INFLUENCE OF SELECTED SUCCESSION MANAGEMENT PRACTICES ON PUBLIC OFFICERS JOB PERFORMANCE IN THE TECHNICAL EDUCATION IN THE MINISTRY OF EDUCATION, NAIROBI COUNTY, KENYA

MARYAN. A. HASSAN

A Thesis Submitted to the Faculty of Education in the Department of Post Graduate Studies in Partial Fulfillment for the Requirements of the award of a Master of Education Degree in Administration and Planning

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

NAIROBI, KENYA

SEPTEMBER, 2022

DECLARATION

I hereby declare that to the best of my knowledge; this thesis is my original work developed from my personal reading, insight and experience and that it has not been presented to any other University or academic institution in any country for purposes of an award of any academic credit. All citations quoted in the text have been dully acknowledged in the reference section.

MARYAN.A.HASSAN:

1036402

Signature _____ **Date** 20/9/2023

We the undersigned acknowledge that this dissertation thesis proposal has been submitted to the University for Examination and review by our approval as the university supervisors

1st Supervisor:

Signature _____ **Date** 20/9/2023

Sr. Dr. Elizabeth Nduku (PhD, Med, Bed)

Lecturer Administration and Planning

HOD DPT of Post Graduate Studies

The Catholic University of Eastern Africa

2nd Supervisor:

Signature _____ **Date** 20.09.2023

Dr. Jared Anyona Ntabo

Lecturer, Research, Monitoring & Evaluation Studies

Department of Postgraduate Studies in Education

Faculty of Education,

The Catholic University of Eastern Africa,

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
H.O.D.
POSTGRADUATE STUDIES IN EDUCATION
P. O. BOX 62157 - 00200, NAIROBI

ii

ABSTRACT

The purpose of this study was to establish the influence of selected succession management practices on public officers' job performance in the technical education in the ministry of education, Nairobi County, Kenya. The study was guided by the following research questions: How do the human resource succession planning practices influence employees' job performance among public officers in the technical education in the ministry of education, Nairobi County, Kenya? How do employee competencies influence the succession management and job performance at state Department of technical education? What is the influence of Employees' Talents Development on succession management and job performance at State department of technical Education? What are the challenges that face the succession management of employees at the State department of Technical Education? What measures can be put in place in order to improve succession management to enhance employee job performance at the State department of Technical Education? The study was guided by Total Quality Management (TQM) theory. The study adopted a convergent parallel mixed method research design and targeted all public employees at the department, the heads of sections, and the top managers at the department's head office in Nairobi. Stratified random and purposive sampling techniques were used to select the study sample. A total of 191 respondents comprising of 8 directorate staff, 7 principals, 8 heads of departments and 168 trainers were sampled for study. Quantitative data was obtained by questionnaires, while qualitative data was gathered using interview guides and document analysis guides. A committee of three trained experts was set up to validate data collection instruments. Reliability of data collection instruments results was determined using Cronbach Alpha. The alpha value of the instruments was above 0.8 implying that instruments were reliable. Quantitative data was analyzed using frequencies, percentages, Pearson Product moment correlation and simple linear regression while Qualitative data was analyzed thematically. Findings of the study revealed that there was significant positive relationship between human resources planning practices and employee job performance as well as a moderately positive correlation between those practices and employee job performance. The results also demonstrated a strong positive relationship between an employee's abilities and the performance of their job. However, there is no statistically significant correlation between employee talent development and job performance. The study also established that there was no significant relationship between employees' talent development and job performance. The study made the following recommendations: Administrators in the State department of technical education should consider providing additional training and resources to employees. They should also encourage and incentivize human resource planning to ensure that all departments are committed to it. Training should be based on needs assessment to give staff members the skills they need to do their jobs well. They should also routinely assess the efficacy of current training and development initiatives to make sure they are satisfying staff needs and resulting in improved performance. The management ought to put in place a work-life balance matrix that acknowledges its significance for staff development and retention.

ACKNOWLEDGEMENT

I wish to thank the Lord God for His guidance, blessings and unlimited grace. I wish to thank my two supervisors Dr. Sr. Elizabeth Nduku and Dr. Jared Anyona Ntabo for their insightful, dedication and kind support. Their intellectual, academic guidance and contribution was very distinguished. Most importantly, their outstanding support helped and challenged me to write with precision and with confidence, which has led to the final product of this work. In a very special way, I could like to give my special gratitude and thanks to my family. Specifically, I thank and appreciate my immediate family for their patience during the entire period of my engagement in this study. I thank them for their patience for the long hours spent in writing this work denied them their family time and company. Many thanks for their sacrifice. My gratitude and sincere appreciation goes to the staff of the department of postgraduate studies for their contribution and guidance during the coursework period. Thanks to my colleagues in the Masters class together whom we endured and shared the studies and knowledge. Special thanks to my colleagues at work who covered for me at work while I was away especially during the course work period. I know there are so many people who made outstanding support for me and my heartfelt gratitude goes to all of them especially those that I have not mentioned by name. I deeply thank you all and May God Bless you.

TABLE OF CONTENTS

DECLARATION ii

ABSTRACT iii

ACKNOWLEDGEMENT iv

TABLE OF CONTENTS v

LIST OF TABLES xi

LIST OF FIGURES xiii

ABBREVIATIONS AND ACRONYMS xiv

CHAPTER ONE 1

INTRODUCTION 1

1.1 Background of the Problem 1

1.1.1 Employees' Job Performance among Public Officers in Kenya 5

1.2 Statement of the Problem 9

1.3 Research Questions 10

1.4 Research Hypothesis 10

1.5 Significance of the Study 12

1.6 Scope and Delimitation of the Study 12

1.6.1 Scope of the Study 12

1.6.2 Delimitation of the Study 13

1.7 Theoretical Framework 14

1.7.1 Total Quality Management (TQM) theory 14

1.7.2 Strengths of Total Quality Management (TQM) theory 17

1.7.3 Weakness of Total Quality Management (TQM) theory 18

1.8 Conceptual Framework 18

1.9 Operational Definition of Variables 21

CHAPTER TWO **22**

REVIEW OF RELATED LITERATURE **22**

2.1 Introduction 22

2.2 Review of Related Theories 22

2.2.1 The Systems theory 22

2.2.2 Mentorship Theory 25

2.2.3 Contingency Theory 27

2.2.4 Common-Sense Theory of Leadership Succession 28

2.2.5. Vicious Cycle Theory 28

2.2.6 Elliot Jacques Requisite Organization Theory 29

2.3 Empirical review of literature 30

2.3.1 Employees' job Performance 30

2.3.2 Human Resource Planning Practices and Public Officers' Performance 32

2.3.3 Employee Competencies and the Performance of Public Officers 42

2.3.4 Employees' Talent Development and public officers' performance 48

2.4 Summary of Reviewed Literature and the Identification of Knowledge Gap 53

CHAPTER THREE **55**

RESEARCH DESIGN AND METHODOLOGY **55**

3.1 Introduction 55

3.2 Locale of the Study 55

3.3 Research Design 55

3.4 Target Population 57

3.5 Sample and Sampling Procedures 58

3.6 Data Collection Instruments 60

3.6.1 Trainers' Questionnaire 60

3.6.2 HODs Questionnaire 61
3.6.3 Principals and Senior Directorate Interview Guide 61
3.7 Validity, Pilot Testing and Reliability of the Research Instrument 62
3.7.1 Validity of the research instruments 62
3.7.2 Pilot Testing 63
3.7.3 Reliability of the research instrument 63
3.8 Data Collection procedures 64
3.8.1 Data Analysis Procedures 65
3.9 Ethical Considerations 66
CHAPTER FOUR 67
PRESENTATION AND DISCUSSION OF FINDINGS 67
4.1 Introduction 67
4.1.1 Response Rate 68
4.2 Demographic Characteristics 69
4.2.1 Demographic Characteristics for Trainers 69
4.2.2 Demographic Characteristics for Heads of Departments 72
4.3 Human Resource Planning Practices and Public Officers' Performance 76
4.3.1 Human Resource Planning and Succession Planning 76
4.3.2 Human Resource Succession Planning and employees job performance 83
4.3.3 Effectiveness of Human Resource Planning Practices 89
4.3.4 Perception of Human Resource Planning Training Practices (Heads of Department Responses) 97
4.4 Employee Competencies and their Job Performance at State department of Technical Education 101
4.4.1 Employees' Competencies favorable for Succession Planning 102

4.4.2 Ratings on the Relationship between Employee Competence, Skills, and Performance 103
4.4.3 Improvements the Organization has made due to Training 114
4.4.4 How Employee Competence influences the Organization..... 116
4.5 Influence of Employees' Talents Development on Job Performance at State Department of Technical Education..... 117
4.5.1 Favorability of Employees' Talent towards Succession Planning..... 118
4.5.2 Rating of Employees' Talent based on Efficiency and Effectiveness 119
4.5.3 Knowledge and Skills Together with Competency as a criterion for Recruitment.... 120
4.5.4 Perception of Heads of Department on Employees' Talents Development..... 126
4.6 Employee Performance 129
4.6.1 Employees' Performance at State Department of Technical Education, Kenya 129
4.6.2 Perception of Heads of Department on Employees' Performance..... 134
4.6.3 Effect of competition between employees on their performance..... 139
4.7 Challenges facing Succession Management of Employees 141
4.8 Measures for Improving Succession Management for Employee Job Performance 144
4.9 Correlations 146
4.10 Regression Analysis 149
4.10.1 Model Summary..... 149
4.10.2 Analysis of Variance (ANOVA)..... 150
4.10.3 Beta Coefficients..... 151
4.10.4 Hypothesis Testing..... 152
4.10.5 Residuals Statistics..... 155

CHAPTER FIVE 157

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 157

5.1 Introduction 157

5.2 Summary of the Findings 157

5.2.1 Human Resource Planning Practices and Public Officers' Performance 157

5.2.2 Employee Competencies and their Job Performance at State department of Technical Education 158

5.2.3 Influence of Employees' Talents Development on Job Performance at State Department of Technical Education 159

5.3 Conclusions 159

5.4 Recommendations 161

5.4.1 Recommendations related to Human Resource Planning Practices 161

5.4.2 Recommendations related to Employee Competencies 162

5.4.3 Recommendations related to Employee Competencies 163

5.5 Suggestions for Further Studies 164

REFERENCES 167

APPENDICES 175

APPENDIX I: Letter of Introduction 175

APPENDIX II: Questionnaire for Trainers 176

APPENDIX III: Questionnaire for HODS 181

APPENDIX IV: Interview Guide for Senior Directorate Staff 186

APPENDIX V: Interview Guide for Principals 189

Appendix VI: Research participation Consent Form 192

Appendix VII. Research Permit from NACOSTI 193

APPENDIX VIII: Authorization letter from the Catholic University of Eastern Africa 194

..... 194

Appendix IX: Research Approval Letter 195

Appendix X. Antiplagiarism Certificate 196

Appendix X: Map of Nairobi County 198

LIST OF TABLES

Table 1: Sampling Frame Matrix 59

Table 2: Response Rate 68

Table 3: Demographic Characteristics for Trainers 70

Table 4: Distribution of Participating Public Officers by Demographic Characteristics 73

Table 5: Human Resource Planning and Succession Planning 76

Table 6: Heads of Department view on human resource planning's effect on training in the departments 81

Table 7: Rating of Human Resource Planning based on Efficiency and Effectively 84

Table 8: Effectiveness of Career Planning Practices 90

Table 9: Perception of Human Resource Planning Training Practices (HODs) 98

Table 10: Employees' Competence favourable for Succession Planning 102

Table 11: Ratings by Trainers on the Relationship between Employee Competence, Skills, and Performance 104

Table 12: Favorability of Employees' Talent towards Succession Planning 118

Table 13: Rating of Employees' Talent by Trainers based on Efficiency and Effectiveness 119

Table 14: Knowledge, Skills, and Competency in Recruitment 121

Table 15: Perception of Heads of Department on Employees' Talents Development 126

Table 16: Employees' Performance at State Department of Technical Education, Kenya 130

Table 17: Perception of Heads of Department on Employees' Performance 135

Table 18: Correlations between Succession Management and Employees' Job Performance 147

Table 18: Model Summary 149

Table 19: Analysis of Variance (ANOVA) 151

Table 20: Beta Coefficients 152

Table 22: Hypothesis Testing 153

Table 21: Residuals Statistics 155

LIST OF FIGURES

Figure 1: Conceptual Framework 19

Figure 2: Histogram for Regression..... 156

ABBREVIATIONS AND ACRONYMS

CARPS	Capacity Assessment and Review of the Public Service
CDTVET	County Directors of Technical and Vocational Education Training
CEOs	Chief Executive Officers
KICD	Kenya Institute for Curriculum Development
KICD	Kenya Institute for Curriculum Development
KCB	Kenya Commercial Bank
TVET	Technical and Vocational Educational Training
SMMEs	Small, Micro and Medium Enterprises
SWAP	Sector Wide Approach to Planning
SRC	Salaries and Remuneration Commission
TDNA	Training and Development Needs Assessment
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background of the Problem

Global trends in the business are dynamic and ever-evolving (Ali and Mehreen, 2019). To avoid the power vacuums that result from transfers, promotions, and other workplace issues, succession planning must be put in place. Until a few years ago, succession planning was primarily limited to executive-level positions in large organizations. According to Association for Talent Development (ATD) research, in 2019, only 35% of businesses have a documented succession planning procedure. The year 2020 brought about unparalleled challenges related to the COVID-19 pandemic, which highlighted that this previous method of addressing this essential matter is no longer feasible (Kaur, 2021).

The systematic process of identifying, selecting, and training important personnel and competent to fill critical positions and position the company for the future is known as succession management. In addition, the way business executives handle succession may have an effect on the long-term viability of the company. This enables organizations to identify a high potential workforce and talented prospects that possess the business acumen and leadership skills necessary to carry out long-term strategic business plans (Lauby, 2019). More than 30% of businesses believe that succession planning may address the issue of ongoing staff attrition, resulting in greater employee retention. Leadership is regarded as their top talent issues since there are predicted to be more executive leadership shortages over the next few years than in any other talent category (Schwartz, *et al.* 2020).

Surprisingly many firms still rely on a more subjective approach or have no formal procedure at all, despite a move to virtual work environments and significant investment in succession management strategies. This indicates that prejudice, subjectivity, and erroneous promotions continue to plague many succession planning procedures. A single nomination by their immediate boss was the most popular option at 73% of businesses for identifying people as possible candidates for leadership roles in educational institutions (Corporate Research Forum (Cr Forum, 2016). This results into succession challenges in technical education institutions as the nominated leaders have not adequately prepared to man the technical education department.

Despite leaders employing portions of the procedure, there was no formal succession planning taking place in some of the universities in a state in the western United States. Leaders discussed the difficulties and benefits of succession planning (Buckway, 2020). Some of the main barriers include: a lack of trust, Choosing the wrong successor, Undercutting the successor, A passive-aggressive stance towards planning and Unawareness of personality factors. These elements make it clear that leadership transitions for professors, staff, and students are inadequate and require improvement. When academics have shown that during a change in leadership, succession planning has a positive impact on the continuity of the company (Ishak and Kamil, 2016), it is unclear why educational institutions do not use it. The loss of institutional knowledge and history that occurs when executives depart a company without sufficient planning lowers faculty morale and the organization's performance as a whole (Ishak and Kamil, 2016). Not enough organizations have a succession management process (Robinson, 2019).

In a study in organizations in Jordan, it was found that there is an impact of succession planning on talent retention and on aspects such as compensation, job characteristics, career advancement opportunities and supervisors' support (Al-Mohaisen and Al-Kasasbeh, 2021). The importance of succession planning is not recognized in Korea, Kazakhstan, Kyrgyzstan, Latvia, Kuwait, or Lebanon. In a study conducted in Malaysia, Hee, Ying, Kowang, Rizal, and Ping (2019) investigate three essential succession management strategies and found that in order to ensure that talent remained in the company to successfully implement their succession management plan, the researchers came to the conclusion that organizations were striving to associate efforts for employee retention for succession management through career planning programs.

Education administrators in Oman (deputy deans, heads of faculties, program directors, coordinators, center managers, lecturers) are aware of succession planning procedures and management techniques for talent development. This suggests that, despite some understanding of succession planning and management procedures on the part of educational leaders, their engagement in these processes are modest (Dem and Khan, 2018).

Many businesses in most of Africa's nations only start thinking about succession planning until it is already too late, as when a leader suddenly resigns or becomes ill. According to KariKari, Kodi, and Poku (2020), this approach is more similar to crisis management than succession planning, therefore failure to resolve such situations should not come as a surprise. Nevertheless, the uptake of successive planning is noticeable in some countries. Monyei, Ukpere, Agbaeze, and Omonona (2021) found in a research conducted

in Lagos, Nigeria, that succession planning helps to recruit and maintain a highly trained labor force.

Employees in Uganda are aware that the agricultural ministry has a succession plan in place, according to Oree's (2018) research. Although not all staff movements are meticulously planned, the possible successors are informed in advance of any staff movements or leaves from MAAIF so they can prepare. According to Mongi (2017), the effectiveness of the government's commitment can be shown in the sports ministry in Tanzania and its succession plan and strategy.

Prior to the departure of the CEO, organizations in Kenya are becoming more aware of the critical role that succession management plays. However, little is being done to manage the process, which has a negative impact on the performance of the organization or institution (Odhiambo, Njanja, and Zakayo, 2014). Any organization or sector must create and keep up a succession strategy as top leadership teams near retirement. To have a backup plan in place so that institutional operations may continue as normally as is practicable is the goal of short-term succession planning. However, the main objective remains a seamless and efficient transfer (Patrick and David 2017).

According to Ahmad, Ming, and Sapry (2020), succession planning management at any university should adhere to the seven-pointed model established by Rothwell (2005). The seven-point methodology will help to assure the process of finding a management post at university. The seven processes are: making a commitment, examining individual performance, evaluating individual potential in the future, evaluating future work-people requirements, analyzing current workforce needs, and finally evaluating succession planning

program. This succession plan is a crucial example to emulate in educational settings, and it is questionable if the technical education succession plan will adapt it.

The education sector and its associated institutions, such as schools and departments are equally affected by lack of proper succession plans and require proper succession planning. Without proper succession planning, the achievement of long-term goals is likely to be compromised. There is rising concern that school succession planning is not as prevalent as it should be. Many schools across the world face difficulties in ensuring succession (Haile, 2020).

The unfavorable reputation associated with the teaching profession in Africa, notably in Ethiopia, causes many prospective students to shun the education sector as a career choice, and those who do join the field to change careers quickly. Due to the high levels of instability and turnover, schools throughout the country are faced with new leadership problems. Additionally, due to teachers' initial disinterest in the teaching profession, there is a substantial discrepancy in the development of leadership as well as a high level of attrition and staff turnover each year as a consequence of teachers quitting the teaching profession or transferring from one school to another (Haile, 2020).

1.1.1 Employees' Job Performance among Public Officers in Kenya

Governments own and manage public sector enterprises in order to offer basic and vital services to their population (Dewah and Mutula, 2016). These entities exhibit bureaucratic frameworks and may encounter disputes while delivering services to a diverse range of stakeholders (Glennon, Hodgkinson, and Knowles, 2019). The results show that in the Kenyan public sector, succession planning is crucial.

In Kenya, a study by Aluvisia (2016) found a number of complaints, accusations, and proven incidences of Kenyan public employees demonstrating subpar performance in terms of corruption, poor service quality, delays in the delivery of anticipated outputs, and subpar cost efficiency. Sluggish, opaque, and politically-charged hiring processes, poor training, notably insufficient job rotation, and a lack of performance incentives and rewards are important factors affecting employee performance in the public sector. 40% of the workforce in certain Ministries was over 50 in 2017 (GOK, 2017). This is a concerning trend, thus careful preparation is required to train competent people who will take over these responsibilities when the majority of present personnel leave the service.

Technical and Vocational Education and Training (TVET) institutes in Kenya are in charge of providing programs that equip graduates with essential skills and competences. TVET's major goal is to provide technical education and training to Kenyan elementary and secondary school graduates (Ministry of Education 2016). TVET programs focus on providing practical skills that are directly applicable to real-world job requirements. As public officers, having the specific skills and competencies acquired through TVET can enhance their ability to perform tasks efficiently and effectively. This relevance ensures that employees are better equipped to handle their job responsibilities, leading to improved job performance.

In Kenya, the bulk of TVET and youth polytechnic institutions are considerably underutilized. Reduced enrolment feeds a vicious cycle of underinvestment in infrastructure, education, and bad views toward TVETs, eventually leading back to lower enrollment. By boosting enrolment and hence income, TVET schools may spend wisely, enhance overall training quality, and raise the overall supply of skilled workers to the market. One of the

most serious issues at these institutions is the absence of an effective succession plan. Strategic succession planning may enhance the operation of these institutions (Ministry of Education 2016).

Since 1963, Kenya has achieved significant advances in education and training. This has been evidenced by a rise in the number of institutions, higher enrollment, increased transition rates, expanded teacher numbers, greater equality, gender parity, and enhanced relevance and quality across all levels, among other things. These achievements are primarily owed to the execution of education and training recommendations made by numerous Commissions, Committees, and Taskforces. Despite these achievements, the sector confronts difficulties as a result of 21st-century expectations, Vision 2030, and the Constitution (2010). Despite this significant expansion, there is a lack of an adequate succession plan from headquarters to specific technical institutes (Timbe & Sira, 2013). A well-defined career development policy is lacking (Muthini, 2019). Kenya's Vision 2030's objective will not be met unless a succession strategy is in place to locate suitable leaders to advance the vision once the current leaders depart. As a consequence, an effective succession management plan is required.

Two national polytechnics (Kenya Polytechnic and Mombasa Polytechnic) were promoted to polytechnic university colleges in 2008 in accordance with the government's objective to enhance existing intermediate level technical training institutions. This upgrading of these institutions suggests that more qualified principals are necessary, which is not always the case, leading in a succession gap. A proper succession management plan is also required for the 12 national polytechnics, 124 technical training institutes, 14 institutes of technology, 817 tertiary institutions, and one technical teacher training college. There is

growing concern that TVET graduates are ill-prepared for Kenya's labor market and have negative attitudes about informal sector work opportunities (Mochere and Aluko 2018).

In Kenya, the Ministry of Public Service recognized a skills and core competencies shortfall in the public sector in 2018. This is due to an aging population that is expected to retire in the near future. The Salaries and Remuneration Commission (SRC) has undertook a research on the Public Sector Wage Bill in order to find areas of waste or fraud. According to the SRC report, Kenya's public service is mostly made up of an aging population. County Executive committees have the most employees that have reached the retirement age of 60. According to the SRC research, 69.7 percent of government organizations do not have succession plans. Recently, there was a shortage of highly trained senior officials at the ministry of education's department of technical education. As a result, all workers in job group Q were automatically transferred to R, while those in job group P were transferred to Q. This clearly demonstrates that there were no succession plans in place that could clearly match the current employment structure and placement. Furthermore, after a lengthy legal struggle, all technical trainers and principals of technical training institutions and national polytechnics were recently moved from the Teachers Service Commission (TSC) to the Public Service Commission and placed under the State Department of Technical Education. The department was forced to establish County Directors of Technical and Vocational Education and Training (CDTVET). Given the department's growing workforce, this will emphasize the need of succession planning even more. However, there is currently no active succession management strategy in place, thus this research will aim to determine the impact of succession management on successful service delivery in Kenya's state department of technical education.

1.2 Statement of the Problem

Kenya's present civil service is comprised of an elderly workforce. 47% of this workforce is anticipated to retire during the next ten years (Musyoki, 2019). In 2019, 43% of public officials were above the age of 50. According to statistics from the Directorate of Public Service Management (DPSM), this was the case. In 2020, 35% of all government servants, including those in the technical sector, were above the age of 50, while 53% were between the ages of 46 and 50. In 2021, more over half of the technical workforce would be 50 or older. The bulk of workers were between the ages of 51 and 60.

This shows that Kenya's government sector is skewed towards old age work force (Madichie, 2021). Without a succession plan, replacing this group of experienced professionals may be impossible in the near future. This is a challenge since it demonstrates a considerable loss of critical abilities and skills as well as the absence of a clear career development plan. With the intention of avoiding the loss of essential skills and enabling succession planning to assure the continuity of service delivery, the retirement age was increased from 55 to 60 years old in 2009. With a workforce skewing toward the older demographic, the issue of succession planning persists.

There is scanty information on succession strategies to ensure smooth transition in the public service. Furthermore, despite the fact that considerable empirical evaluations and investigations on succession management have been conducted, most of them were conducted in enterprises other than the state department of technical education. Employee performance is likely to suffer if effective human resource succession planning strategies are not implemented. This study will therefore, seek to investigate the impact of selected

succession management practices on employee job performance among public officials at Kenya's Department of Technical Education.

1.3 Research Questions

The following research questions guided the study:

i. How do the human resource succession planning practices influence employees' job performance among public officers at State department of technical education?

ii. How do employee competencies influence the succession management and job performance at State department of technical Education?

iii. What is the influence of employees' talents development on succession management and job performance at State department of technical Education?

iv. What are the challenges that face the succession management of employees at the State department of technical Education?

v. What measure can be put in place in order to improve succession management so as to enhance employee job performance at the State department of technical Education?

1.4 Research Hypothesis

The following hypotheses were tested.

i. **H_o:** There is no significant relationship between the human resource succession planning practices and employees' job performance among public officers at State department of technical education

H_1: There is a significant relationship between the human resource succession planning practices and employees' job performance among public officers at State department of technical education

ii. **H_0:** There is no significant relationship between the Human Resource Planning practices and the employees' succession management at State department of technical education

H_1: There is a significant relationship between the Human Resource Planning practices and the employees' succession management at State department of technical education

iii. **H_{o2}:** There is no significant relationship between Employee Competencies and succession management and their job performance at State department of Technical Education

H_1: There is a significant relationship between Employee Competencies and the succession management at State department of Technical Education

iv. **H_{o3}:** There is no significant relationship between Employees' Talents Development and succession management and their job performance at State department of technical Education

H_1: There is a significant relationship between Employees' Talents Development and succession management their job performance at State department of technical Education

1.5 Significance of the Study

The study's findings are expected to significantly impact the education industry in a number of ways. As a result, this research will be important in the following ways:

This study sheds light on the impact of succession management on the job performance of public officials at Kenya's Department of Technical Education. Such a research will be useful to stakeholders such as Ministry of Education officials, principals, and department heads, who may utilize this information as a reference in designing and evaluating student management policy guidelines.

The management of the State Department of Technical Education's Nairobi office will be able to appreciate and make decisions related to ensuring employees' job performance through succession management practices such as human resource planning practices, employee competencies, and the development of employees' talents.

Employees stand to benefit since the study's results highlight good succession management methods, which, if implemented, will boost their individual job performance.

Researchers and academics would gain from the results because they will use them as reference materials in the quest of additional knowledge production via study, particularly research on succession management and employee job performance.

1.6 Scope and Delimitation of the Study

This section explained the scope and delimitation of the study.

1.6.1 Scope of the Study

This research was conducted in the State department of Technical Education whose headquarters is in Nairobi County in Kenya. It took place for duration of four months, from April to July 2022. It took place in state department of technical education from where the

participants were drawn comprising of all the employees of state department of technical education in Kenya. The study took place in Nairobi County, which hosts the headquarters of the State Department where all cadres of employees are found. The biggest technical institutions are also hosted in the county. Except for the staff teaching at the technical institutions, there are no other staffs at the counties. This is because the department is relatively new and if yet to fully decentralize to counties. Consequently, this is where there is a problem of succession management.

1.6.2 Delimitation of the Study

Specifically, the study focused on the implementation of the issue succession management within the technical education department. It is important to note that there are many succession management strategies and approaches used in different settings. However, this study did not engage in those other approaches because a lot of previous research has dealt with those approaches. Furthermore, the issue of succession management at the department of technical education has not been adequately researched.

Although there are a number of state departments within the Ministry of education such as the department of Basic Education, the department of Tertiary Education and the department of Higher Education. This study did not step out to the technical education level because the issue of succession management is cannot be handled in all these departments due to the extensive nature of the department yet there was limited time and funding for this study.

1.7 Theoretical Framework

1.7.1 Total Quality Management (TQM) theory

The study was guided by Total Quality Management (TQM) as proposed by Shewhart, Deming, Juran, and Feigenbaum (1961). Total Quality Management (TQM) is an organization-wide commitment to instilling quality in all activities via continual improvement. It entails a long-term commitment to increasing quality across the company and the active engagement of all members at all levels in order to meet and surpass the expectations of their clients. Shewhart (1930) considered randomness and perceived that inconstancy existed in all assembling procedures. He developed quality control diagrams that were used to determine if process irregularities or reasons for assignable reasons, such as incompetent personnel or improperly calibrated equipment, were present. He concentrated on eliminating that quality-improved volatility.

Deming (1940) is often regarded as the "father of value control." various components of Deming's way of thinking roots from customary ideas of value. The first was the work the board should play in an organization's quality improvement exertion. Verifiably, poor quality was blamed on laborers—on their absence of profitability, lethargy, or lack of regard. Notwithstanding, Deming called attention to that solitary 15 percent of value issues were in reality because of laborer mistake. Procedures and frameworks, including poor administration, contributed to the remaining 85 percent. Deming said that it was dependent upon the administration to address infrastructural issues and make a situation that advanced quality and empowered laborers to accomplish their true abilities.

Juran (1951) is considered to have had the best effect on quality administration. Then, Juran accepted that actualizing quality activities ought not to require an emotional change

and that quality administration could be installed in the institution. One of Juran's huge commitments was his emphasis on the meaning of value and the expense of value. Juran is acknowledged with characterizing quality as a qualification for use as opposed to just conformance to details. Feigenbaum (1961) presented the idea of absolute quality control. He advanced the possibility of a workplace where quality improvements were incorporated all through their whole organization, where the executives and employees had absolute promise to improve quality, and individuals gained from one another's success.

