EMPLOYEE VALUE PROPOSITION, ORGANIZATIONAL CULTURE AND TALENT ENGAGEMENT IN PRIVATE TECHNICAL VOCATIONAL EDUCATION TRAINING INSTITUTIONS IN KENYA

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A Thesis Submitted to in Partial Fulfilment of the Requirements for the Award of the Degree of Doctor of Philosophy in Business administration (Human Resource Management) of Masinde Muliro University of Science and Technology

NOVEMBER, 2024

DECLARATION

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

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CERTIFICATION BY THE SUPERVISORS

We the undersigned certify that we have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a research thesis entitled, "**Employee Value Proposition, Organizational Culture and Talent Engagement in Private Technical Vocational Education Training Institutions in Kenya**"

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DEDICATION

This work is dedicated to all organizations in Kenya whose challenge in having an engaged workforce has inspired this study.

ACKNOWLEDGEMENT

I thank the almighty God for this far he has brought me. I am forever indebted to my supervisors Prof Robert K.W. Egessa and Prof Charles Yugi Tibbs for tirelessly providing guidance and encouragement throughout proposal development. I’m most grateful to my parents Mr. and Mrs. Gitonga for the continuous push to further my studies. I wish to thank my dear husband Steve for the moral support and encouragement. To my daughter Pierra, my son Mali and my niece Milliniel thank you for giving me the much needed inspiration to excel.

To you all thank you and May God bless you.

ABSTRACT

The Employee Value Proposition (EVP) is essential for TVET institutions to attract and retain skilled educators in a competitive environment. However, numerous institutions in the region and other private and public TVETs vie for the retention of talented individuals, which presents a formidable challenge for private TVETs in the area. Sixty eight percent of private tertiary colleges in Kenya are experiencing low talent engagement, as evidenced by a high rate of talent turnover, which undermines their competitive advantage. There is substantial variability in employee attrition rates between 2015 and 2019, with 106 staff members departing a single institution during a given time period. The main objective of the study was to determine the influence of employee value proposition on talent engagement in private technical and vocational education training institutions in Kenya. The specific objectives were to establish the influence of employer branding, rewards, career development and job design on talent engagement of private technical and vocational education training institutions in Kenya and establish the moderating effect of organizational culture on the relationship between employee value proposition and talent engagement. The study was guided by theory of employee engagement, equity theory, expectancy theory, Social Identity Theory and Theory of organizational culture. The study adopted causal research design. Sampling was done using stratified proportionate random sampling and simple random sampling. Data was collected using semi-structured questionnaires. Content and construct validity was achieved through a pilot study which was conducted in Nakuru County. Cronbach's Alpha coefficient was used to test for reliability. Data analysis was done using descriptive and inferential statistics. Descriptive statistics included frequencies, mean and standard deviation. Inferential statistics such as regression and correlation analysis were used whereby correlation analysis was done using Pearson's Product Moment to establish the relationship between independent and dependent variables and regression analysis was conducted using simple linear, Multiple linear and hierarchical regression models. hierarchical regression was used to analyse the moderating variable. Qualitative data collected from open ended statement was analysed using content analysis and presented using narrations. Quantitative data was presented using graphs, charts and tables. The results indicated that employee value proposition has significant positive effect on talent engagement. This was supported by B-coefficients Employer branding P=0.000; Rewards P=0.000; Career development P=0.000; Job design P=0.001. The R^2 was 0.662, P=0.000 and this shows that 66.2% of the variations in the talent engagement can be explained by the four predictor variables. Hierarchical regression analysis moved adjusted r –square from 65.2% to 79.7% representing a significant 14.5% change in R square before and after introduction of organizational culture as a moderator. The study concluded that organizational culture has significant moderating effect of organizational culture on the relationship between employee value proposition and talent engagement of private TVET in Kenya. Therefore, the study recommended that the management should ensure that the EVP is aligned seamlessly with the core values and principles of the organizational culture. Further, management should embed the EVP within a values-driven organizational culture, promote and reinforce behaviors that align with the EVP, emphasizing the importance of values in day-to-day operations.

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ABBREVIATIONS AND ACRONYMS

EVP- Employee value proposition

TVET- Technical vocational education training

OPERATIONAL DEFINITION OF TERMS

Career development – Alludes to a range of initiatives aimed at helping employees find the right fit between the organization's present and future needs, skills, and career aspirations, including training, mentorship, scholarships, and promotions.

Employee value proposition – These comprise the value bundle that an organization commits to providing its employees in return for their expertise. They consist of the employer brand, rewards, opportunities for career advancement, and the nature of the job design.

Employer branding – This is the opinion that present and prospective workers have of a company based on their experiences working there, the qualities that make a good employer, and the general impression that the company gives off.

Job design - Job design is the procedure by which the autonomy, flexibility, burden, job rotation, and job enrichment that increase employee engagement are determined.

Organisation culture - The concept of organizational culture encompasses a set of artifacts, values, and assumed values that serve as guiding principles and inform the conduct of individuals inside an organization.

Rewards – Benefits provided to employees by an organization, both monetary and non-monetary, such as salary, perks, and public acknowledgement of their efforts.

Talent engagement - delineates the degree of psychological and emotional attachment that an employee experiences towards their employer and workplace. This connection is characterized by various factors, including employee retention rates, low rates of absenteeism, high levels of customer involvement, a culture of innovation among employees, and a high rate of customer referrals.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Global talent engagement presents significant challenges and decisions for businesses in today's era of dynamic, competitive, and swiftly changing global markets (Ifeoma, Purity & Okoye-Nebo, 2015). In the current economic climate, talent has emerged as the preeminent and most influential driver of competitive advantage. As a consequence, organizations are perpetually confronted with competition for the most talented individuals, leading to an ongoing struggle for talented personnel (Orwa & Njeri, 2014). The emergence of competition for exceptional talents has emerged as a significant challenge and potential danger for numerous organizations worldwide. This phenomenon has been attributed to shifts in job design (Stahl, Stiles & Wright, 2012). Exceptionally skilled personnel are in high demand, particularly for critical roles that will require them to guide the organization towards enhanced levels of performance. This type of difficulty has compelled businesses to reconsider their approach to talent engagement after causing them to lose some of their most valuable employees to competitors (Collings & Mellahi, 2019). Environmental changes, technology, labor mobility, the market, and globalization have all influenced the competition for talent.

Globalization, according to Antony and Weisner (2019), is a force for both collaboration and competition, in which companies from around the world vie for natural and human resources.

As a result of globalization, talent management has become a challenge for all organizations, regardless of national boundaries, as businesses vie for the same population of skilled individuals (Stahl et al., 2012; Tomcikova & Coculova, 2020). Additionally, technological progress has generated competition for skilled personnel, particularly in an era where expansion is predominantly driven by innovative and technological developments. An ability to both attract and retain talented employees is critical for businesses to achieve industry dominance. As a consequence, there has been a worldwide competition among organizations to secure suitable personnel at the appropriate moments (Lin, 2015; Zhang, Tang, Zhang & Wang, 2012; Felius, 2017; Beechler & Woodward, 2009). While global mobility is a significant factor for numerous multinational enterprises (MNEs), it has also increased competition for skilled personnel. (Collings, 2014 & Douglass & Edelstein, 2019). The ability of individuals to transfer internationally for academic purposes was restricted, and institutions of higher education worldwide, in particular, recruited only citizens for faculty positions and provided few opportunities for non-citizens to obtain citizenship (Jooss, McDonnell & Burbach, 2019). Presently, however, both developed and developing countries are integrating higher education into their domestic and foreign policy initiatives and enhancing their diplomatic relations in an effort to increase the international visibility and desirability of their institutions. This has facilitated international labor mobility, which has led to a heightened competition for skilled individuals (Stahl, 2012).

The level of talent engagement seems to be a significant determinant in forecasting the success of businesses. According to Ali, Ullah, and Guha (2020), talent engagement refers to the willingness and active involvement of skilled personnel in their job duties, with the aim of accomplishing organizational goals. Engagement can be defined as the state of an individual's mental and bodily presence while carrying out a specific role. This concerns the emotional commitment of an individual towards the assigned task. A correlation between performance and involvement has been shown by scholars. A highly motivated workforce exhibits a notable increase of up to 78% in efficiency and 40% in steadfastness, so exerting a substantial impact on total financial performance, satisfaction, and productivity. The acknowledgment of engagement as a crucial organizational approach necessitates the involvement of individuals at all hierarchical levels (Jha & Kumar, 2016; Kazimoto, 2016).

The employee engagement research undertaken on a global scale has yielded varied results (Jha & Kumar, 2016; Chiwawa & Wissink, 2020; Sudirlan, Maarif, Affandi & Arkeman, 2019). An engaged employee can be characterized as a collaborative individual who possesses a comprehensive understanding of their role within the business strategy, exhibits a profound emotional attachment to and commitment to the firm, actively participates in the work process, and demonstrates a desire for achievement and the acquisition of information. Active participation enhances a company's competitive edge, and the synergy between management and staff can produce remarkable results. Talent engagement has emerged as a defining characteristic for contemporary flat and high-performance organizations, owing to its extraordinary impact in the digital, post-industrial, disruptive economy where employee innovation, flexibility, and speed are critical to market success. A number of variables influence talent engagement, one of which is the employee value proposition.

Employee Value Proposition (EVP) refers to the collection of qualities that are regarded by both the labor market and employees as the value that they acquire by virtue of their affiliation with the organization (Pawar & Charak, 2017). The employee value proposition refers to the equilibrium between benefits and rewards, as well as work policies and practices, that an employee receives in exchange for their labor. It explains why the overall work experience is superior to that of any other organization; therefore, it may be crucial for retaining and attracting quality employees. It encompasses all facets of the employment experience, including the organization's mission and values, duties, culture, colleagues, and the complete portfolio of total rewards programs (Aloo & Moronge, 2014). It defines "the give and the get" between employer and employee.

Despite the existence of the Employee Value Proposition (EVP) for several decades, numerous organizations have not fully recognized the significance of implementing a robust EVP as a strategic approach to enhance the organization's appeal in the labor market. This, in turn, enables the organization to access a more extensive segment of the labor market (Biswas, Allard & Härenstam, 2017). Moreover, the majority of Employee Value Propositions (EVPs) implemented by different organizations do not correspond to employee preferences. This means that there is a mismatch between the priorities of the labor market and the beliefs of human resource (HR) practitioners. This situation is further complicated by the variation in what is considered most important across different segments. The alignment between an organization's EVP and its strategic aims is crucial. In order to achieve its strategic trajectory, a business must possess a steady human resource pool. Hence, it is imperative to ensure that talent acquisition and retention methods are in line with the overarching plan.

Yates and Sejen (2011) state that although all organizations have an informal value proposition, only one-third have formally established their EVP on a global scale. The remaining two-thirds of respondents say their EVP has developed over time and is implicit. There is a great deal of regional variance in the formalization of EVP; this offers a great chance to go over and formalize some components of the agreement before sharing them with current and potential employees. According to the report, Canada, the United States, and Denmark exhibited the highest levels of employee engagement, with 63% of respondents expressing agreement or strong agreement with the provision of career prospects inside their respective firms. Studies suggest that among successful firms in Asia, 39% have explicit employee value propositions (EVPS), while in Brazil, 43% have EVPS. Formal employee value propositions are present in 35% of firms in Europe and 25% of organizations in the United States, as noted. According to international research, a significant proportion of high-performing firms, namely 42%, possess a formally established employee value proposition. Research conducted in Brazil has established a positive correlation between employee commitment and organizational culture as well as job design. According to research conducted by the authority on talent and career management, Leadership Insight (2017), organizations that offer career development opportunities have a six-fold higher likelihood of employee engagement compared to those that do not offer such opportunities. A significant proportion of organizations report that they have implemented formalized employee value propositions as a means to enhance the congruence between human resources procedures and business goals. Watson (2011) found that in the realm of talent attraction and retention, employers worldwide consider rewards, opportunities for career advancement, challenging work or job design, and the reputation of the organization to be significant determinants.

Although these studies affect every sector in the region, the situation in the education sector is no different. Within one academic year, approximately 7.7% of full-time academic staff in the United States departed their institutions for other locations. A survey conducted in 2018 among full-time faculty members in the United States revealed that over forty percent of them had considered a career change (Sanderson et al., 2019). Sweden is experiencing a similar deterioration (Santiago & Mankenzie 2015). Academic recruitment and retention has been cited as one of the challenges that Canadian colleges will confront within the next decade or so. Likewise, an academic labor shortage of an estimated 20,000 was predicted to plague Australian higher education at the turn of the twenty-first century if the prevailing trend was not reversed (Tettey 2016).

Research conducted in Sri Lanka, Malaysia, and Pakistan yielded comparable findings, indicating that organizations that have implemented an advanced employee value proposition strategy are more successful at retaining talented personnel compared to those that have not developed or have only partially developed such a strategy. Additionally, it has been documented that an employee value proposition positively correlates with organizational performance (Backhaus & Tikoo, 2004; Pasaribu, 2014; Omar & Mahmood, 2020).

Limited knowledge exists regarding the engagement of highly skilled personnel in the majority of developing nations, particularly in Africa, where only a handful of organizations have established formal employee value propositions (Gaji, Kassim, & Raju, 2017). Research conducted in Nigeria, South Africa, Ethiopia, and Uganda revealed positive correlations between talent engagement and EVP constructs including work environment, job design, leadership, reward, organizational support, work motivation, employee trust, and supervisors' consistency. Furthermore, when executives are dependable, employees are more invested in the organization (Chiwawa & Wissink, 2020; Kassahun & Raman, 2021). In Ghana, employee value propositions that were found to increase talent engagement included job security, economic conditions, employee unions, and fair compensation. In Uganda, talent engagement was preceded by employee development, perceived social support, reward and recognition, and collaboration. This situation is comparable to that of Tanzania (Celestine, 2015; Owor, 2016; Kibambila & Ismail 2021). Although previous research has identified a number of employee value proposition factors that impact talent engagement, this investigation specifically examined four constructs: employer branding, career development rewards, and job design.

The antecedents and correlation between Employer Branding and Employee Engagement have been the subject of extensive scholarly investigation throughout the years. Sokro (2012) found that employer branding has a significant positive correlation with both employee attraction and retention in his study. Empirical research indicates that the implementation of employer branding strategies on a large scale may increase employee engagement, ultimately leading to greater employee retention. (Ngui, Mukulu & Gachunga, 2014). Employer branding is widely recognized as a viable approach and strategy for fostering a positive work environment for personnel. Nevertheless, there is a scarcity of recent research examining the precise influence of this element on employee engagement (Iyer & Israel, 2012; Biddison et al., 2016; Arasanmi & Krishna, 2019; Minh Ha, Vinh Luan & Luong Tam, 2021).

In addition to intrinsic and extrinsic rewards, the term "reward" encompasses all tangible and intangible benefits that the employee considers to be valuable as a consequence of the employment interaction. In addition to boosting the productivity and efficacy of workers, rewards propel an organization to success. According to Hazrat Bilal, Naveed Farooq, and Lala Rukh (2019), employee performance and behavior are improved by both monetary and non-monetary incentives. According to Hulkko-Nyman, Hakonen, and Sweins (2008), an individual's level of engagement is proportional to the rewards he or she receives for fulfilling a particular duty. Kahn (1990) additionally delineated that individuals' levels of engagement differ in direct correlation with the rewards they obtain for fulfilling a particular role. According to Bilal, Farooq, and Rukh (2019), greater incentives lead to more enthusiastic participation in the workplace.

Employee engagement is significantly impacted by career advancement (Bai & Liu, 2018; Liu, He, & Yu, 2017). To foster a culture of employee engagement, organizations implement formal career plans, mentorship programs, and structures that encourage continued professional development through the pursuit of advanced degrees. Research has demonstrated that structured career development initiatives enhance employee empowerment, mitigate workplace frustration, bolster the firm's competitive advantage, and boost self-esteem. Furthermore, effective career plans have been found to decrease employee turnover, optimize operational costs, and promote greater levels of fairness and equity (Agochiya, 2011). Therefore, when workers have confidence in their prospective careers, they are more likely to be invested in their work, which boosts labor productivity. In addition to offering promotion prospects, it is imperative for an organization to furnish its exceptional personnel with opportunities for training and skill development (Wanjiru, 2017).

Job design influences employee engagement, according to academic and practitioner research. A variety of research papers have found positive correlations between job characteristics such as task variety, autonomy, significance, and feedback, and employee engagement (Christian, Garza & Slaughter, 2011; Humphrey, Nahrgang & Morgeson, 2017; Fried & Ferris, 1987; Hackman & Oldham, 1980). The influential research of William Kahn (1990) on work engagement demonstrated how the characteristics of the work itself and the environment in which it is performed interact to promote high levels of engagement. Theoretically, engaging jobs that are intriguing, diverse, and demanding can augment an individual's resources and serve as a buffer against the demands imposed on them (Bakker &

Demerouti, 2007; Shantz et al., 2013; Morgeson & Humphrey, 2006; Work Foundation, 2009; Bond, 2010 & Crawford, 2013). This is one of the reasons why job design is so crucial for employee engagement. It was hypothesized that organizational culture could provide a framework for understanding employee conduct in the workplace and its influence on talent engagement (Jablonowski, 2017; Bakker & Albrecht, 2018; Pepra-mensah & Kyeremeh, 2018). Furthermore, it is worth noting that talent engagement within an organization is positively correlated with organizational culture. This is because a robust corporate culture fosters a significant degree of dedication among employees towards their respective positions (Pepra-mensah & Kyeremeh, 2018). Organizational culture was employed as a moderating variable in the study.

Recent studies indicate that while EVP is globally recognized as an essential tool for attracting, engaging, and retaining talent, it remains inconsistently applied and often underutilized within Kenyan organizations. Mwangi and Ondiek (2023) found that while Kenyan firms are aware of EVP's benefits, the concept is not yet embedded as a standard HR practice across industries, with many organizations viewing EVP as an aspirational rather than essential component. This perspective limits its widespread adoption and impact on talent management strategies. Similarly, Mugambi and Kamara (2022) discuss how, although EVP holds potential in the African context, its implementation is hindered by limited organizational resources and an unclear understanding of how to tailor EVP to local employee expectations. The authors emphasize that Kenyan HR practices often lack the structure and frameworks necessary to support EVP as an everyday experience, leading to a more transactional approach to talent management.

The moderating effect of organizational culture on talent engagement has received limited scholarly attention (Palthe & Kossek, 2013). Nevertheless, the correlation between organizational culture and various factors including productivity (Kopelman, 2020), technology utilization (Zammuto & O'Connor, 2012), employee retention (Sheridan, 2012), improvement endeavors (Detert, Schroeder, & Mauriel, 2020), discipline (Franklin & Pagan, 2016), and absence (Martocchio, 2014) has generated considerable interest. Although there have been suggestions of a connection between human resource management (HRM) practices and organizational culture (Kopelman et al., 2020; Palthe & Kossek, 2013), the prevailing emphasis is on HRM serving as a moderator of organizational culture rather than the other way around. According to the findings of Dewi and Fitrio (2022), employee value proposition elements including training, compensation, and job design have a partial but significant impact on employee engagement. The impact of EVP on employee engagement via organizational factors is more significant than the direct influence. Despite the existence of research examining the moderating influence of organizational culture, the findings have predominantly been generalizable, which poses a challenge within the specific context of the present study.

Research conducted in Kenya indicates that various factors significantly impact talent engagement, including opportunities for personal development and growth, recreational activities in the workplace, the overall work environment, training initiatives, employee involvement, and compensation packages (Mokaya & Kipyego, 2014; Namanga, 2017; Kamanja, Ogolla & Gichunge, 2019). Although not examined through EVP lenses in the cited studies, these EVP constructs provide insight into talent engagement. Kenyan higher education institutions are not immune to this worldwide challenge pertaining to the engagement of talented individuals. Presently, Kenya, similar to other developing nations, is witnessing a substantial proliferation of higher education establishments, including technical training institutes that fall under the Technical and Vocational Education Training (TVET) umbrella. Institutions of higher education, particularly technical training institutes, are indispensable to Kenya's 2030 vision. This is plausible due to the academic staff of the institutes delivering services of high quality. However, the level of talent engagement in technical training institutes has a significant impact on this (Alagaraja & Arthur-Mensah, 2013).

In pursuit of higher-paying employment opportunities overseas, qualified academic personnel have resigned from higher education institutions in the area (Waswa, 2018). Greater education institutions are susceptible to brain outflow among their academic staff, which negatively impacts talent engagement. The phenomenon of internal brain drain is widespread, as exceptionally talented academicians migrate to different sectors within the nation (GOK, 2016). Higher education institutions, in particular, have precarious human resource management practices, such as inadequate compensation, according to a study by Mwiria (2017). Furthermore, empirical research conducted by Guma (2011) indicates that institutions of higher education have, on average, inadequate or ineffective employee retention policies. Selesho and Naile (2014) have accurately noted that in order to influence the management of exceptional employees, organizations must employ a vast array of human resource management factors. Both Kipkebut (2010) and Ng•ethe (2011) investigated the elements that contribute to the commitment and retention of academic staff, with a specific focus on higher education institutions. The researchers' discoveries demonstrated that human resource management practices, including competitive compensation packages, positive organizational culture, and educational assistance for academic staff's families, were among the determinants that enhanced academic staff retention and commitment.

However, talent engagement is contingent on an organization's leadership and the manner in which it shapes its corporate culture to instill dedication to the company. In most cases, organizational culture specifies how individuals are expected to conduct themselves through a set of informal guidelines (Deal & Kennedy, 1982). It is also possible to define it as a collection of fundamental assumptions that a particular group invents, discovers, or develops as it learns to deal with the challenges of external integration and adaptation and internal integration. These assumptions have proven to be effective enough to be deemed valid, and as such, they are imparted to new members as the proper way to perceive, think, and feel regarding these issues (Schein, 1985). While scholarly interest in organizational culture has been significant since Kahn's (1990) inception, research has primarily concentrated on performance outcomes at the organizational level. Limited empirical investigations have explored phenomena such as the correlation between organizational culture and employee engagement. Despite the widely acknowledged significance of organizational culture in influencing employee-related aspects, there is a scarcity of research examining the potential impact of organizational culture on employee engagement (Bakker, 2011; Hartnell, Ou, & Angelo, 2011).

According to theory of employee engagement, which posits that personnel utilize their resources—their perceptions of their work and their assets across various levels of the organization. The extent of employee engagement and contribution to an organization varies according to the working environment and conditions of that particular organization. As per this theoretical framework, employee engagement in work and organizations can be classified into three distinct levels: cognitive engagement, affective engagement, and behavioral engagement. The cognitive engagement of an employee is his or her sense of purpose at work. When cognitive coherence is attained, personnel will experience a sense of being emotionally and psychologically equipped to successfully accomplish their duties. Cognitive engagement enhances employees' assurance that they consistently encounter numerous prospects in the workplace, which naturally amplifies their level of engagement (Kahn, 1990; Shuck & Reio, 2014). Emotional engagement is the subsequent level in the theory of employee engagement. This degree will emphasize human resources (specifically, expertise, pride, and trust). The energy of an individual to complete a given task can be directly influenced by the critical thinking process, which is enhanced by emotional engagement (Shuck & Reio, 2014; Nguyen et al., 2020). Behavioral engagement or engagement levels increase efforts in a direct correlation with the resources at the employee's disposal and the objectives of the organization (Shuck & Reio, 2014).

Article 10 of the 2010 Constitution of Kenya delineates the national values that ought to be fostered and developed through education and training. Article 55 stipulates, among other things, that the state shall ensure that young people have access to pertinent education and training through affirmative action and other appropriate measures. The provision for the acquisition of technical and professional competencies, knowledge, and qualification standards that are essential across different industries is outlined in the TVET Act of 2013. The purpose of developing the TVET National Training Strategy (NTS) was to provide direction for the expansion of the TVET subsector, with a specific focus on demand-driven competency-based education and training. The graduates' lifelong employability and enhanced training and delivery modalities are stipulated in Article 3 of the TVET Act. The National Industrial Training Authority, responsible for the administration of in-service training and the Industrial Training Levy, is an entity established under the Industrial Training Act of 2012 (Sankale, 2019).

Therefore, technical and vocational education and training should be driven by demand and capable of fostering an entrepreneurial culture in order to provide youth and others with a diverse array of employment prospects. Kenya has implemented Technical, Vocational and Entrepreneurship Training (TVET), which includes the operation of National Youth Service skills development centers, technical training institutions, MSE training and demonstration centers, and Youth Polytechnics. National Polytechnics, Technical Training Institutes (TTIs), Youth Polytechnics (YP), and Institutes of Technology (ITs) all provide TVET programs. Additional TVET programs are provided by private and public institutions affiliated with various government ministries (Luhombo, 2022).

Approximately one thousand commercial colleges, which provide instruction in computer science and non-technical domains, are operated by the private sector. The research was carried out within the Nairobi Metropolitan Area, which encompassed a portion of Kiambu County (from the Chania River Bridge (Thika) through Rironi, Ndenderu, and Kiambu Town), Machakos County (from Athi-River to Kitengela, Kiserian, Ongata Rongai, and Ngong Town), and Kajiado County (from Kiserian to Ongata Rongai and Ngong Town). The total human population of the area was 7.8 according to the 2019 Census data (KNBS, 2020). The Nairobi Region has the greatest concentration of TVETs in Kenya, with 347 licensed and registered TVETs compared to 716 in the entire republic. 238 are from the county of Nairobi, 69 from the county of Kiambu, 24 from the county of Machakos, and 16 from the county of Kajiado.

1.2 Statement of the problem

Despite being widely recognized and emphasized in numerous studies, talent engagement continues to pose a significant challenge for numerous organizations. A limited proportion of personnel are engaged, according to numerous organizations (Bakker 2011; Deloitte 2019; Steadman 2017). An 87% disengagement of talent was documented in a study by Osborne and Ham (2017) (Osborne and Hammoud, 2017 & Gallup, 2019). Since this is a concerning trend, the EVP may be liable for the engagement or disengagement of talent.

In addition, numerous institutions in the region and other private and public TVETs vie for the retention of talented individuals, which presents a formidable challenge for private TVETs in the area (Akala & Changilwa, 2018). 68% of private tertiary colleges in Kenya, according to Deloitte (2019), are experiencing low talent engagement, as evidenced by a high rate of talent turnover, which undermines their competitive advantage. In a similar vein, data sourced from personnel registries and TVETA Central (2021) reveals substantial variability in employee attrition rates between 2015 and 2019, with 106 staff members departing a single institution during a given time period. This necessitates a collaborative endeavor on the part of private TVETs to augment talent engagement in order to remain competitive. Divergent conclusions have been reached regarding the precise EVP components that augment talent engagement. While certain scholars place importance on employer branding, compensation, career advancement prospects, job design, and job design as means to enhance talent engagement (Arifin & Lo, 2020; Omar & Mahmood, 2020; Celestine, 2015; Raharjo, Nurjannah, Solimun & Fernandes, 2018; Sudirlan, Maarif, Affandi, & Arkeman, 2019; Owor, 2016; Kibambila & Ismail, 2021), alternative research suggests that EVP does not have a substantial impact on talent engagement (Matongolo, Kasekende & Mafabi, 2018; Mabaso & Moloi, 2016). Additionally, there may be variations in the outcomes across various sectors (Mokaya & Kipyego, 2014; Namanga, 2017; Kamanja, Ogolla & Gichunge, 2019).

Although research has been conducted on the higher education sector as a whole, this research has primarily concentrated on private tertiary institutions, neglecting private universities. Although the country's economic blueprint, such as Vision 2030, emphasizes TVET as a significant driver of economic take off and development, few additional studies have been conducted on TVET in Kenya. The TVET blueprints have laid the groundwork for a more responsive, agile, and inclusive vocational training system in Kenya making EVP indispensable in this context. Furthermore, the moderating influence of organizational culture remains uninvestigated. Consequently, the purpose of this research was to ascertain how employee value proposition impacts talent engagement in private TVETs in Kenya.

1.3 Objectives of the Study

The broad objective of this study was to determine the influence of employee value proposition on talent engagement in private technical and vocational education training institutions in Kenya.

1.3.1 The specific objectives were to:

i. Determine the influence of employer branding on talent engagement in private technical and vocational education training institutions in Kenya.

ii. To establish the influence of rewards on talent engagement in private technical and vocational education training institutions in Kenya.

iii. Determine the influence of career development on talent engagement in private technical and vocational education training institutions in Kenya.

iv. Assess the influence of job design on talent engagement in private technical and vocational education training institutions in Kenya.

v. To examine the moderating effect of organizational culture on the relationship between employee value proposition and talent engagement in private technical and vocational education training institutions in Kenya.

1.4 Research Hypotheses

i. **H_{01}:** Employer branding has no significant influence on talent engagement in private technical and vocational education training institutions in Kenya.

ii. **H_{02}:** Rewards has no significant influence on talent engagement in private technical and vocational education training institutions in Kenya.

iii. **H_{03}:** Career development has no significant influence on talent engagement in private technical and vocational education training institutions in Kenya.

iv. **H_{04}:** Job design opportunities have no significant influence on talent engagement in private technical and vocational education training institutions in Kenya.

v. **H_{05}:** Organizational culture has no significant moderating influence on the relationship between employee value proposition and talent engagement in private technical and vocational education training institutions in Kenya.

1.5 Significance of the Study

The significance of this study lies in its potential to fill a critical knowledge gap on how EVP, organizational culture, and talent engagement intersect within Kenya's private TVET institutions. Without this research, there would remain a limited understanding of the specific HR strategies that effectively attract, engage, and retain skilled educators in this sector, potentially leading to continued high turnover, reduced instructional quality, and diminished capacity for these institutions to meet industry demands. By not conducting this study, TVET institutions in Kenya may miss valuable insights into the practices that foster a strong organizational culture and robust talent engagement, ultimately affecting their ability to develop a sustainable and competitive workforce that supports national educational and economic goals.

This research would have an impact on policy, practice, and academics. Owners of private TVET institutions, which have been designated as a crucial element in advancing technical skills and capabilities in alignment with Vision 2030, would find this study advantageous. Employers would gain insight from the literature and findings of this study regarding potential methods to package their EVP in order to engage and retain the most talented individuals, thereby enhancing their institutions' competitive advantage and reducing the frequency of hiring expenses. Additionally, trainees would benefit from the research because increased staff engagement with talent would result in trainees receiving superior services and training, thereby enhancing their employability and skill sets.

The results of this study would present practical suggestions for policymakers in both public and private organizations to reconsider policies concerning talent engagement, with a particular focus on the employee value proposition. TVET has encountered intense competition from universities due to the fact that the majority of their personnel opt to work for universities. In Kenya, however, private TVET institutions are severely impacted by competition from public TVET institutions and universities. As a result, the study's policy implications would significantly assist private TVET institutions in developing human resource strategies that would enhance their competitiveness in the marketplace. Similarly, given the substantial role that private TVETs play in the realization of Vision 2030, the National Government would devise policies that could bolster their marketability as an employee value proposition.

Additionally, academics would benefit from the study's substantial contribution to the corpus of knowledge in human resource management, particularly concerning the drivers of talent engagement. Furthermore, the research would identify additional domains that warrant further investigation by other scholars, thereby making a valuable contribution to the current corpus of knowledge. Lastly, human resource professionals from all sectors would have a reference point for this study when it comes to developing, evaluating, and enhancing the EVP of their organizations in order to achieve the desired outcomes in talent engagement.

1.6 Scope of the Study

The study focused on the influence of employee value proposition, organizational culture and talent engagement of private TVET in Kenya. The study specifically focused on selected private registered and licensed TVET institutions in the Nairobi region covering Nairobi County, Kiambu County, Machakos County and Kajiado County because this region has most of the registered TVETs institutions in the country thus the region faces greater talent competition and the results can be generalized. The justification of the study area is on the premise that this region carries a great percentage of all the registered TVETs institutions in the country thus the region faces greater talent competition and the results can be generalized to other TVET. The regions accounts for 48.5% of all registered 716 private TVETs in the country. Further, private TVET in the region are facing stiff competition in regard to talent retention not only from other Private and public TVET but also from various numerous universities in the region (Akala & Changilwa, 2018).

The study was conducted in private TVET since they are facing stiff competition from public TVET which enjoy government funding. According to TVETA (2021), even though private TVETA are been registered more as compared to public TVET, there long-term sustainability has remained key question among policy makers. Most of the private TVET have been operating under provisional licence since they have not met the required condition in regards to faculty member and infrastructure. Further, Murithi, Mjomba and Mwangi (2022) indicated that most student are willing to be enrolled in Public TVET as compared to private TVET due to availability of resources including human resources such as talented employees. Olayo (2022) also indicated that most tutors prefer public TVET to private due flexible job design and sustainable compensation. Private TVET has reported to have distinct organizational culture which has been associated with talent management practices.

The selection was based on size and age of the institutions. Employee value proposition was conceptualized as reward system, employer branding, job design, career growth and development opportunities, while organizational culture included involvement, consistency, adaptability, mission and values. Talent engagement was measured through staff retention, absenteeism, innovativeness, performance and staff turnover. The study used primary data collect from selected staff of 186 TVETs out of the 347 TVETs in Nairobi Region. The study was conducted between September and December 2022 focusing on data available from the last 3 years.

1.7 Limitation of the Study

This study encountered several limitations. Access to the institution and information from respondents was restricted due to apathy, non-response and late return of questionnaires by some respondents to facilitate analysis, and inadequate response to research instruments. For instance, some respondents may have intentionally disregarded certain questions out of concern for disclosing confidential information, which could have a negative impact on the quality of the data. In order to overcome these constraints, the researcher obtained permission from NACOSTI to contact the sample participants, assured them that the study's objectives were exclusively academic and that their confidentiality would be maintained, and employed drop and select techniques to boost the response rate.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

The literature pertaining to employee value proposition, organizational culture, and talent engagement was examined in this chapter. In addition to a theoretical review, the chapter concludes with a discussion of knowledge gaps.

2.2 Theoretical Review

This segment examined pertinent contemporary theories that provide support for the variables under investigation within the framework of the identified research dilemma. The segment centered on four theoretical perspectives that elucidate the notion of talent/employee engagement as it is impacted by a multitude of factors, the majority of which comprise the employee value proposition construct, and the moderating variable organization culture. The following theories are discussed: organizational culture theory, employee engagement theory, social identity theory, expectancy theory, and equity theory.

2.2.1 Theory of Employee Engagement

William Kahn developed the theory of employee engagement in 1990. According to Kahn (1990), engagement can be described as the degree to which an employee makes use of their entire seat task. Three psychological requirements, according to Kahn, are met when employees are more invested in their task. The aforementioned requirements are as follows: availability (the perception of possessing the requisite physical, emotional, and mental resources to fully engage in role performances), safety (the capacity to exhibit and employ one's true self without fear of negative consequences for one's reputation, social status, or career advancement), and meaningfulness (the perception of receiving a return on one's invested effort in role performances). Members are more likely to disengage and defend themselves against their responsibilities when these resources are absent from the organization. Meaningfulness is influenced by the characteristics of the occupation, which encompass its obligations, tasks, and workplace responsibilities (Ahonen et al., 2018). The social environment exerts the most significant influence on psychological stability (Wang & Xu, 2019). This environment comprises interpersonal relationships, group and intergroup dynamics, management style and process, and organizational norms. Availability is inherently dependent on the personal resources that individuals invest in carrying out their responsibilities. These resources may consist of physical and emotional energies, insecurity, and external life experiences, among others. Additionally, Kahn (1990, 1992) discovered that engagement is not constant; fluctuations in engagement can result from an employee's experiences of the workplace at various times. Employers are encouraged by this development, as it provides them with the ongoing chance to foster an atmosphere conducive to employee engagement (Rushana Khusanova, Seung-Wan Kang & Suk Bong Choi, 2021).

Although certain scholars have previously accepted the notion of employee engagement, the theory has faced criticism for being too ambiguous to be regarded as a positive variable (Saks, 2006; Viljevac et al., 2012). Specifically, the antecedents and outcomes of work engagement in the previous study were derived from practitioner literature or previous research, as opposed to Kahn's (1990) engagement theory. A similar critique has been directed towards the theory on the grounds that it is overly abstract to be quantified in practice (Singh et al., 2016). Notwithstanding the critique, a substantial body of research has demonstrated that employee engagement and performance are in fact positively correlated (Ismail et al., 2019; Zheng et al., 2020).

This theory was deemed appropriate for the present investigation due to its coverage of the majority of the EVP constructs that pertain to talent engagement. A greater level of employee engagement can be observed when their psychological requirements are fulfilled. These encompass factors such as the perception of earning a return on personal investments in role performance through reward systems, employer branding, career development, and a sense of possessing the necessary physical, emotional, and psychological resources to invest in role performances through job design. Consequently, the theory played a pivotal role in investigating the impact of the employee value proposition on talent engagement.

2.2.2 Equity Theory

The Equity Theory of Motivation, alternatively referred to as Adam's Equity Theory, was formulated by John Stacey Adams in 1963. Equity theory acknowledges that individuals consider the correlation between the rewards they receive and the rewards received by others in addition to the absolute quantity of rewards they receive (Feng, 2017). By evaluating an individual's inputs, which may include effort, education, experience, and competence, it is possible to compare various outcomes including salary levels, promotions, and forms of recognition. Tension arises when individuals perceive a disparity in the ratio of their inputs to their desired outcomes in comparison to others (Kollmann, Kensbock & Peschl, 2020). Motivation is derived from this tension, as individuals endeavor to attain what they perceive to be fairness and equity (Adams, 1998). Adams' theory regarding how people assess social exchange relationships is arguably the most thoroughly developed statement in this regard (Kollmann, Kensbock & Peschl, 2020).

According to this theory, the principal constituents of exchange relationships are inputs and outcomes. When an individual renders a service in return for compensation, inputs may consist of prior employment experience, educational attainment, work-related exertion, and training. Outcomes are the variables that are the consequence of the transaction (Al-Zawareh & Al Madi 2013). In addition to remuneration, other significant factors that may be considered include supervisory treatment, job assignments, perquisite benefits, and status symbols. Equity theory is founded on three fundamental assumptions. Initially, individuals form perceptions of what constitutes a just and equitable recompense for the effort they put forth in their employment. Secondly, according to the theory (Al-Zawahreh & Al-Madi, 2012), individuals have a tendency to compare the exchange they experience with their employers to what they perceive it to be.

The second assumption is that individuals will be motivated to take actions they deem appropriate when they perceive inequitable treatment in comparison to the exchange they observe others engaging in. In work organizations, this notion of equity is most frequently understood to mean that there is a positive correlation between the compensation an employee receives and his or her effort or performance at work. Individual expectations regarding equity or a "fair" correlation between inputs and outputs, according to Adams (1963), are acquired through socialization and comparison with the inputs and outcomes of others. Sweeney and McFarlin (2015), in an effort to further elucidate the factors that contribute to both perceived and actual inequity within organizations, posit that sentiments of inequitable treatment commonly arise when individuals perceive that their efforts and other contributions are not being compensated fairly. Hence, organizations face the task of designing reward systems that are regarded as impartial and just, with the allocation of rewards aligned with employees' perceptions of their own contribution value to the organization (Bell & Martin, 2012).

When employees perceive that they are not being treated equitably, they are presented with a range of alternatives (Al-Zawareh & Al Madi, 2012). The employees may choose to decrease their input by imposing direct restrictions on their work output, pursue salary increases in an effort to increase their output, or seek a more pleasant assignment. Alternative approaches involve reducing the comparison other's outputs until the ratio of their inputs to outputs is nearly equal, or increasing the comparison partner's inputs. Furthermore, as stated previously, the employee has the option to completely disengage from the situation by quitting the position and looking for work elsewhere (Armstrong, 2010).

Numerous criticisms have been directed at this theory. There are various critiques of Adam's Equity Theory of Motivation with regard to its underlying assumptions and practical implementation. Numerous scientists have cast doubt on the simplicity of this theory's model. Scholars contend that the theory has neglected to account for demographic and psychological variables that influence the perception of equity and fairness. Additionally, some researchers cast doubt on its environmental validity. This theory is devoid of empirical support; it was apparent that the implementation of sanctions within the group improved its overall motivation. Group motivation and satisfaction are enhanced when the high achiever is rewarded and the low achiever is punished (Richard Cosier & Dalton, 1983; Michaeline, 2011; Al-Zawareh & Al Madi, 2012).

This theory is pertinent to the present investigation as it highlights the impact of rewards on talent engagement. There are several concrete benefits associated with granting equity to employees, with the most significant being the explicit alignment of employee interests with those of the organization. Additionally, this theory enables an organization to achieve short-term cost savings. The third objective of every organization is to recruit and retain the most qualified personnel. Without incurring significant expenses, talent is strongly encouraged to join an organization through the use of equity.

2.2.3 Expectancy theory

The expectancy theory, which was first proposed by Victor Vroom in 1964, posits that behavior is influenced by the anticipated outcomes or repercussions. According to Vroom, an individual's decision to engage in a particular behavior is influenced by the anticipated outcome of that behavior. Individuals are more likely to exert greater effort when they anticipate receiving a recompense for their additional exertion (Lunenburg, 2011).

Vroom (1964) outlines the three components of expectancy theory, as cited in Porter and Lawler (1968), Pinder (1987), and Robert Llyod (2018): expectancy, instrumentality, and valence. The individual's expectation is that exertion will result in the achievement of the desired performance outcomes. The expectation perception of an individual is influenced by competence, the difficulty of the objective, and control. Instrumentality refers to the conviction that an individual will attain a specific result by fulfilling a performance expectation. Establishing explicit policies—ideally delineated in a contractual agreement—ensures that the reward will be provided upon the fulfillment of the agreed-upon performance criteria. When the outcome is ambiguous or uncertain, or when it is the same for every conceivable level of performance, instrumentality is diminished. Valence refers to the distinct worth that an individual attributes to a specific result. The individual's valence is influenced by various factors, including needs, objectives, preferences, values, sources of motivation, and the intensity of one's inclination towards a specific outcome. An employee may find a different outcome, such as increased flexibility in working hours or greater recognition, more motivating and undesirable than a bonus or pay raise, which is an example of an outcome that one employee finds desirable and motivating.

The expectancy theory of motivation has faced considerable scrutiny and criticism. Estes and Polnick (2017) cite Graen (1969), Lawler (1971), and Lawler and Porter (1967 & 1968) since it was first presented by Vroom in 1964. These detractors significantly more closely resemble a continuation of the initial ideas than a departure from them. Actually, Mr. Vroom acknowledged that new research findings should be incorporated into the expectancy theory of motivation. Its simplicity was one of the primary criticisms leveled against the expectancy theory of motivation decision model. It fails to provide an explanation for the varying degrees of effort exerted by an individual. Additionally, it is often assumed that offering a reward will motivate an employee to exert more effort in pursuit of receiving the reward, while ignoring the possibility that the reward in question may have an adverse impact on the individual. Lunenburg (2011) argues that Vroom's expectancy theory lacks explicit recommendations regarding the factors that motivate individuals within an organization.

Conversely, Vroom's theory posits that variations in work motivation are reflective of a process involving cognitive variables. Concerning employee motivation, the expectancy theory has significant ramifications from a managerial perspective. Lloyd and Mertens (2018) delineate a number of critical measures that can be implemented to inspire and incentivize personnel through modifications to their effort-to-performance expectation, performance-to-reward anticipation, and reward valences.

The relevance of expectation theory to this research stems from the fact that it assisted in comprehending how individuals are motivated to select one behavior over another. It emphasizes that talent engagement is significantly influenced by an organization's perception of its employees' worth and its own expectations. The expectancy theory was employed in the study to elucidate the impact of career development on talent engagement. This theory promotes career advancement by furnishing principles for motivating personnel via the performance-to-reward expectation and advancing their careers in order to enhance their level of talent engagement.

2.2.4 Social Identity Theory

Social Identity Theory (SIT) was developed by British psychologists Henri Tajfel and John Turner in 1979. Originally aimed at understanding intergroup discrimination and social behavior, the theory has since become widely influential in psychology, sociology, and organizational studies, particularly in explaining how individuals' self-concepts are influenced by their group memberships (Tajfel & Turner, 1979).

Social Identity Theory is built on several core assumptions. First, it posits that individuals categorize themselves and others into various social groups (such as nationality, ethnicity, or workplace teams) to simplify and make sense of the social world (Tajfel, 1982). Secondly, it assumes that people derive a significant part of their self-concept and self-esteem from their group memberships (Turner et al., 1987). Thirdly, SIT suggests that individuals naturally engage in a process of social comparison, where they compare their in-group with relevant out-groups to establish a positive social identity. The motivation to achieve and maintain a positive social identity is assumed to drive in-group favoritism and, in some cases, discrimination against out-groups (Tajfel & Turner, 1979).

Social Identity Theory offers several key arguments. First, it argues that people inherently categorize themselves into in-groups and out-groups based on shared characteristics, values, or affiliations (Tajfel & Turner, 1986). This categorization is not merely descriptive; it is accompanied by a shift in self-perception, where individuals see themselves less as unique individuals and more as group members. A second argument is that individuals seek to enhance their self-esteem through favorable comparisons between their in-group and relevant out-groups. When these comparisons are positive, they reinforce a positive social identity and, by extension, personal self-esteem. SIT also argues that when an individual's group is perceived negatively, they may either work to improve the group's standing, leave the group, or seek to join a more positively perceived group (Tajfel & Turner, 1979). These dynamics are critical in understanding behaviors such as in-group bias, stereotyping, and discrimination.

While Social Identity Theory has been widely influential, it is not without critique. One criticism is that the theory does not fully address why certain group memberships are more central to individuals' identities than others, or why some individuals may exhibit stronger in-group biases than others (Hogg & Abrams, 1988). Critics argue that SIT places too much emphasis on intergroup conflict and does not sufficiently account for cooperation and harmony between groups (Brown, 2000). Additionally, the theory has been critiqued for its limited attention to individual agency—SIT posits that people seek positive social identity through group membership, but it lacks in explaining how individual values and experiences influence group alignment or divergence (Turner & Reynolds, 2001). Finally, SIT has been found to have limited predictive power in complex social contexts, where factors beyond group identity—such as personal relationships, organizational structure, and cultural context—play a significant role in shaping behavior (Hornsey, 2008).

Social Identity Theory has been widely applied in organizational settings, particularly in understanding employee engagement, loyalty, and workplace dynamics. In the context of employer branding, SIT suggests that when employees identify strongly with an organization's brand, they are more likely to derive a sense of pride and belonging from their association, which in turn enhances engagement and commitment (Ashforth & Mael, 1989). For example, in companies with strong corporate cultures and clear brand values, employees may view themselves as part of a distinct, positively regarded in-group, fostering greater loyalty and motivation. SIT is also used to explain interdepartmental conflict within organizations. Departments with strong subcultures may engage in in-group favoritism and exhibit biases against other departments, which can lead to competition rather than collaboration (Tajfel & Turner, 1986). Additionally, SIT is relevant in understanding diversity and inclusion practices; fostering a positive shared identity can reduce biases and create a more inclusive environment by encouraging employees to view each other as members of a unified organizational in-group, rather than as individuals with competing identities (Dovidio et al., 2007).

2.2.5 Theory of Organizational Culture

Edgar Schein devised the Theory of Organizational Culture in 1985; it is widely cited as one of the most influential theories on organizational culture. As per his assertion, when examining the organizational culture, one must consider three tiers: discernible manifestations, professed convictions and values, and foundational presumptions that adhere to a hierarchical structure. According to Ṛnday (2016) and Njuguna (2016), Schein (1985, 1990) distinguishes between discernible and imperceptible aspects of culture. It highlights the hierarchical characteristics of these levels. Observable behavior is both influenced and affected by discernible assumptions. Artifacts manifest themselves at the external level of an organizational culture; they are conspicuous, observable, and palpable through means such as office organization, attire, and interpersonal communication. Espoused beliefs and values comprise norms, shared perspectives, implemented strategies, philosophies, and shared views; they comprise the second tier of the organization's culture. Unconscious fundamental suppositions that are shared with others but are nonetheless assumed are situated at the foundation of the organization's culture. They are profoundly ingrained and fundamental.

The response to any challenge to the assumptions is one of fear and defensiveness. As a result, Schein devises a framework that he believes ought to be applied in the interpretation of those symbols that are readily apparent across cultures. Strictly relying on the most conspicuous indicators to discern the culture of a particular organization is unwise, as such indicators are susceptible to facile misinterpretation. Focusing exclusively on conspicuous symbols would preclude one from comprehending the fundamental assumptions that underpin the study of any culture. However, it is imperative to acknowledge that even the embraced convictions and principles might merely mirror the ones that are sought after in the long run (Schein 1992, Daniel & Fink 2010). Organizational culture, according to Schein, is the ambiance that permeates the interior of a company or entity.

Constantly criticized for being: homogeneous, unified, and holistic; denying the existence of divisions or conflicts; reified or hypothesized, positioned apart from individuals and society; and deterministic, leaving little space for human agency. On occasion, these attributions inaccurately depict his work. However, this perspective stands in stark contrast to more contemporary notions of culture as a semi-coherent, loosely constructed "tool kit" that individuals selectively and adaptively employ as coping mechanisms to navigate social existence (Jepperson & Swidler, 1994; DiMaggio, 1997). As opposed to being an external, suffocating collective force endowed with a "life of its own," culture within the latter framework does not resemble Parsonsian programming imprinted by the socialization mechanism. Conversely, individuals and groups proactively and selectively acquire publicly accessible meanings and preferences in pursuit of unique courses of action. This theory provides support for group culture. Culture is a critical component of any organization because it directs the daily operations of the business in pursuit of predetermined objectives. This theory offers valuable insights into the manner in which the constructs of organization culture can impact the influence of the employee value proposition on talent engagement and is applicable to the explanation of organization culture as a moderating variable. Consequently, the theory provides insight into how cultural divides may arise due to distinctions in profession, social standing, or even division lines, yet this can be leveraged to enhance talent engagement.

