovation and creativity (Mean=3.59, Std. dev=1.34). The findings done by Pedersen, Gwozdz and Hvass, (2018) found that companies with innovative business models are more likely to address corporate sustainability and that business model innovation and corporate sustainability alike are typically found in organizations

rooted in values of flexibility and discretion. Business model innovation and corporate sustainability thus seem to have their origin in the fundamental principles guiding the organization. In addition, the study also finds a positive relationship between the core organizational values and financial performance.

Further, 114(73.1%) of the respondents agreed and those who disagreed 36(23.1%) that their organization encourages open communication and feedback. Furthermore, the study's findings revealed that participants agreed in terms of mean and standard deviation (mean=3.69, standard deviation=1.27) that their organization encourages open communication and feedback. The study done by Men and Yue, (2019) despite the increasing recognition of the importance of how employees feel and what emotions they experience within their respective organizations, limited scholarly attention has been given to the emotional aspect of organizational culture.

The study further revealed that vast majority 108(69.3%) of the respondents agreed that their organization prioritizes employee development and growth. However, 43(27.6%) of the respondents disagreed that their organization prioritizes employee development and growth. Additionally, the study results on mean and standard deviation revealed the respondents agreed that their organization prioritizes employee development and growth (Mean=3.67, standard deviation=1.35). These findings concur with the study done by Bell, Self, Davis III, Conway, Washburn and Crepeau-Hobson, (2020) conditions of great uncertainty and rapidly evolving circumstances, along with numerous challenges specific to HSP education and training, necessitated complex decisions and swift training/educational adjustments. Established leadership organizations in HSP education and training offered principled guidance and recommendations to inform responses to this challenge.

On top of the above findings, other findings indicated 109(69.9%) of the participants agreed that their organization has a strong sense of teamwork and collaboration. However, 38(24.3%) of the respondents disagreed that their organization has a strong sense of teamwork and collaboration. Further, the study findings also indicated, in terms of mean and standard deviation the respondents agreed that their organization has a strong sense of teamwork and collaboration (Mean=3.67, standard deviation=1.24). These findings concur with the study done by Sanyal and Hisam, (2018) employees who work in an organization that does not have a strong concept of teamwork, usually fail to deliver the expected results and to achieve the goals and visions of that organization. The presence of teamwork concept is a necessary rule to help the employees in working together towards common aims and goals creatively. The work performance of the team is higher than individual performance when the work requires a broader scope of knowledge, judgement and opinion.

However, 113(72.5%) of the responders agreed and 36(23.21%) disagreed that their organization values diversity and inclusion. The study results showed in terms of mean and standard deviations that agreed that their organization values diversity and inclusion (mean=3.75, standard deviation=1.32). These findings are consistent with the study done by Ashikali and Groeneveld, (2015) show that the effect of diversity management on employees' affective commitment can partially be explained by its impact on the inclusiveness of the organizational culture.

Also, 104(66.6%) of the respondents agreed with the statement that their organization has a clear mission and vision that employees understand. However, 41(26.3%) of the respondents disagreed with the statement that their organization has a clear mission and vision that employees understand. Further, the study findings showed in terms of

means and standard deviation that the respondents agreed with the statement their organization has a clear mission and vision that employees understand (Mean=3.59, Std. dev=1.34). According to the study done by Gurley, Peters, Collins and Fifolt, (2015) revealed that educational leadership students had limited ability to recall the content of key organizational statements. Further, respondents reported that these key organizational statements had only minimal impact on their daily practice. Implications are presented for university preparation programs designed to equip school leaders to effect meaningful school improvement and organizational change centered on development of shared mission and vision for improvement.

Further, 120(76.9%) of the respondents agreed with the statement that their organization has a strong ethical culture. However, 31(19.8%) of the respondents disagreed with the statement that their organization has a strong ethical culture. Further the study findings showed in terms of means and standard deviation shows that the respondents agreed with the statement that their organization has a strong ethical culture is (Mean=3.81, Std. dev=1.24). This study concurs with the study done by Huhtala, Tolvanen, Mauno and Feldt, (2015) reveals that tultilevel structural equation modelling showed that 12–27 % of the total variance regarding the dimensions of ethical culture was explained by departmental homogeneity (shared experiences). At both the within and between levels, higher perceptions of ethical culture associated with lower burnout and higher work engagement.

Similarly, 117(74.0%) of the respondents agreed that their organization provides opportunities for work-life balance. Conversely 32(20.5%) of the respondents disagreed with the statement that their organization provides opportunities for work-life balance. Further the study findings showed in terms of means and standard

deviation shows that the respondents agreed with the statement that their organization provides opportunities for work-life balance (Mean=3.72, Std. dev=1.27). The study done by Dhas and Karthikeyan, (2015) shows that improving the balance between our working lives and our lives outside work can bring real benefits for employers and employees. It can help build strong communities and productive businesses.

Further, 115(73.7%) of the respondents agreed with the statement their organization recognizes and rewards employee contributions. However, 33(21.1%) of the respondents disagreed that their organization recognizes and rewards employee contributions. From mean and standard deviation, the respondents agreed that their organization recognizes and rewards employee contributions (Mean, =3.72, Std. dev=1.23). According to the previous research done by Montani, Boudrias and Pigeon, (2020) reveals that manager recognition promotes behavioral involvement both directly and indirectly through the intervening role of meaningfulness and also coworker recognition strengthens the benefits of manager recognition to meaningfulness and subsequent behavioral involvement.

Finally, 121(77.5%) shows the majority of the respondents agreed with the statement that their organization has a positive and supportive work environment. But, 30(19.2%) of the respondents disagreed with the statement that their organization has a positive and supportive work environment. Further the study findings showed in terms of means and standard deviation shows that the respondents agreed with the statement that their organization has a positive and supportive work environment is, (Mean=3.74, Std. dev=1.22). According to Taheri, Miah and Kamaruzzaman, (2020) study showed significant impacts of working environment on job satisfaction. As,

without providing better facilities organizations can't run properly, whereas- working environment is the prime concerning issue of the employee.

4.4.6 Descriptive statistics on career development in the County Government of Kajiado, Kenya

Employees were asked to rate how much they agreed with the statement on career development, and the average response rate and frequency of agreement were calculated. Results are shown in Table 4.12. Key: For the sake of this chart, SD means Strongly Disagreed, D means Disagree, N means Neutral, A means Agree, and SA means Strongly Agree. Analysis of the response mean scores was conducted on the continuous scale <1.5 represents strongly disagree; with 1.5-2.4 disagree; while 2.5- 3.4 neutral; with 3.5- 4.5 being agree and finally >4.5 represented strongly agree. A total of 9 statements were used to assort the effect of career development in the County Government of Kajiado, Kenya and responses elicited on a 5-point Likert scale as shown in Table 4.12.

Table 4.12: Career development.