Weihrich and Koontz (1993) assert that the important parties involved in a school setting, such as the Board of Management, parents, instructors, the community, and students, must be content with the instruction given. According to Abraha (2009), school administration must develop the skills necessary to inject quality into educational endeavors by concentrating on important factors like admissions practices, hiring policies, student conduct and academic performance, and equal educational opportunities for both sexes and geographical regions.

According to Daft and Marcic (2006), the idea of TQM is insufficient without a grasp of what is meant by "quality." Quality, according to Mullen (2017), is the provision of great services and goods that are reasonably fit to meet or surpass the customer's expectations. The continual maintenance of a value that may go wrong in the service delivery at the school is then quality. For example, if the administration noticed that test performance was poor, or that parents were dissatisfied with the school's administration, or that instructors were dissatisfied, all of these indicated the need for "repairing." The idea outlined five approaches that school administrators may utilize to assure the quality of their services and the long-term viability of their institutions.

TQM advises taking early preventative action rather than dealing with issues as they arise. Morris and Wilson (2004) advocated for process adjustment rather than outcomes prioritization. Thus, school principals actively include the BOM, heads of departments, and teachers in the day-to-day oversight of the curriculum in order to improve collegial collaboration and overall department performance.

Benchmarking is the ongoing process of comparing one's goods, services, and procedures to those of key rivals. Challenges, according to Daft and Marcic (2006), should be addressed and methods altered appropriately. To spark class delivery, principals and teachers should be empowered via in-service to improve their content delivery, instructional approaches, and appropriate teaching and learning tools. The department head should be allowed to send teachers and support personnel to better-performing schools to assess their performance in their various topics and tasks.

The philosophy emphasizes the need of incorporating quality into all activities via continual improvement. According to Heverly (2009), TQM fosters cross-departmental collaboration. Heverly goes on to say that TQM focuses on causes rather than symptoms, which results in solutions that are not reliant on popular opinion. According to Seymour (2012) and McMillen (2005), TQM offers a common language that gives universal ideas that are relevant across a learning institution. This truth establishes the foundation for what constitutes an exceptional academic institution. It entails the engagement of all members at all levels, which means that it provides an opportunity for every stakeholder to contribute to the provision of educational services.

The approach has been challenged since the stakeholders' responsibilities are not adequately defined; as a result, pressure is solely directed at the school administration.

Nonetheless, Omaim and Zairi (2017) discovered that TQM focuses mostly on internal issues (performance metrics, training, employee involvement, and leadership), whereas external issues (marketing) drive true development. Despite this flaw, the previously defined essential credits and strengths properly resolve it. Thus, with the numerous strengths and with only one weakness, this theory is found to be strong enough to help ground the current study without the need to require support from other theories. This allows for its wide use and application in educational settings.

The pillars of the theory are adequately spelt to address the concerns of quality and adequate transition of the school administration, planning, and the succession process in schools. To have and maintain excellence in schools, succession management needs to be adequately addressed. Institutional management will exceed the expectations to ensure that the departmental mission is achieved as the theory emphasizes on customer focus. Through incremental improvement, staff development will be done, thus improving the quality of the personnel and departmental system.

1.7.2 Strengths of Total Quality Management (TQM) theory

Total quality management theory strategies aims for long term success by enlisting members of an organization at all levels to create customer satisfaction by making the best product position. Secondly, the theory puts emphasis on the customer implying that service delivery aught to be improved. It advocates for involvement of the employees in the decision making process. Thirdly, the theory focuses on the process rather than the end product. Parts of the process should be smoothly integrated into larger cohesive process. The process should be organized strategically.

1.7.3 Weakness of Total Quality Management (TQM) theory

The theory is too demanding in terms of time and resources. Top management employees have to invest time into teaching a variety of management tools and problem solving strategies to their staff. Without proper planning, a TQM system will ultimately fail. TQM discourages creativity. It focuses on task standardization to ensure consistency.

1.8 Conceptual Framework

The study was conceptualized into a diagrammatic figure that shows the link and connection between different variables in the study. In other words, the conceptual frame indicated the interconnectivity and interaction of the independent, intervening and the dependent variables as shown in Figure 1.

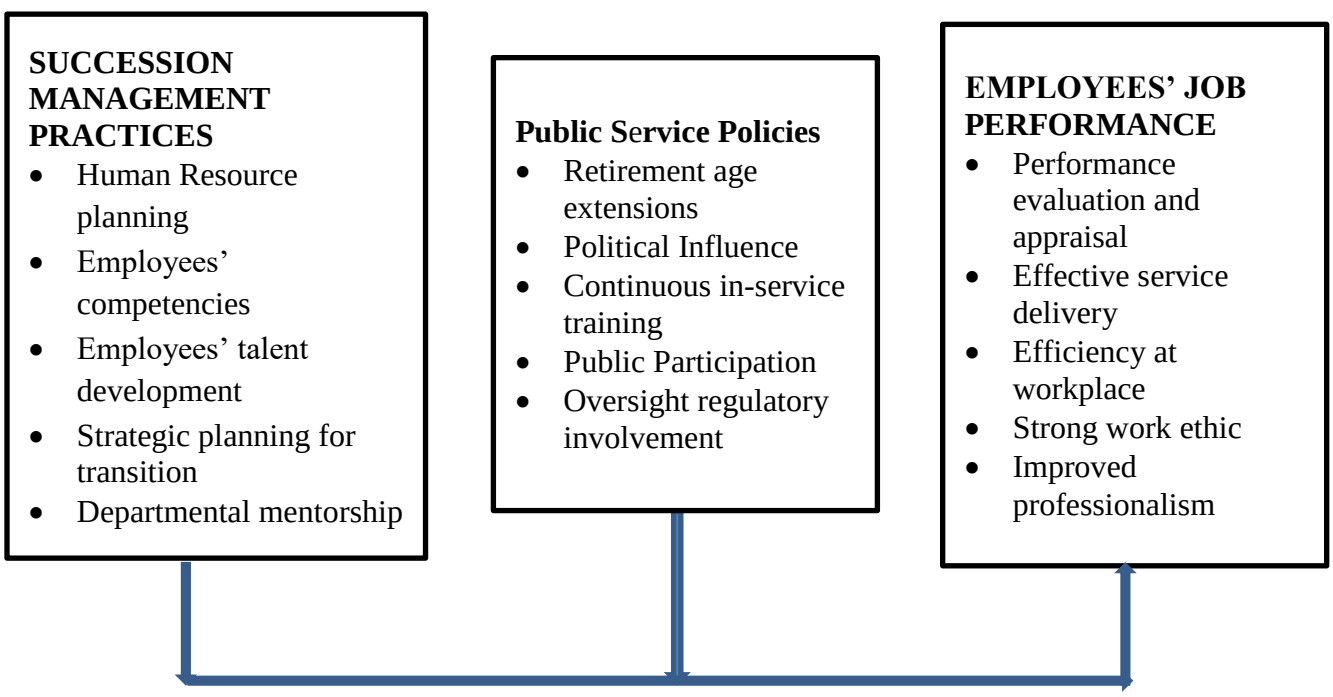


Figure 1: Conceptual Framework

The model in Figure 1 illustrates the relationship between the independent and dependent variables. Independent variable of the study was succession management practices. These included human resource planning, employees' competencies, employees' talent development, strategic planning for transition and departmental mentorship.

The study took into account the intervening variables that could interact with the relationship between independent and dependent variables. They included: Public Service Policies, Retirement age extensions, Political Influence, Continuous in-service training, Public Participation and Oversight regulatory involvement. These factors could directly or indirectly influence the implementation process of any succession planning.

Finally, the dependent variable of study was the employees' job performance. This encompassed the following aspects; Performance evaluation and appraisal, Effective service delivery, Efficiency at workplace, Strong work ethic and improved professionalism.

1.9 Operational Definition of Variables

Succession Management practices: This was used in the study to refer to deliberate plans and practices by an organization to support and encourage its employees and ensure smooth transitions in both managerial and knowledge transmission from more experienced to lower carder personnel. In this study it encompassed: human resource planning, employees' competencies, employees' talent development, strategic planning for transition and departmental mentorship.

Employees' job performance- This refers to the procedure by which staff members carry out their assigned activities and carry out their job responsibilities in a certain organization. In this study it was examined in terms of the following components Performance evaluation and appraisal, Effective service delivery, Efficiency at workplace, Strong work ethic and improved professionalism.

Employee Competency: This refers to an all-around quality platform that an employee exhibits in terms of skill development, attitude, conduct, dedication, experience, work-doing-precision, and the capacity to engage at any level, particularly higher level.

Employee Talent Development: This was used in the study to refer to a company/organizational deliberate plan through the management to engage, discover, develop and inspire employees' abilities, knowledge and attitudes.

Human Resource Planning: Used in the study to refer to deliberate procedures and guidelines by company/organization to improve service delivery. It involves a detailed guideline meant to motivate staff and improve service delivery. The plan is based on constant engagement with employees and needs assessment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discussed in detail the literature that existed in relation to the study. The chapter was presented in the following sub-sections: Critical review of theories, empirical review of literate, re-statement of the knowledge gap and statement of the problem and chapter summary. Empirical review was discussed under the following sub-headings: succession management, human resource planning, talent development of employees, and employees' competencies. This chapter includes a summary of the assessed literature, together with the theoretical and conceptual foundation that underpins the study.

2.2 Review of Related Theories

This section is on the review of related theories. A review of related theories is important to demonstrate the researcher's awareness and understanding of the existing related theories in the area under investigation. Accordingly, the study has reviewed, the Systems theory, Mentorship Theory and the Contingency Theory.

2.2.1 The Systems theory

The Systems theory will provide the foundation for the study. Ross Ashby (1956) built on the systems theory that biologist Ludwig von Bertalanffy had first proposed in his introduction to cybernetics research from the 1940s. Von (1968) stressed that genuine systems respond to and interact with their surroundings, and that they may emerge with qualitatively novel traits, resulting in continuous development. He was combating

reductionism while also attempting to revive the unity of science. Organizations are portrayed by systems theory as open, dynamic entities that must adapt to new trends in order to maintain homeostasis or stability (Koc-Menard, 2009).

According to Onuwuka et al. (2017), dealing with volatility and maintaining the survival of businesses in the global business climate requires realigning succession management strategies with business objectives. According to Cross (1968), an open organization keeps an eye on its surrounds and collects factors that might have an influence on the inputs (human resource component of production). Given that people are an organization's most valuable resource, any unfavorable environmental factors must be handled using sensible strategies.

Systems theory has significantly advanced management research and our knowledge of formal organizations, claims Koc-Menard (2009). A system is made up of several components that cooperate to accomplish a broad organizational goal. The nature of a system alters when one component is removed from it. Inputs, processes, outputs, and outcomes can all be thought of as components of a system. These four system components communicate feedback among themselves. A management strategy for assessing and preparing for an organization's long-term survival is called the Systems theory. It makes the assumption that organizations, like living things, are made up of a variety of organ systems that must work together for the larger system to thrive and achieve its goals. According to systems theory, interconnection, linkages, and synergy among multiple subsystems are necessary for organizational efficiency. Unquestionably, the most crucial element of a company is its workforce, which includes several essential subsystems.

Workgroups, departments, company divisions, locations, and specific workers may all be regarded as organizational component systems, according to Rothwell (2010). This succession chain offers a connection for organizational continuity. The theory used in this study was useful since it demonstrated how systems help with succession planning by giving employees clear paths for advancement and replacement. This will result in a synergy that will work towards the creation of complementary or additional roles for performance attainment.

Interactive processes are intrinsic in systems theory (Rutan, Stone, and Shay 2014). It demonstrates an awareness of how people interact with one another and how they impact one another. Additionally, it makes it simpler to comprehend the effects of intersystem interaction. Because the theory is dynamic, it is applicable to the changing dynamics of organizations. It also outlines numerous techniques for dealing with difficulties or issues in companies using integrated approaches. This increases its efficacy in comparison to other theories. It provides insight into anticipating and accounting for behavior by providing several techniques to understanding behavior.

This theory is prone to providing generalized notions. When utilized in particular instances, this problem of lack of specificity leads to inefficiency. Its lack of prescriptiveness is also its drawback. This is due to the fact that it does not provide precise measures to take in certain instances, which has been interpreted by others as allowing practitioners to use wider solutions and tactics rather of clinging to one poor technique (Rutan, Stone, and Shay 2014). The idea may be highly sophisticated, but it is also much too conservative. It is also

said that it contains too much nonsense in its explanation, and that there is a need for a leaner theory that describes the most important human interactions in depth.

This human relations approach helps explain and predict employee behaviour in organizations. The effect of its non-prescriptive nature can be moderated by studying the Human Resource Manual for managing employee in the department.

In the study, the existing interdependencies like workflow, communication and authority will be closely looked studied. The overall structure of the organization will be scrutinized to counter generalizations arising from the theory.

2.2.2 Mentorship Theory

Mentorship theory was proposed by Nagrajan (2012). According to Glary (2010), The word "mentoring" comes from the Greek word "homers," which refers to doing anything on one's own or with the help of a guide. It is a one-on-one interaction in which the company assigns a more experienced employee to mentor younger staff. The technique is increasingly seen as a key ability for contemporary companies, and it is thought to have accomplished a variety of goals as well as individual engagement. Mentoring may be defined as a structured and supportive association whereby a mentor, with more proficiency and knowledge, provides guidance, insights, and guidance to a mentee who has less experience and expertise. The mentor fulfills many roles, including offering guidance, sharing knowledge, and facilitating the growth of various competencies, such as critical thinking and problem-solving abilities, as well as the capacity to navigate both personal and professional challenges. It is the interaction that exists between top management and junior staff in order to give direction across the business. It promotes a person from one position to another, and

thus to a position of leadership; it provides sufficient exposure to diverse operations of the firm, resulting in individual dedication and competence.

Mentorship-practicing organizations have high levels of work satisfaction, and employees are driven to attain corporate objectives and goals (Nagrajan, 2012). Mentorship may be emphasized in research companies by creating a continuous employee interaction inside the work context (KALRO, 2014). It is a kind of support connection in which the mentor and the mentee inform of information distribution via counselling, suggestion, and advise (Brunnel et al., 2012). Employees that are mentored in the company stay in the same environment regardless of the circumstances.

Mentorship theory has been overlooked in that it requires the mentor to address the mentee about the inner workings of his or her life. Mentoring must be purposeful and focused in order for the mentee to succeed and improve his or her mindset. However, a few elements from mentoring theory may be usefully used (Mount, 2012). Mentors, for example, fulfill career-related responsibilities such as sponsorship, exposure-and-visibility, coaching, protection, and demanding assignments, according to mentoring theory. The research is founded on the concept that it is the mentee's inner feeling to accept the behavioral change, and hence the mentor cannot compel this (Rice, 2012; Brunnel et al., 2012).

2.2.3 Contingency Theory

The contingency theory of leadership was developed by Fred Edward Fiedler, an Austrian psychologist, and was first presented in his influential article titled "A Contingency Model of Leadership Effectiveness" in 1964. Insofar as it maintains that every system's ideal shape and structure are defined by the dynamics of its internal components, contingency theory is an integral proponent. Because organizational structure may have significant effects on how businesses interact with their future, contingency theory is crucial to succession planning and organizational performance (Onono, 2018). No certain organizational structure is superior to another. The use of appropriate leadership styles in various situations is crucial for achieving success in succession management. Architectural models, in this context, serve as frameworks that provide support and establish performance benchmarks.

Rothwell (2010) noted that the appropriate structure for diverse organizations is heavily dependent on whether the structure can satisfy future management problems. The focus of the theory was on an organization's leadership. He stressed the Leader-Match theory, which aims to match leaders to suitable circumstances, and their performance is determined by how well the leader's style matches the environment in which they work. The theory provided guidance for research on how competence and commitment in leadership influenced successful succession planning and, ultimately, effects on employee performance through any systems and practices in place.

2.2.4 Common-Sense Theory of Leadership Succession

Peter Drucker's (1967) common-sense theory is one of the most comprehensive leadership succession theories (Grusky, 1963; Charan, 2005). The theorist, Peter Drucker is a well-known authority on organizational management. The theorist happens to be the author of The Effective Executive, a book that leans heavily on the work of Grusky (1963). He investigated topics about what senior executives do and do not do in order to effectively manage their firms (Charan, 2005). The theory claims that there is a direct and ideal relationship between an organization's present succession leadership management strategy and its overall performance and sustainability, which is relevant to the topic of this research. This advantageous relationship, according to Adler, Berry, and Doherty (2013), is based on the belief that having a leadership succession plan enables new family members to assume the helm and offer fresh ideas and skills to mitigate the weaknesses of the outgoing leader. Swider and Ning Li (2013) made a similar discovery when they said that corporate organizations use leadership succession plans to boost performance.

As a result, Grusky (1963) said that common sense just asks that current company executives carefully choose potential successors who knowledgeable and skilled to achieve the necessary performance. Dohrn, Lopez, and Reinhardt (2015) concurred that, in order to enhance the organization's performance as described by common sense theory, a competent person with the appropriate knowledge should be picked to succeed the outgoing leader.

2.2.5. Vicious Cycle Theory

Grusky's work in the 1960s laid the groundwork for the vicious cycle hypothesis of succession planning. The vicious cycle theory, Grusky (1963) asserts that it is founded on a

critique of the commonsense presumption that leadership transition events do not necessarily advance a company's sustainability and overall effectiveness of its commercial activities. Grusky (1960, 1963, and 1967) stated that changing leadership was unproductive because it destabilized the work environment and compelled organizational workers to align their working with leader or leadership styles. According to Brown (1982), he concluded that the theory accepts that changing leadership is detrimental to the success of the organization. This assertion is quite interesting to this investigation.

The relevance of theory is that it helps us understand how succession management elements such as human resource planning practices, employee competencies, and employees' talents development influence employees job performance.

2.2.6 Elliot Jacques Requisite Organization Theory

The management model known as Requisite Organization (RO) is founded on science, and this attributes organizational failure to weak structure and procedures rather than failing personnel. In the 1980s, it was a one-of-a-kind collaboration between a British entrepreneur, Wilfred Brown, and Elliott Jaques. Over the course of 15 years, these two collaborated on a daily basis to solve issues at every level of a big industrial company, and then meticulously built an integrated management system that they transported throughout the globe. The method to repair dysfunction, according to RO advocates, is to fix the system. Succession management is one method for addressing such dysfunction.

This theory contends that the most crucial factor in identifying talent within a succession management plan is an employee's projected competence, which is defined in terms of time horizon. Potential capacity is the utmost level of mental complexity that an

individual is capable of at any one moment, while time horizon is the period of time that an individual can think about and prepare for.

2.3 Empirical review of literature

This section reviewed literature in line with the research questions. Research questions formed the themes under which literature was reviewed. Under each theme, literature was reviewed globally, regionally and locally. Literature was critiqued in order to establish the knowledge gaps. Reviewed WERE given a scholarly critique to demonstrate the gaps that they left out and how the current study will cover and close those gaps.

2.3.1 Employees' job Performance

Employee performance, according to Rich (2014), is the capacity of a company to the organization's declared targets and objectives within a specific time frame. The efficacy and efficiency with which employees do their daily responsibilities is used to evaluate employee performance. According to Rich, measuring how a firm collaborates with similar businesses is a way to gauge employee performance at the organizational level.

According to Tursunbayeva (2019) in a study in the public service sector the importance of public officer performance cannot be understated. Although performance was often seen to be mainly a concern of the commercial sector, this image has significantly changed over the last several decades with the sectors realizing high staff performance levels. One of the reasons why firms are adopting succession management methods nowadays is because of this. Succession management is critical since it not only effects an organization's performance but also determines its existence. Many businesses have been

ruined as a result of lack of such. The majority of these firms have suffered severe setbacks as a result of weak succession management strategies (Fernández-Aráoz et al., 2021).

In a study done by Muriithi (2017), the focus was on examining the influence of job descriptions on the performance of employees inside a government ministry in Kenya. The study used a descriptive research approach. All personnel employed by the Ministry of Water and Irrigation were considered part of the target demographic. Data collection was conducted via the use of self-administered questionnaires. Self-administered surveys, on the other hand, have poor response rates and are difficult to validate. This may be enhanced by making it more interesting to responders and providing additional explanatory comments to help them understand the questions. Employee performance was assessed in the research utilizing factors such as timeliness, work quality, monitoring of personal habits, cross-checking of employee attitudes, meeting deadlines, accomplishing objectives, and job quality. Other criteria were staff collaboration, job quality, efficiency, and output or productivity levels. However, Muriithi's research did not include employee performance criteria such as performance review, performance appraisal, a strong work ethic, and greater professionalism. The present research is particularly interested in investigating these variables in the context of succession management. Furthermore, since the study relied mostly on questionnaires, it was vulnerable to the researchers' limitations in identifying dishonesty replies. The present research used the triangulation method.

Obaga (2010) carried out an investigation on the effect of succession planning at Kenya's Ministry of Water and Irrigation. A stratified sample technique was utilized to choose respondents from all five divisions' top, medium, and lower-level management.

Questionnaires were the only technique of data collection. According to the findings of the research, career planning is a crucial part of service delivery. He found that career planning affected executive development, salary, succession planning, and recruitment. The research showed that 68% of respondents thought career planning improved ministry staff service delivery. The job analysis for the ministry's evaluation of its training needs resulted in a bad grade. Thus, career planning positively influences performance, as per the study. While the current investigation is at the Department of Technical Education for the State, Obaga's research was carried out in a different industry other than the education sector. This limits the applicability of the findings and recommendations of the current research. Additionally, the descriptive research design guided the study. When answering survey questions, respondents could not be truthful or provide responses that are considered acceptable by society. The descriptive outcomes of a questionnaire may be impacted by the choice and wording of the questions. This inquiry will make use of the convergent parallel mixed-method design.

2.3.2 Human Resource Planning Practices and Public Officers' Performance

Pigao and Pabangou (2020) investigated human resource management in Australian businesses. The research was a survey of global internet literature searches. According to the study, SMEs will benefit in the long run by using human resource methods including hiring, performance management, planning for succession, time management, skill management, and training, as well as preventative measures. The research, however, was conducted in SMEs rather than public sector enterprises. Furthermore, the research was conducted in a different geographical region than the present study. The study by Pigao and Pabangou was conducted in SMEs, which are typically from the private sector. On the other

hand, this study focuses on the public sector in Kenya. The differences in organizational structure, goals, priorities, and work environment between the public and private sectors can significantly impact the effectiveness and applicability of human resource. Moreover, the research by Pigao and Pabangou was conducted in Australia, which has distinct cultural, economic, and social characteristics compared to Kenya. Geographical variations can lead to differences in attitudes, behaviors, and practices among employees and organizations. The resource availability and allocation in public sector organizations in Kenya might be different from that in Australian SMEs. Limited resources could affect the implementation and outcomes of HR practices, including succession planning and training initiatives.

Zeb, Abdullah, Javaid, and Khan (2020) assessed the relationship between human capital management (HCM) practices and staff performance, in Pakistan's telecom sector. The investigation was conducted using a survey. The study's sample consists of personnel from Pakistan's governmental and private sector telecommunications organizations. Questionnaires are used to gather data. The overall results are consistent with the idea that HRM procedures are crucial to employees' performance. The study also found that performance evaluations had an effect on employees' knowledge and skills, compatibility and competence, and confidence and morale. These factors all contributed to an employee's ability to do their job. However, While Zeb et al's research was conducted in a different geographical region.

The study by Saifalislam, Osman, and AlQudahon (2014) at the Jordanian Public University was carried out to establish HRPs effectiveness. Professors and staff from universities make up the sample. The researchers developed a questionnaire that was

circulated. To examine the information obtained, SPSS was employed. The results showed that training and development, as well as recruitment and selection, were strongly related to organizational success at Jordanian Public University. To further strengthen Jordanian Public University's system, contemporary technologies should be used to plan strategically and grow HR. Investing in employee education and skills development would allow the university to generate more productive and successful staff. The research by Saifalislam, Osman, and AlQudahon (2014) was conducted in Jordan, which has a different cultural, economic, and social context compared to Kenya. The practices and perceptions regarding HR succession planning and its impact on job performance may vary significantly between these two countries. The study in Jordan focused on professors and staff from universities. The roles, responsibilities, and job dynamics of university staff may differ substantially from public officers in the State Department of Technical Education in Kenya. The nature of job roles can influence how succession planning practices impact job performance. Furthermore, the research focused on corporate performance rather than employee performance. Furthermore, surveys need outstanding writing abilities as well as the capacity to communicate one's thoughts. They also have a poor response rate when conducted online. It may also introduce bias if respondents conspire to complete it. As a result, data has little generality and validity. To solve some of these constraints, keep the questions basic, use logical question sequencing, and pre-test the tool.

Odengo and Bett (2016) studied the impact of succession planning techniques on Kenya Power Limited Company performance. A descriptive research approach was used for the investigation. The target audience consisted of 1000 KPLC workers. As a result, the sample size was 100 KPLC workers. Administration questionnaires were used to obtain

primary data. Human resources play a crucial role in organizational structure design, particularly flat structures, which are great for influencing succession management by allowing improved communication and information exchange inside businesses. According to the survey, major manufacturing enterprises should spend more in R&D, training, networking, and innovation. Their research was done at Kenya Power Limited Company, which is not the same as the State Department of Technical Education, which is the topic of this study. The succession management arrangements in the two industries may differ.

Mittal et al. (2019) investigated smart manufacturing: characteristics, technology, and enablers in Europe and America. The research employed a global online literature search strategy. Following a comprehensive analysis, 67 papers and 16 reports were identified as relevant. The research discovered that the characteristics that a company develops allow it to outperform others in the same sector or market. The study of such an edge has attracted strong research interest due to current worries regarding greater performance levels of businesses in today's competitive market settings. While the current investigation pertains to the school sector, Mittal et al. did their research in the industrial sector. The succession plans for the two sectors may differ, limiting the relationship of the results. However, the review mentions that the study conducted by Mittal et al. (2019) focused on smart manufacturing in Europe and America, which is vastly different from the public education sector in Kenya. The succession planning practices, organizational structures, and workforce dynamics in these two sectors are likely to vary significantly. Therefore, it is not appropriate to directly generalize the findings from the smart manufacturing sector to the context of public education in Kenya. Moreover, The review suggests that the characteristics and enablers of success identified in the smart manufacturing sector might not directly translate to the

educational sector. The factors that contribute to success in one industry may not be relevant or applicable to another industry. In this case, the differences in industry-specific factors between manufacturing and education could impact the effectiveness of succession planning practices on job performance among public officers in the State Department of Technical Education in Kenya.

Renouard and Ezvan (2018) highlight strategic Human Development initiatives linked with corporate business strategy as one of the new corporate realities in a survey of papers and publications in Nigeria, Indonesia, India, and Mexico. Finding the HRM practices that, in terms of hiring, training, career planning, and reward management, complement the organization's strategic goal is a valuable way to determine the right HRM policies, procedures, and practices. In order to design a strong human resource management system, one must first identify the proper human resource plans, policies, and practices required to support organizational goals, as well as identify applicable human resource best practices and perform an employment systems evaluation. Setting strategic direction is considered part of the human resource planning process since it takes into account one's goal for where he wants his firm to be in the future. This enables one to work backwards by defining future aims, establishing strategies to accomplish those targets, and then conveying the business's direction to his team (Turel et al., 2017). The plans that are set in place may not be final, and they may evolve over time, but they should provide a basic direction for the firm that is strategically oriented at reaching particular results. Any strategy direction or objectives in place should be adaptive, with revisions made to accommodate market developments.

The manufacturing industry was utilized as a case study by Fidelis, Omoregie, and Ogbeide (2015) to examine the impact of HRM strategies in Nigerian businesses. A cross-sectional survey method was used. To find out how HRM practices affect organizational performance, 120 workers from chosen manufacturing companies in Nigeria participated in a multiple-respondent survey. Information was gathered via questionnaires. According to the findings of the research, HR practices investigated HRM practices such as the significance of the HR department, goals, recruiting, promotion, transfer and employee separation, performance assessment, and remuneration. According to the survey, effective HRM procedures provide value to the company's production procedures, and employee engagement has a stronger effect on the performance of the organization as a whole. According to the report, organizations should establish and build successful recruiting and selection programs and processes.

The study conducted by Fidelis, Omoregie, and Ogbeide (2015), however, was focused on the manufacturing industry in Nigeria. This context is significantly different from Kenya's education sector, which deals with public officers and technical education. The differences in industry, culture, government regulations, and organizational structure could lead to varying HR practices and employee expectations, making it difficult to generalize the results to the Kenyan context. Moreover, Manufacturing and education are distinct industries with varying demands, challenges, and workforce characteristics. The HR practices that work effectively in the manufacturing industry might not directly translate to the education sector. For example, the criteria for recruitment, promotion, and performance assessment could differ significantly. The organizational structure of the State Department of Technical Education in Kenya could be vastly different from the manufacturing

companies in Nigeria. Different structures can lead to variations in the implementation and impact of HR practices. For instance, the hierarchy, decision-making processes, and levels of bureaucracy might differ, affecting the outcomes of succession planning practices.