2.3 Conceptual Review

The objective of this research is to establish the impact that employee value proposition has on talent engagement. The subsequent passage provides an analysis of several fundamental ideas: the employee value proposition and its constituent parts; employee branding; compensation and benefits; job design and advancement; talent engagement; and organizational culture.

2.3.1 Concept of employee value proposition

Employee Value Proposition (EVP) refers to the collection of qualities that are regarded by both the labor market and employees as the value that they acquire by virtue of their affiliation with the organization (Pawar & Charak, 2017). The employee value proposition refers to the equilibrium between benefits and rewards, as well as work policies and practices, that an employee receives in exchange for their labor. It explains why the overall work experience is superior to that of any other organization; therefore, it may be crucial for retaining and attracting quality employees. It encompasses all facets of the employment experience, including the organization's mission and values, duties, culture, colleagues, and the complete portfolio of total rewards programs (Aloo & Moronge, 2014). It defines "the give and the get" between employer and employee.

EVP comprises concrete elements such as remuneration, perks, and specialized employee initiatives (such as, wellness programs, flexible vacation time, and training & development programs). It also encompasses intangible components—that is, items of equal value that do not appear on a paycheck. Instances encompass a stimulating organizational climate, intellectually demanding tasks, a selfless raison d'être, or the chance to achieve exceptional professional results. Therefore, it is critical to establish organizations that cater to the aspirations of their employees by delineating all potential outcomes, including policies, programs, rewards, and benefits schemes, which will ultimately result in increased employee commitment. It is widely acknowledged that employee satisfaction encompasses factors beyond mere compensation. In addition to compensation, various elements such as work-life balance, performance management, organizational culture, recruitment policies, training emphasis, and succession planning contribute to the development of an exceptional value proposition that employees highly regard (Deshpande 2019). As EVP constructs, this study examined employer branding, rewards job design, and career development.

2.3.1.1 Employer Branding

The notion of employer branding, which has gained significant traction since the 1990s, can be defined simply as the perception that the organization is the most desirable employer by current and prospective staff. Numerous organizations have recognized the significance of employer branding in their efforts to attract, develop, and retain the most qualified personnel. In order to effectively engage and convey the appealing employee value proposition that an organization has established, employer branding must appeal to and inform both prospective and current staff (Chawla, 2019; Burawat, 2015; Yousf & Khurshid, 2021). Organizations can exert influence over employees' adherence to the pledged brand through effective internal and external branding, presuming employees are content with the organization (Kaur & Syal, 2013). One of the most significant corporate challenges in the current era of technology-driven, boundary-less business is to satisfy the rising demand for executive talent. Organizations' survival and success are contingent on the caliber of their personnel, who are capable of confronting the aforementioned obstacles.

According to Chiu et al. (2020), employer branding is a strategic method implemented by various organizations to both retain current employees and attract new ones. Practitioner and academic research have underscored the potential for a firm to gain a strategic advantage through the cultivation of engaged employees who exhibit loyalty and commitment to the organization and strive to accomplish its overarching goals (Wilden et al., 2010). Employer branding, according to Biswas and Suar (2013), is the administration of employer-employee relations. To facilitate the retention of exceptional personnel, it incorporates the employee's employment history from the outset of the relationship (Bussin & Mouton, 2019).

An early definition of employer branding was proposed by Ambler and Barrow (1996) as the collection of tangible, financial, and psychological advantages associated with employment that are recognized within the employing organization. According to Backhaus and Tikoo (2004), the primary function of employer brand is to provide management with a unified structure to streamline and concentrate efforts, enhance employee recruitment, retention, and commitment, and streamline and concentrate priorities. An employer brand comprises the employee's perception of the functional, economic, and psychological advantages associated with their employment with the organization. Additionally, they contended that the primary objective of employer branding is to establish a managerial structure that streamlines the prioritization process, boosts productivity, and enhances the recruitment procedures; it also aids in the retention of a fit and skilled workforce and fosters employee engagement within the organization (Verčič, 2021; Agarwal, Arya & Bhasin, 2021; Ambler & Barrow, 2016).

Concerns and worries regarding employer branding are associated with the recruitment and retention of top talent. In addition to establishing an employer brand image or perception, these concerns also incorporate the organization's processes, procedures, and behaviors, as well as its culture and leadership. It is the responsibility of an employer to communicate its employee value proposition (Mandhanya & Maitri, 2015). According to Aggerholh, Endersend, and Thomsen (2014), the concept of employer branding may be advantageous for businesses, and applying brand management to the services of human resource management in order to bolster the credibility of this notion can significantly increase the customer value of the organization's equity. Additionally, they defined employer brand as the collection of economic, functional, and affective benefits that the organization offers and associated with the notion of the employer. According to Backhaus and Tikoo (2014), employer branding is a deliberate and enduring strategy aimed at controlling the awareness and opinions of stakeholders, including shareholders, potential employees, and employees, regarding a specific organization.

2.3.1.2. Reward system

In addition to intrinsic and extrinsic rewards, the term "reward" encompasses all tangible and intangible benefits that the employee considers to be valuable as a consequence of the employment interaction. The mechanisms that employers can utilize to motivate, engage, and retain employees consist of standard reward components, including compensation, benefits, professional development, and working environment (Armstrong, 2006; Bilal, Farooq & Rukh, 2019). Reward is created to assist organizations in meeting their most essential requirements, which are to attract, retain, motivate, and engage employees, not merely through the use of illustrative measures such as salary increases and golden handcuffs, but rather through the implementation of a more efficient approach that yields enduring outcomes. Consequently, the objective of reward management is to optimize the favorable effects that an extensive array of incentives can exert on employee motivation, commitment to the organization, job contentment, and job engagement (Manus & Graham, 2013). Cascio (2020) identifies three significant shifts in corporate philosophies regarding compensation and benefits: an increased propensity to downsize the workforce, to outsource tasks and impose pay restrictions in order to control wages/salaries and benefits costs; a diminished emphasis on pay position relative to competitors in favor of cost-effectiveness considerations; and the adoption of performance-based incentive and reward programs, which result in more variable compensation. Employees must be motivated to exceed the requirements of their job descriptions through the demonstration of support, the provision of equitable and consistent rewards that consider their evolving needs, and the clarification that the incentive system can benefit them by requiring them to perform discretionary service behaviors (Payne & Weber, 2016).

Fringe benefits are types of indirect remuneration that are granted to employees as a membership benefit of the organization (Noe et al., 2017). The empirical evidence supports the notion that discretionary benefits have an effect on employee performance. Fringe benefits, which are indirect forms of compensation provided to employees or groups of employees as a component of organizational membership, are intended to attract and empower knowledgeable and competent personnel (Mathis and Jackson, 2013; Bratton and Gold, 2017; Ximba, 2016).

Waiyaki (2017) argues that recognition demonstrates an employee's performance as well as a return on his or her efforts and contributions. A tool that can significantly boost employee morale is an employee appreciation system, which can be implemented by businesses of any size. Hence, various organizations employ recognition as a form of incentive to motivate their personnel to achieve superior performance. In addition to a fair wage and compensation program, the employees also merit recognition for their efforts. When they feel acknowledged and engaged, they are considerably less likely to be concerned about money and safety (Beer & Walton, 2014; Wiese & Coetzee, 2013; Adeogun, 2017).

Compensation refers to the comprehensive range of monetary remunerations bestowed upon an employee in recognition of their services (Karia & Omari, 2017). Prior research has established the effectiveness of compensation as a mechanism to exchange monetary value for the labor performed by staff members. Abdul, Othman, Padhi, and Abdullah (2016) and Patnaik and Padhi (2012) explain. Compensation, as defined by Calvin (2017), encompasses both intrinsic and extrinsic rewards that employees acquire through their employment. Furthermore, it is widely acknowledged that compensation systems are among the most effective management instruments for influencing, correcting, and motivating employee attitudes, as they convey crucial information regarding the values and practices of the organization (Janicijevic, 2013). When employees perceive that their compensation is commensurate with the demands of their positions, they are more likely to be motivated to perform well and contribute to the organization's success (Saks & Rotman, 2016). Presently, compensation has an incalculable effect on talent engagement. The relationship between employees and their organizations could be strengthened through compensation that is commensurate with their performance and competencies, according to a previous study (Feraro-Banta & Shaikh, 2017). In addition, remuneration has the potential to enhance employees' motivation to excel in their job responsibilities, thereby augmenting employee engagement within the organization (Gulyani & Sharma, 2018).

2.3.1.3 Career development

According to Noe (2009), career development is a sequential progression of phases through which employees engage in various developmental activities, relationships, and responsibilities. Career development, as defined by Mondy and Martocchio (2016), is a structured methodology implemented by organizations to guarantee the availability of personnel possessing the requisite credentials and practical expertise. Career development encompasses the creation of learning programs that play a critical role in talent management by facilitating the acquisition of necessary skills and competencies by employees (Armstrong, 2014). In addition to offering promotion prospects, it is imperative for an organization to furnish its exceptional personnel with opportunities for training and skill development (Wanjiru, 2017).

Career planning is a practice of career development that entails an ongoing process of self-discovery through which an individual constructs his or her own occupational concept in accordance with his or her personal values, requirements, and motivations. Although the onus is predominantly on the employee to engage in career planning, the management of the organization can significantly assist workers in this regard and in arriving at more pragmatic career judgments (Cole, 2017; Weng & Zhu, 2020; Swanepoel et al., 2017). The practice of career planning requires both individual and organizational accountability. Therefore, it is imperative that individuals recognize their ambitions and capabilities, and employ assessment and counseling processes to comprehend their training and development requirements with regard to the technical proficiencies and educational progression that are required (Wang, Weng, & Lievens, 2014; Vande, Clauson & Eby, 2020).

As stated by Cole (2019), the objective of training is to provide individuals with the knowledge or abilities necessary to perform a particular occupation or task. It is the process by which individuals gain new information, develop new abilities, and execute tasks in a manner distinct from their previous state. Its objective is to instruct an individual on the proper execution of a specific task or activity (Nzuve, 2017). One of the critical functions of human resource management is the development of employees through the implementation of appropriate training and development programs. Employee development encompasses the enhancement of an individual employee's and, by extension, the organization's overall capability and capacity to perform at the expected level (Elena, 2019). An organization's profitability and productivity increase as employees' level of development rises in tandem with their level of job engagement (Champathes, 2016; Anitha, 2014; Al-Tit & Hunitie, 2015).

Typically, a senior or seasoned employee assumes a supportive role in the professional development of a junior or inexperienced employee as part of a career mentoring program. Formal or informal in nature, it is predicated on the formation of a constructive advisory alliance. As such, it encompasses coaching, facilitating, counseling, and networking abilities. Organizations utilize mentoring as one component of a variety of career development initiatives to recognize, cultivate, captivate, retain, and transition their most gifted personnel (Warren, 2016). Career mentoring is frequently characterized by an exchange of knowledge, assistance, support, and direction with the aim of fostering employee development and performance enhancement; on occasion, it is also employed to accomplish strategic objectives (Parsloe & Wry, 2015). Typically, this entails the employee being introduced to an individual who serves as a model. It is anticipated that the employee undergoing mentoring will develop personal and professional growth. Career mentoring operates on the principles of counseling and aids individuals in the development of their own problem-solving strategies and methodologies (Hall, 2015; Nawaz & Pangil, 2016; Ohunakin, Adeniji & Oludayo, 2018).

Ragins and Miller (2015) assert that empirical investigations concerning coaching and career mentoring initiatives have demonstrated that in the event of successful program implementation and mutual satisfaction among mentors and mentees, the latter will exhibit elevated levels of job satisfaction, constructive career attitudes, and organizational loyalty. Furthermore, research has demonstrated that coaching and mentoring positively affect both employees and the organization. The communication network it furnishes empowers personnel to fulfill their social obligations (Garvey, 2014; Lee and Bruvold, 2013; Raghuram, 2014). While it is accurate to say that competitive advantage stems from human resources rather than the strategies implemented to attract, utilize, and retain them, coaching and mentoring can be regarded as an initial step toward assembling a reservoir of exceptional employee capabilities and resources (Jha, Sareen, & Potnuru, 2019; Patro, 2013).

2.3.1.4 Job design

Considered a seminal concept in business management, job design has been widely recognized in the private sector for more than three decades. Workers are motivated, according to its proponents, by positions in which they believe they can effect change; jobs can be designed with this in mind. A worker may assume a full-fledged position encompassing numerous responsibilities, or a diminished workload, contingent upon their capabilities, time allocation, and additional limitations (Darrah, 2022). The attributes and qualities of the tasks performed by employees significantly influence their level of engagement. Employee commitment is positively impacted by well-designed jobs, which in turn improves individual and group organizational performance outcomes, including membership in and out of the organization, dependable role behavior, job performance, and innovative/spontaneous behavior that exceeds the expected duties of the position (Ugboro, 2016; Judeh, 2021; Krishnan & Ajaganandham, 2015).

Job autonomy refers to the extent to which an individual is granted significant freedom, independence, and discretion in the work environment with regard to task scheduling and the selection of working procedures (Rick & Nauret, 2016; Krishnan & Ajaganandham, 2015). It is considered essential for instilling in employees a sense of accountability. While the majority of workers are content to operate within the overarching limitations imposed by an organization, they do desire a certain level of autonomy. Individuals are considered to be intrinsically motivated to perform a specific task when they are voluntarily participating in activities that pique their interest, offer something new and challenging (Deci & Ryan, 2020).

Job feedback refers to the extent to which the execution of job-related tasks furnishes an employee with guidance and unambiguous information regarding the efficacy of their work (Mohd, Shah & Zailan, 2016). While feedback can be either positive or negative, it is most effective when it is appropriately balanced. Instead of postponing feedback until the annual evaluation meeting, it is advisable to provide it frequently (Hassan et al., 2017). Employees can only determine whether or not to modify their performance by assessing their current performance, and not retrospectively. Managers miss a tremendous opportunity to inspire and motivate their staff when they fail to commend an employee for a job well done, or when they do so ineffectively by failing to provide specific instances of how the employee excelled. Conversely, nothing is more discouraging than discovering during an annual review that a particular facet of your performance has been deficient for the previous half-year without any prior notification (Judeh, 2021).

The concept of job enrichment pertains to the implementation of work methodologies that stimulate and impede employees' performance to a greater extent (Adeniji, Osibanjo & Edewor, 2020). Job enrichment is a specific approach that involves enhancing job conditions by incorporating a wider range of work-related tasks, mandating a greater proficiency and expertise, granting employees autonomy and accountability regarding the organization, supervision, and management of their own work, and facilitating opportunities for personal development and significant work experience (Ali & Aroosiya, 2012). Job enrichment is correlated with employee participation in the decision-making process and decentralized decision making, according to (Wood & Wall, 2017). There exists a positive correlation between job enrichment and feedback-seeking behavior; this, in turn, leads to enhancements in both job performance and organizational effectiveness (Armstrong, 2013; Durai, 2016).

2.3.2 Organizational culture

According to Schein (1990), organizational culture can be described as a collection of basic assumptions that a group develops, reveals, or establishes as it discovers solutions to the challenges it faces while integrating internally and adapting to the external environment. These assumptions are deemed effective enough to warrant instruction to new members regarding the proper way to think, feel, and perceive in order to resolve the issues at hand. It is evident from Schein's definition that the organization must clearly define its fundamental assumptions and take into account the perspectives of both internal and external customers in order to shape those assumptions. Thus, in addition to fundamental assumptions, organizational culture is also established through a discernible pattern. A pattern is defined as a recurring design that has been refined to the point where it becomes habitual to observe (Alneyadi et al., 2019; Mazumder et al., 2020). Five scopes, as identified by Hofstede and Hofstede (2015), comprise culture: individualism/collectivism, masculinity/feminism, power distance, long-term/short-term orientation, and uncertainty avoidance orientation.

A culture has evolved within an organization for the purpose of managing its employees and promoting its values and beliefs for more than several decades (Elsbach & Stigliani, 2018). An organizational culture comprises the employees' values and presumptions regarding the company, which motivate them to carry out their duties effectively (Pepra-mensah & Kyeremeh, 2018). Additionally, organizational culture can be defined as the values, philosophies, and expectations of the organization that serve as a compass for employee conduct, self-perception, and interpersonal engagement with respect to prospective developments (Bakker & Albrecht, 2018). It was believed that organizational culture could provide a framework for understanding employee conduct in the workplace and its influence on talent engagement (Jablonowski, 2017). Furthermore, it is worth noting that talent engagement within an organization is positively correlated with organizational culture. This is because a robust corporate culture fosters a significant degree of dedication among employees towards their respective positions (Pepra-mensah & Kyeremeh, 2018).

Summerly (2017) concurs that organizational values stem from organizational productivity; however, he contends that organizational values originate from internal decision-making processes, communication methods, and modes of conduct. According to Svetlik (2014), organizational values are those that are promoted by management and have demonstrated their effectiveness as a solid basis for the growth and progress of the organization. Additionally, the author asserts that the purpose of organizational values is to motivate employees with innovative vigor so that they will advance the organization's objectives. Additionally, Cingula (2022) examines the concept of organizational values, defining them as what individuals within the organization consider to be beneficial for the organization, what ought to occur within the organization, and what the organization may require in the future. Additionally, the author asserts that organizational values mirror the mission and strategic objectives of the company for the reasons stated previously. A framework for describing the structure of an organization's culture is known as values and norms (Green, 2015). Unwritten rules and principles of conduct serve as indicators of the degree of cognizance regarding the corporate culture. Additionally, norms and values are facts that exist within the organization and are regarded as significant and pertinent (Milch, 2014).

Ferreira et al. (2012) delineate four distinct categories of value that are associated with organizational culture. Values Associated with Employee Satisfaction and Well-Being (VWE), Values of Competitive and Individualistic Professionalism (VIP), Values of Rigidity in the Hierarchical Structure (VRH), and Values of Cooperative Professionalism

(VCP). The term "VCP" pertains to the recognition and appreciation of employees who exhibit a collaborative mindset, proactivity, commitment, and professionalism while working as a team to accomplish shared objectives and the goals of the organization (Indiya et al., 2021). Organizations that adhere to the VRH are characterized by inflexible frameworks, centralized power, and leaders who possess authoritarian personas. Such environments hinder career advancement and undermine employee motivation and job satisfaction due to the absence of worker appreciation. The VIP addresses the prioritization of individual competencies and skills in accomplishing tasks and achieving predetermined objectives, disregarding the significance of teamwork as a whole and placing an emphasis on intra-team competition; this frequently results in unethical working relationships. In contrast, the VWE are defined as organizations that prioritize the humanization of the work environment, placing importance on the satisfaction and motivation of their employees, and ultimately fostering professional development (Ferreira et al., 2012).

Value sharing among employees is considered to be one of the fundamental components of organizational culture (Wekesa, 2017). Individuals who share the same values may perceive or interpret situations or occurrences similarly, which could reduce uncertainty and contention, enable the accurate prediction of others' personalities, and increase the likelihood of successful interpersonal communications. Scholars and practitioners agree that an organization's performance is proportional to the extent to which its culture's values are widely disseminated (Alharbi, 2012). In a similar vein, it is argued that management can anticipate employee reactions to certain strategic options by adhering to strongly held divergent values; conversely, results that diminish these values may not be favorable (Odhiambo, 2016).

Values are propositions, standards, or common guidelines that govern the conduct of personnel. The successful completion of responsibilities is invariably hindered by formidable cultural values. Instrumental and terminal values are the two types of values (Mugaa et al., 2018). Behaviour that is desired is an instrumental value. Terminal value refers to the intended result that people strive to attain (Lunenburg, 2012). Hence, an organization's culture comprises the desired results it strives to achieve (termed "terminal values") and the preferred conduct it promotes (called "instrumental values"). They assist the organization in achieving its ultimate objectives. Mande et al. (2019) state that shared values can strengthen organizational identity, foster collective commitment, decrease reliance on bureaucratic controls, and establish a stable social system.

2.3.3 Talent Engagement

Individuals who possess talent are characterized by a blend of strategic cognition, effective communication and leadership capabilities, emotional fortitude, and the capacity to captivate and impact others in a manner that advances organizational objectives (Michaels et al., 2011). Talent was defined by Goffee and Jones (2017) as personnel possessing the knowledge, abilities, and concepts necessary to produce effective work with the resources at hand. Talent comprises the cumulative expertise, skills, and demeanor that an individual contributes to the workplace. Human resource administrators are responsible within an organization for the recruitment and selection of skilled personnel. The prospects of success are more favorable for those who possess exceptional abilities as opposed to those who are considered ordinary. Put simply, it is a capability that emerges from one's talent and enables them to exceed the capability of others. This assertion was corroborated by Collins (2012), who argued that talent exceeds average aptitude. On the contrary, according to Thorn and Pellant (2016), those who possess exceptional abilities have a competitive edge.

Engagement of talent is comprised of numerous definitions. Bakker and Demerouti (2018) provide a definition of engaged employees as individuals who exhibit qualities such as diligence, high motivation, and complete immersion in their work. According to Bakker et al. (2017), engagement is considered a positive and motivating factor that is distinguished by employees' level of engrossment, dedication, and drive. In this context, it is said that an employee is extremely engaged in his or her workplace if he or she is an exceptionally motivated talent. These engaged employees define and manifest themselves physically, emotionally, and cognitively during individual work performance (Kahn, 1990). Furthermore, Saks and Rotman (2016) posit that talent engagement can be defined as the degree of attentiveness exhibited by job-devoted individuals. In summary, Albrecht (2010) asserts that employee engagement is characterized by their willingness to exert effort, which motivates them to achieve the objectives of the organization. As these definitions indicate, talent engagement is an essential aspect of the workplace. Depending on the specified criteria, the physical presence of employees is attainable in order to meet the needs and standards of the organization.

Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2022) define engagement as a positive, gratifying, and work-related mindset characterized by industriousness, commitment, and absorption. To commence, vigor denotes the elevated level of effort exerted by an employee in order to carry out their duties while in a physical and mental condition. As a form of recreation, employees with high levels of vitality and a strong desire to learn are frequently engrossed in their tasks (May et al., 2014). They also demonstrate a willingness to put forth effort in their work and exhibit persistence when confronted with challenges. Dedication, conversely, is defined as an atmosphere of importance, enthusiasm, drive, and difficulty within the professional environment.

Employee absorption in their work is quantified by the degree to which they experience happiness, complete commitment, and concentration in their work. An individual is so preoccupied with their work that they fail to notice the passage of time. Regarding the remaining personnel, they exhibit a high degree of work absorption when they display a reluctance to depart from their tasks. According to Macey and Schneider (2018), Saks and Rotman (2016), Van Rooy, Whitman, Hart, and Caelo (2011), talent engagement is a widely accepted theory within the field of organizational practice. Employee engagement in talent development within an organization offers numerous benefits. Organizations gain a competitive edge through the promotion of employee well-being and job engagement (Bakker et al., 2008; Bakker & Schaufeli, 2018).

The idea is additionally corroborated by Macey & Schneider (2018), Wildermuth & Pauken (2018), and Macey et al. (2019), who assert that organizations have been cognizant of employee engagement as a potential driver of performance advantage. Superior to their peers, employees who are extremely engaged in their work tend to exert greater effort, thereby boosting the organization's output. Additionally, it has been stated by Bates (2014), Baumruk (2014), Harter et al. (2012), and Richman (2016) that talent engagement has an impact on the performance of employees, the success of the firm, and its financial standing. Several studies indicate that corporations with highly engaged employees experience an increase in shareholder return, a decrease in employee attrition, and an increase in employee productivity. As an illustration, Ellis and Sorensen (2017) assert that employees who are exceptionally engaged dedicate over 75% of their time to enhancing productivity. Therefore, actively involved staff members have the capacity to aid in the realization of the organization's success and competitive edge (Griman & Saks, 2011). Moreover, highly engaged employees appear to be more loyal and remain with an organization for an extended period of time (Smola & Sutton, 2012), and they have a greater perception of justice in relation to performance (Alan, 2016).

2.4 Empirical Review

A literature review was conducted to identify relevant empirical sources, which involved analyzing the constructs of the independent and dependent variables in multiple studies in order to provide focus for the research.

2.4.1 Job Design and Talent Engagement

Adeniji, Osibanjo, and Edewor (2020) applied the social exchange theory to examine the impact of job design on talent engagement. This research examines the correlation between job design variables—namely, autonomy, skill variety, task identity, task significance, and task variety—and employee engagement feedback. The research utilized a cross-sectional survey methodology. Utilizing a stratified sampling method, the sample size was determined. Respondents were requested to provide information via questionnaire. The findings of the employee survey investigation conducted across three manufacturing companies in Nigeria indicate a statistically significant and positive correlation between job design and employee engagement. An inadequate metric for measuring talent engagement was employee engagement, as utilized in the study.

Mohd, Shah, and Zailan (2016) investigated talent engagement, which is hypothesized to be influenced by job design, in a comparable study. The research employed a descriptive survey methodology. A quantitative survey instrument was devised to investigate the attitudes, behaviors, experiences, and sentiments of participants with regard to their level of involvement. According to the findings derived from a sample of 250 employees within a telecommunication organization situated in the Klang Valley, the primary determinant of employee engagement is the design of the job. Nevertheless, the research was unable to establish a correlation between job design and talent engagement due to the limitations of descriptive survey designs, which prevent the elucidation of such relationships.

Judeh (2021) examined the relationship between talent engagement and environment, as well as the mediating role of ethical decision making, in relation to the impact of job design on engagement. The research employed a hybrid design approach. A sample of 237 employees from transportation corporations that are publicly traded on the Amman Stock Exchange in Jordan (as of 2019) was utilized to gather the data. Engagement was substantially associated with job design and ethical decision-making, according to the findings. Employee engagement is more significantly impacted by job design than ethical decision-making. In contrast, triangulation was not implemented in the study, as described in the methodology section.

Krishnan and Ajaganandham (2015) examined the correlation between employee engagement and various job design variables, such as autonomy, feedback, talent variety, and task significance. The research utilized a cross-sectional survey methodology. Utilizing a stratified sampling method, the sample size was determined. Respondents were requested to provide information via questionnaire. Employee engagement is significantly and positively correlated with job design, according to the findings. The sole metric utilized to assess talent engagement in this research was employee engagement.

Nguyen and Pham (2020) looked at what makes talent management work in the not-for-profit organization (NFPO) field. The research employed a descriptive design. Prior to conducting the structured questionnaire survey, which involved 205 NFPO employees in Vietnam, in-depth interviews were conducted with NFPO associates and managers. The results of a multiple regression analysis examining the influence of five independent variables on a single dependent variable indicate that employee engagement is significantly and positively correlated with work design and work-life balance. Although the research employed two distinct data sources, the manner in which qualitative interview data were triangulated, presented, and analyzed in relation to quantitative data was not elaborated upon.

Kamanja, Ogolla, and Gichunge (2019) investigated the correlation between talent engagement and job design. For the collection of data, they conducted a descriptive survey among 200 employees working in central government ministries in Meru County, employing structured questionnaires. The study's regression results, derived from quantitative analysis of data, revealed that physical job design and social job design had a statistically significant impact on employee engagement at the 5% significance level. However, psychological job design and work place flexibility did not exhibit a significant influence on employee engagement at the 5% significance level, with the exception of psychological job design, which was found to be significantly significant at the 10% level. An additional finding indicated that psychological job design was significantly and positively correlated with employee engagement. The notion of talent engagement was initially formulated in relation to talent retention, whereas the constructs pertaining to job design constituted the independent variable. Further research is warranted to determine why workplace flexibility has no significant impact on employee engagement, despite the fact that other studies in different contexts indicate otherwise, according to the study's recommendation.

Shantz, Truss, and Soane (2013) investigated talent commitment as a potential mediator in the relationship between job design and performance. The research employed a descriptive survey methodology. The survey of 283 employees of a UK-based construction and consulting firm and the independent performance evaluations of supervisors provided the data. The findings indicate that personnel occupying positions that provide substantial levels of autonomy, task variety, task significance, and feedback are significantly more engaged. As a result, these employees exhibit greater organizational citizenship behavior, receive higher performance evaluations from their superiors, and partake in fewer instances of deviant behavior. The relationship between job design and talent engagement was not direct in this study; rather, it was mediated by performance.

2.4.2 Reward System and Talent Engagement

Bilal, Farooq, and Rukh (2019) examined at how awards affect how engaged bank employees are with their jobs. By means of a survey questionnaire administered to a random sample of 150 correspondences, data were gathered using a descriptive research design. By employing a model of correlation and regression, the relationship between the variables was examined. The findings derived from the application of statistical regression and correlation models indicate that each of the three variables—trust, reward, and training—has a favorable impact on employee work engagement. This research is an original investigation into the effects of training, rewards, and trust on the work engagement of banking employees. Because this research was limited to the banking sector, the findings cannot be extrapolated to TVET as a consequence of variations across industries. Furthermore, only labor engagement was utilized to assess talent engagement in the study.

Iqbal (2015) aimed to examine the correlation between employee dedication and compensation in the conventional banking sector of southern Punjab. The investigational research methodology utilized an explanatory design. The dataset comprises information from fifty personnel employed by five institutions that are part of the conventional banking sector in southern Punjab. The results indicate that the implementation of rewards positively impacts employee engagement. The paper provides evidence that through effective coaching, leadership, and motivation, management should prioritize the skill development of its employees. A limitation of the research is that the relationship between reward and leadership in the regression model made it challenging to determine the direct impact of rewards on talent engagement.

Hoole and Hotz (2016) investigated into the link between total rewards and talent engagement in South Africa. They wanted to find out which types of awards can be used to predict work engagement. A total of 318 questionnaires were gathered and analyzed in this quantitative cross-sectional study, employing a non-probability convenience and purposive sampling approach. The participants were employees of financial institutions located in Gauteng, and their responses pertained to the significance attributed to various rewards structures and preferences, as well as their level of workplace engagement. A 12% explanatory power was derived from the correlation between total rewards and work engagement, which was found to be statistically significant. Total reward management was unable to account for substantial variation in talent engagement in this study.

Taufek, Zulkifle and Sharif (2016) sought is to find out what is the relationship between reward system and Work Engagement. The research investigation employed a case study design. To achieve this objective, data collection and acquisition via questionnaires was conducted using the quantitative method. A selection of businesses were each given 250 questionnaires. The results demonstrated that a correlation exists between the reward system and employee engagement. Four of the dimensions for Reward system are significant towards work engagement. In summary, it has been determined that reward systems influence employee engagement. Demographic factors exert an influence on work engagement as well. This indicates a further enhancement to the reward system is required in order to boost employee engagement. In addition to its case study research design, the study was restricted to a small number of corporations, which further restricts its generalizability and applicability.

Onyango (2014) aimed to determine whether the complete reward strategy increased employee engagement in terms of talent. The researcher employed a descriptive research design as the methodology and utilized stratified random probability sampling as the sampling technique. The research participants comprised 704 permanent and pensionable employees of EABL, the preeminent producer of intoxicating beverages in Eastern Africa. Information was obtained from a representative sample of 131 participants. The primary data was gathered via a structured questionnaire that the researcher himself designed in accordance with the three specific objectives. A significant correlation was found between the fairness and equity of the incentive package and employee engagement; therefore, it can be concluded that employees who perceive fairness and equity in compensation will be more committed to the organization. The research was limited in scope to permanent and pensionable staff, which hinders its applicability to alternative employment arrangements, such as contracts, which are prevalent in private TVETs.

Baqir, Hussain, Waseem, and Islam (2020) investigated the influence of perceived supervisor support and reward and recognition on talent commitment. Research is conducted using quantity descriptive methods. A questionnaire was utilized for data collection. Employees of the National Bank of Pakistan and Muslim Commercial Bank constituted the population for this investigation. In Multan, information was gathered from 108 employees; however, eight questionnaire responses were deemed invalid due to improper completion. The findings indicate that supervisor support and reward and recognition can motivate workers to improve their performance. Thus, employee engagement can be increased through supervisor support, recognition, and rewards. In Kenya, the research was not conducted. Talent engagement was assessed in the study exclusively through work engagement.

Koskey and Sakataka (2015) investigated the potential impact of rewards on talent engagement and commitment at Rift Valley Bottlers Company, located in Eldoret Town. Utilizing a descriptive survey methodology, this study examined the impact of compensation on employee engagement at Rift Valley Bottlers Company. Human resources, finance, production, sales and marketing, and distribution personnel comprised the target population of the research. The research instruments employed for data collection in this study were questionnaires; a combination of quantitative and qualitative data was gathered. A multitude of factors were identified as contributors to employees' commitment and engagement in the workplace. The sample size was not specified in the study, which was limited to a single organization, Rift Valley Bottlers Company, located in Eldoret Town. Additionally, since the research was limited to a single company, the case study design was optimal.

2.4.3 Career Development and Talent Engagement

Semwal and Dhyani (2017) aimed to determine whether career development or training has a greater impact on enhancing talent engagement. A structured questionnaire was utilized to collect data from 127 employees across different divisions of selected IT companies, in accordance with a correlational research design. The findings of the study indicate that fostering career advancement opportunities within the organization has a far greater impact on all aspects of employee engagement than training initiatives alone. The assessment of employee development was conducted through training. The research was restricted to IT company employees in the Dehradun region; therefore, the findings must be validated in additional industries and regions.

Makera (2018) studied the correlation between talented employees' commitment and career development at Federal University of Technology Minna, Nigeria. SET (social exchange theory) was incorporated into the design of the research framework. Fifty-five non-academic personnel are employed by Federal University of Technology (FUT), Minna. The data were gathered via a self-administered survey. Leadership, as well as training and career development, were found to be significantly associated with employee engagement, according to the findings. The research sample consisted solely of non-academic personnel and was not conducted in the context of Kenya. Additionally, other EVP factors that may have an impact on employee engagement were omitted.

Othman, Jahya, and Loon (2019) sought to identify the determinants that influence talent engagement within the construction sector. The research employed a descriptive survey methodology. Data for this study were gathered through the utilization of online questionnaires and convenience sampling techniques. All three variables—leadership, compensation, and organizational culture—have a significant positive correlation with employee engagement, according to the results of the multiple regression analysis. The research centered on determinants of talent engagement, but did not establish a correlation between talent engagement and career advancement. Reward was evaluated solely on the basis of compensation, whereas organizations consider three other facets of rewards.

Ali, Zengtian, Amoah, and Grace (2021) sought to establish the impact of career advancement on talent commitment and engagement within the banking industry of Hyderabad, Pakistan. Data was gathered through the administration of a descriptive survey, which involved the use of a closed-ended questionnaire featuring a Likert scale. The research employed convenience sampling, and a total of 270 respondents were surveyed. The results of the study indicated that goal setting and training can increase employee engagement and dedication in the financial industry of Hyderabad, Pakistan. The study proposes a model that is applicable to nearly all organizations and has the potential to enhance employee engagement and commitment. This study solely assessed career growth through training, neglecting to consider other dimensions of career development and progression.

Guyo and Matumbu (2018) examined the impact of career progression on talent engagement within non-governmental organizations (NGOs) that are active in Meru County, Kenya. A purposive sampling method and a descriptive research design were utilized to recruit 172 respondents for the study. Utilizing a survey questionnaire instrument, information was gathered from the primary source. 54% of the variance in employee engagement is accounted for by career advancement, according to the study. Additionally, every unit change in an employee's career advancement will result in a 0.365 percent increase in employee engagement. Despite the absence of opportunities for career advancement, employee engagement remained positive at 0.351. This study exclusively examined career advancement as a determinant of employee engagement.

Praida and Sundaray (2020) investigated the effects of Career Growth on Talent Engagement within a renowned aluminum company owned by the Government of India. The research employed a descriptive survey methodology. A self-administered questionnaire survey of 143 employees is carried out utilizing the basic random sampling technique. The vast majority of workers were enthusiastic and content with the organization. As a result, the employees' performance has improved significantly as a result of their engagement training. Nevertheless, the research was unable to establish a correlation between talent engagement and career advancement due to the omission of causal effects between independent and dependent variables in the design.

Jantan, Ho, and Zeeshan (2021) explored the impact of career advancement on talent engagement within the banking industry. This research was conducted on middle management personnel within the banking industry's hierarchy, with a specific focus on those who participated in training and development sessions. An analysis of 102 questionnaires completed by bank employees in Karachi, Pakistan revealed that employee engagement is significantly correlated with development. Conversely, training and employee engagement development were found to be insignificantly correlated. The measurement of career growth was limited to training and development, resulting in the exclusion of other career development constructs.

Jain and Khurana (2017) sought to delineate the relationship between career advancement and employee engagement as a whole, as well as in relation to various employee engagement factors. The research investigation employed an explanatory design. 450 respondents completed a self-administered questionnaire into which primary data were gathered. The study's findings indicate that career advancement has a statistically significant impact on the employee engagement score. However, organizational development and training had no discernible impact on the employees' emotional connection. Talent engagement was assessed exclusively through employee engagement in the present study.

Chovarda (2021) examined the prospective influence of professional advancement on employee engagement. The research investigation employed a cross-sectional design. An empirical evaluation of a research model was conducted utilizing primary data obtained from a survey of 185 bank employees employed in Greece. There exists a robust correlation between PTO and PIED and work engagement, according to empirical findings. It is advisable for banks to allocate resources towards training and development initiatives in order to bolster employee motivation and attain a competitive advantage in the provision of superior customer services. Due to the study's location in a developed nation, Greece, its applicability in the present context is limited.

Anitha (2017) concluded that non-governmental organizations (NGOs) operating in Meru County, Kenya, were more engaged with their talent when career advancement was considered. A purposive sampling method and a descriptive research design were utilized to recruit 172 respondents for the study. Utilizing a survey questionnaire instrument, information was gathered from the primary source. 54% of the variance in employee engagement is accounted for by career advancement, according to the study. The results of this study support previous research and emphasize the critical significance of performance management and employee career progression, particularly within the dynamic environment of non-governmental organizations (NGOs). Despite the fact that the research was carried out in NGOs, the sampling frame was not specified. The research was additionally limited to a single county, Meru.

Robianto and Masdupi (2020) conducted a study with the objective of examining the impact of career development initiatives on work engagement among Bukittinggi City Government employees. This investigation is of the explanatory variety. Workers for the City Government of Bukittinggi constitute the population of this investigation. This investigation utilized a sample of 200 respondents. Respondents were provided with a questionnaire as the research instrument. Positive and statistically significant relationships exist between job design, satisfaction, career development, and compensation and work engagement among the employees of the City Government of Bukittinggi, according to the findings of this study. The study's target population was not specified. Work engagement was utilized to quantify talent engagement.

2.4.4 Employer Brand and Talent Engagement

Khoshnevis and Gholipour (2017) investigated the correlation between talent retention and employer brand. A correlational research design was employed to select Iran Melli Bank as the statistical population. Cluster sampling was utilized to identify the branches of the bank located in the city of Tehran. In addition, branches were selected at random in each region, 530 questionnaires were distributed to bank employees, and a total of 380 questionnaires were collected. A positive and statistically significant correlation has been identified between various aspects of employer brand—compensation, brand and reputation, authority, job design, corporate social responsibility, and employee retention—and employer brand. The assessment of employer branding in the present study incorporated compensation as a component of the reward measure.

Anchu and Thampi (2020) examined the correlation between various aspects of employer branding and the level of talent engagement exhibited by bank personnel. For the study, 139 respondents from the selected banks were contacted using an explanatory research design. Utilizing self-administered structured questionnaires, the data was gathered. A significant positive correlation was found between employer branding and employee engagement, according to the findings. As employee engagement was solely employed as a metric to assess talent engagement, the study's scope was excessively limited.

Muma, Ochego, Nzulwa, and Lumiti (2020) examined the impact of employer branding on the retention of highly skilled personnel within Kenyan universities. The research utilized a descriptive design. The study's target population consisted of all personnel employed in 70 universities that were accredited in Kenya, amounting to a total of 50,670 employees. 384 respondents were selected for the study's sample using a stratified random sampling method. The principal instrument utilized for data collection was questionnaires. The primary results obtained from the research study suggested that employee retention in universities in Kenya was impacted by employer branding strategies. The study failed to examine the impact of these incentives, also referred to as EVP, on talent engagement, a critical determinant of employee retention.

Mouton and Bussin (2019) examined the impact of employee branding on compensation expectations and talent retention. This research involved the participation of five insurers from South Africa, employing a descriptive correlational research design. Correlational and analysis of variance tests were utilized to examine numerous hypotheses. The findings of the analysis suggest that there is a correlation between heightened perceptions of employer branding and employee retention rates and compensation expectations that are lower. Employee retention was utilized to quantify talent engagement in the study, which is an insufficient indicator of talent engagement.

Njagi (2013) aimed to ascertain the constituent elements of employer branding, examine the impact of those elements on talent retention, and determine the perspectives of Petroleum Independent Association of Kenya (PIAK) employees regarding employer branding. The descriptive design, correlation, and factor analysis were utilized in this study. Ten organizations that are members of PIAK were chosen to participate in this survey. Due to the tiny population, a comprehensive census was conducted. The survey involved fifteen employees from each of the participating companies. The study's findings indicate that the critical dimension of employer branding among employees in the oil and gas industry in Kenya is comprised of four elements: employer reputation, job characteristics, organizational culture, and compensation and benefits. Retention of talent was utilized exclusively to gauge talent engagement. Talent engagement and employer branding were not examined in the study. Employer branding constituted an independent variable, whereas organizational culture did not function as a moderating variable.

Pattnaik (2019) looked at the Indian environment to see how the value proposition affected employer attractiveness and employee engagement. By employing a correctional research design, the study's sample size comprises 707 respondents who are currently employed by IT enterprises in India. The nature of the work, inspirational values, and organizational culture account for 64% of the variance in the degree of employer attractiveness, according to the study's findings. Concurrently, compensation, the physical layout of the job, and the characteristics of the work itself are more significant indicators of employee engagement. Additionally, the research revealed that mandatory training programs imposed by the employer have a negative impact on employee engagement. While the study assessed employer branding through the implementation of training programs, the present program intends to utilize training programs to evaluate career development.

Ha, Luan, and Tam (2021) investigated a novel avenue: the effect of employer branding on the organizational commitment of talent. For this investigation, mixed methods were employed to address the research issues. A survey instrument was utilized to collect the responses of 937 employees from 37 enterprises and organizations in Vietnam. The questionnaire was distributed immediately to the employees. Research findings have demonstrated that employer branding has a significant and positive effect on employee engagement. This finding suggests that employer branding has an impact on existing employees as well. Organizational culture was not accounted for as a variable in this research, potentially leading to a discrepancy in which employee commitment is solely ascribed to employer branding.

Chawla (2020) assessed the relationship between employee engagement and employer branding strategy (a method utilized by businesses to attract qualified personnel), while also calculating the mediating influence of person-organization (P-O) fit. The study employs a descriptive research design to examine a sample of 296 employees who are employed in offshore contact centers within the BPO sector in India. In order to evaluate the proposed model, structural equation modelling is utilized. The research findings emphasize the positive correlation between employer branding, P-O compatibility, and employee engagement. Additionally, the results indicate that the P-O effect partially mediates the connection between employee engagement and employer branding. Nevertheless, the assessment of talent engagement was based solely on employee engagement, disregarding alternative constructs.

Rana, Sharma, and Jain (2019) aimed to assess the influence of employee branding on organizational commitment and job engagement within the context of Indian IT firms. The research employed a descriptive survey methodology. The information was gathered from a sample of 250 personnel who were employed in diverse Indian IT companies. A robust positive correlation was found between employer branding and job engagement, job engagement and organizational commitment, and employer branding and organizational commitment, according to the findings. Additionally, it was observed that employment engagement served as a partial mediator in the relationship between employer branding and organizational commitment. The research was carried out within Indian IT corporations, which revealed a contextual void in the Kenyan setting.

Rana Sharma (2019) examined the influence of employer branding strategies on employee engagement within the banking industry of Uttarakhand. A cross-sectional research design was employed, and data were gathered through convenience sampling from a sample of 245 employees working in institutions located in the districts of Uttarakhand. Employer branding practices, including interest value, social value, development value, and economic value, have a positive effect on employee engagement, according to the findings of this study. An environment in which employees perceive themselves as engaging, socially supportive, and conducive to creativity fosters development and progression, resulting in increased employee confidence, satisfaction, and engagement with their tasks. Nonetheless, the research failed to elucidate the precise impact that employer branding has on talent engagement.

Yousf and Khurshid (2021) investigated the relationship between employer branding and employee commitment via the mediating variable of employee engagement. The research investigation employed an explanatory design. The research was centered around 485 personnel employed by two institutions (one public sector and one private sector), yielding a total of 409 functional responses. Additionally, the mediating function of employee engagement in relation to the five dimensions of employer brand and organizational commitment was investigated in this article. Additionally, there exists a noteworthy and favorable correlation between employee engagement and organizational commitment. Furthermore, it was found through the mediation analysis that employee engagement serves as a partial mediator in the connection between organizational commitment and employee engagement. Although organizational commitment and employee engagement were utilized as mediators and dependent variables, respectively, they both assessed talent engagement in the present study.

Thalgaspitiya's (2020) sought to ascertain the impact of employer branding on the retention rate of executive-level staff within a representative sample of prominent apparel companies in Sri Lanka. Utilizing a correlational research design and a straightforward random sampling procedure, the study was administered to 245 executive employees of the apparel industry in Sri Lanka. Primary data were collected using a structured questionnaire consisting of forty items that were evaluated using seven-point Likert scales. The implications of the study's findings highlight the significance of organizational identification in shaping employer branding, which subsequently affected employee retention among Sri Lankan apparel industry executives.

Jenitta's (2020) study sought to determine whether employer branding and talent retention existed in the Trincomalee district, with a focus on the finance staff. A sample of 200 responses was arbitrarily selected from two separate institutions situated in the Trincomalee District with the intention of facilitating the research. The correlation analysis revealed the existence of a statistically significant positive association between employer branding and employee retention. Furthermore, an exceptional and positive correlation was observed among employee retention and every aspect of employer branding, including reputation value, development value, social value, and diversity value, according to the research findings. Predictively, employee retention is significantly and positively impacted by employer branding, as predicted by regression analysis.

Udayanga, Jayarathna, Silva, and Dissanayake (2020) sought to establish whether employer branding in a particular multinational corporation operating in Sri Lanka affected the retention of talented employees. By collecting data from a sample size of 126, the study utilized a deductive research methodology. Data from a sample of 126 employees was gathered for the investigation through the use of simple random sampling. Employer branding consequently has been found to have a substantial and positive impact on employee retention. Furthermore, the results of the study suggest that work-life balance and training and development have the greatest practical effect on employee retention. In contrast, there is no statistically significant relationship between corporate social responsibility and employee retention. The research did not encompass other dimensions of employee engagement; it focused solely on the retention of talented individuals.

Ilesanmi (2014) investigates the importance and role of employer branding in the Nigerian brewery industry in terms of attracting and retaining skilled employees. A causal framework guided the research. Both primary and secondary research methodologies were employed in the study. In order to participate in this study, questionnaires were completed by 90 respondents, including both senior and subordinate personnel of Nigerian Breweries Plc (Ota Brewery). The data were analyzed using descriptive statistics, and the results suggest that the employer brand name could potentially influence employees' decisions concerning their decision to join or remain with a company. The particular secondary sources of data employed, such as the primary data source and the implementation of triangulation, were not explicitly delineated in the study.

Kheswa (2015) examined the relationship between company branding and employee recruitment and retention in South Africa. Descriptive survey methodology was utilized in the research. A Qualtrics-designed online survey was employed to conduct the investigation and was distributed to unemployed graduates and employed individuals from the best companies to work for; permanent employees contributed a total of 99 responses, while graduates contributed 98. Employer branding is impacted by a number of values that are universally pertinent to both groups, according to the principal findings of the study. In order of importance, these elements are arranged in a ranking. In contrast, the findings revealed that leadership retention is impacted by the subsequent values—developmental value, social value, communication value, economic value, reputation value, and corporate social responsibility value—in that order of significance. The manner in which employer branding impacts talent engagement constructs was not disclosed in the study.

2.4.5 Moderating Effect Organizational Culture and Talent Engagement

Alneyadi, Al-Shibami, Ameen, and Bhaumik (2019) investigated the extent to which employee engagement with the award system in the public sector of the United Arab Emirates is influenced by organizational culture. For this study, an experimental design was implemented. In this study, 307 valid questionnaires are utilized to evaluate the proposed model through the application of structural equation modeling over PLS. Furthermore, it was found that the independent variable accurately predicted human capital with a significant degree of precision, in addition to organizational culture serving as a significant moderator between reward system and employee engagement. The study's restricted focus on a singular reward system posed a difficulty in extrapolating the moderating influence of organizational culture on talent engagement and employee value proposition (EVP).

Indiya, Mise, and Ojera (2021) investigated the relationship between organizational performance and career progression in public universities in Kenya, with a particular focus on the impact of organizational culture. The investigation was guided by structural contingency theory and equity theory, drawing upon a census survey conducted by the Bureau of Standards and employing a causal research design. Based on the study's findings that organization culture significantly moderated the relationship, the interactive effect of organization culture substantially improved the performance of the organization. According to the study's findings, career progression exerts a more substantial influence on the performance of an organization. The research was conducted solely in public universities and not in private TVETs; the dependent variable was organizational performance. Organization culture as a moderating variable had not been conceptualized in any prior theory. Wekesa (2017) studied how the reward system and strategy for retaining employees affected the role of company culture as a moderator. The investigation utilized a causal research design. From the target population of 130 respondents, a sample of 99 was calculated utilizing Yamane formulas. Utilizing a random sampling method, the respondents were chosen. Surveys were employed as the means of data collection. An organization-wide cultural moderating effect on the effects of motivation, training, reward systems, and recruitment strategies was found to have a substantial adverse impact on talent retention strategies. The research conducted was confined to talent retention strategies in relation to talent engagement.