Statement		SA	A	N	D	SD	Mean	Sd
1. I feel that I have a clear career path	F	48	56	10	23	19	3.58	1.38
	%	30.8	35.9	6.4	14.7	12.2		
2. I am satisfied with my current job.	F	45	63	3	30	15	3.60	1.34
	%	28.8	40.4	1.9	19.2	9.6		
3. I feel that I have opportunities for growth and development in my current job.	F	49	62	4	23	18	3.65	1.36
	%	31.4	39.7	2.6	14.7	11.5		
4. I feel that my skills and abilities are being utilized in my current job.	F	48	70	5	18	15	3.76	1.27
	%	30.8	44.9	3.2	11.5	9.6		
5. I feel that my current job aligns with my long-term career goals.	F	50	58	5	27	16	3.63	1.36
	%	32.1	37.2	3.2	17.3	10.3		
6. I feel that my employer supports my career development	F	51	60	6	20	19	3.67	1.37
	%	32.7	38.5	3.8	12.8	12.2		
7. I feel that I am adequately compensated for my work	F	50	67	8	14	17	3.76	1.29
	%	32.1	42.9	5.1	9.0	10.9		
8. I feel that my work-life balance is appropriate.	F	54	67	4	13	18	3.81	1.31
	%	34.6	42.9	2.6	8.3	11.5		
9. I feel that I am recognized and appreciated for my contributions to the organization.	F	40	66	7	19	24	3.51	1.39
	%	25.6	42.3	4.5	12.2	15.4		

The study results in Table 4.12 showed that, 104(66.7%) of the respondents, agreed that they feel that they have a clear career path. On the contrary, 42(26.9%) of the respondents disagreed that they feel that they have a clear career path. Further, the study results also showed, in terms of mean and standard deviation, that the respondents agreed with the statement that they feel that they have a clear career path (Mean=3.58, standard deviation=1.38). The study findings agreed with Stahl, Miller and Tung, (2017) revealed that the majority of expatriates view their international assignment as an opportunity for personal and professional development and career advancement, despite perceived deficits in corporate career management systems and

a widespread skepticism that the assignment will help them advance within their companies.

From the findings of the study, it was evident that responses to the 9 statements used to examine career development that, 108(69.2%) of the respondents agreed and 45(28.8%) disagreed that they are satisfied with their current job. Further, the study results also showed, in terms of mean and standard deviation, that the respondents agreed with the statement that they are satisfied with their current job (Mean=3.60, standard deviation=1.34). The study findings agreed with Batura, Skordis-Worrall, Thapa, Basnyat and Morrison, (2016) indicate that the adapted job satisfaction survey was able to measure job satisfaction in Nepal. However, it did not include key contextual factors affecting job satisfaction of MNHWs, and as such may have been less sensitive than a more inclusive measure. The findings suggest that this tool can be used in similar settings and populations, with the addition of statements reflecting the nature of the work environment and structure of the local health system.

The study further revealed that 111(70.1%) of the participants agreed that they feel that they have opportunities for growth and development in their current job. On the contrary, 41(26.2%) of the respondents disagreed that they feel that they have opportunities for growth and development in their current job. Further, the study results also showed, in terms of mean and standard deviation, that the respondents agreed with the statement that they feel that they have opportunities for growth and development in their current job. (Mean=3.65, standard deviation=1.36). However, these findings agree with Stahl et al, (2017) revealed that the majority of expatriates view their international assignment as an opportunity for personal and professional development and career advancement, despite perceived deficits in corporate career

management systems and a widespread skepticism that the assignment will help them advance within their companies.

Similarly, 118(75.7%) of the respondents, agreed that they feel that their skills and abilities are being utilized in my current job. On the contrary, 33(21.1%) of the respondents disagreed that they feel that their skills and abilities are being utilized in my current job. Further, the study results also showed, in terms of mean and standard deviation, that the respondents agreed with the statement that they feel that their skills and abilities are being utilized in my current job (Mean=3.76, standard deviation=1.27). The study findings agreed with Archer, Dawson, DeWitt, Seakins, Wong, (2015) shows that levels of science capital (high, medium, or low) are clearly patterned by cultural capital, gender, ethnicity, and set (track) in science. Students with high, medium, or low levels of science capital also seem to have very different post-16 plans (regarding studying or working in science) and different levels of self-efficacy in science. They also vary dramatically in terms of whether they feel others see them as a "science person."

Also, the study findings noted that 108(69.3%) of the respondents agreed and 43(27.6%) disagreed that they feel that their current job aligns with their long-term career goals. Further, the study results also showed, in terms of mean and standard deviation, that the respondents agreed that they feel that their current job aligns with their long-term career goals (Mean=3.63, standard deviation=1.36). The study findings concurred with Nardon, Zhang, Szkudlarek and Gulanowski, (2021) found that NSOs attempted to manage refugees' expectations of career opportunities while fostering hope for the future and that refugees reacted to NSOs' sense giving practices

by resisting expectation management messages, recrafting a new identity, or bracketing the present as transitory.

The study further revealed that 111(71.2%) of the participants agreed that they feel that their employer supports their career development. On the contrary, 39(25.0%) of the respondents disagreed that they feel that their employer supports their career development. Further, the study results also showed, in terms of mean and standard deviation, that the respondents agreed that they feel that their employer supports their career development (Mean=3.67, standard deviation=1.37). The study findings concurred with Yarberry and Sims, (2021) reveals that virtual mentoring is essential for providing emotional support, creating opportunities for dialogue, helping employees discover a balance between work and life, implementing a reward system, and enhancing an overall sense of well-being and belongingness for employees working in virtual/remote environments.

However, the study showed that 117(75.0%) participants agreed that they feel that they are adequately compensated for their work. Contrary to those findings, 31(19.9%) respondents disagreed that they feel that they are adequately compensated for their work. Further, the study results also showed, in terms of mean and standard deviation, that the respondents agreed that they feel that they are adequately compensated for their work (Mean=3.76, standard deviation=1.29). According to Simbolon, Susanto and Ilham, (2023) reveals that human resource planning, quality of work life and compensation have a positive and significant effect on employee performance at PT.

The study further revealed that, 121(78.6%) participants agreed that they feel that their work-life balance is appropriate. Contrary to those findings, 31(19.9%)

respondents disagreed that they feel that their work-life balance is appropriate. Further, the study results also showed, in terms of mean and standard deviation, that the respondents agreed that they feel that their work-life balance is appropriate (Mean=3.81, standard deviation=1.31). These findings concur with Castles, Burgess, Robledo, Beale, Biswas, Segan and Zaman, (2021) Compared with other specialties, women in cardiology reported poorer work-life balance, greater hours worked and on-call commitments and were less likely to perceive their specialty as female friendly or family friendly. Addressing work-life balance may attract and retain more women in cardiology

Finally, 106(67.9%) of the participants agreed that they feel that they are recognized and appreciated for their contributions to the organization. On the contrary, 43(27.6%) of the respondents disagreed that they are recognized and appreciated for their contributions to the organization. Further, the study results also showed, in terms of mean and standard deviation, that the respondents agreed that they are recognized and appreciated for their contributions to the organization (Mean=3.51, standard deviation=1.39). The study findings concurred with Aldabbas, Pinnington and Lahrech, (2023) show that work engagement mediates the relationship between perceived organizational support and employee creativity. In summary, employees who experience perceived organizational support will promote work engagement and employee creativity more so than employees with low levels of perceived organizational support.

4.5 Assumptions of Multiple Regression Model

The study tested assumptions of multiple regression namely linearity, normality, multicollinearity, independence of residuals and homoscedasticity assumptions.

4.5.1 Test for Linearity Assumption

Linearity tests the relationship between the dependent and independent variable (Schmidt & Finan, 2018) and assumes that variables are normally distributed (Connor & O'Neill, 2017). The regression model can only accurately estimate the association between the dependent variable and the independent variables if the relationship is linear in nature (Tsagris & Pandis, 2021). The test results were presented in Table 4.13.

Table 4.13 Test for Linearity Assumption

Items	Linearity	Deviation from Linearity
Training practices	.000	.121
Terms of services	.000	.136
Safety and health	.000	.152
Employees' motivation	.000	.125
Organizational culture	.000	.114

Table 4.13 indicated that p-value for linearity was less than 0.05, indicating that there was a linear relationship between training practices and career development (p=0.000<0.05). The test for deviation from linearity also has a greater p value which implies that there was linear relationship between training practices and career development (p=0.121>0.05). The study also revealed that p-value for linearity was less than 0.05 indicating that there was a linear relationship between terms of services and career development (p=0.000<0.05). The test for deviation from linearity also has

a greater p value which implies that there was linear relationship between terms of services and career development (p=0.136>0.05).