At the University of Ghana, Akuamoah, Amedagbui, Buabasah, and Letsa - Agbozojoseph (2016) evaluated the effects of successful recruiting and selection practices on organizational performance. The survey was designed in a descriptive, cross-sectional manner. Human resource management was the intended audience. A total of 300 people were drawn from the target demographic. The research made use of purposive sampling, a non-probabilistic sampling strategy. While it is acknowledged and accepted that bad recruiting choices continue to impair organizational performance and impede goal attainment, the research discovered that it is preferable that considerable effort be made into recruitment and selection methods. The researchers suggested that in the selection and recruiting process, full credentials be emphasized and related to the task to be done, since most qualifications do not have anything to do with the job to be done. However, their research looked to be focused on organizational success rather than employee job performance, which is the emphasis of this study.

Nondoh, Tsuma, Alala, and Onyango (2020) investigated the impact of human resource planning on public university performance in Western Kenya. Recruitment, selection, and outsourcing were among the human resource methods investigated. The study used an analytical cross-sectional research design as well as a survey research approach. The target population was 2,822 workers, and a sample size of 341 was chosen from this total population to reflect the whole population using Krejcie and Morgan Table 1970.

Questionnaires were used to gather data. Outsourcing, recruiting, and selection were the two constructs explored. Multiple regression analyses demonstrated that human resource planning techniques affected organizational performance in public universities in the Western area, both jointly and independently. The report advised that public university administrators invest heavily in developing and executing human resource planning strategies in order to boost public university performance. It is critical to determine if this can be claimed of the State Department of Technical Education, given that they are educational levels that are separate and governed differently.

Maina and Kwasira (2015) investigated the impact of human resource planning techniques on the performance of workers in Kenya's county administrations. Descriptive research designs were used in the study. The 45 workers made up the target population. To acquire primary data, a structured questionnaire was employed. Staff performance has been found to be positively and somewhat impacted by staff recruitment and retention. It was proposed that county governments pay their employees competitive wages and plan forward for their future needs in terms of human resources. It was proposed that county governments pay their employees competitive wages and plan forward for their future needs in terms of human resources. The performance of employees in Kenya's county governments was the emphasis of Maina and Kwasira, but the current study looks at employee job performance among public officials in the State Department of Technical Education. The succession management procedures in the two organizations may differ.

Anyango, Okibo, and Muya (2018) investigated university recruiting and selection in Kenya. The study used an analytical cross-sectional research design as well as a survey

research approach. From a population of 2,822 employees, 341 were selected as a sample. A simple random sample was taken from each cluster in accordance to the size of the cluster relative to the population using proportional allocation. According to the research, there is a lack of empirical information on the impacts of recruitment and selection criteria on company performance, particularly in the case of public sector companies. To attain excellent organizational performance in public universities, public universities should strengthen recruiting and selection methods, as well as other human resource planning techniques. Anyango et al.'s research was confined to public institutions, which have separate internal management systems as compared to the state department of education, therefore extrapolation of the results to the present study is limited. Cross-sectional approaches cannot be used to study behavior across time. It also does not identify cause and effect, and the results might be distorted if the funding source has a conflict of interest. The present research will address these constraints by content analysis and an examination of secondary data.

Oluoch (2013) studied how effective human resource management practices affect how well organizations function. The study focused on how Trufoods' young workers performed in relation to talent management programs. A descriptive survey approach was used since it is concerned with identifying the frequency with which something happens. The research's results show that succession management is not aided by human resource planning methods. He found that lengthy processes, hobbies, and ethnicity—represented by 46%, 24%, and 30% of the influential people in the company, respectively—are obstacles to hiring. The majority of businesses conducted in-person interviews with potential employees, and 26% took into account factors including experience, performance, ethnic balance, and

academic achievement. Best practices in human resource management have a favorable effect on organizational performance, according to the study's results. However, Oluoch's study was conducted in a private manufacturing company dealing with brands such as Zesta, Kenylon, Choco Primo, Sunfresh, and Energade, and the study's findings may not be assumed to be applicable to those in the Technical Education Department in the public sector.

Khalumba (2012) established that banks had a somewhat active strategy for career planning for their employees, that career plans were tied to overall human resource strategies, and that the bank was able to always retain a sufficient number of skilled and sought-after staff. The results showed that bank employees' inability to progress their careers was impeded by a lack of active career planning, which increased staff turnover. Due to this, skilled personnel who were vital to the bank's performance goals lost their jobs. The paper recommends that commercial bank human resource management implement strategic initiatives for human resource planning. Khalumba's research, on the other hand, was conducted in commercial banks, which may vary from the educational sector. It is possible that it does not have succession management procedures comparable to the present research, which is in the education sector. The use of semi-structured surveys restricts the results' generalizability. Because of the richness of (personal) information generated by this approach, it may be more difficult to generalize results from a small sample of individuals to a much larger population. The triangulation method is used in this investigation.

2.3.3 Employee Competencies and the Performance of Public Officers

According to Schuler and Werner (2012), Competence is a quantitative pattern of expertise, abilities, talents, behavior, and other human attributes required to do a certain work. Thus, the ability of a public servant to employ a group of related knowledge, skills, and behavior required to successfully execute a job in the public sector is characterized as competence. according to Rehman, Asghar, and Ahmad (2015), Competence extends beyond the possession of knowledge and skills; it encompasses the effective utilization of that knowledge and those skills in practical situations. It involves not only understanding concepts but also being able to apply them appropriately to achieve desired outcomes. Competence is demonstrated through consistent and proficient performance delivery, where individuals can effectively execute tasks, solve problems, and meet objectives. Moreover, competence encompasses the ethical and professional conduct required to carry out activities with integrity and responsibility. It involves making informed decisions, adapting to challenges, and continually improving one's capabilities. In essence, competence signifies a holistic mastery that combines knowledge, skills, ethical behavior, adaptability, and a commitment to achieving tasks with precision and effectiveness.

In India, Lai and Kapstad (2019) conducted research on the interrelationships between various human resource activities, such as strengthening employee skills, that are engaged in the competence development of public employees. The descriptive design was used in the investigation. Using questionnaires, data was obtained from 840 workers of a public civil service agency. According to the research, human resource practices, including staff skills, are interconnected and contribute to improved corporate performance. The results show that employee competencies contribute favourably to employee performance.

According to the findings, taking measures to acquire and enhance staff capabilities leads to desired behavior. Lai and Kapstad show that workers' abilities have an impact on job performance as a factor of succession management; however, this research was done in a different geographical region from the present one. The descriptive research design was utilized in Lai and Kapstad's (2019) study. Overreliance on questionnaires has limits, such as respondents not being genuine when answering survey questions or giving socially desired replies. The descriptive outcomes of a questionnaire may be impacted by the choice and wording of the questions. To close this gap, the present research will use a convergent parallel mixed-method design and a triangulation methodology.

The study by Lai and Kapstad (2019) was conducted in India, which has a different cultural, economic, and institutional context compared to Kenya. This raises concerns about the generalizability of their findings to a Kenyan context. Different regions can have distinct workforce dynamics, organizational cultures, and external factors that may influence the influence of HR practices on job performance. Moreover, Human behavior and responses can be influenced by cultural norms, values, and societal expectations. The study in India might have identified relationships between certain human resource practices and job performance that are unique to the Indian context. Similar practices might not yield the same results among Kenyan public officers due to differing cultural values and norms. Lai and Kapstad's (2019) research relied heavily on questionnaires, which can introduce response biases and limitations. Respondents may not always provide accurate or genuine responses, and the design of the questions might influence the results.

Friolina, Sudarsih, Endhiarto, and Musmedi (2017) investigated the impact of competence, communication, and performance commitment. This study was conducted at the Bondowoso Department of Environment and Transportation (DET). The quantitative methodology with explanatory method was applied in this investigation. The research has 163 respondents. The following competence indicators were examined: assisting and human services, interpersonal understanding, leadership and management abilities. The research found that all competency indicators had a favorable and substantial influence on the performance of government officials at DET Bondowoso. Despite the fact that Friolina et al's research in Indonesia shown that workers' abilities had an impact on their job performance, the difference in geographical region limits the generalizability of the study results.

Friolina, et al. (2017)’s study was conducted in the Bondowoso in Indonesia. The geographical and cultural context of Indonesia might differ significantly from that of Kenya. Different countries have diverse socio-economic, political, and cultural factors that can affect the way human resource practices are perceived and implemented. This difference in context could impact the generalizability of the findings to Kenya. The cultural values, norms, and practices in Indonesia and Kenya might not be directly comparable. Therefore, the effectiveness and impact of succession planning practices may vary between these two countries due to differences in cultural expectations and values. The Bondowoso Department of Environment and Transportation (DET) and the State Department of Technical Education in Kenya might have varying organizational structures, processes, and priorities. These differences can affect how succession planning practices are implemented and how they

impact job performance. Without considering these variations, it's challenging to generalize the results across different organizations.

In the same spirit, Zaim et al. (2013) performed survey research in this study. The poll was directed at enterprises in Turkey's service industry, and questionnaires were issued to 3000 workers in 30 organizations, with 2679 completed surveys returned. The research discovered that core competences had a greater impact on individual performance than the other factors evaluated. The research showed that management competences had the greatest influence on organizational success. Zaim's poll was done in a geographical setting since it is unclear if succession procedures in Turkey are equivalent to those in Kenya's state department of education. In an investigation by Anlesinya, Bukari, and Eshun (2014) in Accra it was found that the results show that staff development has a significant negative effect on organizational performance. The study found that in order for employees to apply the new skills they have gained from development programs into initiatives and programs that can help the organization; they should be given the resources they need to do their work as well as the necessary management or leadership support. Because the research relied largely on questionnaires for data gathering, it was likely to suffer from the limitations associated with questionnaire overuse. The triangulation technique will be used in the present investigation.

Moga (2021) explored if adopting core competencies will increase service sector performance and the instance of Micro Cap Holdings in Kenya. The study used a descriptive research approach and included all 645 workers of Micro Cap Holding, with 63 responses representing 10% of the target group. Because the participants were chosen at random, the

basic random sampling approach was used. The survey revealed that marketing competence positively benefited Micro Cap Holding's success, with respondents agreeing that the firm's client had a strong reputation based on marketing efforts and sales team members were talented and energetic. Human resource competence had a good and substantial influence on Micro Cap Holding's performance, as recognized via a successful recruiting drive that resulted in the hiring of talented and qualified personnel and the improvement of their commitment levels through career development programs. The study also indicated that Micro Cap Holding's success was impacted by research and development competency, which was shown by establishing a taskforce to oversee research efforts and performing market analysis and economic value analysis. According to the report, other service sector businesses looking to enhance their performance should include core competencies into their operations. However, Micro Cap Holdings is a distinct industry from that explored in the present research, thus various staff competency concerns may not be getting the same leverage in the two sectors.

Odengo and Bett (2016) studied training on the performance of Kenya Power Limited Company. A descriptive research approach was used for the investigation. The target audience consisted of 1000 KPLC workers. As a result, the sample size was 100 KPLC workers. The administration of questionnaires was used to acquire primary data. According to the findings, the organization is collaborating with designated personnel to discern training requirements and integrate them into the process of succession planning. The results also showed that KPLC promotes fair training opportunities for all employees by carrying out the training specified in succession planning. The research also showed that my supervisor and I create a training and development plan that is adjusted in response to the

outcomes of performance reviews. Depending on the training needs specified in their development plan, employees received the appropriate training. KPLC provides training on the necessity of succession planning as well as other career-related issues. According to the data, there is a favorable association between career growth, training, performance assessment, and KPLC performance. According to the survey, major manufacturing enterprises should spend more in R&D, training, networking, and innovation. The research by Odengo and Bett relied primarily on questionnaires for data collection and hence was likely to suffer from the limitations associated with questionnaire overuse. The triangulation strategy will be used in the present study to reduce the probability of such constraints.

Wanjiru and Chege (2020) looked at how well the Kenya National Youth Service performed in public procurement. The study used a quantitative technique, a census method, and a descriptive research design. The drop and pick technique was used to gather primary data using a closed-ended questionnaire. The research found that the efficacy of public procurement was significantly enhanced by people competencies. According to the study's findings, staff members had the necessary procurement knowledge and experience, and there was cross-functional teamwork among them. They also embraced high levels of integrity and maintained confidentiality of classified information, which helped to avoid conflicts of interest. According to the study, internal training and coaching should be promoted to help employees develop the desired corporate culture, including behavior, ideas, attitudes, values, habits, beliefs, traditions, and language. The study by Wanjiru and Chege indicates that a worker's skill level positively affects how well they perform at work. However, since the research was conducted in a distinct industry, generalization is limited. The use of a closed-

ended questionnaire to acquire main data exposed their research to questionnaire flaws. The new research will also use interview scheduling to compensate for these problems.

2.3.4 Employees' Talent Development and public officers' performance

The performance of public officials in Aceh, Indonesia, was examined by Yunus, Adam, and Soyfan (2020) to find out how staff empowerment, talent, the workplace, and career progression impacted motivation. All employees of the governor's office in Aceh received a total of 390 fully-completed structured questionnaires, which were then analyzed using structural equation modeling (SEM). According to the survey, elements like succession planning may increase employee satisfaction, encourage professional advancement, and enhance career prospects for top personnel to establish the business as an employer of choice. Nonetheless, employee talent development procedures in Indonesia may differ from those seen in the present research in Kenya.

Yunus, Adam, and Soyfan (2020)'s study conducted in Aceh, Indonesia, to examine the impact of various factors on employee motivation and performance presents several gaps. The cultural context, work environment, and organizational practices in Aceh might significantly differ from those in Kenya. This raises concerns about the generalizability of the findings from Aceh to the study in Kenya. It is important to recognize the unique cultural, economic, and political factors that could influence the effectiveness of succession planning practices in the Kenyan context. The review mentions that structured questionnaires were used in the study in Aceh. The validity and reliability of these questionnaires need to be assessed in the context of the Kenyan study. Different cultural backgrounds and organizational settings might require modifications to the survey instrument to ensure that it

accurately captures the relevant variables and constructs related to succession planning practices and their impact on job performance.

Kravariti, Tasoulis, Scullion, and Alali (2022) looked at performance management and talent management in Bahrain's public sector. The inquiry employed the exploratory survey design. 120 respondents from a Bahraini state administrative organization with 179 employees participated in the poll. To collect information, a research questionnaire was employed. At low organizational support for development (OSD) levels, we also discovered a high indirect association between TM and talent management (TM) performance. Nonetheless, employee talent development procedures in Indonesia may differ from those seen in the present research in Kenya. The exploratory survey design was also employed in the investigation. The fundamental drawback of exploratory research is that it provides unclear findings, lacks systematic analysis, has a limited sample size, and contains obsolete material, which might influence the legitimacy of information. To circumvent such constraints, the present work used a convergent parallel mixed-method approach.

In the context of a few public banks in Sri Lanka, Wickramaaratchi and Perera (2020) conducted a study with a particular emphasis on management trainees from generation Y. 180 generation Y management trainees were recruited for the study at random from a group of public bank workers. SPSS version 23 was used as the main tool of analysis and this provided more insight and supported the results. According to the research, expenditures in talent management resulted in gains in talented Generation Y individual performance. According to the data, talent management has a considerable beneficial influence on employee performance and work satisfaction. However, evidence from TM in the Arab

Middle East's developing market economies is confined to Qatar (Masri & Suliman, 2019). In Bahrain, talent development is critical to building the human capital (Al Mannai et al., 2017). Nevertheless, the research was conducted a distinct geographical location.

Beechler and Woodward (2009) conducted a literature study on the worldwide "war for talent." The report analyzed relevant literature and reassessed the "talent war" using a thorough search of more than 400 current academic and commercial news articles. Workplace learning geared toward personal growth, according to the study, improves workers' skills and capacities, as well as job happiness and worker commitment. This, in turn, boosts individual production from the organization's given duties. Although Beechler and Woodward show that employee talent development has a beneficial affect on work performance, the study approach adopted, which is an online evaluation of previous studies, prevents the researcher from collecting firsthand data from employees.

The study by Beechler and Woodward focused on the global "war for talent," which might not directly apply to the specific context of the education department in Kenya. The workforce dynamics, cultural norms, and organizational practices in Kenya could differ significantly from the broader global perspective studied by Beechler and Woodward. The review mentions that Beechler and Woodward conducted an online evaluation of previous studies. This approach prevents them from collecting firsthand data from employees. In the Kenyan context, relying solely on online evaluations and secondary data might not capture the nuances and specific challenges related to human resource succession planning practices and job performance among public officers.

Tash and Ahmadzadeh (2016) evaluated how staff performance was influenced by talent management at the Oil Jam Petrochemical Complex (Oil JPC). Descriptive research design was employed with 2,500 workers from Oil Jam Petrochemical Complex as the target group. The stratified sample approach was utilized to pick 83 individuals based on their job cadres for the research. The research discovered a substantial relationship between aspects such as talent attraction, alignment, talent maintenance, talent development, and work happiness. The study's shortcomings were probably found because a descriptive research methodology was used. A genuine investigation may not be feasible, for instance, if the questions are poorly worded and the replies are not entirely truthful. This research used a convergent parallel mixed method design to help reduce the likelihood of such problems.

The researchers discovered that employee talent development is a key component of business strategy and succession planning. Employee talent development explains to employers "what's in it for them," or what extrinsic and intrinsic advantages they will get in return for their labor now and in the future. Employee talent development techniques at Oil Jam Petrochemical Complex may not be as extensive as those in Kenya's public education sector.

Olakunle and Eno (2015) explored employee incentive management, with a focus on establishing competency-based pay as an alternative to seniority-based compensation. This was an examination of online literature searches. Following the investigation, the researcher said that talent development for workers is a long-term integrated process utilized to maintain the firm healthy and inventive. It is required because firms compete in new markets with limited resources. Secondment, apprenticeship, delegating, work rotation, shadowing,

and temporary promotions are all examples of cost-effective job learning. All of this is done to make the person more relevant to the company. The study advised that the competence criteria used be properly studied, evaluated, and simple enough for everyone to understand. Although Olakunle and Eno show that employee talent development has a beneficial effect on work performance, the study approach adopted, which is an online assessment of previous studies, prevents the researcher from collecting firsthand data from employees.

Nyanjom (2013) investigated the variables impacting employee retention in Kenyan state businesses. The research used a cross-sectional approach, taking a representative sample of its target population and basing its overall conclusions on their perspectives. Data was gathered using questionnaires. According to the study, the goal of employee talent development is to boost employee morale, which enhances workers' confidence in performing given duties at the business and decreases production costs, hence reducing wastes throughout the process. The research revealed that training and career development had an impact on employee retention. Employee talent development has a favorable impact on work performance, according to Nyanjom (2013). The research, however, was conducted in state companies rather than the state department of education. Furthermore, over-reliance on the questionnaire has limits, such as respondents not being genuine when answering survey questions or giving socially acceptable replies. The descriptive outcomes of a questionnaire may be impacted by the choice and wording of the questions. To close this gap, the present research will use a convergent parallel mixed-method design and a triangulation methodology.

2.4 Summary of Reviewed Literature and the Identification of Knowledge Gap

The review of literature revealed that succession management has an influence on employees' job performance of public offices. The review showed that human resource planning practices, competencies, and employees Talent development have a positive influence on employees' job performance. However, various gaps feature in the review were identified. This could be categorized as geographical, contextual, sectoral and methodological.

An examination of human resource planning techniques and public officer performance revealed that several research were conducted in diverse geographical regions, limiting the generalizability of the results. The study also indicated that most of the studies were conducted in fields other than education. Another noticeable difference was the methodological gap. Some investigations were anchored on review of literature, denying the researcher the ability to use primary data. Unrepresentative samples, poorer response rates, financial incentive concerns, restricted access to particular portals, limited duration of research, non-behavioral data, and a lack of follow-up data are some of the drawbacks of relying on online data. There were also inconsistencies in the design and methodologies adopted in the study. Some quantitative studies used qualitative techniques in sampling procedures. Most studies were either quantitative or qualitative in nature which were inadequate in explaining the phenomenon under investigation. Mixed methods research approach could have been adopted to address the subject matter in detail.

With respect to employees' competencies and public officers' performance, several gaps also feature. Some studies were carried out in a different sector other than the education

sector. Some studies heavily relied on one tool for data collection and therefore more likely to experience the shortcomings associated of a single tool, many who relied on the questionnaire tool. This denied them the opportunity of utilizing qualitative data.

The majority of studies have limitations on how they can analyze both qualitative and quantitative data. Furthermore, the descriptive research method cannot be used to evaluate or verify the study topic since the data collected does not help explain the cause of the occurrences under investigation. The results of descriptive research are crucial, especially when it is conducted via surveys. There may be instances when people submit phony responses, which compromise the validity of the information acquired and, ultimately, the study's conclusions.

The review on employees' Talent development and public officers' performance showed that the two variables have a favorable association with one another. However, like the other three variables, issues also emerged that made the generalization of the findings incoherent. There was evidence of geographical gaps, whereby some studies had been carried out in different geographical locations other than where this study was done. The review further revealed cases of studies that have been carried out in a different sector other than education. The review also revealed that some studies relied on online literature as a method of collecting data. One serious shortcoming of such an approach is lack of probing, and thus, the weaknesses and assumptions of previous studies were inherited. This study adopted mixed methods approach to address the subject matter in detail.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents research design and methodology adopted for the study. The chapter describes the research design, target population, descriptions of research instruments, sample and sampling procedure, data collection instruments and procedures. Reliability and validity of the research instrument results, data analysis techniques, presentation and interpretation and ethical considerations of the study were also discussed.

3.2 Locale of the Study

This study was carried out in the State Department of Technical Education, whose headquarters are in Nairobi County, Kenya. The entire state department of technical education's Kenyan employees was invited to the survey, which was hosted there. It took place in Nairobi, Kenya, at the headquarters of the Tertiary Education Division of the Ministry of Education. The site of the study was chosen because it has the most state department of technical education workers and because there is little existing research in this field. This place felt the weight of the research phenomena.

3.3 Research Design

The study adopted a parallel convergent mixed methods research design. This design gives equal weight to qualitative and quantitative methodologies while using both concurrently (Creswell and Clark, 2011, and Creswell, 2014). As guided by the research

design, quantitative and qualitative methodologies complemented each other and allowed for triangulation of data, which increased the validity of the findings. Whereas the first method produced a more basic awareness of the topic of succession management's effect on workers' job performance among public officials in Kenya's department of technical education, the second provided a deeper and in-depth understanding of the same.

According to (Creswell, 2014), convergent parallel mixed methods research design allows the researcher to compare and correlate the collected data before coming to any conclusions. In this study, the researcher obtained quantitative and qualitative information on how succession planning affects public officials' employees' performance in the workplace in Kenya's department of technical education from a number of targeted demographics. Prior to combining, linking, and comparing the two data sets, the researcher simultaneously assessed the two types of data collected. To help in the gathering of the needed information/data, several kinds of data collecting tools were devised and managed. To collect quantitative data, questionnaires and document analysis guidelines were utilized, while interview and observation guides were used to collect qualitative data.

For the quantitative method, a cross-sectional survey design was used, while a phenomenological design was used for the qualitative paradigm. Gall, Borg, and Gall (2003) explained that a survey is employed for the purpose of gathering data from individuals within a population, with the aim of assessing the present state of the population concerning one or multiple variables. This approach is appropriate for the research since it allows for sufficient data gathering primarily via the use of questionnaires.

Furthermore, according to Setia (2016), a cross-sectional survey design is straightforward to implement, excellent for educational fact-finding, and generates massive and accurate data about people's sentiments, attitudes, views, interests, and issues. Furthermore, data is gathered at regular intervals, evaluated, and published, saving time and resources while achieving precise results. According to Creswell (2014), such an approach aids in getting quantitative data, particularly on the features of the element being examined in a study, and is the favored way in many investigations. This architecture enables data to be captured simultaneously from several responders across multiple sections, fields, or objects.

The researcher used a phenomenological design in qualitative research, including interviews to get detailed information on the study issue from relevant people. The shared experience of a group of individuals is the main focus of the qualitative research approach known as phenomenological research. The approach's main objective is to describe the nature of the particular phenomenon (Creswell, 2013). Concurrently, this methodology was utilized to enhance data gathered via a cross-sectional survey design.

3.4 Target Population

In statistics, the population for whom data are sought is referred to as the target population. A population, according to Denscombe (2010), is a clearly defined or a group of the people, things, and events that are the focus of the study. The overall target population was 640 employees of State department of Technical Education in Kenya. The population included trainers and Staffs. Specifically, the study targeted 27 Directorate staff, 7 Principals

of technical Institutes, 35 Heads of departments and 556 trainers across various technical institutes.

3.5 Sample and Sampling Procedures

Kothari (2014) defined sampling as the intentional act of selecting a representative sample from a certain group. Sampling is the process of selecting individuals or other sampling units from the sample frame. To determine the appropriate sample size, the researcher utilized simple random, stratified random and purposive sampling techniques. In this research, the sample size for a bigger population, such as the trainers, directorate staff, and heads of department (HODs), which were assumed to represent the whole population, was chosen using the 30% approach suggested by Mugenda and Mugenda (2019). The 7 principals whose institutions took part in the research were chosen via purposeful selection. The sample matrix in Table 1 presents a breakdown of this sampling process.

The sample for Directorate staff, Principals of technical Institutes, and Heads of departments was selected using purposive sampling technique. Garg (2016) explained that in this technique, the sample is selected as per judgement of investigator. This technique is considered appropriate given that there is only one target respondent in a given institute or location of the study site. Purposive sampling is a group of non-probability sampling techniques that includes selecting sample units depending on their fulfillment of certain criteria.

The sample of trainers was selected using the simple random sampling approach. Simple random sampling, according to Garg (2016), is a kind of probability sampling in which a researcher randomly chooses a subset of people from a population. Given the

quantity of trainers available and the technique's ability to provide every member of the public an equal chance of being chosen for study participation, this is seen to be the optimum situation.

Table 1
Sampling Frame Matrix

Category	**Target Population**	**Sampling Procedures**	**Sample Size**	**Percentage**
Directorate Staff	27	Stratified random sampling	8	30
Principals	7	Purposive Sampling	7	100
Trainers	556	Stratified random sampling	168	30
HODs	42	Stratified random sampling	8	30
Total	**632**		**191**	

Source: Author (2021)

The target population was stratified into different subgroups or strata thereafter simple random sampling was used to select a representative sample from each stratum. The resultant strata in this case included Directorate staff, HODs and Trainers. Principals were selected purposively, given that there is only one principal in a given educational institution visited. A total of 191 respondents comprising of 8 directorate staff, 7 principals, 168 trainers and 8 heads of departments.

3.6 Data Collection Instruments

Questionnaires and interview guides were used for data collection. Questionnaires were used to solicit data from Trainers and HODs. Questionnaires were used because they are quick, effective, and affordable way to collect substantial volumes of data from large sample sizes (Picincu, 2018). The evaluation of a subject's behaviors, preferences, intents, attitudes, and points of view is very helpful when using these methods.

Interview guides were used to collect data from principals and directors. An interview schedule is a series of questions with planned replies (Kothari and Garg, 2014). Using interview schedules, interviewers and researchers may get more information by providing clarifications or follow-up questions to their scheduled questions. In turn, this makes the data more useful and relevant (Fox, 2009).

3.6.1 Trainers' Questionnaire

The Trainers questionnaire was structured into different sections which consist of items on the themes that are aligned to the demographic characteristics and the research questions: This included: Section A: Demographic characteristics of the teachers to be surveyed particularly. This included: Gender, Age, Working Experience, employment status, educational levels, and marital status. Section B solicits information on how human resource planning practices influence employees' performance at State department of technical education. Section C solicits information on How Employee Competencies influence their performance at State department of Technical Education. Section D collects information on Influence of Employees' Talents Development on their performance at State department of Technical Education. Section E solicits information on Challenges that face the succession

management on employee job performance at the State department of Technical Education. Section F: Measure that can be put in place in order to improve succession management so as to enhance employee job performance at the State department of Technical Education

3.6.2 HODs Questionnaire

The HODs questionnaire was structured into different sections which consist of items on the themes that are aligned to the demographic characteristics and the research questions: This included: Section A: Demographic characteristics of the teachers to be surveyed particularly. This included: Gender, Age, Working Experience, employment status, educational levels, and marital status. Section B solicits information on how Human Resource Planning practices and their skills influence employees' performance at State department of technical education. Section C solicits information on How Employee Competencies influence their performance at State department of Technical Education. Section D: Influence of Employees' Talents Development on their performance at State department of Technical Education. Section E: Challenges that face the succession management on employee job performance at the State department of Technical Education. Section F: Measure that can be put in place in order to improve succession management so as to enhance employee job performance at the State department of Technical Education

3.6.3 Principals and Senior Directorate Interview Guide

Like the other instruments the principals interview guide, were structured into different sections, which consist of items on the themes that are aligned to the demographic characteristics and the research questions: This included: Section A: Demographic characteristics of the teachers to be surveyed particularly. This included: Gender, Age,

Working Experience, employment status and educational levels. Section B solicits information on Human Resource Planning practices influence employees' performance at State department of technical education. Section C solicits information on Employee Competencies influence their performance at State department of Technical Education. Section D solicits information on Influence of Employees' Talents Development on their performance at State department of Technical Education. Section E: Challenges that face the succession management on employee job performance at the State department of Technical Education. Section F: Measure that can be put in place in order to improve succession management to enhance employee job performance at the State department of Technical Education. For senior directorate staff, the guide will largely probe on; how training improves employee performance, importance of human resource planning, employee competencies and organizational performance.

3.7 Validity, Pilot Testing and Reliability of the Research Instrument

This section presents the validity, pilot testing and reliability of the research instrument of the study.

3.7.1 Validity of the research instruments

The validity of the items indicates if they measure what they are supposed to measure (Kothari and Garg, 2014). Validity of an instrument relates to how well it measures what it promises to measure (Cooper and Schindler, 2013). In this study validity was determined through consultation with designated college research supervisors. They checked for clarity, appropriateness and relevancy of items in data collection instruments. Items were then corrected in line with the observations of the committee. The pilot study helped in refining

data collection instruments in terms of content and form. It helped to determine whether items in the data collection instruments were clear, appropriate and suitable to the targeted respondents. Responses to the question items in the pilot study were subjected to item analysis to determine whether they were clear to the respondents and whether they measured what they were intended to measure.