Job design and innovation in Saudi state hospitals were the subject of an investigation by Alharbi (2012). The potential moderating effect of organizational culture on these associations was further examined. A quantitative research design was employed to accommodate data collection, hypothesis testing, and inquiry resolution. Utilizing a cross-sectional survey design, the investigation was conducted. A response rate of 77% was achieved when fourteen public institutions in Saudi Arabia accepted the survey materials that were distributed. The findings of the study indicate a consistent and positive correlation between innovativeness and job design. Furthermore, further research revealed that organizational culture moderates the relationship between job design and innovativeness. The research focused solely on the dependent variable of innovativeness and limited the independent variable to job design, while also accounting for organizational culture as a moderating variable.

Mugaa, Guyo, and Odhiambo (2018) looked at how organizational culture affects the link between reward systems and employee success in Nairobi City County, Kenya. The banks that took part were large commercial banks. The present investigation employed a descriptive research methodology. The target population sampled 22,856 individuals who were employed in the six commercial banks that were specifically designated in Nairobi City County. This sample included both clerical and management personnel. The Krejcie and Morgan table for determining the appropriate sample size was employed to acquire 377 responses. Primary data was collected through the utilization of a complex questionnaire format that included both closed-ended and open-ended questions. The study observed that organizational culture played a significant role in moderating the effects of monetary rewards and recognition programs. The moderating effect of organizational culture on the correlation between reward systems and employee performance was examined in the context of large commercial banks situated in Nairobi City County, Kenya.

Mande, Awiti, and Ng'ong'a (2019) investigated the influence of organizational culture on employee performance in public universities in Western Kenya, with an emphasis on the role of organization culture as a moderating element in this relationship. The study was guided by a positivist research philosophy, which was informed by observations from a descriptive survey and a correlational research design. The target demographic comprised 120 individuals, all of whom held the position of department chair at public universities situated in the western region of Kenya. Questionnaires and a census of all department chiefs were utilized to collect primary data. The organizational culture was identified as a critical moderating factor in the relationship between employer branding and employee performance. Moreover, education, ethnicity, age, and gender diversity have a positive influence on employee performance. Furthermore, a significant proportion of staff members in public universities located in Western Kenya hold a positive perception of employer branding strategies. The study utilized a descriptive survey research design and a correlational research design, without offering an explanation for their selection.

Mazumder, Khaleeli, and Das (2020) investigated the impact of organizational culture on the correlation between employee engagement and human resource management practices within the automotive industry. Consistent with the descriptive survey design, 212 individuals completed and provided responses to the questionnaire. In regard to the relationship between human resource management practice and employee engagement, the results validate the importance of the organization culture moderation effect. Human resource management practices such as career advancement and development and workforce planning are positively correlated with employee engagement in the automotive industry. The findings provide confirmation that organizational culture controls employee engagement and human resource management practices. Organizational culture moderated the relationship between HRM approaches and organizational performance in the automotive industry. Further analysis revealed a discrepancy within the sector and region, in addition to the variables being examined.

Hamzah, Othman, Hashim, and Besir (2013) examined the validity of the job design construct and the moderating effect of organizational culture on the relationship between job design and employee job performance. In Malaysia, a correlational research design was employed to gather data from 530 academicians who were affiliated with prestigious public institutions. According to the findings of the study, each dimension of organizational culture moderates the relationship between job design and employee job performance. The current investigation will focus on the relationship between talent engagement and employee value proposition and job performance. This is in contrast to the previous study, which investigated the relationship between job design and talent engagement.

Gulali (2018) investigated the influence of organizational culture on the correlation that exists between employee engagement and employer branding at Keele Public Universities. The research design described an explanatory study population consisting of 215 high-ranking management personnel from eleven public universities that had obtained accreditation from the Kenya Bureau of Standards. The results of the study suggest that employee engagement volatility was accounted for by 42.1% of the variance in organizational performance, which was considerably impacted by employer branding. Likewise, employee engagement variability was substantially explained by organizational culture. In addition, the moderating perspective demonstrated that organizational culture significantly influenced the relationship, suggesting that organizational culture actively contributed to the improvement of employee engagement.

Thumbi, Hannah, and Rosemarie (2021) conducted a study with the objective of determining whether organizational culture has an impact on the correlation between career advancement and employee performance. In adherence to correlation research principles, data was collected through an informational survey administered to 225 respondents who were selected from 75 classified hospitality firms in Kenya. Multiple regressions were employed to assess the empirical models by analyzing the data. The results of the study indicate that organizational culture significantly moderated the relationship between employee performance and career advancement. There exists a noteworthy correlation between employee career progression and performance in organizations that place a greater emphasis on people orientation. However, it should be noted that the scope of this research was limited to career advancement, which is a constituent of career development and was included as one of the variables in the framework consisting of the employee value proposition.

2.5 Summary and Research Gaps

Diverse constructs of employee value proposition (including job design, rewards, career development, and employer branding) and talent engagement have been the subject of research. The majority of these studies have identified certain knowledge voids that may be remedied by conducting additional research. Contradictory results have been observed, for instance, regarding the precise EVP constructs that augment talent engagement. Others contend that employee value proposition (EVP) does not have a substantial impact on talent engagement, whereas some scholars place importance on employer branding, compensation, career advancement opportunities, job design, and job design to foster talent engagement (Arifin and Lo, 2020; Omar and Mahmood, 2020; Celestine, 2015; Raharjo, Nurjannah, Solimun, and Fernandes, 2018; Sudirlan, Maarif, Affandi, and Arkeman, 2019; Owor, 2016; Kibambila, & Ismail, 2021).

The findings may also vary across sectors. To illustrate, Mokaya and Kipyego (2014) investigated the factors that influence employee engagement at Cooperative Bank. The findings revealed that performance management, personal development and growth, workplace recreation, and compensation package had a significant impact on employee engagement. The objective of Namanga's (2017) case study was to examine employee engagement strategies implemented by the Kenya Medical Research Institute-Wellcome Trust Research Programme (KWTRP). Compensation, work environment, training, and employee participation were found to be the most prevalent engagement strategies, according to the study. In their study, Kamanja, Ogolla, and Gichunge (2019) utilized a descriptive survey of 200 employees employed in central government ministries located in Meru County to investigate the correlation between the work environment and employee engagement. In their 2018 study, Karanja, Namusonge, and Kireru investigated the impact of talent management processes on the competitive advantage of telecommunication firms located in Nairobi City County, Kenya. Similarly, Wambui (2012) examined the talent strategy employed by commercial state corporations in Kenya. According to the findings of the analysis, the majority of commercial state-owned enterprises lacked a formalized and communicated talent strategy that would have served as a guide for attaining competitive outcomes.

Additional research has been conducted in various regions and contexts, including Sri Lanka, where Walford-Wright and Scott-Jackson (2018) investigated talent acquisition strategies by analyzing the practical implications for private sector organizations. The results of this study indicate that talent acquisition techniques have a notable impact on company success within the public sector. However, their total contribution to business performance is found to be insignificant. According to Raharjo, Nurjannah, Solimun, and Fernandes (2018), their study conducted in Brazil yielded equivocal results on the relationship between talent management and employee value proposition, job commitment, and organizational culture. In their study, Kassahun and Raman (2021) identified a range of elements in Ethiopia that have been strategically included to enhance employee engagement. These aspects encompass the work environment, leadership, reward systems, organizational support, and job motivation.

According to a study conducted in South Africa by Chiwawa and Wissink (2020), talent engagement has become a significant concept in the disciplines of human resources management and hospitality management. According to Marrybeth, Brackz, Hadson, and Zlong (2019), regarded universities exhibit a strong interest in talent retention and engagement strategies, but struggle to effectively execute talent acquisition strategies. Moreover, this analysis revealed that business school employee satisfaction is significantly impacted by talent retention and engagement practices. Furthermore, it is revealed that the practices employed for talent procurement are deemed to be negligible. It is abundantly evident that business schools prioritize talent retention and engagement strategies, but have neglected to implement talent acquisition and development strategies. The lack of consistency in the correlation between talent procurement practices and talent engagement results in a substantial knowledge deficit due to the challenge of extrapolating findings from various contexts. The organizational culture of private TVET institutions differs from that of public TVET institutions. Previous research has examined the moderating effect of organizational culture on human resource practices and other aspects. However, no investigation has been conducted to determine whether organizational culture moderates the relationship between employee value proposition and talent engagement. Therefore, the present study aimed to address a research void by examining the moderating effect of organizational culture on talent engagement and employee value proposition in private TVET institutions. Consequently, this segment provides a concise overview of research conducted in the domains of talent engagement or its constructs and employee value proposition constructs.

Table 2. 1: Summary of Research Gaps

Researcher(s)	Focus of Study	Methodology	Findings	Knowledge Gaps	How Current Study was address the Gaps
Kariuki and Makori (2015)	Role of job design on employee engagement in private universities in Kenya	The study adopted a descriptive research design with a sample size of 84 respondents from Presbyterian university. Data was collected using a questionnaire.	The study revealed that Employees' ability to influence decisions at work is one of the most important factors affecting their motivation and that the level of autonomy influenced employee engagement	This study confined itself to the Presbyterian University of East Africa a private University. A comparative study should be carried out to compare whether the findings can be generalized. The study only focused on job design as a variable and the design used could not identify the cause and effect relationship between the variables	This study was addressed by expanding the scope to private institutions with a sample size drawn from all private TVET institutions in Nairobi region and also measuring talent engagement using more constructs as opposed to only job design. The study used causal research design which is better placed to bring out the relationships of the variables as opposed to descriptive design.
Kamanja, Ogolla and Gichunge (2019)	Relationship between work environment and talent engagement	Descriptive survey of 200 employees in central government ministries in Meru County using structured questionnaires for data collection	While physical work and social job design had significant influence on employee engagement at 5% significance level, psychological job design and work place flexibility did not significantly influence employee engagement at 5% significance level though the psychological job design was only	Talent engagement was conceptualized using talent retention while the independent variable was limited to constructs relating to job design. otherwise in other contexts	This study addressed the gap by looking at job flexibility as a construct of job design and its influence on talent engagement thus covering the recommended gap in the study. This study also expanded the scope by studying talent engagement in more institutions for generalization.

			significant at 10% significance level		
Bilal, Farooq and Rukh (2019)	Impact of rewards on work engagement in the banking sector	Data were collected from a random sample of 150 correspondences through the survey questionnaire. A model of correlation and regression was used to scan the connection between the variables	Results based on the model of correlation and statistical regression revealed that all three factors, including trust, reward, and training, have a positive influence on the work engagement	This study focused on the banking industry and thus the results cannot be generalized to TVET due to sectorial differences. Furthermore, the study measured talent engagement only using work engagement.	This study expanded the scope by focusing TVET sector and also measuring talent engagement using more constructs as opposed to only work engagement.
Baqir, Hussain, Waseem and Islam (2020)	Impact of trust, reward training and recognition and perceived supervisor support on employee engagement	The method used in research is quantities descriptive. Questionnaire was used to collect data. The population in this study consisted of employees of Muslim Commercial Bank & National Bank of Pakistan	The results show that reward & recognition and supervisor support can engage employees for better performance	The study was not conducted in Kenya The study measured talent engagement using work engagement only	This study focused om TVETs in Kenya thus addressing a regional gap. It also measured engagement using several other constructs.
Semwal and Dhyani (2017)	Assess whether career development raises the level of employee engagement more than	The data was collected from 127 employees in various departments of selected IT companies, using a structured	The study has revealed that encouraging career development prospects in the organization significantly contributes to all the components of employee engagement	Career development was measured using employee training Study was limited to the employees of IT companies located in the Dehradun region and the	Career development was measured using more than one factors. While the study focused only on training, this study expanded the scope by measuring career development through mentorship

	training	questionnaire.	more than the support provided by training initiatives alone	results need to be tested across other sectors and geographical locations	opportunities, training, promotion and mentorship opportunities. The study also addressed the geographical and sectorial gap suggested in the said study.
Makera (2018)	Relationship between career development and employee engagement in Federal University of Technology Minna, Nigeria	Survey design was used with a total of 237 non-academics staff from Federal University of Technology (FUT), Minna with 150 being responsive 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.	The study sample comprised of human resource managers in TVETs in Kenya, who by virtue of their job can conceptualize the subject better and provide data that covers both academic and non-academic staff. It also examined four other EVP factors that could influence employee engagement and besides that it covers the regional gap since it was from a Kenyan scenario.
Othman, Jahya and Loon (2019)	Factors affecting employee engagement in the construction industry	This study used convenience sampling techniques to get a sample size of 150 and online questionnaire as an instrument to collect data.	The result from Multiple Regression Analysis demonstrates that reward has a positive significant relationship with employee engagement.	Reward was conceptualized using compensation only while there are other aspects of rewards in organizations. Further the study suggested comparative studies to be done in other sectors and also studying other variables that can influence talent engagement. The	This study measured reward using all the three elements for instance fringe benefits, compensation and employee recognition. The study adopted probability sampling to increase objectivity as opposed to the convenience sampling used. This study also studied other variables that influence talent engagement namely job design, career growth and employer

				moderating variable namely organization culture was not in this study.	branding. Further this study considered the role of organization culture as a moderating variable.
Guyo and Matumbu 2018	Assessed the influence of career advancement on employee engagement in NGO's operating in Meru County, Kenya	The study used descriptive research design and purposive sampling method to arrive at 172 respondents. Questionnaires were used to collect data.	The study revealed that 54% of variation on employee engagement is influenced by career advancement	Only career advancement was considered in this study as a factor influencing employee engagement. Besides the sample was drawn from Non-governmental institutions which cannot be generalized to TVET institutions due to sectorial differences.	This study addressed the gap by examining four other EVP factors that could influence employee engagement thus more comprehensive findings to draw a reliable conclusion. The sectorial gap was also addressed in this study.
Athifah et al (2016)	Linking Work Environment, Team and Co-worker Relationship and Organization Well-being in Increasing Employee Engagement:	A sample of 400 was selected from employees of banks in Kuala Lumpur, Malaysia using simple random sampling.	All the three variables were found to have significant influence on employee engagement in the banking sector.	The study focused on three variables (work environment, team and coworker relationship and organization wellbeing). The research design adopted in this study was not defined.	This study addressed the gap by expanding the scope through studying other variables namely rewards, employer branding, career growth and job design and also include a moderating variable. This study also adopted a causal research.
Robianto and Masdupi (2020)	The Effect of Career Development, Compensation, Work	The study employed explanatory research design. The sample in this study was 200	The findings of this study were career development, compensation, job design and satisfaction has a positive and significant	The study does not consider organization culture as moderating variable, Furthermore the sampling technique	This study addressed the gap by studying more variables of talent engagement including a moderating variable (organization culture). The

	Environment and Job Satisfaction on Work EngagementCity Government of Bukittinggi	respondents selected using non-probability convenience sampling. The research instrument was a questionnaire distributed to respondents	effect on work engagement in the Employees of the City Government of Bukittinggi	adopted could introduce some level of bias thus affecting the findings. The research design adopted may not bring out the required relationships of the variables as it mainly seeks to explain how and why something happens.	study also improved on the methodology by adopting a probability sampling which gives every element in the population a fair chance of selection thus eliminating bias.
Anchu and Thampi (2020)	Relationship between different dimensions of Employer Branding and its effect on Employee Engagement among bank employees	139 respondents were selected through simple random sampling for the study. The data was collected using self-administered structured questionnaires. The study was limited to banks in Thiruvananthapuram district of Kerala.	The results revealed that there is a significant positive relationship between Employer Branding and Employee Engagement.	In this study, only a generalized concept of Employer Branding is considered including limited dimensions of Employer Branding. This makes the scope too narrow. A sectorial and regional gap is also evident as the results cannot be generalized to TVET sector and more so in Kenya	This study focused on more variables in addition to employer branding thus widening the scope. Besides the study covered employer job attributes, employer reputation and employer Image. This study also focused on the TVET sector in Kenya thus addressing the sectorial and regional gap.
Muma, Ochego, Nzulwa and Lumiti (2020)	Influence of human employee branding on retention of employees in universities in Kenya	The study adopted descriptive design. The target population of the study comprised all employees totaling to 50,670 in 70 accredited	The main findings from the study indicated that employer branding strategies influenced retention of employees in universities in Kenya and concluded that providing attractive incentives	The gap here was that the study only focused on employee branding and did not factor in all other EVP constructs and did not factor in organization culture as a moderating variable. The population	This study addressed this gap as it studied several variables of EVPs and their influence on talent engagement where one of the constructs is talent retention. The study also limits itself to private TVET institutions as they do not share the same

		universities in Kenya. A sample of 384 was selected using stratified sampling. Questionnaires were the primary data collection tool	should be considered by the universities in Kenya.	targeted all universities meaning both private and public which may not share the same governance structures and organization culture thus the findings may be misleading. The study does not show how they arrived at as sample size of 384	structures with public institutions which made the findings generalizable. This study also selected a sample size using a defined formula to ensure proper representation. The study also included organization culture as a moderating variable.
Indiya, Mise and Ojera (2021)	Moderating effect of organization culture on the relationship between quality management system adoption and performance of public universities in Kenya.	The study adopted a correlation design with the aim to ascertain if there are significant associations between study Variables. Target population was 11 public universities in Kenya who attained QMS certification through KEBS	The study concluded that organization culture increases the effect of QMS adoption on organizational performance.	The study was conducted in public universities not in private TVETs. The focus was to measure the moderating effect of QMS and organization performance. There was no theory to conceptualize organization culture as a moderating variable.	This study sought to measure the moderating effect of organization culture on EVP and talent engagement which is a whole new dimension of study. The study also conceptualized organization culture through the theory of organization culture by Schein.
Mazumder, Khaleeli and Das (2020)	Moderating influence of Organization culture in the relationship between HRM	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 career growth and Employee engagement is	Organization culture was a moderating variable between HRM practices and organizational performance in Automobile industry.	This study however focused on moderation effect of Organization culture between and EVP and talent engagement in private TVETs in Kenya.

	practices and organizational performance in Automobile industry		confirmed significantly	There was gap identified in regards to region, sector and also the variables under study	
Mugaa, Guyo and Odhiambo (2018)	Moderating effect of organizational culture on the relationship between reward systems and employee performance in large Commercial Banks in Nairobi City County in Kenya	The study adopted a descriptive research design. The target population was 22,856 employees working in the six selected Commercial Banks in Nairobi City County s. Primary data was collected using structured questionnaires	The study found out that Organizational culture was a significant moderating variable for financial rewards and recognition schemes	The study focused on Moderating effect of organizational culture on the relationship between reward systems and employee performance in large Commercial Banks in Nairobi City County in Kenya	This study focused on the Moderating effect of organizational culture on EVP and talent engagement in private TVETs in Nairobi region.
Thumbi, Hannah and Rosemarie (2021)	Whether organizational culture moderates the relationship between career growth and employees' performance	Data was collected using a self-administered questionnaire from a sample of 225 respondents drawn from 75 classified hospitality firms in Kenya	The results established that organizational culture significantly moderated the relationship between career growth and employees' performance	The study focused on organization culture as a moderating variable between career growth and employees' performance. The study did not touch on talent engagement; neither did it look at other variables besides career growth. This left more room for	This study sought to address that gap by studying organization culture as a moderating variable to EVP and talent engagement, which brings in a whole new dimension of study.

				study.	
Alharbi (2012)	Relationships between job design and innovativeness in Saudi public hospitals. Moderating effect of organizational culture on these relationships	Quantitative research design. A cross-sectional survey method was used to conduct this study. A survey package was sent to 182 public hospitals in Saudi Arabia, and 140 were returned, giving a response rate of 77 percent	Results of the study revealed that the job design has a significant, positive relationship with innovativeness. Furthermore, the results showed that organizational culture has a moderating effect on the relationship between job design and innovativeness	While the study incorporated organization culture as a moderating variable, the independent variable was narrowed to only job design while the dependent variable only focused on innovativeness	This study had a wider scope where job design was only a single independent variable among others and innovativeness was also a single construct of the main dependent variable – talent engagement.

Source: Compiled by author from secondary data (2022)

2.6 Conceptual framework

A concept can be defined as a theoretical construct that is inferred or derived from specific instances; in contrast to theories, concepts do not require discussion in order to be comprehended (Kombo & Tromp, 2009). Figure 2.1 illustrates the conceptual framework that underpins this investigation.

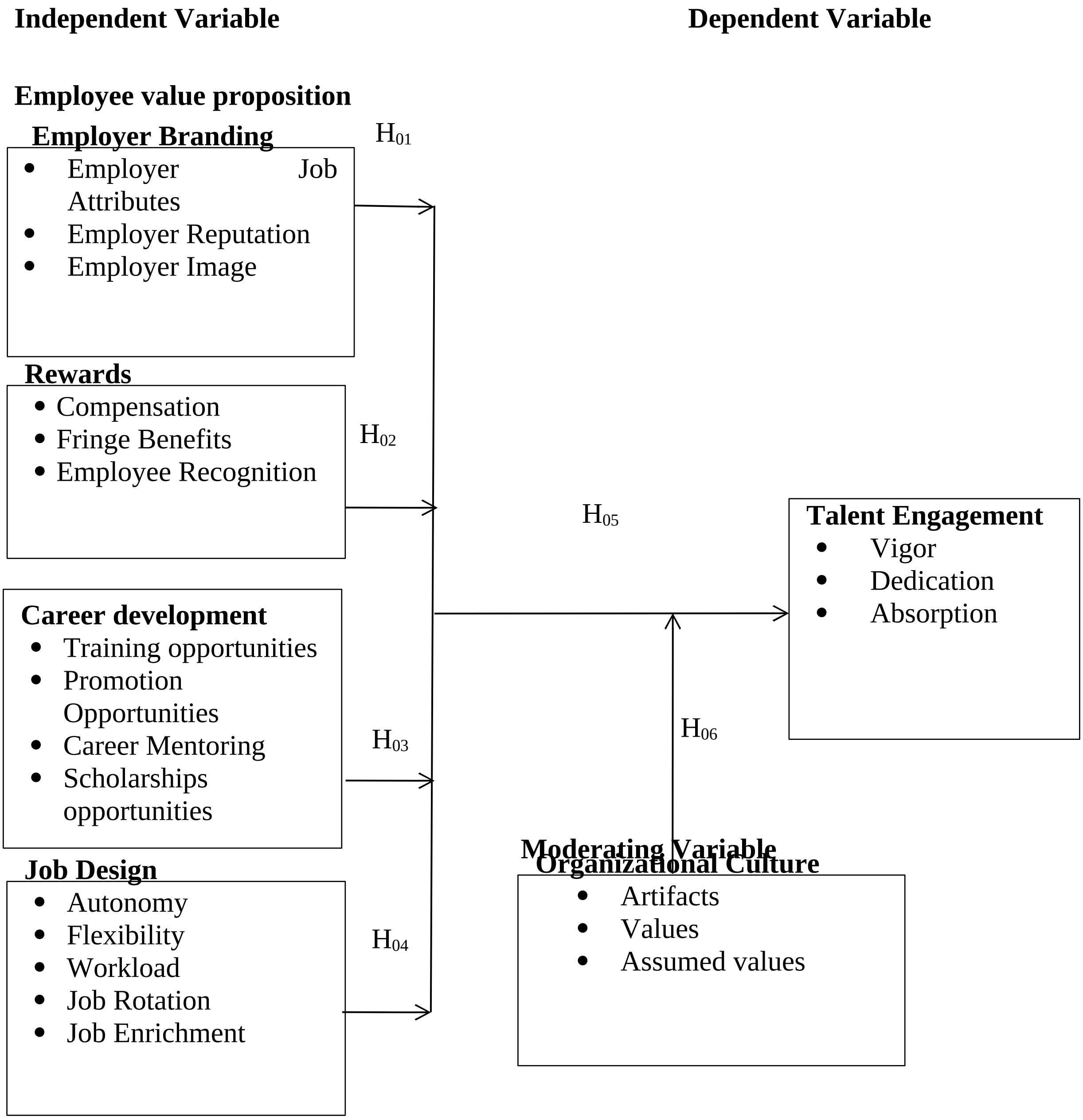

Figure 2. 1: Conceptual Framework
Source: Developed from the Reviewed Literature by Author (2021)

The employee value proposition was utilized as an independent variable in relation to constructs including employer branding, rewards system, career development, and job design, as shown in Figure 2.1. Subsequently, the constructs of Employer Branding were operationalized in order to assess the latent variables as specified in the questionnaire (refer to Appendix I). The constructs in question comprised Employer Job Attributes, Employer Reputation, and Employer Image (Muma et al., 2020; Pattnaik, 2019; Mouton & Bussin, 2019; Khoshnevis and Gholipour, 2017; Njagi, 2013; Ha et al., 2021). The study utilized three indicators to ascertain rewards, which were subsequently incorporated into the questionnaire items. The aforementioned components comprised compensation (Bilal et al., 2019; Hoole & Hotz, 2016), employee recognition (Iqbal, 2015; Taufek et al., 2016), and fringe benefits (Onyango, 2014; Baqir et al., 2020).

The operationalization of career development was expanded to include sub-constructs, which were utilized to assess the latent variables as specified in the questionnaire (refer to Appendix I). The aforementioned constructs comprised scholarship and training opportunities (Makera, 2018; Ali et al., 2021); Ali et al., 2021; Othman et al., 2019; and Semwal & Dhyani, 2017). In order to ascertain task design, the research employed five indicators that served as the basis for questionnaire items. The aforementioned factors encompassed autonomy (Adeniji et al., 2020), flexibility (Judeh, 2021), workload management (Kamanja et al., 2019), job enrichment (Krishnan & Ajaganandham, 2015), and job rotation (Nguyen & Pham, 2020).

Organizational culture, as assessed through artifacts (Alneyadi et al., 2019; Mazumder et al., 2020), values (Jablonowski, 2017; Pepra-mensah & Kyeremeh, 2018), and assumed values (Bakker & Albrecht, 2018; Cingula, 2022), acted as the moderating variable. In conclusion, the dependent variable, talent engagement, was assessed utilizing the Utrecht work engagement scale's vigor, dedication, and assimilation measures (Bakker et al. 2022).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The present chapter provides an overview of the study's components, including the research design, target population, data collection method, data collection instruments, and analysis approach.

3.2 Study Area

The research was carried out within the Nairobi Metropolitan Area, which encompassed a portion of Kiambu County (from the Chania River Bridge (Thika) through Rironi, Ndenderu, and Kiambu Town), Machakos County (from Athi-River to Kitengela, Kiserian, Ongata Rongai, and Ngong Town), and Kajiado County (from Kiserian to Ongata Rongai and Ngong Town). The total human population of the area was 7.8% of Kenya’s total population (47,564,296) according to the 2019 Census data (KNBS, 2020). Nairobi Metropolitan Area, one of the largest and most rapidly expanding communities in Africa, is the commercial and cultural epicenter of Kenya. Nairobi's urban development has been propelled by a confluence of factors, including its reputation as a gateway to the eastern African region, its status as the capital of the country, the implementation of diverse urban development strategies, and the growth of its population and economy (Nyangweso & Gede, 2022). The Nairobi Metro 2030 initiative, initiated by the Government of Kenya, aims to redefine the spatial boundaries of the Nairobi Metropolitan Area and establish a city region of international caliber. Its ultimate goal is to generate sustainable prosperity and an exceptional standard of living for its inhabitants, investors, and tourists. The Nairobi Region has the greatest concentration of

TVETs in Kenya, with 347 licensed and registered TVETs compared to 716 in the entire republic. 238 are from the county of Nairobi, 69 from the county of Kiambu, 24 from the county of Machakos, and 16 from Kajiado County.

The justification of the study area was on the premise that this region carries a great percentage of all the registered TVETs institutions in the country thus the region faces greater talent competition and the results can be generalized. Further, private TVET in the region are facing stiff competition in regard to talent retention not only from other Private and public TVET but also from various numerous universities in the region (Akala & Changilwa, 2018).

3.3 Research Design

A research design serves as the framework that directs the inquiry into the research process, encompassing the gathering, examination, and interpretation of data (Cresswell, 2014). It is a logical proof paradigm that permits the derivation of conclusions regarding the causal relationships between the investigated variables. Furthermore, it delineates the scope of generalization to encompass a broader demographic or to various circumstances (Mitchell & Jolley, 2012). The framework of research can also be conceptualized as the research design. It functions as the cohesive agent that binds every component of a research endeavor.

A causal research design was utilized for the study, which investigates cause-and-effect relationships. The dependent and independent variables exhibit a cause-and-effect relationship, as demonstrated by this research design. An experimental variable can give rise to a variable quantity, which can be defined as a predictable symbol or concept

(Baskerville & Pries-Heje, 2014). In accordance with the findings of Creswell and Creswell (2017), the causal research design is utilized to examine the degree to which modifications in one variable result in corresponding adjustments in the other. The primary objective of causal research design is to ascertain whether there are any causal relationships between the variables or factors relevant to the research problem. Conversely, it endeavors to validate predicated hypotheses that pertain to the current state of affairs with the intention of clarifying it (Bowen, Rose & Pilkington, 2017). The design was suitable for quantifying the extent to which an association exists between talent engagement, organizational culture, and the employee value proposition. The rationale for employing this design was supported by its capability to ascertain the correlation between the three variables utilized in the research. Explanatory is a suitable term for studies that test hypotheses, as they typically elucidate the characteristics of particular relationships, distinguish distinctions between groups, or establish the independence of two or more factors in a given situation (Benitez, Henseler, Castillo & Schuberth, 2020). In this instance, talent engagement, a dependent variable, a causal research design was considered suitable for the investigation on account of its ability to quantify the impact and extent of each independent variable in addition to establishing the correlation between the variables.

3.4 Research Philosophy

Suri (2011) posits that research philosophy serves as a foundational framework capable of fortifying a scientific investigation. A research philosophy pertains to one's convictions regarding the collection, analysis, and application of phenomena. It is associated with ontology, which pertains to what is believed to be true, and epistemology,

which concerns the researcher's relationship with what is known to be true. The present study employed a positivist methodology. Positivists adhere to this philosophy on the grounds that reality is stable and, as such, can be observed objectively. Certain phenomena, according to positivists, are isolable, and observations can be replicated. By manipulating reality through the introduction of variations in an independent variable, one can discern patterns and establish connections among fundamental components of the social realm (Schwandt, 2014). Researchers adhering to positivism conduct investigations in a methodical fashion by determining a research topic, developing hypotheses, and selecting an appropriate methodology. Positivism permits the application of statistical methods for evaluating hypotheses and analyzing quantitatively collected research data; therefore, it is appropriate for this study.
The objective of this study was to determine the logical sequence of these patterns by analyzing the relationship between variables pertaining to employee value propositions, organizational culture, and talent engagement through the use of scientific models. The present study adopted a value-neutral approach, utilizing systematic and scientific methodological procedures to guarantee that the results regarding employee value propositions, organizational culture, and talent engagement are devoid of any subjective bias. The hypothetical model constructed to offer insight into deductive logic does not seek to comprehend the phenomenon but rather to elucidate the impact of employee value propositions and organizational culture on talent engagement.

3.5 Target population

According to Zhao, Cai, Claggett, and Wei (2013), the term target population refers to a set of discrete or uncountable elements. In the survey area, 347 human resource managers from private colleges registered with the TVET Authority were the focus of the research. 238 are from the county of Nairobi, 69 from the county of Kiambu, 24 from the county of Machakos, and 16 from the county of Kajiado. The disposition is illustrated in Table 3.1.

Table 3. 1: Target Population

County	Human Resource Manager
Nairobi County	238
Machakos County	24
Kiambu County	69
Kajiado County	16
Total	347

Source: TVET Authority (2022)

3.6 Sampling Technique and Sample Size

The significance of constructing a sampling frame in order to select a representative sample is emphasized by Taherdoost (2016). A sample is formed by selecting the necessary number of subjects, respondents, elements, or firms from the population frame. Utilizing stratified proportional simple random sampling, the sample was selected. Etikan and Bala (2017) state that the stratified proportional simple random sampling method ensures a more representative sample is drawn from a comparatively homogeneous population and generates more precise estimates of overall population parameters. The objective of stratification is to decrease standard error by granting a degree of variance control. Respondents were divided into four strata for the purposes of the study: Kiambu County, Machakos County, Nairobi County, and Kajiado County.

A simple random sampling method was employed in the study to select 186 respondents from a target of 347 for each stratum. Consequently, this enhances the accuracy of any estimation techniques that were implemented. Using the Yamane (1973) formula, 186 participants were selected for the study.

n=

Where:

n is the desired sample size

N is the Target population

e is the standard error

When we substitute the values as per the formula

= 185.8099

This translates to 186 respondents

The selection was as follows:

Table 3. 2: Sample Size

County	Target Population	Sample Size
Nairobi County	238	127
Machakos County	24	13
Kiambu County	69	37
Kajiado County	16	9
Total	347	186

Source: Author Computation (2022)

3.7 Data collection Instruments

The study was predominately dependent on quantitative and qualitative primary sources of data. The questionnaire was utilized as the research instrument by the researcher. The research utilized questionnaires that were specifically designed to elicit data from the intended participants regarding crucial variables of interest. Additionally, a desk review of extant information regarding the study areas was conducted, and qualitative data were gathered open ended statement. The selection of these participants was predicated on their capacity to furnish essential data for the research. A structured questionnaire was mailed to each participant and subsequently selected. The survey comprised a combination of closed-ended and open-ended inquiries and was structured into four sections: Part A gathered data on demographic characteristics; Part B examined employee value propositions; Part C investigated organizational culture; and Part D investigated talent engagement. The application of open-ended questionnaires improved the process of triangulating research results.

3.7.1 Data Collection procedures

The collection of primary data was conducted through the administration of questionnaires. Five research assistants were hired primarily to conduct follow-up on the questionnaires that were administered. Prior to beginning the study, the researcher obtained a permit from the National Council of Science and Technology (NACOST), an official research introduction letter from MMUST, and study participation consent forms (respondents who volunteered to participate in the study were required to provide informed assent). The primary means of accessing the organizations was via their human resources divisions. A survey was conducted among human resource administrators of privately registered TVET institutions. Respondents were provided with the assurance that their information would remain confidential, as the gathered data was exclusively utilized for academic objectives. Ultimately, the researcher requested the participants' consent regarding the method of responding to the research questionnaire either in person or via email online. A drop and select methodology was implemented to gather the data. A checklist was observed to verify the timely collection of all administered questionnaires for the purpose of data analysis.

3.7.2 Measure of Variables

Table 3. 3: Operationalization and Measurement of Variables for Primary Data

Variable	Type	Indicators	Questionnaire Section
Talent Engagement	Dependent	• Absorption • Vigour • Dedication •	Part D
Employer Branding	Independent	• Employer Job Attributes • Employer Reputation • Employer Image	Part B, Section A
Rewards	Independent	• Compensation • Fringe Benefits • Employee Recognition	Part B, Section B
Career development	Independent	• Training opportunities • Promotion Opportunities • Career Mentoring • Scholarships opportunities	Part B, Section C
Job Design	Independent	• Autonomy • Flexibility • Workload • Job Rotation • Job Enrichment	Part B, Section D
Organizational Culture	Moderating	• Artifacts • Values • Assumed values	Part C

3.8 Reliability and Validity

A pilot test serves as a replica and practice of the main survey, assessing the appropriateness of the proposed methodology or the reliability and validity of the instruments (Kothari, 2004). In other words, the research instrument underwent pilot testing prior to its implementation for data collection in the primary research investigation. In order to conduct the pilot test, the structured questionnaires were given to private TEVTs in Nakuru County. The study's participants comprised 19 respondents, or 10% of the total sample size, as provided by Mugenda and Mugenda (2008). The completed questionnaires were subjected to assessments of both reliability and validity.

3.8.1 Reliability Test of the Research Instrument

The degree to which an assessment instrument generates stable and consistent results is its reliability. Reliability is defined by Orodho (2016) as the process of employing various measuring procedures that consistently yield accurate results despite repeated attempts. Cronbach's Alpha (α) was utilized to assess the reliability of the instrument (Cohen and Swerdlik, 2015). The Cronbach's Alpha (α) is a valuable metric for assessing the reliability of questionnaires containing Likert scales, which typically elicit a substantial number of responses (Larry, 2017). Hence, it is the most suitable instrument for this research due to its Likert scale that accommodates multiple responses. As stated by Creswell (2018), in order for a research instrument to be considered reliable, its composite Cronbach Alpha, α, for all items being examined must be no less than 0.7.

3.8.2 Validity Test of the Research Instrument

Validity refers to the extent to which the sample of the test item accurately reflects the content it is intended to assess; in other words, it determines whether the instrument measures the specific characteristics or trait it intends to gauge (Mugenda, 2017). In addition to being dependable, data must also be precise and genuine. Creswell (2016) states that a measurement is deemed reliable if it is valid. The instrument was subjected to content and construct validity assessments by the researcher. The assessment of a measurement instrument's sufficiency with respect to the subject under investigation constitutes content validity.

The content validity was established by calculating the content validity index and verifying that each item was suitable for a specific variable construct. By limiting the items to the conceptualization of the variables and assuring that the indicator of a specific variable falls within the same construct, construct validity was preserved. Additionally, the validity of the findings was improved through the implementation of the appropriate methodology for obtaining responses to the predetermined items, which were in line with the study's intended objectives. The assessment of content validity hinged on the queries' suitability for the target respondents and the utilization of suitable vocabulary and sentence structure. In order to assess the accuracy with which an instrument measures the phenomena under investigation, construct validity was examined through the utilization of factor analysis. Confirmatory factor analysis was then employed to validate the construct validity. This approach is particularly suitable for large sample sizes ($n>50$) (Aila & Ombok, 2015).

3.9 Data Analysis

With the assistance of SPSS 26, both quantitative and qualitative methods were applied to the data in order to provide information. The methodologies employed for data analysis comprised coding, classification, and refining. The qualitative data were subjected to content analysis for analysis, whereas the quantitative data were analyzed with the aid of SPSS Software version 26 through multiple regression analysis. A 5% level of significance multiple regression analysis was utilized to investigate the association between the independent factors and the dependent variable. The findings of the examination were presented in the form of tables, graphs, and charts in order to support the processes of comparison and deduction.

3.9.1 Qualitative data analysis

Altinay and Paraskevas (2008) reaffirmed that qualitative research methods facilitate the investigation and comprehension of the beliefs and perceptions of participants regarding phenomena. In contrast to a quantitative study, which employs statistical methods to determine the relationships between variables through data measurement, a qualitative approach analyzes data through the use of words. In addition, the qualitative research method permits researchers to provide more comprehensive explanations of the experiences, beliefs, and attitudes of research subjects. A mixed approach analysis was employed to examine the qualitative data obtained from open-ended statements in this study. This involved various stages, including content and document analysis, conceptualization, documentation, coding using a checklist matrix, and categorization.

The qualitative data obtained via open-ended statements underwent transcription, and the resulting output was systematically categorized according to themes. The results of a comprehensive analysis were presented in the form of narratives and direct quotations. In order to improve the reliability and reliability of all variables associated with employee value proposition, talent engagement, and organizational culture in private TVET institutions in Kenya, qualitative data were primarily utilized in triangulation with the quantitative data provided by the respondents.

3.9.2 Quantitative data analysis

SPPS version 26 was subsequently utilized to analyze the collected primary data after it had been edited, cleaned, and coded. In descriptive statistical analysis, means, standard deviations, and percentages were employed to summarize the data. Inferential statistics, including the correlation coefficient and multiple regression analysis, were calculated to ascertain the presence of correlation, linearity, or multiplicity of relationships among the independent, moderating, and dependent variables under investigation. Prior to conducting regression analysis, categorical data pertaining to talent engagement, reward systems, job design, and organizational culture were transformed into continuous data in accordance with the principles of correlation and multiple regression. Spearman correlation was utilized to determine the relationship between study variables. Kothari (2019) defines Pearson's r, also known as the bivariate correlation, as a statistical measure indicating the degree of linear correlation between two variables X and Y. Its value ranges from +1 to -1. The values +1 (for instance, total positive linear correlation), 0 (for instance, no linear correlation), and -1 (for instance, total negative linear correlation) were determined to be appropriate for the present study. Additionally, the research employed three distinct forms of linear regression: direct, multiple linear, and hierarchical. Multiple linear regression was used to determine the combined or joint effect of independent variables on the dependent variable, while hierarchical regression was implemented to determine the moderating influence of organizational culture on the relationship between independent and dependent variables.

3.9.4 Multiple Regression analysis

Numerous linear relationships were computed using the subsequent procedures to determine the correlation between the dependent variable (on job design, reward system, career progression, organizational culture, and talent engagement) and the independent factors. Categorical variables such as career development, reward systems, and job design all contain an independent variable; since these factors also influence the organizational metric, the data transformation procedure was used to center the variable and any of its moderators prior to calculation. This is because the capacity to detect interaction effects, which indicate the presence of moderation, may be diminished when categorical variables are utilized (Frazier et al., 2004).

First hypotheses 1-4 tested using Multiple Regression Model equation summarized as;

(i) $$y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where; y= Talent engagement;

β_0= constant (coefficient of intercept);

X_1= Job design

X_2=Reward System

X_3= Career development

X_4= Employer Branding

ε = Error term;

$\beta_1 \ldots \beta_4$= regression coefficient of the four independent variables in the model.

3.9.5 Hierarchical Regression Analysis

This study examined the fifth hypothesis, which aimed to assess the moderating influence of transformed organizational culture scores (DV) on employee value proposition (IVs) and talent engagement (compound IVs). In other words, the categorical variables comprising the conceptualized moderator (organizational culture) were converted to continuous data and a product term was computed via the data transformation procedure.

The moderation analysis was calculated using hierarchical regression, in which the relationship between employee value proposition and talent engagement was determined initially, then the relationship between organizational culture and moderator M, and finally the interaction term. In order to generate the product term, which is also known as the interaction term (Hayes, 2013), the summated-weighted scores of organizational culture-Moderator (M) and employee value proposition-transformed scores were multiplied.

Palmer (2017) asserts that for an organization's management to effectively implement an employee value proposition, it must strive to instill confidence in current and prospective employees by designing jobs that are tranquil, conducive, secure, and mutually respectful. This rationale led to the selection of the moderation approach, which focuses on organizational culture. Analytical equation model for moderation based on hierarchical regression analysis is as follows:

(ii) $\mathbf{y = \beta_0 + \beta_1 X_1 M + \beta_2 X_2 M + \beta_3 X_3 M + \beta_4 X_4 M + \varepsilon}$

Where;

***y* =** talent engagement

β_0 = constant (regression intercept)

$\beta_1 - \beta_4$ = Beta coefficients

M= organizational culture (moderator)

X_1M= Job design interact organizational culture

X_2M =Reward System interact organizational culture

X_3M = Career development interact organizational culture

X_4M = Employer Branding interact organizational culture

ε = error term

NB: *(i) $X_{1...4}$ should have significantly predicted Z in linear regression analysis*

(ii) M should have significantly predicted y in linear regression analysis

3.9.6 Hypothesis testing

The five hypotheses were tested using the following framework:

Table 3. 4: Hypothesis testing

	Hypothesis Statement	Hypothesis Testing	Model
i	**H_{01}**: Job design has no significant influence on talent engagement of private technical and vocational education training institutions in Kenya.	H_{01}: $\beta_1 = 0$ H_{0A}: $\beta_1 \neq 0$ Reject H_{01} if $\beta_1 \neq 0$ and P value $\leq$ 0.05 otherwise fail to reject H_{01} if $\beta_1 = 0$ and P value > α $\alpha = 0.05$	$Y = \beta_0 + \beta_1 X_1 + \varepsilon$
ii	**H_{02}**: Reward system has no significant influence on talent engagement of private technical and vocational education training institutions in Kenya.	H_{02} : $\beta_2 = 0$ H_{OA} : $\beta_2 \neq 0$ Reject H_{02} if $\beta_2 \neq$ and P value $\leq$ 0.05 otherwise fail to reject H_{02} if $\beta_2 = 0$ and P value > α $\alpha = 0.05$	$Y = \beta_0 + \beta_1 X_2 + \varepsilon$
iii	**H_{03}**: Employer branding has no significant influence on talent engagement of private technical and vocational education training institutions in Kenya	H_{03} : $\beta_3 = 0$ H_{0A} : $\beta_3 \neq 0$ Reject H_{02} if $\beta_3 = 0$ and P value $\leq$ 0.05 otherwise fail to reject H_{03} if $\beta_3 = 0$ and P Value > α $\alpha = 0.05$	$Y = \beta_0 + \beta_1 X_3 + \varepsilon$
iv	**H_{04}:** Career development opportunities have no significant influence on talent engagement of private technical and vocational	H_{04} : $\beta_4 = 0$ H_{OA} : $\beta_4 \neq 0$ Reject H_{04} if $\beta_4 \neq 0$ and P value $\leq$ 0.05 otherwise fail to reject H_{04} if	$Y = \beta_0 + \beta_1 X_4 + \varepsilon$

	education training institutions in Kenya.	$\beta_4 = 0$ and P value > α $\alpha = 0.05$	
v	**H_{05}:** organizational culture has no significant moderating influence on the relationship between employee value proposition and talent engagement of private technical and vocational education training institutions in Kenya.	H_{05}: $\beta_5 = 0$ H_{0A} : $\beta_5 \neq 0$ Reject H_{05} if $\beta_5 = 0$ and P value $\leq$ 0.05 otherwise fail to reject H_{05} if $\beta_5 = 0$ and P Value > α $\alpha = 0.05$	$Y = \beta_0 + \beta_1 X_1 M + \beta_2 X_2 M + \beta_3 X_3 M + \beta_4 X_4 M + \varepsilon$ If X*M has a p value $\leq$ 0.05, then there is a significant moderating effect. $\beta_i > 0$ signifies positive moderating effect

Source: Author Computation (2022)

3.9.7 Diagnostic Tests

Prior to commencing data analysis, the subsequent diagnostic procedures were conducted. Conducting hypothesis testing is a critical responsibility of any researcher who employs multiple linear regressions. Significant infractions may lead to estimates of relationships that are biased, estimations of the precision of regression coefficients that are overly or inadequately confident (biased standard errors), and confidence intervals and significance tests that lack reliability (Williams, Grajales & Kurkiewicz, 2017).

3.9.7.1 Normality

The Kolmogorov-Smirnov test of normality was employed to assess the normality of the data, specifically to determine if it follows a normal distribution. (Thadewald & Büning, 2017)

3.9.7.2 Test of linearity

Since regression only considers linear relationships, it follows that the dependent, moderator, and independent variables must all be linearly related. Additionally, it is crucial to examine for outliers as linear regression is highly susceptible to the influence of outliers. Scatter plots are the most effective method for testing the assumption of linearity (Chatterjee & Hadi, 2015). A higher correlation between two variables indicates a stronger association, as the data points approach a straight line when plotted. A positive correlation is observed when the data points exhibit a linear relationship, extending from the origin to higher y-values. In the event that the data points commence at elevated y-values on the y-axis and thereafter descend towards lower values, it can be inferred that the variables exhibit a negative association.

3.9.7.3 Multi-collinearity

The presence of a robust correlation among the independent variables was examined by calculating the correlation coefficient and variance inflation factor. An investigation is warranted if the variance inflation factor exceeds 4, which indicates the presence of multicollinearity (Farrar & Glauber, 2017).

3.9.7.4 Homoscedasticity.

This examines whether the variance of the dependent variable is uniform throughout the range of the independent variables. An examination of this was conducted utilizing a scatter diagram. Particularly, an elliptical distribution of points should be observed in a scatter diagram (Nakamura & Nakamura, 2015).

3.10 Ethical consideration

Mugenda and Mugenda (2014) state that privacy and anonymity are very important issues when it comes to social study. The researcher provided a thorough explanation and clarification of the research objectives, assuring the participants that any information they provided would be kept strictly confidential and that their privacy would be protected. To ensure the confidentiality of the participants, no identifying information was gathered.

The researcher upheld ethical standards in both academic writing and publication by utilizing a plagiarism checker to prevent any instances of plagiarism. The authors' cited information was duly acknowledged and distinguished from their personal opinions. The study ensured strict adherence to the principle of voluntary and informed assent for all participants throughout the research process.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter provides an exposition of the analysis, findings, and subsequent deliberations pertaining to the study's objective, which was to ascertain the impact of employee value proposition on talent engagement inside private TVET agencies in Kenya. The present study focused on examining the impact of employer branding, rewards, career development, and job design on talent engagement inside private TVET institutes in Kenya. This chapter provides an overview of the results obtained through the utilization of descriptive analysis, Spearman correlation, and regression analysis. The data was gathered through the use of semi-structured questionnaires and thereafter subjected to coding and analysis according to the specific objectives of each study. This analysis was conducted using SPSS version 26. The findings were then presented and examined using tables and models.

4.2 Response Rate

A response rate of 76.3% was achieved by obtaining one hundred forty-two (142) of the one hundred eighty-six (186) questionnaires distributed to respondents; the remaining 44 questionnaires, or 33.6% of the total questionnaires issued, were not collected. Mugenda and Mugenda (2013) state that a response rate of at least 50% is sufficient for the purpose of analysis. Additionally, Babbie (2004) asserts that a return rate of 60% is satisfactory and a return rate of 70% is exceptional. The research benefited from a high response rate in part because questionnaires were distributed using the drop and select method. Additionally, the assurance of anonymity ensured that respondents were not obligated to disclose identifiable information.