The study also revealed that p value for linearity was less than 0.05, indicating that there was a linear relationship between safety and health and career development (p=0.000<0.05). The test for deviation from linearity also has a greater p value which implies that there was linear relationship between safety and health and career development (p=0.152>0.05). There was a significance p-value (p<0.05), indicating that there was a linear relationship between employees' motivation and career development (p=0.000<0.05). The test for deviation from linearity also has a greater p value which implies that there was linear relationship between employees' motivation and career development (p=0. 125>0.05).

4.5.2 Normality Assumption Test

Multiple regressions assume that variables have a normal distribution. The study used Kolmogorov-Smirnov test one sample test to test the assumption of the normality of the population distribution in order to find out if the study variables follow a normal distribution. The study findings were presented in Table 4.14.

Table 4.14 Kolmogorov-Smirnov Test

Items	Statistic	Sig.
Training practices	.864	.164
Terms of services	.905	.211
Safety and health	.913	.413
Employees' motivation	.912	.452
Organizational culture	.977	.944

The test results in Table 4.14 revealed that the Kolmogorov-Smirnov significance value for training practices was 0.164>0.05. Kolmogorov-Smirnov significance value for terms of services was 0.211>0.05. Kolmogorov-Smirnov significance value for safety and health was 0.413>0.05. Kolmogorov-Smirnov significance value for employees' motivation was 0.452>0.05. Kolmogorov-Smirnov significance value for organizational culture was 0.944>0.05. This implied that all the study variables were not significant (p>0.05) indicating that the distribution of the data was normal.

4.5.3 Multicollinearity Test

Multicollinearity refers to the assumption that the independent variables are uncorrelated (Daoud, 2017) and the researcher is able to interpret regression coefficients as the effects of the independent variables on the dependent variables when collinearity is low (Assaf & Tsionas 2021). This study used variance inflation factors (VIF) to assess multicollinearity. According to Thompson et al., (2017), VIF values greater than 10 and tolerance levels of 0.10 indicate presence of serious multicollinearity problem. Test results were presented in Table 4.15.

Table 4.15 Multicollinearity Test Assumption

Variables	Tolerance	VIF
Training practices	.527	1.897
Terms of services	.574	1.741
Safety and health	.513	1.951
Employees' motivation	.672	1.489
Organizational culture	.499	2.006

Multicollinearity test results in Table 4.1 revealed that training practices had no correlation with other independent variables (tolerance=0.527; VIF= 1.897). Terms of services had no correlation with other independent variables (tolerance=0.574;

VIF=1.741). Safety and health had no correlation with other independent variables (tolerance=0.513; VIF=1.951). Employees' motivation had no correlation with other independent variables (tolerance=0.672; VIF=1.489). Multicollinearity test indicated that no independent variable was removed from the analysis. A VIF greater than 10 or tolerance below 0.10 implied serious multicollinearity problem (Shrestha, 2020).

4.5.4 Homoscedasticity Test

The assumption of Homoscedasticity of variance was tested using levene's Test which is an inferential statistic used to assess the equality of variances for a variable calculated for two or more groups (Yang, Tu & Chen, 2019). The study assumes that variances of the populations from which different samples are drawn are equal. The study results are presented in Table 4.16.

Table 4.16 Homoscedasticity Assumption

Variables	F	df1	df2	Sig.
Training practices	1.889	38	117	.152
Terms of services	1.611	44	111	.124
Safety and health	1.679	30	125	.126
Employees' motivation	2.330	32	123	.150
Organizational culture	1.637	43	112	.121

Table 4.16 showed Levene Statistic significance for training practices was 1.889 with an associated p-value of .152. Terms of services has a levene statistical significance value of 1.611 with an associated p-value of .124. Levene Statistic significance for Safety and health was 1.679 with an associated p-value of .126. Employees' motivation has a levene statistical significance value of 2.330 with an associated p-value of .150. Since the probability associated with the Levene Statistic were all

above 0.05 level of significance, it implied that the variance of the independent variables was homogeneous. Thus, the null hypothesis of equal variances fails to be rejected and it is concluded that there is no difference between the variances in the population.

4.6 Inferential Analysis Results

Inferential analyses used in this section were correlation and multiple regression models. Correlation and multiple regression analysis showed the relationship between independent variables and the dependent variable.

4.6.1 Correlation Analysis Results

Analysis Pearson correlation analysis was carried out to show the strength and direction of the association between independent and dependent variables. Table 4.17 presents the results.

Table 4.17 Multiple Correlation Analysis Results

		Career development	Training practices	Terms of services	Safety and health	Employees' motivation	Organizational culture
Career development	r	1					
Training practices	r	.579**	1				
Terms of services	r	.581**	.508**	1			
Safety and health	r	.616**	.559**	.588**	1		
Employees' motivation	r	.505**	.411**	.464**	.453**	1	
Organizational culture	r	.587**	.624**	.472**	.571**	.501**	1

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

The study findings in Table 4.17 indicated that training practices and career development had a positive strong and statistically significant correlation (r= 0.579; p<0.01). The findings of the study indicate a strong, positive and statistically

significant correlation between terms of services and career development (r=0.581; p< 0.01). The study established that there exist a strong, positive and statistically (r=0.616; p< 0.01) correlation between safety and health and career development.

The study established that there exist a strong, positive and statistically (r=0.505; p< 0.01) correlation between employees' motivation and career development. According Orodho (2003) a strong correlation means that two or more variables have a strong relationship with each other while a weak or low, correlation means that the variables are hardly related.

4.6.2 Linear Regression Model

The multiple linear regression analysis models the relationship between the dependent variable and independent variable. The results are shown in the section that follows;

Table 4.18 Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.724ᵃ	.524	.512	.54785

The results of the simple linear regression in Table 4.18 indicated that R = 0.724 and R^2 =0.524. R value gives an indication that there is a strong linear relationship between training practices, terms of services, safety and health and employees motivation and career development. The R^2 indicates that explanatory power of the independent variables is 0.524. This means that about 52.4% of the variation in organizational culture is explained by the regression model. The adjusted R^2 of 0.512 which is slightly lower than the R^2 value is exact indicator of the relationship between the independent and the dependent variable because it is sensitive to the addition of

irrelevant variables. The adjusted R^2 indicates that 51.2% of the changes in career development are explained by the model.

Model fitness was run to find out if model best fit for the data. The study results were presented in Table 4.19.

Table 4.19 Regression Model Fitness Results

	Sum of Squares	df	Mean Square	F	Sig.
Regression	49.959	4	12.490	41.613	.000[b]
Residual	45.312	151	.300		
Total	95.288	155			

From Table 4.19 the F-statistics produced (F =41.613.) and a significant p=0.000 thus confirming the fitness of the model and therefore, there is statistically significant relationship between training practices, terms of services, safety and health and employees' motivation and career development. The F value indicates that the variables in the equation are important hence the overall regression is significant.

The third output of the analysis is the summary of the coefficients that provide the information upon which the dependent variable can be predicted from the independent variable. The summary is as displayed in Table 4.20:

Table 4.20 Regression Model Coefficients

	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	.719	.233		3.088	.002
Training practices	.233	.068	.244	3.432	.001
Terms of services	.191	.067	.213	2.872	.005
Safety and health	.258	.073	.271	3.564	.000
Employees' motivation	.145	.052	.183	2.770	.006

The study results in Table 4.20 revealed that there was positive linear effect of training practices (β_1=.233, p=0.000), terms of services (β_2=.191, p=0.000), safety and health (β_3=.258, p=0.000) and employees' motivation (β_4=.145, p=0.000). This reveals that an increase in training practices increases career development by 0.233 units. Also increase in terms of services leads to an increase in career development by 0.191 units, increase in safety and health leads to an increase in career development by 0.258 units and finally, increase in employees' motivation increases career development by 0.158 units. Thus, the regression equation is shown in equation 4.1.