3.7.2 Pilot Testing

The State Department of Technical Education conducted a pilot research by choosing a pilot group of 8 respondents which represented 10% of the sample. The pilot sample was not part of the study sample. The empirical investigation used the data obtained from the preliminary pilot study. The pilot study enables the pre-testing of the research instrument. The analysis of the results from the pilot test was used to enhance the quality of the instruments used for data collection.

3.7.3 Reliability of the research instrument

Internal consistency implies that a measure should generate consistent findings even after being given numerous times (Tabachnick et al., 2017). When an instrument precisely measures a variable and provide consistent findings over time, it is considered dependable. Random mistakes, on the other hand, have an impact on research dependability. The pre-test approach assisted the researcher in identifying the most probable source of mistakes and, as a result, responding to them before to the real study.

In this study, reliability estimate was computed using the Cronbach Alpha coefficient. Tabachnick and Fidell (2013) state that an instrument is trustworthy if it has a

Cronbach's alpha score better than 0.7. All the scales qualified with a minimum and maximum Cronbach alpha of 0.878 and 0.950 respectively as illustrated.

Reliability Statistics for Research Questionnaire for Trainers

Cronbach's Alpha	N of Items
.878	33

N is the questionnaire's item count, and N is equal to 33. Given that the score of 0.878 was greater than the advised correlation value of 0.7, the instrument for trainers was selected.

Reliability Statistics for Research Questionnaire for HODs

Cronbach's Alpha	N of Items
.950	29

N is the questionnaire's item count, and N is equal to 29. Given that the score of 0.950 was greater than the advised correlation value of 0.7, the instrument for HODs was selected.

3.8 Data Collection procedures

The researcher first sought approval from Post-graduate Department, Catholic University of Eastern Africa, Gaba Campus, to go to the field. Upon approval, the researcher then sought permission to carry out the study from the National Council for Science, Technology and Innovation (NACOSTI) and an authorization letter from the Director in charge of the State department of Technical Education, who granted the researcher permission to perform the study in the organization. The data collection instruments were administered by the researcher at the State department of Technical Education, whereby the respondents filled the questionnaire as the researcher waited. The administration of the

interview took the same approach, whereby, the researcher personally administered the data collection exercise. To ensure that the respondents are available for the exercise, earlier bookings and arrangements were made. The data collection was organized in such a way that the activity lasted for seven days.

3.8.1 Data Analysis Procedures

In this study, both descriptive and inferential statistics were used in data analysis. Descriptive statistics involved the use of frequencies, percentages and means. Inferential statistics involved the use of Pearson Product Moment correlation and linear regression. All the analysis was done using statistical package for social sciences (SPSS) version 25 to conduct descriptive and inferential statistical analyses on quantitative data. The research used regression analysis to determine the relationship between the independent and dependent variables.

The following regression equation guided the study.

$$(Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon)$$

Whereby Y = Employees Performance

X_1 = Human Resource Planning Practices

X_2 =Employee Employees' Competencies

X_3 = Employees' Talent Development

The regression equation coefficients for each of the variables presented were denoted as β_0, β_1, β_2, and β_3.

3.9 Ethical Considerations

The definition of ethical research by Fleming and Zegwaard (2018) is research that "does not harm," obtains informed permission, and respects the rights of persons being studied. The ethical issues that came up throughout this research were quite important. It was critical for the researcher to consider ethical issues at every level of this investigation. As a result, in this study, the researcher told the participants that their participation was optional and that they were allowed to skip responses to any specific questions if they so desired. This is consistent with Marshall et al. (2014), who claimed that voluntary participation necessitates that study participants not be pressured into engaging in the research. According to Fleming and Zegwaard (2018), who said that participants should stay anonymous throughout the study, the researcher secured their confidentiality and identity by using numbers. The study's goal was properly conveyed to them in advance. All respondents provided informed consent while answering the questions. In interacting with them, the researcher was open and honest. Respondents who want to withdraw from the research were permitted to do so in order to prevent involuntary answers. Last but not least, the researcher prevented information plagiarism and fraud by citing all sources utilized in the study.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter provides an overview of the findings and analysis of the study conducted. The analysis was conducted in accordance with the methods outlined in Chapter three. The sources of the information of the study were directorate staff members, trainers and heads of departments from Nairobi County, Kenya. The study answered the research questions and also tested the hypotheses stated in the research. Data was presented by use of tables and graphs.

The following research questions guided the study:

i. How do the human resource succession planning practices influence employees' job performance among public officers at State department of technical education?

ii. How do employee competencies influence the succession management and job performance at State department of technical Education?

iii. What is the influence of employees' talents development on succession management and job performance at State department of technical Education?

iv. What are the challenges that face the succession management of employees at the State department of technical Education?

v. What measure can be put in place in order to improve succession management so as to enhance employee job performance at the State department of technical Education?

4.1.1 Response Rate

As part of the ethical consideration, respondents were not forced to respond to the instruments of data collection. Respondents were free to withdraw from the study whenever they felt like. As a result, not all respondents completed and returned the data collection instruments. The results relating to the response rate from the targeted samples of 191 respondents were as presented in Table 2.

Table 2

Response Rate

Category	Target	Actual	**Response** Rate
Directorate Staff	8	8	100%
Principals	7	7	100%
Trainers	168	154	92%
HODs	8	8	100%
Total	**191**	**177**	98.0%

As per the given data in Table 2, the targeted sample size was 191 respondents, out of which 177 respondents participated in the survey, resulting in a response rate of 98.0%. In terms of the different categories, the response rates were 100% for Directorate Staff and HODs, indicating that all of the targeted individuals in these categories responded to the

survey. The response rate was also 100% for Principals, indicating that all seven targeted Principals participated in the survey. For Trainers, the response rate was 92%, which means that out of the targeted 168 trainers, 154 participated in the survey. This response rate was quite high and was considered acceptable, although it is slightly lower than the response rates for the other categories. Overall, a response rate of 98.0% was considered excellent and indicated a high level of engagement and willingness to participate in the survey. According to Nutty (2008), a response rate of 60% or higher is generally considered good for surveys.

4.2 Demographic Characteristics

Respondents were key to the findings of this study since they provided data upon which conclusions were made. It was therefore imperative that the study determines their demographic characteristics. Findings pertaining to the respondents' demographic characteristics were presented in this section. Demographic characteristics mainly included gender, age bracket, educational level of the respondents and the length of service of the respondents in their current place of work.

4.2.1 Demographic Characteristics for Trainers

This section presents the results relating to the demographic characteristics for trainers. The results included respondents' gender, their age bracket, highest education level, and their working experience in the organization. These were presented in Table 3.

Table 3

Demographic Characteristics for Trainers

Variable	Category	Frequency	Percentage
Gender	Male	75	48.7%
	Female	79	51.3%
Age bracket	18- 27 years	11	7.1%
	28- 37 years	84	54.5%
	38- 47 years	47	30.5%
	48 years and above	12	7.8%
highest education level	Certificate	22	14.3%
	Diploma	7	4.5%
	Degree	101	65.6%
	Masters	24	15.6%
	PhD	0	0.0%
Working experience in the organization	1-5 years	10	6.5%
	6-10 years	127	82.5%
	11-15 years	13	8.4%
	Over 15 years	4	2.6%

Regarding gender, the study had a nearly equal representation of male (48.7%) and female (51.3%) trainers. In terms of age, the majority of the respondents fell in the age bracket of 28-37 years (54.5%), followed by 38-47 years (30.5%), and 18-27 years (7.1%).

The remaining respondents were aged 48 years and above (7.8%). With respect to education level, most of the respondents held a degree (65.6%), followed by masters (15.6%), certificate (14.3%), and diploma (4.5%). No respondents had a PhD. In terms of working experience in the organization, majority had worked for 6-10 years (82.5%), followed by 11-15 years (8.4%), 1-5 years (6.5%), and over 15 years (2.6%).

These demographic findings provide useful insights into the study's sample characteristics and can help in contextualizing the study's results. For instance, the study can draw on these findings to explore whether demographic factors such as gender, age, education level, and work experience have any significant impact on the relationship between succession management and employees' job performance. Nonetheless, the findings suggest that any interventions or recommendations resulting from the study should consider the perspectives and experiences of both male and female employees.

The study's findings suggest that a considerable number of respondents hold higher education degrees, indicating a level of qualification and expertise in their roles at the technical education department of the Ministry of Education. This may imply that the department has a competent and skilled workforce, which may have an impact on the study's results regarding the influence of succession management on employees' job performance.

These findings suggest that the organization has a relatively stable workforce with a significant proportion of employees who have been with the organization for a considerable amount of time. This may indicate that the organization has effective retention strategies in place or that the employees find the organization to be a desirable place to work.

These findings may be relevant because employees with longer tenure may have more institutional knowledge and experience within the organization. As a result, they may be more likely to be impacted by succession management practices such as leadership development programs or career planning initiatives.

In the Kenyan context, these findings are consistent with previous studies that have examined the demographic characteristics of employees in public organizations. For instance, a study by Kibet, Mulu-Mutuku, and Mwenda (2018) on Factors Influencing Employee Turnover in the Kenyan Public Service found that age and work experience were significant predictors of employee turnover. Similarly, a study by Mungania and Mbeche (2018) on Factors Affecting Employee Retention in Kenyan Public Universities found that age, education level, and work experience were significant predictors of employee retention.

In conclusion, the demographic findings presented in Table 3 provide important insights into the study's sample characteristics and can help contextualize the study's results. The findings are consistent with previous studies on employees' demographic characteristics in the Kenyan public sector and can provide a basis for further research on the relationship between succession management and employees' job performance in this context.

4.2.2 Demographic Characteristics for Heads of Departments

The table below present the demographic characteristics of the participants in a study on the influence of succession management on employees' job performance among public officers at the Ministry of Education's Technical Education Department in Nairobi.

Table 4

Distribution of Participating Public Officers by Demographic Characteristics

Variable	Category	Frequency	Percentage
Gender	Male	4	50%
	Female	4	50%
Marital Status	Single	3	37.5%
	Married	4	50%
	Others	1	12.5%
Age Group	Up to 25	0	0%
	26-40	4	50%
	41-54	2	25%
	Above 55	2	25%
Years of Service	0-5 years	2	25%
	6-10 years	1	12.5%
	11-20 years	3	37.5%
	Over 20 years	2	25%
Academic Qualification	Secondary	0	0%
	Certificate	2	25%
	Diploma	2	25%
	Undergraduate	1	12.5%
	Masters and above	3	37.5%
Type of Engagement	Temporary	1	12.5%
	Contract	3	37.5%
	Permanent	4	50%

The demographic information of the participants in a research on the impact of succession management on workers' job performance among public officials at the Technical Education Department of the Ministry of Education in Nairobi is shown in Table 4. The purpose of the research was to look at the connection between succession management procedures and workers' job performance.

According to the results, there were an equal number of male and female workers that took part in the survey. 37.5% of participants were single, 12.5% were in other marital situations, and 50% of participants were married. The bulk of participants (50%) were between the ages of 26 and 40, with 25% falling between 41 and 54 and above 55. In terms of years of service, 25% each had served for 0–5 years and over 20 years, with 37.5% of participants having worked in the department for between 11 and 20 years. The majority of participants (37.5%) had a master's degree or above in terms of academic background, followed by 25% of those with a diploma or certificate. Furthermore, 12.5% were temporary participants, 37.5% were contract workers, and 50% were permanent employees.

The study found that an equal number of male and female employees participated in the study, indicating a balanced representation of gender. This finding is consistent with a study by Koskei, 2020) which found that gender representation in the workplace has improved over the years. In terms of marital status, half of the participants were married, while 37.5% were single, and 12.5% were in other marital statuses. This finding is significant because marital status can affect job performance. According to a study by Njoroge and Gachunga (2018), married individuals tend to have more stability in their personal lives, which can translate to better job performance. The majority of the participants were in the

age group of 26-40 years (50%), followed by 25% in the age group of 41-54 years and above 55 years. This finding is consistent with the demographic profile of Kenya, where the majority of the population falls within the age range of 15-64 years (World Bank, 2022).

Regarding years of service, 37.5% of the participants had served in the department for 11-20 years, followed by 25% who had served for 0-5 years and over 20 years, respectively. This finding is significant because it shows that there is a mix of experienced and new employees in the department, which can affect succession planning. According to a study by Kibet and Kurgat (2019), organizations need to strike a balance between experienced and new employees to ensure effective succession planning.

In terms of academic qualification, the majority of the participants (37.5%) had a master's degree or above, followed by 25% who had a diploma or certificate. This finding is significant because it shows that the majority of the participants are highly educated, which can impact their job performance positively. According to a study by Kihoro and Kihoro (2017), education and training are critical factors in improving job performance.

Finally, 50% of the participants were permanent employees, 37.5% were on contract, and 12.5% were temporary. This finding is significant because it shows that there is a mix of employment types in the department, which can affect succession planning. According to a study by Nyagah and Mugo (2021), organizations need to have a flexible workforce to ensure effective succession planning.

4.3 Human Resource Planning Practices and Public Officers' Performance

This section presents the results related to the first research question of the study which sought to provide the answers to the question: How do the human resource succession planning practices influence employees' job performance among public officers at State department of technical education?

4.3.1 Human Resource Planning and Succession Planning

Respondents were asked to indicate whether existing human resource planning favor succession planning at their workplace, and their responses were as provided in Table 5.

Table 5

Human Resource Planning and Succession Planning

Response	Frequency	Percentage
Yes	142	92.2
No	12	7.8
Total	154	100

Based on the findings presented in Table 5, it was observed that majority of respondents (92.2%) believed that human resource planning favors succession planning, while only a small proportion (7.8%) disagreed. Results from the senior directorate staff at the ministry of education's technical education department showed that employees perceived that human resource planning to be supportive of succession planning. One of the senior directorate staff stated;

"This planning is directly linked to employee performance as it helps in identifying skill gaps and areas for improvement. By aligning our workforce with the organization's strategic goals, we can optimize employee performance and productivity. Human resource planning also facilitates succession planning as it allows us to identify potential leaders within the organization and develop their skills and competencies to take on future leadership roles."

Another officer stated:

This enables us to allocate resources efficiently, which ultimately enhances employee performance and job satisfaction. Regarding the matter of succession planning, the use of human resource planning enables the identification of workers with high potential and facilitates the provision of suitable training and development initiatives to cultivate their abilities for prospective leadership roles. The use of this proactive strategy guarantees a consistent supply of highly qualified employees capable of fulfilling crucial positions as required."

The statements from the senior directorate staff highlighted the significance of human resource planning in not only improving employee performance but also in nurturing and preparing future leaders within the organization. The positive perceptions of employees regarding the supportive nature of human resource planning towards succession planning demonstrated its importance in fostering a capable and sustainable workforce for the Ministry of Education's Technical Education Department. Findings of the study implied that employees recognized the importance of succession planning and viewed it as a positive practice that benefits both the organization and its workforce. It also implied that employees

could be more motivated to perform well and advance their careers if they perceive that the organization values their development and growth.

The trainers were asked to explain why they felt that human resource planning affect training in the departments. Findings of the study were summarized as follows:

Yes,

Human resource planning can greatly impact training in the departments. When HR plans for the organization's staffing needs and goals, they identify the skills and knowledge required for the employees to achieve those goals. This information is then used to design and deliver training programs that will enable employees to acquire the necessary skills and knowledge. Therefore, human resource planning and training are closely interconnected.

ii. Human resource planning and training are closely related. For instance, if HR identifies that the organization needs to develop new products or services, it will hire or train employees with the necessary skills to execute that plan. Similarly, if HR anticipates that some employees will retire or leave the organization soon, it will design training programs to transfer their knowledge and skills to other employees who will take over their roles. Therefore, HR planning affects training by determining the training needs, budget, and objectives. (7 responses out of 154 trainers).

iii. Yes, human resource planning affects training in departments. By analyzing the current workforce and predicting future needs, HR can identify skill gaps and design

training programs to address those gaps. This way, employees can develop new skills that align with the organization's goals, making them more valuable and contributing to their personal growth. On the other hand, if HR fails to plan, it may lead to a shortage of skilled employees, reducing the organization's productivity and competitiveness. (23 responses out of 154 trainers).

iv. Absolutely, human resource planning has a direct impact on training in departments. When HR plans, it sets the foundation for the training needs analysis, determining the skills and knowledge required for the employees to perform their roles effectively. Additionally, HR planning helps to prioritize training programs based on the organization's strategic goals, ensuring that employees develop skills that align with the organization's mission and vision. Therefore, HR planning and training are two sides of the same coin. (45 responses out of 154 trainers).

Human resource planning affects training in departments. HR planning involves forecasting the organization's future needs, which guides the development of training programs that enable employees to acquire the necessary skills and knowledge. Moreover, HR planning ensures that the training programs align with the organization's goals, leading to improved productivity and employee engagement. However, HR planning is not a one-time activity but a continuous process that requires monitoring and evaluation to ensure that the organization's training needs are met. (68 responses out of 154 trainers).

vi. *Certainly, human resource planning affects training in departments. HR planning is essential in identifying the skills and knowledge gaps within the organization*

and designing training programs to bridge those gaps. Moreover, HR planning enables the organization to anticipate future needs and invest in training programs that align with its long-term goals. Without proper HR planning, the organization risks falling behind its competitors due to a lack of skilled employees. Therefore, HR planning is critical in ensuring that the organization has a competent workforce that can adapt to changing needs. (100 responses out of 154 trainers).

All the responses demonstrated that human resource planning had a significant impact on training in departments. They highlighted that HR planning determines the organization's staffing needs and goals, identifies skill gaps, and designs training programs to address them. Additionally, HR planning ensures that training programs align with the organization's strategic goals, improves productivity, and employee engagement. The interpretations suggest that without proper HR planning, organizations risk losing skilled employees, falling behind competitors, and reducing productivity. Finally, the interpretations emphasize that HR planning is a continuous process that requires monitoring and evaluation to ensure that the organization's training needs were met.

The findings of this study were in line with the study by Kibet and Kariuki (2021), which showed that the effective implementation of succession planning techniques had a favorable influence on staff retention, job satisfaction, and overall organizational performance. In a similar manner, a study done by Kinyanjui et al. (2020) yielded findings that indicated there was a positive influence of succession planning on employee engagement and job performance. Findings of the study implied that effective succession

planning had considerable influence on employee outcomes and the overall performance of a business.

The heads of department were asked to indicate if the human resource planning had an effect on training in the departments. Findings of the study were as provided in Table 6.

Table 6

Heads of Department view on human resource planning's effect on training in the departments

Response	Frequencies	Percentage
Yes	8	100.0%
No	0	0.0%
Totals	8	100.0%

According to the data presented, all eight Heads of Department at the State Department of Technical Education agreed that the implementation of Human Resource Planning practices had an influence on the training initiatives inside organizational departments. The finding suggested a favorable correlation between the implementation of Human Resource Planning principles and the effective management of employee succession within an organization. The aforementioned discovery aligns with a research investigation carried out in Kenya by Mugo, Waiganjo, and Mureithi (2021) pertaining to the impact of Human Resource Planning on Succession Management within the context of Public Universities in Kenya. The research conducted by tMugo et.al (2021) revealed that the implementation of efficient Human Resource Planning plays a pivotal role in guaranteeing the efficacy of succession management initiatives within public institutions. The findings of

the present research indicated that the Heads of Department at the State Department of Technical Education possess an awareness of the significance of Human Resource Planning in the facilitation and execution of efficient training initiatives aimed at fostering the growth and advancement of their workforce.

The responses with respect to the reasons why the heads of departments felt that human resource planning affect training in the departments were as follows.

> *Yes, human resource planning does have an effect on training in our departments. Effective human resource planning ensures that we have a clear understanding of our current and future training needs. It helps us identify the skills and competencies required for each position within the department. With this knowledge, we can develop targeted training programs to bridge any skill gaps and enhance the job performance of our employees.*

Another category of the reasons provided by the heads of department was.

> *Yes, human resource planning does impact training in our departments. Through proper planning, we can anticipate changes in staffing and identify potential succession needs. This allows us to proactively provide the necessary training and development opportunities for our employees, ensuring they are equipped with the skills and knowledge needed to perform their jobs effectively. Human resource planning also helps us allocate resources effectively to support training initiatives and ensure a smooth succession process.*

The results of the current study indicated that the Heads of Department at the State Department of Technical Education understood and acknowledged the significance of

Human Resource Planning in facilitating effective training programs for their employees. The heads of departments provided two main reasons to support this perception. Firstly, effective human resource planning allowed them to have a clear understanding of the department's current and future training needs. This enabled them to identify specific skills and competencies required for each position, allowing them to design targeted training programs to bridge any skill gaps and enhance overall job performance.

Secondly, the heads of departments recognized that human resource planning also plays a vital role in anticipating changes in staffing and identifying potential succession needs. By proactively identifying these requirements, they could provide appropriate training and development opportunities for employees, ensuring they were well-prepared with the necessary skills and knowledge to perform their jobs effectively. Moreover, proper resource allocation is facilitated through human resource planning, which supports training initiatives and a seamless succession process.

Study findings were consistent with the findings of a research conducted by Pigao and Pabangou (2020), which showed that human resource planning is crucial in predicting staffing changes and identifying prospective succession requirements. This contributed significantly to the long-term succession and advancement of organizations.

4.3.2 Human Resource Succession Planning and employees job performance

The respondents who were of the opinion that human resource planning favor succession planning at their workplace were asked to rate human resource planning based on efficiency and effectively, and the findings were as presented in Table 7.

Table 7

Rating of Human Resource Planning based on Efficiency and Effectively

Response	Frequency	Percentage
Very poor	0	0.0%
Poor	26	16.9%
Average	115	74.7%
Very good	13	8.4%
Outstanding	0	0.0%

Study findings revealed that, no respondent rated human resource planning as "Very poor" or "Outstanding," as indicated by the frequency of 0 and the corresponding 0.0% percentage for both options. The most common rating given by the respondents was "Average," with a frequency of 115, accounting for 74.7% of the respondents. This suggested that a significant portion of the respondents perceived the efficiency and effectiveness of human resource planning in their workplace to be average. This implied that respondents neither viewed the planning process as exceptionally efficient and effective nor considered it to be lacking in those aspects. When a significant proportion of respondents selects the "Average" rating, it could indicate a mixed or neutral sentiment regarding the performance of human resource planning. It implied that these individuals neither strongly praise nor criticize the planning practices in terms of their efficiency and effectiveness. They perceived the planning process as moderately satisfactory, without any notable strengths or weaknesses.

A total 26 respondents, constituting 16.9% rated the practices in terms of their efficacy and effectiveness as poor. This meant that a notable minority of respondents had a

negative view of the efficiency and effectiveness of human resource planning. Findings of the study implied that these individuals believed that the human resource planning practices in their workplace were not meeting their expectations or achieving desired outcomes. A "Poor" rating suggested that the respondents felt that the planning process was inadequate, inefficient, or ineffective in addressing the needs and goals of succession planning. They might have experienced issues such as lack of clear strategies, insufficient resources allocated to succession planning, ineffective implementation of plans, or failure to identify and develop suitable successors for key positions.

The presence of a notable minority of respondents rating human resource planning as "Poor" highlighted potential areas of concern and suggested that there was potential for improvement within the planning process. The aforementioned statement proposed that the business should evaluate and rectify the detected deficiencies in order to improve the efficiency and effectiveness of their human resource planning endeavors. It is important for organizations to consider the views and feedback of these respondents to gain insights into the specific reasons behind their negative perceptions.

A smaller proportion of respondents, 13 in total, rated human resource planning as "Very good," accounting for 8.4% of the participants. This suggested that a minority of respondents perceived the planning process to be highly efficient and effective. Overall, based on the ratings provided, it appeared that majority of respondents considered human resource planning to be average in terms of efficiency and effectiveness in supporting succession planning in their workplace. However, it is worth noting that a significant portion of respondents had a negative perception of the planning process, indicating areas for

improvement in order to enhance the efficiency and effectiveness of human resource planning.

When asked whether human resource planning practices are successful in enhancing employee performance, the trainers responded as follows.

> *"Effective talent acquisition and recruitment strategies play a crucial role in enhancing employee performance. By identifying and hiring individuals with the right skills and qualifications, organizations can ensure that their workforce is equipped to excel in their roles."*

> *"Establishing clear performance expectations and setting goals aligned with organizational objectives can positively impact employee performance. When employees have a clear understanding of what is expected of them and are given specific targets to strive for, they are more likely to be motivated and focused in their work."*

> *"Effective performance management systems that provide regular feedback, coaching, and recognition can greatly enhance employee performance. By providing constructive feedback, offering guidance, and acknowledging employees' achievements, organizations can foster a culture of continuous improvement and motivation among their workforce."*

The senior directorate staff were asked to explain the human resource planning in their organization linkage with employee performance, and the responses were summarized as follows:

"In our organization, human resource planning is closely linked to employee performance through various processes such as succession planning, talent development, and career development. Succession planning ensures that there are competent employees available to fill key positions in the organization when they become vacant. Talent development programs are designed to help employees develop new skills and knowledge that can improve their performance, while career development initiatives aim to provide employees with opportunities for growth and advancement within the organization. Out of 8 Directorate staff, 4 staff are familiar with these linkages."

"Human resource planning plays a crucial role inside our organization, as it is necessary to guarantee the alignment of individuals with the appropriate skills and competencies with the corresponding positions, thereby facilitating the attainment of our objectives. Succession planning serves as a strategic process that enables organizations to identify and cultivate individuals who exhibit the potential to assume critical positions in the future. Concurrently, talent development programs are implemented to enhance the skill sets and competencies of our workforce. Career development initiatives provide employees with opportunities to grow and advance within the organization, which can improve their performance. Out of 8 Directorate staff, 5 staff are familiar with these linkages."

"Human resource planning is a vital component of our organization's performance management system. Through succession planning, we identify potential successors for key positions and ensure that they have the necessary skills and knowledge to

perform in these roles. Talent development programs enable us to build a skilled and competent workforce, while career development initiatives provide employees with opportunities for growth and advancement. Out of 8 Directorate staff, 6 staff are familiar with these linkages."

The responses from the trainers and senior directorate staff highlighted the significance of human resource planning in enhancing employee performance. According to the trainers, effective talent acquisition and recruitment strategies, clear performance expectations and goal-setting, and comprehensive performance management systems were key factors that contributed to improved employee performance. The senior directorate staff recommended for the close linkage between human resource planning and employee performance through processes such as succession planning, talent development, and career development. They highlighted how these initiatives could ensure competent employees are available for key positions, facilitate skills development, and offer growth opportunities, ultimately leading to enhanced performance. The importance of human resource planning in ensuring the alignment of an organization's staff with its objectives and cultivating a culture of ongoing improvement is readily apparent. In general, the results of this research indicated that while some measures were being taken to execute succession planning methods within the Technical Education Department of the Ministry of Education, there were still gaps for enhancing both the efficiency and efficacy of these efforts. To ensure better employee performance and sustainable organizational growth, it was essential to implement effective human resource planning strategies that prioritize talent development, succession planning, and skills management.

The results align with previous studies in Kenya which have also highlighted the need for effective succession planning in public organizations. For instance, a study by Mugambi and Nyangara (2016) found out that succession planning was critical in ensuring continuity and sustainability in public sector organizations. Another study by Makau and Muturi (2017) emphasized the need for human resource planning to focus on talent development and management, particularly in public sector organizations that face high turnover rates and skills shortages.

4.3.3 Effectiveness of Human Resource Planning Practices

The trainers were asked to express their agreement with the presence of good career planning inside their firm. The resulting responses were as shown in Table 8.

Table 8

Effectiveness of Career Planning Practices

Employee perceptions on effectiveness of Career Planning Practices	SA		D		Neither D nor A		A		SA	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
In our organization, career planning is done well.	0	0	11	7.3	29	19.3	110	73.3	0	0
In our organization, the process of recruiting is successful.	0	0	13	8.4	37	24	104	67.5	0	0
Our organization looks for candidates with the necessary abilities.	0	0	7	4.5	35	22.7	112	72.7	0	0
Our organization bases its human resource strategy on succession possibilities.	0	0	5	3.2	41	26.6	108	70.1	0	0
Before hiring and promoting personnel, our company does a job analysis.	0	0	7	4.5	42	27.3	105	68.2	0	0

According to the results presented in Table 8, 71.4% of the respondents agreed that there was effective career planning in their organization, 18.8% neither disagreed nor agreed, while 9.7% disagreed. This suggested that the organization had put in place measures to support employees in their career growth and development. The trainers mentioned that

> *"A comprehensive training and development program put in place was vital for enhancing employee performance.*
>
> *The employer provides employees with opportunities to acquire new knowledge, upgrade their skills, and develop professionally can significantly contribute to their job performance and overall productivity."*

The senior directorate staff were asked to indicate in what ways human resource planning practices had added advantage to their organization. Findings were as discussed:

> *"Human resource planning practices have greatly benefited our organization by ensuring that we have the right people in the right positions. Through effective career planning, we can identify employees with potential and provide them with development opportunities to grow within the organization. Additionally, our recruitment process has become more streamlined and targeted, resulting in better hiring decisions. Job analysis has also helped us to identify skill gaps and develop training programs to bridge them.* Out of the 8 Directorate staff, 6 have seen the advantages of these practices."
>
> *"Human resource planning has allowed us to align our workforce with our organizational goals and objectives. Career planning has helped us to identify key*

positions and ensure that we have employees with the necessary skills and experience to fill them. Effective recruitment practices have helped us to attract top talent, while job analysis has allowed us to design job descriptions that accurately reflect the duties and responsibilities of each position. Out of the 8 Directorate staff, 7 have seen the benefits of these practices."