Table 4. 1: Response Rate

	Count	Percentage
Administered	186	100
Returned	142	76.3
Not Returned	44	33.6

Source: Research Data (2023)

4.3 Reliability and Validity Tests

4.3.1 Reliability Tests

Cronbach's alpha was utilized to assess the reliability of each variable, with values ranging from 0.946 for employer branding to 0.982 for career development. According to Castells (2019), the Cronbach alpha values for all variables exceeded 0.7, indicating that the data collection instrument can be considered reliable. This indicates a substantial degree of dependability, and the scales employed in this research are legitimately dependable on this account. As indicated in Table 4.2, the test items were therefore retained and utilized in this investigation, and were therefore deemed reliable. The outcomes of the pilot are detailed in Appendix III.

Table 4. 2: Reliability Table

Variable	No of items	Cronbach alpha	No of Items Dropped
Employer branding	10	0.975	0
Rewards	10	0.982	0
Career development	10	0.962	0
Job design	10	0.959	0
Organizational culture	10	0.946	0
Talent engagement	14	0.976	0

Source: Research Data (2023)

4.3.2 Validity Tests

Pilot testing was conducted in this study to eliminate superfluous variables and ascertain the validity of the research instrument by examining both construct and content validity. The following subsections display the findings.

4.3.2.1 Content Validity

Content validity was established through the evaluation of the questionnaires by two human resource experts (10% of 19), who provided feedback on each item's clarity, relevance, objectivity, and simplicity (Mugenda & Mugenda, 2008). One of them was an academic, while the other was an HR professional employed by one of the pilot institutions. The percentage of representation was calculated based on the analysis of the responses using the content validity formula.

Content Validity Index = (Agreed items) / (total number of items).

The validity of the instrument was determined by whether its overall Content Validity Index (CVI) met or exceeded the average acceptable Index of 0.7 (Amin 2005). The results are presented in Table 4.3. Prior to making corrections to the following statements in order to improve their clarity, simplicity, and objectivity, the test produced an average index score of 97.9%. This demonstrates the validity of the instrument. Detailed pilot results are provided in Appendix IV.

Table 4. 3: Content Validity Index

Rater	Clarity	Relevance	Objective	Simplicity	Percentage
1	63(98.4%)	64 (100%)	60 (100%)	64 (100%)	98.0
2	64(100%)	64 (100%)	59 (100%)	63 (98.4%)	97.7
Average	**99.2%**	**100.0%**	**93.0%**	**99.2%**	**97.9**

Source: Pilot Data (2023)

4.3.2.2 Construct Validity

The adequacy of the test items was evaluated using factor analysis in cases where a variable contained numerous observed constructs. Comunalities indicate the degree to which a given test item is correlated with every other test item in factor analysis. The varimax rotation method, which was initially devised by Kaiser in 1958, was employed to prevent the identification of factors that influence all variables, given that the majority of construct validation procedures operate under the assumption of a simple (rotated) structure (Shrestha, 2020). This implies that each factor possesses a limited quantity of high loadings; however, following varimax rotation, every initial variable becomes associated with one of the factors with a substantial value, thereby optimizing the variance of loadings. The results of principal component analysis and the Kaiser-Meyer-

Olkin Measure of Sampling Adequacy were utilized. The findings are presented in Table 4.4.

Table 4. 4: Construct Validity

	KMO	Bartlett's Test			Average Factor Loadings	Total Variance Explained	Verdict
		X^2	df	Sig			
Employer Branding	0.902	2009.19	45	0.000	0.912	81.8%	Valid
Reward	0.825	2477.95	45	0.000	0.933	85.9%	Valid
Career Development	0.851	2094.43	45	0.000	0.878	75.1%	Valid
Job Design	0.886	1727.35	45	0.000	0.873	74.0%	Valid
Organizational Culture	0.867	1476.94	45	0.000	0.840	68.5%	Valid
Talent engagement	0.888	3005.08	91	0.000	0.885	77.2%	Valid

Table 4.4 shows the results of a Kaiser-Meyer-Olkin (KMO) test, which examines sample adequacy and assesses the appropriateness of factor analysis. A KMO range of 0.5-1.0 implies that factor analysis is appropriate (Tanasă, Horomnea, & Ungureanu, 2012). The KMO score was close to 1, indicating that factor analysis was appropriate for this study. For this study, test items with factor loadings larger than 0.4 were deemed better. The average factor loadings ranged between 0.840 and 0.933. These variables were maintained for future investigation. Tabachnick and Fidell (2007) recommend that factors with factor loadings more than 0.40 be preserved for further analysis and those with factor loadings less than 0.4 be eliminated. Thus, no factor was eliminated. Thus, they were regarded as trustworthy.

Convergent validity was measured using the Total Variance Explained (TVE) statistic. Convergent validity relates to how distinct measures of the same notion converge or agree with one another. When multiple measures of the same construct have a high TVE, it indicates that they are capturing the same underlying concept and are thus approaching a common meaning. Low TVE, on the other hand, implies that the measures are failing to capture the intended construct and may be measuring something else. Table 4.4 shows that all total variation explained was larger than 50%, with values ranging from 73.0% to 85.9%.

4.4 Demographic Characteristics

This section describes background of the study population based on the da ta collected and analyzed. This section analyses the demographic pattern of the respondents among them being gender, age, education level and period of service. The results are as follows.

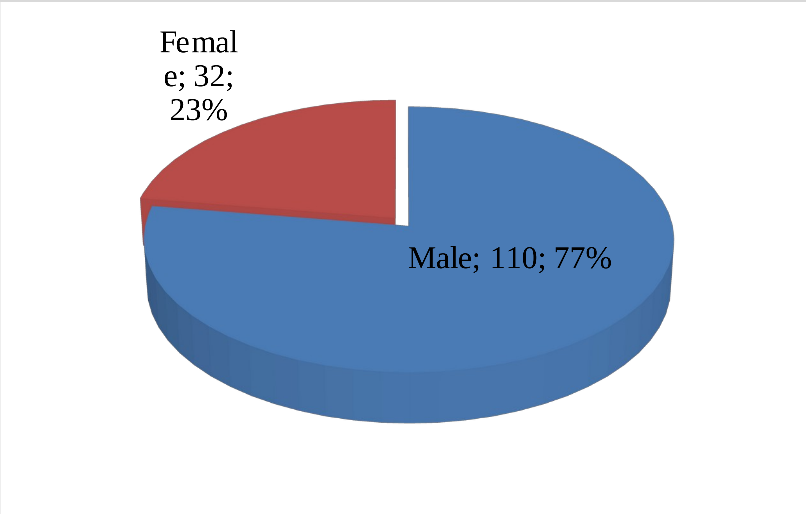

Figure 4. 1: Gender of the Respondents

Source: Research Data (2023)

Figure 4.1 shows that 77.5% (110) of the respondents were male and 22.5 (32%) were female, showing that the majority of the respondents were male. A third gender rule was not implemented in accordance with Kenya's constitution beginning in 2010, as there were clearly more male respondents than female respondents. (Seierstad 2016). Previous study has indicated that companies with the most gender diversity, particularly those with a higher proportion of female employees, have stronger corporate governance and conduct, allowing them to compete more effectively. The integration of varied gender views not only boosts creativity and innovation, but it also helps to promote inclusive decision-making, work satisfaction, and cultural transformation. Organizations that focus and actively encourage gender diversity benefit from a highly engaged and motivated workforce, which ultimately drives success in today's competitive business environment.

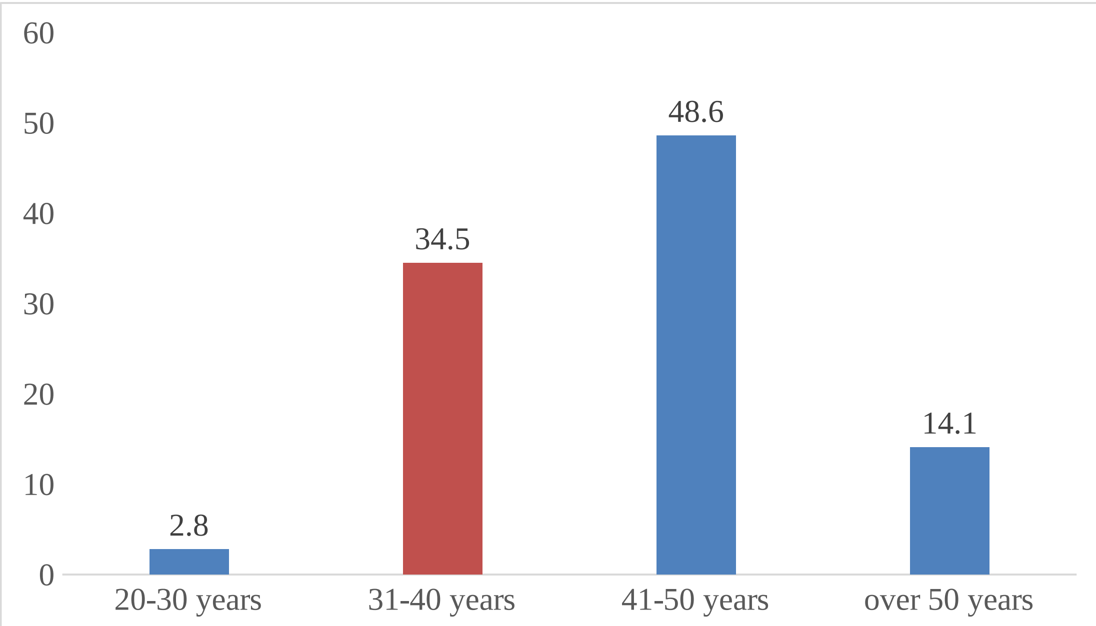

Figure 4. 2: Age of the Respondents

Source: Research Data (2023)

According to the research findings in Figure 4.2, 2.8% (4) of respondents were between the ages of 20 and 30, 34.5% (49) were between the ages of 31 and 40, 48.6% (69) were between the ages of 41 and 50, and 14.1% (20) were 51 or older. This demonstrates that the majority of respondents were over the age of 30 and included, to a lesser extent, individuals aged 20 to 30. Age diversity in the workplace is inextricably tied with talent engagement. The collaboration of many generations promotes creativity, knowledge transfer, and a dynamic workplace. Organizations that embrace and exploit age diversity not only benefit from a diverse range of ideas, but they also foster an inclusive culture that improves talent engagement across the board. Recognizing and exploiting the value of age diversity emerges as a strategic necessity for firms committed to developing a highly engaged and resilient workforce.

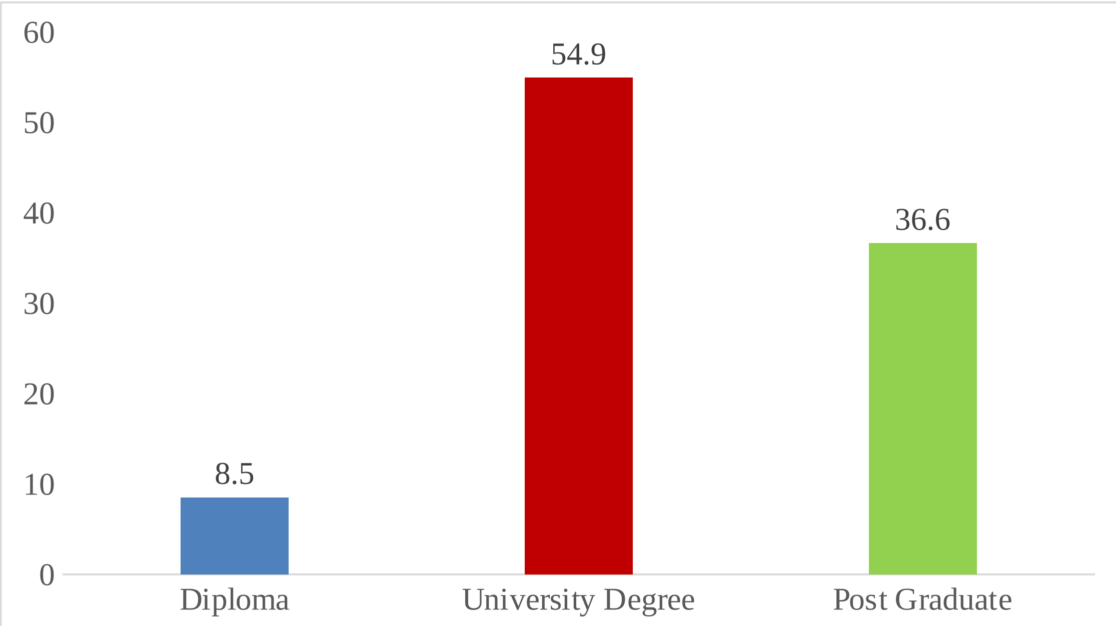

Figure 4. 3: Education Level

Source: Research Data (2023)

According to the findings presented in Figure 4.3, a total of 8.5% (12) of the participants possessed a diploma, while a further 54.9% (78) held a degree. Furthermore, a majority of the respondents (36.6%) (52) held a postgraduate degree. The study's findings revealed that the vast majority of respondents held a degree. Education and talent engagement are critical determinants in shaping societal and individual futures. The intricate nature of the connection between talent engagement and educational diversity affects not only individual growth but also the advancement of society as a whole. Educational diversity cultivates the active involvement of talented individuals, establishing a setting in which they can flourish and make significant contributions to their localities and beyond.

Laurancia and Riyanto (2013) posit that this is as a result of the demanding nature of the working process, which necessitates specialized knowledge and advanced education for employment within the organization, specifically for the management and fulfillment of a vast array of human resource needs. More recent empirical studies have presented additional evidence supporting the notion that there is a positive correlation between education and organizational performance. It is expected that employees who have successfully fulfilled more challenging responsibilities will exhibit superior performance and possess specialized knowledge and expertise, as presumed by those who have completed a minimum of one year of college. Riyanto (2019) posits that these individuals possess unique aptitudes that distinguish them from their fellow staff members. These proficiency areas encompass problem-solving, communication, and the ability to adapt to an environment that fosters ongoing education.

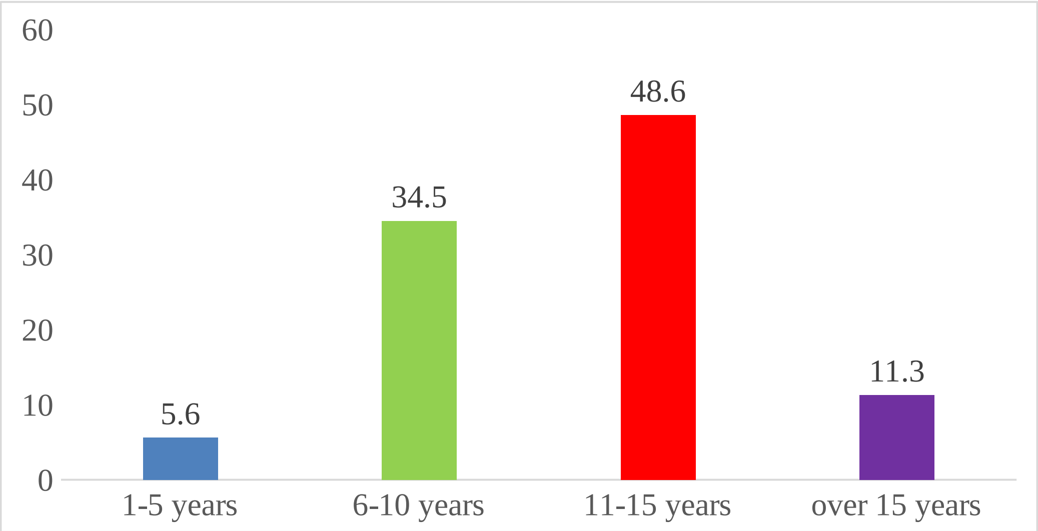

Figure 4. 4: Period of Service

Source: Research Data (2023)

According to Figure 4.4, 5.6% (8) of the respondents had a working experience of between 1 and 5 years and another 34.5% (49) had a work experience of 6 to 10 years. Additionally, 48.6 (69%) of the respondents had worked for between 11 to 15 years while 11.3% (16) of the respondents had a work experience of 16 years and above. According to the findings of the research, the majority of the individuals who participated in the survey had a length of service that was between five and more years. Longer periods of service, as stated by Marshall and Peake (2009), result in gains in management abilities, which in turn have a favorable impact on productivity. Therefore, talented workers are not only deemed to be more productive than their counterparts who lack the necessary skills, but they also contribute to the efficiency of their colleagues, which in turn boosts the ways in which organizations employ their talent.

4.5 Descriptive Statistics

Cooper and Schindler (2013) state that the objective of descriptive statistics is to define and describe the attributes present in a given set of data. Descriptive statistics are constructed using frequencies, percentages, means, and standard deviations of research variables as their foundations. An assortment of attributes, including employer branding, incentives, career development, and job design, were deemed independent. Determining the dependent variable was talent engagement. Participants were requested to assign a numerical value between 1 (strongly disagree) and 5 (strongly agree) to represent their level of agreement with the given statement. The respondents were requested to indicate their level of agreement on a scale ranging from 1 (strongly disagreeing) to 5 (strongly agreeing), with 1 representing the highest degree of disagreement and 2 representing the lowest degree of agreement. Subsequent to the frequencies, represented within parentheses, is the standard deviation, symbolised as SD.

4.5.1 Employer branding

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

Based on the results, 2.8% of the participants expressed strong disagreement, 4.9% disagreed, and 14.8% remained undecided regarding the extent to which their institution values and promotes diversity, equity, open communication, collaboration, and creativity. Furthermore, it was found that 40.8% of the participants concurred and 36.6% strongly agreed that their institution places great importance on attributes such as diversity, teamwork, creativity, equity, and open communication. The mean score of 4.04 and the significant standard deviation of 0.99 indicate that the majority of the respondents agreed with the given statement. 2.8% of respondents strongly disagreed, 16.2% disagreed, and 9.2% were indecisive regarding the reputation of their organization for fair human resource practices, according to the findings. Conversely, an overwhelming 44.4% of respondents (27.5%) concurred that their organization has a reputation for fair human resource practices. Although significant variation was present, the respondents exhibited agreement with the statement, as indicated by a mean of 1.20 and a standard deviation of 3.94.

Nevertheless, an undecided 12.0% of the respondents disagreed, 11.3% disagreed, and

3.5% strongly disputed that their institution is renowned for its exceptional employee welfare programs. Furthermore, a significant majority of the respondents (35.2%) and 38.0% expressed agreement that their institution is renowned for its exceptional employee welfare programs. The response rate of 1.11 standard deviations and a mean of 3.90 indicated that the respondents concurred with the statement. In relation to the perception of their institution as an employer of choice, the following percentages of respondents expressed their opinion: 2.8% confirmed, 2.8% strongly disagreed, 11.3% disagreed, 12.0% were undecided, 38.0 agreed, and 35.9 strongly agreed. The respondents' consensus that their institution is considered an employer of choice was supported by a mean score of 3.93 and a standard deviation of 1.09. However, the following percentages of respondents expressed their opinion: 47.2% concurred, 33.1% agreed, and 2.8% strongly disagreed, 8.5% disagreed, and 8.5% were undecided regarding the ease of market recognition of the institution's brand. The respondents concluded, with a mean score of 3.99 and a standard deviation of 1.01, that the institution brand is readily identifiable on the market. On the assertion that employees have a strong association with the institution brand, 2.8% strongly disagreed, 12.7% disagreed, and 8.5% were undecided. Furthermore, an overwhelming majority of respondents (35.7%) agreed or firmly agreed that employees had a strong association with the brand of the institution. Consistent with the statement, the respondents reached a mean of 3.94 and a significant standard deviation of 1.10.

Furthermore, 2.8% of respondents strongly disagreed that their institution's brand is highly ranked among TVETs, with another 10.6% disagreeing. In contrast, among TVETs, 13.4% of respondents were undecided, 32.4% agreed, and 40.8% vehemently agreed that their institution's brand is highly regarded. The respondents represented a majority of one-electron units (1.11) with a mean score of 3.98. However, the findings revealed that among the respondents, 2.8% strongly disagreed, 6.3% disagreed, 12.7% remained undecided, 38.7% agreed, and 39.4% concurred that employer branding activities are supported by top management. The participants' agreement with the claim was indicated by a mean score of 4.06 and a significant standard deviation of 1.02.

The findings indicated that their organization effectively recruits suitable candidates by establishing an employer brand that aligns with their mission, identity, and strategic objectives. Specifically, among the respondents, 4.2% strongly disagreed, 3.5% disagreed, 16.9% remained indecisive, 38.0% agreed, and 37.3% strongly agreed with this statement. The mean score of 4.01 and the significant standard deviation of 1.03 indicated that the majority of the respondents agreed with the given statement. In conclusion, 11.3% of the respondents were undecided and 2.8% vehemently disagreed that the institution strives to cultivate a positive image in order to attract talented employees. In addition, 26.8% of respondents agreed and 46.5% strongly agreed that in order to attract talented employees, institutions endeavor to cultivate a positive image. The respondents' agreement with the assertion was documented by a significant standard deviation of 1.16 and a mean score of 4.01.

A number of research studies have identified a constructive correlation between employer branding and a multitude of facets of talent engagement, such as employee motivation, organizational commitment, and job satisfaction. As illustrated, job and organization engagement were positively impacted by all facets of employer brand (economic, social, interest, development, and application values), according to a study by

Bhasin et al. (2019). The extent to which the relationship is strengthened can differ based on the particular aspects of talent engagement and employer branding that are assessed. For instance, certain research studies propose that employer brand attributes such as social value and development value exert a more pronounced influence on job engagement. Conversely, other studies contend that interest and economic values have a more substantial impact on organizational engagement. The positive influence of employer branding on talent engagement stems from its ability to shape employees' perceptions of the work environment, culture, and values of the organization. A stronger and more positive perception of the employer brand among workers tends to foster a sense of affiliation with the organization and its objectives, which subsequently enhances employee engagement and performance.

Regarding the impact of employer brand on talent engagement, the findings indicated that participants identified a number of distinct effects of employer branding on talent engagement within their respective organizations. These effects included improved recruitment and employee retention, increased morale and motivation, and strengthened employer-employee relationships. Respondents indicated that a robust employer brand assisted in attracting exceptionally qualified and talented individuals who proactively pursued employment with the organization, with respect to improved recruitment.

The respondents stated that a positive and engaging work environment is an aspect of the company brand that helps to prevent employee turnover. This results in reduced expenses related to the recruitment and integration of fresh personnel, concurrently cultivating a workforce that is more seasoned and well-informed. As added by others, a robust employer brand cultivates a sense of pride and contentment among staff members, resulting in heightened levels of motivation and morale. This ultimately results in increased levels of innovation, creativity, and productivity, which have a significant impact on the overall performance of the institution. An additional observed consequence was that a positive employer brand enhanced the bond between employers and employees. Active and collaborative communication between employees and management is more probable when employees perceive a sense of affiliation with the organization and align their values with its own. This promotes the development of trust and respect among colleagues, thereby enriching the overall work atmosphere. The results of the research regarding the employer brand tenets of the organizations indicated that the majority of the establishments were endeavoring to cultivate a robust brand image through the provision of professional development opportunities, the establishment of a supportive work environment, and a dedication to academic excellence—all with the intention of attracting and retaining a highly skilled workforce. In addition to attracting students, a favorable brand image is vital for retaining and recruiting high-caliber educators. Isotropic faculty members are inclined towards reputable academic establishments that value their specialized knowledge and allow them to make meaningful contributions to the institution's overarching objectives.

A fundamental principle of employer brand in private TVET institutions in Kenya is the significance attributed to brand reputation. According to the findings, these establishments endeavor to cultivate a culture of engagement and loyalty while attracting top talent through the establishment of a favorable brand reputation. They accomplish this through the implementation of various strategies: ongoing infrastructure development, team building exercises, effective material branding, promotion of staff activities on advertising platforms, punctual payment of staff dues, recognition of employee milestones, and adherence to an internal conflict management policy to mitigate adverse publicity regarding employee affairs. Private technical and vocational education and training (TVET) institutions have established themselves as preferred employers by acknowledging the reciprocal connection between brand reputation and talent engagement. This strategic approach guarantees a lasting and significant contribution to the cultivation of technically proficient personnel.

The employer brand comprises the comprehensive perception and standing of an establishment as a potential employer. It is comprised of numerous components, with employer job attributes serving as a critical component. These attributes comprise the qualities, advantages, and principles linked to the employment experience, which have an impact on employees' perceptions of their place of work and on their degree of involvement. Attracting and retaining competent personnel are of equal importance for the long-term viability of private TVET institutions, alongside attracting talent.

The job characteristics provided by an employer have a substantial influence on the degree of employee engagement and satisfaction. Organizations that foster a positive work atmosphere, provide avenues for professional development, and cultivate a supportive community are more likely to maintain their employees. Furthermore, positive organizational culture, acknowledgement of accomplishments, and acknowledgment of accomplishments as employment attributes all contribute to fostering a sense of commitment and inclusion among employees. Employee engagement and satisfaction are enhanced by a positive and supportive work environment distinguished by collaborative efforts, clear communication, and a sense of community.

Acknowledging the significance of a harmonious work-life equilibrium positively impacts the holistic welfare of personnel, thereby bolstering their dedication to the organization.

4.5.2 Rewards

Respondents were asked to indicate their level of agreement by ticking each one of the given statements as they apply to their institution's rewards: Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) =2 and Strongly Disagree (SD) = 1.

The results show that 26.8% of respondents were unsure, 9.2% disagreed, and 8.5% strongly disagreed that the management's compensation plan adheres to the values of equity, fairness, and transparency. Furthermore, the management's compensation plan is in line with the values of transparency, equity, and justice, according to 23.2% of respondents, while 32.4% strongly agreed. With a noteworthy standard deviation of 1.26 and a mean of 3.62, the respondents agreed with the assertion. According to the data, employee grades and pay structures are utilized to determine payment; 7.7% of respondents strongly disagreed, 21.8% disagreed, and 14.1% were unsure. However, employee grades and pay structures are employed to establish the remuneration, as agreed by 30.3% of respondents and strongly agreed by 26.1% of respondents. With a standard deviation of 1.30 and a mean of 3.45, the respondents were in agreement with the statement.

It was found that 6.3% of participants strongly disagreed, 9.9% disagreed, and 27.5 were unsure if their school compensates staff members promptly and effectively. Additionally, 25.4% of participants agreed, and 31.0% strongly agreed, that their organization pays staff salaries on time and effectively. With a standard deviation of 1.20 and a mean of 3.65, the respondents agreed with the statement. Regarding whether their institution's pay scales are competitive in relation to market rates, 7.7% of respondents verified this, followed by 11.3% who disagreed, 21.1% who were unsure, 26.8% who agreed, and 33.1% who strongly agreed. With a standard deviation of 1.26 and a mean of 3.66, the respondents were in agreement that the wage scales at their institution are competitive when compared to market prices.

However, the institution offers allowances to help workers execute their jobs; 10.6% of respondents strongly disagreed, 15.5% disagreed, 21.8% were unsure, 24.6% agreed, and 27.5% agreed. The respondents, with a mean of 3.43 and a standard deviation of 1.32, concurred that the institution gives personnel allowances to help them carry out their jobs. Regarding the assertion that the compensation granted by the organization is devoid of needless deductions, 7.0% of participants strongly disagreed, 14.8% disagreed, and 21.8% were unsure. Furthermore, 23.9% of the participants expressed agreement, with 32.4% strongly agreeing, that the compensation provided by the organization is devoid of needless deductions. The respondents agreed with the proposition, as evidenced by their mean score of 3.60 and noteworthy standard deviation of 1.27.

Furthermore, 15.5% of respondents disagreed with the statement, and 6.3% of respondents strongly disagreed that the organization always gives out physical awards to recognize staff members who complete their work. But while 19.7% of respondents agreed and 34.5% strongly agreed that the organization always gives out physical awards to recognize staff members who complete their work, 23.9% of respondents were unsure. The assertion was agreed upon by the respondents, with a mean and standard deviation of 3.61. However, the data showed that 8.5% of respondents strongly disagreed, 17.6% disagreed, 22.5% were unsure, 15.5% agreed, and 35.9% agreed that exceptional employees get yearly "employee of the year" awards. With a large standard deviation of 1.36 and a mean of 3.53, the respondents agreed with the statement. The findings showed that when employees perform better than expected, they obtain bonuses. Of the respondents, 7.7% strongly disagreed, 14.1% disagreed, 19.0% were indecisive, 25.4% agreed, and 33.8% highly agreed. With a noteworthy standard deviation of 1.29 and a mean of 3.63, the respondents agreed with the assertion. Last but not least, the percentage of respondents who strongly disagreed with the idea that Exemplary employees should have their names listed in the corporate newsletter and receive letters of appreciation was 7.7%, 12.0%, and 20.4%. Additionally, 19.7% of respondents agreed and 40.1% strongly agreed that letters of praise and a mention in the corporate newsletter are given to Exemplary employees. The respondents agreed with the statement, as evidenced by their mean score of 3.73 and noteworthy standard deviation of 1.31.

The potential for private TVET institutions in Kenya, similar to any organization, to improve employee satisfaction, motivation, and performance is underscored by the significance of a suitable combination of monetary and non-monetary incentives.

The existing body of evidence suggests that rewards have the potential to exert a substantial impact on talent engagement within private TVET institutions in Kenya. The efficacy of reward systems is contingent upon various elements, such as the nature of incentives provided, the manner in which they are executed, and the extent to which they correspond with the values and objectives of the organization. In private TVET institutions, the inclusion of financial incentives, including competitive salaries, bonuses, and benefits, is probable to enhance the appeal and retention of proficient instructors and staff. These concrete incentives function as a token of appreciation for their knowledge and contributions. Evaluations of the quality of the work environment, opportunities for professional growth, and acknowledgment are all non-monetary rewards that hold equivalent significance. In the TVET sector, where specialized expertise is frequently needed, instructors' engagement can be increased by recognising and appreciating their unique contributions.

The implementation of reward systems is critical. The establishment of transparent and equitable procedures for reward determination enhances the favorable perception of personnel. Motivated and engaged personnel are more likely to believe that reward distribution is merit-based and commensurate with performance. Consistent and timely reward distribution is vital. In the event of reward delivery delays or inconsistencies, the efficacy of the system could be compromised, potentially resulting in employee discontentment. To optimize effectiveness, reward systems ought to be congruent with the principles and objectives of the organization. This may involve recognizing and rewarding innovations in teaching methodologies, contributions to student success, and alignment with industry demands within the context of TVET institutions. In addition to increasing talent engagement, incentives that reinforce the institution's dedication to ongoing learning and professional growth can be particularly effective in technical and vocational domains.

Instructor and staff employment satisfaction is significantly influenced by talent engagement. It is the responsibility of private TVET institutions to cultivate a positive work environment that promotes communication, collaboration, and a sense of belonging among their staff. In turn, talent engagement can be enhanced by providing opportunities for professional development, fostering a culture that values and encourages feedback, and establishing a leadership structure that is supportive. The presence of effective leadership is crucial for guaranteeing that the incentives provided are in accordance with the overarching goals of the organization. Employees develop a sense of trust and dedication when the reasoning behind reward decisions and the institution's vision is communicated openly and transparently.

4.5.3 Career Development

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

The results showed that while 28.2% of respondents disagreed, 2.1% strongly disagreed, and 6.3% were unsure whether their institution had a training policy outlining training requirements. Additionally, a training policy outlining training criteria is outlined by their institution, as agreed upon by 28.9% of respondents, and highly agreed with by 34.5% of respondents. With a noteworthy standard deviation of 1.27 and a mean of 3.65, the respondents agreed with the assertion. According to the results, 6.3% of the respondents strongly disagreed, 21.8% disagreed, and 7.7% were unsure whether their institution regularly assesses the training needs of its staff members. However, when it came to the frequency with which their institution assesses the training needs of its personnel, 24.6% of respondents agreed and 39.4% strongly agreed. With a standard deviation of 1.35 and a mean of 3.69, the respondents were in agreement with the statement.

But 4.2% of participants strongly disagreed, 20.4% disagreed, and 5.6% were unsure if their organization should inform staff members about training possibilities through easily available channels in order to maintain fairness and openness. Furthermore, in order to maintain fairness and openness, 40.1% of participants highly agreed and 29.6% of participants agreed that their organization provides training opportunities to staff through easily available channels. With a standard deviation of 1.28 and a mean of 3.81, the respondents agreed with the statement. Regarding whether their university has a promotion policy that improves equity, 4.2% of respondents agreed, 4.2% strongly disagreed, 23.2% disagreed, 7.7% were unsure, 20.4% agreed, and 44.4% highly agreed. The respondents were in agreement that their institution has a promotion program that improves fairness, with a mean score of 3.77 and a standard deviation of 1.34.

However, 2.1% strongly disagreed, 10.6% disagreed, 9.9% were unsure, 33.1% agreed, and 44.4% agreed that their organization gives current employees priority when it comes to promotions. The respondents, with a mean of 4.07 and a standard deviation of 1.08, concurred that their organization gives current employees priority when it comes to promotions. 4.2% strongly disagreed, 10.6% disagreed, and 7.7% were unsure about the statement that promotion opportunities are given to individuals who match the standards. Additionally, 44.4% of respondents strongly agreed and 33.1% of respondents agreed that employees who qualify and meet the requirements are offered possibilities for promotion. The respondents agreed with the statement, as evidenced by their mean score of 4.03 and noteworthy standard deviation of 1.15.

Furthermore, 25.4% of respondents disagreed with the statement and 4.2% of respondents strongly disagreed that employees are given opportunity to interact with more knowledgeable professionals. 3.5% of respondents, on the other hand, were unsure, 27.5% agreed, and 39.4% strongly agreed that opportunities are given for workers to interact with more knowledgeable professionals. With a standard deviation of 1.33 and a mean of 3.73, the respondents agreed with the statement. However, the data showed that employees are exposed to mentoring and coaching programs: 4.2% of respondents strongly disagreed, 24.6% disagreed, 8.5% were unsure, 26.1% agreed, and 36.6% agreed. With a large standard deviation of 1.31 and a mean of 3.66, the respondents agreed with the statement.

The findings indicated that the organization provides equitable and transparent scholarship opportunities for its staff, as 4.2% of the participants strongly disagreed, 23.2% disagreed, 14.8% remained indecisive, 23.2% agreed, and 34.5% strongly agreed.

The mean score of 3.61 and the significant standard deviation of 1.29 indicate that the majority of the respondents agreed with the given statement. Finally, among the respondents, 2.1% expressed strong disagreement, 12.7% expressed disagreement, and 12.0% remained indecisive regarding the equitable distribution of career training and development opportunities across all employee cadres. Furthermore, among the respondents, 28.2% expressed agreement, with 45.1% firmly agreeing, regarding the equitable distribution of career training and development opportunities among all employee cadres. The participants' agreement with the claim was indicated by a mean score of 4.01 and a significant standard deviation of 1.13.

Based on the data, it can be inferred that a considerable proportion (34%) of respondents holds the view that their institution has not made sufficient efforts to augment talent engagement. The absence of structured career development programs within TVET institutions causes staff to be uncertain about how to advance their careers within the organization, according to the findings. As a result, the participants' responses indicated the following: Establish formal career development programs that furnish staff with unambiguous trajectories for progression within the organization; Provide opportunities for skill development, workshops, and training to augment employees' technical and vocational proficiencies; Collaborate with staff members to formulate individualized development strategies that harmonize with their professional aspirations and the requirements of the organization; Offer resources and assistance to aid staff in achieving their objectives;

4.5.4 Job design

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

The results showed that 16.2% of respondents were unsure, 2.1% disagreed, and 3.5% strongly disagreed that the job design allows employees to exercise their own initiative or judgment in completing the task. Furthermore, 38.7% of respondents strongly agreed and 39.4% of respondents agreed that the job design allows workers to exercise their own initiative or judgment in completing the work. As evidenced by the respondents' remarkable standard deviation of 0.98 and mean of 4.08, they agreed with the assertion. According to the results, 13.4% of respondents were unsure, 17.6% disagreed, and 3.5% strongly disagreed that their organization gives staff members a good amount of latitude to operate unsupervised. However, 38.7% of respondents strongly agreed and 26.8% of respondents felt that their organization gives staff members a good amount of latitude to work independently. With a standard deviation of 1.23 and a mean of 3.80, the respondents were in agreement with the statement.

3% of participants strongly disagreed, 23.2 percent disagreed, and 14.8 percent were unsure whether or not the job design provides employees with a significant amount of autonomy and freedom in how they carry out their work. Furthermore, a significant portion of participants—23.2% and 35.2%, respectively—agreed and strongly agreed that job design affords employees a great deal of autonomy and freedom in how they carry out their work. With a standard deviation of 1.27 and a mean of 3.63, the respondents agreed with the statement. Regarding the extent to which their organization has adopted flexible work schedules and locations, 3.5% strongly disagree, 1.4%

disagree, 19.0% are undecided, 45.1% agree, and 31.0% highly agree. The respondents were in agreement that their institution has welcomed flexible working in terms of time and place, with a mean score of 3.99 and a standard deviation of 0.94.

However, 3.5% of respondents strongly disagreed, 2.8% disagreed, 17.6% were unsure, 39.4% agreed, and 36.6% agreed that their company has established what constitutes an appropriate workload for its workers. The respondents, with a mean score of 4.03 and a standard deviation of 0.99, concurred that their company has established an appropriate workload for its staff. Regarding the claim that their organization has set a standard for best practices regarding employee workload, 5.6% of respondents strongly disagreed, 9.9% disagreed, and 14.8% were unsure. Additionally, 32.4% of respondents agreed, and 37.3% strongly agreed, that their organization has set a benchmark for best practices when it comes to employee workload. The respondents agreed with the proposition, as evidenced by their mean score of 3.86 and noteworthy standard deviation of 1.19.

Additionally, 24.6% of respondents disagreed with the statement that workers are transferred internally between positions to acquire new skills, and 4.9% of respondents strongly disagreed. While 20.4% of respondents agreed and 37.3% strongly agreed that employees are moved internally between job positions to enable them to gain more abilities, 12.7% of respondents were unsure. With a 3.61 mean and a 1.34 standard deviation, the respondents were in agreement with the statement. Even yet, the data showed that 40.1% of respondents agreed and 17.6% disagreed that managers should rotate staff members frequently to give them the opportunity to learn new skills, while 4.9% of respondents strongly disagreed, 23.2% disagreed, and 14.1% were unsure. Based on a considerable standard deviation of 1.34 and a mean of 3.65, the respondents agreed with the statement.

The findings showed that tasks are made more complex to encourage employees to share their knowledge; 3.5% of respondents strongly disagreed, 19.7% disagreed, 12.0% were unsure, 23.2% agreed, and 41.5% highly agreed. With a noteworthy standard deviation of 1.27 and a mean of 3.80, the respondents agreed with the assertion. Finally, 3.5% of respondents strongly disagreed, 9.2% disagreed, and 8.5% were unsure about the clarity of the responsibilities assigned to staff. Furthermore, 35.9% of respondents strongly agreed and 43.0% of respondents agreed that the responsibilities assigned to staff are clearly stated. The respondents agreed with the statement, as evidenced by their mean score of 3.99 and noteworthy standard deviation of 1.07.

Enhancing talent engagement in private TVET institutions in Kenya is predicated on the implementation of strategic employment design. Through the implementation of strategies such as role clarity promotion, employee skill utilization, autonomy provision, career development opportunities, contribution recognition, collaborative efforts, and a willingness to adapt, these organizations can cultivate an atmosphere that inspires, gratifies, and profoundly commits personnel to their tasks. With the ongoing investment in Kenya's education sector, the significance of proficient job design grows in its capacity to cultivate a motivated and proficient labor force that can influence the trajectory of technical and vocational education within the nation.

A critical element of employment design entails guaranteeing congruence with the institution's values and mission. Engaged employees are more inclined to perceive a tangible correlation between their tasks and the organization's overarching objectives. Talent engagement in private TVET institutions in Kenya is significantly influenced by the degree to which these institutions adhere to their institutional values, given that their mission frequently centers on skill development and workforce readiness. Efficient task design incorporates components that facilitate the provision of periodic performance feedback. Receiving constructive feedback enables staff members to comprehend the significance of their inputs, thereby facilitating the alignment of individual endeavors with the objectives of the organization. In addition to supporting ongoing development, this feedback cycle fosters a sense of purpose and participation.

Technical and vocational education frequently necessitates the cooperation and coordination of administrators, support personnel, and instructors. Establishing a collaborative work environment through job design fosters a sense of community and a common sense of purpose. A collaborative culture in the private education sector of Kenya, where collaboration is paramount, fortifies employee relationships, thereby increasing employee engagement and institutional efficacy as a whole. A critical element in the process of employment design within private TVET institutions is the unambiguous establishment of duties and obligations. Precisely defined job duties eradicate any uncertainty, enabling personnel to comprehend how their efforts contribute to the mission and objectives of the organization. Within the dynamic and multifarious education sector of Kenya, the implementation of a well-defined job design guarantees that both educators and support staff are cognizant of their duties, thereby fostering increased levels of employee engagement.

The alignment of job design with the talents and competencies of employees is essential. When specialized knowledge is of the utmost importance in technical and vocational education, strategic job design guarantees that students can effectively utilize their abilities. Furthermore, by integrating skill development opportunities into job responsibilities, an organization showcases its dedication to fostering the professional advancement of its staff, thereby increasing employee engagement and motivation. Critical to fostering employee engagement is the delegation of autonomy and decision-making authority to employees. Private TVET institutions cultivate a sense of ownership among their students by granting autonomy in pedagogical approaches and curriculum development, given that educators frequently possess specialized expertise. In addition to increasing participation, this empowerment fosters innovation and creativity in educational practices.

4.5.5 Organizational culture

Respondents were asked to indicate their level of agreement by ticking each one of the given statements as they apply to the organizational culture. The responses ranged from Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) =2 and Strongly Disagree (SD) = 1.

The results showed that while 19.7% disagreed and 17.6% were unsure if their organization had defined its core values, 1.4% of respondents strongly disagreed. Furthermore, a resounding 26.8% of respondents strongly agreed and 34.5% of respondents agreed that their firm has identified its basic values. With a noteworthy standard deviation of 1.12 and a mean of 3.65, the respondents agreed with the assertion.

The results showed that 1.4% of respondents strongly disagreed, 5.6% disagreed, and 12.0% were unsure whether the ideals of their firm and the values of their employees aligned. However, 39.4% of respondents agreed and 41.5% strongly agreed that the values of their firm and the employees are in line. Based on a standard deviation of 0.93 and a mean of 4.14, the participants expressed agreement with the statement. Nonetheless, 1.4% of participants strongly disagreed, 21.8% disagreed, and 22.5 were unsure whether their organization had positively identified its values with its employees or not. Furthermore, 17.6% of participants agreed, and 36.6% strongly agreed, that their firm has positively identified with its values and has conveyed them to its personnel. With a standard deviation of 1.22 and a mean of 3.66, the respondents agreed with the statement. Regarding the confirmed regulations, commitments, common values, artifacts, and norms of the institutions, a great deal of weight is given to them. Thirty-one percent agreed, thirty-one percent disagreed, sixteen percent were undecided, and thirty-five percent strongly agreed. The respondents agreed that the rules, common values, artifacts, obligations, and regulations of the institutions are highly valued, with a mean score of 3.78 and a standard deviation of 1.17.

However, 1.4% of respondents strongly disagreed, 4.2% disagreed, 28.9% were unsure, 31.7% agreed, and 33.8% agreed that the organization encourages employees' creativity and innovation and that, as a result, workers are free to disregard formal procedures and rules as long as doing so expedites completion of tasks. The respondents, with a mean score of 3.92 and a standard deviation of 0.96, concurred that the organization encourages innovation and originality among its staff members; as a result, staff members are free to disregard official policies and procedures when doing their jobs. 1.4% of respondents strongly disagreed, 19.0% disagreed, and 12.0% were unsure about the institution's ability to foresee changes in the future and develop adaptable strategies to fulfill such demands. Furthermore, 44.4% of respondents strongly agreed and 23.2% of respondents agreed that the institution does an excellent job of foreseeing changes in the future and coming up with adaptable solutions to satisfy those demands. The respondents agreed with the statement, with a mean of 3.90 and a noteworthy standard deviation of 1.20.

Furthermore, 10.6% of respondents disagreed with the statement that workers at the institution are more committed to their work because they have a sense of identity and mutual trust, while 1.4% of respondents strongly disagreed. 9.9% of respondents, on the other hand, were unsure, 37.3% agreed, and 40.8% strongly agreed that the institution's personnel have a feeling of identity and mutual trust, which boosts their dedication to work. With a standard deviation of 1.03 and a mean of 4.06, the respondents were in agreement with the statement. Still, the data showed that 1.4% strongly opposed, 17.6% disagreed, 23.9% were unsure, 23.2% agreed, and 33.8% agreed that workers should consider one another's needs when arriving at decisions. With a large standard deviation of 1.15 and a mean of 3.70, the respondents agreed with the statement.

The findings indicated that the leadership possesses a distinct vision for the organization and that staff members are actively involved in the decision-making process; among the respondents, 34.5% agreed, 9.9% were undecided, 1.4% vehemently disagreed, 10.6% disagreed, and 9.9% remained undecided. The mean score of 4.08 and the significant standard deviation of 1.04 indicated that the majority of the respondents agreed with the given statement. In conclusion, 19.7% of the respondents were undecided and 1.4% strongly disagreed, while 10.6% disagreed and 1.4% felt that the employees experience a nondiscriminatory social environment. In addition, 29.6% of respondents concurred and 38.7% strongly agreed that the social environment is free from discrimination for employees. The participants' agreement with the claim was indicated by a mean score of 3.94 and a significant standard deviation of 1.07.

A crucial consequence of the interaction between EVP and organizational culture is talent engagement. The EVP is reinforced by a robust culture, which fosters an atmosphere in which personnel are inspired, affiliated, and devoted to their positions. Employee engagement positively correlates with optimal effort provision, which in turn enhances productivity, fosters innovation, and ultimately benefits the organization as a whole. The alignment of values enshrined in the EVP with those of the workforce is significantly influenced by organizational culture. Employees are more likely to develop a deeper connection with the organization when the EVP is consistent with the prevailing culture. As an illustration, in the case of an organization that advocates for a culture of inclusivity and innovation, employees will find more attractive an EVP that emphasizes opportunities for professional development and a diverse workplace.

The alignment of values enshrined in the EVP with those of the workforce is significantly influenced by organizational culture. Employees are more likely to develop a deeper connection with the organization when the EVP is consistent with the prevailing culture. As an illustration, in the case of an organization that advocates for a culture of inclusivity and innovation, employees will find more attractive an EVP that emphasizes opportunities for professional development and a diverse workplace. Although the correlation between EVP and talent engagement can be strengthened by a positive organizational culture, complications may ensue in the event of a misalignment. For example, in the event that the values articulated in the EVP fail to mirror the true culture of the organization, personnel might encounter a state of cognitive dissonance, which could result in diminished levels of commitment and confidence.

The culture of decision-making is an essential link between the EVP and employee engagement. The potential consequences of an organization's decision-making culture on the employee value proposition are either reinforcement or undermining. A more cohesive and engaging workplace is the result of decision-making that is consistent with the values and commitments delineated in the EVP. This, in turn, has a positive impact on talent engagement and retention. The EVP's commitments are effectively implemented when decisions are conducted in a transparent, inclusive, and employee-input-driven manner, which cultivates trust, empowerment, and a collective sense of purpose. On the contrary, a culture of decision-making that is opaque and hierarchical may result in a divergence between what has been promised and what has actually transpired, thereby undermining employee engagement and the employer brand. Consequently, in order to foster an atmosphere that esteems, engrosses, and inspires employees to make optimal contributions, organizations must deliberately synchronize their decision-making culture with their EVP.

As the foundation of an organization's culture, organizational values significantly impact whether the employee value proposition (EVP) has a positive or negative effect on talent engagement. The establishment, communication, and adherence to organizational values by all members of the organization foster a collective understanding of objectives and a sense of direction that binds personnel together. This alignment enhances the EVP's commitment to providing purposeful work and fostering a sense of inclusion, resulting in increased levels of involvement and drive. When employees perceive that the organization's decision-making, actions, and behaviors reflect their values, it fosters confidence and strengthens the authenticity of the EVP. More engagement results from the positive work environment fostered by this consistency, in which employees feel valued and respected. A robust collection of principles that correspond with the EVP attracts individuals who hold those principles in high regard. Exceptional personnel who are enthusiastic about the mission and objectives of the organization are drawn to this, resulting in a workforce that is more invested and driven. By integrating values into the decision-making process, congruence with the EVP's commitments is guaranteed. This practice cultivates confidence and strengthens the organization's dedication to its staff, ultimately resulting in heightened levels of involvement.

The correlation between the explicit commitments outlined in the EVP and the implicit, shared assumptions that define organizational culture constitutes the influence of assumed values on talent engagement. The establishment of coherence and harmony among these components engenders a more genuine and significant employee experience, thereby cultivating elevated levels of commitment and engagement. Shared assumptions or assumed values can significantly influence the manner in which the EVP influences talent engagement. An environment conducive to employee motivation, respect, and perception of self-worth is established when these assumptions are constructive, all-encompassing, and congruent with the EVP. Contrary to the EVP, assumptions that are concealed, unquestioned, or in opposition to it can foster an environment characterized by skepticism, disinterest, and discontentment. Hence, in order to foster a productive and invested workforce, organizations must proactively identify and analyze their shared assumptions to guarantee that they are consistent with their enterprise value proposition.