Y =0.719 +0.233X₁+0.191X₂+0.258X₃+0.159X₄……………….…… Equation 4.1

4.7 Hierarchical Moderated Regression Analysis

In order to establish the interaction effect between independent variables and dependent variable, internal control mechanism was used as a moderating variable. The hierarchical linear regression analysis was used to test moderating influence (Baron & Kenny, 1986). The regression analysis was done for each independent variable and dependent variable to determine the individual moderating effect of each element on fraud detection.

Table 4.21 Hierarchical Moderated Regression Analysis Summary

Variables	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
(Constant)	0.719(.002)	0.583(.015)	0.669(.005)	0.438(.092)	0.36(.165)	0.499(.061)
Training practice	0.244(.001)	0.177(.022)	0.263(.001)	0.226(.006)	0.216(.008)	0.228(.005)
Terms of services	0.213(.005)	0.206(.005)	0.192(.008)	0.316(.001)	0.274(.005)	0.348(.001)
Safety and health	0.271(.000)	0.230(.003)	0.200(.010)	0.177(.022)	0.278(.002)	0.295(.001)
Employee motivation	0.183(.006)	0.145(.034)	0.125(.061)	0.133(.045)	0.132(.044)	-0.012(.901)
Organizational culture		0.175(.027)	0.263(.002)	0.362(.000)	0.409(.000)	0.324(.002)
M*Training practice			-0.201(.081)	-0.145(.052)	-0.132(.075)	-0.146(.047)
M*Terms of services				-0.217(.046)	-0.168(.126)	-0.242(.035)
M*Safety and health					-0.179(.043)	-0.212(.018)
M*Employee motivation						0.253(.041)
F	41.613	35.154	32.165	28.714	26.183	24.264
R Square	0.524	0.54	0.564	0.576	0.588	0.599
R Square Change	0.524	0.015	0.025	0.012	0.012	0.012

* . significant at the 0.05 level (2-tailed).
Source: Field Data (2024)

The values of R^2 were used to show the proportion of variation in the dependent variable explained by the model in Table 4.21. The R^2 value was statistically significant at p<0.000 and indicating that the explanatory power of the independent variables was 0.524. This suggests that 52.4% of the variation in career development was explained by the four independent variables (training practice, terms of services, safety and health and employees' motivation). Further, Table 4.25 gave the findings of the R^2 change. R^2 change from model 1 to model 2 was 0.015 which changed from 0.524 to 0.540 and statistically significant (p<0.027). The results showed that by including organizational culture in the model, the number of observable variables

could be increased by 1.5%, hence enhancing the model's predictive power in predicting career development.

The R^2 change from model 2 to model 3 was 0. 025 which changed from 0.540 to 0.564 and statistically significant ($p<0.05$). As a result, statistically organization culture moderated effect of training practices on career development. This implied that organization culture moderated the effect of training practice on career development by 2.5%. The R^2 change from model 3 to model 4 was 0.012 which changed from 0.564 to 0.576 and statistically significant ($p<0.05$). This implied that organization culture moderated the effect of training practice and terms of services on career development by 1.2%.

The R^2 change from model 4 to model 5 was 0.012 which changed from 0.576 to 0.588 and statistically significant ($p<0.05$). This implied that organization culture moderated the effect of training practice, terms of services, safety and health on career development by 1.2%.

The R^2 change from model 5 to model 6 was 0.012 which changed from 0.500 to 0.599 and statistically significant ($p<0.001$). As a result, organization culture moderates the effect of training practice, terms of services, safety and health and employee motivation on career development by 0.12%.

Table 4.21 provided the F test revealing the significance of the fitted regression model. An F statistic in model 1 produced the value of 41.613 implying that the independent variables were predicators of the depend variables (F=116.250; $p< 0.05$). As a result of the good fit, training practice, terms of services, safety and health and employee motivation had an effect on career development when the regression was fitted.

Model 2 F-test got an F-value of 35.154, implying even after moderation, there was still a good fit of the model (F=35.154; p< 0.05). As a result, statistically organizational culture moderates the effect of training practice on career development.

F-test for model 3 has an F-value of 32.165 implying that after moderation by organizational culture, it showed a good predictor of career development and the total model was statistically significant (P-value>0.05) and good predictors of career development.

Model 4 F-test got an F-value of 28.714 implying that when organizational culture was moderated on training practice and terms of services separately revealed good predictors of career development and that the overall model was significant as it was less than p- value 0.05 (P< 0.05).

F-test for model 5 had an F-value of 26.183 implying that moderation of training practice, terms of services and safety and health by organizational culture showed a good predictor of career development and the total model was statistically significant (P-value 0.05) and good predictors of career development were found.

Model 6 F-test and F-value of 24.264 implying that when organizational culture was moderated on training practice, terms of services, safety and health and employee motivation revealed a good predictors of career development and that the overall model was significant (P< 0.05).

Table 4.21 showed that training practice had a positive and significant effect on career development based on regression coefficients from model 1 (β_1=0.244, p<0.05). terms of services had a positive and significant effect on career development (β_2=0.213, p<0.05). Safety and health had a positive and significant effect on career development

(β_3=0.271, p<0.05) and employee motivation had a positive and significant effect on career development (β_4=0.183, p<0.05).

A regression analysis was used in model two to test if organizational culture has a moderating effect on the relationship between training practice (β=0.177, p<0.05), terms of services (β=0.206, p<0.05), Safety and health (β=0.230, p<0.05) and employee motivation β=0.145, p<0.05) and career development. The p-value which was less than 0.05, indicated that the coefficient of organizational culture was significant.

In model three a regression analysis revealed that organizational culture had a negative moderating effect on the relationship between training practices and career development (β=-0.201, p<0.05).

In model four a regression analysis revealed that organizational culture had a negative and significant moderating effect on the relationship between training practice and career development (β=-0.145, p<0.05). However, organizational culture had a positive and significant moderating effect on the relationship between terms of services and career development (β=-0.217, p<0.05).

Regression analysis in model five showed that organizational culture had a negative and significant moderating effect on the relationship between training practice and career development (β=-0.132; p<0.05). Organizational culture has a negative and significant moderating effect on the relationship between terms of services and career development (β=-.168; p<0.05). Organizational culture has a negative and significant moderating effect on the relationship between safety and health and career development (β=-0.179; p<0.05).

In model six, organizational culture had a negative and significant moderating effect on the relationship between training practice and career development (β=-.146; $p<0.05$). Organizational culture has a negative and significant moderating effect on the relationship between terms of services and career development (β=-.242; $p<0.05$). Organizational culture has a negative and significant moderating effect on the relationship between safety and health and career development (β=-0.212; $p<0.05$) and finally organizational culture has a positive and significant moderating effect on the relationship between employees' motivation and career development (β=.252; $p<0.05$).

The optimal model was;

$$Y= -0.719 + 0.244X_1 + 0.213X_2 + 0.271X_3 + 0.183X_4 + 0.175Z - 0.146Z*X_1 - 242 Z*X_2 - 0.212 Z*X_3 + 0.253 Z*X_4$$

4.8 Hypotheses Test Results

The research hypotheses were assessed using the significance level of the coefficients from the regression model derived in Table 4.21. The objective of the study was to see if the hypothesis could be tested without rejecting or rejecting the relationship between the independent and dependent variables. The following research hypotheses were tested in the study:

4.8.1 Hypothesis Testing of the effect of training practice on the career development.

Hypothesis H_{01} stated that training practices has no significant effect on career development. Results revealed that training practices has a positive and significant effect on the career development (β_1=0.244, $p<0.05$) hence rejecting the null

hypothesis H_{01} indicating that training practices had a significant effect on the career development.