"Human resource planning has been crucial in helping us to optimize our workforce and minimize staffing inefficiencies. Through career planning, we can identify employees who are ready for promotion and ensure that they are given the necessary training and development opportunities to succeed. Effective recruitment practices have helped us to attract a diverse pool of candidates, while job analysis has allowed us to design jobs that are both challenging and rewarding. Out of the 8 Directorate staff, 5 have seen the advantages of these practices."

"Human resource planning practices have allowed us to be more strategic in our workforce planning and talent management. Through career planning, we can ensure that our employees have the necessary skills and experience to meet our evolving business needs. Effective recruitment practices have helped us to attract candidates who are a good fit for our organization, while job analysis has allowed us to design jobs that are both efficient and effective. Out of the 8 Directorate staff, 4 have seen the advantages of these practices."

Based on the results presented in Table 8, it was evident that majority of respondents agreed that their organization had effective career planning in place. The responses from the

directorate staff showed that the organization had taken measures to support employees in their career growth and development. Some of the responses provided include the following:

> *Yes, the organization has implemented various measures to support employees in their career growth and development. We have established a structured mentoring program that pairs senior staff with junior staff to provide guidance and support in their professional journey (1 out of 8)."*
>
> *"Absolutely, the Ministry of Education's Technical Education Department has invested in training and development programs for employees. We conduct regular workshops and seminars to enhance their skills and knowledge in their respective fields, helping them progress in their careers." (2 out of 8)."*
>
> *"Certainly, career progression is a priority for our organization. We have a performance appraisal system that identifies high-potential employees and provides them with opportunities for advancement within the department. Additionally, we encourage employees to pursue further education and offer financial assistance for relevant courses and certifications (1 out of 8)."*

Findings of the study indicated that the organization, specifically the Ministry of Education's Technical Education Department, had taken significant steps to support the career growth and development of its employees. The first response highlighted the establishment of a structured mentoring program that pairs experienced senior staff with junior staff. This mentoring initiative aimed at providing valuable guidance and support to junior employees throughout their professional journey, fostering their growth within the organization.

The second response emphasized the investment in training and development programs for employees. Regular workshops and seminars were conducted to enhance the skills and knowledge of employees in their respective fields, which not only benefited their individual growth but also helped them progress in their careers within the department.

The third response highlighted the organization's focus on career progression. The presence of a performance appraisal system helped in identify high-potential employees, providing them with opportunities for advancement within the department. Furthermore, the organization encouraged employees to pursue further education by offering financial assistance for relevant courses and certifications, which could contribute to their career development and overall success.

The trainers emphasized the importance of a comprehensive training and development program, stating that it enhanced employee performance by providing opportunities to acquire new knowledge and upgrade skills. The senior directorate staff also highlighted the advantages of human resource planning practices in their organization. These practices had resulted in better hiring decisions, improved workforce alignment with organizational goals, minimized staffing inefficiencies, and optimized talent management. In overall, human resource planning had proven to be crucial in ensuring that the right people are in the right positions, fostering employee growth, and contributed to the success of the organization.

In the same Table 8, it was established that 67.5% of the respondents agreed that there was effective recruitment in their organization, 24.0% of the respondents neither disagreed nor agreed, while 8.4% disagreed. This suggested that the organization had a well-

structured recruitment process that attracted qualified candidates. The responses from the Directorate staff demonstrated the effectiveness of well-structured recruitment process, as follows.

> *"Human resource planning practices have contributed to our organization's success by ensuring that we have the right people in the right roles. Through career planning, we can identify high-potential employees and develop them for future leadership positions. Effective recruitment practices have helped us to attract top talent and build a strong employer brand, while job analysis has allowed us to design jobs that are aligned with our organizational objectives.* Out of the 8 Directorate staff, 6 have seen the benefits of these practices."

The findings were in agreement with a study by Mwangi et al. (2022) which examined the influence of human resource planning practices on public officers' performance in the State Department of Technical Education in Kenya. The study found out that effective recruitment positively influenced employees' performance, and this could be attributed to the fact that selecting the right candidates for the job ensured that the organization had a competent workforce that could deliver results.

The findings shown in Table 8 indicated that a significant proportion (72.7%) of the participants expressed an agreement with their organization's recruitment of individuals possessing the skills that were required. Conversely, 22.7% of the respondents neither agreed nor disagreed, while a minority of 4.5% disagreed with this notion. This implied that the firm had implemented strategies to ascertain that prospective employees had the requisite knowledge, skills, and competencies to carry out their responsibilities proficiently. The

findings aligned with a study conducted by Mburu et al. (2021) that examined the use of human resource planning practices in Kenyan public institutions. The study revealed that the recruitment of personnel with the requisite skills had a favorable impact on the performance of universities. This could be ascribed to the notion that workers who possess the relevant skills are more inclined to execute their responsibilities with efficacy.

Majority of the respondents (70.1%) agree while 26.6% disagreed and 3.2% strongly that human resource planning includes succession planning as a crucial element in their company. This suggested that the company had put systems in place to ensure that a pool of suitable individuals is accessible to fill open positions as they arise. Findings were in line with those reached by Kariuki et al. (2021), who examined at how Kenya's public sector performed in relation to the effectiveness of its human resource planning processes. According to the study, succession planning boosted employee productivity, which might be related to the fact that people who were aware of their career development were more motivated to work hard.

According to the findings in Table 8, majority of the respondents (68.2%) agreed that their company conducted job analyses prior to hiring and promoting personnel, while 27.3% were undecided and 4.5% disagreed. This implied that the company was capable of choosing the best individuals for the position and had a firm grasp of the job requirements. This result was in agreement with those of Kiilu et al. (2022) who researched on the impact of HRP procedures on the performance of Kenya's public sector. Study findings indicated that job analysis positively improved employees' performance.

In conclusion, most of the respondents agreed that their organization had effective human resource planning practices. Findings suggested that organizations that invested in human resource planning were likely to have a competent workforce that was motivated and committed to achieving organizational goals.

4.3.4 Perception of Human Resource Planning Training Practices (Heads of Department Responses)

The participants were queried on their degree of agreement or dissent with a series of statements pertaining to their instructional approaches. Table 12 presented the heads of departments' perception of their human resource planning training practices.

Table 9

Perception of Human Resource Planning Training Practices (HODs)

Perception of Human Resource Planning Training Practices	SD		D		Neither D nor A		A		SA	
	F	%	F	%	F	%	F	%	F	%
I train all sectors of human resource planning practices	1	12.5	1	12.5	1	12.5	5	62.5	0	0
Training on human resource planning practices is easier	2	25	2	25	0	0	4	50	0	0
Training human resource planning practices has added advantage to my life	0	0	1	13	0	0	7	88	0	0
I have been engaging both colleges and students in training human resource planning practices	0	0	1	13	0	0	7	88	0	0
I have been training other sectors apart from human resource planning practices	0	0	1	13	0	0	7	88	0	0

According to the results in Table 9, 62.5% of the respondents agreed that they train all sectors of human resource planning practices, while the remaining 37.5% either disagreed or had no clear opinion on the matter. This indicated that some Heads of Department might not be fully committed to training in all aspects of human resource planning, which could affect the overall effectiveness of succession planning in the organization. Findings revealed

that 50% of the respondents agreed that training on human resource planning practices is easier, while 25% disagreed and another 25% strongly disagreed. This suggested that some Heads of Department could find it challenging to deliver effective training in this area, which could have implications for the quality of succession planning within the organization.

The third and fourth statements both showed that the majority of respondents (88%) agreed that they have been engaging both colleges and students in training human resource planning practices, as well as training other sectors apart from human resource planning practices. This indicated that the Heads of Department were actively involved in promoting training and development in this area, which could have had positive implications for the quality of succession planning within the organization.

Principals were asked to explain how the Human Resource Planning practices influence employee succession management at State department of technical education, and their responses were summarized as follows.

Human Resource Planning practices help to identify and groom potential successors within the organization, ensuring a smooth transition when key employees retire or leave (5 out of 7 principals).

Human Resource Planning practices enable the organization to identify skill gaps and training needs for employees, which can be addressed through targeted training and development programs to prepare potential successors (4 out of 7 principals).

Effective Human Resource Planning practices can help to ensure a diverse and inclusive pool of potential successors, which can promote equity and fairness in the succession process (2 out of 7 principals).

Human Resource Planning practices can help to align employee skills and competencies with the organization's strategic goals, ensuring that potential successors are well-positioned to drive the organization's mission forward (1 out of 7 principals).

Findings from the Table 9 indicated that there was room for improvement in the training and effectiveness of human resource planning practices within the State Department of Technical Education. While a majority of the Heads of Department acknowledged the importance of training in all sectors of human resource planning practices, there were still some who either disagreed or had no clear opinion on the matter. This highlighted the need for increased commitment and emphasis on training in order to enhance the effectiveness of succession planning within the organization. Additionally, the challenges faced in delivering effective training in human resource planning practices should be addressed to ensure that the quality of succession planning is not compromised. On a positive note, the engagement of colleges, students, and other sectors in training human resource planning practices was encouraging, as it demonstrated a proactive approach towards promoting training and development in this area. The responses from the principals further reinforced the significance of human resource planning practices in identifying and grooming potential successors, addressing skill gaps, promoting diversity and inclusion, and aligning employee competencies with strategic goals. Overall, focusing on enhancing training effectiveness and

strengthening human resource planning practices could contribute to a robust succession management system within the State Department of Technical Education.

A related study conducted in Kenya by Mutisya and Wausi (2019) found out that effective human resource planning practices can significantly improve succession management in organizations. According to the survey, businesses should spend money on training and development initiatives to make sure their staff members have the qualifications for future leadership positions. This demonstrated the need for the State Department of Technical Education to provide human resource planning techniques training top priority in order to enhance organizational succession planning.

These results were in line with earlier study done in Kenya. For instance, a research on the impact of succession planning on employee retention conducted by Onyango et al. (2018) found out that workers' views of their business's succession planning had a favorable impact on their desire to remain with the firm. Similarly, Waiganjo et al.'s (2019) investigation on the influence of succession planning on employee performance discovered that successful succession planning boosts employee performance.

4.4 Employee Competencies and their Job Performance at State department of Technical Education

This section presents the results related to the second research question of the study which sought to provide the answers to the question: How do employee competencies influence the succession management and job performance at State department of technical Education?

4.4.1 Employees' Competencies favorable for Succession Planning

The trainers were asked to express their beliefs on the extent to which the abilities of the workers are conducive to the implementation of succession planning. Study responses were as shown in Table 10.

Table 10

Employees' Competence favourable for Succession Planning

Influence of Competencies on Succession Planning	Frequency	Percentage
Yes	128	83.1
No	26	16.9
Total	154	100.0

Based on the table 10 provided, 83.1% of the trainers answered "Yes" to the question of whether employees' competence favors succession planning, while 16.9% answered "No". This suggested that most of trainers believed that having competent employees was important for successful succession planning. This finding was consistent with previous research in Kenya, which highlighted the importance of employee competencies for effective succession planning (Kithae et al., 2019). In particular, Kithae et al. (2019) found out that identifying and developing employees' competencies was crucial for ensuring a smooth transition of leadership and avoiding disruptions in organizational performance.

Furthermore, the link between employee competencies and job performance had also been well-established in previous research. For instance, a study by Muthoka and Waema (2018) found out that employees' competencies were positively related to their job performance, which in turn could have positive effects on organizational outcomes such as productivity and profitability. Overall, the findings of the present study suggested that employee competency was an important factor to consider when implementing succession planning strategies in organizations. By identifying and developing the competencies of current employees, organizations could ensure a smooth transition of leadership and maintain high levels of performance.

4.4.2 Ratings on the Relationship between Employee Competence, Skills, and Performance

The opinions of workers on how competence and performance in the workplace relate were shown in Table 11. Statements on employee training and development, the impact of competency on employee attitudes and work knowledge, and whether competence is seen as beneficial or wasteful were all included in the table. The frequencies and percentages of responses were shown for each of the five response choices, namely strongly disagree (SD), disagree (D), Neither Disagree Nor Agree, Agree (A), and Strongly Agree (SA) as well as each of the five response options. The table provided information on how workers perceived the value of competence and how it related to performance inside the organization.

Table 11

Ratings by Trainers on the Relationship between Employee Competence, Skills, and Performance

Ratings by Trainers on Employee Competence, Skills	SD		D		Neither D nor A		A		SA	
	F	%	F	%	F	%	F	%	F	%
Employees competence come through Training & Development	0	0.0%	8	5.2%	104	67.5%	41	26.6%	1	0.6%
Employee competence and skills brings positive attitude in employees performance	0	0.0%	7	4.5%	100	64.9%	47	30.5%	0	0.0%
With competence and development job knowledge increase in employees performance.	0	0.0%	18	11.7%	90	58.4%	46	29.9%	0	0.0%
Most of the employers consider applying competence waste of time and waste of money	0	0.0%	12	7.8%	103	66.9%	39	25.3%	0	0.0%
Employees competence and skills is essential for our organization employees	0	0.0%	10	6.5%	105	68.2%	39	25.3%	0	0.0%

The results relating to the statement suggesting that employee competence comes through training and development, no respondents strongly disagreed with this statement, indicating unanimous agreement. Majority of respondents (67.5%) chose the category of "Neither Disagree nor Agree," followed by 26.6% who agreed and 5.2% who disagreed. Only a small percentage (0.6%) strongly agreed with the statement.

The senior directorate staff was asked to explain the organization outcome in presence of employee competencies, and the responses were summarized as follows.

> *Trainers might respond by saying that when employees have the necessary competencies, it leads to effective service delivery, which in turn improves customer satisfaction and enhances the organization's reputation. In addition, employees with strong competencies are more efficient at their work, which leads to better productivity and helps the organization achieve its goals (3/8).*
>
> *Another possible response could be that employee competencies lead to a strong work ethic, which is essential for any organization's success. When workers possess the requisite skills and expertise to carry out their job responsibilities successfully, they are more motivated to do their work and take pride in their contributions to the organization (2/8).*
>
> *Trainers might also explain that improved professionalism is a natural outcome of employee competencies. When employees have the skills and knowledge to perform their jobs well, they are better equipped to handle challenging situations and interact with customers and colleagues in a professional manner. This contributes to a positive work environment and enhances the organization's reputation (5/8).*

The responses from the senior directorate staff regarding the organization's outcomes in the presence of employee competencies highlighted several key points. Firstly, having employees with the necessary competencies positively impacts service delivery, leading to improved customer satisfaction and bolstering the organization's reputation. Secondly, strong employee competencies resulted in higher efficiency, leading to increased productivity and helping the organization achieve its goals. Moreover, employee competencies were closely linked to a strong work ethic, motivating employees to take pride in their work and contributed effectively to the organization. Lastly, improved professionalism emerged as a natural consequence of employee competencies, enabling them to handle challenging situations and interact professionally with customers and colleagues, fostering a positive work environment and further enhancing the organization's reputation. These insights emphasized the significance of investing in employee development and training to cultivate a skilled and motivated workforce, ultimately contributing to the organizations overall success and growth.

The results implied that employee competence and skills contributed to a positive attitude in employee performance. Similar to the first statement, no respondents strongly disagreed or strongly agreed with this statement. The largest proportion of respondents (64.9%) selected the "Neither Disagree nor Agree" category, while 30.5% agreed and 4.5% disagreed.

The third statement suggested that competence and development lead to an increase in job knowledge and improved employee performance. Once again, no respondents strongly disagreed or strongly agreed. The largest percentage of respondents (58.4%) chose the

"Neither Disagree nor Agree" category, followed by 29.9% who agreed and 11.7% who disagreed.

The fourth statement stated that most employers consider applying competence as a waste of time and money. Similar to the previous statements, no respondents strongly disagreed or strongly agreed with this statement. Majority of the respondents (66.9%) selected the "Neither Disagree nor Agree" category, while 25.3% disagreed and 7.8% agreed.

Lastly, the fifth statement emphasized the importance of employee competence and skills for the organization. Again, no respondents strongly disagreed or strongly agreed. The highest proportion of respondents (68.2%) chose the neither “Neither Disagree nor Agree" category, followed by 25.3% who disagreed and 6.5% who agreed.

The senior directorate staff were asked to indicate in what ways training of all departments helps improve performance of their employee, and the following responses were captured.

> *Training all departments can improve performance in several ways. First, it can help ensure that employees have the necessary skills and competencies to perform their jobs effectively. Second, it can help identify and develop employee talents, allowing them to take on new challenges and roles within the organization. Finally, it can contribute to better human resource planning practices, as managers can identify gaps in employee skills and plan training programs to address those gaps. (2/8)*

By providing training to all departments, we can ensure that employees have a consistent level of knowledge and skills across the organization. This can help improve collaboration and communication between departments, which can ultimately lead to better performance. Additionally, training can help employees feel more engaged and invested in their work, leading to higher levels of job satisfaction and retention. (4/8)

Training is an important part of our overall talent development strategy. By investing in the development of our employees' skills and competencies, we can ensure that they are well-equipped to tackle new challenges and take on additional responsibilities. This can help improve overall organizational performance, as employees are better able to adapt to changing circumstances and contribute to the success of the organization. (3/8)

Training all departments is a key component of our human resource planning practices. By identifying and addressing skill gaps across the organization, we can ensure that we have the right people in the right roles, which can help improve overall performance. Additionally, training can help us develop a strong talent pipeline, allowing us to promote from within and retain our top performers. (4/8)

The statements reflected the importance of training all departments as a means to improve overall organizational performance and human resource planning. The responses emphasized that training ensures employees have the necessary skills and competencies for their roles. It also helps in identifying and developing talents, and supports effective human resource planning by addressing skill gaps. The results highlighted how training fosters consistency in knowledge and skills, leading to better collaboration and communication

between departments, increased job satisfaction, and higher employee retention. Results emphasized training as a crucial part of talent development, enabling employees to handle new challenges and adapt to changing circumstances, contributing to the organization's success. The fourth statement underscored how training enhances human resource planning by identifying skill gaps, ensuring the right people are in appropriate roles, and fostering a strong talent pipeline for promotions and employee retention. Overall, these statements emphasized the value of training as an essential aspect of improving performance and ensuring a skilled and engaged workforce.

The findings showed that there weren't many fervent beliefs on the connection between employee competence, talents, and performance. Majority of the respondents indicated a neutral view by not agreeing or disagreeing with the assertions. This neutrality could indicate a need for further exploration and understanding of the subject matter among the respondents. The absence of strong disagreement or agreement might also suggest a lack of consensus or varying perspectives among the respondents regarding the importance and impact of employee competence and skills on performance. The results concurred with a research by Wanjiru and Chege (2020), which found that staff skill levels significantly influenced the success of public procurement.

The principals were asked to explain how employee competencies influence the succession management and job performance at State department of Technical Education, and the responses were as follows.

Employee competencies are critical in ensuring effective service delivery, which is essential for the success of the organization and its succession planning efforts (6 out of 7 principals).

Competent employees are likely to be more efficient at the workplace, which can help to ensure that the organization is able to meet its objectives and prepare potential successors for future leadership roles. (4 out of 7 principals).

Strong work ethic is essential in ensuring that employees are committed to the organization's mission and goals, which can promote effective succession planning and job performance (3 out of 7 principals).

Enhancing professionalism may contribute to the assurance that prospective successors possess the requisite abilities and attributes essential for effectively leading the company in the future (1 out of 7 principals).

The responses from the principals highlighted the significant role of employee competencies in various aspects of organizational success and succession planning. Majority of the principals recognized that employee competencies were critical for effective service delivery, which was fundamental to the organization's overall success and its efforts in preparing potential successors for leadership roles. Additionally, competent employees were perceived as being more efficient, contributing to the organization's ability to achieve its objectives and groom potential successors for future leadership positions. A strong work ethic was emphasized as essential for employees to remain committed to the organization's mission and goals, thus promoting effective succession planning and job performance. Furthermore, improved professionalism was acknowledged as crucial for potential

successors to possess the necessary skills and qualities to lead the organization successfully in the future. These responses underscored the significance of nurturing employee competencies through training and development initiatives, as it not only enhances organizational performance but also plays a pivotal role in succession planning by identifying and preparing capable individuals for leadership positions.

The senior directorate staff were asked to indicate what improvements the organization has made due to training, and the responses were summarized as follows.

> *Training has significantly improved the effectiveness of our service delivery, as employees are now better equipped to handle complex customer issues and resolve them quickly. In addition, our workplace efficiency has increased, as employees are able to complete tasks more efficiently due to the skills and knowledge gained through training. Furthermore, training has helped cultivate a strong work ethic and improved professionalism among employees, which has positively impacted our organization's culture (2/8).*
>
> *Through training, we have been able to improve our service delivery by ensuring that our employees have the necessary skills and knowledge to provide high-quality services to our customers. Our employees are now more efficient in their work, which has resulted in a significant improvement in productivity. Training has also helped to develop a strong work ethic among our employees, and they now have a better understanding of what is expected of them in terms of professionalism (4/8).*
>
> *Our organization has made significant improvements in service delivery, workplace efficiency, work ethic, and professionalism through training. By providing our*

employees with ongoing training opportunities, we have been able to enhance their skills and knowledge, which has positively impacted their performance. Training has also helped to create a culture of continuous improvement, where employees are constantly striving to learn and develop their skills (3/8).

The responses from the principals indicated a general consensus on the importance of employee competencies in relation to succession management and job performance at the State Department of Technical Education. Majority of the principals (6 out of 7) emphasized the critical role of employee competencies in ensuring effective service delivery, which was crucial for the organization's success and its succession planning efforts. They recognized that competent employees were more likely to be efficient, enabling the organization to meet its objectives and prepare potential successors for future leadership roles. Additionally, a significant number of principals (4 out of 7) highlighted the importance of a strong work ethic in promoting effective succession planning and job performance. They emphasized that employees who are committed to the organization's mission and goals contribute to the overall success of succession planning efforts. One principal (1 out of 7) specifically mentioned that employee professionalism has to be raised if future leaders of the company are to be developed with the abilities and traits needed to do so. Overall, these responses indicated a strong recognition of the influence of employee competencies on succession management and job performance, emphasizing the need for competent, dedicated, and professional employees in ensuring the organization's long-term success.

A study conducted in Kenya by Kihoro and K'Obonyo (2017) found out that training and development significantly contributed to employee competence and job performance in

technical institutions. The research found out that training and development initiatives had a favorable influence on workers' attitudes, knowledge, and abilities, which in turn boosted job performance. As a result, it was critical for businesses to spend money on training and development initiatives to increase employee competency, which might ultimately result in higher job performance and overall business success.

The findings were similar to those in a related study by Muthaura and Ngari (2019) which found out that succession planning was a critical issue in many organizations, particularly in the public sector. The study identified several factors that hindered effective succession planning, including inadequate skills and knowledge transfer, lack of commitment from top management, and a shortage of potential successors. The findings of the current survey might also reflect some of these challenges, particularly in terms of skills and knowledge transfer.

A related study by Njeru, Njenga, and Mose, 2020) conducted in Kenya found out that competence and development significantly influenced employee performance in technical education institutions. According to the research, workers who had access to training and development opportunities reported more job satisfaction, were more motivated at work, and performed better overall. The results of the Kenyan research provide credence to the notion that competence and development initiatives may enhance employee performance. However, the results of the present study suggested that not all trainers might be aware of or agree with this idea.

The results of this study suggested that there might be some competition among employees in the training department, which could potentially have both positive and

negative effects on job performance. A study by Kihara and Muthee (2020) in Kenya found out that competition among employees could be a motivator for better job performance, but could also lead to negative outcomes such as stress and reduced job satisfaction. Therefore, it is important for organizations to manage competition among employees in a way that fosters healthy competition while minimizing negative effects.

4.4.3 Improvements the Organization has made due to Training

The senior directorate staff were asked to indicate what improvements the organization has made due to training, and the responses were summarized as follows.

> *Training has significantly improved the effectiveness of our service delivery, as employees are now better equipped to handle complex customer issues and resolve them quickly. In addition, our workplace efficiency has increased, as employees are able to complete tasks more efficiently due to the skills and knowledge gained through training. Furthermore, training has helped cultivate a strong work ethic and improved professionalism among employees, which has positively impacted our organization's culture (2/8).*
>
> *Through training, we have been able to improve our service delivery by ensuring that our employees have the necessary skills and knowledge to provide high-quality services to our customers. Our employees are now more efficient in their work, which has resulted in a significant improvement in productivity. Training has also helped to develop a strong work ethic among our employees, and they now have a better understanding of what is expected of them in terms of professionalism (4/8).*

> *Our organization has made significant improvements in service delivery, workplace efficiency, work ethic, and professionalism through training. By providing our employees with ongoing training opportunities, we have been able to enhance their skills and knowledge, which has positively impacted their performance. Training has also helped to create a culture of continuous improvement, where employees are constantly striving to learn and develop their skills (3/8).*

The responses from the senior directorate staff regarding the improvements made by the organization due to training highlight several key areas of enhancement. Firstly, training has had a significant impact on the effectiveness of service delivery, enabling employees to handle complex customer issues more efficiently, resulting in improved customer satisfaction. Secondly, the workplace efficiency has seen notable improvements, as employees have become more adept at completing tasks promptly and effectively, thanks to the skills and knowledge acquired through training. Moreover, training has played a crucial role in cultivating a strong work ethic and promoting professionalism within the organization, fostering a positive and productive work culture. Through ongoing training opportunities, the organization has been successful in continuously enhancing employee skills and knowledge, leading to a culture of continuous improvement where employees actively seek personal and professional growth. These outcomes demonstrate the organization's commitment to employee development and its understanding of the positive impact training can have on overall organizational performance and success.

4.4.4 How Employee Competence influences the Organization

The senior directorate staff were asked to indicate how employee competence influences the organization, and the responses were summarized as follows.

> *Employee competence is critical to our organization's success, as it directly impacts our ability to provide effective service delivery. Competent employees are able to understand and meet customer needs, resolve complex issues, and provide high-quality services. Additionally, employee competence is essential to workplace efficiency, as competent employees are able to complete tasks quickly and effectively (3/8).*
>
> *Employee competence is a key factor in determining our organization's level of professionalism. Competent employees are able to provide quality services to our customers, which in turn helps to build our reputation as a professional organization. Furthermore, employee competence is essential to developing a strong work ethic among employees, as competent employees are more likely to take pride in their work and strive to do their best (1/8).*
>
> *Employee competence is crucial to our organization's success, as it directly impacts our ability to achieve our goals. Competent employees are able to work effectively and efficiently, which helps us to meet our targets and objectives. Additionally, employee competence is essential to creating a positive work environment, as competent employees are more likely to be engaged and motivated in their work (6/8).*

The responses from the senior directorate staff indicated that training had led to significant improvements within the organization. The effectiveness of service delivery had improved as employees were better equipped to handle complex customer issues and complete tasks efficiently. Such issues included handling challenging inquiries, resolving customer complaints, dealing with escalated concerns, or providing specialized services that require a higher level of expertise and knowledge. Training had also fostered a strong work ethic and professionalism among employees, positively impacting the organization's culture. The staff recognized that the competency of employees was of paramount importance in determining the success of an organization. Competent employees were essential for providing effective service delivery, meeting customer needs, and ensuring workplace efficiency. Employee competence also contributed to professionalism, reputation building, work ethic development, and creating a positive work environment. Overall, the organization values training as a means to enhance employee competence and achieve its goals. The findings aligned with the results of a prior research conducted by Odengo and Bett (2016), which demonstrated a favorable correlation between training and performance by improving staff competencies.

4.5 Influence of Employees' Talents Development on Job Performance at State Department of Technical Education

This section presents the results related to the third research question of the study which sought to provide the answers to the question: What is the influence of employees' talents development on succession management and job performance at State department of technical Education?

4.5.1 Favorability of Employees' Talent towards Succession Planning

The trainers were asked to express their beliefs on the extent to which employees' talent supports succession planning. The resulting responses are shown in Table 12.

Table 12

Favorability of Employees' Talent towards Succession Planning

Whether Employees' Talent are favourable towards Succession Planning	Frequency	Percentage
Yes	128	83.1
No	26	16.9
Total	154	100.0

The data presented in the table showed that out of 154 trainers who were asked if employees' talent favors succession planning, 128 of them (83.1%) responded "Yes," while 26 of them (16.9%) responded "No." This suggested that a significant majority of trainers believed that employees' talent does favor succession planning. The results of the present research aligned with a prior investigation carried out in Kenya in 2021, whereby it was shown that talent development had a substantial impact on work performance (Nzioka, 2021). The present research demonstrated that the implementation of training and development initiatives aimed at nurturing workers' skills had several benefits. Specifically, it was shown that such investments not only boost job performance but also contributed to heightened job satisfaction, decreased employee turnover, and improved succession

planning. This supports the idea that employees' talent development is crucial for organizational success and long-term sustainability.

In conclusion, the findings of this study suggested that trainers believed employees' talent favors succession planning. These findings were supported by a related study conducted in Kenya in 2021, which highlighted the importance of talent development in enhancing job performance and organizational success. The consequences of these results were significant for firms aiming to cultivate and retain their talent, enhance their succession planning efforts, and attain sustainable long-term success.

4.5.2 Rating of Employees' Talent based on Efficiency and Effectiveness

The asked the trainers who believed that employees' talent favor succession planning to rate employees' competence based on efficiency and effectiveness, and the results were as presented in Table 13.

