

Effect of Career Development on Talent Engagement in Selected Private Technical and Vocational Education Training Institutions in Kenya

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ABSTRACT

Deloitte found that 68 percent of Kenya's private tertiary institutions suffer from poor talent engagement, which is reflected in a high rate of talent turnover and reduces their ability to compete. The employee value proposition such as career development may be affected by the different organizational cultures of private and governmental entities in Kenya. Greater adaptability, creativity, and performance-driven behaviors in private contexts are just a few ways this cultural difference might show itself. The purpose of this research was to examine the relationship between technical and vocational education training institutions' (TVET) employee value proposition and talent engagement, as well as the impact of career development on talent engagement and the moderating role of organizational culture in this relationship. Expectancy theory guided this study. A causal research design was used in the study. In all, 347 private TVET from the counties of Nairobi, Machakos, Kiambu, and Kajiado participated in the survey. According to data compiled by the Technical and Vocational Education and Training Authority, out of 716 private TVETs in the nation, 48.5% are located in the Nairobi Metropolitan. A total of 186 participants were chosen for the research using stratified random selection. The information was gathered by means of semi-structured surveys. The study used content validity and construct validity to check for validity. The reliability was tested using Cronbach's Alpha coefficient. Statistical methods, both descriptive and inferential, were used to analyze the data. Frequencies, means, and standard deviations were all part of the descriptive statistics. Statistical methods for drawing conclusions include basic linear and hierarchical regression analysis. The content analysis was used to examine the qualitative data gathered from the open-ended statements. The results were then presented using narrations in a continuous prose manner, utilizing the same words that the respondents had spoken or typed. Graphs, charts, and tables were used to display the quantitative data. The findings showed that career development explains 46.3% of the variance in talent engagement in private TVET, with a coefficient of determination (R^2) of 0.463 and a p-value of 0.000. Career development's interaction with organizational culture increased the R-squared value from 0.463 to 0.642, suggesting that culture accounts for 17.9% of the extra variance in talent engagement. The study concluded that organizational culture has significant moderating effect on the relationship between career development and talent engagement of private TVET. The study recommended that management of TVET should initiate regular skills assessments to identify the evolving needs of employees and the institution. By understanding the skills landscape, TVET institutions can tailor career development programs to address skill gaps, ensuring that employees receive relevant training and opportunities for growth. Management of TVET should integrate organizational culture and career development initiatives to maximize their impact on talent engagement. This may involve aligning career development programs with the values and goals of the organization, and leveraging the positive aspects of the organizational culture to enhance employee engagement.

Keywords: Employee Value Proposition, Career Development, Organizational Culture, Private Technical, Talent Engagement, Vocational Education Training Institutions

I. INTRODUCTION

In the current highly competitive global marketplaces, companies throughout the globe are facing important choices and issues related to engaging and managing talented individuals (Ifeoma et al., 2015). In the corporate world, talent has become a crucial factor for gaining a competitive edge, leading to an ongoing competition for highly competent individuals (Orwa & Njeri, 2014). The rivalry for highly skilled individuals has become more intense as a result of evolving employment structures, particularly for important roles that are crucial for enhancing organizational effectiveness (Stahl et al., 2012). As a result, businesses are at danger of losing their top talents to rivals, which necessitates a reassessment of talent engagement strategies (Collings & Mellahi, 2019).

The battle for bright people has been intensified by globalization, technological improvements, and labor mobility (Antony & Weisner, 2019). In the context of global competition, organizations have a common and widespread difficulty of effectively managing their workforce, regardless of geographical location (Stahl et al., 2012; Tomcikova & Coculova, 2020). The need for talented people has significantly increased due to technological advancement, since innovation is a crucial factor in driving growth (Lin, 2015; Zhang et al., 2012). This phenomenon has resulted in a worldwide competition for skilled individuals, with firms engaging in intense efforts to both acquire and retain the most exceptional personnel (Feliuss, 2017; Beechler & Woodward, 2009).

Moreover, the increased worldwide movement of people has intensified the competitiveness among multinational companies to attract highly trained personnel from throughout the world (Douglass & Edelstein, 2019). The enhanced mobility of competent individuals has fundamentally transformed labor markets, resulting in firms engaging in global competition to attract and retain talented people (Jooss et al., 2019). This phenomenon has been made easier by enhanced diplomatic ties between countries and an increasing focus on higher education as a component of both domestic and international policy endeavors (Stahl et al., 2012).

Talent engagement is a crucial factor that may determine the success of a business. It indicates the extent to which competent individuals are actively involved and dedicated to their tasks (Ali et al., 2020). Employees that are actively involved and committed to their work are more efficient and have a substantial impact on the overall success of the firm (Jha & Kumar, 2016; Kazimoto, 2016). Nevertheless, worldwide research on employee involvement provide inconclusive findings (Chiwawa & Wissink, 2020; Sudirlan et al., 2019), emphasizing the intricate nature of this phenomena.