4.8.2 Hypothesis Testing of the effect of terms of services on career development.

Hypothesis H_{02} stated that terms of services have no significant effect on the career development. Findings revealed that terms of services have a positive and significant effect on the career development (β_2=0.213, p<0.05). The null hypothesis H_{02} was rejected, indicating that terms of services had a significant effect on career development.

4.8.3 Hypothesis Testing of the effect of safety and health on the career development.

Hypothesis H_{03} stated that safety and health have no significant effect on the career development. The findings revealed that safety and health have a positive and significant effect on the career development (β_3=.271, p<0.05). The results showed that safety and health had a significant effect on career development, rejecting the null hypothesis H_{03}.

4.8.4 Hypothesis Testing of the effect of employee motivation on career development.

Hypothesis H_{04} stated that employee motivation has no significant effect on the career development. Findings revealed that employee motivation has a positive and significant effect on the career development (β_4=0.183, p<0.05). The null hypothesis H_{04} was rejected, indicating that employee motivation had a significant effect on career development.

4.8.5 Hypothesis Testing of Organizational culture on the Relationship Between Training Practice and Career development

Hypothesis H_{05a} stated that organizational culture has no significant moderating effect on the relationship between training practice and career development. Results revealed that organizational culture has a negative and significant moderating effect on the relationship between training practice and career development (β_{05a}=-0.146; p<0.05). The null hypothesis H_{05a} was rejected based on the findings, implying that organizational culture moderates the relationship between training practice and career development.

4.8.6 Hypothesis Testing of organizational culture on the Relationship Between terms of services and career development

Hypothesis H_{05b} organizational culture has no significant moderating effect on the relationship between terms of services and career development. Results revealed that organizational culture has a negative significant moderating effect on the relationship between terms of services and career development (β_{05b}=-0.242; p<0.05). The null hypothesis H_{05b} was rejected based on the findings, implying that organizational culture moderates the relationship between terms of services and career development.

4.8.7 Hypothesis Testing of organizational culture on the Relationship Between safety and health and career development

Hypothesis H_{05c} stated that organizational culture has no significant moderating effect on the relationship between safety and health and career development. Results showed that organizational culture has a negative and significant moderating effect on the relationship between safety and health and career development (β_{05c} =-0.212; p<0.05). The results showed that organizational culture had a moderating influence on the

relationship between relationship between safety and health and career development, hence rejecting the null hypothesis H_{05c}.

4.8.8 Hypothesis Testing of organizational culture on the Relationship Between employee motivation and career development.

Hypothesis H_{05d} organizational culture has no significant moderating effect on the relationship between employee motivation and career development. Results revealed that organizational culture has a positive significant moderating effect on the relationship between employee motivation and career development ($\beta_{05d}=0.254$; $p<0.05$). Failed to reject null hypothesis H_{05d} based on the findings, implying that organizational culture moderates the relationship between employee motivation and career development.

Table 4.22 Summary of Hypotheses Test Results

Hypothesis	β-value	p-value	Decision rule
H_{01}. Training practices has no significant effect on career development	$\beta_1=0.244$	p=0.001<0.05	Rejected the null hypothesis
H_{02}. Terms of services has no significant effect on the career development	$\beta_2=0.213$	p=0.005<0.05	Rejected the null hypothesis
H_{03}. Safety and health has no significant effect on the career development	$\beta_3=0.271$	p=0.000<0.05	Rejected the null hypothesis
H_{04}. Employee motivation has no significant effect on the career development	$\beta_4=0.183$	p=0.006<0.05	Rejected the null hypothesis
H_{05a}. Organizational culture has no significant moderating effect on the relationship between training practice and career development	$\beta_{05a}=-1.146$	p=0.047<0.05	Rejected the null hypothesis
H_{05b}. Organizational culture has no significant moderating effect on the relationship between terms of services and career development	$\beta_{05b}=0.242$	p=0.035<0.05	Rejected the null hypothesis
H_{05c}. Organizational culture has no significant moderating effect on the relationship between safety and health and career development	$\beta_{05c}=-0.212$	p=0.018<0.05	Rejected the null hypothesis
H_{05d}. Organizational culture has no significant moderating effect on the relationship between employee motivation and career development	$B_{05d}=0.254$	p=0.041<0.05	Rejected the null hypothesis

Source: Field Data (2024)

4.9 Discussion of Findings

The hypothesis testing results indicate that training practices have a positive and significant effect on organizational performance. The results align with Super's Theory of Career Development, which emphasizes the importance of continuous skill development and the alignment of individual career paths with organizational needs. Super's model posits that career development is a lifelong process influenced by various factors, including training and development opportunities. The positive impact of training on organizational performance supports the notion that organizations that invest in employee development create a conducive environment

for career advancement, thereby enhancing overall productivity and employee satisfaction. Additionally, the findings resonate with the work of Baldwin, Ford, and Blume (2017), who argue that training must be strategically aligned with organizational goals to be effective. Their research underscores the necessity of contextualizing training within the specific challenges faced by organizations, rather than treating it as a standalone activity. This perspective reinforces the significance of targeted training practices that directly address organizational objectives and employee needs.

While the positive correlation between training and performance is well-supported, some empirical literature suggests that not all training programs yield significant transfer of skills to the workplace. For instance, research indicates that only 10-30% of training knowledge is effectively applied in job settings (Baldwin & Ford, 1988). This discrepancy highlights the importance of not only providing training but also ensuring that it is relevant and applicable to employees' roles. Moreover, Rodriguez and Walters (2017) emphasize that training enhances employee motivation and confidence, which is crucial for effective performance. However, the literature also points out that the mere attendance of training sessions does not guarantee improved performance; rather, the quality and relevance of training content play a critical role in its effectiveness. This divergence suggests that organizations must focus on the design and implementation of training programs to maximize their impact on both individual and organizational performance.

The study findings revealed that terms of service have a positive and significant effect on career development. The null hypothesis H02 was rejected, indicating that terms of service had a significant effect on career development. The results align with findings

from previous studies such as Kettunen (2018) found that inadequate access to information and communication technologies (ICT), skills, and competencies pose challenges to effective implementation of ICT in career services. Proper terms of service that provide access to necessary tools and training can help overcome these barriers. Gitonga, Titus and Mary (2019) reported that terms of service, including symbolic, material, and task rewards, affect career development at the National Social Security Fund. The current study supports the link between favorable terms of service and positive career outcomes. Pugatch and Schroeder (2018) noted that flexible working hours and additional allowances, such as meal and motivation allowances, significantly impact employee performance. Providing competitive terms of service is crucial for attracting and retaining talent. Additionally, while Super's Theory of Career Development guided the study by Mutsoli and Kiruthu (2019), the current research does not explicitly apply or test this theory.

The findings from the hypothesis testing indicate that safety and health significantly impact career development, with a standardized coefficient ($\beta 3$) of 0.271 and a p-value less than 0.05, leading to the rejection of the null hypothesis (H03). The results support the assertion by Budiharso and Tarman (2020) that poor safety and health conditions adversely affect career development. They emphasize the necessity of implementing safety measures to mitigate risks that can hinder professional growth. This aligns with the hypothesis testing findings, which highlight the importance of a safe work environment as a precursor to career advancement. De Groen et al. (2018) discuss how the physical aspects of the workplace affect productivity, health, and overall job satisfaction. Their findings resonate with the hypothesis results, as a safe and healthy work environment is crucial for enhancing employee morale and productivity, thereby fostering career development. Barton (2019) notes that clear

expectations and quality of work life are integral to career development. The positive effect of safety and health on career development reinforces the idea that organizations must prioritize employee well-being to facilitate professional growth.