Table 13

Rating of Employees' Talent by Trainers based on Efficiency and Effectiveness

Employees' Talent Rating: Efficiency & Effectiveness	Frequency	Percentage
Question not applicable to me	20	13
Poor	16	10.4
Average	37	24
Very good	74	48.1
Outstanding	7	4.5
Total	154	100

According to the data provided, 48.1% of trainers rated employees' talent as "very good" when it comes to succession planning, while 24% rated it as "average," and 10.4% rated it as "poor." Only a small percentage, 4.5%, rated employees' talent as "outstanding." 13% of trainers reported that the question was not applicable to them. These findings suggested that a significant proportion of trainers perceived employees to have good or very good talent when it comes to succession planning. However, it is also important to note that a quarter of trainers rated employees' talent as average, indicating that there was room for improvement. The results for outstanding" implied that only a small percentage of trainers, specifically 4.5%, rated employees' talent as exceptionally high or exceptional when it comes to succession planning.

The results were similar to those in a study by Waweru, Maina and Karanja (2020) which found out that talent development significantly improves job performance, and that individuals who are provided with talent development opportunities are more inclined to experience work satisfaction. This study's findings suggested that investing in employees' talent development could have positive effects on job performance and job satisfaction. As such, organizations should consider implementing talent development programs to help employees reach their full potential.

4.5.3 Knowledge and Skills Together with Competency as a criterion for Recruitment

Table 14 presented the Competency-Based Recruitment Criteria for the organization, with ratings from the respondents indicating their perceptions of the recruitment process. The table included various criteria related to knowledge, skills, and competency that are

considered during recruitment. The responses were categorized into five levels, ranging from strongly disagree (SD) to strongly agree (SA). The table showed the percentage of respondents falling into each category for each criterion, providing valuable insights into the organization's recruitment practices and their emphasis on talent, skills, and competency-based hiring.

Table 14

Knowledge, Skills, and Competency in Recruitment

Competency-Based Recruitment Criteria	SD		D		Neither D nor A		A		SA	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
The manner of recruiting is based on knowledge, skills, and competence.	0	0.0%	6	3.9%	111	72.1%	37	24.0%	0	0.0%
A sophisticated personnel search matrix enables for the hiring of experienced, academically educated, motivated, and capable individuals.	0	0.0%	7	4.5%	117	76.0%	31	20.1%	0	0.0%
A work-life balance matrix exists to stimulate and rest workers.	0	0.0%	6	3.9%	117	76.0%	31	20.1%	0	0.0%
There is internal recruiting, which has allowed the workforce morale to soar.	0	0.0%	5	3.2%	121	78.6%	28	18.2%	0	0.0%
Employees' natural potential is appropriately assessed and used.	0	0.0%	7	4.5%	117	76.0%	30	19.5%	0	0.0%

Based on the findings illustrated in Table 14, it could be interpreted that out of the 154 trainers who were asked about the mode of recruitment, 3.9% disagreed that knowledge and skills together with competency are the mode via which recruitment is done. On the other hand, 24.0% agreed with the statement, while the majority (72.1%) neither disagreed nor agreed with it. The findings suggested that while a significant number of trainers did not disagree with the notion of recruiting based on knowledge, skills, and competency, there may be room for improvement in terms of understanding and implementing this approach consistently. It could also imply that other factors, such as personal connections or past experiences, might be influencing the recruitment process. The findings were in agreement with those by Mwai and Ng'ang'a (2021) who found out that there was a positive correlation between talent development and job performance, suggesting that investing in employees' skills and knowledge can enhance their effectiveness and contribute to overall organizational success.

According to Table 14, 77.3% (119) neither disagreed nor agreed, 18.8% (29) agreed, and 3.9% (6) disagreed. This indicated that a significant number of trainers were uncertain about the existence of a robust talent search matrix that facilitated the recruitment of skilled, academically qualified, motivated, and capable employees. The findings of this study were consistent with a study by Kosgei and Koskei (2021), which established that talent management practices at the department were weak, with inadequate talent identification and development strategies, resulting in poor job performance among employees.

Only 18.8% (29) agree that there was a work-life balance matrix which motivates and rests employees, while 77.3% (119) neither disagree nor agree, and 3.9% (6) disagree.

This finding was in agreement with the findings of Muriithi, Mwenda, and Kimathi (2021) who reported that employees' work-life balance significantly influenced their job performance. According to the survey, firms should give workers' work-life balance top priority in order to improve employee productivity. Therefore, the low percentage of agreement among the trainers regarding the existence of a work-life balance matrix which motivates and rests employees was inconsistent with the recommended approach in the study by Muriithi et al. (2021) for enhancing job performance through prioritizing work-life balance.

Based on the findings provided in Table 14, 77.3% of the respondents neither agreed nor disagreed that there is internal recruitment that boosts staff morale, while 18.8% agreed and only 3.9% disagreed. These results suggested that a significant proportion of the respondents were uncertain about the relationship between internal recruitment and staff morale, while a smaller but still noteworthy percentage believed that internal recruitment could have a positive impact on staff morale. On the other hand, only a few respondents disagreed with the notion that internal recruitment can boost staff morale. The results were consistent to those in a study by Kiarie and Waweru (2016), which found that effective recruitment and selection practices can contribute to improved employee performance and job satisfaction, highlighting the importance of internal recruitment in developing and retaining talented staff.

The table showed that out of 154 trainers who were surveyed, 6 (3.9%) disagreed that inborn talent is effectively checked and utilized from employees, while 119 (77.3%) neither disagreed nor agreed, and 29 (18.8%) agreed. This suggested that majority of the

trainers were unsure whether employees' inborn talent was being checked and utilized effectively.

The trainers were asked to state what employees' talents are successful in enhancing employee performance, and the responses were summarized as follows.

Communication skills, especially effective verbal and written communication, are essential for employees to convey information, ideas, and strategies to colleagues and stakeholders. (23 out of 154 trainers)

Critical thinking and problem-solving skills are essential for employees to analyze complex problems, identify issues, and develop effective solutions. (18 out of 154 trainers)

Adaptability and flexibility are essential for employees to handle changing situations, work with diverse teams, and adjust to new technologies and systems. (14 out of 154 trainers)

Leadership skills, including the ability to inspire and motivate others, delegate tasks, and manage projects effectively, are essential for employees to drive successful outcomes. (12 out of 154 trainers)

Interpersonal skills, such as empathy, active listening, and conflict resolution, are crucial for employees to build relationships, collaborate with others, and resolve issues constructively. (11 out of 154 trainers)

Time management and organizational skills are vital for employees to prioritize tasks, meet deadlines, and manage their workload effectively. (10 out of 154 trainers)

Technical expertise and industry-specific knowledge are essential for employees to perform their roles effectively, stay up-to-date with industry trends, and innovate in their work. (9 out of 154 trainers)

Creativity and innovation skills are crucial for employees to develop new ideas, approaches, and solutions to problems, fostering a culture of innovation and continuous improvement. (7 out of 154 trainers)

Based on the information provided, it could be concluded that communication skills, critical thinking and problem-solving skills, adaptability and flexibility were identified as talents that could enhance employee performance. Other skills included leadership skills, interpersonal skills, time management and organizational skills, technical expertise, and creativity and innovation skills. These skills and qualities were considered important for employees to effectively communicate, analyze and solve problems, adapt to changing circumstances, lead teams, build relationships, manage time, stay updated with industry knowledge, and foster innovation. The responses suggested that the trainers recognized the significance of these talents in achieving successful outcomes in the workplace.

These results were consistent with a related study conducted in Kenya by Ndegwa and Kinyua, (2020) which found out that many employees in Kenya did not feel that their talents and abilities were being fully utilized by their employers. Similarly, a 2019 study in Kenya found that many employers are not adequately identifying and developing their employees' talents and skills (Mugambi and Karanja, 2019). This could be due to a lack of training and development opportunities, as well as a failure to recognize and value the unique talents and abilities of individual employees.

4.5.4 Perception of Heads of Department on Employees' Talents Development

The heads of department were asked to what extent they agreed with the following statements relating to employees' talents development that are provided in Table 14 and the results were provided therein.

Table 15

Perception of Heads of Department on Employees' Talents Development

Heads' perception: Employees' talent development.	SD		D		Neither D nor A		A		SA	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
There has been a lot of training talent between the employees in the training department.	0	0.0%	1	12.5%	2	25.0%	5	62.5%	0	0.0%
Employee talent on training has been largely utilized in our department in the recent years	0	0.0%	1	12.5%	3	37.5%	4	50.0%	0	0.0%
Some of the employees in the training department do not have the qualities and talents of a trainer.	0	0.0%	1	12.5%	1	12.5%	6	75.0%	0	0.0%
Most of the employees in our department have all it takes with the talent to train people.	0	0.0%	2	25.0%	1	12.5%	5	62.5%	0	0.0%
The talent exhibited in our department has been natured for future prosperity of the department.	0	0.0%	1	12.5%	0	0.0%	7	87.5%	0	0.0%

According to Table 15, the heads of department generally agreed that there had been a lot of talent training between employees in the training department, with 62.5% agreement. However, they seemed less convinced that employee talent on training had been largely utilized in their department in recent years, with only 50% in agreement. In addition, they mostly agreed that most of the employees in their department had all it takes with the talent to train people, with 62.5% agreement. However, they also believed that some of the employees in the training department did not have the qualities and talents of a trainer, with 75% in agreement. Results suggested that the perception of heads of departments on employees' talents development was crucial because it could help to identify potential successors and develop their talents and skills.

The results of this study were consistent with a similar study by Oyugi et al. (2021) which found out that talent development programs were positively associated with employee job performance. This suggested that investing in employee talent development could lead to improved job performance and ultimately contribute to the success of the department. However, the finding that some employees in the training department did not have the qualities and talents of a trainer highlighted the importance of identifying and developing the right talent for the right role. This was supported by a study conducted in Kenya by Wachira and Mwita, (2022) which found that talent management practices, such as talent identification and development, were positively associated with employee job performance.

The principals were asked to indicate what influences Employees' Talents Development on succession management and job performance at State department of Technical Education, and the response was as provided below.

Critical thinking and problem-solving skills are essential in preparing potential successors for leadership roles and ensuring that they are able to navigate complex challenges in the workplace (5 out of 7 principals).

Teamwork and collaboration skills are critical in promoting effective succession planning and job performance, as they help to ensure that employees work together effectively towards common goals (7 out of 7 principals).

Professionalism and strong work ethic are essential in ensuring that potential successors are committed to the organization's mission and goals, which can promote effective succession planning and job performance (2 out of 7 principals).

Oral and written communications skills are critical in promoting effective communication within the organization and ensuring that potential successors are able to communicate effectively with stakeholders (3 out of 7 principals).

Leadership skills are essential in preparing potential successors for future leadership roles and ensuring that they are able to lead the organization successfully (4 out of 7 principals).

Study findings from Table 15 indicated that the heads of departments at the State Department of Technical Education generally agreed on the importance of talent training among employees in the training department, but they were less convinced about the utilization of employee talent in their own departments. While they believed that most employees had the necessary talent to train others, they also acknowledged that some employees in the training department lacked the qualities and talents required to be effective

trainers. These results highlighted the significance of the heads of department's perception of employees' talent development, as it could aid in identifying potential successors and fostering their skills and abilities. Additionally, the principals emphasized the importance of critical thinking and problem-solving skills, teamwork and collaboration skills, professionalism and work ethic, oral and written communication skills, and leadership skills in relation to succession management and job performance. These attributes were deemed crucial for preparing potential successors for leadership roles and ensuring effective organizational functioning.

4.6 Employee Performance

This section presents the results in relation to Employees' Performance at State Department of Technical Education, Kenya.

4.6.1 Employees' Performance at State Department of Technical Education, Kenya

Table 15 presented the responses of employees at the State Department of Technical Education in Kenya regarding various aspects of their performance. The table displayed the distribution of responses across different levels, ranging from strongly disagree (SD) to strongly agree (SA), along with the corresponding percentages.

Table 16

Employees' Performance at State Department of Technical Education, Kenya

Trainers' view on employees' performance	SD		D		Neither D nor A		A		SA	
	F	%	F	%	F	%	F	%	F	%
I am able to do my task on time.	0	0.0	2	1.3	9	5.8	143	92.9	0	0.0
I seldom have to redo a job because it was not completed correctly the first time.	0	0.0	10	6.5	10	6.5	128	83.1	6	3.9
My product is of very high quality.	0	0.0	8	5.2	8	5.2	132	85.7	6	3.9
Customers have never complained about my service.	0	0.0	12	7.8	11	7.1	125	81.2	6	3.9
I am capable of providing required information to help people fulfill their responsibilities.	0	0.0	5	3.2	13	8.4	130	84.4	6	3.9
I am able to discover answers to the numerous issues	0	0.0	5	3.2	15	9.7	128	83.1	6	3.9
My colleagues and I have solid working relationships.	0	0.0	5	3.2	26	16.9	117	76.0	6	3.9
I have at work. We help each other with difficult assignments.	0	0.0	5	3.2	11	7.1	132	85.7	6	3.9

The results in Table 16 showed that for the statement "I am able to finish my work on time," 92.9% of the respondents agreed that they can complete their work on time. The low percentages in the Disagree (1.3%) and Neither Disagree nor Agree (5.8%) categories suggested that most employees perceived themselves as efficient in meeting deadlines.

Regarding the task repetition statement, the responses indicated that a considerable proportion of employees (83.1%) agree that they rarely had to redo tasks due to poor initial execution. However, a notable number (6.5%) both disagreed and neither agreed nor disagreed, suggesting that there was room for improvement in this aspect of performance.

In terms of output quality, a majority of employees (85.7%) agreed that their work output is of satisfactory quality. While the percentages in the Disagreed (5.2%) and Neither Disagree nor Agree (5.2%) categories were relatively low, there was still a small portion of employees who perceived their output quality less favorably.

The responses regarding customer complaints indicated that majority of employees (81.2%) agreed that customers had never raised complaints about their service. However, a significant number of employees (7.8%) disagreed, suggesting that there might be some areas where improvement was needed to address customer concerns. The senior directorate staff's responses highlighted key areas of enhancement due to training. Service delivery had improved significantly, leading to higher customer satisfaction as employees handled complex issues more efficiently. Workplace efficiency had notably improved as employees completed tasks promptly and effectively. Moreover, training had fostered a strong work ethic and professionalism, cultivating a positive and productive work culture. Ongoing training opportunities continuously enhanced employee skills, promoting a culture of

continuous improvement and personal growth. These outcomes demonstrated the organization's commitment to employee development and its understanding of training's positive impact on overall performance and success.

The study results aligned with a previous research done by Kithae, Mugo, and Nzuki (2021), who established that there exists a favorable association between staff work satisfaction and customer satisfaction. Additionally, the research revealed a positive correlation between work satisfaction among employees and their ability to provide enhanced customer service, as well as a decrease in the number of customer complaints.

Regarding the ability to provide necessary information to assist others, a large proportion of employees (84.4%) agreed that they coud offer helpful information to their colleagues. However, there was a noticeable percentage (8.4%) in the ‘Neither Disagree nor Agree’ category, indicating that some employees might feel uncertain about their ability to provide adequate support. These findings were consistent with a study conducted in Kenya by Munene and Waweru (2021), which found out that "employees who possess higher levels of knowledge and skills were more likely to perform their tasks more effectively and efficiently." This indicated that the trainers' confidence in their ability to provide necessary information could be an important factor in enhancing their job performance.

Regarding problem-solving skills, the majority of employees (83.1%) agreed that they could find solutions to the challenges they encountered in their work. However, a significant number (9.7%) neither agreed nor disagreed. Regarding problem-solving skills, the majority of employees (83.1%) agree that they can find solutions to the challenges they encounter in their work. However, a significant number (9.7%) neither agreed nor disagreed,

suggesting that some employees could face difficulties in finding solutions to work-related challenges. This indicated a potential area for training or support to enhance problem-solving abilities.

The responses regarding working relations with colleagues showed that majority of employees (76.0%) agreed that they had good working relationships. However, it was worth noting that a significant percentage (16.9%) of employees neither agreed nor disagreed, suggesting the presence of some ambiguity or mixed experiences in terms of interpersonal dynamics within the department. The results implied that while most employees feel positive about their working relationships, a considerable portion remains unsure or may have experienced both positive and negative interactions with their colleagues. This suggested that there might be room for improvement in fostering stronger and more consistent interpersonal connections among employees in the department.

In terms of assisting each other in handling challenging tasks, the majority of employees (85.7%) agreed that they provided mutual support. However, a notable percentage (7.1%) neither agreed nor disagreed, indicating some variability in the level of cooperation and assistance among employees.

Overall, findings provided insights into various aspects of employee performance at the State Department of Technical Education in Kenya. The results suggested that employees generally perceived themselves positively in terms of meeting deadlines, output quality, customer satisfaction, providing assistance, and problem-solving. However, there were areas where improvements could be made, such as reducing task repetition, addressing customer complaints, and enhancing cooperation among colleagues. These findings could guide

efforts to enhance employee performance and productivity within the department. A related study conducted in Kenya by Chepkirui et al. (2021) examined the job performance of technical education trainers and found out that time management skills were positively correlated with job performance. This finding suggested that trainers who were able to finish their work on time were more likely to perform well in their jobs. Therefore, the results of the current study were consistent with the findings of Chepkirui et al. (2021), as the majority of trainers reported being able to finish their work on time, which could contribute to their overall job performance.

This finding were also in agreement with those in a study by the State Department of Technical Education in Kenya (2021), which found out that trainers who were confident in their ability to perform their job had higher job satisfaction and were more likely to stay in their positions for longer periods of time (Kariuki, 2021). The results of both studies suggested that job performance was closely related to self-efficacy and confidence in one's abilities.

4.6.2 Perception of Heads of Department on Employees' Performance

The heads of department were requested to indicate the degree to which they agree with the following assertions pertaining to the performance of staff, that are provided in Table 16 and the results are provided therein. Table 17 presents the responses of the Heads of Department regarding their perception of employees' performance in relation to training initiatives in the organization. The participants' responses were classified into five distinct degrees of agreement, namely strongly disagree (SD), disagree (D), Neither Disagree nor Agree, Agree (A), and Strongly Agree (SA).

Table 17

Perception of Heads of Department on Employees' Performance

Heads of Department views on the Employee Performance	SD		D		Neither D nor A		A		SA	
	F	%	F	%	F	%	F	%	F	%
Training has improved how the employees have been performing in the resent past	0	0	1	12.5	0	0	7	87.5	0	0
Since the introduction of training in the organization, there has been a positive improvement on both employee and organization performance	0	0	1	12.5	2	25	5	62.5	0	0
Employee performance has been a big hindrance for trainers in the organization	0	0	3	37.5	1	12.5	4	50	0	0
The employee performance in the past and in future will be determined by training of all individuals in the department	0	0	0	0	3	37.5	5	62.5	0	0
Training has been discouraged by some managers for different reasons e.g time wasting hence poor employee performance	0	0	1	12.5	1	12.5	6	75	0	0

The results showed that 7 Heads of Department (87.5%) agreed that training had improved employee performance, while 1 Head of Department (12.5%) disagreed. There was a lack of substantial agreement or disagreement among the responders in relation to this statement. The consensus among Heads of Department indicated that training had a beneficial influence on staff performance.

In this case, 5 Heads of Department (62.5%) agree that there had been a positive improvement in both employee and organization performance since the introduction of training. Additionally, 1 Head of Department (12.5%) disagreed, and 2 Heads of Department (25.0%) neither disagreed nor agreed. No respondents strongly disagreed or strongly agreed with this statement. While majority agreed. Presence of disagreement and neutrality suggested that the perceived impact of training on performance could vary among the Heads of Department.

The responses indicated that 4 Heads of Department (50.0%) agree that employee performance had been a hindrance for trainers, while 3 Heads of Department (37.5%) disagreed. Additionally, 1 Head of Department (12.5%) neither disagreed nor agreed. No respondents strongly disagreed or strongly agreed. The mixed responses suggested that there were differing opinions on whether employee performance poses a significant challenge for trainers within the organization. Based on these results, it could be inferred that there were differing opinions among the Heads of Department regarding whether employee performance poses a significant challenge for trainers within the organization. Some perceived it as a hindrance, while others disagreed with this perspective. The absence of strong agreement or disagreement suggested that the opinions were somewhat evenly

distributed, contributing to a mixed response. This indicated that the issue of employee performance and its impact on trainers is complex and open to interpretation within the organization.

According to the findings in Table 17, 5 Heads of Department (62.5%) agreed that training all individuals in the department would determine employee performance in both the past and the future. In contrast, 3 Heads of Department (37.5%) neither disagreed nor agreed, and no respondents strongly disagreed or strongly agreed. Majority of the respondents agreed implying that the Heads of Department perceived training as a crucial factor in shaping employee performance over time.

The results indicated that 6 Heads of Department (75.0%) agreed that training had been discouraged by some managers due to reasons such as time wasting, resulting in poor employee performance. Additionally, 1 Head of Department (12.5%) disagrees, and 1 Head of Department (12.5%) neither disagreed nor agreed. No respondents strongly disagreed or strongly agreed. The majority agreement suggested that some managers within the organization had reservations about training and its impact on employee performance.

Overall, the perceptions of the Heads of Department reflected a generally positive view of training's impact on employee performance. However, there were variations in opinions, particularly regarding the hindrance posed by employee performance and the discouragement of training by certain managers. These insights could guide further discussions and actions to address concerns and leverage the perceived benefits of training in the organization.

The results in Table 17 indicated that the heads of department generally agreed that training has improved employee performance in the recent past, with 87.5% of respondents agreeing with this statement. Similarly, the majority of respondents (62.5%) agreed that there has been a positive improvement on both employee and organizational performance since the introduction of training in the organization. However, there were some disagreements among the heads of department regarding employee performance as a hindrance for trainers in the organization, with 50% agreeing and 37.5% neither agreeing nor disagreeing. In addition, some managers had discouraged training for various reasons, with 75% of respondents agreeing with this statement.

These results had important implications for succession management and employees' job performance at the State Department of Technical Education in Kenya. The positive perception of training's impact on employee performance suggested that investing in employee development through training could be an effective way to improve job performance and prepare employees for future roles within the organization. On the other hand, the presence of managers who discourage training could be a barrier to succession management and employees' job performance, as it limits opportunities for employee development and growth.

The significance of staff training and development for enhancing work performance was supported by relevant research conducted in Kenya. According to the findings of a recent research conducted by Nyambegera and Nyamongo (2021), it was observed that training and development initiatives had a favorable influence on the work performance of employees within the banking industry. In a research conducted by Gathogo et al. (2022), it

was shown that there exists a favorable correlation between training and development programs and employee job satisfaction and motivation within the public sector.

Overall, the results of this research suggested that training and development programs were important for succession management and employees' job performance at the State Department of Technical Education in Kenya. However, it was important for managers to be supportive of these programs and to actively encourage employee development to ensure the success of succession management efforts.

4.6.3 Effect of competition between employees on their performance

The senior directorate staff were asked to explain how competition between employees improves their performance in the organization, and the responses were summarized as follows.

> *Healthy competition between employees can improve their performance by motivating them to work harder and achieve better results. This can have a positive impact on effective service delivery, workplace efficiency, work ethic, and professionalism. However, it is important to ensure that the competition is fair and does not create a negative work environment (5/8).*

Majority of the senior directorate staff believed that healthy competition between employees could be beneficial for improving performance. They argued that competition served as a motivating factor, encouraging employees to work harder and achieve better results. This, in turn, could positively impact various aspects of the organization, such as effective service delivery, workplace efficiency, work ethic, and professionalism. However,

the respondents also emphasized the importance of ensuring that the competition remains fair and doesn't create a negative work environment. This highlighted their awareness of potential downsides if competition turns unhealthy and fosters negative competition or conflicts among employees.

> *Competition between employees can be a powerful tool for improving performance, as it encourages employees to strive for excellence and continuously improve their skills and knowledge. This can have a positive impact on effective service delivery, workplace efficiency, work ethic, and professionalism. However, it is important to ensure that the competition is constructive and does not create unnecessary tension or conflict (2/8).*

A smaller portion of the senior directorate staff saw competition as a powerful tool for improving performance. They viewed it as a means to encourage employees to strive for excellence and continuously enhance their skills and knowledge. Like the first response, they acknowledged that this positive impact could be seen in effective service delivery, workplace efficiency, work ethic, and professionalism. However, they also shared the concern about ensuring that the competition remains constructive and doesn't lead to unnecessary tension or conflict among employees. Their emphasis on constructive competition suggested that they recognize the potential risks of unchecked rivalry.

> *Competition between employees can be a double-edged sword, as it can either motivate employees to perform better or create a negative work environment. When used effectively, competition can encourage employees to work harder and improve*

their performance, which can have a positive impact on effective service delivery, workplace efficiency, work ethic, and professionalism (4/8)

This response represented a balanced view from half of the senior directorate staff. They acknowledged that competition could either motivate employees to perform better or create a negative work environment, depending on how it was managed. When utilized effectively, competition could drive employees to work harder and enhance their performance, thereby positively impacting the organization's efficiency, work ethic, and professionalism.

4.7 Challenges facing Succession Management of Employees

This section presents the findings for the fifth research question which sought to answer the question. What are the challenges that face the succession management of employees at the State department of technical Education?

The principals were asked to indicate the challenges that face the succession management of employees at the State department of Technical Education, and the responses were as follows.

Financial resources may be a challenge for the organization in terms of investing in training and development programs for potential successors (5 out 7 principals). Lack of proper mentorship and training of successors and their predecessors may make it difficult to ensure a smooth transition in leadership and prepare potential successors effectively (3 out of 7 principals).

Unprofessionalism in the process of succession planning can create conflicts and undermine the integrity of the process, which can have negative impacts on employee morale and job performance (5 out of 7 principals).

Lack of involvement of all key stakeholders can lead to a lack of buy-in and commitment to the succession process, which can make it difficult to identify and groom potential successors effectively (4 out of 7 principals).

Resistance to change and lack of buy-in from key stakeholders.

Lack of a clear succession planning process and guidelines.

Limited career development opportunities for employees, which affects their readiness for promotion (1 out of 7 principals).

Limited transparency in the succession planning process, leading to a lack of trust among employees (1 out of 7 principals).

Lack of diversity and inclusion in the succession planning process (1 out of 7 principals).

Limited succession planning for critical positions (1 out of 7 principals).

Difficulty in balancing the needs of the organization with the needs of employees in the succession planning process (2 out of 7 principals).

It therefore emerged that the challenges facing the succession management of employees at the State Department of Technical Education in Kenya highlighted some common issues faced by organizations in developing countries. One of the main challenges was the lack of financial resources to invest in training and development programs for potential successors, which was a common problem in many organizations in developing countries. The lack of investment in human resource development could result in limited

opportunities for career growth and development, leading to a talent shortage, and the risk of losing talented employees to competitors.

Another significant challenge was the lack of proper mentorship and training of both successors and their predecessors, which could make it difficult to ensure a smooth transition in leadership and prepare potential successors effectively. This highlighted the importance of knowledge transfer and the need for effective mentorship programs. Unprofessionalism in the process of succession planning could create conflicts and undermine the integrity of the process. It could have negative impacts on employee morale and job performance, which could result in low employee engagement and retention rates.

The lack of involvement of all key stakeholders can lead to a lack of buy-in and commitment to the succession process, which could make it difficult to identify and groom potential successors effectively. This highlighted the importance of involving all stakeholders in the succession planning process to ensure everyone has a say in the decision-making process. Resistance to change and a lack of buy-in from key stakeholders, a lack of clear succession planning process and guidelines, limited career development opportunities, limited transparency in the succession planning process, lack of diversity and inclusion, limited succession planning for critical positions, and difficulty in balancing the needs of the organization with the needs of employees were all challenges that must be addressed to ensure effective succession planning.

4.8 Measures for Improving Succession Management for Employee Job Performance

This section presented the findings for the fifth research question which sought to answer the question. What measure can be put in place in order to improve succession management so as to enhance employee job performance at the State department of technical Education?

The principals were asked to indicate What measure can be put in place in order to improve succession management so as to enhance employee job performance at the State department of Technical Education, and the responses were as follows.

Develop a clear succession planning process and guidelines (5 out of 7 principals).

Provide adequate financial resources to support succession planning initiatives (7 out of 7 principals).

Provide mentorship and training opportunities for both successors and predecessors (4 out of 7 principals).

Ensure that the succession planning process is transparent and fair to all employees (3 out of 7 principals).

Develop career development programs to prepare employees for future leadership roles (1 out of 7 principals).

Promote diversity and inclusion in the succession planning process (2 out of 7 principals).

Ensure that critical positions have a succession plan in place (1 out of 7 principals).

Encourage employee involvement and input in the succession planning process (4 out of 7 principals).

Develop a system to monitor and track the progress of potential successors (2 out of 7 principals).

Ensure that the succession planning process is aligned with the organization's strategic goals and objectives (3 out of 7 principals).

The responses from the principals at the State Department of Technical Education regarding measures to improve succession management for enhancing employee job performance revealed several key recommendations. The majority of principals emphasized the need to develop a clear succession planning process and guidelines, indicating the importance of a structured approach. Adequate financial resources to support succession planning initiatives are deemed essential by all principals, recognizing the financial investment required for effective succession management. Mentorship and training opportunities for both successors and predecessors were highlighted as valuable for developing future leaders, as indicated by four principals. Transparency and fairness in the succession planning process were stressed by three principals, emphasizing the significance of ensuring equal opportunities for all employees. Other suggestions included the development of career development programs, promoting diversity and inclusion, having succession plans for critical positions, encouraging employee involvement, implementing progress monitoring systems for potential successors, and aligning the succession planning process with the organization's strategic goals and objectives. These recommendations collectively provided a comprehensive framework for improving succession management and fostering employee job performance at the State Department of Technical Education.