Career development is a critical component of the employee value proposition (EVP), which refers to the combination of benefits, rewards, and opportunities that an organization offers to its employees in exchange for their skills, capabilities, and contributions (Martin, 2018). An effective EVP is designed to attract, retain, and engage talent by meeting the needs and expectations of employees. Career development, as part of the EVP, plays a significant role in talent engagement by providing employees with opportunities for growth, learning, and advancement within the organization. Research has shown that employees who perceive opportunities for career development are more likely to be engaged and committed to their organizations (Ng & Feldman, 2014). Career development opportunities can include formal training programs, mentoring, coaching, job rotation, and clear paths for promotion. These opportunities not only enhance employees' skills and competencies but also signal to them that the organization is invested in their long-term success and career progression.

In the field of higher education, institutions are confronted with the difficulties of talent retention and brain drain, as highlighted by researchers (Muma et al., 2018). Research indicates that implementing a comprehensive career development plan may improve the ability to retain talented employees and promote overall organizational performance (Backhaus & Tikoo, 2004; Omar & Mahmood, 2020). In developing nations such as Kenya, the involvement of talented individuals is shaped by variables such as the availability of possibilities for personal growth and the quality of the work environment (Gaji et al, 2017).

Furthermore, the impact of organizational culture on the connection between career growth and talent engagement is influenced, although there is a lack of extensive empirical study on this subject (Palthe & Kossek, 2013). Organizational culture has been associated with many organizational results, such as productivity, staff retention, and improvement activities (Martocchio, 2014). Ensuring that career development is in line with the organization's goal and cultivating a good corporate culture are crucial for improving talent engagement (Dewi & Fitrio, 2022).

1.1 Statement of the Problem

Although talent engagement is widely accepted by several businesses and is a primary area of attention in many studies, it remains a difficult challenge for many firms. Several firms have reported a low level of employee engagement, as shown by Bakker (2011), Deloitte (2019), and Kipruto and Sangoro (2023). According to a study conducted by Osborne and Ham in (2017), there was a significant disengagement of talent, reaching 87%. This finding is supported by the research of Osborne and Hammoud in (2017), as well as Gallup in 2020. This emerging pattern is cause for concern. Could the concept of Employee Value Proposition (EVP) be accountable for influencing the level of talent engagement or disengagement?

In addition, private TVET institutions in the region are seeing intense rivalry in retaining talented individuals, not only from other commercial and public TVETs, but also from multiple universities in the area (Akala & Changilwa, 2018). Deloitte (2019) reports that 68% of private tertiary schools in Kenya are facing challenges in engaging talented individuals, as shown by a high turnover rate. This issue is hindering their ability to maintain a competitive edge. According to the statistics received from Technical and Vocational Education and Training Authority (TVETA) Central and personnel registers (2021), there was a significant change in staff turnover between 2015 and 2019. During this time, 106 workers left a single institution within a year. This situation requires a

coordinated and focused effort by private TVETs to improve their involvement with talented individuals, in order to be able to compete effectively.

There have been contradictory results about the particular aspects of career development that promote talent engagement. While some studies prioritize career development as a means to enhance talent engagement (Arifin & Lo, 2020; Omar & Mahmood, 2020; Celestine, 2015; Raharjo et al., 2018; Sudirlan et al., 2019; Owor, 2016; Kibambila, & Ismail, 2021), other research suggests that career development does not have a significant impact on talent engagement (Matongolo et al., 2018; Mabaso & Moloji, 2016). The outcomes across various sectors may vary (Namanga, 2017; Kamanja et al., 2019, Kariuki, 2023). While research has been conducted on the higher education industry, the emphasis of these studies has mostly been on universities, neglecting private tertiary institutions. There have been little studies conducted on Kenya's TVETs, despite the country's economic roadmap, Vision 2030, highlighting TVET as a crucial catalyst for economic growth and development. The impact of corporate culture on moderation has not been investigated.

1.2 Research Objectives

- i. To determine the influence of career development on talent engagement in private technical and vocational education training institutions in Kenya
- ii. To examine the moderating effect of organizational culture on the relationship between career development and talent engagement in private technical and vocational education training institutions in Kenya

1.3 Research Hypothesis

The study sought to test the following null hypotheses

H0₁: Career development has no significant influence on talent engagement in private technical and vocational education training institutions in Kenya.