Taheri, Miah, and Kamaruzzaman (2020) argue that career development has evolved from being employer-driven to a more self-managed approach. This perspective diverges from traditional views that primarily link career success to organizational support and safety measures. While the hypothesis testing confirms the importance of safety and health, it also suggests that individual agency plays a critical role in career advancement. The study by Çetin and Aşkun (2018) on career competencies highlights the need for self-management in career development. While safety and health are essential, the findings imply that employees must also cultivate personal competencies to navigate their career paths effectively. This introduces a nuanced understanding that, although safety and health are significant, they are part of a broader set of factors influencing career trajectories.

Billingsley, Carlson, and Klein (2018) provide evidence that induction support, which includes safety and health considerations, correlates with job manageability and retention in special education roles. Their findings reinforce the hypothesis that a supportive work environment enhances career development. Furthermore, Spurk and Straub (2020) emphasize the alignment of employee goals with organizational objectives, which includes fostering a safe and healthy work environment. Their research indicates that such alignment not only boosts productivity but also enhances employee engagement, which is crucial for career progression.

The findings from the hypothesis testing indicate that employee motivation has a positive and significant effect on career development, confirming that employee

motivation significantly influences career development. The findings align with various theoretical frameworks and empirical studies that emphasize the importance of employee motivation in enhancing career development. For instance, Holmes (2020) asserts that employees are crucial for maintaining an organization's competitive advantage, and their motivation is a key driver in reducing turnover. This is consistent with the literature suggesting that motivated employees are more likely to engage in their work, leading to improved productivity and organizational performance. Moreover, the research by M'Mugambi, Okeyo, and Muthoka (2020) supports the notion that strategic management, including career development initiatives, is vital for organizations, particularly in challenging environments like county governments in Kenya. This perspective reinforces the idea that effective career development strategies can mitigate turnover intentions, enhancing overall organizational performance. Kurdi and Alshurideh (2020) further corroborate these findings by highlighting that career growth opportunities, including remuneration and promotions, are essential for motivating employees. Their study found that professional development and career goal progress positively influence employee retention, which is critical for sustaining organizational performance.

Despite the strong support for the positive relationship between employee motivation and career development, some studies present divergent views. For example, Kurniawaty, Ramly, and Ramlawati (2019) found that while remuneration growth and professional ability development significantly impacted career development, factors such as career goal progress and promotion speed did not show a significant effect. This suggests that not all aspects of career advancement are perceived equally by employees, indicating a potential gap in expectations versus organizational offerings. Additionally, while the literature generally supports the positive correlation between

career development and employee engagement, some studies emphasize that the effectiveness of career development initiatives can vary based on organizational context and individual employee needs. This variability highlights the necessity for organizations to tailor their career development strategies to meet diverse employee expectations effectively.

The findings from the hypothesis testing indicate that organizational culture has a significant moderating effect on the relationship between training practices and career development. Specifically, the results show a negative and significant effect, leading to the rejection of the null hypothesis H05a. The negative moderating effect of organizational culture suggests that when an organization has a rigid or unsupportive culture, the benefits derived from training practices may not translate effectively into career development opportunities for employees. This aligns with literature indicating that a positive organizational culture is crucial for enhancing employee engagement and retention, as it fosters an environment where employees feel valued and supported in their career growth.

The findings resonate with various theories and empirical studies concerning employee motivation and career development. For instance, Holmes (2020) emphasizes that employee turnover can detrimentally affect organizational performance, suggesting that organizations must cultivate a supportive culture to retain talent. This aligns with the current findings that a negative organizational culture can impede career development, thereby increasing turnover intentions. Conversely, M'Mugambi, Okeyo, and Muthoka (2020) highlight the importance of strategic management in fostering a conducive environment for career growth, indicating that while training is essential, it must be complemented by an

organizational culture that promotes employee development. This divergence suggests that while training practices are vital, their effectiveness is contingent upon the underlying cultural context within the organization. Kurdi and Alshurideh (2020) further support the findings by noting that remuneration and promotion are critical factors in career growth, which may be undermined by a negative organizational culture. The emphasis on employee relations as a determinant of career development reinforces the notion that organizational culture plays a pivotal role in facilitating or obstructing career advancement opportunities.

The negative moderating effect of organizational culture on the relationship between terms of services and career development aligns with various theoretical perspectives. For instance, Schein's Organizational Culture Model posits that the underlying values and assumptions within an organization can significantly impact employee behavior and perceptions. This finding suggests that a strong or misaligned organizational culture may hinder the positive effects of favorable terms of service on career development, potentially leading to employee disengagement or dissatisfaction. The findings of this study converge with existing literature that emphasizes the importance of both organizational culture and workplace safety in career development. For example, Fauzan and Suprapto (2023) shown that positive organizational culture and a focus on employee well-being correlate with enhanced employee performance and career satisfaction. However, the divergence arises in the specific negative moderating role of organizational culture, which may not be universally applicable across all contexts. Shahzad (2014) indicate that a strong organizational culture can have a positive impact on career development, suggesting that the nature of the culture is a critical factor to consider.

The findings from the hypothesis testing indicate that organizational culture plays a significant moderating role in the relationship between safety and health and career development. Specifically, the results showed a negative and significant moderating effect, leading to the rejection of the null hypothesis H05c. This suggests that a negative organizational culture can weaken the positive impacts that safety and health initiatives have on career development. The findings align with existing literature that emphasizes the importance of a positive organizational culture in promoting safety and health within workplaces. A culture that prioritizes safety can enhance employee well-being and career development, as supported by studies highlighting that organizations with strong safety cultures experience better health outcomes and employee engagement.

The negative moderating effect of organizational culture on the relationship between safety and health and career development is consistent with theories that suggest a toxic or unsupportive culture can hinder employee performance and development. This is reflected in research that indicates a poor safety culture can lead to increased stress and reduced job satisfaction, ultimately affecting career trajectories.

The significant effect of safety and health on career development corroborates findings from various studies that demonstrate how a safe working environment fosters professional growth and satisfaction among employees. For instance, a study involving healthcare professionals indicated that safety perceptions directly influence job satisfaction and career commitment.

While many studies advocate for a positive organizational culture as a predictor of enhanced career development, this research highlights a scenario where a negative culture can serve as a barrier. This divergence suggests that not all organizational

cultures are conducive to fostering career development, challenging the notion that organizational culture is universally beneficial.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This part presents a summary of the study's main conclusions, makes deductions from the data, and makes recommendations. In the parts that follow, it suggests for further research as well.

5.2 Summary of the Study Findings

In this section, the study's outcomes are outlined in relation to the research objectives.

5.2.1 Training practices on career development.

The study aimed to evaluate the impact of training practices on career development in the County Government of Kajiado, Kenya. The respondents agreed that the training they received helped them develop new skills, improve job performance, and advance in their career. They also found the training to be relevant, engaging, well-organized, and easy to follow. Additionally, they appreciated the timely delivery of the training and believed it was worth the time and effort invested.

The positive agreement from the respondents highlights the effectiveness of the training program in enhancing their professional development. The training was seen as practical and skill-enhancing, with a direct impact on job performance. It was also perceived as instrumental in facilitating career advancement, indicating the importance of ongoing skill development. The relevance of the training to their job responsibilities further emphasized its value, while the engagement, organization, and timely delivery contributed to its overall effectiveness. The respondents believed that the training was worth the investment of time and effort, demonstrating its positive impact on their personal and professional growth. Overall, the study underscores the

significance of well-designed and relevant training programs in supporting individuals' career journeys.