The impact of artifacts on talent engagement in private vocational and technical education training institutions in Kenya is predicated on their capacity to exemplify and bolster the commitments of the EVP as they pertain to technical education in particular. Artifacts that are in accordance with the EVP enhance the organizational culture, making it more memorable and appealing to educators who share the institution's mission and values. Artifacts can attract, motivate, and retain top talent by fostering a positive and engaging work environment when they are meticulously designed and aligned with the EVP. On the contrary, discord that ensues from inconsistent, obsolete, or unrepresentative artifacts regarding the actual experiences of personnel can erode the EVP and have an adverse effect on employee engagement. Hence, in order to foster a prospering and engaged workforce, Kenyan TVET institutions must proactively oversee their artifacts to ensure that they effectively convey their values and support their EVP.

4.5.6 Talent engagement

Respondents were asked to indicate their level of agreement by ticking each one of the given statements as they apply to their institution’s talent engagement. The responses ranged from Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) =2 and Strongly Disagree (SD) = 1.

The results showed that 4.9% of respondents disagreed and 9.9% were unsure whether the institution values the talent search matrix when choosing potential employees who are qualified, experienced, and knowledgeable. In addition, 40.8% of respondents strongly agreed and 44.4% of respondents agreed that the institution values the talent search

matrix when selecting competent candidates with experience and potential. With a minimal standard deviation of 0.82 and a mean of 4.21, the respondents agreed with the statement. According to the results, 4.2% of the respondents strongly disagreed, 12.7% disagreed, and 7.0% were unsure whether the institution had little talent churn. However, 38.7% of respondents strongly agreed and 37.3% of respondents agreed that there is little talent turnover in the organization. With a standard deviation of 1.16 and a mean of 3.94, the respondents were in agreement with the statement.
On the other hand, 13.4% were unsure and 19.0% disagreed that individuals at my company consistently climb up the professional ladder. Furthermore, 40.1% of participants strongly agreed and 27.5% of participants agreed that people in my organization consistently climb up the professional ladder. With a standard deviation of 1.14 and a mean of 3.89, the respondents agreed with the statement. Regarding the majority of employees quitting this company, it was established that 2.1% strongly disagreed, 20.4% disagreed, 19.7% were indecisive, 23.9% agreed, and 33.8% strongly agreed. The respondents agreed that, with a mean of 3.67 and a standard deviation of 1.20, the majority of workers leave this company, however there was some variation.

Conversely, 45.8% agreed, 12.7% disagreed, 35.9% agreed, and 5.6% disputed that staff absenteeism at my school is low. Based on a standard deviation of 0.84 and a mean of 4.12, the participants expressed agreement that staff absenteeism at my institution is low. 9.9% disagreed with the statement that there aren't many complaints from students and potential customers, while 14.1% weren't sure. Furthermore, 35.2% of respondents agreed, and 40.8% strongly agreed, that there aren't many complaints from students and prospective customers. The respondents agreed with the statement, with a mean of 4.07 and a noteworthy standard deviation of 0.97.

Furthermore, 7.0 disapproved of the idea that pupils had a positive identity with the school. 16.2% of respondents, on the other hand, were unsure, 32.4% agreed, and 44.4% strongly agreed that students positively identify with the university. Based on a standard deviation of 0.93 and a mean of 4.14, the participants expressed agreement with the statement. Still, the data showed that 19.0% disagreed, 10.6% were unsure, 32.4% agreed, and 38.0% agreed that performance reviews are useful in boosting employees' self-esteem. With a large standard deviation of 1.12 and a mean of 3.89, the respondents agreed with the statement.

The findings showed that staff members are eager to explore for chances to raise the institution's performance, with 17.6% opposing, 9.9% unsure, 33.8% agreeing, and 38.7% strongly agreeing. With a noteworthy standard deviation of 1.09 and a mean of 3.94, the respondents agreed with the assertion. The results in the table showed that 5.6% disagreed and 21.1% were unsure whether staff members should create new initiatives for the organization more frequently. Additionally, 35.9% of respondents agreed and 37.3% strongly agreed that staff members should create new initiatives for the organization more frequently. The respondents agreed with the statement, as evidenced by their mean score of 4.05 and noteworthy standard deviation of 0.90.

According to the results, 2.1% of respondents strongly disagreed, 7.7% disagreed, and 18.3% were unsure whether or not employees should volunteer to perform extra work outside of their job duties in order to support the success of the institution. However, 35.2% of respondents agreed and 36.6% strongly agreed that employees should volunteer to work beyond their job duties in order to support the success of the organization. Based on a standard deviation of 1.027 and a mean of 3.96, the participants expressed agreement with the statement. It was found that although 13.4% of participants disagreed, 2.1% strongly disagreed, and 23.2% were unsure whether or not staff are happy and fulfilled at the institution. Additionally, 21.8% of participants agreed—and 39.4% strongly agreed—that workers at the organization are happy and fulfilled. With a standard deviation of 1.155 and a mean of 3.83, the respondents' agreement with the statement varied noticeably.

Regarding the assertion that skilled workers are dedicated to the organization's aims and objectives, 14.1% of respondents disagreed, 12.0% were unsure, 38.7% agreed, and 35.2% strongly agreed. The respondents, with a mean score of 3.95 and a standard deviation of 1.020, concurred that skilled workers are dedicated to the institution's aims and objectives. In conclusion, it was proven that a high degree of innovation is exhibited by employees to improve the performance of the organization. Of those who expressed disagreement, 26.1% were unsure, 25.4% agreed, and 35.9% strongly agreed. The respondents agreed that there is a high degree of creativity from employees to improve institution performance, with a mean of 3.85 and a standard deviation of 1.054.

In regard to the extent of employee engagement, the findings indicated that 37% of the participants disclosed that internal employee surveys were implemented by their private TVET institutions to gauge employee commitment, engagement, and satisfaction. The data obtained from these surveys encompassed a wide range of employee engagement factors, including but not limited to job satisfaction, work-life balance, opportunities for professional development, and communication channels. Moreover, a subset of 10% of the participants revealed that they engaged in exit interviews with departing employees in order to obtain their perspectives on the factors influencing their decision to leave the organization and to potentially identify areas where employee disengagement may be deficient.

In addition, talent engagement was linked by 70% of respondents to a variety of performance indicators, including employee productivity and performance, employee attrition rates, and absenteeism/presenteeism. A high rate of employee retention signifies a favorable organizational climate and a committed labor force. On the contrary, elevated rates of employee attrition could indicate potential challenges pertaining to employee engagement and motivation. In general, engaged personnel exhibit greater productivity and attain elevated levels of performance. Through the monitoring of innovation metrics, project completion rates, and student outcomes, one can obtain indirect evidence of employee engagement. A workforce that is motivated and engaged may exhibit reduced presentism (being physically present while unproductive) and low absenteeism rates.

Moreover, employee recognition and awards were linked to talent engagement by 62% of the respondents. Organizations that acknowledge and incentivize employee efforts via recognition and award schemes have the potential to cultivate feelings of gratitude, inclusion, and active participation. Examination of the motivation and participation associated with these programs can yield valuable insights regarding the levels of engagement.

Furthermore, it was found that 74% of the participants reported a high level of employee engagement, which was supported by employee activities and initiatives. Participation in employee-driven initiatives was substantial. Engaging employees in committees, societies, and other employee-driven initiatives on a voluntary basis can foster a sense of ownership, affiliation, and active involvement. Furthermore, professional development programs were met with enthusiasm: Elevated levels of participation and involvement in professional development initiatives may serve as an essential gauge of employee engagement, signifying a fervent commitment to growth and learning. Additionally, the researcher observed that participation in events organized by the institution is active: Engagement can be increased by the perception that institution-sponsored events, such as social gatherings, training sessions, and team-building exercises, foster a strong sense of community and belonging through high attendance and positive feedback.

Innovation and initiative were also found to be correlated with the rate of talent engagement, according to fifty percent of the respondents. Engaged personnel frequently exhibit proactivity and ingenuity. Indications of talent engagement are present when staff members proactively suggest and execute enhancements, novel pedagogical approaches, or technological progressions within the establishment. Active employees frequently experience a sense of ownership and participation in organizational decision-making. Indicators of talent engagement comprise the extent to which employees are engaged and conferred regarding decisions that have an impact on their work.

4.5.7 Summary of Descriptive Statistics

Table 4. 5: Summary of Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Employer Branding	142	1.00	5.00	3.9796	.97817
Rewards	142	1.00	5.00	3.5901	1.19011
Career Development	142	1.00	5.00	3.8035	1.08546
Job Design	142	1.00	5.00	3.8415	1.00122
Organizational Culture	142	1.00	5.00	3.8845	.89817
Talent Engagement	142	1.00	5.00	3.9640	.90587
Valid N (listwise)	142				

Source: Research Data (2023)

According to table 4.5 above, at least one participant selected the option that corresponds to "strongly disagree," implying that the minimal value for employer branding is 1.00. A response of'strongly agree' indicates that the Employer Branding maximum value was selected by the respondent. 3.9796 is the average value for employer branding. This indicates that, generally speaking, the participants agreed with the assertions made about employer branding. Employer Branding has a standard deviation of.97817, which means that most responses are fairly near to the mean. As a result, the findings show that participant input on employer branding was consistent and that opinion diversity was minimal.

Employer branding has a minimum value of 1.00, which indicates that at least one member selected the "strongly disagree" option. A response of' strongly agree' indicates that the Employer Branding maximum value was selected by the respondent. The mean score, which is 3.5901, is not very close to the ideal value of 5.00, indicating that the company's rewards are not well received. The comparatively large standard deviation

(1.19011) indicated that there is a significant variation in the attitudes of employees regarding rewards, suggesting a wide variety of opinions.

Score of 1.00 is the lowest in the sample. This score suggests that the claims about career development are strongly disagreed with. The sample's highest score, 5.00, was attained. A score of this indicates a high level of agreement with the questionnaire's career development topics. 3.8035 is the average value of all the responses. This number appears to indicate that respondents have a favorable opinion of the Career Development offers because it is quite near to the optimal rating of 5.00. a number of 1.08546 that represents the score dispersion around the mean. Although employees typically have positive impressions of professional growth, there is still significant variation in how they view these chances, as indicated by the moderate standard deviation.

The response with the lowest rating, 1.00 in this case, was noted. This number could indicate very strong discontent with the relevant components of the work design. The comment with the highest rating, 5.00 in this case, was noted. Getting this score indicates a high level of satisfaction with the characteristics of the work design. The ratings' arithmetic average, or 3.8415 in this case. Given that the scale has a range of 1.00 to 5.00, the mean score indicates a moderate level of agreement or acceptance with the job design. 1.00122 is a measure of the ratings' dispersion, or spread, around the mean. This figure usually provides information about the degree of variation in the sample. In this case, a low standard deviation means that the evaluations are closely clustered around the mean, indicating that the majority of respondents had similar opinions regarding the work

design. The comparatively low standard deviation suggests that employees' ideas about job design are more widely held and are often consistent.
The organizational culture assertions are strongly disagreed with, as shown by the lowest possible score of 1.00. The highest possible score of 5.00 indicates that the assertions regarding the organizational culture are strongly agreed with. The respondents' overall perception of "organizational culture" is indicated by the average score of 3.8845. The scores' deviation from the mean is 0.89817. The majority of respondents' scores are near the mean, as indicated by the comparatively low standard deviation, which suggests that opinions on corporate culture are consistent and similar.

Some employees give talent engagement a high rating (5), suggesting a high level of involvement and dedication within the firm. Employees who perceive low levels of talent engagement may be disengaged or lacking in dedication, as indicated by a minimal score of 1. Employees view talent engagement favorably on average, with a mean score (3.9640) near 4, indicating a typically engaged workforce. The comparatively low standard deviation (0.90587) indicates that employee perceptions of talent involvement are more uniformly held with less variation in viewpoints.

4.6 Correlation Analysis

The Spearman rank correlation coefficient, rho (ρ) or rs, measures the strength and direction of the relationship between two ranked or ordinal variables. It generates a correlation coefficient, frequently abbreviated as "rho," that runs from -1 to 1. The sign shows the direction of the relationship (positive or negative), while the magnitude indicates its strength. The study used the correlation coefficient to determine whether the predicator factors were interdependent and whether there was a relationship between the response variable (talent engagement) and the predicator variables (employee value proposition).

Table 4. 6: Spearman Correlation Matrix

Spearman's rho		EB	RW	CD	JD	OC
EB: Employer branding	Correlation Coefficient	1.000				
	Sig. (2-tailed)					
	N	142				
RW: Rewards	Correlation Coefficient	.252**	1.000			
	Sig. (2-tailed)	.003				
	N	142	142			
CD: Career development	Correlation Coefficient	.445**	.356**	1.000		
	Sig. (2-tailed)	.000	.000			
	N	142	142	142		
JD: Job design	Correlation Coefficient	.330**	.487**	.590**	1.000	
	Sig. (2-tailed)	.000	.000	.000		
	N	142	142	142	142	
OC: Organizational culture	Correlation Coefficient	.379**	.545**	.752**	.803**	1.000
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	142	142	142	142	142
Talent engagement	Correlation Coefficient	.514**	.541**	.694**	.682**	.752**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	142	142	142	142	142

**. Correlation is significant at the 0.05 level (2-tailed).

Source: Research Data (2023)

4.6.1 Relationship between Employer Brand and Talent Engagement

Employer branding and talent engagement at private TVET institutes in Kenya are positively connected, according to Table 4.6's correlation analysis. The coefficient is 0.514 (p value < 0.05), which is significant at the 99% confidence level. Talent involvement in Kenya's private TVET institutes will therefore rise in tandem with an increase in employer branding. Through attracting the right personnel, fostering communication, aligning values, shaping the employee experience, and aiding in retention, a strong employer brand creates the conditions for talent engagement.

Meanwhile, by their advocacy and dedication to the company, engaged workers support and strengthen a great employer brand. The establishment of a work environment that draws in, keeps, and develops talent involves the integration of these two ideas. These findings are consistent with research on the connection between employer branding and talent retention carried out by Khoshnevis and Gholipour (2017). The results show that several characteristics of employer brand, such as pay, authority, work design, corporate social responsibility, and employee retention, are positively and significantly correlated with each other. Additionally, Anchu and Thampi (2020) found a strong positive correlation between employee engagement and employer branding. Nonetheless, Jiang et al. (2017) found that employee engagement was impacted by employer branding. Employer branding and employee engagement have a tenuous but favorable association, according to this meta-analysis of 32 studies. According to research on the possible drawbacks of employer branding (Berthon et al., 2019), attempts at inauthentic branding may potentially lower employee engagement and draw in the wrong kind of talent.

4.6.2 Relationship between Reward Management and Talent Engagement

Additionally, there is a positive correlation between incentive management and talent engagement at Kenya's private TVET schools (p value < 0.05); this correlation is significant at the 99% confidence level. The coefficient is 0.541. Increased compensation will therefore lead to a rise in talent involvement at Kenya's private TVET institutions. A key component of any all-encompassing talent management plan is reward management. Organizations may cultivate a high-performing, highly engaged workforce by putting in place a strong incentive program that values and acknowledges employee contributions. An efficient human resource strategy must include both talent engagement and reward management. Talent engagement is enhanced by an effective compensation system that draws in, encourages, and keeps workers. Motivated workers make valuable contributions to the organization's success and should be rewarded for their hard work.

These findings are consistent with research by Bilal, Farooq, and Rukh (2019), which evaluated the effect of incentives on employee engagement in the banking industry. The three elements—trust, reward, and training—all have a beneficial impact on employees' work engagement, according to the results of statistical regression and correlation modeling. Iqbal (2015) investigated how rewards affected talent commitment in southern Punjab's conventional banking industry. The findings show that rewards have a favorable effect on worker engagement. However, Hoole and Hotz (2016) investigated the relationship between total rewards and talent engagement in a South African context and discovered that work engagement explained 12% of its variance and that there was a tiny statistically significant correlation between total rewards and work engagement. Bhattacharya et al. (2019) investigated the connection between work satisfaction in Indian startups and different compensation components (cash, benefits, and non-cash). Although incentives in general had a beneficial effect, financial rewards by themselves had a negligible effect on happiness, indicating that other factors likely have a greater influence.

4.6.3 Relationship between Career Development and Talent Engagement

The results of the study showed a statistically significant and positive relationship between talent engagement and career advancement. Furthermore, career development's correlation coefficient was 0.694, P=0.000, indicating a strong positive association between talent engagement and career growth at Kenya's private TVET institutes. This suggests that increasing career development will lead to a notable rise in the number of talented individuals enrolled in Kenya's private TVET institutes. A company's employee engagement is likely to be stronger when it invests in and prioritizes career development efforts. Consequently, motivated staff members are inclined to actively pursue and partake in possibilities for professional growth. This interaction helps to create a productive and lively work atmosphere that is advantageous to each employee and the company as a whole.

The study's findings are consistent with research conducted by Semwal and Dhyani (2017), which found that career development opportunities within organizations have a major role in enhancing employee engagement across all dimensions, surpassing the benefits of training initiatives alone. The Federal University of Technology Minna, Nigeria's brilliant employees' commitment to career development was studied by Makera (2018). The results showed that employee engagement was substantially correlated with leadership, training, and career development. 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 moderately good effect on employee performance based on a meta-analysis of 121 research. Potential drawbacks of training, such as skill mismatch, which can cause disengagement, annoyance, and even decreased performance, were highlighted by Hussain and Hameed (2019). Zeeshan, Ho, and Jantan (2021) investigated how career advancement affects employee engagement in the banking industry. His research revealed a negligible correlation between employee engagement and training and development.

4.6.4 Relationship between Job Design and Talent Engagement

Furthermore, a substantial positive association between job design and talent engagement of private TVET institutes in Kenya was shown by a correlation coefficient of 0.682**. Given that task organization and work structure can directly affect employees' motivation, job satisfaction, and overall engagement, there is a considerable relationship between job design and talent engagement. Effective job design focuses on developing a work environment that encourages talent engagement in addition to efficiency and productivity. Prioritizing elements such as autonomy, skill diversity, job identity, feedback, and task significance helps firms create an engaging environment that draws in and keeps top talent.

The findings corroborate the hypothesis that Adeniji, Osibanjo, and Edewor (2020) used the social exchange theory to investigate how work design affected talent engagement. The findings showed a strong positive correlation between employee engagement and job design. Using information from the sample of 250 workers in a Klang Valley telecom company, According to Mohd, Shah, and Zailan (2016), the most important element influencing employee engagement is work design. However, multiple studies have consistently produced contradictory results. While psychological job design was only significant at a 10% significance level, Kamanja, Ogolla, and Gichunge (2019) discovered that workplace flexibility did not significantly affect employee engagement at a 5% significance level. Despite supporting enriched work, Hackman and Oldham (2018) noted that not everyone reacts well to enriched assignments. Difficult tasks can induce tension and anxiety in some individuals, who may prefer predictable, routine work.

4.6.5 Relationship between Organizational Culture and Talent Engagement

Finally, 0.752**, p=0.000, indicates a substantial positive association between organizational culture and talent engagement in Kenya's private TVET institutes. This suggests that raising company culture standards might raise talent engagement. Talent engagement and organizational culture are mutually correlated. Talent is drawn to and retained by a business with a positive and engaging culture, and engaged employees help to foster and maintain this culture. Businesses that consciously create and maintain a culture that encourages talent engagement stand to gain more from their workforce in terms of success, productivity, and job happiness. Building a solid corporate culture is crucial to engaging personnel and is not merely a luxury. Organizations may establish a work environment where workers thrive and drive creativity, productivity, and long-term success by fostering a culture that values meaning, collaboration, empowerment, and acknowledgment. The findings are corroborated by research by Mirji, Bhavsar, and Kapoor (2023), which discovered that organizational culture positively affects worker effectiveness and engagement. Moreover, Dessie and Tensay (2020) shown that employee engagement and performance are directly impacted by company culture. Furthermore, the study's findings demonstrated a direct correlation between employee engagement and performance. The PLS-SEM results validated the hypothesis that employee engagement plays a mediating role in the relationship between company culture and employee performance. According to Njuguna (2016), organizational culture at KCB head office accounted for 64% of employee engagement. According to Denison's (2018) research, while certain cultural traits—like involvement and mission—have a good impact on employee engagement, others—like consistency and adaptability—can have conflicting or even detrimental consequences depending on the situation. Hatch and Schultz (2022) emphasized the drawbacks of using culture as a magic bullet to solve every organizational issue, including groupthink, resistance to change, and exclusion.

4.7 Assumption of Linear Regression

The study conducted several diagnostic tests to assess the appropriateness of the research model. The fulfillment of the assumption of regression analysis resulted in unbiased estimates, hence yielding outcomes that were relatively and accurately aligned with the truth. The diagnostic tests were used to quantify the underlying assumptions. Prior to conducting regression analysis, diagnostic tests were required to ensure adherence to the assumptions of the conventional linear regression model. This ensures the generation of effective and unbiased estimates, as postulated by Long and Ervin (2000). Pedhazur (1997) posits that in the absence of adherence to the assumptions of regression, the resultant conclusions are prone to being unreliable and skewed. To ensure adherence to the fundamental assumptions, the research conducted a comprehensive battery of diagnostic tests on all variables under investigation, encompassing assessments for heteroscedasticity, multicollinearity, normality/linearity, serial autocorrelation, and serial autocorrelation.

4.7.1 Normality Test

In accordance with the recommendations made by Hair, Black, Babin, Anderson, and Tatham (2016), the research used both graphical plots and any statistical tests in order to determine the true degree of deviation from the normal distribution.

Table 4. 7: Normality Test Using Shapiro-Wilk Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	**Df**	**Sig.**	**Statisti c**	**df**	**Sig.**
Employer branding	.148	142	.000	.885	142	.000
Rewards	.118	142	.000	.912	142	.000
Career development	.145	142	.000	.883	142	.000
Job design	.124	142	.000	.899	142	.000
Organizational culture	.111	142	.000	.923	142	.000
Talent engagement	.170	142	.000	.887	142	.000

a. Lilliefors Significance Correction

Source: Research Data 2023

The Shapiro-Wilk test examines the correlation between the observed data and the normal scores that are associated with them. By employing the Lilliefors adjustment, the statistical efficacy of the Shapiro-Wilk test is enhanced. It is prudent to exercise caution when employing the Kolmogorov-Smirnov test due to its restricted statistical power. It is recommended to visually assess the data for normality. The Shapiro-Wilk test was initially employed in the research to evaluate the normality of the data through statistical analysis. The deviations of the data from normality necessitated the application of graphical analysis in order to evaluate normality.

The data presented in Table 4.7 demonstrates that the null hypotheses for all six variables have been refuted, suggesting that the data sets pertaining to these variables do not conform to a normal distribution. By employing the Kolmogorov-Smirnov and Shapiro-Wilk tests, this conclusion was attained at a significance level below 0.05. Hair et al. (2016) agree that parametric methods can be utilized even when the distribution of the data deviates from normality. When working with samples of modest size (less than 30 or 40), any departure from the assumption of normality should not give rise to substantial complications. Consequently, parametric methodologies can be employed when handling sizable samples (less than 30 or 40), as the sampling distribution, regardless of the data's format, tends to follow a normal distribution. As recommended by Williams et al. (2013), visual inspection of normalcy is essential. As depicted in Figure 4.5 below The deviation from normality in the employer branding Q-Q plot was minimal, as estimated by the line of fit. Due to the data's proximity to a normal distribution, it was possible to utilize it in a regression analysis.

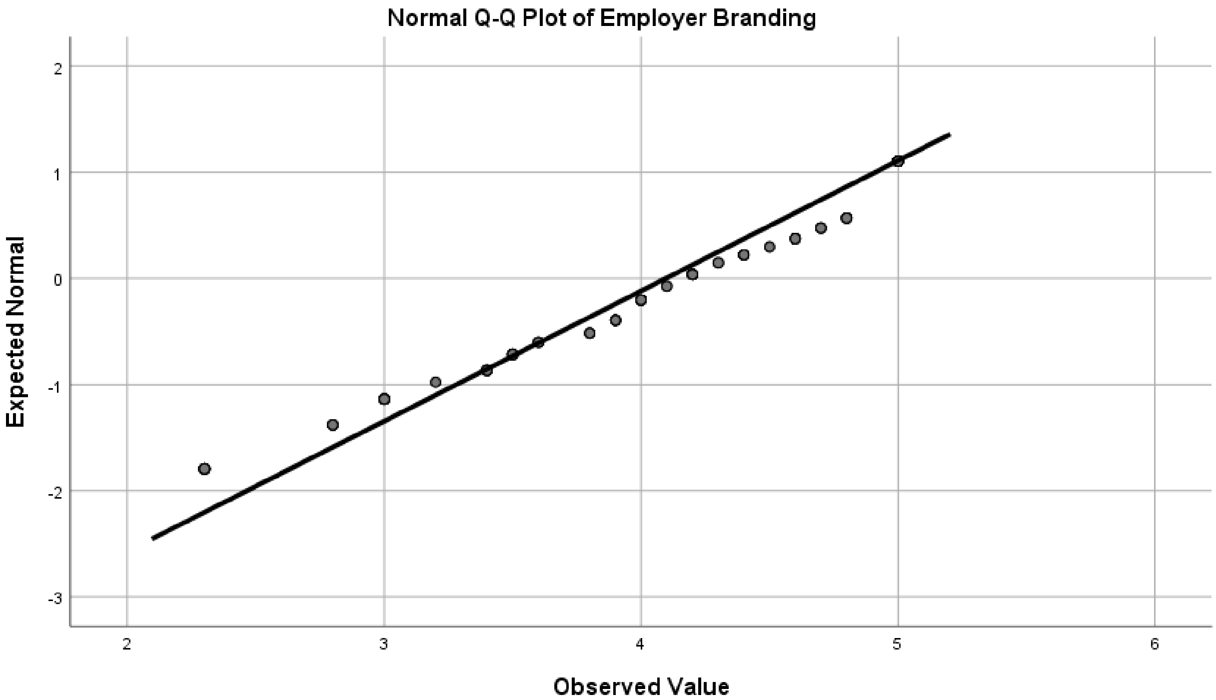

Figure 4. 5: Normal Q-Q plot of Employer branding

Source: Research Data (2023)

The deviation from the approximation to the line of fit was not as significant as the deviation from normality, as shown in figure 4.6 below normal Q-Q plot of rewards. The data could therefore be utilized in a regression analysis due to their close proximity to a normal distribution. Gestrian analysis is interpreted according to the condition that the data variables originate from a normally distributed population if the actual data distribution closely approximates the straight diagonal line of the normal distribution.

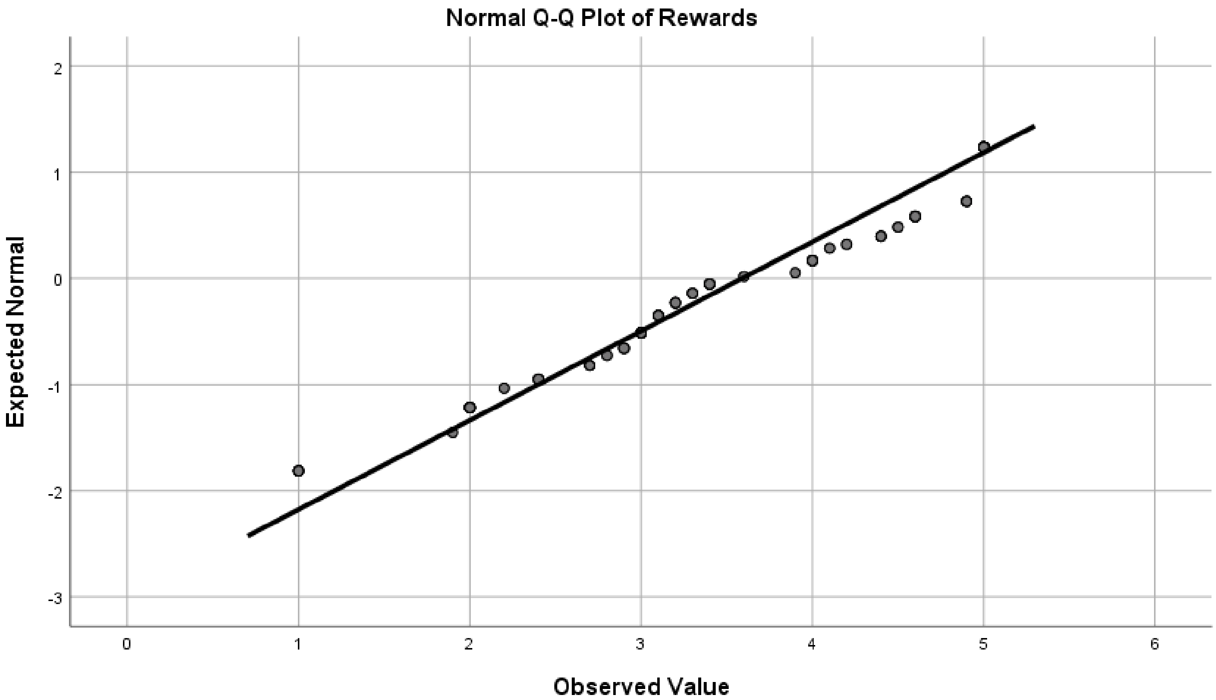

Figure 4. 6: Normal Q-Q plot of rewards

Source: Research Data (2023)

Figure 4.7 shows a normal Q-Q plot of career development with a minor deviation from normality due to the approximation of the line of fit. The data might be presumed to be near normal, therefore parametric methods such as correlation, regression, analysis of variance, and t-test can be used to it.

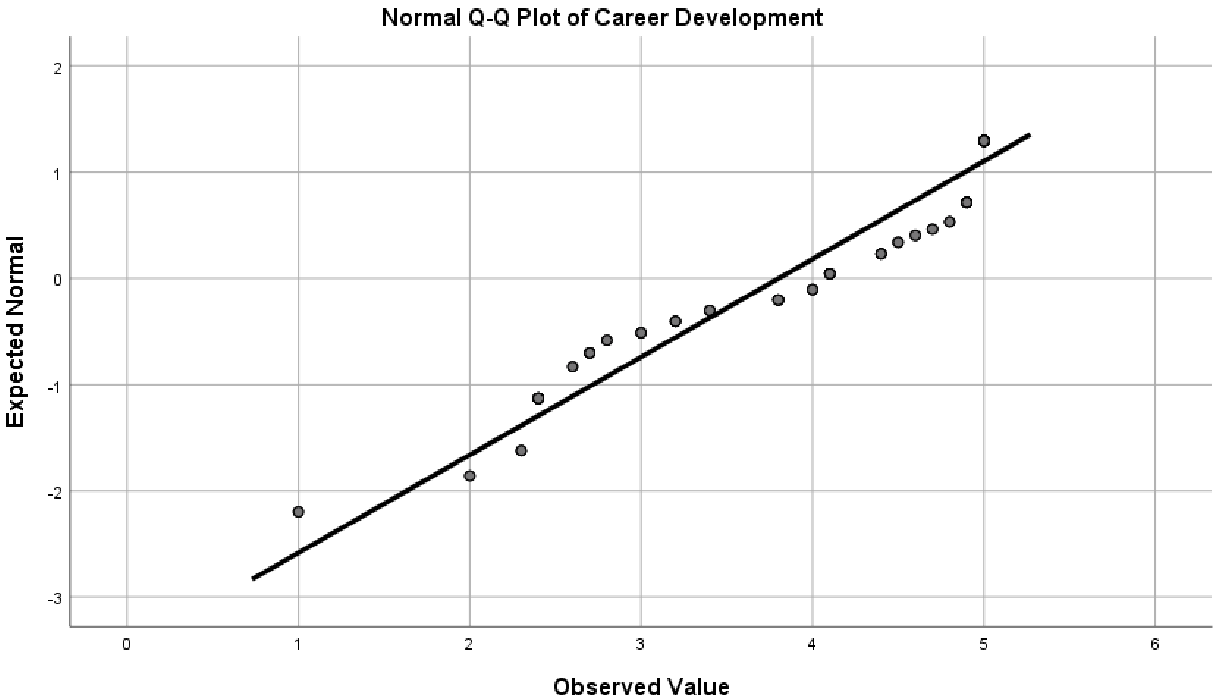

Figure 4. 7: Normal Q-Q plot of career development

Source: Research Data (2023)

Figure 4.8 shows a normal Q-Q plot of task design with a minor deviation from normality due to the approximation of the line of fit. The data can be assumed to be near normal, therefore parametric techniques such as correlation, regression, analysis of variance, and t-test can be used to it.

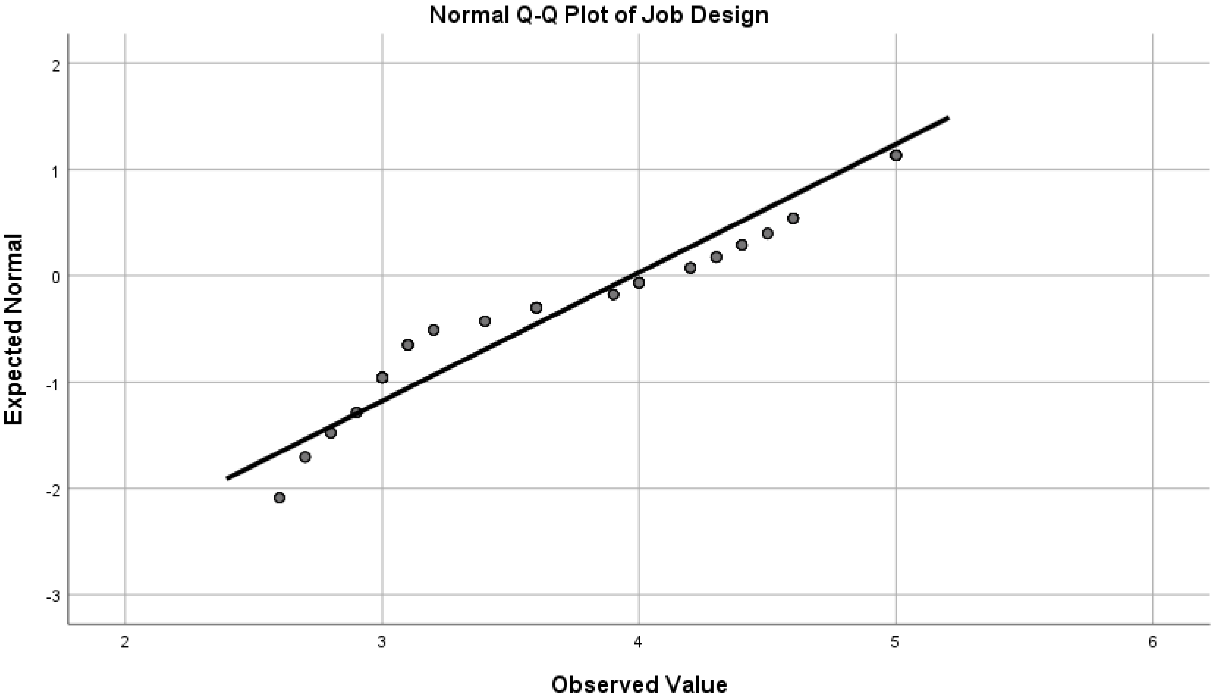

Figure 4. 8: Normal Q-Q plot of job design

Source: Research Data (2023)

As depicted in Figure 4.8 below the deviation of the organizational culture Q-Q plot from normality, as approximated by the line of fit, is minimal. On the assumption that the data are approximately normal, parametric procedures such as regression, t-test, correlation, and analysis of variance can be implemented.

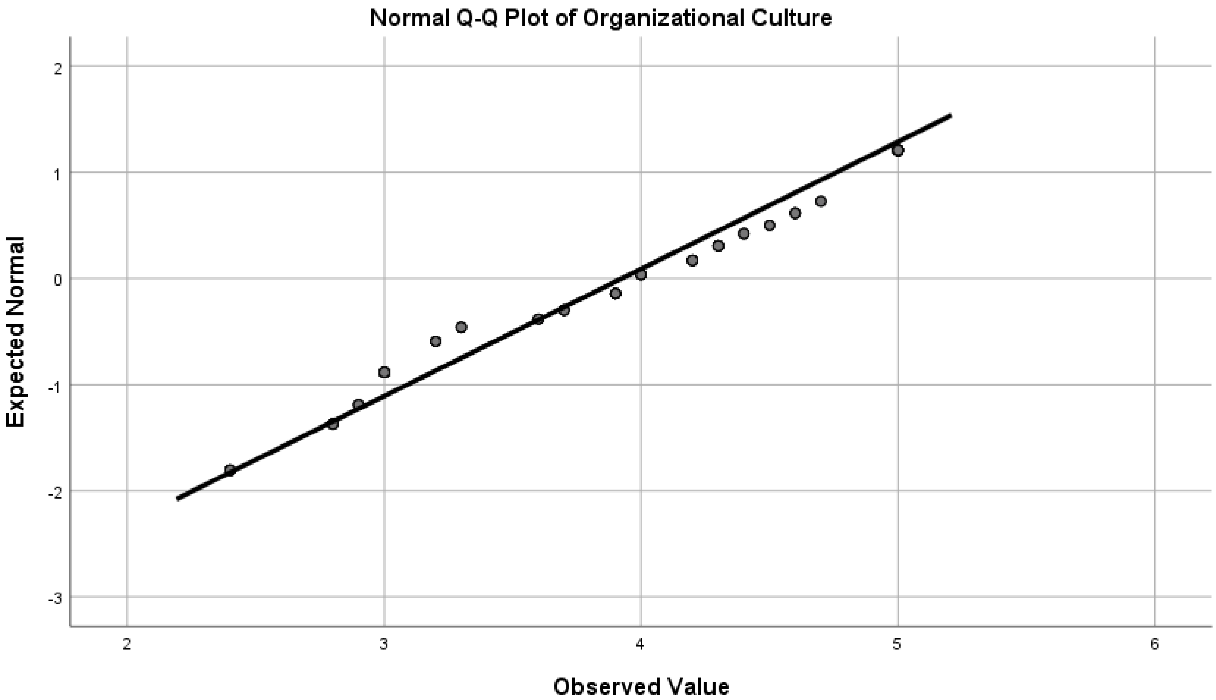

Figure 4. 9: Normal Q-Q plot of organizational culture

Source: Research Data (2023)

The deviation from normality in the talent engagement Q-Q plot, as depicted in Figure 4.10 below the line of fit approximation, was not significant. Due to the data's proximity to a normal distribution, it was possible to utilize it in a regression analysis.

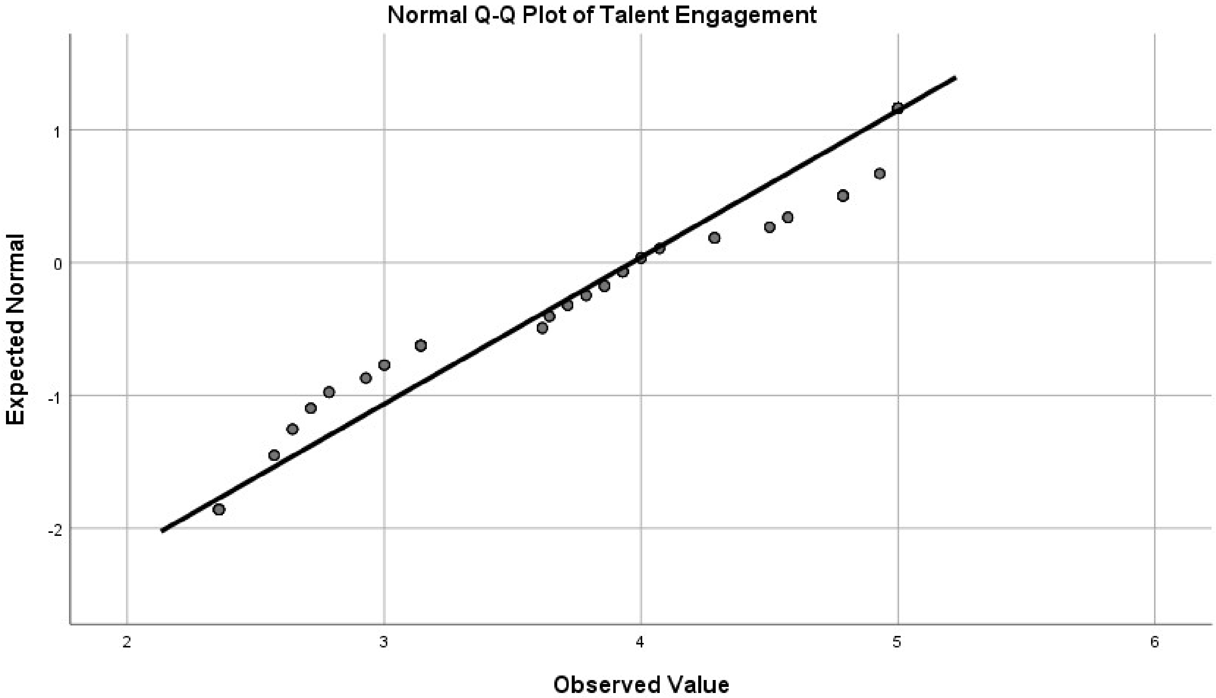

Figure 4. 10: Normal Q-Q plot of Talent Engagement

Source: Research Data (2023)

4.7.2 Linearity

The study used the suggested scatter plots by Hair et al., (2016) to determine if there was a linear relationship between employee value proposition and talent engagement. (Employer branding, Rewards, Career development and Job design). The findings are as shown below in Figure 4.12.

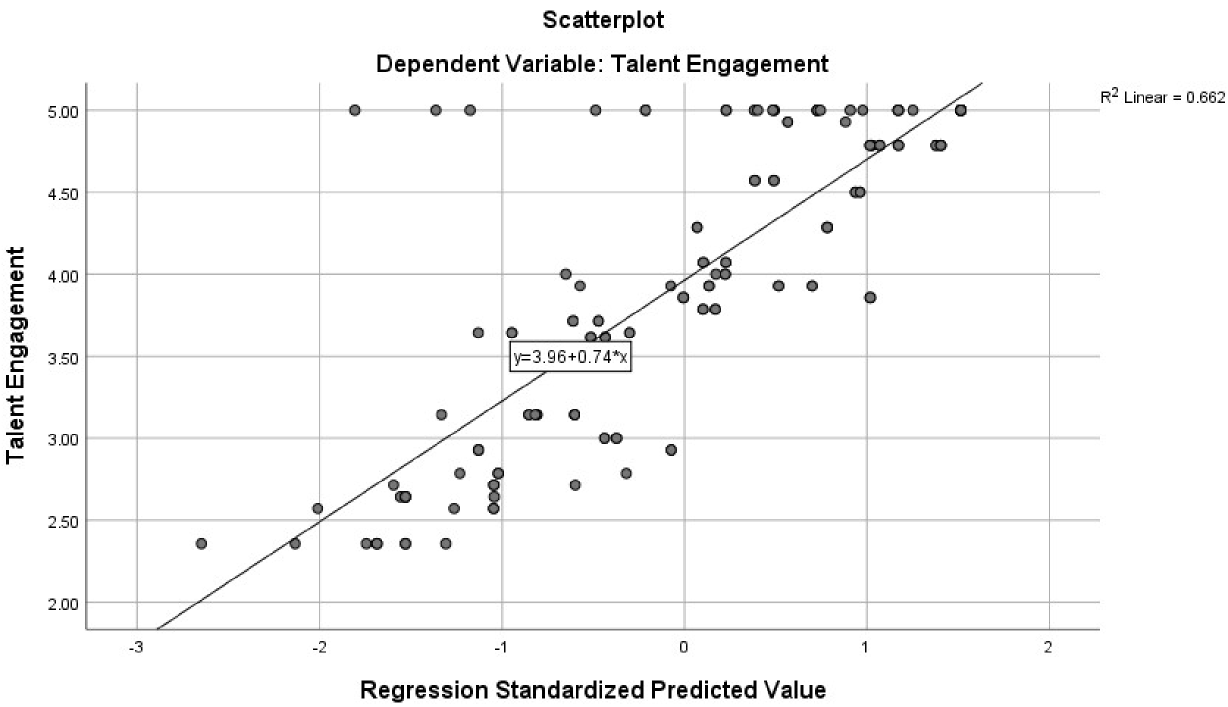

Figure 4. 11: Linear Relationship Between Independent Variable and Talent Engagement

The data points in the scatter plot showed a positive correlation between independent variables and talent engagement. This means that as the regression standardized predicted value increases, talent engagement also tends to increase. The spread of the data points suggests that the relationship is not perfectly linear, but there is a general upward trend.

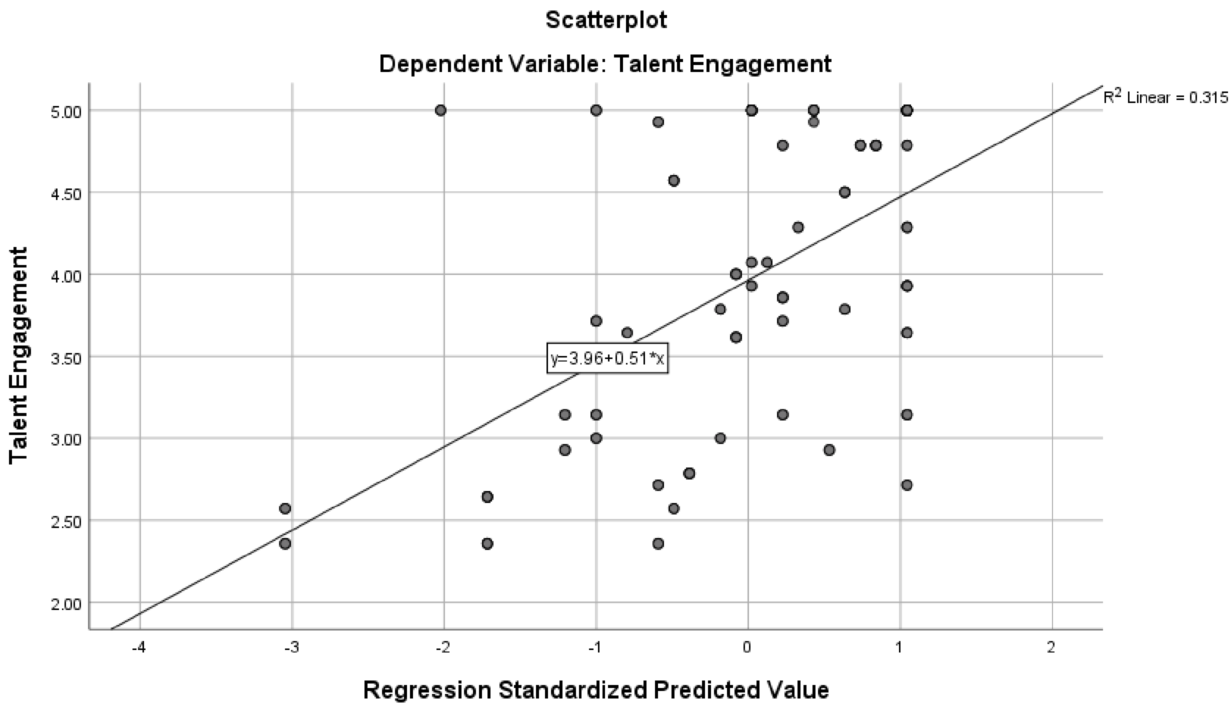

Figure 4. 12: Linear Relationship Between Employer Brand and Talent Engagement

The scatter plot exhibits a positive, moderate correlation since the majority of the plotted points ascend diagonally from left to right. Employer brand and talent engagement appear connected, meaning that as employer brand increases, talent engagement also improves in the same direction.

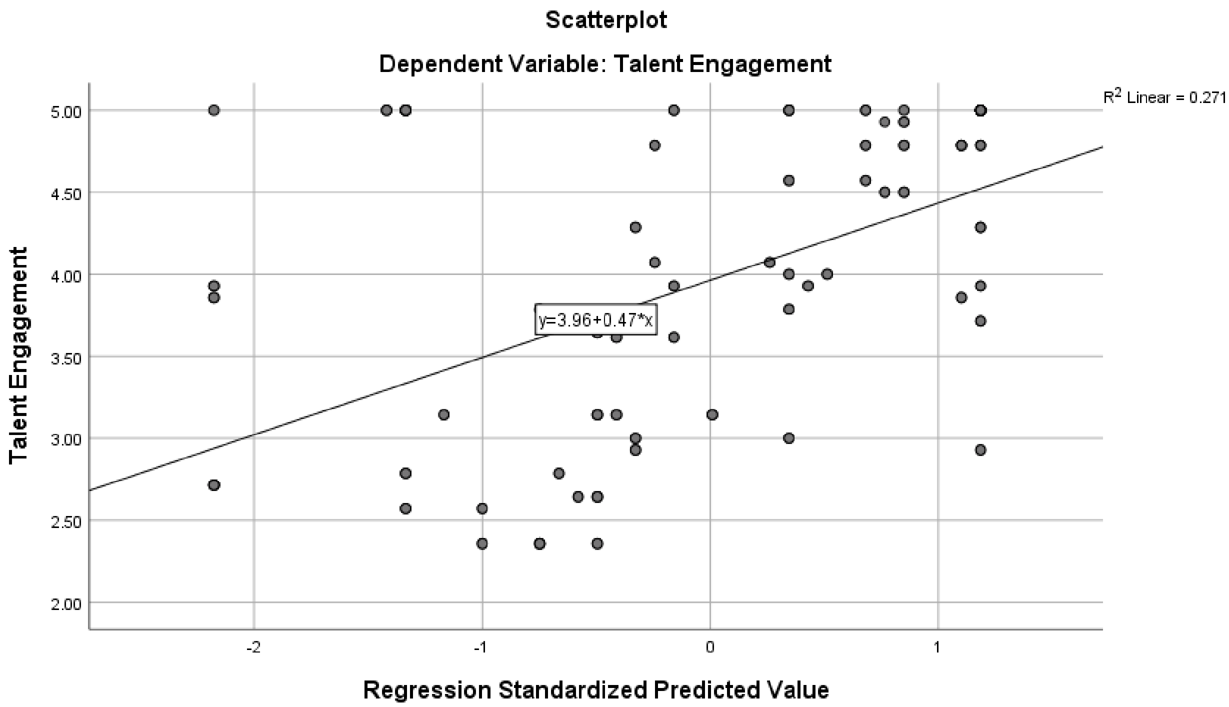

Figure 4. 13: Linear Relationship Between Reward Management and Talent Engagement

The scatter plot exhibits a positive, moderate correlation since the majority of the plotted points ascend diagonally from left to right. Reward management and talent engagement appear connected, meaning that as reward management increases, talent engagement also improves in the same direction.