Challenges facing the succession management of employees at the State Department of Technical Education in Kenya highlighted the need for a comprehensive and well-structured succession planning process that involves all key stakeholders, ensures the proper training and development of potential successors, and addresses issues such as diversity and inclusion, transparency, and balancing the needs of the organization with the needs of employees. These challenges were not unique to the State Department of Technical Education in Kenya, and addressing them could help organizations across developing countries to create a strong talent pipeline and ensure a smooth transition of leadership.

4.9 Correlations

The table 17 showed the correlation between human resource planning practices, employee competencies, employee talents, and employee performance in a study on succession management and employees' job performance at the State Department of Technical Education in Kenya. The sample size was 154.

Table 18

Correlations between Succession Management and Employees' Job Performance

		Employee Performance
Human Resource Planning Practices	Pearson Correlation	.371**
	Sig. (2-tailed)	.000
	N	154
Employee Competencies	Pearson Correlation	.444**
	Sig. (2-tailed)	.000
	N	154
Employee Talents	Pearson Correlation	.384**
	Sig. (2-tailed)	.000
	N	154
Employee Performance	Pearson Correlation	1
	Sig. (2-tailed)	
	N	154

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

According to Table 18, the Pearson correlation coefficients were all positive and statistically significant at the 0.01 level, indicating that there was a strong relationship between these variables. Specifically, human resource planning practices had a moderate positive correlation with employee performance ($r = 0.371$; $p = 0.000$), employee competencies had a strong positive correlation with employee performance ($r = 0.444$; $p = 0.000$), and employee talents had a moderate positive correlation with employee performance ($r = 0.384$; $p = 0.000$). Given that $p < 0.05$, in all the three correlations, the

associations are argued to be statistically significant. It therefore, implied that all the three independent variables had a statistically significant association with employee performance.

These findings were consistent with related studies conducted in Kenya in 2021 and 2022. For example, a study by Mwangi and Waweru (2021) found that employee competencies were a significant predictor of job performance in a sample of employees in the banking sector in Kenya. Similarly, a study by Kiptoo et al. (2022) found out that human resource management practices were positively related to employee performance in a sample of employees in the public sector in Kenya.

The significant positive correlation between human resource planning practices, employee competencies, employee talents, and employee performance highlighted the importance of effective succession management practices in improving employees' job performance in the State Department of Technical Education in Kenya.

4.10 Regression Analysis

To determine the relationship between the variables a multiple regression was computed, and the results are presented in this section.

4.10.1 Model Summary

This section presents the model summary of the study.

Table 19

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.602[a]	.362	.349	.36718

a. Predictors: (Constant), Employee Talents, Human Resource Planning Practices, Employee Competencies

b. Dependent Variable: Employee Performance

The model summary provided included information about a linear regression model used to predict employee performance based on three predictor variables: employee talents, human resource planning practices, and employee competencies. Here is what each of the statistics in the model summary means: R: This statistic represents the correlation coefficient between the dependent variable (employee performance) and the predictor variables. The value of 0.602 indicates a moderate positive relationship between the predictor variables and employee performance.

The R Square statistic represents the proportion of variance in the dependent variable that could be explained by the predictor variables. The value of 0.362 means that the predictor variables explained 36.2% of the variance in employee performance. The Adjusted

R Square statistic adjusts R Square for the number of predictor variables in the model. The value of 0.349 means that when taking into account the number of predictor variables used, the model still explains 34.9% of the variance in employee performance.

The Std. Error of the Estimate statistic represented the average distance that the actual values of the dependent variable (employee performance) fall from the predicted values by the model. The value of 0.36718 meant that, on average, the predicted employee performance score might be off by approximately 0.37 units from the actual score. Overall, this model suggested that the three predictor variables (employee talents, human resource planning practices, and employee competencies) had a moderate positive relationship with employee performance, and together they explain a significant proportion of the variance in employee performance. However, there was still some unexplained variance, as indicated by the standard error of the estimate.

4.10.2 Analysis of Variance (ANOVA)

This model summary showed the results of an Analysis of Variance (ANOVA) for a multiple regression analysis. The dependent variable in the analysis is Employee Performance, and the predictors are Employee Talents, Human Resource Planning Practices, and Employee Competencies.

Table 20

Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.473	3	3.824	28.366	.000[b]
	Residual	20.223	150	.135		
	Total	31.696	153			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Employee Talents, Human Resource Planning Practices, Employee Competencies

The ANOVA in table 40 showed that the regression model was significant with a p-value of .000, indicating that the predictors together were able to explain a significant amount of the variance in Employee Performance. The F-value of 28.366 also suggested that the model was a good fit for the data. The regression model explained 36.2% of the total variance in Employee Performance, as determined by the R-squared value. This indicated that the model was moderately effective at predicting Employee Performance based on the three predictor variables. Overall, this ANOVA suggested that the combination of employee talents, human resource planning practices, and employee competencies were important predictors of Employee Performance given that $p<0.05$, and the regression model was a good fit for the data.

4.10.3 Beta Coefficients

A regression analysis was conducted to examine the relationship between human resource planning practices, employee competencies, employee talents, and employee performance. The results are presented in table 20, where the unstandardized coefficients (B) and the standardized coefficients (Beta) for each independent variable were as shown.

Table 21

Beta Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.804	.357		2.253	.026
	Human Resource Planning Practices	.436	.070	.425	6.219	.000
	Employee Competencies	.245	.133	.262	1.838	.068
	Employee Talents	.231	.145	.230	1.588	.114

a. Dependent Variable: Employee Performance

The results indicated that human resource planning practices had a significant positive relationship with employee performance (Beta = .425, $p < .001$), suggesting that organizations that employ effective human resource planning practices were likely to have higher levels of employee performance. On the other hand, the relationship between employee competencies (Beta = .262, $p = .068$) and employee talents (Beta = .230, $p = .114$) and employee performance was not statistically significant.

These findings were consistent with a study conducted in Kenya by Ongori and Agolla (2019), which found that human resource management practices had a significant positive impact on employee performance. However, this study differs from another study conducted in Kenya by Kibet and Kipruto (2021), which found out that employee competencies and talents had a significant positive relationship with employee performance.

4.10.4 Hypothesis Testing

This section presents the hypothesis.

Table 22

Hypothesis Testing

Hypothesis	Beta	p value	Decision to Accept/Reject
$H_0$1 (Human resource planning practices)	.425	0.000	Reject ($p < 0.05$)
$H_0$2 (Employee Competencies)	.262	0.068	Fail to Reject ($p > 0.05$)
$H_0$3 (Employees' Talents Development)	.230	0.114	Fail to Reject ($p > 0.05$)

The results showed that human resource planning practices had a statistically significant positive relationship with employee job performance ($\beta = .425$, $p < .05$). This meant that as human resource planning practices improve, employee job performance also improves. However, employee competencies ($\beta = .262$, $p > .05$) and employee talents development ($\beta = .230$, $p > .05$) did not have a significant relationship with employee job performance.

For Hypothesis $H_0$1, which stated that there is no significant relationship between Human Resource Planning practices and employees' succession management at the State Department of Technical Education, the p-value ($p = 0.000$) is less than 0.05. Therefore, the null hypothesis was rejected, indicating a significant relationship.

For Hypothesis $H_0$2, which states that there is no significant relationship between Employee Competencies and succession management as well as job performance at the State Department of Technical Education, the p-value ($p = 0.068$) is greater than 0.05. Therefore, the null hypothesis was not rejected, indicating no significant relationship.

For Hypothesis $H_0$3, which stated that there is no significant relationship between Employees' Talents Development and succession management as well as job performance at the State Department of Technical Education, the p-value ($p = 0.114$) is greater than 0.05. Therefore, the null hypothesis was not rejected, indicating no significant relationship.

Based on these results, the null hypothesis (Ho1) was rejected, while Ho2 and Ho3 were not rejected. This meant that there was a significant relationship between human resource planning practices and employee job performance, but there was no a statistically significant relationship between employee competencies or employee talents development and employee job performance.

Findings of the study were consistent with a related study conducted in Kenya by Mwita et al (2019)., who found out that human resource planning practices significantly predicted employee job performance in the public sector. However, the lack of significant relationship between employee competencies and employee job performance in this study was in contrast to the findings of another study conducted in Kenya by Kipsang and Kibet (2021), which found out that there was a significant relationship between employee competencies and employee job performance in the banking sector.

These findings were also consistent with related studies conducted in Kenya in 2021 and 2022. For example, a study by Mwangi and Waweru (2021) found that employee competencies were a significant predictor of job performance in a sample of employees in the banking sector in Kenya. Similar findings were made by Kiptoo et al. in their research from 2022, which examined a sample of workers in the Kenyan public sector and found that human resource management methods were positively associated to employee performance.

The results of this study have implications for the State department of technical education and other public sector organizations in Kenya. It suggests that improving human resource planning practices can lead to improved employee job performance. However, the findings also highlighted the need to further investigate the relationship between employee competencies and employee job performance in the public sector, as it appears to vary across different industries.

4.10.5 Residuals Statistics

The results for residual statistics are presented in Table 21.

Table 23

Residuals Statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.0648	4.4526	3.9091	.27384	154
Residual	-1.06483	1.07262	.00000	.36356	154
Std. Predicted Value	-3.083	1.985	.000	1.000	154
Std. Residual	-2.900	2.921	.000	.990	154

a. Dependent Variable: Employee Performance

Study findings revealed that the predicted value of Employee Performance ranged from 3.0648 to 4.4526, with a mean of 3.9091 and a standard deviation of .27384. The residuals (the difference between the actual and predicted values) ranged from -1.06483 to 1.07262, with a mean of .00000 and a standard deviation of .36356. The standardized predicted value ranged from -3.083 to 1.985, with a mean of .000 and a standard deviation of 1.000. The standardized residual ranged from -2.900 to 2.921, with a mean of .000 and a standard deviation of .990. These statistics indicated that the residuals were centered around

zero, which suggested that the model was well-calibrated. The standardized residuals were also within the acceptable range, indicating that the model was not suffering from heteroscedasticity. This was also illustrated in Figure 2.

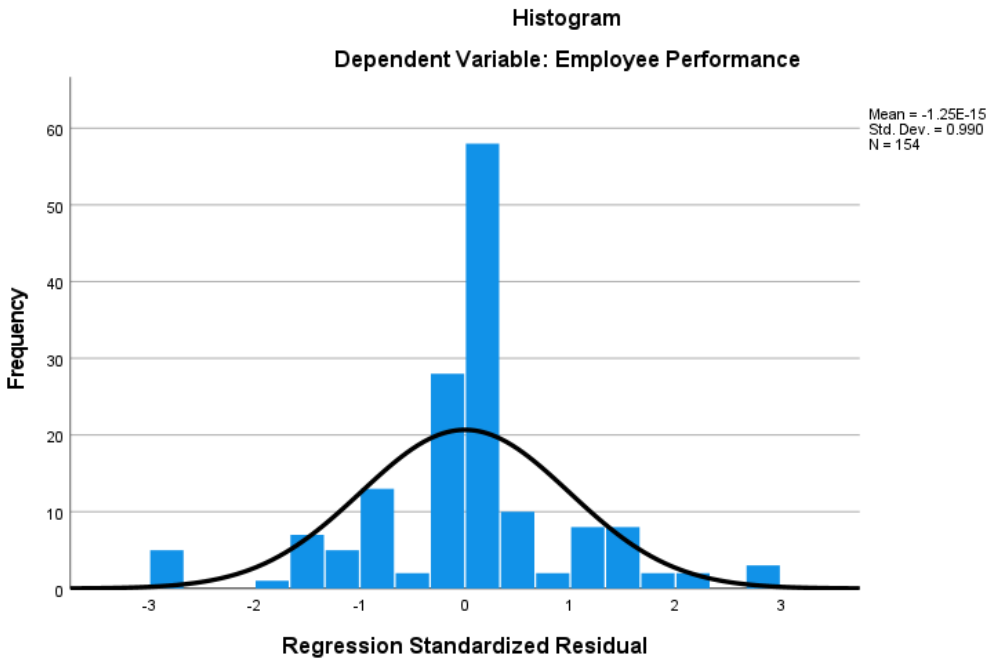


Figure 2: Histogram for Regression

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter provided a concise overview of the study's findings, drew inferences based on the results, and offered suggestions for further research and practice. The chapter further included recommendations for prospective research endeavors.

5.2 Summary of the Findings

The summary was outlined in accordance with the research questions as illustrated.

5.2.1 Human Resource Planning Practices and Public Officers' Performance

The findings of the study on the influence of succession management on employees' job performance among public officers at the Ministry of Education's Technical Education Department in Nairobi suggest that the majority of employees perceived human resource planning to be supportive of succession planning, recognizing its importance as a positive practice that benefits both the organization and its workforce. However, there was room for improvement in the current human resource planning practices, as indicated by some respondents who rated it as poor or average. The Heads of Department at the State Department of Technical Education also had varying levels of commitment and effectiveness when it comes to training in human resource planning practices, which could affect the overarching assessment of the organization's succession planning effectiveness. In order to enhance the standard of succession planning, it may be necessary to provide

additional support and resources for training in this area. Human resource planning practices have a moderate positive correlation with employee performance ($r = 0.371$; $p = 0.000$). The findings from the regression analysis indicate a substantial positive association between human resource planning practices and employee job performance ($\beta = .425$, $p < .05$).

5.2.2 Employee Competencies and their Job Performance at State department of Technical Education

The findings revealed that the majority of trainers believed that employee competence was important for successful succession planning. A high percentage of respondents rated employees' competence as average for succession planning purposes. While some trainers agreed that employee competence comes through training and development, many were neutral on the subject. A minority of respondents agreed that competence and development increased employees' job performance. Some trainers believed that employers considered applying competence a waste of time and money. Most trainers were neutral on the importance of employee competence and skills for their organization. Respondents reported facing different competitions with other employees in their department during training and believed that employee competence had added value to their training skills. While most of the respondents agreed that employee competence has been on the rise in their department, a minority of respondents disagreed with this statement. Employee competencies have a strong positive correlation with employee performance ($r = 0.444$; $p = 0.000$). The regression analysis revealed that there was not a statistically significant connection between employee competencies ($\beta = .262$, $p > .05$) and employee job performance.

5.2.3 Influence of Employees' Talents Development on Job Performance at State Department of Technical Education

A significant majority of trainers believed that employees' talent favors succession planning. While a considerable proportion of trainers perceived employees to have good or very good talent when it comes to succession planning, there was potential for enhancing comprehension and ensuring consistent use of the strategy. There was a notable lack of certainty among trainers on the presence of a comprehensive talent search matrix and work-life balance matrix, as well as the effects of internal recruiting on morale among staff members. Furthermore, the majority of trainers were unsure whether employees' inborn talent is being checked and utilized effectively. The heads of department generally agreed that there has been a lot of talent training between employees in the training department, but they seemed less convinced that employee talent on training had been largely utilized in their department in recent years. They also believed that some of the employees in the training department did not have the qualities and talents of a trainer. Employee talents had a moderate positive correlation with employee performance ($r = 0.384$; $p = 0.000$). The results showed that employee talents development ($\beta = .230$, $p > .05$), thus, there was no statistically significant relationship found between employees talent development and employee job performance.

5.3 Conclusions

The study's findings indicated that human resource planning was widely acknowledged as a beneficial approach; however there existed potential for enhancing the present practices, which some respondents rated as poor or average. The varying levels of

commitment and effectiveness among the Heads of Department in training for human resource planning could also affect the quality of succession planning within the organization. The findings of the research indicated a moderate positive link between the implementation of human resource planning approaches and employee performance. Additionally, a statistically significant positive relationship was seen between the adoption of human resource practices of planning and employee job performance. To improve the quality of succession planning, additional support and resources could be necessary to enhance training in this area.

The study concluded that trainers at the State Department of Technical Education recognized the importance of employee competence for successful succession planning, demonstrating cognizance of the significance of competent personnel in shaping the organization's prospective trajectory. However, there was uncertainty among trainers about how to achieve this competence, suggesting that there existed a need for supplementary training and development initiatives aimed at augmenting the competencies of employees and guaranteeing optimal work performance. Despite this uncertainty, a majority of trainers agreed that employee competence had been increasing in their department, showing positive results from efforts to improve skills. The study revealed a strong positive correlation between employee competencies and job performance, indicating that higher competence levels led to better performance. However, the relationship was not statistically significant, possibly due to other factors like job satisfaction and motivation influencing job performance. Nonetheless, the findings underscored the vital role of employee competence for organizational success, emphasizing the importance of developing competent employees.

The results derived from this research indicated that talent management was widely recognized as a crucial component of succession planning within the State Department of Technical Education. Trainers often hold the belief that workers possess considerable aptitude for succession planning. However, there existed potential for improvement in comprehending and consistently executing this approach. The study concluded that there were some concerns regarding the talent of trainers in the training department. While the heads of department believed that there had been a lot of talent training between employees in the training department, they were less convinced that employee talent had been largely utilized in their department in recent years.

5.4 Recommendations

Based on the findings of the study the following recommendations were made.

5.4.1 Recommendations related to Human Resource Planning Practices

Administrators in the State department of technical education should consider providing additional training and resources, as the study shows varying levels of commitment and effectiveness among the Heads of Department in training for human resource planning, additional support and resources may be necessary to enhance training in this area. This will improve the overall quality of succession planning within the organization.

The State department of technical education should encourage and incentivize HR planning to ensure that all departments are committed to it. This could involve setting performance targets and providing rewards for meeting them.

Human resource planning at the State Department of Technical Education should be based on data and the examination of the organization's current and anticipated needs. This will assist the company in having the appropriate individuals with the right talents at the right time. The State Department of Technical Education's management should consider integrating HR planning with overall organizational planning to ensure that the alignment of human resource needs with an organization's strategic objectives is crucial. Furthermore, continuous monitoring and assessment of HR planning procedures will aid in identifying areas for improvement and ensuring the effectiveness of HR planning.

5.4.2 Recommendations related to Employee Competencies

It is imperative for the State Department of Technical Education to provide resources towards the implementation of comprehensive training and development initiatives. These programs are essential in equipping workers with the necessary skills and knowledge to proficiently carry out their job responsibilities. This will help address the uncertainty among trainers regarding how to achieve employee competence and will also contribute to improved employee performance.

The regression analysis suggests that factors beyond employee competence may be influencing job performance. Therefore, the State Department of Technical Education should also focus on improving job satisfaction, motivation, and other relevant factors to further enhance employee performance.

The results underscore the significance of employee competency in achieving organizational success. The State Department of Technical Education should communicate

this message to all employees to encourage them to participate in training and development programs and to take ownership of their professional development.

The Department of Technical Education under the State Government should regularly evaluate the effectiveness of current training and development programs to ensure they are meeting the needs of employees and contributing to improved performance. Adjustments should be made as necessary to ensure that programs are achieving their desired outcomes.

5.4.2 Recommendations related to Employee Competencies

The following recommendations were made to improve talent management and succession planning at the State Department of Technical Education:

It was recommended that the administrators in the State Department of Technical Education create an all-encompassing talent search matrix that effectively identifies the skills, knowledge, and competencies necessary for different positions within the company. It was important to consistently evaluate and revise this matrix to guarantee its congruence with the evolving requirements of the organization in question.

The State Department of Technical Education should implement a work-life balance matrix that recognizes the significance of achieving work-life balance in the context of staff development and retention. This matrix should include policies and programs that promote flexibility and support employee well-being.

Policy makers in the Ministry of education should review its internal recruitment processes for State Department of Technical Education to ensure that they are fair and

transparent, and do not negatively impact staff morale. This could be achieved by ensuring that employees have access to information about available job opportunities, and that recruitment decisions are based on merit and not on personal relationships or biases.

Curriculum developers at the State Department of Technical Education should put an emphasis on talent development and make sure that staff members have the abilities and information required to do their duties well. Regular training and development programs, mentorship, and coaching may help with this.

Institutional managers at the State Department of Technical Education should ensure that employees are given opportunities to utilize their skills and knowledge in their roles. This can be achieved by aligning employee skills and competencies with the needs of the organization, and giving staff opportunity to take on new tasks and responsibilities.

5.5 Suggestions for Further Studies

i). A study on the effectiveness of training and development programs in enhancing human resource planning practices: Given the study's findings that human resource planning practices were rated as poor or average by respondents. Areas such training methods, mentorship programmes and coaching, on the quality of human resource planning practices should be given emphasis.

ii). A study to explore the role of other factors, such as job satisfaction and motivation, in influencing employee job performance. This will help understand how these factors impact employee performance, this study could include qualitative methodologies like focus groups.

An evaluation of the effectiveness of talent management processes in identifying and developing talent: The study highlighted some concerns regarding putting talent management principles into practice inside the department of education, particularly in terms of utilizing employee talent effectively. Therefore, a study could evaluate the effectiveness of the organization's talent management processes in identifying and developing talent.

REFERENCES

Adhiambo, A. W., Aila, F. O., & Omollo, P. A. (2019). Impact of training and development on employee job performance: A study of the Kenyan public sector. *International Journal of Academic Research in Business and Social Sciences, 9*(5), 202-219.

Ahmad, A. R., Ming, T. Z., & Sapry, H. R. M. (2020) Effective Strategy for Succession Planningin Higher Education Institutions: University of Kuala Lumpur, Kuala Lumpur, Malaysia. Journal of Education and e-Learning Research: Vol. 7, No. 2, 203-208, 2020, ISSN (E) 2410-9991 / ISSN(P) 2518-0169: DOI: 10.20448/journal.509.2020.72.203.208

Al-Mohaisen, F.O. & Al-Kasasbeh, M. M. (2021). Impact of Succession Planning on Talent Retention at Orange – Jordan. *Jordan Journal of Business Administration 17 (1), 126 - 146*

Aluvisia, H. (2016). *Factors Influencing Employee Performance in the Kenyan Public Sector: A Case of the Kenya National Highways Authority*. University of Nairobi

Anjai, M. (2018, August). Effect of immersion time in denture cleanser on the transverse strength of heat-cured acrylic resin. In *Journal of Physics: Conference Series* (Vol. 1073, No. 6, p. 062012). IOP Publishing.

Beechler, S., & Woodward, I. C. (2009). The global "war for talent". *Journal of international management, 15*(3), 273-285.

Charan R. (2005). Ending the CEO succession crisis. *Harvard Business Review, 83 (2):* 72–81.

Chepkilot, P., & Rotich, J. (2021). Influence of employee competence on job performance among public officers in the Ministry of Agriculture in Kenya. Journal of Public Administration and Governance, 11(1), 165-179.

Chepkilot, P., & Rotich, J. (2021). Influence of employee competence on job performance among public officers in the Ministry of Agriculture in Kenya. Journal of Public Administration and Governance, 11(1), 165-179.

Creswell, J. W. (2013). Steps in conducting a scholarly mixed methods study.

Denscombe, M. (2010). The affect heuristic and perceptions of 'the young smoker'as a risk object. *Health, risk & society, 12*(5), 425-440.

Fernández-Aráoz, Nagel and Green, (2021). The High Cost of Poor Succession Planning.

Fidelis, A. Omoregie, N. & Ogbeide, G. (2015). *Human Resources Management Practices and Organizational Performance in Nigeria*. Retrieved on 26th March 2022. Available at https://www.researchgate.net/publication/342766230_

Fleming, J. & Zegwaard, K. (2018). Methodologies, *Methods And Ethical Considerations for conducting research in work-integrated learning.* Special Issue: Work-integrated learning research methodologies and methods

Fox, N. (2009). *Using Interviews in a Research Project.* The NIHR Research Design Servicefor Yorkshire & the Humber

Friolina, D. Sudarsih, S. Endhiarto, T. & Musmedi, D. (2017). Do Competence, Communication, And Commitment affect the Civil Servants Performance? *International Journal of Scientific & Technology Research, 6(9), 211 - 215*

Gall, J. P., & Gall, M. D. (2003). *Instructor's manual to accompany Educational research: An introduction, by Gall, Borg, and Gall*. Pearson Education.

Garg, R. (2016). Methodology for research I. *Indian J Anaesth. Sep; 60(9):* 640–645.

Gothard, S., & Austin, M. J. (2013). Leadership succession planning: Implications for nonprofit human service organizations. *Administration in Social Work, 37*(3), 272-285.

Groves, K. (2019). Examining the impact of succession management practices on organizational performance: A national study of U.S. hospitals. *Health Care Manage Rev. 44(4):356-365*. doi: 10.1097/HMR.0000000000000176.

Grusky, O. (1963). "Managerial succession and organizational effectiveness. American Journal of Sociology, Vol. 69 No. 1, pp. 21-31.

Grusky, O. (1963). Managerial succession and organizational effectiveness. The American Journal of Sociology, 69, 21–31.

Grusky, O. (1967). Common Sense Theory. *American Journal of Sociology, 72(4),* 426-428. Retrieved August 11, 2021, from http://www.jstor.org/stable/2775880

Gupta, M., & Snyder, D. (2009). Comparing TOC with MRP and JIT: a literature review. *International Journal of Production Research, 47*(13), 3705-3739.

Harter, J. K., & Gurley, V. F. (2008). Measuring well-being in the United States. *APS Observer, 21*(8).

Hee, O. C. and Ying, Y. H. and Kowang, T. O. and Rizal, A. M. and Ping, L. L. (2019) Succession management practices and employee retention in the property industry: evidence from Malaysia. *International Journal of Scientific and Technology Research, 8 (10).* pp. 1409-1412. ISSN 2277-8616

Jackson, S. E., Schuler, R. S., & Jiang, K. (2014). An aspirational framework for strategic human resource management. *Academy of Management Annals, 8*(1), 1-56.

Kajubi, P., Kamya, M. R., Raymond, H. F., Chen, S., Rutherford, G. W., Mandel, J. S., & McFarland, W. (2008). Gay and bisexual men in Kampala, Uganda. *AIDS and Behavior, 12*(3), 492-504.

KariKari, A. Kodi, R. & Poku, R. (2020). Succession Planning as a Tool for Organizational Development: A Case Study of University of Education, Winneba - Kumasi, Ghana. *International Journal of Social Sciences and Management Review, 3(4), 177 – 202*

Kaur, M. (2021). *Succession Planning.* Available at https://humancapitalonline.com/COVID-19/details/2548/succession-planning-20

Khalumba, M. (2012). *The influence of human resource management practices on financial performance of commercial banks in Kenya* (Doctoral dissertation).

Kiarie, E. G., & Waweru, N. M. (2016). Effect of recruitment and selection practices on employee performance in the public sector: A case study of the National Police Service, Kenya. *International Journal of Humanities and Social Science Research, 6*(1), 29-40.

Kibet, J., & Kurgat, R. (2021). Employee job satisfaction and its effect on job performance: a case of Kenya Ports Authority. European Journal of Business and Management Research, 6(4), 23-31.

Kibet, L. K., & Kariuki, J. M. (2021). Succession Planning and Employee Retention in Public Hospitals in Kenya. *International Journal of Scientific and Research Publications, 11*(4), 673-681.

Kibet, P., & Kipruto, S. (2021). The effect of employee competencies and talent development on employee performance in selected organizations in Kenya. *Journal of Human Resource Management, 9*(1), 22-34.

Kihara, S. K., & Muthee, A. K. (2020). Effect of competitive environment on employee performance in the insurance industry in Kenya. International Journal of Business and Management, 15(8), 109-120.

Kihara, S. K., & Muthee, A. K. (2020). Effect of competitive environment on employee performance in the insurance industry in Kenya. International Journal of Business and Management, 15(8), 109-120.

Kihoro, J. M., & K'Obonyo, P. O. (2017). The relationship between employee competencies and succession management and their job performance at State department of technical education, Kenya. *International Journal of Business and Commerce, 6*(9), 30-43.

Kinyanjui, D. M., Kamau, S., & Mburugu, G. N. (2020). Succession Planning and Employee Motivation: A Case of Commercial Banks in Kenya. *International Journal of Management, Entrepreneurship and Technology, 10*(1), 94-111.

Kiptoo, C., Mugo, D., & Kinyua, A. (2022). Human resource management practices and employee performance in the public sector in Kenya. *International Journal of Human Resource Studies, 12*(1), 42-55.

Kithae, P., Mugo, J., & Nzuki, D. (2021). The relationship between job satisfaction and customer satisfaction: A case study of the Kenyan banking sector. International Journal of Business and Management, 16(8), 1-10. https://doi.org/10.5539/ijbm.v16n8p1

Kosgei, K. K., & Koskei, R. J. (2021). Employees' Talents Development and Succession Management: The Relationship with Job Performance at State Department of Technical Education. *International Journal of Human Resource Studies, 11*(1), 119-134. doi: 10.5296/ijhrs.v11i1.18923

Kravariti, Tasoulis, Scullion & Alali (2022). Talent management and performance in the public sector: the role of organisational and line managerial support for development. The *International Journal of Human Resource Management, 5(7), 1-18*

Lai, L. & Kapstad, J. (2019). Perceived competence mobilization: An explorative study of predictors and impact on turnover intentions. *The International Journal of Human Resource Management 20(9):1985-1998*

Lauby, S. (2019). *Succession Planning for Organizational Subject Matter Experts.* Available at https://www.cornerstoneondemand.com/resources/article/succession-planning-organizational-subject-matter-experts/

Leibman, M., Bruer, R. A., & Maki, B. R. (1996). Succession management: The next generation of succession planning. *People and Strategy*, *19*(3), 16.

Lindley, J. (2002). Race or religion? The impact of religion on the employment and earnings of Britain's ethnic communities. *Journal of ethnic and Migration Studies*, *28*(3), 427-442.

Makau, J. M., & Muturi, W. (2017). Talent management and employee retention in the Kenyan public sector: A case study of the ministry of energy. Journal of Human Resource Management, 5(2), 33-43.