5.2.2 Terms of services on career development.

The study aimed to examine the impact of terms of service on career development in the County Government of Kajiado, Kenya. The findings revealed that the respondents believed that their current job's terms of service hindered their career development. However, they also recognized the importance of understanding these terms and actively sought clarification from their employer. The respondents further acknowledged that negotiating the terms of service could positively impact their career development, and many had already engaged in negotiations with their employer. Additionally, they agreed that terms of service offering clear career paths and progression opportunities, as well as fair and equitable compensation, had a positive effect on career development.

The respondents' perspectives shed light on the complex relationship between employment conditions and career advancement. They recognized the potential constraints posed by existing terms of service, while also demonstrating a proactive approach in seeking clarity and engaging in negotiations. The agreement on the importance of clear career paths, progression opportunities, and fair compensation further emphasized the significance of these factors in fostering a conducive environment for professional growth. These findings highlight the need for awareness, communication, and favorable conditions in shaping a fulfilling and successful career trajectory.

5.2.3 Safety and health on career development.

The study aimed to examine the impact of safety and health on career development in the County Government of Kajiado, Kenya. The respondents agreed that safety and health are conducive to their career development and that they are satisfied with the opportunities for career advancement in their current job. They also acknowledged that the stability of their professional development is affected by their safety and health, and that their relationship with their supervisor has an impact on their career development. Additionally, they expressed satisfaction with the level of recognition they receive for their work.

The respondents' perspective highlights the importance of safety, health, and interpersonal relationships in career development. They recognize that a healthy and safe workplace is essential for long-term career goals and are content with the growth prospects within their organization. They also acknowledge the influence of safety and health on the stability of their professional development, emphasizing the interconnectedness of personal well-being and career trajectory. Furthermore, they understand the significance of a positive relationship with their supervisor in shaping their career outcomes. Lastly, they value recognition and validation in the workplace, which can enhance motivation and commitment to career development.

5.2.4 Employees' motivation on career development.

The study aimed to determine the impact of employee motivation on career development in the County Government of Kajiado, Kenya. The respondents expressed agreement with statements indicating their motivation to work towards career goals, the influence of motivation on career development, the importance of motivation for career growth, the provision of opportunities for skill improvement and

advancement by their employer, and feeling supported by their employer in achieving career goals. This alignment with key statements highlights the significant role of motivation in driving individuals towards professional success. It also emphasizes the importance of a supportive organizational environment in fostering employees' career development.

The respondents' recognition of the correlation between motivation levels and career development suggests a nuanced understanding of the role of motivation in shaping one's professional trajectory. Their agreement with the notion that motivation is pivotal for career growth indicates an appreciation for continuous self-improvement and skill enhancement. Additionally, their affirmation of their employer's provision of opportunities for skill development and career advancement underscores the importance of a supportive workplace in facilitating individual growth. Lastly, their acknowledgment of feeling supported by their employer in achieving career goals highlights the mutual benefit of a collaborative and encouraging relationship between employees and employers.

5.2.5 Organizational culture on career development.

The study aimed to examine the impact of organizational culture on career development in the County Government of Kajiado, Kenya. The respondents agreed that their organization values innovation, creativity, open communication, and feedback. They also agreed that their organization prioritizes employee development and growth, has a strong sense of teamwork and collaboration, values diversity and inclusion, has a clear mission and vision, maintains a strong ethical culture, provides work-life balance opportunities, recognizes and rewards employee contributions, and has a positive and supportive work environment.

The findings suggest that the organization has a positive culture that promotes innovation, collaboration, and employee development. The emphasis on open communication and feedback indicates that the organization values employee input and fosters a culture of idea-sharing. The commitment to employee development and growth highlights the importance of continuous learning and professional advancement. The presence of a strong sense of teamwork and collaboration indicates a culture that values collective efforts and mutual support. The organization's commitment to diversity and inclusion reflects an awareness of the benefits of a diverse workforce. The clear mission and vision provide a guiding framework for employees, while the strong ethical culture emphasizes integrity and ethical conduct. The organization also prioritizes employee well-being and satisfaction through work-life balance opportunities, recognition of contributions, and a supportive work environment. Overall, the study provides valuable insights into the organizational culture and employee perceptions, which can be used to enhance employee satisfaction and organizational success.

5.3 Conclusions of the Study

In conclusion, the findings of the study shed light on various facets of career development within the County Government of Kajiado, Kenya. The assessment of training practices revealed a positive consensus among respondents, indicating that the training programs had a significant impact on their professional development. The recognition of skill enhancement, improved job performance, and career advancement underscored the practical and beneficial nature of the training, emphasizing its role in shaping the capabilities and trajectory of the workforce.

Moving on to terms of service, the respondents' perspectives provided insights into the complex interplay between employment conditions and career development. While acknowledging the hindrance posed by certain terms of service, respondents demonstrated a proactive approach by seeking clarification and engaging in negotiations. The importance of clear career paths, progression opportunities, and fair compensation was highlighted, emphasizing the role of well-crafted terms of service in fostering a conducive environment for professional growth.

The exploration of safety and health in relation to career development illuminated the nuanced relationship between personal well-being and professional stability. Respondents recognized the influence of safety, health, and interpersonal dynamics, highlighting the interconnected nature of these elements in shaping career outcomes. The satisfaction with recognition for work further emphasized the significance of a supportive and appreciative workplace.

The impact of employees' motivation on career development emerged as a key theme, with respondents acknowledging the pivotal role of motivation in driving their pursuit of career goals. The alignment between motivation levels and career development underscored the intrinsic connection between individual drive and professional success. The support provided by employers in skill development and career advancement further contributed to a positive and collaborative professional environment.

Lastly, the examination of organizational culture provided a comprehensive understanding of the respondents' perceptions of their workplace. Positive responses regarding innovation, communication, employee development, teamwork, diversity, and ethical values highlighted the strengths of the organizational culture. The

emphasis on a clear mission, work-life balance, and recognition of contributions reinforced the significance of a positive and supportive work environment in fostering overall employee satisfaction and career development.

In essence, the study underscores the intricate web of factors that contribute to career development, emphasizing the need for well-designed training programs, supportive terms of service, a focus on safety and health, motivation, and a positive organizational culture. The findings provide valuable insights for the County Government of Kajiado to enhance existing practices and create an environment conducive to the professional growth and satisfaction of its workforce.

5.4 Recommendations of the Study

The study recommended that;

Continuously assess and update training programs to ensure they remain relevant and aligned with the evolving needs of employees and the organization and incorporate feedback from participants to enhance the engagement, interactivity, and overall effectiveness of training sessions in the County Government of Kajiado.

Conduct a thorough review of existing terms of service to identify and address any elements hindering career development in the County Government of Kajiado and establish transparent and easily understandable terms to promote clarity and reduce ambiguity.

This is done through implementing measures to ensure a safe and healthy work environment, considering both physical and mental well-being and also establish channels for employees to provide feedback on safety and health concerns, fostering a culture of continuous improvement in the County Government of Kajiado.

5.5 Suggestions for Further Study.

Conduct a comparative analysis of career development practices in different government organizations in Kenya. This study can explore the similarities and differences in training programs, terms of service, safety and health measures, motivation strategies, and organizational culture. This comparative analysis can provide a broader understanding of effective career development practices and identify areas for improvement.

Conduct a longitudinal study to assess the long-term impact of career development practices on employee satisfaction, retention, and performance. This study can track the career trajectories of employees in the County Government of Kajiado over a period of several years, examining how training programs, terms of service, safety and health measures, motivation strategies, and organizational culture contribute to their professional growth and success. This longitudinal study can provide valuable insights into the sustainability and effectiveness of career development practices.