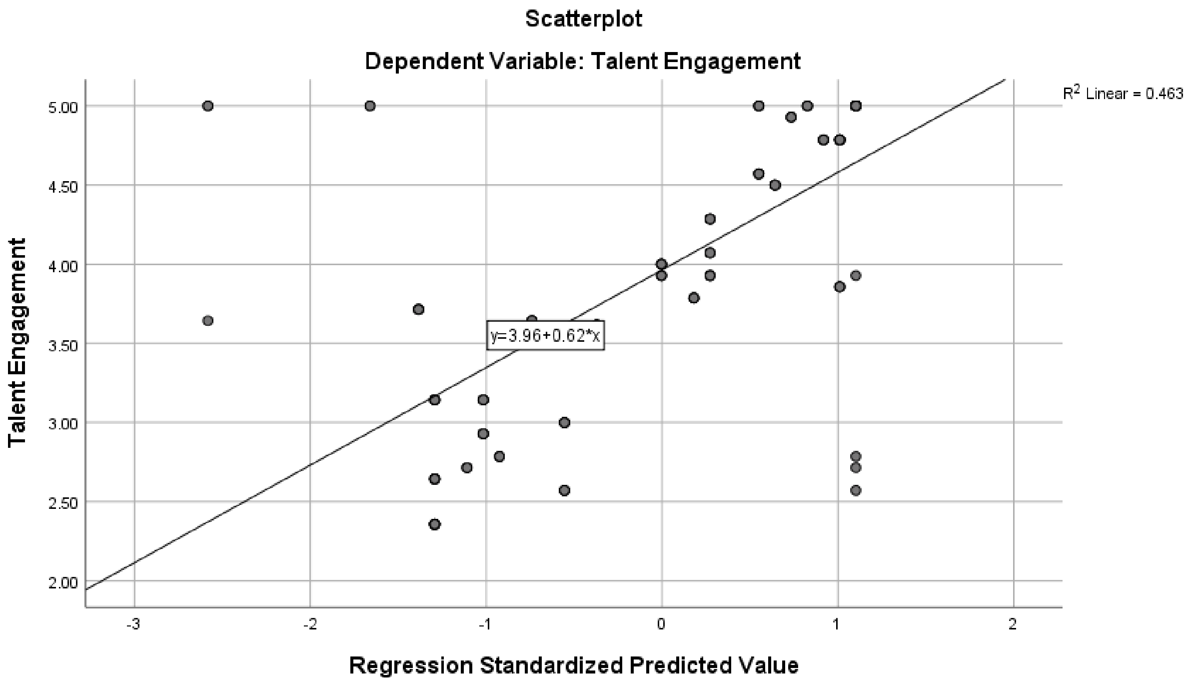

Figure 4. 14: Linear Relationship Between Career Development and Talent Engagement

The scatter plot exhibits a positive, moderate correlation since the majority of the plotted points ascend diagonally from left to right. Career development and talent engagement appear connected, meaning that as career development increases, talent engagement also improves in the same direction.

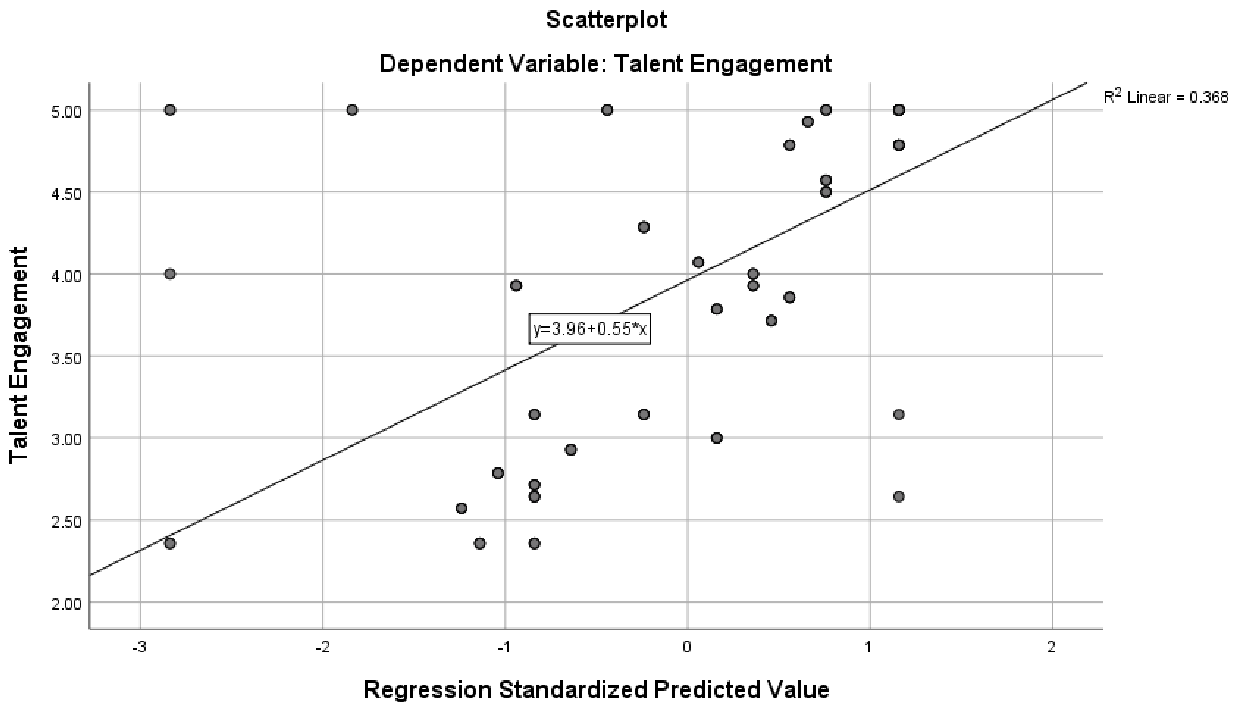

Figure 4. 15: Linear Relationship Between Job Design and Talent Engagement

Source: Research Data (2023)

The scatter plot exhibits a positive, moderate correlation since the majority of the plotted points ascend diagonally from left to right. Job Design and talent engagement appear connected, meaning that as job design improves, talent engagement also improves in the same direction.

4.7.3 Multi-collinearity Test

The researcher examined for collinearity by employing the variance inflation factor (VIF). This parameter assesses the degree of multicollinearity present in a regression analysis employing least squares. It provides the index that indicates the extent to which a variance increases when the regression coefficient is augmented due to collinearity. A variable that exhibits a VIF and tolerance value greater than 10 and 1, respectively, would warrant additional examination. As shown in Table 4.8, the tolerance ranged from 0.618 to 0.803, all of which are less than 1, and are therefore reciprocal. Similarly, the VIF was between 1.246 and 1.617, all of which fall short of the required threshold value of 10.

Table 4. 8: Collinearity Statistics

Variable	Tolerance	VIF
Employer branding	.790	1.266
Rewards	.803	1.246
Career development	.618	1.617
Job design	.623	1.606

Source: Research Data (2023)

This simply indicates that the variables were not highly correlated, and as a result, multi-collinearity does not exit. As a result, the variables were suitable for multiple regression analysis (Shresta, 2020). The findings of the VIF were presented in Table 4.8. The findings showed that the independent variables did not exhibit any signs of multi-collinearity. Furthermore, the VIF values were less than 10.

4.7.4 Homoscedasticity Test of Talent engagement

To check for heteroscedasticity, the study applied the established Breusch-Pagan test. The squared residuals were used in a regression analysis to predict the effect of the independent variables. There is some wiggle room in the significance level you choose to test for heteroscedasticity, even though typically it's set at 0.05. If the regression coefficients are significant, we may infer the presence of heteroscedasticity, as suggested by Daryanto (2020). From the results in Table 4.15, there was no problem of for Heteroskedasticity since the P=0.090 which was greater than 0.05.

Table 4. 9: Heteroskedasticity Tests

Breusch-Pagan Test for Heteroskedasticity[a,b,c]		
Chi-Square	Df	Sig.
2.869	1	.090

a. Dependent variable: Talent Engagement
b. Tests the null hypothesis that the variance of the errors does not depend on the values of the independent variables.

Source: Research Data (2023)

4.8 Multiple Regressions of Talent engagement

The primary aim of this research was to investigate the impact of employee value proposition on the level of talent engagement within private institutions of technical and vocational education and training in Kenya. This resulted from the implementation of standard multiple regressions. The research aimed to determine the impact of talent engagement on employee value proposition when each of these constructs was included as an element in the model. This facilitated the calculation of the study model's coefficients and R-squared, allowing for the testing of the null research hypotheses. The findings are presented in Table 4.10.

Table 4. 10: Model Summary Regression for Employee value proposition and Talent engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.813[a]	.662	.652	.53460

Source: Research Data (2023)

The results of the model summary indicate that there is a positive and linear relationship between talent engagement and the four predictor variables of employer branding, job design, career development, and rewards. The correlation coefficient was calculated to be 0.813 (r=0.813). The obtained coefficient of determination (R2) of 0.662 indicates that the four predictor variables included in the study account for 66.2% of the variance in talent engagement. The remaining 33.8% of the variance in talent engagement among private TVET institutions in Kenya can be attributed to additional factors that were not accounted for in the model.

Table 4. 11:ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	76.550	4	19.137	66.961	.000[b]
	Residual	39.154	137	.286		
	Total	115.704	141			

a. Dependent Variable: Talent Engagement
b. Predictors: (Constant), Job Design, Employer Branding, Rewards, Career Development
Source: Research Data (2023)

The F test yielded a value of $F(4, 137) = 66.961$, $p < 0.05$, which was sufficiently large to substantiate the model's ability to adequately explain the variation in the dependent variable, as indicated by the ANOVA results. This also indicates that employee value propositions serve as a valuable indicator for predicting talent engagement within private vocational and technical education training establishments in Kenya.

Table 4. 12:Regression Coefficient

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	.373	.232		1.609	.110

Employer branding	.253	.052	.273	4.888	.000
Rewards	.194	.042	.254	4.583	.000
Career development	.306	.053	.366	5.793	.000
Job design	.189	.057	.209	3.319	.001

a. Dependent Variable: Talent engagement

Source: Research Data (2023)

The first regression model then becomes;

$$Y = 0.373+0.253X_1+ 0.194\ X_2+ 0.306\ X_3+0.189X_4$$

From the coefficients table employer branding, rewards, career development and job design carried positive and significant predictive power ($P<0.05$). If employee value propositions are held at zero or are absent, talent engagement will be 0.373, $p>0.05$.

> **H_{01}:** Employer branding has no significant influence on talent engagement of private technical and vocational education training institutions in Kenya.

Employer branding, with a beta of 0.253 and a p-value of 0.000, is a good predictor of talent engagement when career development, rewards, and job design are held constant. This indicates that a one-unit increase in employer branding will lead to a 0.253-unit increase in talent engagement, which is significantly greater than the expected increase of 0.05. The findings corroborate the assertions made by Chawla (2020) regarding the positive correlation between employer branding, P-O fit, and employee engagement. In their study, Rana, Sharma, and Jain (2019) identified three significant positive correlations: employer branding and organizational commitment; job engagement and employer branding; and employer branding and organizational commitment. According to Sharma (2019), employment engagement is positively impacted by employer branding practices including interest value, social value, development value, and economic value.

According to a study by Udayanga, Jayarathna, Silva, and Dissanayake (2020), employer branding significantly and positively affects employee retention. An employee retention rate that is significantly positive correlation-wise with employer branding was disclosed by Jenitta (2020). According to Thalgaspitiya (2020), an important aspect of employer branding that influenced employee retention among executive-level personnel in the apparel industry in Sri Lanka is organizational identification.

Conversely, during their investigation into the influence of employer branding on employee engagement, Jiang et al. (2017). This meta-analysis of 32 studies concluded that the relationship between company branding and employee engagement is neither statistically significant nor negative, but is nonetheless positive. Berthon et al. (2019) posit that the implementation of inauthentic branding initiatives could potentially result in a decline in employee engagement and the attraction of unsuitable talent. This was one of the potential adverse consequences of employer branding that underwent investigation.

Moreover, it is apparent from the findings that employer branding positively impacts the engagement of talented individuals in private TVET institutions in Kenya. The findings of this study are consistent with those of Muma, Ochego, Nzulwa, and Lumiti (2020), who discovered that employee retention in Kenyan universities was impacted by employer branding strategies. According to Mouton and Bussin (2019), there is a correlation between heightened perceptions of employer branding and employee retention rates and compensation expectations that are lower. The critical dimension of employer branding among employees of the oil and gas industry in Kenya, according to Njagi (2013), consists of the following four elements: employer reputation, job characteristics, organizational culture, and compensation and benefits. Ha, Luan, and Tam (2021) demonstrated that employer branding has a substantial positive effect on employee engagement. This finding suggests that employer branding has an impact on existing employees as well.

However, a study was undertaken by Jiang et al. (2017) to investigate the impact of employer branding on employee engagement. The results of this meta-analysis, comprising 32 studies, suggest that there exists a moderate yet positive correlation between employee engagement and corporate branding. Berthon et al. (2019) investigated the potential negative consequences of employer branding in their research. It was suggested that ineffectual branding efforts could potentially result in diminished employee engagement and draw in unqualified candidates.

H_{02}: Rewards has no significant influence on talent engagement of private technical and vocational education training institutions in Kenya.

Reward levels are statistically significant when employer branding, job design, and career development are accounted for (beta = 0.194, P = 0.000). This indicates that a one-unit increase in rewards will lead to a 0.194% increase in talent engagement, which is significantly greater than the threshold of $P < 0.05$. These results are consistent with those of Baqir, Hussain, Waseem, and Islam (2020), who demonstrated that supervisor support and rewards and recognition can motivate workers to improve their performance. Thus, employee engagement can be increased through supervisor support, recognition, and rewards. In their study, Othman, Jahya, and Loon (2019) aimed to identify the determinants that influence talent engagement within the construction sector. All three variables—leadership, compensation, and organizational culture—have a significant positive correlation with employee engagement, according to the results of the multiple regression analysis. The objective of the study conducted by Taufek, Zulkifle, and Sharif (2016) was to determine the correlation between work engagement and reward systems. The results demonstrated that a correlation exists between the reward system and employee engagement.

Conversely, a number of studies have yielded divergent findings. The relationship between total incentives and talent engagement in a South African context was examined by Hoole and Hotz (2016). A marginal yet statistically significant correlation was identified between total rewards and work engagement; this correlation accounted for 12% of the variability observed in work engagement. In their study, Bhattacharya et al. (2019) examined the correlation between various rewards components (monetary, benefits, and non-monetary) and the degree of satisfaction reported by employees of Indian startup companies. Notwithstanding the positive impact of total incentives, monetary prizes in isolation failed to significantly influence happiness. This finding implies that additional variables may exert a more substantial influence. Abebe (2015) conducted research in the realm of Pakistani banks with the objective of examining the correlation between salary and employee performance. The research findings indicate that monetary compensation did, in fact, have a positive impact on performance; however, this effect did not reach statistical significance.

Furthermore, these findings were consistent with the research conducted by Taufek, Zulkifle, and Sharif (2016), which aimed to determine the correlation between work engagement and reward systems. The results demonstrated that a correlation exists between the reward system and employee engagement. Baqir, Hussain, Waseem, and Islam (2020) demonstrated that supervisor support and reward and recognition can motivate workers to improve their performance. Thus, employee engagement can be increased through supervisor support, recognition, and rewards. In their study, Othman, Jahya, and Loon (2019) aimed to identify the determinants that influence talent engagement within the construction sector. All three variables—leadership, compensation, and organizational culture—have a significant positive correlation with employee engagement, according to the results of the multiple regression analysis.

Further research has failed to corroborate these findings. The relationship between total incentives and talent engagement in a South African context was examined by Hoole and Hotz (2016). A marginal yet statistically significant correlation was identified between total rewards and work engagement; this correlation accounted for 12% of the variability observed in work engagement. In their study, Bhattacharya et al. (2019) examined the correlation between various rewards components (monetary, benefits, and non-monetary) and the degree of satisfaction reported by employees of Indian startup companies. Notwithstanding the positive impact of total incentives, monetary prizes in isolation failed to significantly influence happiness. This finding implies that additional variables may exert a more substantial influence. Abebe (2015) conducted research in the realm of Pakistani banks with the objective of examining the correlation between salary and employee performance. The research findings indicate that monetary recompense did, in fact, have a positive impact on performance; however, this effect did not reach statistical significance. This implies that factors other than income play a role in influencing motivation and output.

H_{03}: Career development has no significant influence on talent engagement of private technical and vocational education training institutions in Kenya.

Career development, with a beta of 0.306 and a significance level of 0.000, remains statistically significant when controlling for employer branding, job design, and rewards. This indicates that a one-unit increase in career development is associated with a 0.306-unit increase in talent engagement, which is also significant ($P<0.05$). The findings corroborate those of Chovarda (2021), an investigator who assessed the prospective influence of professional advancement on the level of job satisfaction among Greek-based bank personnel. There exists a robust correlation between PTO and PIED and work engagement, according to empirical findings. In Meru County, Kenya, Anitha (2017) evaluated the impact of career progression on talent engagement in non-governmental organizations (NGOs). 54% of the variance in employee engagement is accounted for by career advancement, according to the study. Career advancement, compensation, job design, and job satisfaction have a positive and significant effect on work engagement among the employees of the City Government of Bukittinggi, according to Robianto and Masdupi (2020).

However, certain studies have been unable to account for the findings that this study established. Allen et al. (2017) posit that the absence of promotional opportunities for newly acquired skills may result in increased employee discontentment, as the "pull factor" generated by training may be significant. This could potentially lead to an increased rate of employee attrition, particularly among those who possess substantial potential for development and progression. Burke and Wissler (2019) conducted a meta-analysis comprising 121 studies, wherein they identified a moderate positive influence of training on employee performance. On the contrary, they observed a negligible and irregular impact on employee engagement. Hussain and Hameed (2019) emphasized the potential negative consequences of training, including skill misalignment, which can lead to disinterest, discontentment, and a deterioration in performance. The objective of the study conducted by Zeeshan, Ho, and Jantan (2021) was to ascertain the effect that career advancement has on talent engagement in the banking sector. The correlation between training and the increase in employee engagement was found to be negligible.

This result additionally provides corroboration for prior research. According to a study by Ali, Zengtian, Amoah, and Grace (2021), employee engagement and commitment in the banking sector of Hyderabad, Pakistan can be increased through training and goal setting. In their study, Guyo and Matumbu (2018) examined the impact of career progression on talent engagement within non-governmental organizations (NGOs) that are active in Meru County, Kenya. 54% of the variance in employee engagement is accounted for by career advancement, according to the study. Praida and Sundaray (2020) discovered that the majority of workers were engaged and content with their employers. As a result, the employees' performance has improved significantly as a result of their engagement training. Jain and Khurana (2017) demonstrated that career advancement has a substantial impact on employee engagement.

Conversely, a number of investigations have consistently yielded inconsistent results. Training may have a "pull factor," according to Allen et al. (2017), which makes employees more dissatisfied if they are not promoted or given the opportunity to utilize their newly acquired skills. Especially for employees with great potential, this may lead to a rise in employee attrition. In their meta-analysis of 121 studies, Burke and Wissler (2019) identified a moderate and inconsistent influence of training on employee engagement, but a moderately positive effect on employee performance. Hussain and Hameed (2019) drew attention to potential disadvantages of training, including skill disparity, which can result in disinterest, irritation, and reduced work output. In the banking industry, Zeeshan, Ho, and Jantan (2021) examined the relationship between career advancement and employee engagement. and found a minimal correlation between the increase in employee engagement and training.

> **H_{04}:** Job design opportunities have no significant influence on talent engagement of private technical and vocational education training institutions in Kenya.

When career development, employer branding, and rewards are controlled, job design with a beta of 0.189, P=0.001 is statistically significant. This means that increasing job design by one unit results in a significant ($P<0.05$) increase in talent engagement by 0.189 units. The findings corroborate a study by Judeh (2021) which established a significant correlation between employee engagement and both job design and ethical decision-making. Employee engagement is more significantly impacted by job design than ethical decision-making. The study conducted by Krishnan and Ajaganandham (2015) unveiled a noteworthy positive correlation between employee engagement and job design. Nguyen and Pham (2020) found that employee engagement is significantly and positively correlated with work design and work-life balance. According to a study by Shantz, Truss, and Soane (2013), workers in positions that provide substantial autonomy, task variety, task significance, and feedback are significantly more engaged. As a result, these employees exhibit greater organizational citizenship behavior, receive higher performance ratings from their superiors, and engage in less deviant behavior.

Nonetheless, numerous studies have consistently produced contradictory findings. At the 5% level of significance, Kamanja, Ogolla, and Gichunge (2019) found that workplace flexibility had no significant effect on employee engagement. Nonetheless, the researchers discovered that psychological task design exerted a significant influence, albeit at a 10% level of significance. According to Hackman and Oldham (2018), although they support enriched occupations, not all people respond positively to enhanced activities. There may be individuals who exhibit a predilection for activities that adhere to a predictable structure and can be readily anticipated, while tasks that are overly complex may induce sensations of anxiety and distress. Numerous limitations were acknowledged by Morgeson and Campion (2017) in their examination of the relationship between work design and engagement. These included limited study design, confounding variables, and difficulties in distinguishing the specific effects of job design adjustments. Fried and Horney (2017) conducted a meta-analysis comprising 66 studies. Their findings revealed a moderate positive correlation between work enrichment and performance as well as job satisfaction. Nevertheless, a less robust and irregular correlation was noted between job enrichment and employee engagement. In their study, LePine et al. (2015) observed that the relationship between work design and employee engagement varied according to a variety of factors, including organizational culture, leadership approach, and personal traits.

Furthermore, the findings corroborate those of Judeh (2021), which established a significant correlation between engagement and both job design and ethical decision-making. Employee engagement is more significantly impacted by job design than ethical decision-making. The study conducted by Krishnan and Ajaganandham (2015) unveiled a noteworthy positive correlation between employee engagement and job design. Nguyen and Pham (2020) found that employee engagement is significantly and positively correlated with work design and work-life balance. According to a study by Shantz, Truss, and Soane (2013), workers in positions that provide substantial autonomy, task variety, task significance, and feedback are significantly more engaged. As a result, these employees exhibit greater organizational citizenship behavior, receive higher performance ratings from their superiors, and engage in less deviant behavior.

On the contrary, the findings of a number of studies investigating the impact of work design have been inconsistent. At the 5% level of significance, Kamanja, Ogolla, and Gichunge (2019) found that workplace flexibility had no significant effect on employee engagement. Nonetheless, the researchers discovered that psychological task design exerted a significant influence, albeit at a 10% level of significance. According to Hackman and Oldham (2018), although they support enriched occupations, not all people respond positively to enhanced activities. There may be individuals who exhibit a predilection for activities that adhere to a predictable structure and can be readily anticipated, while tasks that are overly complex may induce sensations of anxiety and distress. Numerous limitations were acknowledged by Morgeson and Campion (2017) in their examination of the relationship between work design and engagement. These included insufficient study design, confounding variables, and difficulties in distinguishing the specific effects of job design adjustments. Fried and Horney (2017) conducted a meta-analysis comprising 66 studies. Their findings revealed a moderate positive correlation between work enrichment and performance as well as job satisfaction. Nevertheless, a less robust and inconsistent correlation was noted between job enrichment and employee engagement.

4.9 Hierarchical Moderating Effect of Organizational culture on the Relationship between Employee value proposition and Talent engagement (All IVs combined)

This section presents the findings of the moderating influence of organizational culture on the combined employee value propositions and talent engagement. The purpose of the study was to test the following fifth null hypothesis.

> **$H_{05:}$** Organizational culture has no significant moderating influence on the relationship between employee value proposition and talent engagement of private technical and vocational education training institutions in Kenya.

The average of the four innovations was computed to yield a single variable (employee value proposition). The study noted that there are three steps involved in testing the moderating effect.

Step One involved testing the influence of independent variable in this case combined employee value proposition on dependent variable.

Step Two entailed testing the effect of independent variable and moderating variable in this case organizational culture on dependent variable.

Finally step Three involved, testing the effect of, independent variable (X_1), moderating variable (M) and the interactive term (product of independent and moderating variable) on dependent variable (Y). Moderating effect happens if the effect of interaction is significant in the second step.

The three steps involved in hierarchical regression analysis for moderating effect were written as:

Step One: $Y= \beta_0 + \beta_1 X_1 +\varepsilon$

Step Two: $Y= \beta_0 + \beta_1 X_1 + \beta_2 M +\varepsilon$

Step Three: $Y= \beta_0 + \beta_1 X_1 + \beta_2 M+ \beta_3 X_1 * M+\varepsilon$

Where:

β_0 represented Constant Term,

β_i; i = 1 to 3 is the regression coefficients which measured the change induced on the study variables.

X_1= Employée value proposition

M=Organizational culture;

X_1*M=Interaction term between Employee value proposition and Organizational culture;

Y=Talent engagement and;

ε=Error/disturbance.

The relevant results are summarized in Table 4.13.

Table 4. 13: Model Summary for Moderating Variable of Organizational culture

Model	**R**	**Change Statistics**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.808[a]	.653	.651	.53523	.653	263.889	1	140	.000
2	.821[b]	.674	.670	.52070	.021	8.925	1	139	.003
3	.835[c]	.698	.691	.50324	.024	10.813	1	138	.001

a. Predictors: (Constant), Employee value proposition
b. Predictors: (Constant), Employee value proposition, Organizational culture
c. Predictors: (Constant), Employee value proposition, Organizational culture, Employee value proposition*Organizational culture
d. Dependent Variable: Talent Engagement

Source: Research Data (2023)

The adjusted R2 for the regression between the independent variable (employee value proposition) and talent engagement in Model 1 was 0.651, as shown in Table 4.13. Thus, the employee value proposition accounted for 65.1% of the variance in the dependent variable's variability. Moreover, the results of Model 2 demonstrated that the inclusion of organizational culture as a moderator enhanced the relationship between the independent variable and the moderating variable and talent engagement in private TVET institutions in Kenya (p0.05). The adjusted R2 increased from 0.651 (65.1%) to 0.670 (67.0%), indicating that the model now includes an additional 0.019 (1.9%). Finally, model 3 aims to examine the moderating effect of organizational culture on the relationship between talent engagement and the employee value proposition in private TVET institutions in Kenya. The regression model incorporated the interaction terms between the independent variable and the moderator, organizational culture, resulting in an adjusted R-square value of 0.691. The observed increase of 2.1% in the final adjusted R square suggests that organizational culture may moderate the relationship between employee value proposition and talent engagement in private TVET institutions in Kenya. This finding is potentially significant.

Alneyadi, Al-Shibami, Ameen, and Bhaumik (2019), who evaluated the relationship between reward systems and talent engagement in the public sector of the UAE, concur with these findings. The findings revealed that the independent variable predicted human capital with a significant degree of accuracy. Furthermore, the relationship between employee engagement and reward system was found to be considerably moderated by organizational culture. In their recent study, Indiya, Mise, and Ojera (2021) examined the correlation between career advancement and organizational performance within public universities in Kenya as influenced by organizational culture. The results of the study indicated that the relationship was substantially moderated by organizational culture, suggesting that the interactive effect of organizational culture enhanced the performance of the organization. As stated in the study's conclusion, the impact of career advancement on organizational performance is amplified by organizational culture.

Nevertheless, a number of studies have suggested that the moderating influence of organizational culture is negligible. The relationship between culture and engagement was weakened in organizations with hierarchical structures and power imbalances, according to Lee and Gong (2018). The objective of Wekesa's (2017) study was to determine whether organizational culture moderated the relationship between reward system and talent retention strategy. It was discovered that motivation strategy, training strategy, reward system, and recruitment strategy had a negative and significant impact on talent retention strategy when moderated by organizational culture.

Table 4. 14: Model Fitness (ANOVA Table)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	75.597	1	75.597	263.889	.000[b]
	Residual	40.106	140	.286		

	Total	115.704	141			
2	Regression	78.017	2	39.009	143.875	.000[c]
	Residual	37.687	139	.271		
	Total	115.704	141			
3	Regression	80.755	3	26.918	106.293	.000[d]
	Residual	34.948	138	.253		
	Total	115.704	141			

As indicated by the ANOVA results for model 1, F (1,140) = 263.889 and the P value of 0.000, the model is viable. The tests were conducted at a significance level of 5% (0.5). The findings of the study suggested that the employee value proposition significantly contributed to the explanation of the variance in talent engagement. The ANOVA results for model 2 indicated that F (2,139) = 143.875, P=0.000, suggesting that the model is viable at a significance level of 5%. The findings of the study suggest that both organizational culture and the employee value proposition significantly contribute to the explanation of fluctuations in talent engagement. In model 3, the final ANOVA result was F (3,111) = 106.293, P=0.000, which indicates that the model is statistically significant at the 0.05 level. Employee value proposition, organizational culture, and the interaction between innovation and organizational culture all have a statistically significant impact on talent engagement change, according to the findings.

Table 4. 15: Regression Coefficients for Moderating Variable of Organizational Culture

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	0.382	0.225		1.697	0.092
	Employee value proposition (EVP)	0.942	0.058	0.808	16.245	0.000

2	(Constant)	0.305	0.220		1.382	0.169
	Employee value proposition	0.706	0.097	0.606	7.265	0.000
	Organizational culture (OC)	0.251	0.084	0.249	2.987	0.003
3	(Constant)	3.281	0.930		3.529	0.001
	EVP	-0.185	0.287	-0.159	-0.646	0.519
	Organizational culture	-0.517	0.247	-0.512	-2.090	0.038
	EVP*OC	0.221	0.067	1.461	3.288	0.001
a. Dependent Variable: Talent Engagement						

Source: Research Data (2023)

The findings presented in Table 4.15 demonstrate the coefficient results pertaining to the moderating influence of organizational culture on the association between employee value proposition (comprising all four independent variables) and talent engagement within private TVET institutions in Kenya. In the first model, which consists of the employee value proposition, the coefficient for B is 0.942, with a p-value of 0.000. This indicates that a one-unit increase in the employee value proposition is associated with a significant increase of 0.942 units in talent engagement. In the second model, the inclusion of organizational culture resulted in a B coefficient of 0.706 for employee value proposition (p=0.000), and a coefficient of 0.251 for organizational culture (p=0.003). This study hypothesized that a one-unit increase in organizational culture would lead to a substantial increase of 0.251 units in talent engagement. In model 3, the inclusion of the influence of organizational culture on employee value proposition resulted in the following coefficients: -0.185 (p=0.519) for employee value proposition, -0.517 (p=0.038) for organizational culture, and 0.221 (P=001) for the interaction between organizational culture and employee value proposition. This study hypothesized that a one-unit improvement in organizational culture would result in a 0.221-unit increase in the impact of employee value proposition on talent engagement in private TVET institutions in Kenya. The aforementioned statement suggests that the organizational culture plays a crucial role in moderating the connection between the employee value proposition and talent engagement within private TVET institutes in Kenya.

These findings were also represented in the model equation as shown in below

Y=0.382+0.942X1

Y=0.305+0.706X1+0.251M

Y=3.281-0.185X1-0.517M+0.221X1M

Where Y is the talent engagement of private TVET institutions in Kenya (**Dependent Variable**)

X_1 is the Employee value proposition (**Independent Variable**)

M is the organizational culture (**Moderating Variable**)

In essence, these findings demonstrate that while employee value proposition independently contributes to talent engagement, the presence of organizational culture can moderate this relationship. The moderating effect implies that organizational culture influences the strength and nature of the connection between what is offered in the employee value proposition and the level of talent engagement in private TVET institutions in Kenya. Specifically, the results suggest that in institutions with stronger organizational cultures, characterized by factors like collaboration, open communication, and shared values, the impact of EVP on engagement is amplified. Conversely, in institutions with weaker organizational cultures, the positive effects of EVP are attenuated or even negated. In simpler terms, even an excellent EVP may not fully translate into high engagement if the overall organizational culture is dysfunctional or unsupportive. Conversely, a strong and positive culture can enhance the effectiveness of even less robust EVPs in driving employee engagement.

Alharbi (2012) demonstrated that organizational culture moderates the relationship between job design and innovativeness in public hospitals in Saudi Arabia, which is consistent with these findings. Organizational culture was a significant moderating variable for the performance of pecuniary rewards and recognition schemes in large commercial banks in Nairobi City County, Kenya, according to Mugaa, Guyo, and Odhiambo (2018). In their study, Mande, Awiti, and Ng'ong'a (2019) reached the conclusion that within public universities in Western Kenya, the relationship between employer branding and employee performance is significantly influenced by organizational culture. Mazumder, Khaleeli, and Das (2020) demonstrated that the relationship between HRM practice and employee engagement is substantially moderated by organizational culture. In the automotive industry, human resource management practices such as workforce planning and career advancement and development have a positive correlation with employee engagement.

Nonetheless, a number of studies have produced contradictory findings. The relationship between culture and engagement was found to be weakened in organizations with hierarchical structures and power imbalances, according to Lee and Gong (2018). The objective of Wekesa's (2017) study was to determine whether organizational culture moderated the relationship between reward system and talent retention strategy. It was discovered that motivation strategy, training strategy, reward system, and recruitment strategy had a negative and significant impact on talent retention strategy when moderated by organizational culture.

4.10 Hierarchical Moderating Effect of Organizational culture on the Relationship between Employee value proposition Variables and Talent engagement

The study examined the moderating effect of Organization Culture and the summary that shows the moderating effect of organization culture on the relationship between employee value proposition and talent engagement. This analysis differs from previous one conducted in 4.10. whereby, the study sought to establish moderating effect of organizational culture on each of EVP constructs. These results are presented in 6 models, model 1 focused on EVP constructs, model 2 moderating variable, model 3 interaction of employer brand and organization culture, model 4 interaction of reward management and organization culture, model 5 interaction of career development and organization culture and model 6 interaction of job design and organization culture are presented in Table 4.15.

Table 4. 16: Moderating Effect of Organization Culture on the Relationship between Employee value proposition and Performance

Variables	Model 1 B (t)	Model 2 B (t)	Model 3 B (t)	Model 4 B (t)	Model 5 B (t)	Model 6 B (t)
Predictors						
(Constant)	0.373 (1.609)	0.194 (0.851)	-2.656 (-3.440) **	-2.092 (-2.221) *	-0.660 (-0.730)	-0.250 (0.296)
Employer brand	0.253 (4.888) **	0.260 (5.232) **	0.948 (5.122) **	0.935 (5.043) **	1.152 (6 .598) **	1.021 (6.253) **
Rewards	0.194 (4.583) **	0.145 (3.403) **	0.148 (3.645) **	-.014 (-.089)	0.139 (0.929)	0.315 (2.230) *
Career development	0.306 (5.793) **	0.182 (2.995) **	0.230 (3.878) **	0.229 (3.858) **	-0.676 (-3.723) **	-0.160 (-0.827)
Job design	0.189 (3.319) **	0.033 (0.469)	0.036 (0.591)	0.042 (0.629)	0.031 (0.503)	-0.785 (-4.700) **
Organization Culture		0.360 (3.641) **	1.142 (5.095)	0.991 (3.716)	0.705 (2.819) **	0.451 (1.927)

			**			
Interactions						
Employer brand* Organization Culture			-0.199 (-3.846) **	-0.196 (-3.786) **	-0.269 (-5.452) **	**-0.232**** (-5.088)
Rewards * Organization Culture				0.041 (1.045)	-0.001 (-0.028)	-0.045 (-1.292)
Career Development * Organization Culture					0.227 (5.219) **	**0.094** (1.989) *
Job Design * Organization Culture						**0.208** (5.178) **
Models Summary Statistics						
R	.813[a]	.832[b]	.850[c]	.851[d]	.878[e]	.900[f]
R Square	0.662	0.692	0.722	0.724	0.771	0.810
Adjusted R Square	0.652	0.680	0.710	0.710	0.757	0.797
Std. Error of the Est	0.53460	0.51218	0.48803	0.48787	0.662614	0.40827
R square change	-	0.030	0.030	0.002	0.047	0.039
F	66.961	61.012	58.465	50.303	56.039	62.460
F change	66.961	13.256	14.791	1.092	27.240	26.814
Sig.	.000[b]	.000[c]	.000[d]	.000[e]	.000[f]	.000[g]
Sig. F Change	.000	.000	.000	.298	.000	.000

* Significance at 0.05; ** Significance at 0.01, () t statistics in parenthesis

Source: Researcher (2023)

The moderating effect of the Organization Culture was analyzed in six steps as guided by the following models;

1. $Y = 0.373+ 0.253X_1+ 0.194X_2+ 0.306X_3 + 0.189X_4$
2. $Y = -0.194-0.260X_1+0.145 X_2+0.182 X_3+0.033 X_4+0.360 X_5$
3. $Y = -2.656 + 0.948X_1+0.148X_2+0.230X_3+0.036 X_4+1.142 X_5-0.199X_6$
4. $Y = -2.092 + 0.935X_1-.014X_2+0.229X_3+0.042X_4+0.991X_5-0.196X_6+0.041X_7$
5. $Y = -0.660 + 1.152X_1 0.139X_2-0.676X_3+0.031X_4+0.705X_5-0.269X_6+-0.001X_7+ 0.227X_8$
6. $Y=-0.250-1.021X_1+0.315X_2-0.160X_3+-0.785X_4+0.451X_5-0.232X_6-0.045X_7+0.094X_8+0.208X_9$

Where;

Y=Performance

X_1=Employer brand

X_2=Rewards

X_3=Career development

X_4=Job design

X_5=Organization Culture

X_6=Employer brand* Organization Culture

X_7=Rewards* Organization Culture

X_8=Career development* Organization Culture

X_9=Job design* Organization Culture

The findings presented in Table 4.16 indicate that the beta coefficients for Job design, Organization Culture, Employer brand, Rewards, Career development, and Job design are all positive. Furthermore, the interactions between Organization culture and the aforementioned factors are all positive. Additionally, the double asterisk (**) indicates the significance level for predictors and interactions that are significant at 1%, while the asterisk (*) indicates the significance level for those that are significant at 5%. The findings indicate that a majority of the predictors and interactions exhibited significance, thus serving as reliable predictors of performance.

From the six models, the coefficient of determination, also known as the R square, varied considerably. The adjusted R square values for the subsequent models were as follows: 0.652 (65.2%), 0.680 (68.0%), 0.710 (71.0%), 0.757 (75.7%), 0.797 (79.7%), and 0.757 (75.7%), respectively, for the first, second, third, and fourth models. As a consequence, the R-squared deviations varied as follows: 0.030 (4.0%) for model one to model two, 0.030 (4.0%) for model two to model three, 0.002 (0.02%) for model three to model four, 0.047 (4.7%) for model four to model five, and 0.039 (3.9%) for model five to model six.

Furthermore, the Adjusted R-square value, which exhibits improvement solely when the additional variable enhances the model, remained largely unchanged from model 3 to model 4. This indicated that the incorporation of organizational culture into the models enhances the overall model. Furthermore, in every model, the F change was observed to be positive. This result demonstrated that organizational culture enhances model predictions substantially. The inclusion of a variable that substantially enhances the model prediction is indicated by a considerable F change (Gautier, Vitalis, Flori & Estoup, 2022). With the exception of model 5, the results indicate that the overall model is statistically significant in five models. The assertion is substantiated by the p-values that were reported (0.000), which are below the conventional significance level of 0.05 probability. Therefore, the relationship between employee value proposition (including job design, employer brand, rewards, and career development) and talent engagement is moderated by organizational culture.

The findings of the investigation align with in their study, Hamzah, Othman, Hashim, and Besir (2013) investigated the job design construct's validity and the moderating role of organizational culture on the relationship between job design and employee job performance. Each dimension of organizational culture was discovered to moderate the relationship between job design and employee job performance. In their study, Gulali (2018) aimed to examine the impact of organizational culture on the correlation between employee engagement and employer branding within public universities in Kenya. The variability in employee engagement was accounted for by organizational culture, which also has a significant impact on organizational performance. Additionally, the moderation perspective demonstrated that the relationship was substantially moderated by organizational culture, suggesting that employee engagement was enhanced through an interactive effect of organizational culture. The objective of the study by Humbi, Hannah, and Rosemarie (2021) was to determine whether or not organizational culture moderates the connection between employee performance and career advancement. Organizational culture substantially moderated the relationship between career advancement and employee performance, according to the findings. There was a significant correlation between career advancement and employee performance at organizations with a greater emphasis on people, according to the findings.

4.11.1 Model one

Model one tested the direct effect of independent variable on dependent variable as indicated by the following model:

$\mathbf{Y} = \beta_0+\beta_{1x1} + \beta_2 x_2+ \beta_3 x_3 + \beta_4 x_4 +\varepsilon$

The resultant model with regression coefficient is as shown below

$Y = 0.373+ 0.253X_1+ 0.194X_2+ 0.306X_3 + 0.189X_4$

The independent variables (Employer brand, Rewards, job design and Career development) had significant positive effect on talent engagement of private TVET institutions in Kenya. Therefore, increase in employer brand, rewards, job design and career development would result to significant increase in talent engagement of private TVET institutions in Kenya.

4.11.2 Model Two

Model 2 Tested the moderating effect of organization culture on performance after introducing four independent variables in the model one. The model is as shown below

$Y = -0.194-0.260X_1+0.145 X_2+0.182 X_3+0.033 X_4+0.360 X_5$

In model two, three of the four the independent variables (Employer brand, Rewards and Career development) had significant effect on talent engagement of private TVET institutions in Kenya. However, job design has insignificant positive effect. In this regard, job design lost its significant predictive power. Organizational culture in the model had significant positive predictive power implying that an increase in organizational culture by a unit would results an increase in talent engagement of private TVET institutions in Kenya by 0.360 units. The constant value was positive and insignificant.

4.11.3 Model Three

Model 3 entailed introducing the first interaction term between the moderating variable and independent variable on performance.

$$Y = -2.656 + 0.948X_1+0.148X_2+0.230X_3+0.036\ X_4+1.142\ X_5-0.199X_6$$

In model three, three of the four independent variables (Employer brand, Rewards and Career development) had significant effect on talent engagement of private TVET institutions in Kenya. However, job design had insignificant positive effect. Organizational culture retained it positive and significant effect on talent engagement of private TVET institutions in Kenya. However, Employer brand*Organization Culture had negative and significant predictive power, implying that increase in organizational culture would result to significant reduction on the effect of employer brand on talent engagement of private TVET institutions in Kenya by 0.199 units.

4.11.4 Model Four

In model 4 involved introducing the second interaction term between the moderating variable and independent variable on talent engagement of private TVET institutions in Kenya.

$Y = -2.092 + 0.935X_1 -.014X_2 +0.229X_3 +0.042X_4 +0.991X_5 -0.196X_6 +0.041X_7$

In model four, apart from rewards and job design, the remaining independent variables (Employer brand and Career development) had significant effect on talent engagement of private TVET institutions in Kenya. Rewards had insignificant negative effect on talent engagement of private TVET institutions in Kenya. Organizational culture lost its significant positive effect on talent engagement of private TVET institutions in Kenya. Employer brand*Organization Culture retained its negative and significant predictive power. Rewards*Organization Culture had positive and insignificant predictive power, implying that increase in organizational culture would result to insignificant increase on the effect of rewards on talent engagement of private TVET institutions in Kenya by 0.041 units.

4.11.5 Model Five

Model 5 entailed introducing the third interaction term between the moderating variable and independent variable on talent engagement of private TVET institutions in Kenya.

$Y = -0.660 + 1.152X_1 0.139X_2 -0.676X_3 +0.031X_4 +0.705X_5 -0.269X_6 +-0.001X_7 + 0.227X_8$

In model five, apart from rewards and job design, the remaining independent variables (Employer brand and Career development) had significant effect on talent engagement of private TVET institutions in Kenya. Rewards had insignificant negative effect on talent engagement of private TVET institutions in Kenya. However, career development had significant negative predictive power, meaning it has lost its positive significant predictive power. Compared to model four, organizational culture was significant and negative in relation to talent engagement of private TVET institutions in Kenya. Employer brand*Organization Culture retained its negative and significant predictive power. Rewards*Organization Culture did not retain it positive and insignificant predictive power but it was negative and insignificant. Career development*Organization Culture had positive and significant predictive power, implying that increase in organizational culture would result to significant increase on the effect of career development on talent engagement of private TVET institutions in Kenya by 0.227 units.

4.11.6 Model Six

Model 6 entailed introducing the fourth interaction term between the moderating variable and independent variable on talent engagement of private TVET institutions in Kenya.

$Y=-0.250-1.021X_1+0.315X_2-0.160X_3+-0.785X_4+0.451X_5-0.232X_6-0.045X_7+$

$0.094X_8+0.208X_9$

In model six, career development lost its significant effect on talent engagement of private TVET institutions in Kenya and its predictive power was negative. On the other hand, career development and job design exhibited negative and significant predictive power. Organization culture lost its significant and positive predictive power, implying, in model six, it was exerting insignificant positive effect. Career development*Organization Culture retained it positive and significant predictive power as well as Employer brand*Organization and Rewards*Organization Culture. Job design*Organization Culture had positive and significant predictive power, implying that increase in organizational culture would result to significant increase on the effect of job design on talent engagement of private TVET institutions in Kenya by 0.208 units.

4.11 Testing for null hypotheses

This section presents the hypothesis testing of the study variables. The null hypotheses was based on P Values. The rule of the thumb is to reject the hypothesis if $P<0.05$ (Greenland, Senn, Rothman, Carlin, Poole and Goodman, 2016).

$H_0 1$: Stated that Employer branding has no significant influence on talent engagement of private TVET institutions in Kenya. However, research findings showed that employer branding had coefficients of estimate which was significant basing on $\beta_{1=}0.253$ (p-value=.000) which is less than 0.05) implying that we reject the null hypothesis stating that employer branding has no significant influence on talent engagement of private TVET institutions in Kenya. This indicates that for each unit increase in employer branding there is unit 0.253 increase in talent engagement of private TVET institutions in Kenya.

$H_0 2$: Pointed out that Rewards has no significant influence on talent engagement of private TVET institutions in Kenya. However, research findings showed that rewards had coefficients of estimate which was significant basing on $\beta_{1=}0.194$ (p-value=.000) which is less than 0.05) implying that we reject the null hypothesis stating that rewards has no significant influence on talent engagement of private TVET institutions in Kenya. This indicates that for each unit increase in rewards there is 0.194 unit increase in talent engagement of private TVET institutions in Kenya.

$H_0$3: Suggested that Career development has no significant influence on talent engagement of private TVET institutions in Kenya. However, research findings showed that career development had coefficients of estimate which was significant basing on $\beta_{1=}$0.306 (p-value=.000) which is less than 0.05) implying that we reject the null hypothesis stating that career development has no significant influence on talent engagement of private TVET institutions in Kenya. This indicates that for each unit increase in career development there is 0.306 unit increase in talent engagement of private TVET institutions in Kenya.

$H_0$4: Indicated that Job design opportunities have no significant influence on talent engagement of private TVET institutions in Kenya. However, research findings showed that job design had coefficients of estimate which was significant basing on $\beta_{1=}$0.189 (p-value=.001) which is less than 0.05) implying that we reject the null hypothesis stating that job design has no significant influence on talent engagement of private TVET institutions in Kenya. This indicates that for each unit increase in job design there is 0.189 unit increase in talent engagement of private TVET institutions in Kenya.

$H_0$5: Stated that Organizational culture has no significant moderating influence on the relationship between employee value proposition and talent engagement of private TVET institutions in Kenya. However, the moderation results on the influence of organizational culture on the relationship between employee value proposition (employer brand, career development, rewards and job design) combined and talent engagement indicate a statistically positive significant effect revealing that organizational culture moderated the relation between employee value proposition and talent engagement as adjusted R^2 of the moderation increased from 65.2% to 79.7%. A unit increase in organizational culture would cause the effect of employee value proposition on talent engagement of private TVET institutions in Kenya to increase by 0.221 units. This implies that organizational culture has a significant moderating effect on the relationship between employee value proposition and talent engagement of private TVET institutions in Kenya.

Table 4. 17: Null Hypotheses Testing

Hypothesis	P<0.05	Verdict	Table
H_{01}: Employer branding has no significant influence on talent engagement of private TVET institutions in Kenya.	.000	Rejected	Table: 4.21
H_{02}: Rewards has no significant influence on talent engagement of private TVET institutions in Kenya.	.000	Rejected	Table: 4.21
H_{03}: Career development has no significant influence on talent engagement of private TVET institutions in Kenya.	.000	Rejected	Table: 4.21
H_{04}: Job design opportunities have no significant influence on talent engagement of private TVET institutions in Kenya	.001	Rejected	Table: 4.21
H_{05}: Organizational culture has no significant moderating influence on the relationship between employee value proposition and talent engagement of private TVET institutions in Kenya	0.001	Rejected	Table: 4.23

Source: Research Data (2023)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of major findings of the study and the conclusions of the influence of employee value proposition on talent engagement of private TVET institutions in Kenya. Finally, the chapter records recommendations for additional research besides presenting implications of the study in regard to policy, theory and practice which aided in generation of new knowledge in regard to philosophical orientation of the study.