H0₂: Organizational culture has no significant moderating influence on the relationship between career development and talent engagement in private technical and vocational education training institutions in Kenya

II. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Expectancy Theory

Expectancy theory, initially put forward by Victor Vroom (1964) suggests that behavior is motivated by anticipated results or consequences. Vroom proposed that a person decides to behave in a certain way based on the expected result of the chosen behavior. For example, people will be willing to work harder if they think the extra effort will be rewarded (Lunenburg, 2011). According to Vroom 1964 as quoted in (Porter and Lawler, 1968; Pinder, 1987 ;& Robert Llyod, 2018) expectancy theory has three components: expectancy, instrumentality, and valence. Expectancy is the individual's belief that effort will lead to the intended performance goals. Factors associated with the individual's expectancy perception are competence, goal difficulty, and control. Instrumentality is the belief that a person will receive a desired outcome if the performance expectation is met. Having clear policies in place—preferably spelled out in a contract—guarantees that the reward will be delivered if the agreed-upon performance is met. Instrumentality is low when the outcome is vague or uncertain, or if the outcome is the same for all possible levels of performance. Valence is the unique value an individual place on a particular outcome. Factors associated with the individual's valence are needs, goals, preferences, values, sources of motivation, and the strength of an individual's preference for a particular outcome. An outcome that one employee finds motivating and desirable—such as a bonus or pay raise—may not be motivating and desirable to another who may, for example, prefer greater recognition or more flexible working hours

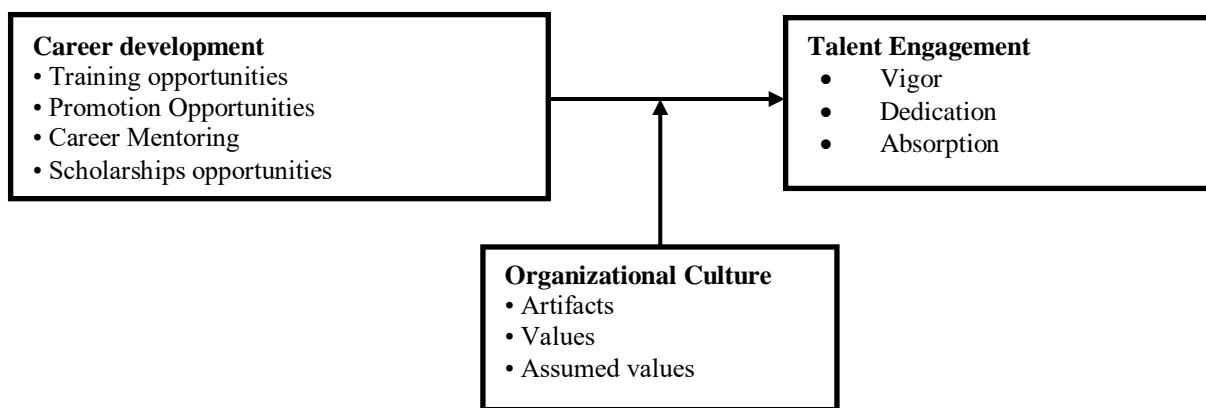
The expectancy theory of motivation has been the target of many critics, Graen (1969), Lawler (1971), Lawler and Porter (1967 & 1968) as cited in Estes and Polnick (2017) since it was originally presented by Vroom in 1964. These critics are far more an extension to the original concepts as opposed to a deviation from them. Actually Mr. Vroom admitted himself that the expectancy theory of motivation should be updated with new research findings. One of the major criticisms of the expectancy theory of motivation decision model was its simplicity. In the sense that it doesn't explain the different levels of efforts acted out by an individual. There is also the assumption that a reward will entice an employee to expand greater efforts in order to obtain the reward, but neglect the fact that the reward in question could have a negative effect for the individual. According to Lunenburg (2011), Vroom's expectancy theory does not provide specific suggestions on what motivates organization members. Instead, Vroom's theory provides a process of cognitive variables that reflects individual differences in work motivation. From a management standpoint, the expectancy theory has some important implications for motivating employees. It identifies several important things

that can be done to motivate employees by altering the person’s effort-to-performance expectancy, performance-to-reward expectancy, and reward valences (Lloyd & Mertens, 2018).

Expectancy theory is relevant to this study as it will help in understanding how individuals are motivated to choose among various behavioral alternatives. It points out that expectations and the value organizations place on employees are key determinants of talent engagement. The study used the expectancy theory in explaining the influence of career development on talent engagement. This theory supports career development by providing guidelines on how to motivate employees through performance-to-reward expectancy and career development them to improve their talent engagement.

2.2 Conceptual Review

A conceptual framework demonstrates the researcher's approach to explaining a phenomenon and the anticipated outcomes of a study. It demonstrates the interconnection of the researcher's factors. A conceptual framework is designed to help researchers identify factors in a study, as shown in Figure 1 below.