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APPENDICES

Appendix I Letter Of Introduction

Lynet Sokiyo Tapatayia
P.O Box 3900 – 30100
Moi University.

To: Whom it may concern

Dear Sir/Madam,

RE: ASSISTANCE TO FILL ACADEMIC SURVEY QUESTIONNAIRE

I am a master's student at the Moi University, conducting academic research titled '**Moderating Effect of Organizational Culture on the Relationship between Employee Engagement and Career Development in the County Government of Kajiado**". I humbly request your assistance in filling in the attached questionnaire.

Your participation in this research survey is greatly appreciated and your confidentiality and anonymity are guaranteed. Information gathered from this survey will only be used for data collection and during the analysis of the results; you will not be individually identified with your questionnaire or response. All collected Data was aggregated and grouped.

Regards,

Lynet Sokiyo Tapatayia,

Appendix II: Questionnaire

This questionnaire is purely meant for academic research. Please fill in responses as truthfully as you can.

1. What is your gender?

(i) Male ☐   (ii) Female   ☐

2. What is your age group?

(i) Below 25 years   ☐ (ii) 26 – 30 years   ☐

(iii) 31 – 35 year   ☐ (iv) 36 – 40 years   ☐

                                                        ☐

(v) 41 – 45 years   ☐ vi) 46 – 50 years

(vii) Over 51 years   ☐

3. What is your highest level of education?

i) O level   ☐   ii) A level   ☐

iii) P 1   ☐   iv) ATS /Approved teacher ☐

v) Bachelor's Degree ☐   vi) Masters   ☐

vi) PhD   ☐   viii) any other (specify) ………………….

4. Please indicate your working experience

i) Below 5 years   ☐   (ii) 6 – 10 years   ☐

                                                        ☐

(iii) 11 – 15 years   ☐   (iv) 16 – 20 years

(v) over 21 years   ☐

SECTION B: EFFECT OF TRAINING PRACTICES ON CAREER DEVELOPMENT

Please indicate your agreement/disagreement on the following statements on "effect of training practices on career development". SD= Strongly Disagree; D= Disagree, N= Undecided, A = Agree and SA= Strongly Agree.

Question	SA	A	N	D	SD
1. The training I received helped me develop new skills.					
2. The training I received helped me improve my job performance.					
3. The training I received helped me advance in my career.					
4. The training I received was relevant to my job.					
5. The training I received was engaging and interactive.					
6. The training I received was well-organized and easy to follow.					
7. The training I received was delivered in a timely manner.					
8. The training I received was worth the time and effort invested.					

SECTION C: EFFECT OF TERMS OF SERVICE ON CAREER DEVELOPMENT IN THE COUNTY GOVERNMENT

Please indicate your agreement/disagreement on the following statements on "effect of terms of service on career development in the County Government". SD= Strongly Disagree; D= Disagree, N= Undecided, A = Agree and SA= Strongly Agree.

Statement	SA	A	N	D	SD
1. The terms of service of my current job have hindered my career development.					
2. I believe that understanding the terms of service is important for career development.					
3. I have sought clarification on the terms of service from my employer.					
4. I believe that negotiating the terms of service can positively impact career development.					
5. I have negotiated the terms of service with my employer.					
6. Terms of service that offer clear career paths and progression opportunities have a positive effect on career development.					
7. Terms of service that provide fair and equitable compensation have a positive effect on career development.					

SECTION D: EFFECT OF SAFETY AND HEALTH ON CAREER DEVELOPMENT

Please indicate your agreement/disagreement on the following statements on "**Effect of Safety and health on Career Development**". SD= Strongly Disagree; D= Disagree, N= Undecided, A = Agree and SA= Strongly Agree.

Strongly Disagree	SA	A	N	D	SD
1. My Safety and health are conducive to my career development.					
2. I am satisfied with the opportunities for career advancement in my current job.					
3. The stability of my professional development is affected by my Safety and health.					
4. I feel that my relationship with my supervisor has an impact on my career development.					
5. I am satisfied with the level of recognition I receive for my work.					

SECTION E: EFFECT OF EMPLOYEE MOTIVATION ON CAREER DEVELOPMENT

Please indicate your agreement/disagreement on the following statements on "**Effect of Employee Motivation on Career Development**". SD= Strongly Disagree; D= Disagree, N= Undecided, A = Agree and SA= Strongly Agree.

Question	SA	A	N	D	SD
1. I feel motivated to work towards my career goals.					
2. My motivation level affects my career development.					
3. I believe that motivation is important for career growth.					
4. My employer provides opportunities for me to improve my skills and advance in my career.					
5. I feel supported by my employer in achieving my career goals.					

SECTION F: ORGANIZATIONAL CULTURE

Please indicate your agreement/disagreement on the following statements on "organizational culture". SD= Strongly Disagree; D= Disagree, N= Undecided, A = Agree and SA= Strongly Agree.

Question	SA	A	N	D	SD
1. My organization values innovation and creativity.					
2. My organization encourages open communication and feedback.					
3. My organization prioritizes employee development and growth.					
4. My organization has a strong sense of teamwork and collaboration.					
5. My organization values diversity and inclusion.					
6. My organization has a clear mission and vision that employees understand.					
7. My organization has a strong ethical culture.					
8. My organization provides opportunities for work-life balance.					
9. My organization recognizes and rewards employee contributions.					
10. My organization has a positive and supportive work environment.					

SECTION G: CAREER DEVELOPMENT

Please indicate your agreement/disagreement on the following statements on "**Career**

Development". SD= Strongly Disagree; D= Disagree, N= Undecided, A = Agree and

SA= Strongly Agree.

Question	SA	A	N	D	SD
1. I feel that I have a clear career path.					
2. I am satisfied with my current job.					
3. I feel that I have opportunities for growth and development in my current job.					
4. I feel that my skills and abilities are being utilized in my current job.					
5. I feel that my current job aligns with my long-term career goals.					
6. I feel that my employer supports my career development.					
7. I feel that I am adequately compensated for my work.					
8. I feel that my work-life balance is appropriate.					
9. I feel that I am recognized and appreciated for my contributions to the organization.					

Appendix III: NACOSTI Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 208687

Date of Issue: 20/March/2024

RESEARCH LICENSE

This is to Certify that Ms. LYNET TAPATAYIA of Moi University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Uasin-Gishu on the topic: MODERATING EFFECT OF ORGANIZATIONAL CULTURE ON THE RELATIONSHIP BETWEEN EMPLOYEE ENGAGEMENT AND CAREER DEVELOPMENT IN THE COUNTY GOVERNMENT OF KAJIADO, KENYA for the period ending : 20/March/2025.

License No: NACOSTI/P/24/34101

208687

Applicant Identification Number

Director General
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SCIENCE, TECHNOLOGY &
INNOVATION

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See overleaf for conditions

Appendix IV: Plagiarism Awareness Certificate

ISO 9001:2019 Certified Institution

THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

LYNET TAPATAYIA

MBA/5745/21

In recognition for passing the University's plagiarism

Awareness test for Thesis entitled: **MODERATING EFFECT OF ORGANIZATIONAL CULTURE ON THE RELATIONSHIP BETWEEN EMPLOYEE ENGAGEMENT AND CAREER DEVELOPMENT IN THE COUNTY GOVERNMENT OF KAJIADO, KENYA** similarity index of 12% and striving to maintain academic integrity.

Word count:23666
Awarded by

Prof. Anne Syomwene Kisilu
CERM-ESA Project Leader   Date: 28/08//2024