Marshall, P.A., Adebamowo, C.A., Adeyemo, A. A. et al. (2014). Voluntary participation and comprehension of informed consent in a genetic epidemiological study of breast cancer in Nigeria. *BMC Med Ethics 15*, 38 (2014). https://doi.org/10.1186/1472-6939-15-38

Masri, N. E., & Suliman, A. (2019). Talent management, employee recognition and performance in the research institutions. S*tudies in Business and Economics, 14(1), 127–140*. Available at https://doi.org/10.2478/sbe-2019-0010

Mittal, S., Khan, M. A., Romero, D., & Wuest, T. (2019). Smart manufacturing: characteristics, technologies and enabling factors. *Proceedings of the Institution of Mechanical Engineers, Part B: Journal of Engineering Manufacture*, *233*(5), 1342-1361.

Moga, S. (2021). *Core Competencies and Performance of Firms in the Service Industry: A Case of Micro Cap Holdings*. Kenyatta University

Mugambi, A., & Nyangara, D. (2016). The relationship between succession planning and organizational performance in selected public sector organizations in Kenya. International Journal of Management and Commerce Innovations, 4(2), 56-64.

Mugenda, A. G. (2008). Social science research: Theory and principles. *Nairobi: Applied*.

Mullen, R. (2017, April 4). *5 ways to improve service quality in your organization.* https://www.replicon.com/blog/5-ways-improve-service-delivery-organization

Muthaura, P. & Ngari, J. (2019). An Assessment of Succession Planning Practices in Public Sector Organizations in Kenya. *International Journal of Management and Applied Research, 6*(4), 242-258.

Mutheu, K. M., Ngui, D., & Muli, C. (2020). The Effect of Employee Competencies and Succession Management on Job Performance in Public Sector Organizations in Kenya. *Journal of Human Resource Management, 8*(2), 31-42. DOI: 10.11648/j.jhrm.20200402.11

Muthoni, J. K., & Kinyua, J. (2022). Employee motivation, job satisfaction, and job performance: a study of public sector employees in Kenya. Journal of Public Administration and Governance, 12(1), 1-17.

Mwai, E. M., & Ng'ang'a, S. K. (2021). The influence of employee talents development on job performance in the Kenyan public sector. *International Journal of Innovative Research and Development, 10*(2), 10-20.

Mwangi, A. N., & Waweru, N. M. (2021). Employee competencies and job performance: A study of banking sector employees in Kenya. *European Journal of Business and Management Research, 6*(2), 40-50.

Namada, J. M. (2018). Organizational learning and competitive advantage. In *Handbook of research on knowledge management for contemporary business environments* (pp. 86-104). IGI Global.

Ndwiga, J. T., Kimencu, L. M., & Namusonge, G. S. (2018). Challenges facing the implementation of human resource development practices in public hospitals in Kenya: A case study of Moi Teaching and Referral Hospital. Journal of Human Resource Management, 6(1), 1-9.

Njeru, A., Njenga, J. K., & Mose, L. (2020). Competence and succession management and their influence on employee performance in technical education institutions in Kenya. *Journal of Technical Education and Training, 12*(2), 77-87. doi: 10.30880/jtet.2020.12.02.077

Nulty, D. D. (2008). The adequacy of response rates to online and paper surveys: What can be done? *Assessment & Evaluation in Higher Education, 33*(3), 301-314. https://doi.org/10.1080/02602930701293231

Nyang'au, R. O., & Simiyu, J. K. (2020). Employee competencies, succession management and job performance in the State Department of Technical Education in Kenya. *International Journal of Economics, Commerce and Management, 8*(9), 32-48.

Nyanjom, C. R. (2013). *Factors influencing Employee Retention in the State Corporations in Kenya* (Doctoral dissertation, University of Nairobi).

Nyongesa, A. W., Wanjau, K. N., & Ng'ang'a, S. K. (2020). Employee competencies, succession management, and job performance in technical and vocational education and training institutions in Kenya. *Journal of Vocational Education and Training, 72*(4), 527-546. https://doi.org/10.1080/13636820.2020.1783744

Nzioka, J. (2021). The influence of talent development on job performance: A case study of selected organizations in Nairobi County. *International Journal of Human Resource Studies, 11*(1), 1-14. https://doi.org/10.5296/ijhrs.v11i1.17605

Obaga, M. K. (2010). *Effects of Succession Management on Service Delivery in the Ministry of Water and Irrigation in Kenya* (Doctoral dissertation, Thesis, Kenyatta University).

Odengo, R. A., & Bett, M. S. (2016). Influence of succession planning practices on performance of Kenya Power Limited Company. *International Journal of Business Strategies, 1*(1), 127-143.

Olatunji, F., Kehinde, O. J., & Nwachukwu, C. E. (2017). Succession planning and job commitment: moderating role of employees' satisfaction in selected beverages companies in Lagos metropolis. *Trends Economics and Management, 11*(30), 21-36.

Oluoch, G. (2017). *The Effects of Talent Management Processes on Performance of Young Professionals: A Case of Trufoods* (Doctoral dissertation, United States International University-Africa).

Oluoch, M. A. (2013). *The determinants of performance of pension funds in Kenya* (Doctoral dissertation, University of Nairobi).

Ondabu, I. M., Ayugi, M. E., & Wekullo, C. M. (2020). The impact of training and development on employee performance among non-teaching staff in public universities in Kenya. *Journal of Education and Practice, 11*(2), 40-50.

Ongori, H., & Agolla, J. E. (2019). The impact of human resource management practices on employee performance: A case study of Kenya Power. *International Journal of Economics, Commerce and Management, 7*(6), 103-116.

Onono, E. (2018). *The Impact of Organizational Structure on Performance at General Electric Africa.* United States International University-Africa

Onyango, J. O., Oduor, J. G., & Mugo, R. W. (2018). Influence of succession planning on employee retention in private universities in Kenya. *International Journal of Scientific and Research Publications, 8*(4), 136-144.

Oree, S. (2018). *Succession Planning and Management of Staff Retirement in the Public Sector in Uganda: A Case Study of Ministry Of Agriculture, Animal Industry and Fisheries (MAAIF).* Nkumba University

Otieno, C. A. (2014). *Change Management at Lake Basin Development Authority, Kenya* (Doctoral dissertation, University of Nairobi).

Otieno, L. O., Wafula, C. N., & Kipruto, R. K. (2020). Succession planning in the Kenyan public sector: A case of the National Hospital Insurance Fund. *International Journal of Management and Applied Research, 7*(2), 146-157.

Oyugi, L. A., Namusonge, G. S., & Mugambi, V. (2021). Talent management practices and employee job performance in the public sector: A case of State Department of Technical Education in Kenya. *Journal of Human Resource Management, 5*(1), 32-45.

Picincu, A. (2018). *The Advantages of Using a Questionnaire.* https://bizfluent.com/info-8206848-advantages-using-questionnaire.html

Pigao, N. & Pabangou, S. (2020). An Analysis on Human Resource Management in Australia Small and Medium Enterprises. *International Journal of Business, Economics and Management Works, 7(3), Pp. 01-04*

Puvitayaphan, A. (2008). Talent Management Practices in selected companies listed on the stock exchange of Thailand (SET). *Education Journal of Thailand*, *2*(1), 1-9.

Rehman, W. U., Asghar, N., & Ahmad, K. (2015). Impact of KM practices on firms' performance: A mediating role of business process capability and organizational learning. *Pakistan. Economic and Social Review, 53(1), 47*

Renouard, C., & Ezvan, C. (2018). Corporate social responsibility towards human development: A capabilities framework. *Business Ethics: A European Review*, *27*(2), 144-155.

Republic of Kenya (2017) Human Resource Planning and Succession Management Strategy for the Public Service; Ministry of Public Service, Youth and Gender Affairs; Nairobi Kenya.

Ritchie, M (2019) *Succession planning for successful leadership: Why we need to talk about Succession planning:* Sage Journals Publication: First Published October 15, 2019. Research Article, https://doi.org/10.1177/0892020619881044

Robinson, S. (2019). *Succession Planning: Is Your Organization Prepared?* Available at https://www.td.org/insights/succession-planning-is-your-organization-prepared

Rothwell, W. (2005). Applying succession management benefits for leadership continuity. *Journal of Business & Economics Research (JBER)*, *3*(6).

Saifalislam, K. M., Osman, A & AlQudah, M. K (2014). Human Resource Management Practices: Influence of recruitment and selection, and training and development on the organizational performance of the Jordanian Public University. *IOSR Journal of Business and Management (IOSR-JBM), 16(5), Pp 43-46*

Salman, S. Ganie, G. & Saleem, S. (2020*). Employee Competencies as Predictors of Organizational Performance: A Study of Public and Private Sector Banks.* Available at https://journals.sagepub.com/doi/10.1177/0258042X20939014

Schuler, R. S., & Werner, S. (2012). Managing Human Resources 11e. *Cengage, Mason, OH*.

Schwartz, *et al.* (2020). *Talent Edge 2020: Redrafting Talent Strategies for the Uneven Recovery.* https://www2.deloitte.com/cn/en/pages/human-capital/articles/talent-edge-2020.html

Setia, M. S. (2016). Methodology Series Module 3: Cross-sectional Studies. *Indian J Dermatol, 61(3):* 261–264.

Shakerian, H., Dehnavi, H. D., & Ghanad, S. B. (2016). The implementation of the hybrid model SWOT-TOPSIS by fuzzy approach to evaluate and rank the human resources and business strategies in organizations (case study: road and urban development organization in Yazd). *Procedia-Social and Behavioral Sciences, 230*, 307-316.

Silberman, M. L., & Biech, E. (2015). *Active training: A handbook of techniques, designs, case examples, and tips*. John Wiley & Sons.

Tabachnick, B. G., & Fidell, L. S. (2013). *Using Multivariate Statistics.* Boston: Pearson

Tash, M. S., Ali, E. N., & Ahmadzadeh, M. (2016). The Effects of Talent Management on Employees Performance in Oil Jam Petrochemical Complex (Oil JPC): The Mediating Role of Job Satisfaction. *International Journal of Economics and Finance, 8*(6), 1-5.

Tejumola, O. (2019). Influence of employee training on performance of public servants in Kano State, Nigeria. *African Journal of Emerging Issues*, *1*(1), 94 - 119. Retrieved from https://ajoeijournals.org/sys/index.php/ajoei/article/view/6,

Timbe, M.W., & Sira, D.F. (2013). *Challenges Facing Succession Management in the Kenyan Civil Service: (A Case Study of Nairobi County in the Ministry of Education).* University of Nairobi

Turel, O., Liu, P., & Bart, C. (2017). Board-level information technology governance effects on organizational performance: The roles of strategic alignment and authoritarian governance style. *Information Systems Management*, *34*(2), 117-136.

Tursunbayeva, A. (2019). Human resource technology disruptions and their implications for human resources management in healthcare organizations. *BMC Health Services Research, 19(1), 7-10*. https://doi.org/10.1186/s12913-019-4068-3

Wachira, G. W., & Mwita, J. C. (2022). Talent management practices and employee job performance in the Kenyan public sector. *International Journal of Business and Management, 17*(2), 127-141.

Waiganjo, E. W., Munene, J. C., & Kalio, A. M. (2019). The impact of succession planning on employee performance: A case study of the Kenya Revenue Authority. *Journal of Human Resource Management, 7*(1), 1-10.

Wanjiru, G. & Chege, P. (2020). Effects of Employee Skills on Public Procurement Performance at National Youth Service, Kenya. *International Journal of Research and Innovation in Social Science (IJRISS) |4(3), 231 -235*

Wanyoike, J., & Mungai, J. (2022). Job performance and customer satisfaction: A case study of the Kenyan hospitality industry. International Journal of Hospitality Management, 100, 102875. https://doi.org/10.1016/j.ijhm.2022.102875

World Health Organization. (2016). *Global strategy on human resources for health*: workforce 2030.

Yunus, M., Iis, E. Y., Adam, M., & Sofyan, H. (2020). Does motivation mediate the effects of employee staff empowerment, talent, working environment, and career development on staff performance? *Calitatea*, *21*(175), 91

Zafar, A. Khawaja, G. Akhtar, H. & Iqbal, F. (2020). Effect of succession planning on organizational growth. *Journal of Social Sciences and Humanities 59(1),21-33*

Zeb, A. Abdullah, N. Javaid, M. & Khan, M. (2020). Impact of Human Capital Management Practices on Employees' Job Performance. *International PostGraduate Conference on Applied Science & Physics, Vol. 1049*

APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

The Catholic University of Eastern Africa
P.O Box 62157-00200

Nairobi

Dear Respondent,

I am Maryan Abdi Hassan Undertaking a Master's Degree at the Catholic University of Eastern Africa in Education Planning and Administration. As a requirement for the award of a Master's Degree, every student at this level must conduct scientific research in a specific area of interest and specialty. Therefore, in this regard I am conducting academic research on **Influence of Succession Management on Employees' Job Performance among Public Officers at the Department of Technical Education in Kenya.** I hereby humbly request you to respond to the questions in this questionnaire to enable me carry out this research. This is a purely an academic exercise and the findings will be used only for the intended purpose and not for anything else. By this letter I assure you that the answers you provide will be treated with the highest standard of anonymity and confidentiality. Do not write your personal information anywhere on the paper that may reveal your identity. Thank you in advance for your willingness to generously contribute to this research.

Yours faithfully,

Maryan A. Hassan

APPENDIX II: QUESTIONNAIRE FOR TRAINERS

Instructions
Please respond to the following Questions to the Best of Your Knowledge by placing a tick (√)
Or write in the space provided.

SECTION A: DEMOGRAPHIC INFORMATION

Please indicate your Gender

Male [ ]

Female [ ]

Please indicate your age bracket

18- 27 years [ ]

28- 37 years [ ]

38- 47 years [ ]

48 years and above [ ]

Indicate your highest education level

Certificate [ ]

Diploma [ ]

Degree [ ]

Masters [ ]

PhD [ ]

How long have you worked in the organization?

1-5 years [ ]

6-10 years [ ]

11-15 years [ ]

Over 15 years [ ]

SECTION B: HUMAN RESOURCE PLANNING PRACTICES

1. (a) Do human resource planning favor succession planning?

Yes [ ]

No [ ]

If yes kindly rate human resource planning based on efficiency and effectively

Outstanding [ ]

Very good [ ]

Average [ ]

Poor [ ]

The following statements relate to human resource succession planning practices. Indicate to what extent would you agree with the following statements. Use scale of 1-5, Where 1 = Strongly Disagree 2 = Disagree 3 = Neither Disagree nor Agree 4 = Agree 5 = Strongly Agree. (Please note that 1 is the lowest score while 5 is the highest score)

Statement	5	4	3	2	1
There is effective career planning in our organization					
There is effective recruitment in our organization					
Our organization recruits employees with required skills					
Human resource planning in our organization is based on succession opportunities					
Our organization conducts job analysis before recruiting and promoting employees					

What human resource planning practices would you say are successful in enhancing employee performance?

……

……

……

SECTION C: EMPLOYEES' COMPETENCIES

(a) Do employees' competence favor succession planning?

Yes [ ]

No [ ]

(b) If yes kindly rate employees' competence based on efficiency and effectively

Outstanding [ ]

Very good [ ]

Average [ ]

Poor [ ]

The following statements relate to employee competencies. Indicate to what extent you agree with the f statements. Use scale of 1-5, Where 1 = Strongly Disagree 2 = Disagree 3 = Neither Disagree nor Agree 4 = Agree 5 = Strongly Agree. (Please note that 1 is the lowest score while 5 is the highest score)

Statement	5	4	3	2	1
Employees competence come through Training & Development					
Employee competence and skills brings positive attitude in employees' performance					
With competence and development job knowledge increase in employees performance.					
Most of the employers consider applying competence waste of time and waste of money					
Employees competence and skills is essential for our organization employees					

SECTION D: EMPLOYEES' TALENTS

(a) Do employees' talent favor succession planning?

Yes [ ]

No [ ]

(b) If yes kindly rate employees' talent based on efficiency and effectively

Outstanding [ ]

Very good [ ]

Average [ ]

Poor [ ]

The following statements relate to employee talents Indicate to what extent you agree with the statements. Use scale of 1-5, Where 1 = Strongly Disagree 2 = Disagree 3 = Neither Disagree nor Agree 4 = Agree 5 = Strongly Agree. (Please note that 1 is the lowest score while 5 is the highest score)

Statement	**5**	**4**	**3**	**2**	**1**
Knowledge and skills together with competency is the mode via which recruitment is done					
There is a robust talent search matrix which allows for experienced, academically qualified, driven and competent employees to be hired					
There is a work-life balance matrix which motivates and rests employees					
There is internal recruitment which has enabled the boasting of the staff morale					
In born talent is effectively checked and utilized from employees.					

What employees' talents would you say are successful in enhancing employee performance?

……

……

……

SECTION E: EMPLOYEE PERFORMANCE

The following statements describe employee performance in various attributes. Indicate to what extent you agree with the statements. Use scale of 1-5 where 1 = Strongly Disagree 2 = Disagree 3 = Neither Disagree nor Agree 4 = Agree 5 = Strongly Agree. (Please note that 1 is the lowest score while 5 is the highest score)

			5	**4**	**3**	**2**	**1**
I am able to finish my work on time							
I rarely have to repeat a task because it was not done properly							
The quality of my output is quite good							
Customers have never raised a complaint about my service							
I am able to provide necessary information that would assist others to complete their tasks							
I am able to find solutions to the various challenges I encounter in my work							
We have good working relations between me and my colleagues							
We assist each other in handling tasks that are challenging							

Explain how you would improve the performance of your employees through succession management practices

……

……

……

Thank you for participating!!!

APPENDIX III: QUESTIONNAIRE FOR HODS

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender

Male ( ) Female ( )

2. Marital status

Single ( ) Married ( ) Others ( )

3. Age group

Up to 25 ( ) 26-40 ( ) 41-54 ( ) above 55 ( )

4. Years of service

0- 5 years ( ) 6-10 years ( ) 11-20 years ( ) over 20 years ( )

5. Academic qualification

Secondary ( ) Certificate ( ) Diploma ( ) Undergraduate ( ) Masters and above ( )

6. Type of engagement

Temporary ( ) Contract ( ) Permanent ( )

SECTION B: HUMAN RESOURCE PLANNING PRACTICES

7. i. Does human resource planning effect training in the departments?

Yes () No ()

ii. Please explain the reasons for your answer in **7.i** above

……

……

……

……..

8. To what extent would you agree with the following statement? Use scale of 1-5, Where 1 = Strongly Disagree 2 = Disagree 3 = Neither Disagree nor Agree 4 = Agree 5 = Strongly Agree

STATEMENT	5	4	3	2	1
I train all sectors of human resource planning practices					
Training on human resource planning practices is easier					
Training human resource planning practices has added advantage to my life					
I have been engaging both colleges and students in training human resource planning practices					
I have been training other sectors apart from human resource planning practices					

SECTION C: EMPLOYEES' COMPETENCIES

9. i. Is employee competence an alarming issue in training?

Yes () No ()

ii. Please give reasons for your answer in **9.i** above

……

……

……

……..

10. To what extent would you agree with the following statement? Use scale of 1-5, Where 1 = Strongly Disagree 2 = Disagree 3 = Neither Disagree nor Agree 4 = Agree 5 = Strongly Agree

STATEMENT	5	4	3	2	1
During training I face different competitions with other employees in our department					
Employee's competence has added value to my training skills					
Employee competence has been on the rise in our department					
It is very difficult to concentrate due to competence in the training department					
Our training department does not have competent employees.					

SECTION D: EMPLOYEES' TALENTS

11. i. Does employee talent improve the training sessions?

Yes () No ()

ii. Kindly give reasons for your answer in **11.i** above

……

……

……

……

12. To what extent would you agree with the following statement? Use scale of 1-5, Where 1 = Strongly Disagree 2 = Disagree 3 = Neither Disagree nor Agree 4 = Agree 5 = Strongly Agree

STATEMENT	5	4	3	2	1
There has been a lot of training talent between the employees in the training department.					
Employee talent on training has been largely utilized in our department in the recent years					
Some of the employees in the training department do not have the qualities and talents of a trainer.					
Most of the employees in our department have all it takes with the talent to train people.					
The talent exhibited in our department has been natured for future prosperity of the department.					

SECTION E: EMPLOYEE PERFORMANCE

13. i Do you think training has improved employee performance?

Yes () No ()

ii. Kindly explain the reasons for your answer in **13.i** above

……

……

……

……

14. To what extent would you agree with the following statement? Use scale of 1-5, Where 1 = Strongly Disagree 2 = Disagree 3 = Neither Disagree nor Agree 4 = Agree 5 = Strongly Agree

STATEMENT 5 4 3 2 1

Training has improved how the employees have been performing in the resent past

Since the introduction of training in the organization, there has been a positive improvement on both employee and organization performance

Employee performance has been a big hindrance for trainers in the organization

The employee performance I n the past and in future will be determined by training of all individuals in the department.

Some managers for different reasons e.g. time wasting hence poor employee performance have discouraged training.

APPENDIX IV: INTERVIEW GUIDE FOR SENIOR DIRECTORATE STAFF

1. In what ways does training of all departments help improve performance of your employee *(Probe on human resource planning practices, Employee Competencies, and Talents Development)*

   --

2. In what ways has human resource planning practices added advantage to your organization *(Probe on career planning, effective recruitment, and job analysis)*

   --

3. How would you explain human resource planning in your organization linkage with employee performance? *(Probe on succession planning, talent development and career development)*

   --

4. Explain the organization outcome in presence of employee competencies *(Probe on Effective service delivery, Efficiency at workplace, Strong work ethic and Improved professionalism)*

What improvements has your organization made due to training? *(Probe on Effective service delivery, Efficiency at workplace, Strong work ethic and Improved professionalism)*

How does employee competence influence your organization? *(Probe on Effective service delivery, Efficiency at workplace, Strong work ethic and Improved professionalism)*

---

5. How does competition between employees improve their performance in your organization *(Probe on Effective service delivery, Efficiency at workplace, Strong work ethic and Improved professionalism)*

---

1. In what ways do training improve competence and employee performance in your organization? *(Probe on Effective service delivery, Efficiency at workplace, Strong work ethic and Improved professionalism)*

--

6. Explain how you would improve the performance of your employees through employee talent *(Probe on Effective service delivery, Efficiency at workplace, Strong work ethic and Improved professionalism)*

Do you think employee performance has improved due to talent, competence, and human resources planning practices? Explain.

APPENDIX V: INTERVIEW GUIDE FOR PRINCIPALS

Catholic University of Eastern Africa
P.O Box 62157-00200

Nairobi

Dear Participant,

I'm Maryan Abdi Hassan Undertaking a Master's Degree at the Catholic University of Eastern Africa in Education Planning and Administration. As a requirement for the award of a Master's Degree, every student at this level must conduct scientific research in a specific area of interest and specialty. Therefore, in this regard I am conducting academic research on **Influence of Succession Management on Employees' Job Performance among Public Officers at the Department of Technical Education in Kenya.** I hereby humbly request you to respond to the questions in this Interview Guide to enable me carry out this research. This is a purely an academic exercise and the findings will be used only for the intended purpose and not for anything else. By this letter I assure you that the answers you provide will be treated with the highest standard of anonymity and confidentiality. Thank you in advance for your willingness to generously contribute to this research.

Yours faithfully,

Maryan A. Hassan

DEMOGRAPHIC INFORMATION

1. Gender----------

2. Age bracket (----------)

3. Indicate your highest education level----------

4. How long have you worked in the organization?----------

5. How do the Human Resource Planning practices influence employee succession management at State department of Technical education?

---

6. How does Employee Competencies influence the succession management and job performance at State department of Technical Education? *(Probe on Effective service delivery, Efficiency at workplace, Strong work ethic and Improved professionalism)*

---

7. What is the influence of Employees' Talents Development on succession management and job performance at State department of Technical Education? *(Probe on Critical thinking and problem solving, Teamwork and collaboration, Professionalism and strong work ethic, Oral and written communications skills, and Leadership).*

---

8. What are the challenges that face the succession management of employees at the State department of Technical Education? *(Probe on financial resources, lack of proper mentorship and training of successors as well as their predecessors, unprofessionalism in the process of succession planning, lack of involvement of all key stakeholders)*

---

9. What measure can be put in place in order to improve succession management so as to enhance employee job performance at the State department of Technical Education? (*Probe on solutions to issues mentioned in Q8.).*

---

10. Kindly provide any other suggestions that can help improve on succession management at the State department of Technical Education *(Probe on any other suggestions not covered in Q9.).*

THANK YOU

Appendix VI: Research participation Consent Form

Research Title:

Influence of Selected Succession Management Practices on Public Officers' Job Performance in the Technical Education Department in The Ministry of Education, Nairobi County, Kenya

Declaration

I have read and I understand the purpose and objective of the research undertaken. Enough information has been provided on all the areas of concern and was provided with the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form and that information provided and my persona will be kept confidential. I voluntarily agree to take part in this study since my participation is important for the findings of the study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

Appendix VII. Research Permit from NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **711079**

Date of Issue: **01/February/2023**

RESEARCH LICENSE



This is to Certify that Ms.. Maryan Abdi Hassan of Catholic University of Eastern Africa, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: Influence of Succession Management on Employee's Job performance among public officers at the Ministry of Education's Technical Education Department, Nairobi, Kenya for the period ending : 01/February/2024.

License No: **NACOSTI/P/23/23483**

711079

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

APPENDIX VIII: Authorization letter from the Catholic University of Eastern Africa

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Postgraduate Studies in Education

Our Ref: CUEA/DVC-ACAD/FOE/PGSE/MED/04/January/2023

26th January 2023

THE DIRECTOR,
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION (NASOSTI)
NAIROBI, KENYA

RE: MARYAN A HASSAN

I wish to introduce to you Maryan Master of Education student at The Catholic University of Eastern Africa, Nairobi – Kenya; and request you to assist her accomplish her academic research requirements.

Maryan area of specialization is in Education in Administration & Planning. Every student in the programme is required to conduct research, write a report/dissertation and submit it for examination in the final years of study. Accordingly, Maryann research proposal has been approved and she will conduct research on the following topic: ***"Influence of Succession Management On Employees' Job Performance Among Public Officers At The Ministry Of Education's Technical Education Department, Nairobi, Kenya***

Thanking you in advance for according Maryan the assistance she may require to conduct her research successfully.

Sincerely,

27 JAN 2023

SR. DR. ELIZBETH NDUKU
HEAD OF DEPARTMENT - POSTGRADUATE STUDIES IN EDUCATION

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: pgse@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

ISO 9001:2015 Certified by the Kenya Bureau of Standards

Appendix IX: Research Approval Letter

1st February 2023

Maryan A. Hassan
Catholic University of Eastern Africa
Faculty of Education
P.O BOX 62157-00200
NAIROBI
Email: **maryktl012@gmail.com**

FOR
Principal Secretary
State Department of Vocational
& Technical Training
P. O. Box 30040 - 00100
Nairobi

The Director
State Department forTechnical Vocational Training and Education
P O Box 9583-00200
NAIROBI

Forwarded
for
03/02/2023

REQUEST FOR A RESEARCH PERMIT BEFORE COMMENCEMENT OF RESEARCH WORK

I am a postgraduate student at the Catholic University of Eastern Africa (CUEA) pursuing a Master Degree in Education Administration and Planning. I am required to seek your permission and concurrence before starting to collect Research Data in the sampled TVET institutions within the County.

Attached, please find a Research License from the National Commission for Science, Innovation and Technology (NACOSTI). Kindly allow me to conduct the research in Nairobi County.

Thank you in advance.

Maryan A. Hassan

Encl.

Appendix X. ANTIPLAGIARISM CERTIFICATE



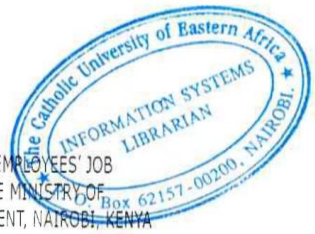
THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
INFORMATION SYSTEMS LIBRARIAN
TURNITIN ORIGINALITY REPORT

REF: PGS/FOE/291/DEF/LANGATA,

Turnitin Originality Report

Processed on: 16-Aug-2023 11:06 EAT
ID: 2146548667
Word Count: 38091
Submitted: 1

INFLUENCE OF SUCCESSION MANAGEMENT ON EMPLOYEES' JOB PERFORMANCE AMONG PUBLIC OFFICERS AT THE MINISTRY OF EDUCATION'S TECHNICAL EDUCATION DEPARTMENT, NAIROBI, KENYA
By Maryan. A. Hassan 1036402



Similarity Index	Similarity by Source	
6%	Internet Sources:	5%
	Publications:	2%
	Student Papers:	1%

I HEREBY CONFIRM THAT **MARYAN. A. HASSAN** REG NO: **1036402**, SUBMITTED A CHECK OF ANTIPLAGIARISM ON CRITICAL EVALUATION OF **INFLUENCE OF SUCCESSION MANAGEMENT ON EMPLOYEES' JOB PERFORMANCE AMONG PUBLIC OFFICERS AT THE MINISTRY OF EDUCATION'S TECHNICAL EDUCATION DEPARTMENT, NAIROBI, KENYA. A THESIS SUBMITTED TO THE FACULTY OF EDUCATION IN THE DEPARTMENT OF POST GRADUATE STUDIES IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF THE AWARD OF A MASTER OF EDUCATION DEGREE IN ADMINISTRATION AND PLANNING AT THE CATHOLIC UNIVERSITY OF EASTERN AFRICA.**

Verification by Systems Librarian:

Name: HARUN MWANGI ..... Signature: ..... Date: 16/08/2023





THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: antiplagiarism@cuea.edu Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conferences in Eastern Africa)

APPENDIX XI: Map of Nairobi County