Independent Variable

Moderating Variable

Dependent Variable

Figure 1

Conceptual Framework

2.3 Empirical Review

2.2.1 Career developments and Talent Engagement

Semwal and Dhyani (2017) sought to assess whether career development raises the level of talent engagement more than training. Using correlational research design, the data was collected from 127 employees in various departments of selected IT companies, using a structured questionnaire. The study has revealed that encouraging career development prospects in the Organisation significantly contributes to all the components of employee engagement more than the support provided by training initiatives alone. Study was limited to the employees of IT companies located in the Dehradun region and the results need to be tested across other sectors and geographical locations. Makera (2018) examined the relationship between career development and commitment of talented employees in Federal University of Technology Minna, Nigeria. Data were collected through self-administered questionnaire. The findings indicated that leadership, and training and career development were significantly related to employee engagement. The study sample comprised of only non-academic staff and was not within the Kenyan context. It also did not include other EVP factors that could affect employee engagement.

Othman et al. (2019) sought to determine the factors affecting talent engagement in the construction industry. The study adopted descriptive survey design. This study used convenience sampling techniques and online questionnaire as an instrument to collect data. The result from Multiple Regression Analysis demonstrates that all the variable which are leadership, compensation, and organizational culture have a positive significant relationship with employee engagement. The study focused on factors affecting talent engagement without linking it career development with talent engagement. Reward was measured using compensation only while three are other aspects of rewards in organizations. Ali et al. (2021) aimed to explore the effect of career growth on talent engagement and commitment in the banking sectors of Hyderabad, Pakistan. The convenience sampling method was used, and 270 respondents participated in the survey. The findings revealed that training and goal setting can boost employees’ engagement and commitment in the banking sectors of Hyderabad, Pakistan. The suggested model in the study can be executed in almost any organization to increase the overall engagement and commitment of employees. In this study, career growth was measured using only training leaving other aspects of career growth and developments.

Guyo and Matumbu (2018) assessed the influence of career advancement on talent engagement in NGO's operating in Meru County, Kenya. The study used descriptive research design and purposive sampling method to arrive at 172 respondents. Survey questionnaire instrument was used to collect data from the primary source. The study revealed that 54% of variation on employee engagement is influenced by career advancement. Further, unit change in career advancement of an employee will increase employee engagement by the rate of 0.365. Only career advancement was considered in this study as a factor influencing employee engagement. Praid and Sundaray (2020) aims to find out the "Effects of career growth on Talent Engagement" in a famous Aluminum company of Government of India. The study adopted descriptive survey design. A survey of 143 employees via self-administered questionnaire with the help of simple random sampling technique is conducted. Most of the employees were engaged and satisfied to the Organisation. However, the study failed to relate career growth and talent engagement since the design did not factor causal effect of independent and dependent variables.

Zeeshan et al. (2021) sought to ascertain the role of career growth to improve the talent engagement in banking sector. This study was carried out on the employees working in middle management in the hierarchy of banking sector, specifically those acquiring training & development sessions. With the help of 102 questionnaires that were filled by the employees of banks in Karachi, Pakistan the result indicated that development has a significant relationship with employee engagement whereas, an insignificant relationship found between training and development of employee engagement. Career growth was measured using Training and development and thus there was a gap left by omitting other constructs of career development.

Jain and Khurana (2017) aimed to map the impact of career growth on overall employee engagement and also with respect to different factors of employee engagement. The study adopted explanatory research design. A self-administered questionnaire was used to collect primary data of 450 respondents. The results of the study revealed that there is a significant effect of career growth on employee engagement score. However, training and development had no effect on Emotional connect of the employees. In this study, talent engagement was measured only using employee engagement. Chovarda (2021) examined the potential impact of career growth on work engagement. The study adopted cross-sectional research design. A research model has been developed and empirically tested, using primary data from a survey of 185 bank employees working in Greece. Empirical results reveal a strong relationship between PTO and PIED with work engagement. The study was conducted in developed country, Greece making it hard to the applied in current context.

Anitha (2017) assessed the influence of career advancement on talent engagement in NGO's operating in Meru County, Kenya. The study used descriptive research design and purposive sampling method to arrive at 172 respondents. Survey questionnaire instrument was used to collect data from the primary source. The study revealed that 54% of variation on employee engagement is influenced by career advancement. The study was conducted in NGOs; however, the sampling frame was not indicated. Further, the study was only conducted in one County, Meru. Robianto and Masdupi (2020) sought to determine the effect of career development on work engagement in the Employees of the City Government of Bukittinggi. This type of research is explanatory. The population of this study is the employees of the City Government of Bukittinggi. The sample in this study was 200 respondents. The research instrument was a questionnaire distributed to respondents. The results of this study career development had a positive and significant effect on work engagement in the Employees of the City Government of Bukittinggi. The study did not indicate the target population. Talent engagement was measured using work engagement.