5.2 Summary of the Findings

The purpose of this study was to investigate the impact of employee value proposition on talent engagement in Kenya's private technical and vocational education training institutes. Theoretical and empirical literature on employee value propositions were examined. Based on the literature study, a conceptual framework was developed to describe the relationship between employee value proposition and talent engagement in Kenyan private technical and vocational education training institutes. The hypothesized relationship was then empirically tested, led by the following precise goals. To determine the moderating influence of organizational culture on the correlation between employee value proposition and talent engagement of private technical and vocational education training institutions in Kenya, as well as the impact of employer branding, rewards, career development, and job design. These connections have been demonstrated in the conceptual model.

The study's aims and conceptual framework were met by using primary data sources. The questionnaire used was similar to the one used by the authors in their research. It was validated for reliability using Cronbach's alpha (α) and validity using factor analysis through a pilot study. The correlation between the independent and dependent variables was examined. The independent variables were evaluated for multicollinearity using variance inflation factors or tolerance, and normality was determined using Shapiro Wilk and Kolmogorov Smirnov. All analyses were performed using the Statistical Package for Social Sciences (SPSS) version 26.0. Quantitative data was examined using descriptive and inferential statistics. The single effects of the independent factors on the dependent variable were assessed using simple linear regression, while the interaction of all the independent variables was investigated using multiple linear regression. Furthermore, hierarchical regression analysis was utilized to investigate the moderating effect of organisational culture. The findings for each target are summarized below.

5.2.1 Influence of Employer branding on Talent engagement

The primary aim of this research was to determine the impact that employer branding had on the level of talent engagement exhibited by private TVET institutions in Kenya. The findings from the descriptive analysis revealed that the responses were largely consistent with the mean and that respondents held the majority of the statements concerning employer branding in private TVET institutions in Kenya, as indicated by the aggregate mean and standard deviation. This finding suggests that the majority of participants shared the same viewpoint regarding the employer branding strategies employed by private TVET institutions in Kenya. The Spearman correlation coefficient of $R = 0.561$ and the corresponding P value of 0.000 indicate that there is a statistically significant relationship between employer branding and talent engagement in private TVET institutions in Kenya.

The results of the model summary regarding employer branding using simple linear regression revealed that employer branding explains a significantly significant proportion (31.5%) ($R2=0.315$) of the variance in talent engagement among private TVET institutions in Kenya ($P=0.000$). When controlling for other model variables, multiple linear regression revealed that a one-unit change in employer branding would significantly increase talent engagement at private TVET institutions in Kenya by 0.253 units ($\beta 1=0.253$, $P=0.000$). As a consequence, the first null hypothesis was rejected, indicating that employer branding does not have a statistically significant impact on talent engagement within private TVET institutions in Kenya. The results of this research align with those of several prior investigations (Chawla, 2020; Rana et al., 2019; Udayanga et al., 2020). Nevertheless, neither Jiang et al. (2017) nor Berthon et al. (2019) corroborate the findings.

5.2.2 Influence of Rewards on Talent engagement

The second objective of the research was to determine the impact that rewards have on the level of talent engagement within private institutions of technical and vocational education and training in Kenya. According to the descriptive findings, the aggregate mean and standard deviation suggested that opinions regarding the compensation offered by private TVET institutions in Kenya were largely shared by respondents. Furthermore, the responses were concentrated around the mean. This finding suggests that a significant proportion of the participants shared the same viewpoint concerning the benefits offered by private TVET establishments in Kenya. The Spearman correlation coefficient of 0.520 and the corresponding P-value of 0.000 indicate that there is a statistically significant relationship between rewards and talent engagement in private TVET institutions in Kenya.

The results of the model summary regarding rewards derived from simple linear regression revealed that rewards account for a statistically significant 27.1% ($R2=0.271$) of the variance in talent engagement among private TVET institutions in Kenya ($P=0.000$). When controlling for other model variables, multiple linear regression revealed that a one-unit change in rewards would significantly increase talent engagement at private TVET institutions in Kenya by 0.194% ($\beta1=0.194$, $P=0.001$). As a result, the second null hypothesis, which posited that rewards have no significant impact on talent engagement in private TVET institutions in Kenya, was rejected. Consistent with previous research (Baqir et al., 2020; Othman et al., 2019; Taufek et al., 2016), these results support one another. Nevertheless, conflicting findings have been documented in prior research (Hoole & Hotz, 2016; Bhattacharya et al., 2019).

5.2.3 Influence of Career development on Talent engagement

The third objective of the study was to determine the influence of career development on talent engagement in private TVET institutions in Kenya. The findings from the descriptive analysis revealed that the responses were largely consistent with the mean and that the majority of respondents agreed with the statements concerning career development at private TVET institutions in Kenya, as indicated by the aggregate mean and standard deviation. This finding suggests that the majority of participants shared the same viewpoint concerning the professional growth of private technical and vocational education establishments in Kenya. As indicated by the Spearman correlation coefficient of R = 0.681 and the corresponding P value of 0.000, there is a significant and robust relationship between talent engagement and career development in private technical and vocational education training institutions in Kenya.

The results of the model summary regarding career development derived from simple linear regression revealed that career development explains 46.3% ($R2=0.463$) of the variance in talent engagement among private technical and vocational education training institutions in Kenya (P=0.000). When all other variables in the model are accounted for, the results of multiple linear regression indicate that a one-unit change in career development leads to a statistically significant increase of 0.306 units in talent engagement among private TVET institutions in Kenya ($\beta1=0.306$, P=0.000). As a result, the third null hypothesis, which postulated that career development does not have a significant impact on talent engagement in private TVET institutions in Kenya, was rejected. Consistent with previous research (Chovarda, 2021; Robianto & Masdupi, 2020; Anitha, 2017), these results hold true. Conversely, alternative research has failed to corroborate the findings (Hussain & Hameed, 2019; Zeeshan, Ho & Jantan, 2021).

5.2.4 Influence of Job design on Talent engagement

The fourth objective of the study was to determine the influence of job design on talent engagement in private TVET institutions in Kenya. The findings from the descriptive analysis revealed that the responses were largely consistent with the mean and that the majority of respondents agreed with the statements concerning the job design of private TVET institutions in Kenya, as indicated by the aggregate mean and standard deviation. This finding suggests that a significant proportion of the participants shared the same viewpoint concerning the employment design implemented by private TVET institutions in Kenya. The Spearman correlation coefficient of $R = 0.607$ and the corresponding P-value of 0.000 indicate that there is a statistically significant and robust relationship between talent engagement and job design in private TVET institutions in Kenya.

The results of the model summary regarding job design using simple linear regression revealed that job design explains 36.8% ($R2=0.368$) of the variance in talent engagement among private TVET institutions in Kenya ($P=0.000$). When controlling for other model variables, multiple linear regression revealed that a one-unit change in job design would significantly increase talent engagement at private TVET institutions in Kenya by 0.189 units ($\beta 1=0.189$, $P=0.00$). As a consequence, the fourth null hypothesis, which posited that job design does not have a significant impact on talent engagement in private TVET institutions in Kenya, was rejected. The results of this research align with those of additional studies (Judeh, 2020; Nguyen & Pham; Adeniji, Osibanjo & Edewor, 2020). Contrary to the conclusions drawn by Fried and Horney (2017) and Kamanja, Ogolla, and Gichunge (2019), the results of this study diverged.

5.2.5 The moderating Influence of Organizational culture on the Relationship between Employee value proposition and Talent engagement

The moderating effect of organizational culture on the relationship between employee value proposition and talent engagement in private TVET institutions in Kenya was the fifth objective of the study. Considered organizational culture components included artifacts, the culture of decision making, organizational values, and assumed values. The majority of respondents shared the same view regarding the moderating effect of organizational culture on private TVET institutions in Kenya, according to the descriptive findings. The Spearman correlation coefficient of r = 0.742 and the corresponding P-value of 0.000 indicate a statistically significant and robust relationship between organizational culture and talent engagement in private TVET institutions in Kenya.

Based on the model summary and analysis of variance (ANOVA) outcomes, the relationship between employee value proposition and talent engagement in private TVET institutions in Kenya was found to be significantly moderated by organizational culture. The adjusted r-square increased from 65.2% (unmoderated R-square = 0.652, P=0.000) to 79.7% (moderated R-square = 0.797, P=0.000), a 14.5% change in R-square between the time organizational culture was introduced as a moderator and the present. The fifth null hypothesis was thus rejected. Furthermore, it is noteworthy that the relationships between job design and talent engagement were substantially moderated by organizational culture. Comparable outcomes were observed in the relationship between talent engagement and career development, as well as between employer brand and talent engagement. On the other hand, the moderating effect of organizational culture on the relationship between reward and talent engagement was found to be insignificant. Moreover, when all the independent variables were considered, the moderating effect of organizational culture on the relationship between employee value proposition and talent engagement was found to be statistically significant. This is due to the fact that the adjusted R2 value increased from 0.651 (65.1%) to 0.691 (69.1%), indicating that 0.040 (4.0%) was introduced into the model. The impact of employee value proposition on talent engagement in private TVET institutions in Kenya would increase by 0.221 units for each additional unit of organizational culture. Consistent with previous research (Mazumder et al., 2020; Mande et al., 2019; Mugaa et al., 2018), these findings hold true. Nevertheless, neither Wekesa (2017) nor Lee and Gong (2018) provide support for the findings.

5.3 Conclusions

Based on the empirical evidence, several logical conclusions can be made as follows per specific objectives.

First, the study confirmed that employer branding has significant positive influence on talent engagement of private TVET institutions in Kenya. Therefore, the first null hypothesis was rejected. The study similarly concluded that employer branding had the third most significant influence on talent engagement. Throughout the study, several key findings emerged, shedding light on the nuanced ways in which employer branding influences talent engagement in private TVET institutions. Therefore, influence of employer branding on talent engagement in private TVET institutions in Kenya cannot be overstated. A robust employer brand has been demonstrated to be a powerful driver in attracting, retaining, and engaging skilled professionals.

Secondly, the study established rewards has significant positive influence on talent engagement of private TVET institutions in Kenya. Therefore, the second null hypothesis was rejected. The study also concluded that rewards had the second most significant influence talent engagement. Competitive financial compensation was identified as a significant factor in attracting and retaining top-tier talent. In a market where skilled professionals are in high demand, offering competitive salaries and benefits emerged as a key strategy for private TVET institutions to secure and maintain a skilled workforce. The research emphasized the importance of non-financial rewards in talent engagement. They were found to be pivotal in fostering a sense of value and belonging among employees. Such non-monetary rewards contribute to job satisfaction and play a crucial role in talent retention and overall engagement.

Thirdly, the study revealed that career development has significant positive influence on talent engagement of private TVET institutions in Kenya. Therefore, the third 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.

Fourthly, the study found out that job design has significant positive influence on talent engagement of private TVET institutions in Kenya. Therefore, the fourth null hypothesis was rejected. However, the study concluded that job design had the least significant influence on private TVET institutions in Kenya’ talent engagement. Clear job descriptions and well-structured positions contribute to a sense of purpose and direction among employees, enhancing their commitment to the institution. Employees who have a degree of autonomy and decision-making authority within their roles are more likely to be engaged and motivated. This autonomy fosters a sense of responsibility and ownership, leading to increased job satisfaction and commitment.

Fifth, empirical results indicated that organizational culture as a moderator, adds significant variation beyond what employee value proposition explains on the talent engagement of private TVET institutions in Kenya. Therefore, the fifth null hypothesis was rejected. A unit increase in organizational culture would cause the effect of employee value proposition on talent engagement of private TVET institutions in Kenya to increase by 0.221 units. The study further concluded that, specifically, improvement in organizational culture will cause the effect of employer brand, career development and job design on talent engagement of private TVET institutions to increase significantly. However, the same was not observed in regards to employee rewards.

5.4. Recommendations

The study recommended that the management of private TVET institutions should foster authentic and transparent communication in all aspects of employer branding. Communicate openly about the institution's values, mission, and vision. Use various channels, including social media, internal communications, and recruitment materials, to convey a consistent and genuine employer brand message. Further, the management should empower employees to become advocates for the institution by encouraging them to share positive experiences on social media and other platforms. Employee advocacy enhances the authenticity of the employer brand and extends its reach to a broader audience.

The study recommended that the management of private TVET institutions should initiate a thorough review of compensation structures to ensure competitiveness within the industry. Benchmark salaries and benefits against comparable institutions to attract and retain top talent. A fair and competitive compensation package is foundational for talent engagement. Further, there is need for continuous monitoring and evaluating the effectiveness of the rewards system. Solicit feedback from employees to assess the impact of rewards on their engagement and satisfaction. Regular reviews allow for necessary adjustments to keep the rewards system aligned with evolving organizational and employee needs.

The study recommended that the management of private TVET institutions should initiate regular skills assessments to identify the evolving needs of employees and the institution. By understanding the skills landscape, Private 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.

The study recommends that the management of private TVET institutions should design job roles that encourage collaboration and teamwork. Foster an environment where employees can work together to achieve common goals, promoting a sense of camaraderie and shared success. This can be facilitated through team projects, cross-functional collaboration, and open communication channels. Further, the management should introduce job rotation and cross-training opportunities to broaden skillsets and keep tasks engaging. This combats routine and boredom, promoting continuous learning and development.

Lastly, the study recommended that the management of private TVET institutions should ensure that the EVP is aligned seamlessly with the core values and principles of the organizational culture. The EVP should serve as a reflection of the institution's commitment to its values, fostering a sense of coherence and integrity that resonates with employees. Regularly review and refine the EVP to ensure continued alignment with the evolving organizational culture. Further, management should embed the EVP within a values-driven organizational culture. Promote and reinforce behaviors that align with the EVP, emphasizing the importance of values in day-to-day operations. A values-driven culture not only strengthens the EVP but also contributes to a positive work environment, enhancing talent engagement.

5.5 Contribution to Theory, Policy, Practice and New Knowledge

This research is expected to make significant contribution to theory, policy and practice in the field of Human resource management.

5.5.1 Theoretical implications

The study on Employee Value Proposition (EVP), Organizational Culture, and Talent Engagement in selected private Technical Vocational Education Training (TVET) institutions in Kenya holds significant theoretical implications and contributes to the existing body of knowledge in several ways. The integration of these three key elements offers a comprehensive understanding of the dynamics that shape employee engagement in the specific context of private TVET institutions. The study contributes to equity theory by examining the role of EVP in the context of talent engagement. According to equity theory, employees strive for a perceived balance between what they contribute to the organization and what they receive in return. The EVP, encompassing the value and benefits offered to employees, becomes a critical factor in this balance. The study theoretically implicates that a well-crafted EVP contributes to perceived equity, fostering a positive and engaging work environment. Equity theory proposes that imbalances in input-output ratios can lead to distress and demotivation. The study explores the moderating effect of organizational culture, considering how a culture emphasizing fairness and equity might mitigate or accentuate the impact of the EVP on talent engagement. The theoretical implication is that a culture promoting equity enhances the effectiveness of the EVP in engaging employees.

The study on Employee Value Proposition (EVP), Organizational Culture, and Talent Engagement in selected private Technical Vocational Education Training (TVET) institutions in Kenya carries theoretical implications grounded in Expectancy theory. The study contributes theoretically by aligning with Expectancy theory, which emphasizes the importance of individual perceptions about the link between effort and outcome. In the context of EVP, employees are motivated when they believe that their contributions and efforts (inputs) will result in valuable rewards and benefits (outcomes). The study implicates that a well-communicated and implemented EVP can enhance talent engagement by aligning individual efforts with desirable outcomes. Expectancy theory suggests that individuals are motivated when they perceive the outcomes as valuable. The study theoretically implicates that the organizational culture can influence the perceived valence of outcomes tied to talent engagement. A positive culture that supports employee well-being, growth, and recognition enhances the perceived value of the outcomes, contributing to increased motivation and engagement.

The study aligns with the Theory of Employee Engagement by highlighting the importance of emotional connection in talent engagement. The theoretical implications suggest that a well-crafted EVP and a supportive organizational culture contribute to fostering a positive emotional connection among employees. The emotional appeal of the EVP, combined with a positive culture, enhances the engagement levels of employees in private TVET institutions. The study theoretically implicates that a well-structured EVP, supported by a positive organizational culture, contributes to the willingness of employees to expend discretionary effort. According to the Theory of Employee Engagement, engaged employees are not only committed but also go above and beyond their standard job requirements. The study suggests that an appealing EVP and a positive culture encourage employees to invest additional effort for the benefit of the organization. The study theoretically implicates that both the EVP and organizational culture act as predictors of talent engagement. By acknowledging their predictive roles, the study contributes to refining the theoretical underpinnings of employee engagement, suggesting that specific elements within the EVP and culture are influential in determining the engagement levels of employees.

The study carries theoretical implications grounded in the Theory of Organizational Culture. This theory posits that organizational culture influences the behavior, values, and beliefs of employees, shaping their perceptions and interactions within the workplace. The study aligns with the Theory of Organizational Culture by emphasizing the impact of culture on talent engagement. Theoretically, organizational culture shapes the environment in which employees operate, influencing their levels of engagement. A positive and supportive culture is theoretically implicated in fostering higher levels of talent engagement in private TVET institutions. Theoretical implications include the role of organizational culture as a moderator in the relationship between EVP and talent engagement. A positive culture strengthens the link between the value proposition and engagement levels. The study suggests that, theoretically, a culture supportive of employee well-being and growth enhances the impact of EVP on talent engagement.

5.5.2 Practice Implications

The practical implications and contributions of the study offer actionable insights for private TVET institutions to enhance talent engagement, improve organizational performance, and contribute to the academic understanding of employee engagement in the educational sector. The study contributes by providing insights into the factors that drive talent engagement within the specific context of private TVET institutions. In the evolving landscape of private TVET institutions, the role of employee job design in talent engagement cannot be overstated. By embracing a holistic and employee-centric approach to job design, these institutions can position themselves as employers of choice, creating a work environment that attracts, retains, and nurtures the talent necessary for their continued success in shaping the future of technical and vocational education in Kenya. Moving forward, private TVET institutions should consider a holistic approach to employer branding, encompassing aspects such as transparent communication, career development opportunities, and a supportive organizational culture. Furthermore, continuous monitoring and adaptation of employer branding strategies are crucial in responding to evolving workforce expectations and industry trends.

The findings underscore the importance of private TVET institutions recognizing the diverse needs and preferences of their workforce when designing reward programs. While competitive salaries are fundamental, non-monetary incentives contribute significantly to creating a positive workplace culture and fostering a motivated and satisfied workforce. Moving forward, private TVET institutions in Kenya should focus on developing and implementing comprehensive career development programs that cater to the evolving needs of their employees. This involves regular assessments of skill gaps, alignment with industry trends, and a commitment to fostering a culture of continuous learning. Additionally, effective communication about career development opportunities is crucial to ensuring that employees are aware of and engaged in these programs.

The study contributes by enhancing cultural awareness within private TVET institutions. Practical applications of the study foster a deeper understanding of the organization's values, beliefs, and behaviors among employees. This heightened cultural awareness is fundamental to cultivating a shared identity and a sense of belonging. The practical implications contribute to the sustainability of cultural practices within private TVET institutions. By implementing practical strategies informed by the study, organizations can create a cultural foundation that withstands challenges and endures over time. Sustainability ensures that the positive cultural aspects continue to influence talent engagement consistently.

5.5.3 Policy Implications

The study contributes by providing evidence-based insights that policymakers can use to make informed decisions. The findings offer a nuanced understanding of the relationship between EVP, organizational culture, and talent engagement in the specific context of private TVET institutions in Kenya. Policymakers in the education sector can develop guidelines or frameworks to assist TVET institutions in crafting effective EVPs. These guidelines can outline the key components of a compelling EVP tailored to the unique needs of technical and vocational education professionals, ensuring consistency and competitiveness across institutions. Policies can encourage collaboration between TVET institutions and industries to ensure that the EVP aligns with the evolving needs of the job market. Government-industry partnerships can facilitate the identification of relevant skills, leading to the development of EVPs that resonate with both educators and industry professionals.

Private TVET institutions, with effective EVPs, positive organizational cultures, and engaged talent, play a pivotal role in realizing the Sustainable Development Goals, Vision 2030 agenda, bottom-up economic and other development goals for Kenya. Private TVET institutions, through their talent engagement efforts and commitment to professional development, contribute significantly to the development of a skilled and educated population, supporting the vision's goals for education and skills advancement. A positive organizational culture fosters innovation, aligning with Vision 2030's emphasis on technological advancement. Engaged talent is more likely to embrace and drive innovation within the institution. Policies promoting equitable employment, inclusive organizational cultures, and sustainable talent engagement practices contribute directly to SDGs, reinforcing the institutions' role as key drivers of sustainable development in Kenya. As the nation strives towards a more prosperous, equitable, and sustainable future, private TVET institutions stand as vital contributors to realizing the SDGs and fostering lasting positive change in the education sector and beyond.

5.5.4 Contribution to New Knowledge

This study sheds light on the critical role of employer branding, rewards, career development, and job design in driving talent engagement within private Kenyan TVET institutions. Among these factors, career development has the strongest influence, highlighting the importance of offering clear growth paths for employees. Competitive rewards, encompassing both financial and non-financial elements, are crucial for attracting and retaining top talent. Employer branding strengthens an institution's attractiveness and fosters a sense of value among employees. Even job design, with its focus on clarity and autonomy, contributes to employee engagement. Interestingly, the study reveals that organizational culture acts as a moderator, amplifying the positive effects of employer branding, career development, and job design on talent engagement. However, this amplifying effect is not observed for employee rewards. These findings provide valuable insights for TVET institutions, emphasizing the need for a multi-pronged approach that prioritizes career development, fosters a positive culture, and utilizes employer branding and strategic rewards to cultivate a highly engaged and skilled workforce.

5.6. Areas for further Research

Despite the fact that this study achieved its objective in regard to the influence of employee value proposition on talent engagement of private TVET institutions in Kenya, there are a number of areas for further research emanating from the scope of the study, methodology and the findings. First, whereas the findings can be applied to other private TVET institutions in Kenya, difference in organizational culture may have some implications. The study thus recommends that further research should widen the scope and incorporate all private TVETs in Kenya. In the same vein, similar study can be conducted among public TVETs in Kenya.

Second, the study focused on employee value proposition practices and talent engagement of private TVET institutions in Kenya and organizational culture as a moderator. Whereas, these three variables explained more than 76.4% of the variations in talent engagement, the study recommended that further studies should focus on additional EVP variables such as work life balance, work environment, leadership and management. Furthermore, in different context such as public TVETs, different third variable can be used such as intervening variable, in this case government policy and regulations.

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APPENDIX I: QUESTIONNAIRE

I am a post graduate student pursuing a PhD degree in Human Resource Management. I am undertaking a research study titled, **'EMPLOYEE VALUE PROPOSITION, ORGANIZATIONAL CULTURE AND TALENT ENGAGEMENT IN PRIVATE TECHNICAL VOCATIONAL EDUCATION TRAINING INSTITUTIONS IN KENYA."** I humbly request you to participate in this study as a respondent.

CHRISTINE KANANU GITONGA

INSTRUCTIONS

Please tick where most appropriate

PART A: GENERAL INFORMATION

1. What is your highest academic qualification?

   [ ] Diploma [ ] University Degree [ ] Post Graduate [ ] PHD

2. Gender:

   [ ] Male [ ] Female

3. Please indicate your age bracket.

   [ ] 20-30 years [ ] 31-40 years [ ] 41-50 years [ ] over 50 years

4. Please indicate the number of years you have been working in this institution

   [ ] 2-4 years [ ] 5-7 years [ ] 6-8 years [ ] over 9 years

PART B: Employee Value Proposition

Section A: Employer branding

Please indicate your level of agreement in respect to the following statement as they relate to employer branding. Please tick (√) strongly agree (SA) = 5, Agree (A) = 4, undecided (U) = 3, Disagree (D) =2 and strongly disagree (SD) = 1

Employer branding	**1**	**2**	**3**	**4**	**5**
1. My institution embraces diversity, teamwork, creativity, equity and open communication as the main attributes					
2. My institution is known for fair Hr practices					
3. My institution is known for excellent employee welfare programs					
4. My institution is viewed as an employer of choice.					
5. The institution brand is easily recognized in the market					
6. Employees associated themselves highly with institution brand					
7. My institution brand is highly ranked among TVETs					
8. Top management support activities for successful employer branding.					
9. My institution attracts the right individuals through an employer brand that fits their purpose, identity and strategic intent					
10. The institution strives to build a good image to attract talented employees					

Based on your overall assessment does employer brand affect talent engagement in your institution? Briefly explain.

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What has your institution done in regard to following employer brand tenets? Explain

a. Brand Image
b. Brand reputation

c. Employer job attributes

d. Employee experience

e. Any other_________________

How have the above tenets impacted talent engagement?

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Section B: Reward

Please indicate your level of agreement in respect to the following statement as they relate to reward. Please tick (√) strongly agree (SA) = 5, Agree (A) = 4, undecided (U) = 3, Disagree (D) =2 and strongly disagree (SD) = 1

Reward	**1**	**2**	**3**	**4**	**5**
1. The remuneration scheme implemented by the management is in accordance with principles of transparency, equity and fairness.					
2. Employee grades and pay structures are used to determine the remuneration					
3. The institution pays staff remunerations in time and efficiently.					
4. The institution salary scales are competitive as per the market rates					
5. The institution provides allowances to facilitate staff perform their duties					
6. The remuneration accorded by the institution is free from unnecessary deductions					
7. The institution always presents and other physical rewards to appreciate employees who accomplish their tasks.					
8. There is ‘employee of the year’ rewards given to outstanding employees every year.					
9. Employees receive additional payment (bonuses) when their talent engagement of private technical and vocational education training institutions in Kenya exceeds their targets					
10. Exemplary employees have their names written in the company’s newsletter, and given letters of commendation					

Based on your overall assessment does reward affect talent engagement in your institution?

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What are some of non-monetary and monetary rewards in your institution?

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Is there proper mix of non-monetary and monetary rewards in your institution? Explain

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How has reward enhanced talent engagement in your institution?

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Section C: Career Development

Please indicate your level of agreement in respect to the following statement as they relate to career development. Please tick (√) strongly agree (SA) = 5, Agree (A) = 4, undecided (U) = 3, Disagree (D) =2 and strongly disagree (SD) = 1

Career Development	**1**	**2**	**3**	**4**	**5**
1. The institution has a training policy which outlines criteria for training					
2. The institution frequently conducts training needs assessment to determine employees training needs					
3. The institution communicates training opportunities					

to employees through accessible channels to ensure transparency and fairness.					
4. The institution has a promotion policy that enhances fairness					
5. The institution gives existing employees first priority when promotion opportunities arise					
6. Promotion opportunities are offered to employees who qualify and meet the requirements.					
7. Employees are provided with opportunities to engage with more skilled experts					
8. Employees are subjected to mentoring and coaching programs					
9. The institution offers scholarship opportunities to employees in a fair and transparent manner					
10. Career training and development opportunities are given out equitably to all cadres of employees					

Based on your overall assessment does career development affect talent engagement in your institution?

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What are some of career development opportunities offered in your institutions?

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Do you think your institution has done enough to enhance talent engagement in your institution through career development? Explain

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Section D: Job design

Please indicate your level of agreement in respect to the following statement as they relate to job design. Please tick (√) strongly agree (SA) = 5, Agree (A) = 4, undecided (U) = 3, Disagree (D) =2 and strongly disagree (SD) = 1

Job design	**1**	**2**	**3**	**4**	**5**
1. The job design gives employees a chance to use their personal initiative or judgment in carrying out the work.					
2. The institution allows employees considerable room to work without supervision					
3. The job design gives employees considerable opportunity for independence and freedom in how they do the work					
4. The institution has embraced flexible working in terms of time and place					
5. The institution has determined acceptable workload for the employees					
6. The institution has benchmarked on best practices in regards to work load for employees					
7. Employees are moved internally from one job position to another to enable them learn more skills					
8. Supervisors are encouraged to rotate employees regularly to allow them gain new skills.					
9. Complexity is added to jobs in order to stimulate workers to share knowledge					
10. The tasks that are given to employees are clearly defined					

Based on your overall assessment does job design affect talent engagement in your institution?

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What tenets of job design are considered in your institution to enhance talent engagement?

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In regards to job design, do you think your institution has done enough to ensure it has enhanced talent engagement? Explain

PART C: Organizational Culture

Please indicate your level of agreement in respect to the following statement as they relate to organizational culture. Please tick (√) strongly agree (SA) = 5, Agree (A) = 4, undecided (U) = 3, Disagree (D) =2 and strongly disagree (SD) = 1

Organizational Culture	**1**	**2**	**3**	**4**	**5**
1. The institution has defined its core values					
2. The institution values are aligned to employee values					
3. The institution has clearly communicated its values to employees and they positively identify with them					
4. There is high importance placed on the institutions' rules, shared values, artefacts, obligations and regulations					
5. The institution promotes creativity and innovation among employees hence employees are at freedom to ignore formal procedures and rules if it helps to get job done					
6. The institution is good at anticipating future changes and create adaptive ways to meet future demands					
7. Employees in the institution have a sense of identity and mutual trust which increases their commitment to work					
8. Employees respect each other's needs when making decisions					
9. The management is very clear on where they want to take the institution and employees are actively engaged in decision making					

Organizational Culture	1	2	3	4	5
10. The employees enjoy a non-discriminatory social environment					

Based on your overall assessment, what role does organizational culture play on the relationship between employee value proposition and talent engagement?

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In your opinion how do the following tenets of organizational culture affect the influence of employee value proposition on talent engagement?

a. Decision making culture
b. Organizational values
c. Assumed values/ shared assumptions
d. Artifacts
e. Any other________________

PART D: Talent engagement

Please indicate your level of agreement in respect to the following statement as they relate to talent engagement. Please tick (√) strongly agree (SA) = 5, Agree (A) = 4, undecided (U) = 3, Disagree (D) =2 and strongly disagree (SD) = 1

Talent Engagement	1	2	3	4	5
1. The institution value talent search matrix in selection to get qualified, experienced, expertise and potential staff					
2. There is minimal talent turnover in the institution					
3. There is a consistent upward movement the career ladder of employees in my institution					
4. Most employees retire from this institution					
5. There is minimal absenteeism among employees in my institution					
6. There are minimal complaints from the students and potential clients					
7. Students positively identify with the institution					
8. There is effective talent engagement of private technical and vocational education training					

Talent Engagement	1	2	3	4	5
institutions in Kenya assessment which enhances employees' confidence.					
9. Employees are enthusiastic about looking for opportunities to improve talent engagement of private technical and vocational education training institutions in Kenya of the institution					
10. Employees internally develop new programs for the institution more often					
11. Employees volunteer to do extra work outside their job tasks to contribute to the institution success					
12. Employees are happy and contented when working at the institution					
13. Talented employees are committed to the institution's goals and objectives					
14. There is high degree of innovation from employees to enhance institution talent engagement of private technical and vocational education training institutions in Kenya					

Based on your own analysis to what extent are your employees engaged

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Among the EVP tenets below what would you mainly attribute the employee engagement to and why

a. Employer branding
b. Rewards
c. Career development
d. Job design
e. Any other

THANKS

APPENDIX II: RELIABILITY ANALYSIS

EMPLOYER BRANDING	Cronbach's Alpha if Item Deleted
My institution embraces diversity, teamwork, creativity, equity and open communication as the main attributes	.975
My institution is known for fair Hr practices	.971
My institution is known for excellent employee welfare programs	.972
My institution is viewed as an employer of choice	.972
The institution brand is easily recognized in the market	.971
Employees associated themselves highly with institution brand	.971
My institution brand is highly ranked among TVETs	.972
Top management support activities for successful employer branding	.970
My institution attracts the right individuals through an employer brand that fits their purpose, identity and strategic intent	.975
The institution strives to build a good image to attract talented employees	.972

REWARD MANAGEMENT	Cronbach's Alpha if Item Deleted
The remuneration scheme implemented by the management is in accordance with principles of transparency, equity and fairness	.980
Employee grades and pay structures are used to determine the remuneration	.982
The institution pays staff remunerations in time and efficiently	.980
The institution salary scales are competitive as per the market rates	.980
The institution provides allowances to facilitate staff perform their duties	.980
The remuneration accorded by the institution is free from unnecessary deductions	.978
The institution always presents and other physical rewards to appreciate employees who accomplish their tasks	.979
There is ‘employee of the year’ rewards given to outstanding employees every year	.979

Employees receive additional payment (bonuses) when their talent engagement of private technical and vocational education training institutions in Kenya exceeds their targets	.979
Exemplary employees have their names written in the company's newsletter, and given letters of commendation	.980

CAREER DEVELOPMENT	**Cronbach's Alpha if Item Deleted**
The institution has a training policy which outlines criteria for training	.957
The institution frequently conducts training needs assessment to determine employees training needs	.959
The institution communicates training opportunities to employees through accessible channels to ensure transparency and fairness	.959
The institution has a promotion policy that enhances fairness	.955
The institution gives existing employees first priority when promotion opportunities arise	.959
Promotion opportunities are offered to employees who qualify and meet the requirements	.959
Employees are provided with opportunities to engage with more skilled experts	.960
Employees are subjected to mentoring and coaching programs	.957
The institution offers scholarship opportunities to employees in a fair and transparent manner	.958
Career training and development opportunities are given out equitably to all cadres of employees	.959

JOB DESIGN	**Cronbach's Alpha if Item Deleted**
The job design gives employees a chance to use their personal initiative or judgment in carrying out the work.	.957
The institution allows employees considerable room to work without supervision	.954
The job design gives employees considerable opportunity for independence and freedom in how they do the work	.954

The institution has embraced flexible working in terms of time and place	.956
The institution has determined acceptable workload for the employees	.956
The institution has benchmarked on best practices in regards to work load for employees	.955
Employees are moved internally from one job position to another to enable them learn more skills	.955
Supervisors are encouraged to rotate employees regularly to allow them gain new skills.	.953
Complexity is added to jobs in order to stimulate workers to share knowledge	.953
The tasks that are given to employees are clearly defined	.956

ORGANIZATION CULTURE	**Cronbach's Alpha if Item Deleted**
The institution has defined its core values	.948
The institution values are aligned to employee values	.9662
The institution has clearly communicated its values to employees and they positively identify with them	.939
There is high importance placed on the institutions' rules, shared values, artefacts, obligations and regulations	.946
The institution promotes creativity and innovation among employees hence employees are at freedom to ignore formal procedures and rules if it helps to get job done	.935
The institution is good at anticipating future changes and create adaptive ways to meet future demands	.948
Employees in the institution have a sense of identity and mutual trust which increases their commitment to work	.940
Employees respect each other's needs when making decisions	.948
The management is very clear on where they want to take the institution and employees are actively engaged in decision making	.940
The employees enjoy a non-discriminatory social environment	.948

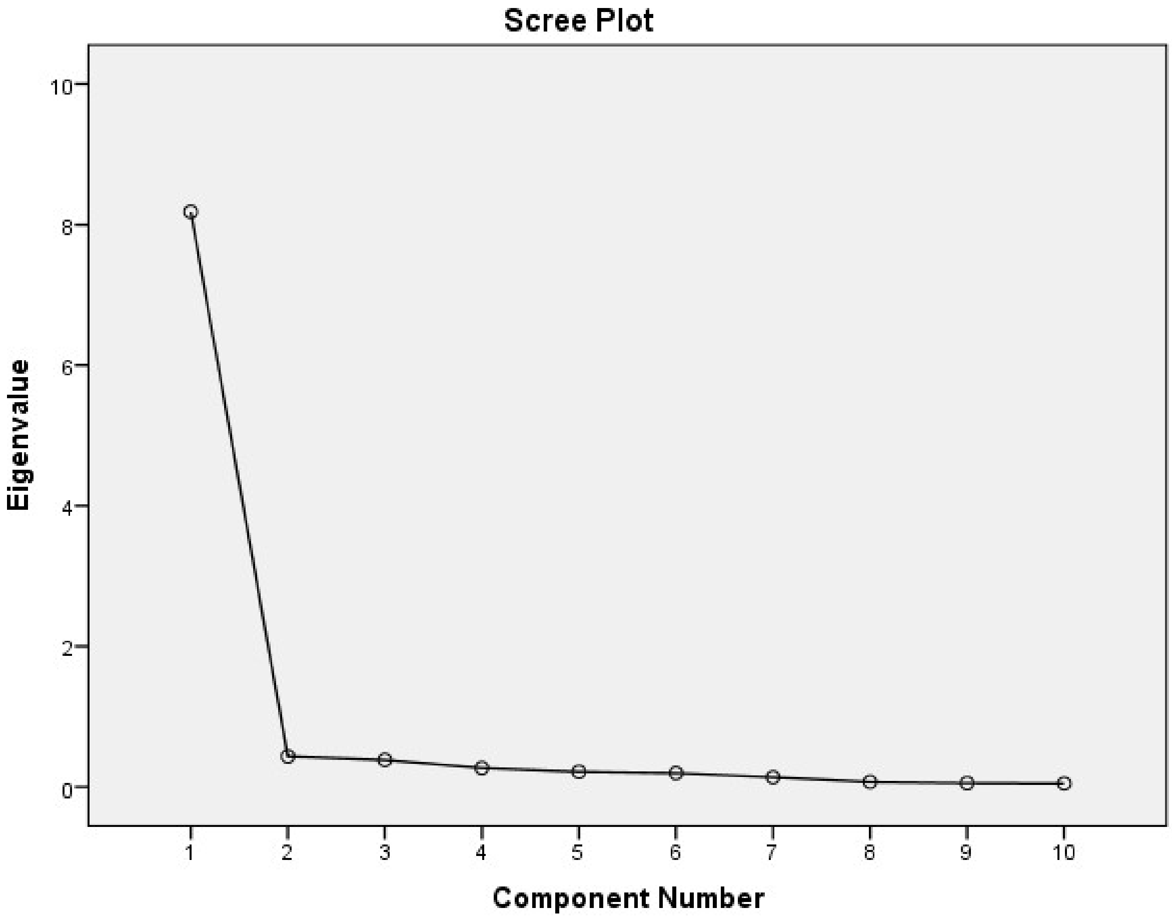
TALENT ENGAGEMEN	Cronbach's Alpha if Item Deleted
The institution value talent search matrix in selection to get qualified, experienced, expertise and potential staff	.976
There is minimal talent turnover in the institution	.975
There is a consistent upward movement the career ladder of employees in my institution	.974
Most employees retire from this institution	.976
There is minimal absenteeism among employees in my institution	.976
There are minimal complaints from the students and potential clients	.974
Students positively identify with the institution	.974
There is effective talent engagement of private technical and vocational education training institutions in Kenya assessment which enhances employees’ confidence.	.973
Employees are enthusiastic about looking for opportunities to improve talent engagement of private technical and vocational education training institutions in Kenya of the institution	.974
Employees internally develop new programs for the institution more often	.974
Employees volunteer to do extra work outside their job tasks to contribute to the institution success	.974
Employees are happy and contented when working at the institution	.973
Talented employees are committed to the institution’s goals and objectives	.974
There is high degree of innovation from employees to enhance institution talent engagement of private technical and vocational education training institutions in Kenya	.973

APPENDIX III: FACTOR ANALYSIS

EMPLOYER BRANDING

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.902
Bartlett's Test of Sphericity	Approx. Chi-Square	2009.194
	Df	45
	Sig.	.000



Communalities

	Initial	Extraction
My institution embraces diversity, teamwork, creativity, equity and open communication as the main attributes	1.000	.679
My institution is known for fair Hr practices	1.000	.866

My institution is known for excellent employee welfare programs	1.000	.834
My institution is viewed as an employer of choice	1.000	.804
The institution brand is easily recognized in the market	1.000	.892
Employees associated themselves highly with institution brand	1.000	.8662
My institution brand is highly ranked among TVETs	1.000	.834
Top management support activities for successful employer branding	1.000	.906
My institution attracts the right individuals through an employer brand that fits their purpose, identity and strategic intent	1.000	.685
The institution strives to build a good image to attract talented employees	1.000	.837

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component 1
My institution embraces diversity, teamwork, creativity, equity and open communication as the main attributes	.824
My institution is known for fair Hr practices	.931
My institution is known for excellent employee welfare programs	.913
My institution is viewed as an employer of choice	.897
The institution brand is easily recognized in the market	.945
Employees associated themselves highly with institution brand	.919
My institution brand is highly ranked among TVETs	.913
Top management support activities for successful employer branding	.952
My institution attracts the right individuals through an employer brand that fits their purpose, identity and strategic intent	.827
The institution strives to build a good image to attract talented employees	.915
	0.912363636363637

Extraction Method: Principal Component Analysis.
a. 1 components extracted.

Total Variance Explained

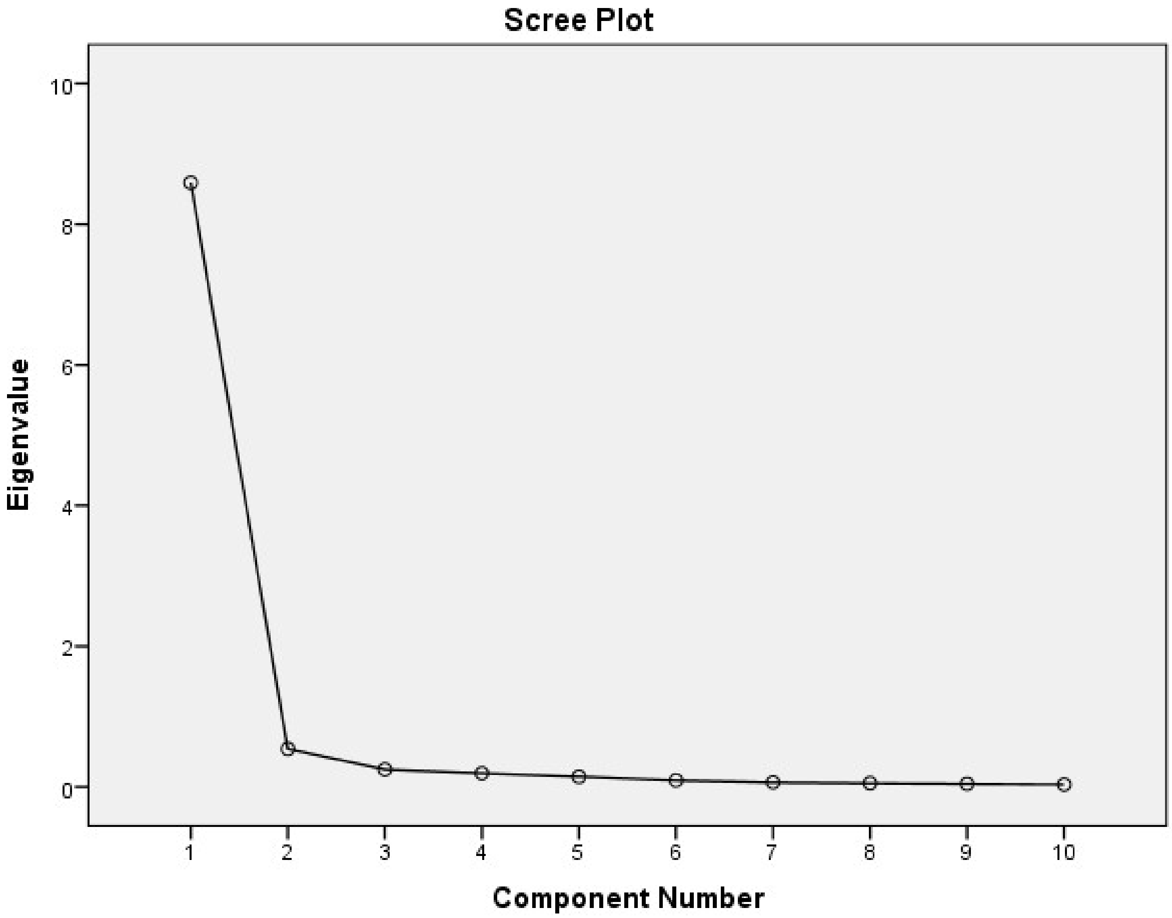
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.194	81.818	81.818	8.194	81.818	81.818
2	.437	4.367	86.185			
3	.384	3.840	90.024			
4	.270	2.704	92.728			
5	.216	2.161	94.890			
6	.197	1.972	96.862			
7	.139	1.387	98.463			
8	.071	.713	98.963			
9	.055	.546	99.509			
10	.049	.491	100.000			

Extraction Method: Principal Component Analysis.

REWARD MANAGEMENT

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.925
Bartlett's Test of Sphericity	Approx. Chi-Square	2477.948
	Df	45
	Sig.	.000



Communalities

	Initial	Extraction
The remuneration scheme implemented by the management is in accordance with principles of transparency, equity and fairness	1.000	.8662
Employee grades and pay structures are used to determine the remuneration	1.000	.756
The institution pays staff remunerations in time and efficiently	1.000	.851
The institution salary scales are competitive as per the market rates	1.000	.859
The institution provides allowances to facilitate staff perform their duties	1.000	.828
The remuneration accorded by the institution is free from unnecessary deductions	1.000	.920
The institution always presents and other physical rewards to appreciate employees who accomplish their tasks	1.000	.900
There is ‘employee of the year’ rewards given to outstanding employees every year	1.000	.896

Employees receive additional payment (bonuses) when their talent engagement of private technical and vocational education training institutions in Kenya exceeds their targets	1.000	.897
Exemplary employees have their names written in the company's newsletter, and given letters of commendation	1.000	.840

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component 1
The remuneration scheme implemented by the management is in accordance with principles of transparency, equity and fairness	.919
Employee grades and pay structures are used to determine the remuneration	.869
The institution pays staff remunerations in time and efficiently	.923
The institution salary scales are competitive as per the market rates	.927
The institution provides allowances to facilitate staff perform their duties	.910
The remuneration accorded by the institution is free from unnecessary deductions	.959
The institution always presents and other physical rewards to appreciate employees who accomplish their tasks	.949
There is 'employee of the year' rewards given to outstanding employees every year	.946
Employees receive additional payment (bonuses) when their talent engagement of private technical and vocational education training institutions in Kenya exceeds their targets	.947
Exemplary employees have their names written in the company's newsletter, and given letters of commendation	.917
	0.933272727272727

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Total Variance Explained

Component	Initial Eigenvalues Total	% of Variance	Cumulative %	Extraction Sums of Squared Loadings Total	% of Variance	Cumulative %
1	8.592	85.916	85.916	8.592	85.916	85.916

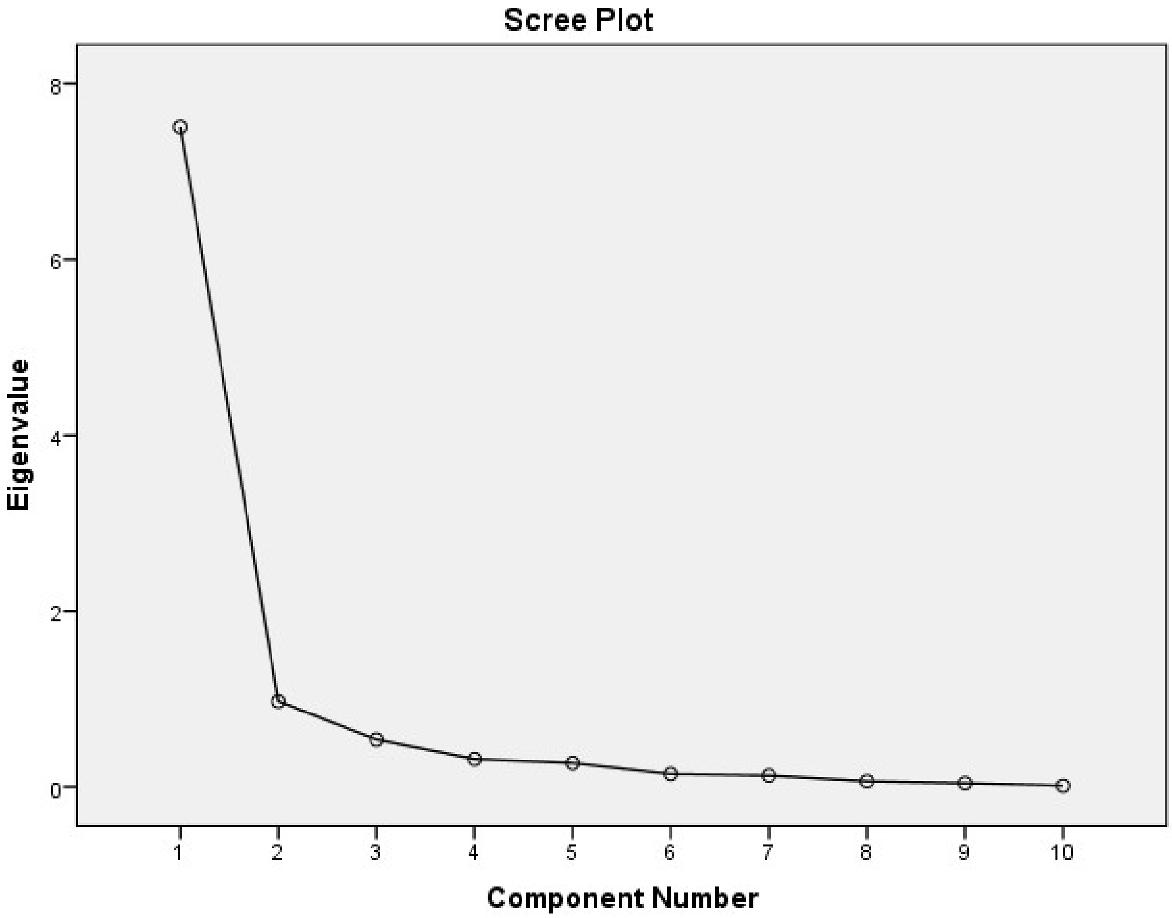
2	.540	5.398	91.314			
3	.247	2.474	93.787			
4	.193	1.934	95.721			
5	.145	1.454	97.175			
6	.092	.918	98.094			
7	.064	.637	98.731			
8	.051	.514	99.245			
9	.042	.421	99.665			
10	.030	.335	100.000			

Extraction Method: Principal Component Analysis.