2.2.2 Career developments, Organizational Culture and Talent Engagement

Indiya et al. (2021) analyzed the effect of organization culture on the relationship between career growth and organization performance of public universities in Kenya. The study was guided by structural contingency theory and equity theory; using a census survey with a Bureau of Standards and causal research design. The study results revealed organization culture moderated the relationship significantly implying the interactive effect of organization culture improved organization Performance. The study concluded that organization culture increases the effect of career growth on organizational performance. The study was conducted in public universities not in private TVETs besides, the dependent variable was organization performance. There was no theory to conceptualize organization culture as a moderating variable.

Mazumder et al. (2020) studied the moderating influence of Organization culture in the relationship between HRM practices and employee engagement in Automobile industry. Using descriptive survey design, 212 respondents participated in the survey and they filled and responded the questionnaire. The results show that the moderation effect of organization culture in the relationship between HRM practice and Employee engagement is confirmed significantly. HRM practices like Manpower planning and Career growth and development are having better relationship with the Employee engagement in Automobile industry. The results confirmed that Organization culture serves as moderator between HRM practices and employee engagement. Organization culture was a moderating



variable between HRM practices and organizational performance in Automobile industry. There was gap identified in regards to region, sector and also the variables under study.

Thumbi et al. (2021) sought to examine whether organizational culture moderates the relationship between career growth and employees’ performance. Using correlation research, data was collected using a self-administered questionnaire from a sample of 225 respondents drawn from 75 classified hospitality firms in Kenya. Data was analyzed using multiple regression analysis to examine the empirical models. The results established that organizational culture significantly moderated the relationship between career growth and employees’ performance. The findings revealed a strong relationship between career growth and employees’ performance for firms that are higher in people orientation. However, the study focused only on career growth which is one of the constructs of career development and one of the variables that was used in this study under employee value proposition.

III. METHODOLOGY

3.1 Study Area

The study was conducted in Nairobi Metropolitan Area covering Nairobi County, part of Kiambu County (up to Chania River Bridge (Thika), including Rironi, Ndenderu, Kiambu Town), part of Machakos County (up to Athi-River, including Katani) and part of Kajiado County (Kitengela, Kiserian, Ongata Rongai and Ngong Town) with a total human population of 7.8 according to 2019 Census (KNBS, 2020). Nairobi Metropolitan Area, which is Kenya’s principal economic and cultural centre and one of the largest and fastest growing cities in Africa.

3.2 Research Design

The study adopted causal research design which explores cause effect relationships. This research design reveals a cause-and-effect relationship between dependent and independent variables. A variable quantity may be a symbol or concept that is predictable and caused by an experimental variable. The research philosophy of a study is determined by the beliefs that govern the collection, analysis, and application of its phenomena.

3.3 Target Population and Sample Size

The research focused on 347 human resource managers employed at private institutions that are registered by the TVET Authority within the designated study region. Out of the total number (347), 238 individuals are from Nairobi County, 69 individuals are from Kiambu County, 24 individuals are from Machakos County, and 16 individuals are from Kajiado County. The research used simple random sampling to choose 186 respondents from each stratum, out of a total goal of 347 respondents, as determined using the Yamane (1973) algorithm.

3.4 Data Collection

The research primarily used primary data that included both quantitative and qualitative aspects. The researcher used a questionnaire as the primary study tool. The test questionnaire's construct validity was assessed by comparing it to many similar researches. In instances when a variable had several observable constructions, factor analysis was used to verify the appropriateness of the test items. Factor analysis was used to assess the reliability of observed correlated variables in relation to unobserved constructs. In order to assess the internal consistency of the major data, the study's design required the use of Cronbach's alpha as a measurement (Kombo & Tromp, 2009). This strategy was used in situations when a value of 0.70 or above was considered sufficient.

3.5 Data Analysis

The statistical analysis was performed with SPSS 26. The research used both descriptive and inferential statistics. This study included statistical measures such as percentages, frequencies, standard deviations, and means. Simple linear regression was used to test the first null hypothesis. The study used the Hierarchical Regression Technique to analyze the moderating impact of corporate culture. Subsequently, tables and models were used to present the data. The data analysis was completed in line with the objectives established.

$$Y = \beta_0 + \beta_1 X_1 + \epsilon \dots \dots \dots \text{Equation 1.0}$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 Z + \beta_3 X_1 Z + \epsilon \dots \dots \dots \text{Equation 2.0}$$

Where:

- Y = Talent engagement (Independent Variable)
- B₀ = Constant
- β₁ to β₃ = Regression Coefficients
- X = Career development (Independent variable)
- Z = Organizational culture (the moderating variable)
- X_i*Z = the interaction term between the independent variable and the moderating variable
- ε = the error of term.



IV. FINDINGS & DISCUSSION

4.1 Descriptive Analysis

Respondents were asked to indicate their level of agreement by ticking each one of the given statements as they apply to career development in their institutions: Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) =2 and Strongly Disagree (SD) = 1. The results are as shown in Table 1.

Table 1
Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Career Development	142	1.00	5.00	3.8035	.09109	1.08546
Organizational Culture	142	1.00	5.00	3.8845	.07537	.89817
Talent Engagement	142	2.36	5.00	3.9640	.07602	.90587
Valid N (listwise)	142					

The mean score of 3.8035 indicates the average perception of career development opportunities among respondents. The range from 1.00 to 5.00 suggests a diversity of opinions regarding career development. With a standard deviation of 1.08546, responses vary considerably, indicating some respondents perceive more significant career development opportunities than others. Career development is a crucial aspect of employee engagement and retention (Bishop, 2016). The variability in responses could be attributed to factors such as individual career goals, perceived support from the organization, and the effectiveness of career development programs.

The mean score of 3.8845 reflects the average perception of organizational culture among respondents. The range from 1.00 to 5.00 indicates varying perceptions of organizational culture within the sample. With a standard deviation of 0.89817, there is moderate variability in perceptions of organizational culture. Organizational culture plays a vital role in shaping employee attitudes and behaviors (Schein, 2020). A positive organizational culture fosters employee engagement, productivity, and satisfaction. The moderate variability suggests that while there may be some consensus on the organization's culture, there are still differences in how individuals perceive it.

The mean score of 3.9640 suggests a generally positive perception of talent engagement among respondents. The range from 2.36 to 5.00 indicates a relatively narrow spread of responses compared to the other variables. With a standard deviation of 0.90587, there is moderate variability in perceptions of talent engagement. Talent engagement reflects the level of commitment and involvement employees feel towards their work and the organization (Macey & Schneider, 2018). A higher mean score suggests that respondents generally feel engaged in their roles. However, the moderate variability indicates that there may still be room for improvement in certain areas to enhance overall engagement levels.

4.2 Inferential Analysis

Table 2
Pearson Correlation Analysis

		Career Development	Organizational Culture	Talent Engagement
Career Development	Pearson Correlation	1	.726**	.681**
	Sig. (2-tailed)		.000	.000
	N	142	142	142
Organizational Culture	Pearson Correlation	.726**	1	.742**
	Sig. (2-tailed)	.000		.000
	N	142	142	142
Talent Engagement	Pearson Correlation	.681**	.742**	1
	Sig. (2-tailed)	.000	.000	
	N	142	142	142

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

The Pearson correlation coefficient between Career Development and Talent Engagement is 0.681. This indicates a strong positive correlation between these two variables. The correlation is statistically significant at the 0.01 level (2-tailed), as denoted by the Sig. (2-tailed) value of 0.000. Therefore, there is a significant positive relationship between Career Development and Talent Engagement. Career Development has long been recognized as a



key driver of employee engagement and retention (Rothwell & Benschoter, 2023). Employees who perceive ample opportunities for career growth and development are more likely to be engaged in their work and committed to their organizations (Riggio, 2018). The significant positive correlation between Career Development and Talent Engagement supports this notion, indicating that organizations that invest in the career development of their employees are likely to experience higher levels of talent engagement.

The Pearson correlation coefficient between Organizational Culture and Talent Engagement is 0.742. Like the previous correlation, this indicates a strong positive correlation between these two variables. The correlation is also statistically significant at the 0.01 level (2-tailed), with a p-value of 0.000. Hence, there is a significant positive relationship between Organizational Culture and Talent Engagement. Organizational Culture plays a crucial role in shaping employee attitudes and behaviors within the workplace (Schein, 2020). A positive organizational culture characterized by values such as trust, collaboration, and support foster a conducive environment for employee engagement (Cameron & Quinn, 2021). The strong positive correlation between Organizational Culture and Talent Engagement underscores the impact of organizational culture on employees' willingness to invest their time and energy in their roles.