CAREER DEVELOPMENT

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.851
Bartlett's Test of Sphericity	Approx. Chi-Square	2094.427
	Df	45
	Sig.	.000



Communalities

	Initial	Extraction
The institution has a training policy which outlines criteria for training	1.000	.783
The institution frequently conducts training needs assessment to determine employees training needs	1.000	.716
The institution communicates training opportunities to employees through accessible channels to ensure transparency and fairness	1.000	.723
The institution has a promotion policy that enhances fairness	1.000	.875
The institution gives existing employees first priority when promotion opportunities arise	1.000	.748
Promotion opportunities are offered to employees who qualify and meet the requirements	1.000	.722

Employees are provided with opportunities to engage with more skilled experts	1.000	.690
Employees are subjected to mentoring and coaching programs	1.000	.782
The institution offers scholarship opportunities to employees in a fair and transparent manner	1.000	.373
Career training and development opportunities are given out equitably to all cadres of employees	1.000	.720

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component 1
The institution has a training policy which outlines criteria for training	.885
The institution frequently conducts training needs assessment to determine employees training needs	.846
The institution communicates training opportunities to employees through accessible channels to ensure transparency and fairness	.850
The institution has a promotion policy that enhances fairness	.935
The institution gives existing employees first priority when promotion opportunities arise	.900
Promotion opportunities are offered to employees who qualify and meet the requirements	.850
Employees are provided with opportunities to engage with more skilled experts	.850
Employees are subjected to mentoring and coaching programs	.884
The institution offers scholarship opportunities to employees in a fair and transparent manner	.864
Career training and development opportunities are given out equitably to all cadres of employees	.849
	0.883

Extraction Method: Principal Component Analysis.
a. 1 components extracted.

Total Variance Explained

Component	Initial Eigenvalues	Extraction Sums of Squared Loadings

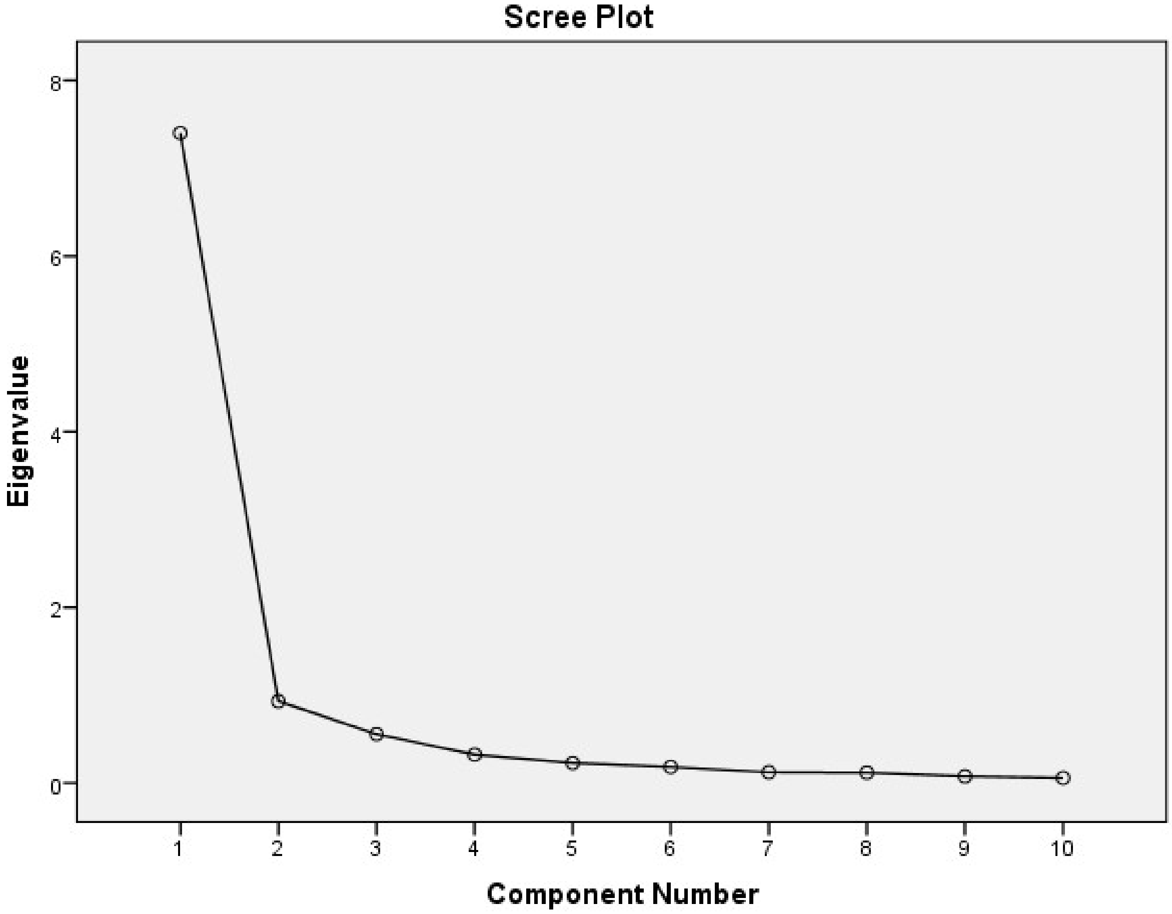
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.506	75.058	75.058	7.506	75.058	75.058
2	.972	9.725	84.783			
3	.539	5.390	90.173			
4	.316	3.155	93.328			
5	.271	2.711	96.039			
6	.147	1.472	97.511			
7	.130	1.298	98.809			
8	.064	.638	99.6627			
9	.042	.423	99.870			
10	.013	.130	100.000			

Extraction Method: Principal Component Analysis.

JOB DESIGN

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.886
Bartlett's Test of Sphericity	Approx. Chi-Square	1727.350
	Df	45
	Sig.	.000



Communalities

	Initial	Extraction
The job design gives employees a chance to use their personal initiative or judgment in carrying out the work.	1.000	.690
The institution allows employees considerable room to work without supervision	1.000	.756

The job design gives employees considerable opportunity for independence and freedom in how they do the work	1.000	.753
The institution has embraced flexible working in terms of time and place	1.000	.720
The institution has determined acceptable workload for the employees	1.000	.727
The institution has benchmarked on best practices in regards to work load for employees	1.000	.731
Employees are moved internally from one job position to another to enable them learn more skills	1.000	.736
Supervisors are encouraged to rotate employees regularly to allow them gain new skills.	1.000	.787
Complexity is added to jobs in order to stimulate workers to share knowledge	1.000	.793
The tasks that are given to employees are clearly defined	1.000	.708

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component 1
The job design gives employees a chance to use their personal initiative or judgment in carrying out the work.	.850
The institution allows employees considerable room to work without supervision	.869
The job design gives employees considerable opportunity for independence and freedom in how they do the work	.868
The institution has embraced flexible working in terms of time and place	.848
The institution has determined acceptable workload for the employees	.853
The institution has benchmarked on best practices in regards to work load for employees	.855
Employees are moved internally from one job position to another to enable them learn more skills	.878
Supervisors are encouraged to rotate employees regularly to allow them gain new skills.	.887
Complexity is added to jobs in order to stimulate workers to share knowledge	.891
The tasks that are given to employees are clearly defined	.841
	0.876363636363637

Extraction Method: Principal Component Analysis.
a. 1 components extracted.

Total Variance Explained

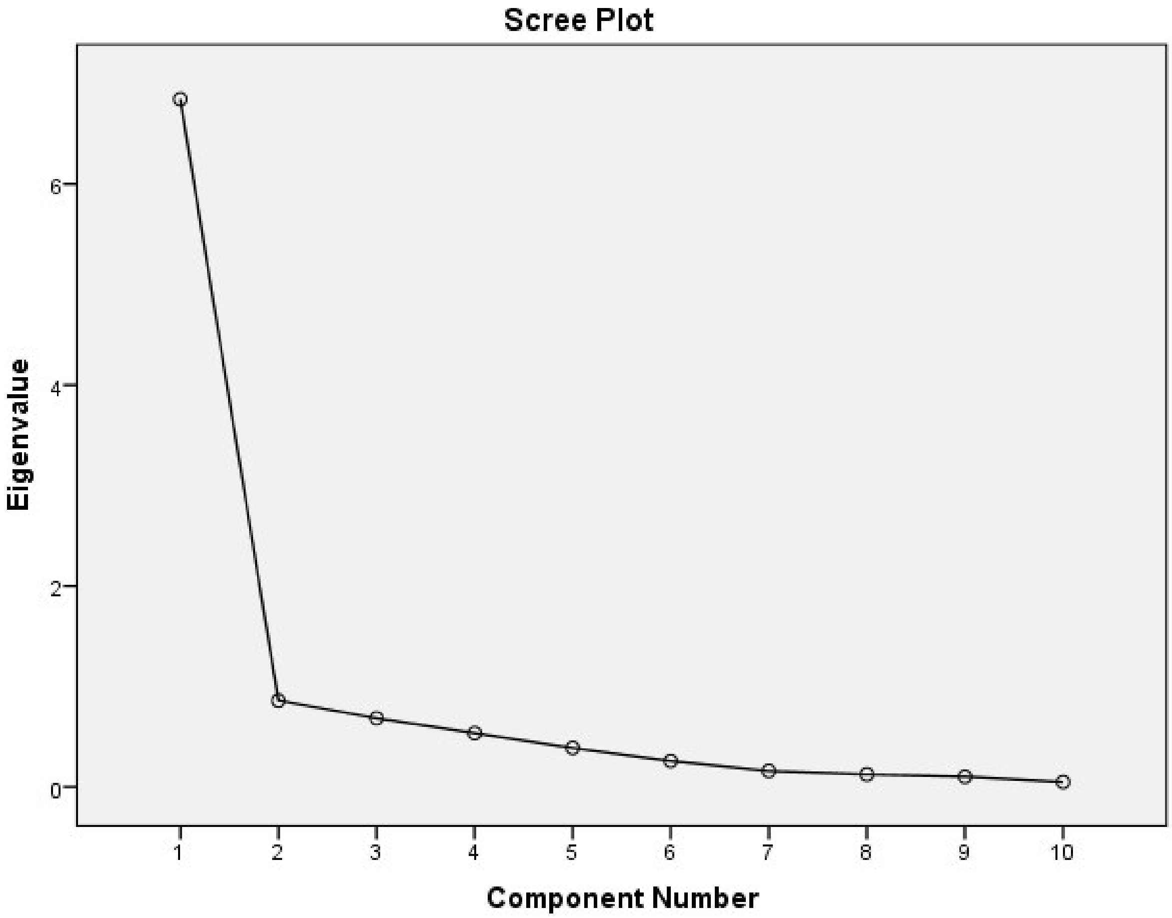
Component	Initial Eigenvalues Total	% of Variance	Cumulative %	Extraction Sums of Squared Loadings Total	% of Variance	Cumulative %
1	7.402	74.016	74.016	7.402	74.016	74.016
2	.932	9.322	83.338			
3	.556	5.563	88.900			
4	.324	3.236	92.373			
5	.229	2.285	94.422			
6	.183	1.830	96.252			
7	.123	1.194	97.479			
8	.119	1.189	98.668			
9	.076	.762	99.429			
10	.057	.571	100.000			

Extraction Method: Principal Component Analysis.

ORGANIZATION CULTURE

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.867
Bartlett's Test of Sphericity	Approx. Chi-Square	1476.936
	Df	45
	Sig.	.000



Communalities

	Initial	Extraction
The institution has defined its core values	1.000	.463
The institution values are aligned to employee values	1.000	.560
The institution has clearly communicated its values to employees and they positively identify with them	1.000	.732
There is high importance placed on the institutions' rules, shared values, artefacts, obligations and regulations	1.000	.522
The institution promotes creativity and innovation among employees hence employees are at freedom to ignore formal procedures and rules if it helps to get job done	1.000	.871
The institution is good at anticipating future changes and create adaptive ways to meet future demands	1.000	.773
Employees in the institution have a sense of identity and mutual trust which increases their commitment to work	1.000	.701

Employees respect each other's needs when making decisions	1.000	.752
The management is very clear on where they want to take the institution and employees are actively engaged in decision making	1.000	.696
The employees enjoy a non-discriminatory social environment	1.000	.775

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component 1
The institution has defined its core values	.680
The institution values are aligned to employee values	.749
The institution has clearly communicated its values to employees and they positively identify with them	.855
There is high importance placed on the institutions' rules, shared values, artefacts, obligations and regulations	.723
The institution promotes creativity and innovation among employees hence employees are at freedom to ignore formal procedures and rules if it helps to get job done	.933
The institution is good at anticipating future changes and create adaptive ways to meet future demands	.360
Employees in the institution have a sense of identity and mutual trust which increases their commitment to work	.838
Employees respect each other's needs when making decisions	.867
The management is very clear on where they want to take the institution and employees are actively engaged in decision making	.834
The employees enjoy a non-discriminatory social environment	.880
	0.792636363636364

Extraction Method: Principal Component Analysis.
a. 1 components extracted.

Total Variance Explained

Component	Initial Eigenvalues Total	% of Variance	Cumulative %	Extraction Sums of Squared Loadings Total	% of Variance	Cumulative %
1	6.846	68.456	68.456	6.846	68.456	68.456
2	.859	8.592	77.048			

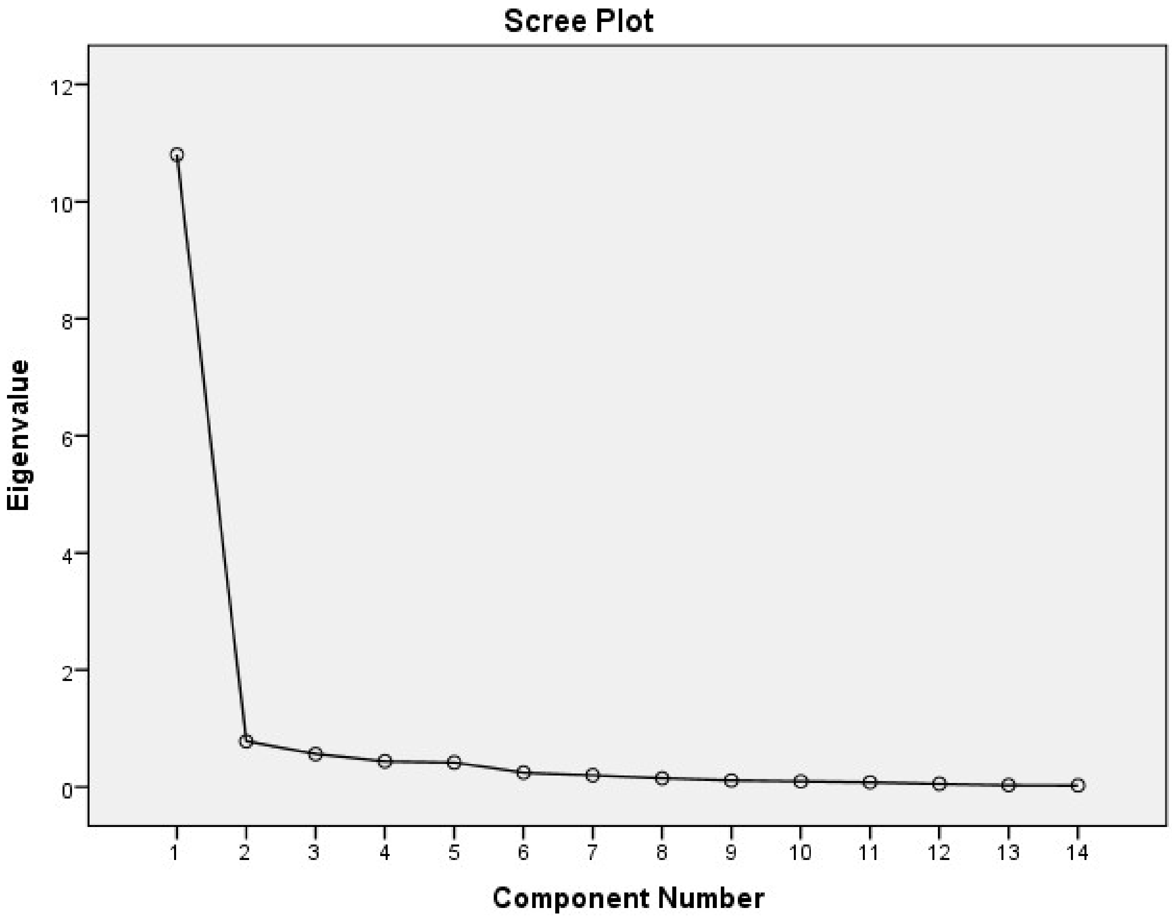
3	.683	6.834	83.881			
4	.535	5.347	89.228			
5	.388	3.877	93.106			
6	.257	2.574	95.680			
7	.158	1.580	97.260			
8	.124	1.2662	98.503			
9	.102	1.019	99.522			
10	.048	.478	100.000			

Extraction Method: Principal Component Analysis.

TALENT ENGAGEMENT

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.886
Bartlett's Test of Sphericity	Approx. Chi-Square	3005.081
	Df	91
	Sig.	.000



Communalities

	Initial	Extraction
The institution value talent search matrix in selection to get qualified, experienced, expertise and potential staff	1.000	.655
There is minimal talent turnover in the institution	1.000	.733
There is a consistent upward movement the career ladder of employees in my institution	1.000	.798
Most employees retire from this institution	1.000	.622
There is minimal absenteeism among employees in my institution	1.000	.593
There are minimal complaints from the students and potential clients	1.000	.801
Students positively identify with the institution	1.000	.788
There is effective talent engagement of private technical and vocational education training institutions in Kenya assessment which enhances employees' confidence.	1.000	.897
Employees are enthusiastic about looking for opportunities to improve talent engagement of private technical and vocational education training institutions in Kenya of the institution	1.000	.832
Employees internally develop new programs for the institution more often	1.000	.845
Employees volunteer to do extra work outside their job tasks to contribute to the institution success	1.000	.759
Employees are happy and contented when working at the institution	1.000	.839
Talented employees are committed to the institution's goals and objectives	1.000	.781
There is high degree of innovation from employees to enhance institution talent engagement of private technical and vocational education training institutions in Kenya	1.000	.882

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component 1
The institution value talent search matrix in selection to get qualified, experienced, expertise and potential staff	.809
There is minimal talent turnover in the institution	.856

There is a consistent upward movement the career ladder of employees in my institution	.894
Most employees retire from this institution	.789
There is minimal absenteeism among employees in my institution	.770
There are minimal complaints from the students and potential clients	.895
Students positively identify with the institution	.887
There is effective talent engagement of private technical and vocational education training institutions in Kenya assessment which enhances employees' confidence.	.947
Employees are enthusiastic about looking for opportunities to improve talent engagement of private technical and vocational education training institutions in Kenya of the institution	.901
Employees internally develop new programs for the institution more often	.919
Employees volunteer to do extra work outside their job tasks to contribute to the institution success	.871
Employees are happy and contented when working at the institution	.916
Talented employees are committed to the institution's goals and objectives	.884
There is high degree of innovation from employees to enhance institution talent engagement of private technical and vocational education training institutions in Kenya	.939
	0.885133333333334

Extraction Method: Principal Component Analysis.
a. 1 components extracted.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.803	77.165	77.165	10.803	77.165	77.165
2	.781	5.582	82.747			
3	.564	4.030	86.777			
4	.439	3.134	89.912			

5	.419	2.992	92.904			
6	.246	1.759	94.813			
7	.200	1.431	96.094			
8	.150	1.074	97.167			
9	.112	.797	97.964			
10	.095	.682	98.646			
11	.080	.572	99.030			
12	.053	.377	99.596			
13	.030	.214	99.810			
14	.027	.190	100.000			

Extraction Method: Principal Component Analysis.

APPENDIX IV: NACOSTI PERMIT

APPENDIX V: LIST OF PRIVATE TVET INSTITUTIONS

S/N	NAME	REG. NUMBER	COUNTY
1	Floss School Of Beauty And Hairdressing	TVETA/PRIVATE/VTC/0003/2020	Nairobi
2	Helping Hand Skills Development Centre - Nairobi	TVETA/PRIVATE/VTC/0005/2021	Nairobi
3	International School Of Advertising	TVETA/PRIVATE/VTC/0013/2021	Nairobi
4	Nairobi College Of Cosmetology	TVETA/PRIVATE/VTC/0006/2020	Nairobi
5	Paris College Of Hairdressing And Beauty	TVETA/PRIVATE/VTC/0011/2022	Nairobi
6	Trident Vocational Training Centre	TVETA/PRIVATE/VTC/0016/2019	Nairobi
7	Ymca - National Training Institute	TVETA/PRIVATE/VTC/0011/2016	Nairobi
8	Urban Nails Training Center	TVETA/PRIVATE/VTC/0001/2023	Nairobi
9	Angaza Lucky Summer Vocational Training College	TVETA/PRIVATE/VTC/0002/2023	Nairobi
10	Academy Of Graphic Technology	TVETA/PRIVATE/TVC/0111/2017	Nairobi
11	ACAI Institute Of Technology	TVETA/PRIVATE/TVC/0001/2022	Nairobi
12	Africa Digital Media Institute	TVETA/PRIVATE/TVC/0037/2015	Nairobi
13	Aic - Nairobi Training Centre	TVETA/PRIVATE/TVC/0145/2017	Nairobi
14	Air Travel And Related Studies	TVETA/PRIVATE/TVC/0168/2016	Nairobi
15	Airswiss International College	TVETA/PRIVATE/TVC/0081/2020	Nairobi
16	Alison Training Institute	TVETA/PRIVATE/TVC/0009/2021	Nairobi
17	Amref Virtual Training School	TVETA/PRIVATE/TVC/0053/2015	Nairobi
18	Archdiocese Of Nairobi Kariobangi Women Promotion Training Institute	TVETA/PRIVATE/TVC/0028/2019	Nairobi
19	Ashleys Hair And Beauty Academy	TVETA/PRIVATE/TVC/0169/2016	Nairobi
20	Atlas College	TVETA/PRIVATE/TVC/0007/2016	Nairobi
21	Beauty Point College	TVETA/PRIVATE/TVC/0010/2016	Nairobi
22	Blessing Institute Of Professional Studies	TVETA/PRIVATE/TVC/0058/2022	Nairobi
23	Boltech Training Institute	TVETA/PRIVATE/TVC/0057/2021	Nairobi
24	Boma International Hospitality College	TVETA/PRIVATE/TVC/0282/2016	Nairobi
25	Bonjour Institute	TVETA/PRIVATE/TVC/0272/2016	Nairobi
26	Brainspa Training Institute	TVETA/PRIVATE/TVC/0104/2021	Nairobi
27	Breakthrough International Bible College	TVETA/PRIVATE/TVC/0054/2022	Nairobi
28	Bridgeworld College	TVETA/PRIVATE/TVC/0012/2016	Nairobi
29	Brilliant Beauty College	TVETA/PRIVATE/TVC/0061/2017	Nairobi
30	Burgspitts Professional College	TVETA/PRIVATE/TVC/0023/2021	Nairobi
31	Buruburu Institute Of Fine Arts	TVETA/PRIVATE/TVC/0037/2022	Nairobi
32	Candy College Of Beauty And Applied Sciences	TVETA/PRIVATE/TVC/0077/2022	Nairobi
33	Carenic Professional Hairdressing & Beauty College – Nairobi	TVETA/PRIVATE/TVC/0064/2020	Nairobi
34	Carlile College	TVETA/PRIVATE/TVC/0005/2017	Nairobi
35	Centre For Corporate Governance	TVETA/PRIVATE/TVC/0069/2020	Nairobi
36	Christian Industrial Training Centre - Nairobi	TVETA/PRIVATE/TVC/0039/2015	Nairobi
37	Clips School Of Hair Dressing And Beauty	TVETA/PRIVATE/TVC/0177/2016	Nairobi
38	Code Blue Medical Training Institute	TVETA/PRIVATE/TVC/0075/2022	Nairobi
39	Delhi College	TVETA/PRIVATE/TVC/0100/2021	Nairobi
40	Delight Technical College	TVETA/PRIVATE/TVC/0080/2022	Nairobi
41	Dental Aptitude College	TVETA/PRIVATE/TVC/0046/2021	Nairobi

42	Destiny Technical Training Institute	TVETA/PRIVATE/TVC/0056/2021	Nairobi
43	Doan Education Institute	TVETA/PRIVATE/TVC/0002/2021	Nairobi
44	Don Bosco Boys Technical Training Centre	TVETA/PRIVATE/TVC/0007/2017	Nairobi
45	Dykaan College- Mwiki	TVETA/PRIVATE/TVC/0041/2019	Nairobi
46	East Africa Institute Of Certified Studies - Stanbank House Campus	TVETA/PRIVATE/TVC/0092/2017	Nairobi
47	Eastlands College Of Technology	TVETA/PRIVATE/TVC/0018/2016	Nairobi
48	Edulink International College	TVETA/PRIVATE/TVC/0027/2021	Nairobi
49	Evelyn College Of Design	TVETA/PRIVATE/TVC/0012/2020	Nairobi
50	Foundation Institute Of Professionals	TVETA/PRIVATE/TVC/0007/2019	Nairobi
51	Ganatra Plant And Equipment Institute	TVETA/PRIVATE/TVC/0191/2016	Nairobi
52	Gladpoint College Of Business Studies	TVETA/PRIVATE/TVC/0082/2020	Nairobi
53	Gocare Training Institute	TVETA/PRIVATE/TVC/0002/2022	Nairobi
54	Hallmark Institute Of Professionals	TVETA/PRIVATE/TVC/0010/2021	Nairobi
55	Kenya College Of Interior Design	TVETA/PRIVATE/TVC/0025/2019	Nairobi
56	Human Needs Project	TVETA/PRIVATE/TVC/0087/2020	Nairobi
57	Icifa College	TVETA/PRIVATE/TVC/0070/2022	Nairobi
58	Impact Chefs & Hospitality Academy	TVETA/PRIVATE/TVC/0058/2021	Nairobi
59	Inceptor Institute Of Technology	TVETA/PRIVATE/TVC/0086/2021	Nairobi
60	Institute Of Pension Management	TVETA/PRIVATE/TVC/0149/2017	Nairobi
61	International College Of Peace Studies	TVETA/PRIVATE/TVC/0037/2021	Nairobi
62	Intraglobal Training Institute	TVETA/PRIVATE/TVC/0033/2022	Nairobi
63	Islamia College	TVETA/PRIVATE/TVC/0062/2022	Nairobi
64	Jewel Professional College	TVETA/PRIVATE/TVC/0029/2019	Nairobi
65	Joyka College Of Professional Studies	TVETA/PRIVATE/TVC/0067/2022	Nairobi
66	Kenafric College Of Professional Studies - Nairobi	TVETA/PRIVATE/TVC/0021/2022	Nairobi
67	Kenya Aeronautical College	TVETA/PRIVATE/TVC/0116/2016	Nairobi
68	Kenya Christian Industrial Training Institute	TVETA/PRIVATE/TVC/0013/2017	Nairobi
69	Kenya Institute Of Business And Counseling Studies	TVETA/PRIVATE/TVC/0031/2016	Nairobi
70	Kenya Institute Of Development Studies - Nairobi	TVETA/PRIVATE/TVC/0015/2017	Nairobi
71	Kenya Institute Of Management � Nairobi Branch	TVETA/PRIVATE/TVC/0205/2016	Nairobi
72	Kenya Institute Of Professional Studies (Kips) - Kpcu	TVETA/PRIVATE/TVC/0018/2019	Nairobi
73	Kenya Institute Of Social Work And Community Development	TVETA/PRIVATE/TVC/0120/2016	Nairobi
74	Kenya Red Cross Training Institute	TVETA/PRIVATE/TVC/0215/2016	Nairobi
75	Kenya School Of Security Management	TVETA/PRIVATE/TVC/0146/2017	Nairobi
76	Key Center Of Exellence Institute	TVETA/PRIVATE/TVC/0091/2021	Nairobi
77	Kib School Of Banking And Finance	TVETA/PRIVATE/TVC/0044/2022	Nairobi
78	Kibondeni College	TVETA/PRIVATE/TVC/0216/2016	Nairobi
79	Kings Bible College	TVETA/PRIVATE/TVC/0004/2021	Nairobi
80	Kips College Eco Chambers Campus	TVETA/PRIVATE/TVC/0050/2019	Nairobi
81	Kips Technical College -Zimmermann	TVETA/PRIVATE/TVC/0083/2020	Nairobi
82	Lintons College Of Beauty	TVETA/PRIVATE/TVC/0062/2020	Nairobi
83	Marist International University College	TVETA/PRIVATE/TVC/0090/2020	Nairobi
84	Mcensal School Of Fashion Design	TVETA/PRIVATE/TVC/0223/2016	Nairobi
85	Mefa Institute Of Design	TVETA/PRIVATE/TVC/0059/2021	Nairobi

86	Milele Africa Institute Of Development And Technology - Nairobi	TVETA/PRIVATE/TVC/0021/2020	Nairobi
87	Mohi Technical Training Institute	TVETA/PRIVATE/TVC/0103/2021	Nairobi
88	Moringa School	TVETA/PRIVATE/TVC/0294/2016	Nairobi
89	Nairobi College Of Bread And Confectionery Technology	TVETA/PRIVATE/TVC/0130/2016	Nairobi
90	Nairobi College Of Garment And Technology	TVETA/PRIVATE/TVC/0061/2022	Nairobi
91	Nairobi Institute Of Music And Performing Arts	TVETA/PRIVATE/TVC/0030/2019	Nairobi
92	Nairobi Institute Of Technology	TVETA/PRIVATE/TVC/0047/2015	Nairobi
93	Nairobi Pentecostal Bible College	TVETA/PRIVATE/TVC/0048/2019	Nairobi
94	Nairobi Platinum College	TVETA/PRIVATE/TVC/0035/2019	Nairobi
95	Nazareth Medical College	TVETA/PRIVATE/TVC/0142/2017	Nairobi
96	Neptune Institute Of Business, ICT And Cosmetology	TVETA/PRIVATE/TVC/0060/2022	Nairobi
97	Pan-African Shield College Africa	TVETA/PRIVATE/TVC/0085/2021	Nairobi
98	Plasma Digital College	TVETA/PRIVATE/TVC/0019/2019	Nairobi
99	Red Baron Aviation Training Institute	TVETA/PRIVATE/TVC/0096/2020	Nairobi
100	Red Hill College Of Management	TVETA/PRIVATE/TVC/0040/2020	Nairobi
101	Redeemed Institute Of Advanced Studies Limited	TVETA/PRIVATE/TVC/0042/2019	Nairobi
102	Regional Curriculum Management College	TVETA/PRIVATE/TVC/0006/2018	Nairobi
103	Shang Tao Media College	TVETA/PRIVATE/TVC/0016/2015	Nairobi
104	Shears And Nippers School Of Hair And Beauty	TVETA/PRIVATE/TVC/0005/2019	Nairobi
105	Skypath Aviation College	TVETA/PRIVATE/TVC/0052/2021	Nairobi
106	Sos Technical Training Institute	TVETA/PRIVATE/TVC/0064/2016	Nairobi
107	St Teresa College	TVETA/PRIVATE/TVC/0281/2016	Nairobi
108	St. Therese Technical And Vocational College	TVETA/PRIVATE/TVC/0083/2022	Nairobi
109	St. Timothy Anglican Divinity College	TVETA/PRIVATE/TVC/0063/2020	Nairobi
110	Star College Of Management Studies	TVETA/PRIVATE/TVC/0067/2016	Nairobi
111	Starnet College	TVETA/PRIVATE/TVC/0078/2020	Nairobi
112	Stedmak Hospitality Training College	TVETA/PRIVATE/TVC/0138/2017	Nairobi
113	Strathmore Institute Of Management And Technology	TVETA/PRIVATE/TVC/0048/2017	Nairobi
114	Summit Institute Of Professionals	TVETA/PRIVATE/TVC/0278/2016	Nairobi
115	Support For Addictions, Prevention& Treatment In Africa (SAPTA) College	TVETA/PRIVATE/TVC/0236/2016	Nairobi

116	Talanta Institute	TVETA/PRIVATE/TVC/0007/2018	Nairobi
117	Temple College	TVETA/PRIVATE/TVC/0242/2016	Nairobi
118	The East Africa Training Institute	TVETA/PRIVATE/TVC/0072/2020	Nairobi
119	The Nairobi Law Institute	TVETA/PRIVATE/TVC/0005/2020	Nairobi
120	The New Dimension College Moi Avenue	TVETA/PRIVATE/TVC/0243/2016	Nairobi
121	Topmax Training College	TVETA/PRIVATE/TVC/0034/2021	Nairobi
122	Trans Eastern Airlines Aviation College	TVETA/PRIVATE/TVC/0078/2022	Nairobi
123	Tricent School Of Medical Health Sciences And Technology - Nairobi	TVETA/PRIVATE/TVC/0245/2016	Nairobi
124	Tulips Commercial Institute	TVETA/PRIVATE/TVC/0059/2022	Nairobi
125	Tumaini Institute Of Management Studies	TVETA/PRIVATE/TVC/0049/2021	Nairobi
126	Ummu Training And Empowerment Institute	TVETA/PRIVATE/TVC/0022/2020	Nairobi
127	Unity College Of Proffessional Studies	TVETA/PRIVATE/TVC/0075/2016	Nairobi
1	Daniel Comboni Vocational Training Center	TVETA/PRIVATE/VTC/0019/2020	Kajiado
2	Beacon Technical Training Institute	TVETA/PRIVATE/VTC/0008/2016	Kajiado
3	Brighter College	TVETA/PRIVATE/TVC/0041/2022	Kajiado
4	East African Institute Of Welding	TVETA/PRIVATE/TVC/0080/2021	Kajiado
5	Fleming Technical Institute	TVETA/PRIVATE/TVC/0009/2022	Kajiado
6	Jasmine School Of Catering	TVETA/PRIVATE/TVC/0043/2020	Kajiado
7	Kca Technical College Kitengela	TVETA/PRIVATE/TVC/0044/2020	Kajiado
8	Kiserian College Of Accountancy	TVETA/PRIVATE/TVC/0008/2019	Kajiado
9	Makindu Institute Of Professional Studies - Mips	TVETA/PRIVATE/TVC/0032/2021	Kajiado
1	Cascade Institute	TVETA/PRIVATE/TVC/0088/2017	Kiambu
2	Christian Industrial Training College - Thika	TVETA/PRIVATE/TVC/0001/2014	Kiambu
3	College Of Sustainable Agriculture For Eastern Africa	TVETA/PRIVATE/TVC/0008/2021	Kiambu
4	Crop Nutrition Training Centre	TVETA/PRIVATE/TVC/0023/2020	Kiambu
5	East Africa Institute Of Certified Studies -Thika	TVETA/PRIVATE/TVC/0049/2022	Kiambu
6	East African Institute Of Homecare Management	TVETA/PRIVATE/TVC/0024/2019	Kiambu
7	Equip Africa Institute � Thika Center	TVETA/PRIVATE/TVC/0034/2019	Kiambu
8	Excel Institute Of Professionals	TVETA/PRIVATE/TVC/0003/2020	Kiambu
9	Frontlearn Institute Of Technology	TVETA/PRIVATE/TVC/0085/2020	Kiambu
10	Garrison Technical Training College	TVETA/PRIVATE/TVC/0069/2022	Kiambu
11	Goshen Medical & Technical College	TVETA/PRIVATE/TVC/0086/2020	Kiambu
12	Gretsa Institute Of Technical And Professional Studies	TVETA/PRIVATE/TVC/0098/2020	Kiambu
13	Homeboyz Training Institute	TVETA/PRIVATE/TVC/0030/2021	Kiambu

14	Imperial College Of Medical And Health Sciences	TVETA/PRIVATE/TVC/0031/2021	Kiambu
15	Jfc Munene College Of Health Sciences	TVETA/PRIVATE/TVC/0090/2021	Kiambu
16	Jodan College Of Technology - Thika	TVETA/PRIVATE/TVC/0028/2016	Kiambu
17	Kenema College Of Professional Studies	TVETA/PRIVATE/TVC/0099/2021	Kiambu
18	Kenya Institute Of Business And Counselling Studies (Kibco) - Thika	TVETA/PRIVATE/TVC/0088/2020	Kiambu
19	Kenya Institute Of Management Thika Branch	TVETA/PRIVATE/TVC/0036/2019	Kiambu
20	Kenya Institute Of Organic Farming	TVETA/PRIVATE/TVC/0018/2017	Kiambu
21	Kenya School Of Medical Science And Technology	TVETA/PRIVATE/TVC/0033/2016	Kiambu
22	Kenya School Of Medical Science Andtechnology - Thika Town	TVETA/PRIVATE/TVC/0045/2018	Kiambu
23	Kiambu Institute Of Hotels And Catering	TVETA/PRIVATE/TVC/0050/2021	Kiambu
24	Kivuli College	TVETA/PRIVATE/TVC/0021/2017	Kiambu
25	Libu Training Institute	TVETA/PRIVATE/TVC/0011/2022	Kiambu
26	Limuru Institute Of Information Technology	TVETA/PRIVATE/TVC/0003/2022	Kiambu
27	Lodams College	TVETA/PRIVATE/TVC/0028/2021	Kiambu
28	Milestone Institute Of Professional Studies	TVETA/PRIVATE/TVC/0004/2020	Kiambu
29	Nairobi Institute Of E - Commerce	TVETA/PRIVATE/TVC/0262/2016	Kiambu
30	Pace International Training Institute	TVETA/PRIVATE/TVC/0075/2020	Kiambu
31	Palazzolo Technical And Vocational Training Institute	TVETA/PRIVATE/TVC/0045/2022	Kiambu
32	Pcea Kikuyu Hospital School Of Nursing	TVETA/PRIVATE/TVC/0035/2021	Kiambu
33	Petanns Technical Training Institute	TVETA/PRIVATE/TVC/0052/2016	Kiambu
34	Pixels Institute Of Technology	TVETA/PRIVATE/TVC/0027/2020	Kiambu
35	Premier Professional Institute - Limuru	TVETA/PRIVATE/TVC/0263/2016	Kiambu
36	Royal County College Of Technology	TVETA/PRIVATE/TVC/0092/2020	Kiambu
37	The Toolkit Iskills	TVETA/PRIVATE/TVC/0076/2022	Kiambu
1	Catholic Technical Training Institute(Machakos	TVETA/PRIVATE/TVC/0021/2015	Machakos
2	Digitex Technical & Driving School	TVETA/PRIVATE/TVC/0011/2021	Machakos
3	Durris Computer Institute	TVETA/PRIVATE/TVC/0025/2022	Machakos
4	Eastern Kenya Integrated College	TVETA/PRIVATE/TVC/0017/2016	Machakos
5	Eastern Kenya Integrated College - Mitaboni	TVETA/PRIVATE/TVC/0011/2020	Machakos
6	Kasarani Catering College - Machakos	TVETA/PRIVATE/TVC/0026/2022	Machakos
7	Kenyaplex Institute Of Technology	TVETA/PRIVATE/TVC/0001/2021	Machakos
8	Masii Institute Of Technology	TVETA/PRIVATE/TVC/0068/2018	Machakos
9	Mumbuni Engineering And Driving School	TVETA/PRIVATE/TVC/0024/2020	Machakos
10	Scala Institute Of Computing And Digital Literacy	TVETA/PRIVATE/TVC/0038/2019	Machakos
11	Skillslink Technical College	TVETA/PRIVATE/TVC/0006/2021	Machako

			s
12	St. Nicholas Centre For Professional Development	TVETA/PRIVATE/TVC/0073/2020	Machakos
13	Qubit Institute Of Technology	TVETA/PRIVATE/TVC/0026/2023	Machakos

Source: TVETA (2023) https://www.tveta.go.ke/accredited-institutions/

APPENDIX VI: DETAILED DESCRIPTIVE STATISTICS

Employer branding	1 (%)	2(%)	3(%)	4(%)	5(%)	Mean	S. D
1. My institution embraces diversity, teamwork, creativity, equity and open communication as the main attributes	2.8	4.9	14.8	40.8	36.6	4.04	0.99
2. My institution is known for fair Hr practices	2.8	16.2	9.2	27.5	44.4	3.94	1.20
3. My institution is known for excellent employee welfare programs	3.5	11.3	12.0	38.0	35.2	3.90	1.11
4. My institution is viewed as an employer of choice.	2.8	11.3	12.0	38.0	35.9	3.93	1.09
5. The institution brand is easily recognized in the market	2.8	8.5	8.5	47.2	33.1	3.99	1.01
6. Employees associated themselves highly with institution brand	2.8	12.7	8.5	40.1	35.9	3.94	1.10
7. My institution brand is highly ranked among TVETs	2.8	10.6	13.4	32.4	40.8	3.98	1.11
8. Top management support activities for successful employer branding.	2.8	6.3	12.7	38.7	39.4	4.06	1.02
9. My institution attracts the right individuals through an employer brand that fits their purpose, identity and strategic intent	4.2	3.5	16.9	38.0	37.3	4.01	1.03
10. The institution strives to build a good image to attract talented employees	2.8	12.7	11.3	26.8	46.5	4.01	1.16

Reward	1(%)	2(%)	3(%)	4(%)	5(%)	Mean	S.D
1. The remuneration scheme implemented by the management is in accordance with principles of transparency, equity and fairness.	8.5	9.2	26.8	23.2	32.4	3.62	1.26
2. Employee grades and pay structures are used to determine the remuneration	7.7	21.8	14.1	30.3	26.1	3.45	1.30
3. My institution pays staff remunerations in time and efficiently.	6.3	9.9	27.5	25.4	31.0	3.65	1.20
4. My institution salary scales are competitive as per the market rates	7.7	11.3	21.1	26.8	33.1	3.66	1.26
5. My institution provides allowances to facilitate staff	10.6	15.5	21.8	24.6	27.5	3.43	1.32

Reward	1(%)	2(%)	3(%)	4(%)	5(%)	Mean	S.D
perform their duties							
6. The remuneration accorded by the institution is free from unnecessary deductions	7.0	14.8	21.8	23.9	32.4	3.60	1.27
7. The institution always presents and other physical rewards to appreciate employees who accomplish their tasks.	6.3	15.5	23.9	19.7	34.5	3.61	1.28
8. There are 'employee of the year' rewards given to outstanding employees every year.	8.5	17.6	22.5	15.5	35.9	3.53	1.36
9. Employees receive additional payment (bonuses) when their performance exceeds their targets	7.7	14.1	19.0	25.4	33.8	3.63	1.29
10. Exemplary employees have their names written in the company's newsletter, and given letters of commendation	7.7	12.0	20.4	19.7	40.1	3.73	1.31

Career Development	1(%)	2(%)	3(%)	4(%)	5(%)	Mean	S.D
1. My institution has a training policy which outlines criteria for training	2.1	28.2	6.3	28.9	34.5	3.65	1.27
2. My institution frequently conducts training needs assessment to determine employees training needs	6.3	21.8	7.7	24.6	39.4	3.69	1.35
3. My institution communicates training opportunities to employees through accessible channels to ensure transparency and fairness.	4.2	20.4	5.6	29.6	40.1	3.81	1.28
4. My institution has a promotion policy that enhances fairness	4.2	23.2	7.7	20.4	44.4	3.77	1.34
5. My institution gives existing employees first priority when promotion opportunities arise	2.1	10.6	9.9	33.1	44.4	4.07	1.08
6. Promotion opportunities are offered to employees who qualify and meet the requirements.	4.2	10.6	7.7	33.1	44.4	4.03	1.15
7. Employees are provided with opportunities to engage with more skilled experts	4.2	25.4	3.5	27.5	39.4	3.73	1.33

8. Employees are subjected to mentoring and coaching programs	4.2	24.6	8.5	26.1	36.6	3.66	1.31
9. My institution offers scholarship opportunities to employees in a fair and transparent manner	4.2	23.2	14.8	23.2	34.5	3.61	1.29
10. Career training and development opportunities are given out equitably to all cadres of employees	2.1	12.7	12.0	28.2	45.1	4.01	1.13

Job design	**1(%)**	**2 (%)**	**3(%)**	**4(%)**	**5(%)**	**Mean**	**S.D**
1. The job design gives employees a chance to use their personal initiative or judgment in carrying out the work.	3.5	2.1	16.2	39.4	38.7	4.08	0.98
2. My institution allows employees considerable room to work without supervision	3.5	17.6	13.4	26.8	38.7	3.80	1.23
3. The job design gives employees considerable opportunity for independence and freedom in how they do the work	3.5	23.2	14.8	23.2	35.2	3.63	1.27
4. My institution has embraced flexible working in terms of time and place	3.5	1.4	19.0	45.1	31.0	3.99	0.94
5. My organization has determined acceptable workload for the employees	3.5	2.8	17.6	39.4	36.6	4.03	0.99
6. My institution has benchmarked on best practices in regards to work load for employees	5.6	9.9	14.8	32.4	37.3	3.86	1.19
7. Employees are moved internally from one job position to another to enable them learn more skills	4.9	24.6	12.7	20.4	37.3	3.61	1.34
8. Supervisors are encouraged to rotate employees regularly to allow them gain new skills.	4.9	23.2	14.1	17.6	40.1	3.65	1.34
9. Complexity is added to jobs in order to stimulate workers to share knowledge	3.5	19.7	12.0	23.2	41.5	3.80	1.27
10. The tasks that are given to employees are clearly defined	3.5	9.2	8.5	43.0	35.9	3.99	1.07

Organizational Culture	1(%)	2(%)	3(%)	4(%)	5(%)	Mean	S. D
1. My organization has defined its core values	1.4	19.7	17.6	34.5	26.8	3.65	1.12
2. My organization values are aligned to employee values	1.4	5.6	12.0	39.4	41.5	4.14	0.93
3. My organization has clearly communicated its values to employees and they positively identify with them	1.4	21.8	22.5	17.6	36.6	3.66	1.22
4. There is high importance placed on the institutions' rules, shared values, artefacts, obligations and regulations	3.5	14.8	16.2	31.0	34.5	3.78	1.17
5. The institution promotes creativity and innovation among employees hence employees are at freedom to ignore formal procedures and rules if it helps to get job done	1.4	4.2	28.9	31.7	33.8	3.92	0.96
6. The institution is good at anticipating future changes and create adaptive ways to meet future demands	1.4	19.0	12.0	23.2	44.4	3.90	1.20
7. Employees in the institution have a sense of identity and mutual trust which increases their commitment to work	1.4	10.6	9.9	37.3	40.8	4.06	1.03
8. Employees respect each other's needs when making decisions	1.4	17.6	23.9	23.2	33.8	3.70	1.15
9. The management is very clear on where they want to take the institution and employees are actively engaged in decision making	1.4	10.6	9.9	34.5	43.7	4.08	1.04
10. The employees enjoy a non-discriminatory social environment	1.4	10.6	19.7	29.6	38.7	3.94	1.07
11.							

Talent Engagement	1(%)	2(%)	3(%)	4(%)	5(%)	Mean	S.D
1. The institution value talent search matrix in selection to get qualified, experienced, expertise and potential staff	0.0	4.9	9.9	44.4	40.8	4.21	0.82
2. There is minimal talent turnover in the institution	4.2	12.7	7.0	37.3	38.7	3.94	1.16

3.	There is a consistent upward movement the career ladder of employees in my organization	0.0	19.0	13.4	27.5	40.1	3.89	1.14
4.	Most employees retire from this organization	2.1	20.4	19.7	23.9	33.8	3.67	1.20
5.	There is minimal absenteeism among employees in my institution	0.0	5.6	12.7	45.8	35.9	4.12	0.84
6.	There are minimal complaints from the students and potential clients	0.0	9.9	14.1	35.2	40.8	4.07	0.97
7.	Students positively identify with the institution	0.0	7.0	16.2	32.4	44.4	4.14	0.93
8.	There is effective performance assessment which enhances employees’ confidence.	0.0	19.0	10.6	32.4	38.0	3.89	1.12
9.	Employees are enthusiastic about looking for opportunities to improve performance of the institution	0.0	17.6	9.9	33.8	38.7	3.94	1.09
10.	Employees internally develop new programs for the institution more often	0.0	5.6	21.1	35.9	37.3	4.05	0.90
11.	Employees volunteer to do extra work outside their job tasks to contribute to the institution success	2.1	7.7	18.3	35.2	36.6	3.96	1.027
12.	Employees are happy and contented when working at the institution	2.1	13.4	23.2	21.8	39.4	3.83	1.155
13.	Talented employees are committed to the institution’s goals and objectives	0.0	14.1	12.0	38.7	35.2	3.95	1.020
14.	There is high degree of innovation from employees to enhance institution performance	0.0	12.7	26.1	25.4	35.9	3.85	1.054