Table 3
Hierarchical Regression Model Summary

Model	R	R ²	Adj. R ²	Std. Error of the Estimate	Change Statistics				
					R ² Change	F Change	df1	df2	Sig. F Change
1	.681 ^a	.463	.459	.66600	.463	120.857	1	140	.000
2	.770 ^b	.593	.587	.58194	.130	44.368	1	139	.000
3	.801 ^c	.642	.634	.54795	.049	18.779	1	138	.000

- a. Predictors: (Constant), Career development
- b. Predictors: (Constant), Career development, Organizational Culture
- c. Predictors: (Constant), Career development, Organizational Culture, Organizational Culture*Career development

In Table 3, model 1 achieved an R² value of 0.463 implying that career development in the model accounted for 46.3% of the variance which was statistically significant at P=0.000. Model 2 revealed that organizational culture and career development were substantially and collectively associated with talent engagement (p<0.05). The R² increased from 0.463 (46.3%) to 0.593(59.3%), indicating an extra 0.130 (13.0%) was included in the model. To examine how the organizational culture of the firm affects the connection between the career development and talent engagement, the interaction term of the independent variable (career development) and the moderator (organizational culture) were included in the regression model to create model 3. The model showed that the interaction between career development and Organizational culture explained a greater amount of variance compared to Organizational culture and Career development separately (R² = 0.642, p = .000). This suggests a potentially important moderating effect of organizational culture on the connection between career development and talent engagement in private technical and vocational education training institutions in Kenya.

Table 4
Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.803	.204		8.826	.000
	Career development	.568	.052	.681	10.993	.000
2	(Constant)	.958	.219		4.374	.000
	Career development	.250	.066	.300	3.814	.000
	Organizational Culture	.529	.079	.524	6.661	.000
3	(Constant)	3.699	.665		5.560	.000
	Career Development (CD)	.630	.212	.755	2.967	.004
	Organizational Culture (OC)	.167	.177	.165	.942	.348
	CD*OC	.214	.049	1.641	4.333	.000

a. Dependent Variable: Talent Engagement

The study regression model is as shown below from regression coefficient of Table 4.

$$Y=1.803+ 0.568X_1 \dots\dots\dots \text{Equation 1.0}$$

$$Y=3.699+ 0.630X_1+ 0.167Z+0.214X_1 Z \dots\dots\dots \text{Equation 2.0}$$

Where:

Y=Talent engagement in private technical and vocational education training institutions in Kenya

X₁=Career development

Z= Organizational culture

H0₁: Career development has no significant influence on talent engagement in private technical and vocational education training institutions in Kenya

Career development with a beta of 0.306, P=0.000 is at statistically significant level implying that an increase in career development by a unit will result to significant (P<0.05) increase in talent engagement by 0.306 units. The results are in agreement with Chovarda (2021) who examined the potential impact of career growth on work engagement among bank employees working in Greece. Empirical results reveal a strong relationship between PTO and PIED with work engagement. Anitha (2017) assessed the influence of career advancement on talent engagement in NGO's operating in Meru County, Kenya. The study revealed that 54% of variation on employee engagement is influenced by career advancement. Robianto and Masdupi (2020) revealed that career development, compensation, job design and satisfaction have a positive and significant effect on work engagement in the Employees of the City Government of Bukittinggi.

Nevertheless, some studies have failed to provide for what this study established. According to Allen et al. (2017), training might generate a "pull factor" that leads to higher employee unhappiness when there is a lack of promotional possibilities for them to use their newly acquired abilities. This may result in a higher rate of employee attrition, especially among individuals with significant potential for growth and advancement. In their 2019 study, Burke and Wissler conducted a meta-analysis of 121 research and discovered a modest beneficial impact of training on employee performance. However, they saw a poor and inconsistent influence on employee engagement. Hussain and Hameed (2019) highlighted the possible adverse outcomes of training, such as the misalignment of skills, which may result in disengagement, dissatisfaction, and a decline in performance. Zeeshan et al. (2021) aimed to determine the impact of career advancement on enhancing talent engagement within the banking industry. A negligible correlation was shown between training and the growth of employee engagement.

Furthermore, this finding lends support to previous studies. Ali et al. (2021) revealed that training and goal setting can boost employees' engagement and commitment in the banking sectors of Hyderabad, Pakistan. Guyo and Matumbu (2018) assessed the influence of career advancement on talent engagement in NGO's operating in Meru County, Kenya. The study revealed that 54% of variation on employee engagement is influenced by career advancement. Praidia and Sundaray (2020) found out that most of the employees were engaged and satisfied to the Organisation. Therefore, the employees have gained good changed on their performance for engagement after being trained. Jain and Khurana (2017) revealed that there is a significant effect of career growth on employee engagement score.

On the other hand, inconsistent outcomes have been continuously observed in several investigations. According to Allen et al. (2017), training may have a "pull factor," making workers more unhappy if they don't get promoted or have the chance to use their new abilities. Increased turnover may result from this, especially for high-potential workers. Burke and Wissler (2019) discovered a modest and uneven impact of training on employee engagement but a somewhat good effect on employee performance based on a meta-analysis of 121 research. Potential drawbacks of training, such as skill mismatch, which may cause disengagement, annoyance, and even decreased performance, were highlighted by Hussain and Hameed (2019). Zeeshan et al. (2021) investigated how career advancement affects employee engagement in the banking industry. and discovered a negligible correlation between employee engagement growth and training.

H0₂: Organizational culture has no significant moderating influence on the relationship between career development and talent engagement in private technical and vocational education training institutions in Kenya

In model three of the regression analysis, the results reveal important insights into the relationships between career development, organizational culture, and talent engagement within private technical and vocational education training institutions in Kenya. The regression coefficient for career development is 0.630, indicating that for every unit increase in career development, talent engagement increases by 0.630 units while holding other variables constant. This suggests a significant positive relationship between career development opportunities provided by these institutions and the level of talent engagement among their employees. The regression coefficient for organizational culture is 0.167, although it is not statistically significant at the conventional level (P=0.348). Despite this, the positive coefficient suggests a beneficial influence of organizational culture on talent engagement. This implies that as the organizational culture within these institutions improves, there tends to be a corresponding increase in talent engagement levels, albeit the statistical significance of this relationship needs further examination.

The most notable finding from model three is the significant interaction between career development and organizational culture. The interaction term, which has a coefficient of 0.214 and a p-value of 0.000, indicates that organizational culture moderates the relationship between career development and talent engagement. Specifically, as organizational culture improves by one unit, the impact of career development on talent engagement increases by 0.214 units in the same direction. This implies that a positive organizational culture enhances the effectiveness of career development initiatives in fostering talent engagement among employees within these institutions. These results underscore the importance of both career development opportunities and organizational culture in promoting talent engagement within private technical and vocational education training institutions in Kenya. They highlight the synergistic effect of these two factors, suggesting that investing in both career development and fostering a positive organizational culture can lead to higher levels of talent engagement among employees.

Jones et al. (2018) conducted a study in a multinational corporation to investigate the interaction between career development programs and organizational culture on employee engagement. Their findings supported the notion that a positive organizational culture enhances the effectiveness of career development initiatives. They found that employees in a supportive and nurturing culture were more likely to engage with career development opportunities and consequently reported higher levels of engagement. Smith and Brown (2019) examined the role of organizational culture in moderating the relationship between career development and employee performance in a large manufacturing company. Their results aligned with the proposed interaction effect, showing that in environments characterized by a strong sense of shared values and supportive leadership, career development efforts had a more pronounced positive impact on employee performance.

However, Chang et al. (2020) investigated the relationship between career development, organizational culture, and employee engagement in a sample of technology startups. Surprisingly, their findings did not support the idea of organizational culture moderating the relationship between career development and engagement. They observed that even in organizations with positive cultures, the effect of career development initiatives on employee engagement was inconsistent, suggesting that other factors might play a more significant role. Patel and Gupta (2017) conducted a longitudinal study in the banking sector to explore the joint influence of career development and organizational culture on employee engagement. Contrary to expectations, they found no evidence of organizational culture moderating the relationship between career development and engagement. Their results indicated that while both career development and culture were independently associated with engagement, the interaction between them did not significantly enhance engagement levels.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

The study revealed that career development has significant positive influence on talent engagement of private technical and vocational education training institutions in Kenya. Therefore, the first null hypothesis was rejected. Career development had the most significant influence with regards to talent engagement. Employees were more likely to be committed and engaged when they see a clear trajectory for growth within the organization. Opportunities for promotion, skill-based advancement, and leadership development programs were found to positively impact not only employee morale but also overall institutional performance. Empirical results indicated that organizational culture as a moderator, adds significant variation beyond what career development explains on the talent engagement of private technical and vocational education training institutions in Kenya. Therefore, the second null hypothesis was rejected. A unit increase in organizational culture would cause the effect of career development on talent engagement of private technical and vocational education training institutions in Kenya to increase. The study further concluded that, specifically, improvement in organizational culture will cause the effect of career development on talent engagement of private technical and vocational education training institutions to increase significantly.

5.2 Conclusions

The study recommended that the management of TVET should initiate regular skills assessments to identify the evolving needs of employees and the institution. By understanding the skills landscape, TVET institutions can tailor career development programs to address skill gaps, ensuring that employees receive relevant training and opportunities for growth. Further, the management should cultivate a learning culture within the institution by encouraging continuous learning and knowledge sharing. Recognize and celebrate achievements in professional development, and create platforms for employees to share their experiences and insights with their peers. In addition, management of TVET should integrate organizational culture and career development initiatives to maximize their impact on talent engagement. This may involve aligning career development programs with the values and goals of the organization, and leveraging the positive aspects of the organizational culture to enhance employee engagement. Further, institutions should regularly assess the effectiveness of their organizational culture and career development

initiatives through employee feedback mechanisms. This will help identify areas for improvement and ensure that efforts are aligned with the needs and preferences of employees.

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